

**Teaching Procedures (step-by-step directions)**

1. Before reading the book *Listen to the Wind- The story of Dr. Greg and Three Cups of Tea*, ask the students what they think it would be like if they did not have a school building and the school supplies needed to get a good education. Explain that in some parts of the world, children do not get to go to school in school buildings or have school supplies (some students do not even get the chance to go to school). Explain that the book *Listen to the Wind* is about one man's promise to help a town build a school. Explain that this story is set in Korphe, a small village in Pakistan. To help students understand where Korphe is in relationship to where they live, show the students where Korphe and their hometown are using either Google Earth or a world map. While listening to the story, students should listen and watch for similarities and differences between the students and the geography of Korphe with that of their own.
2. Read the book *Listen to the Wind-The Story of Dr. Greg and Three Cups of Tea*. Throughout the story, interject comments and additional information that will help the students understand the story and what happened. (More information can be found at <http://www.gregmortenson.com/> and in Greg's book *Three Cups of Tea-One Man's Journey to Change the World... One Child at a Time*.) After finishing the book, have a short discussion about what students thought of the book and any connections or feelings they thought of when listening to the story.
3. After reading the book:
  - a. open *Google Earth*
  - b. turn on the following layers: Borders and Labels, Places, Panoramio View, and Geographic Features and Terrain,
  - c. Open the .KMZ file included in the supplementary documents section of this lesson's webpage (it will open with Google Earth)
  - d. Double click on the placemark for Korphe School and then double click on the icon to show students the picture of the school.
  - e. Double click on the placemark for the Three-vine Bridge to show students the old bridge that crossed the Braldu River. If you zoom in on this area, you will be able to see the outline of the bridge that replaced this old one. After looking at the picture of the old bridge, ask students why they thought Dr. Greg had to replace the bridge before carrying supplies on it. Ask students how they thought not having a good bridge to get to other places/the rough terrain would impact the Korphe people's cultures.
  - f. After students have looked at these two locations, double click the placemark for Skardu. Measure the distance from Skardu to Korphe. Skardu is the place from which Dr. Greg brought all of the supplies for the bridge and school. Students will notice that this distance is around twenty-eight miles. (Provides students with a familiar comparison to help them imagine how far this distance really is) Ask the students if they think this is the distance Dr. Greg had to travel when going from Skardu to Korphe. Hopefully they will recognize that this is very mountainous terrain and that Dr. Greg would not have been able to travel in a straight line between the two towns.
  - g. Zoom in to Skardu and switch perspectives to see the terrain in 3D (Hold the Shift key

and the down arrow key). Students will notice that just to the North of Skardu are mountains that would immediately make it difficult for Dr. Greg to travel to Korphe.

- h. While viewing Skardu, double-click on the link to the Korphe School placemark in the Places section on the left part of the screen and allow students to see the distance Dr. Greg traveled to get to Korphe. Students will easily recognize that it was not an easy task getting between these two towns.
4. Ask the students why they think Korphe did not have a school before Dr. Greg came. (Possible responses: the people in the town did not have the money/resources needed to build a school; geography of the area made getting supplies to Korphe very difficult; school was not a necessity for survival in this town, although the adults wished the children could be educated so they could have a better life; ongoing violence in the region made travel dangerous).
5. Give each student two Venn diagrams, one titled "People/Culture" and the other titled "Geography." The two circles should be labeled "Korphe" and "Name of Your Town." The students will be participating in a Jigsaw activity. Assign half the class to work on the People/Culture Venn diagram and the other half to work on the Geography Venn diagram. Let students work alone for five minutes and then they can partner up with a few other students working on the same Venn diagram. Tell students that they should apply what they learned when listening to the book, participating in class discussion, and observing resources available on Google earth when writing information about Korphe and that they can use their own knowledge when recording information about their own town. Each student needs to have at least three items in each section of the Venn diagram. (Note: If time allows, students may be allowed to use Google Earth to learn more about the human and physical geography of the relevant places.)
6. When students are done working on their Venn Diagrams, put them into groups that include two experts on people/culture and two experts on geography. Ask students to share what they wrote in their Venn diagram. Students who worked on the opposite Venn diagram can fill out their uncompleted diagram based on the information provided by the other students in their group.
7. Once everyone is done sharing what they learned with each other, bring students together and ask them to explain how environment/geographic location affects culture.

End the lesson by talking about, or showing the students, about Greg Mortenson's project of "Pennies for Peace" to help students in Pakistan and Afghanistan get some of the basic supplies that they need to be able to go to school. There is a website dedicated to this project at <http://www.penniesforpeace.org/>

**Assessment:**

- Objective 1, 2, 3, and 5 will be met through class discussions
- Objective 4 will be met through the Venn Diagram and small group discussions

**Note:** If locating photos of Korphe School and Three-vine Bridge is problematic, they can be accessed at:  
Korphe School <http://bit.ly/cJqr3z>  
Three-vine Bridge <http://bit.ly/9ZUW6X>