

Lesson Title: Building Peace, One School at a Time

Grade Levels: Grade 4-6

Lesson Description: Students will learn about one man's mission to give Pakistani children an opportunity to go to school by replacing guns and bombs with pencils and books. Following this man's mission, will allow students to learn about various geographical features and locations in Pakistan, the effect the physical environment has on people and their culture, and how people's economic wants are shaped by their culture and location.

Literature Connection (and description of the story):

*Listen to the Wind-The Story of Dr. Greg and Three Cups of Tea**

By Greg Mortenson and Susan L. Roth

Listen to the Wind-The Story of Dr. Greg and Three Cups of Tea is the picture book version of Greg Mortenson's book *Three Cups of Tea* which is about a man who builds a school for the people of Korphe. Dr. Greg gets lost while climbing some of the mountains in the Karakorum Mountain range and he ends up in the very remote town of Korphe. The people of Korphe take him in, bring him back to good health, and become friends with him. Dr. Greg wanted to do something to repay the people of Korphe for their kindness. He knew the town needed a school, so that is what he did- he built them a school. It was a very difficult, time consuming, and expensive project, but Dr. Greg was able to keep his promise and built a school for the people of Korphe.

*More advanced students may enjoy reading the Young Reader's Edition of *Three Cups of Tea-One Man's Journey to Change the World... One Child at a Time* by Greg Mortenson and David Oliver Relin. It is more detailed than the picture book, but more kid-friendly than the adult version.

Concepts and skills

- human-environmental interaction
- geographic features
- travel
- culture

NCSS or National Geography Standards

- Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans
- Describe how people create places that reflect ideas, personality, culture, and wants and needs, as they design homes, playgrounds, classrooms, and the like
- Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions

Objectives: Upon completion of this lesson, students will be able to-

1. Name and locate the two Pakistani towns and the river that play a prominent role in Greg Mortenson's work
2. Explain the difficulty in reaching Korphe and bringing supplies to the school
3. Explain the importance of building a school in Korphe
4. Compare the culture of the people of Korphe with people in the United States and the geography of Korphe with the people of the United States
5. Describe how the geography of a location can impact peoples' cultures

Google Earth Skills Needed:

- Turn on geographical features in the layers section
- Open and use the placemarks included in a KMZ file
- Measure distances between placemarks
- Zoom in and out
- Look at the landscape in three-dimensions
- View pictures embedded in Google Earth

Lesson Preparation

Download and use Google Earth to open the file, *Building Peace* from the Supplementary Documents section on this lesson's homepage

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>