



Study Guide:

Listen to the Wind

OBJECTIVES

- Students will be able to listen to and discuss *Listen to the Wind*.
- Students will be able to read and comprehend *Listen to the Wind*.
- Students will make connections between the text and themselves, and between themselves and others.
- Students will be able to identify elements of nonfiction (characters, setting, plot).

RESOURCES AND MATERIALS

- The picture book *Listen to the Wind* by Greg Mortenson and Susan L. Roth
- Central Asia Institute & Pennies for Peace Story (located in the Pennies for Peace Toolkit section)
- Videos (located in the Pennies for Peace Toolkit section)
- Photos (located in the Pennies for Peace Toolkit section)
- Fact sheets (located in the Pennies for Peace Toolkit section)
- Printable Map (located in the Pennies for Peace Toolkit section)
- Central Asia Institute blog, which can be found at <http://centralasiainstitute.org/field-notes/>

BEFORE READING

Activating Prior Knowledge, Building Schema, and Making Predictions

- Show students some of the illustrations (collages) from the book. Ask students to predict what they think the book will be about, based on the collages.
- Have students identify their city's location on a globe or map. Then, using the same map or globe, show students the location of Korphe. Tell students that this is a true story (nonfiction) that takes place in a village called Korphe, which is located in Baltistan, a region of Pakistan.
- Share with students the pictures in the "Korphe Scrapbook" at the back of the book so that they can see photographs of the real people in the story and the geography.
- Tell students that this story is about how a man called Dr. Greg helped build a school in the village of Korphe. Share with students the short story summary on the back cover of the book.
- Have students brainstorm a list of people and things needed to create a school (e.g., building materials, desks, pencils, books, teachers, students).

**LISTEN TO THE WIND** continued

DURING READING

Using Questions to Deepen Comprehension

- How did Dr. Greg end up in Korphe? (He wanted to climb the mountain K2, but lost his way.)
 - What was school like for the students in Korphe before Dr. Greg? (They had lessons outdoors a few days a week, using sticks to write in the dirt.)
 - How did the villagers help Dr. Greg? How did Dr. Greg help the villagers? (They nursed Dr. Greg back to health. Dr. Greg helped to heal some of the sick people in Korphe.)
 - Who is Haji Ali? What did he tell Dr. Greg? (Haji Ali is the wise man of the village. He told Dr. Greg to “listen to the wind.”)
 - What did Dr. Greg promise to do? (He promised to build a school for the village.)
 - What problem did Dr. Greg and the people of Korphe encounter? What did they decide to do? (They needed a bridge to get the supplies for the school to Korphe. They built a bridge together.)
 - List two ways that the people of Korphe worked together to build the school. (Answers will vary, such as mothers brought water to the workers and fathers built the school walls out of stones.)
 - Name three people and/or animals that marched together to the new school once it was built. (Answers will vary, such as Haji Ali, Dr. Greg, Julia the librarian, the porters, goats, and sheep!) Why do you think it was important for so many people from the village to attend the opening of the school?
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AFTER READING

Drawing Conclusions, Making Connections

- What lessons can be learned from reading this story?
 - Would you like to have Dr. Greg as a friend? Why or why not?
 - What are some examples of teamwork from this story?
 - How are the characters in this story good citizens?
 - What are some things you can do to be a good citizen?
 - How is a child’s life in Korphe different from your life? How is it similar?
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EXTENSION ACTIVITIES

- Lesson plan for *Listen to the Wind: Good Citizen*
- Visual retelling: Have students choose a scene from the book that is memorable to them and recreate the scene in a collage, painting, illustration, comic strip, poem, or song.
- Timelines: Work with students to create a timeline for this story by sequencing key events, using the timeline maker on the following link: <http://www.readwritethink.org/materials/timeline/index.html>.

**LISTEN TO THE WIND** continued

- Figurative language: Discuss with students the difference between figurative and literal meanings of words and phrases. "Listen to the wind" has both a figurative and literal meaning. What did the wise man Haji Ali mean when he told Dr. Greg to "listen to the wind"? Have students brainstorm words of advice or figures of speech that they've heard, such as: "Let me lend you a hand," "You don't have to twist my arm," or "I am so happy that I'm flying high!" Do those have both literal and figurative meanings?
- Research: Older students may want to use the fact sheets and additional references (located in the Pennies for Peace Toolkit) to research more about Afghanistan, Pakistan, or Tajikistan. How is life there different from life in the United States? How is it the same?