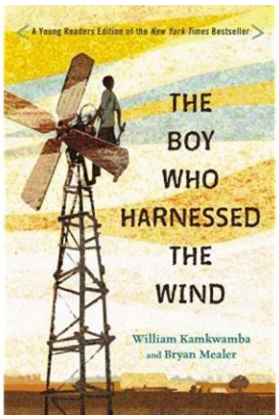
The Boy Who Harnessed the Wind



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Author	William Kamkwamba and Bryan Mealer
Publisher	HarperCollins Books
Copyright	2009
Print Year	2010
Lexile	850L
Genre	Autobiography
Synopsis	Malawi was a land withered by drought and hunger and where modern science was a mystery. William read about windmills and dreamed about building one to bring electricity and water to his village.
Themes	Technology, Resilience, Africa

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Movie Guide: The Boy Who Harnessed the Wind

Watch the Netflix Film: The Boy Who Harnessed the Wind (1 hour 53 minutes) directed by Chiwetel Ejiofor. Divide the class into three groups: poverty, social responsibility, and innovation. Each group should write down answers to the eight assigned questions while watching the movie. Each group can continue to answer the questions after done watching the movie. Each group should prepare a presentation answering the assigned questions (see below).

Group 1: Poverty

While you watch the movie, write down answers to the following questions:

(1) What do people eat?
(2) How do they get water for drinking and washing?
(3) What tools do they use for farming, cooking, and farming?
(4) How do they water the fields?
(5) Who gets to go to school?
(6) What transportation do they have?
(7) How does the library look like?
(8) What message does this movie send?

Group 2: Social Responsibility

(1) What risk did the farmers take when selling the trees?
(2) What risk is Trywell taking when he joins a rally?
(3) What risk did the village chief take when criticizing the president on stage?
(4) What drives William's experiment with energy to power the pump?
(5) What kinds of violence and crime are caused by famine?
(6) Could the windmill be made without the help of William's family and friends?
(7) How do people with different faiths live side by side in this movie?
(8) What message does this movie send?

Group 3: Innovation

(1) What does William look for in the junkyard?
(2) Why does he need science classes and the library?
(3) Why did Annie want to pursue a degree?
(4) What subjects did William need to learn to build a windmill?
(5) What materials is William missing for building a windmill?
(6) Why did William's father get angry when William ask for his support to build a windmill?
(7) Why did William's father tell him to accept the scholarship and go to school?
(8) What message does this movie send?

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 1

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

Do People in Malawi Believe in Magic?

People in Malawi have historically explained many phenomena – including technology innovations – in terms of magic and supernatural events. Spirits or supernatural forces can protect or harm people. Anthropologists have observed that the belief in the power of the supernatural is so strong, that craftsman – such as iron smelters – attribute their success more to magic than to skill and hard work.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

spewed (6)	soot (6)	possessed (11)	prowled (14)	treading (21)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

Read Chapter 1 (pp. 4–35 in the young reader edition)

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Setting	Characters	Pages
Masitala village near the city of Kasungu; Masaka;	William, William's father	4–11
A forested area in Malawai	Williams' grandpa	11–12
William's village	William, Gulu Wamkulu (watched from a distance)	13–15
Near William's house	William, William's father, Peter, Geoffrey	15–17
The house of the chief of the Wimbe district	William, Geoffrey, Gilbert	17–23
William's house	William, William's father	23–26
The soccer field	William, Geoffrey, other children	27–28
William's house, the blue-gum forest	William, Shabani	28–31
William's grandparent's house	William. Grandparents, Uncle, boy	32–35

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William eats gumballs given to him by boys passing his house. The trader who had dropped the bag of gumballs threatened to see the witch doctor for revenge.
- William, along with many others, has a prevailing fear of witchcraft which contrasts with his father who does not believe in magic.
- William and his friends construct toy vehicles with the supplies they find and re-use.
- William tries using magic to get stronger. When the magic does not work he begins to be skeptical about witches abilities.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What did the people who possessed magic steal from the villagers?
2. What is Kwacha?
3. Why did William, Geoffrey, and Gilbert like to go to Gilbert's house?

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Analyze the key paragraph.

Key Paragraph, p. 20

> *Even though we lived in a small village in Africa, we did many of the same things kids do all over the world; we just used different materials. After talking with friends I met in America, I know this is true. Children everywhere have similar ways of playing with one another. And if you look at it his way, the world isn't such a big place.*

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

William's family depends on agriculture. However, they use rain fed agriculture instead of irrigated agriculture. That impacts water security and agricultural productivity. Think about one or more reasons for the lack of use of irrigation, based on today's reading selection. Write a paragraph about the reason for the lack of irrigated agriculture in William's village.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 2

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is Maize?

Maize is known in the United States as corn. It is high in starch and has low to moderate amounts of protein. It has very low amounts of vitamins and minerals. Maize is one of the staple crops in multiple countries in Africa, including Malawi. It is extensively consumed in infant food, main dishes, and snacks. However, because maize has low nutritional value – which is further impacted by improper post-harvest handling – consuming large quantities of maize is associated with malnutrition.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

seizes (36)	lavish (38)	compound (39)	pitch (40)	durable (42)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 2 (pp. 36–44)

Setting	Characters	Pages
William's village	Uncle John, William's father, uncle Socrates, William, Khamba, William's mother	36–40
Forest	William, Khamba	40–43
William's house	William, Khamba	43–44

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William's uncle, John, dies suddenly while working in the fields.
- William's uncle, Socrates, loses his job and is force to move back to William's village.
- William befriends a dog, Khamba.
- William and Khamba hunt forest birds for eating.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why was the dog, Khamba, the perfect partner?
2. What tools did William use? How did he get these tools? What materials did he use for each tool?
3. Why does the author tell us about William's hunting trips?

Analyze the key paragraph.

Key Paragraph, p. 41

We entered the forest just past the graveyard near Geoffrey's house, where the blue gums grew tall. In the distance I could see the small mountain range called the Dowa Highlands that separated us from Lake Malawi, some hundred kilometers away.

- If students watched the movie (see the first page in this lesson plan), ask: how would you imagine William's village if you hadn't seen the movie?

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EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

William's village depended on rain to water the fields. But it also suffered when the rain caused flooding. The impact of flooding on people depends on people's vulnerability – the extent to which they can protect themselves, their houses, or their fields from the flooding. Think about at least one way that William's village might be vulnerable to flooding. Write a paragraph about how flooding can harm William's village.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 3

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is deforestation?

Deforestation can be defined as the permanent destruction of forests to make the land available for other uses, or to utilize the trees for non-forest uses. Malawi was originally covered by forests, but over many years the trees have been cut down and burned to the extent of tree scarcity. Approximately 89% of Malawians do not have dependable electricity, or electricity at all, causing them to be dependent on wood. Trees are cut down so families can use the wood in place of electricity for daily needs such as cooking and warming their homes. Trees are also cut down for agricultural and farming purposes. The deforestation of Malawi has had detrimental effects on wildlife, weather, and ecosystems; and the land degradation and soil erosion has contributed to disasters such as flooding and fires.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Improvisation (47)	fuse (48)	intrigued (51)	remnants (64)	scorched (68)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 3–4 (pp. 45–68)

Setting	Characters	Pages
Trading center	William, Geoffrey, Gilbert	45–46
Geoffrey's bedroom	William, Geoffrey	46–50
William's house	William, William's father, father's friend, Geoffrey	51–57
Wimbe Primary	William, Geoffrey	58–61
William's house	William, William's family	62–68

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William and Geoffrey learn how to repair radios through experimentation.
- People bring their broken radios for William and Geoffrey to repair.
- William studies for the Standard Eight exam and graduates from primary school.
- Flood and drought scorch crops throughout Malawi. William's family is only able to harvest five bags of maize.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What skills do William and Geoffrey practice by repairing radios?
2. How is life in Malawi impacted by not having electricity?
3. What are the environmental consequences of building fires and using turbines?
4. What are the implications of education not being free?
5. Is it ethical for a government to negate helping farmers?

Analyze the key paragraph.

Key Paragraph, p. 51

> *"How do they put songs on that disc?" I'd ask.*
>
> *"Who cares?" people would answer.*
>
> *My neighbors in the trading center seemed happy to enjoy their cars and CD players without explanation, but not me. I was filled with the desire to*

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understand, and the questions never stopped coming. If finding these answers was the job of a scientist, then I wanted to become one.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

William's family depends on fertilizer for the plants, but this year the price was too high, and the government did not see it their job to help farmers. Write one paragraph about how the government's decision impacted farmers in William's community. Was the government acting in a way that produced the greatest good and reduced harm? Why or why not?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 4

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

How much food did William obtain in Chamama?

William has 400 kwacha and can purchase 15 kilos of maize. 400 kwacha can be converted into $30 and 15 kilos is the same as 33 pounds. William's family will have approximately four pounds of food each day for a week.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

commotion (74)	famine (78)	anticipation (81)	surplus (83)	ruckus (87)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 5 (pp. 69–98)

Setting	Characters	Pages
William's village	William, Gilbert, Mwale family, women	69–72
William's house	William, his father	73–83
Chamama	William, people in line	84–88
William's house	William, his family, people from Malawi	88–93
Gilbert's house	Gilbert, William	93–94
Charity's house, James' kanyenya stand	William, Charity, James	94–98

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Hunger spreads through Malawi and people begin to beg for food or sell their belongings.
- William rides his bike to Chamama to purchase maize for his family.
- William and his cousin, Charity, boil meat skins for their Christmas dinner.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How are Geoffrey's opportunities different than William's?
2. How has hunger changed William's family and the people in his village?
3. What does it mean for hunger to be invisible to the businessmen?
4. Why did Charity and William lie and say the hide was for children in the villiage?

Analyze the key paragraph.

Key Paragraph, p. 85

> *The man in front of me could hardly stay awake. His hands were trembling as if he were cold, and his breathing was heavy and loud. When the line started to move, he couldn't keep his balance and fell down. To my horror, no one helped him up—just simply stepped over him. In the next line,*

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babies cried from hunger, and children tugged at their mother's dresses. If there's one thing I'll remember from that day in Chamama, it's the sound of crying babies.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

Today we read about food shortages in William's village and the surrounding villages. Write one paragraph about access to food and the conditions that impacted the food shortage. Some conditions can be environmental. Other types of conditions can be the decisions made by the government. In your paragraph, discuss:

- Did people act in the best interest of others?
- Were people being treated fairly and equally?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 5

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

How many children study beyond the eighth grade in Malawi?

According to Ripple Africa, the levels of education in Malawi are Preschool, Primary School Education, and Secondary School Education. Less than one-fifth of the children complete secondary school education. Secondary schools include four academic years. Each year has three terms. The official age group for secondary school is 14 to 17 years. Secondary school education is not free to students, and even the lowest fee can be too high for many families. Retention and completion of school can be a challenge for students for many reasons, such as lack of transportation in rural areas and inability to pay tuition.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Respective (100)	descended (102)	straightaway (105)	setbacks (109)	meager (109)

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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 6 (pp. 99–113)

Setting	Characters	Pages
Wimbe Primary	William, Michael, classmates	99–101
William's house	William, William's family	101–105
Kachokolo Secondary	William, Gilbert, Mr. Phiri, Mister Tembo	105–111
William's house, Gilbert's house	William, William's father, Gilbert, Geoffrey	111–113

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Crops begin growing, but the famine continues. Traders mix sawdust into food to sell more to hungry people.
- William and Gilbert are admitted to Kachokolo secondary school.
- William drops out of secondary school because his family is unable to pay the fee.
- Geoffrey and his family lost more weight due to the famine, resulting in them looking like ghosts.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How has hunger affected the mood of William's family?
2. Why is attending secondary school a privilege?
3. How does Mister Tembo practice resourcefulness in his classroom?
4. Is it ethical to deny people an education?

Analyze the key paragraph.

Key Paragraph, p. 110

> *We ran our fingers lovingly over our country. I couldn't believe how small it was compared to the rest of the world. To think, my whole life and everything in it had taken place on this little strip of earth. On the map, the*

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land was green and the lake appeared like a blue jewel. It was hard to guess that eleven million people lived in that tiny space, and at that very moment, nearly all of us were slowly starving.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

Today you read about students not being able to afford the cost of school. Write one paragraph on the importance of education. Do you think everyone has a right to an education? Explain your reason.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 6

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is kwashiorkor?

Kwashiorkor is a form of malnutrition resulting from diets lacking in protein. This condition is most common in times of famine or natural disaster when food is lacking.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Converged (116)	concealed (127)	contaminated (128)	predicted (133)	essence (134)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 7–8 (pp. 114–136)

Setting	Characters	Pages
William's house	William, his family, people begging for food, Khamba	114–119
Forest	William, Khamba	119–120

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William's house	William, Khamba, Charity, Mizeck	120–124
Forest	William, Khamba, Charity	124–127
William's compound	Wiliam, his family, Geoffrey	128–136

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Khamba becomes sickly from starvation. Charity and Mizeck tell William to end the dog's misery. William and Charity tie Khamba to a tree in the forest where he dies.
- Cholera plagues the people of William's village and surrounding villages.
- William and Geoffrey pick enough ripened maize to feed their families. They are no longer starving.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How has hunger changed social norms within William's village?
2. Did William make a wise choice by taking Khamba to the forest?
3. How could people protect themselves against cholera?
4. Why does William's father weigh himself?
5. What has changed in William's family now that they have food again?

Analyze the key paragraph.

Key Paragraph, p. 135–136

For Geoffrey and me, march was like one big celebration. Each morning before work, we made a fire in the fields and ate a big breakfast of roasted maize and pumpkins. I remembered a parable that Jesus told to the disciples, the one about the sower of seeds. The seeds planted along the road get stepped on and damaged, those planted in rocky soil can't take root, and the ones planted in the thorns get tangled in the barbs. But the seeds planted on fertile soil live and prosper.

"Mister Geoffrey, we're like those seeds planted on fertile soil, not on the roadside, stepped on by everyone walking past."

"No, no, not us."

"That's right. We lived. We survived."

EXTEND

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Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

Today write one paragraph about the virtues William and his family exhibited during the famine. Some examples of virtues are: honesty, courage, compassion, generosity, and fairness.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 7

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is a dynamo?

A dynamo is a form of generator that transforms mechanical energy into electrical energy. A bicycle dynamo attaches to a tire and uses the movement of the bicycle to generate light. There are two main types of dynamos: hub and bottle. Watch the short video: What Are Bike Dynamos And How Do They Work? Think: Which type of dynamo did William use?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

leisurely (139)	Integrated (142)	conductor (144)	muster (153)	pristine (161)

READ

Review the timeline from the beginning every day.

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Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 9 (pp. 137–162)

Setting	Characters	Pages
Library	William, Ms. Edith Sikelo	137–139
William's house	William, Gilbert	139–146
Library	William, Gilbert, Ms. Sikelo	146–150
William's house	William, William's mother	150–153
Trading center	William, Mister Daud	153–154
Geoffrey's house	William, Geoffrey	154–159
Scrapyard	William	160–162

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William utilizes the Wimbe Primary library as a way to keep his mind busy and happy.
- William uses the library books to learn English. Ms. Sikelo helps him define new words he encounters in the books.
- William begins to understand science and discovers windmills in a book about physics.
- William and Geoffrey construct a small wind powered machine to play music. Once this works, William makes a plan to make a larger windmill.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. What does William mean when he says he escaped without going anywhere?
2. Who does William think would benefit from the creation of a windmill?
3. What tools does William use to construct his prototype windmill?
4. Why did William first construct a small windmill?

Analyze the key paragraph.

Key Paragraph, p. 150

> *While the rest of Malawi went hungry during December and January, we'd be picking our second crop of maize. The pump could also allow my mother a year-round garden to grow things like potatoes, mustard greens, and soy beans*– both to eat and sell at the market.

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I began to get excited. "No more skipping breakfast, Gilbert. No more dropping out of school!"

With a windmill, we'd finally release ourselves from the troubles of darkness and hunger. A windmill meant more than power. It was freedom.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

Write one paragraph about William's concern for the common good. How does William's initiative contribute to the welfare of others?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 8

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

Is agriculture important in Malawi?

Agriculture is important in Malawi, and smallholder farms make up approximately 80% of Malawi's population. Agriculture is used to provide food domestically, but is also a major export and source of income for the country. Agriculture helps create jobs, reduces poverty, grows the economy, and helps secure food and nutrition. Important crops for export are maize, tobacco, legumes, sugar, tea, cotton, and nuts.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

despite (166)	debtors (168)	posing (169)	laden (169)	jutted (182)

READ

Review the timeline from the beginning every day.

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Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 10 (pp. 163–186)

Setting	Characters	Pages
Walking to school	William, Gilbert	163–165
Kachokolo school	William, Gilbert, Mister Phiri, Mister Tembo, William's father	165–170
William's house	William, William's father,	170–173
Scrapyard	William	173–174
William's house	William, William's father, Wiliam's sisters, Ms. Sikelo	174–176
Scrapyard	William, Kachokolo students, William's parents	177–179
William's village	William, Gilbert, Mister Godsten	180–186

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William resumes his attendance at Kachokolo school. When he learns his family has not paid tuition, he decides to sneak into school to attend for free.
- William is discovered to be attending classes without payment and is no longer able to attend school.
- William spends time playing and looking for supplies in the scrapyard.
- Gilbert helps William by purchasing him supplies.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why is an education important to William?
2. How are sons and daughters treated differently in William's culture?
3. How is the scrapyard both a place of play and learning?
4. Why are William's parents and people in the trading center hesitant to help him with his project?

Analyze the key paragraph.

Key Paragraph, p. 172–173

> *In storage, our grain sacks were full once again–so man, they reached the ceiling and spilled out the doorway. Some soybeans from the garden were*

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also ready, which meant we could enjoy regular meals. Slowly, all the weight we'd lost during the famine started coming back.

"Ay, Papa," my mother said to my father one night, "you were looking so *skinny."*

My father smiled. "And you, Mama. I see you're finally coming back to us. But William, *eh*, I was worried that a strong wind would carry that boy away."

We all laughed about it now, because it was only during good times that we could talk truthfully about the bad.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

Compare access to education in the United States and in Mallawi. How does access to education influence the welfare of people?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 9

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

How do windmills create electricity?

Windmills work in the opposite way of electrical fans; instead of using electricity to make wind, a windmill uses the wind to produce electricity. Wind causes windmill blades to spin, the spinning then creates kinetic energy that can be used for mechanical purposes such as pumping water, or can be directed through a generator and made into electricity.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

cumbersome (189)	hoisted (191)	dissipation (193)	felled (195)	boast (203)

READ

Review the timeline from the beginning every day.

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Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 11 (pp. 187–207)

Setting	Characters	Pages
William's house	William, Rose, Geoffrey, Gilbert, people from the village	187–203
Charity's house	William, Gilbert, Charity	203–204
William's house	William, William's parents	204–207

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William begins to assemble the windmill behind the kitchen of his house. Geoffrey helps William test the windmill using a radio.
- William, Geoffrey, and Gilbert complete construction of the windmill. People from the village gather around to watch the boys work.
- William shows his family and onlookers that the windmill works by having it generate the electricity to light a lightbulb.
- William threads copper-insulated wire from the windmill through his house so the family can have indoor electricity.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How is privacy a privilege for William?
2. When in the chapter does William practice patience?
3. How does William respond to the mistakes and problems that arise while constructing the windmill?
4. Why did Wiliam not want to sound smug when explaining his windmill to people?

Analyze the key paragraph.

Key Paragraph, p. 199

> *Holding the socket and bulb, I climbed the tower and connected their wires to the ones from the dynamo. As I worked, more and more people arrived, and I could hear their chatter:*
>
> "What do you suppose he's doing now?" *asked a farmer named Banda.*

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"This is the *misala* from the scrapyard my children were talking about," another man answered. "Think about his poor mother!"

Peering out, I saw my parents and sisters at the back of the crowd. Their eyes wide and their jaws hung slightly open, the way some soccer fans look when clustered around a radio. Except this time, it was me who had the ball with only seconds left on the clock. My hands trembled from nerves, but I was confident. I'd prepared for this moment for months.

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

Today we read that William's windmill worked. Write one paragraph about how the windmill benefits his family. How might the windmill be reducing harm or hardship?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 10

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is kerosene?

Kerosene is a flammable liquid commonly used as fuel. Kerosene is obtained from petroleum and has been used for burning in lamps and household heaters, as fuel for jet engines, and as part of greases and insecticides. Kerosene lamps were widely used in the United States since 1859, but more efficient sources of energy and the health hazards of kerosene exposure have led to its decreased use in modern times. Other countries, particularly countries that are less advantaged as the United States, utilize kerosene in place of fuels like wood and coal for cooking. It is estimated that 500 million people globally continue to use kerosene as fuel for lamps.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

diagram (210)	fused (212)	nonconductive (214)	remarkable (216)	polarity (219)

READ

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Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 12 (pp. 208–225)

Setting	Characters	Pages
William's house	William, Ruth, Charity, Geoffrey	208–213
William's house	William, William's family	213–215
William's house	William, Geoffrey	216–225

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William converts the electricity generated by the windmill into electricity that can charge people's cell phones.
- William adds three lights to the inside of his family's home, allowing them to have light without kerosene.
- William creates a circuit breaker to make the wires going through his home safer. The circuit breaker helped prevent a fire when a cyclone hit his home.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did William not charge people money for charging their phones with his windmill?
2. What can the Kamkwamba family do differently now that they have indoor electric lights?
3. Why did William build a circuit breaker?

Analyze the key paragraph.

Key Paragraph, p. 215

> "I'm standing in the living room of the Honorable Mister Kamkwamba. Sir, this room used to be so dark and sad at this hour. Now look at you, enjoying electricity like a city person."
>
> *"Oh," my father said, smiling, "enjoying it more than a city person."*
>
> "You mean because there are no blackouts and you own ESCOM nothing?"
>
> "Well, yes," he said. "But also, because my own son made it."

EXTEND

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Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical lens.

The roof in William's house collapsed because of termite damaged and a cyclone. In both times, the house did not burn down when the electric wires were damaged. However, William was aware that things could end differently.

Many accidents can be prevented by foresight – the act of looking into the future and predicting what could go right or wrong. Intellectual virtues such as prudence and humility motivate us to use our foresight and take the necessary precautions.

Write 1-2 paragraphs about the ethical responsibility of every person to think critically about potential hazards and to take action to help prevent accidents.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 11

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What are superstitions?

A superstition is a belief in a form of supernatural being that does not have strong evidence to support the belief. A person may act in a particular way in consequence of or in practice of the belief. A few common superstitions are the idea that a rabbit's foot will bring good luck, ladders should not be walked under, and mirrors should not be broken. People can also have their own superstitions such as their team will win if they wear their lucky socks.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

loitered (227)	rummaged (228)	devising (231)	ventures (231)	catastrophe (241)

READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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Read Chapter 13 (pp. 226–241)

Setting	Characters	Pages
William's house	William, Gilbert, Geoffrey,	226–231
William's house	William, William's mother,	231–233
William's house	William, William's mother	233–237
Malawi	William, Malawi villagers	237–241

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William and Geoffrey create a radio station.
- William tries to create a pump and biogas to help his mother and sisters. Both inventions did not work as planned.
- Malawi experiences another famine. People blame William's windmill for blowing the rain away.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why does William say he would be honored to have ESCOM arrest him?
2. How does deforestation affect the health of Malawi women?
3. How was the second famine in Malawi different than the first?
4. Why did some people blame William and his windmill for the lack of rain?

Analyze the key paragraph.

Key Paragraph, p. 227

> *I worried that one day the windmill would no longer excite me, or it would become too difficult to maintain, and the maize rows or boozing dens would slowly swallow me up. It was easy to lose hold of your dreams.*
>
> *I battled this darkness by trying to keep a positive mindset. Every week I returned to the library just to continue learning and stay inspired. I read all the novels and spelling books and practiced my English. And I continued checking out Explaining Physics, Using Energy, and Integrated Science and researching other ways to help my family.*

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

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Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

Today we read about inventions that did not work in the way William intended. Write one paragraph about the importance of learning from mistakes and the virtues of courage and persistence.

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 12

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What are TED conferences?

TED (Technology, Entertainment, Design) is a nonprofit organization dedicated to the spread of ideas. TED originated in 1984 as a conference, and over the years has expanded to reach more people. TED conferences are held twice a year and comprise of over 50 talks. The diversity in attendees and talks is a way to learn, communicate, and draw inspiration. TEDGlobal maintains the format of the conferences but has an international emphasis.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

flocked (247)	gawk (247)	rigorous (254)	prestigious (255)	instance (257)

READ

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Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 14 (pp. 242–259)

Setting	Characters	Pages
Wimbe Primary	William, teacher and studdents at Wimbe Primary	242–244
William's house	Dr. Mchazime, William, William's father and mother, Everson Maseya, reporteres	244–248
William's house	William, his family	248–250
William's house	William, Dr. Mchazime	250–252
Traveling	William, Gilbert	253–254
Madisi	William	254–257
Traveling	William, Soyapi Mumba	257–259

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William builds a windmill for Wimbe Primary and starts a science club for the students.
- William met with Dr. Mchazime, an official from Malawi Teacher Training Activity. Dr. Mchazime returned the next day with a journalist to interview William about his windmill.
- The interview with William spread and was read by Emeka Okafor, who reached out to Dr. Mchazime about William presenting at a TED conference.
- William was accepted to Madisi Secondary School.
- William left by airplane for Arusha to present at the TED conference.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. How does William teach resourcefulness to students at Wimbe Primary?
2. The newspaper article calls William a "school dropout." Is this an accurate representation of his experience? Explain.
3. Why was William chosen to speak at the TED conference?
4. How did William gain the respect of his classmates?

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Analyze the key paragraph.

Key Paragraph, p. 243

I walked them through the steps of how I'd built everything using everyday materials.

"So many things around you are reusable,' I told them. "Where others see garbage, I see opportunity."

I hoped I was inspiring them in some way, because if I could teach my neighbors how to build windmills, I thought, what else could we build together?

"In science we invent and create," I continued. "We make new things that can benefit our situation, if we can all invent something to make our lives better, we can change Malawi."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

Today we read about William's success and his return to school. The school does not have supplies for the students and is disrepair because, according to William, it has been forgotten by the government. Is it ethical for schools to receive different resources? What are the implications of the lack of resources for students?

Close by extending today's lesson to life and the world.

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Character-Based Literacy Program 40-minute Lesson Plan
The Boy Who Harnessed the Wind, Day 13

Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What is a wind farm?

A wind farm is a group of wind turbines in the same location that are used to produce energy. The largest wind farm in the world is The Walney Extension located in the Irish Sea between northern England and the Isle of Man. The Walney Extension utilizes 87 wind turbines that can create enough energy to power almost 600,000 homes in the United Kingdom. The second largest wind farm in the world is located in the United States; it is Alta Wind Energy Center in Kern County, California. It is projected that the Alta wind farm can produce enough energy to power almost 450,000 homes by using it's 600 turbines.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

innovators (264)	colleagues (267)	flattered (267)	conduit (270)	heartily (275)

READ

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Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapter 15 (pp. 260–278)

Setting	Characters	Pages
Ngurdoto Mountain Lodge	William, Tom	260–254
TED conference	William, Chris Anderson	254–267
Malawi	William, Tom,	267–270
African Bible College and Christian Academy	Wiliam, Chuck Wilson, Lorilee Maclean, Gerry, Blessings Chikakula	270–274
United States	William, Tom	275–278

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- William travele to the Ngurdoto Mountain Lodge for the TED conference.
- William is introduced to the internet and teachnological gadgets such as smartphones.
- William gives a presentation about his windmill.
- William returns to school and, with help from donors, pays for his friends and family to return to school as well.

EXPLORE

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did William want to disappear once he got to the conference?
2. How does William react to using the Internet for the first time?
3. Why were the fellow TED speakers inspiring to William?
4. Why do William's parents call him Noah?

Analyze the key paragraph.

Key Paragraph, p. 264–265

> *There was Corneille Ewango, a biologist from Congo who'd risked his life to save endangered animals during the country's civil war…A man from Ethiopia invented a kind of refrigerator that works using water evaporation from sand. Others were doctors and scientists using creative ideas and methods to fight AIDS, malaria, and tuberculosis. Even Erik Hereman was there*–one of the first peoples, with the help of Mike McKay, to write about

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my windmill on his blog *Afrigadget. Erik was raised in Kenya and Sudan as the son of missionaries. What he said summed up our crowd perfectly:*

"Where the world sees trash, Africa recycles. Where the world sees junk, Africa sees rebirth."

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

Each day of this unit, you will explore an ethical issue from today's reading using one or more ethical theory.

Today we read about William's experience at the TED conference. While there he was introduced to technology that he says would have made his innovations and learning easier. Write one paragraph about access to technology. Should everybody have equal access to technological tools? Explain why or why not.

Close by extending today's lesson to life and the world.

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