



# **Listen to the Wind**

**By Greg Mortenson and Susan L Roth**

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CTL 1799 Partner Work (Turquoise Team)

# LISTEN to the WIND

THE STORY of DR. GREG & THREE CUPS OF TEA



by Greg Mortenson with Susan L. Roth • illustrated by Susan L. Roth

# Introduction

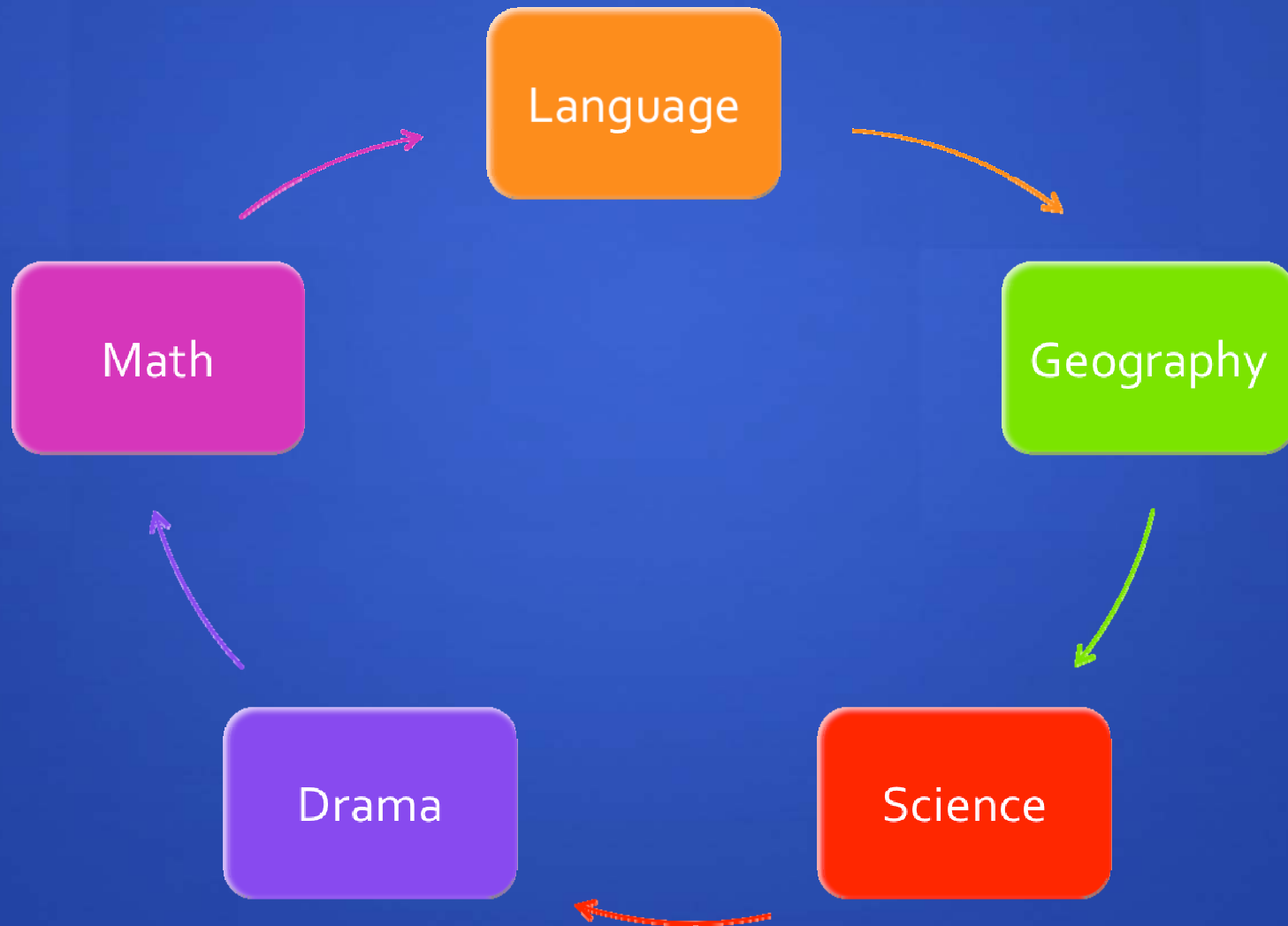
- This grade 7 unit will be taught in a blended format. This unit is presented from a constructivist perspective.
- The lessons utilizes the children's' schema, and allows them to use knowledge gained and to become active social justice advocates.
- All activities are hands-on and have been integrated across the Ontario Curriculum in order to meet educational standards.



# Ministry Expectations for the Course (Taken from the Ontario Curriculum)

- **Language:** to generate, gather, and organize ideas and information to write for an intended purpose and audience.
- **Math:** to demonstrate an understanding of proportional relationships using percent, ratio, and rate.
- **Geography:** to identify and explain the themes of geographic inquiry: location/place, environment, region, interaction and movement.
- **Science:** to assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts.
- **Drama:** to apply the creative process to create drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives.

# Grade 7 Listen to the Wind Curriculum Connections



# Lesson 1- Introduce the Book

- Read the book: Listen to the Wind
- Discuss the main idea of the book
- In groups of 3-4, use the graphic organizer (see next slide) to brainstorm different connections to the book
- Present connections to the class

Text-  
Text

Text-  
World

Listen to the  
Wind  
Connections

Text-  
Self

Text-  
Media

# Lesson 2-Introduce Kidblog.com



- Lesson location: computer lab
- Teacher planning: create a class list on kidblog.com, set up a generic password for all students
- Introduce kidblog.com to students and show how it is used
- Demonstrate how to login and create their first blog response
- Students will respond to the following question on kidblog.com: In the book, Listen to the Wind Dr. Greg experienced difficulties, however he overcame them. Describe a difficulty you experienced and how you overcame it.



# Lesson 3- Comparison Research

- Complete a KWL chart for the Himalayas
- Research the Himalayan area where Dr. Greg build the school
- Create an chart on the computer to compare what the environment looked like 20 years ago and what it looks like today. Why do you predict it will look like in 20 years.
- Post your chart on the [kidblog.com](http://kidblog.com)
- After you have posted your chart, read and post a response to 3 other blog entries to be prepared for the next lesson

<b>K</b>	<b>W</b>	<b>L</b>
What I know	What I want to know	What I've learned

Past	Present	Future

# Lesson 4- Drama

- Review elements of a tableau
- Students are to break up into groups of 3-5 students, with 3 large groups in total
- Each group is responsible for acting out the human impacts on the environment for the Past Present or Future of the Himalayan region where the school was built
- Present the tableaus
- For homework, students answer the following question on [kidblog.com](http://kidblog.com):



**Compare the effects of human activity in  
Himalayan Region to your local community**

# Lesson 5- All About the Central Asia Institute



- Classroom discussion about the importance of being an active global citizen
- Visit the Central Asia Institute website that is mentioned in the book:  
<http://www.threecupsoftea.com/how-to-help/intro-to-central-asia-institute/>
- In groups of 3-4, brainstorm ideas for a fundraising campaign to benefit the Central Asia Institute
- Homework: On kidblog.com, answer the following question: What does a global citizen look like to you?

# Lesson 6- Fundraising

- Students will collaborate with their peers to complete a fundraising campaign
- In groups of 3-4, students are responsible for creating an awareness video on YouTube. The link for these videos will be posted on the school website for the community to visit.
- Individually, students will create an advertisement poster for the campaign which will be posted around the school
- The class will host a bake sale for the day where the proceeds will be donated to the Central Asia Institute
- Homework: Answer the following question on kidblog: What challenges and success did you experience in our fundraising campaign?



# Lesson 7- Collect and Tally the Funds

- Students collect any donations and the proceeds from the fundraising campaigns
- Students will count and sort all of the money donated and calculate a total amount
- Create a table to visually represent the donations by division (Primary, Junior, Intermediate), and create a report on the findings and display the front in the foyer of the school
- For homework: look at <http://www.threecupsoftea.com/how-to-help/intro-to-central-asia-institute/> and calculate what our donation can be used for. Post on your ideas for how to use the money on kidblog.

# Drama Evaluation

<http://schools.tdsb.on.ca/asit/standards/btstuff/TablRubr.pdf>

4	3	2	1	R
Effectively communicates a clear message with clear emotions shown through body language.	Communicates a clear message with clear emotions shown through body language.	Communicates a somewhat clear message with emotions shown through body language.	Attempts to use body language to communicate messages, but they are unclear.	Does not use body language to communicate a message.
Effectively uses low, medium and high levels to vary tableau scene.	Uses low, medium and high levels to vary tableau scene.	Uses some low, medium and high levels to vary tableau scene.	Uses a limited variety of low, medium or high levels to vary tableau scene.	Uses only one form of level (low, medium or high).
Uses a wide variety of body shapes both open and closed.	Uses a variety of body shapes, some open and some closed.	Uses some body shapes, some open and some closed.	Uses little variety of body shapes, some open and some closed.	Uses only one type of body shape (open or closed).
Effective use of spatial relationships clearly demonstrated through body positioning.	Use of spatial relationships is clearly demonstrated through body positioning.	Use of spatial relationships is somewhat clearly demonstrated through body positioning.	Use of spatial relationships is unclear.	There is no consideration of body positioning evident.
There is a clear and effective focus or main element.	There is a clear focus or main element.	There is usually a somewhat clear focus or main element.	There is often an unclear focus or main element.	There is no focus or main element.

# Fundraising Rubric

<http://www.weday.com/files/2012/09/Full-Lesson-Plan25.pdf>

Criteria	Outstanding	Very Effective	Effective	Marginally Effective	Ineffective
Producing Quality Work	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.	Produces work with no quality.
Using Work Time Effectively	Always remains on task, showing exemplary adherence to boundaries and rules.	Consistently remains on task, showing respect to boundaries and rules.	Sometimes on task, showing inconsistent observance of boundaries and rules.	Sometimes on task, showing limited observance of boundaries and rules.	Not on task, showing no observance of boundaries and rules.
Knowledge of Topic	Demonstrates thorough knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates limited knowledge and understanding of concepts.	Demonstrates no knowledge and understanding of concepts.
Communicating Effectively	Expresses and organizes ideas and information with a high degree of effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with no effectiveness.
Originality	Presents or selects a fresh and original idea.	Presents or selects a somewhat original idea.	Presents a somewhat predictable response to the topic.	Presents a predictable response to the topic.	Restates topic using no original ideas.

# Conclusion

- **This unit assisted in building students' social awareness of the needs of communities around the world, specifically in the Himalayas.**
- **This unit encompassed a variety of curricular components (Language, Geography, Science, Drama and Math) to allow students opportunities for growth in many areas**
- **Through a variety of mediums, students were challenged to use technology to explore and reflect on their learning**



# Discussion Questions from the Readings

- 1.) We believe that blended learning is a great way for students to learn using technology and also to provide guidance to learning how to use technology in education. In our unit, we provided a platform (kidblog) for students to discuss their ideas and concerns, as well as to brainstorm other ideas and collaborate on assignments. We taught in class, and enabled learning to continue at home by using kidblog.

# Continued...

- 2.) We used kidblog to allow the students to continue their learning outside of the classroom, and in order to use it effectively, we had to familiarize ourselves with the site first. Then to familiarize the students, we created a full lesson devoted to acquainted the students with the tools and resources available on the site. Also, teachers should read Chapter 6 of *Designing Discussion for the Online Classroom* by Patricia L. Rogers to understand how to create effective online classrooms.

# Continued...

- 3.) In creating an online classroom, planning is important to enable and ensure success of the unit. Thus, careful and detailed planning must be done prior to the operation of the online course. Evaluation is important for students to understand how they will be assessed and to measure their growth throughout the course. Thus, evaluation must be considered in the planning stages of the course.

# Partner Chat

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- Our chat is located on the C2C site.