INTRODUCTION

After a failed attempt to scale K-2 in 1993, Greg Mortenson finds his calling in the village of Korphe when he asks to visit the “village school.” In place of the standard classroom, he finds eighty-two children in the open air, without a teacher, kneeling on the ground to practice their multiplication tables. Mortenson recalls, “I felt like my heart was being torn out. There was a fierceness in their [the children’s] desire to learn, despite how mightily everything was stacked against them, that reminded me of [my sister] Christa. I knew I had to do something.” Mortenson makes a promise to the village chief to build a school for the children. Thus begins his campaign to finance schools for the children of this and other villages in Pakistan and later Afghanistan. Mortenson’s biography is a story of courage and perseverance in the face of tremendous odds, the drive to fulfill a promise and the belief in the power of education to change lives.

ABOUT THE AUTHOR

1. Students can access Mortenson’s official web site including his biography, book signing schedule, and images of the students and the schools he has helped to build for them:
   http://www.gregmortenson.com/
   As students look at the images of the schools (in the Image Gallery under the Media and Press link), ask them about the challenges they think may have been involved in building these schools. What can they tell about the terrain that might make building difficult? What can they tell about the schools by looking at these images?

2. Students can find a 2007 interview with Mortenson at http://www.threecupsoftea.com/wp-includes/documents/3CTQA.pdf
   The interview covers the background of Mortenson’s decision to build a school in Pakistan, his first efforts to get financing, his kidnapping in 1996 by armed Pakistani tribesmen, the fatweh issued against him, and the expansion of his work to Afghanistan. This interview provides an overview of the biography. Ask students to read the interview and create a timeline of events in Mortenson’s life. Post this timeline and add details to it as the students read the biography.

3. Students will find numerous interviews with Mortenson and articles about his life and work at his blog:
   http://gregmortenson.blogspot.com/

   Students can also find interviews with Mortenson at http://vimeo.com/902639 and www.youtube.com where they will learn about the meaning of the title of the book, Mortenson’s current projects, and his belief in the importance of education, especially for girls. After surveying several of these articles and videos, ask students to list what they consider the top five events in Mortenson’s life or work. Ask students to compare their lists, having them explain their choices.
   Discuss: What appears to motivate Mortenson? What does he value? Why? Does he make a good case for what he recommends as the route for the U.S. in its encounters with the global community?

4. Students can learn about the Central Asia Institute which Mortenson co-founded at this site: http://www.ikat.org/.
   This agency promotes community-based projects mainly in the Karakoram Mountains of Pakistan and the Pamir and Hindu Kush Mountains of Afghanistan. Projects are initiated by the people, guided by a committee of elders, and require a community to match funding with labor and local resources. Ask students to survey this website to learn about the projects of the CAI. Discuss the philosophy of this agency that requires the cooperation of the people who are being served. What kinds of lessons might American social agencies take from the model used by the CAI?
HISTORICAL OVERVIEW OF PAKISTAN AND ITS NEIGHBORS

1. Students will benefit from an overview of the geography, history, and rich culture of Pakistan. One reliable source which can serve as an introduction is the CIA World Factbook: https://www.cia.gov/library/publications/the-world-factbook/geos/pk.html

   Here students can learn significant facts about the political history, geography, government, and people.

2. Google maps provides excellent maps of Pakistan and Afghanistan. Students can select satellite and terrain views and can manipulate the map to view the country’s borders and land features. During reading have students trace Mortenson’s journeys in Pakistan and Afghanistan.

3. Students can read about the history of the educational system in Pakistan at http://education.stateuniversity.com/pages/1143/Pakistan-EDUCATIONAL-SYSTEM-OVERVIEW.html

   Of particular interest is the history of the establishment of madrassas in the country which were financed by affluent Pakistani businessmen, the United Arab Emirates, Saudi Arabia, and Iran, and led to the establishment of the Taliban. Also, ask students to focus on the status of education for girls.

4. Although Pakistan is often in the news, students may have only a vague understanding of its political situation. Ask students to read several current news stories about Pakistan and make a list of what they learn about its relationship with the U.S., India and Afghanistan, and its relationship with militant Islam and the Taliban. After students have reviewed the news stories, discuss their sense of the issues and problems facing Pakistan. What are the biggest threats to Pakistan’s security? What are possible solutions to these problems?

5. Mortenson travels the Karakoram Highway to bring supplies to Korphe to build the school. Students can look at views of the highway and get a sense of the landscape at the following site:


   A map is available at http://www.johnthemap.co.uk/pages/kkh_page1.html

   Students can read a description of the highway on p. 75-77 of Three Cups of Tea. Discuss with students the obstacles the terrain presented to Mortenson’s aspiration of building schools in the remote villages of northern Pakistan.

6. As the Korphe School nears completion in 1996, Mortenson travels to Peshawar, “capital of Pakistan’s wild west” and “gateway to the Khyber Pass” (p. 155). Students can view images of this highway at this web site:

   http://www.google.com/images?hl=en&q=khyber+pass&um=1&ie=UTF-8&source=univ&ei=Ftv8S8bkGML88Aa57fzXBQ&sa=X&oi=image_result_group&ct=title&resnum=4&ved=0CDQQsAQwAw

   and read a description on p. 155 of Three Cups of Tea. In 1996 the Khyber Pass had become the gateway for Pakistan’s students from the madrassas to travel into Afghanistan to fight against its “corrupt” government. Osama Bin Laden was one of the leaders. After students have viewed images of the mountainous terrain, ask them to speculate about how its remoteness might support the chaos of war.

   Discuss: How would a traveler need to prepare to travel these roads? What would a traveler need? What would be the benefits of hiring a knowledgeable guide?

7. Mortenson is intrigued by the Wazir tribe. Their history is narrated on p. 158-161 of Three Cups of Tea. A brief history of Waziristan can also be found at http://en.wikipedia.org/wiki/Waziristan. After reading the history of this area, ask students to summarize what they have learned.

   Discuss: What appears to be the situation for people in this area? What motivates the people? Consider why Mortenson might wish to work with the Wazir. What would he hope to accomplish in this place?

BEFORE READING

Vocabulary Study

The authors freely use Islamic words throughout the text, usually explaining the meaning of the word or providing context clues. Ask students to define the following words from context or information supplied by the authors for a class Word Wall:

- purdah (p. 160), fatwa (p. 184), sher (p. 185), Shariat (p. 185 and 307-308), fakhir (p. 186), zakat (p.192), Wahhabi (p. 242).

   Students can check the definitions derived from context using an online dictionary, such as http://www.thefreedictionary.com. During reading, students should watch for new Islamic words to add to the word wall. Students should also note when they encounter a word they have already defined.
Discussion Activities

1. When Mortenson first enters the village of Korphe he is greeted by the chief and escorted to his hut where he is invited to share a cup of tea. Read this section to the students: “There was no talk as tea was prepared…” (p. 25). Discuss: What principles of hospitality operate in this culture? What is significant about sharing a cup of tea with a guest? Compare this custom to what you have observed in western culture. Is there anything similar that you have experienced?

2. Ask students to read Relin’s introduction, “In Mr. Mortenson’s Orbit,” as a way to discuss the genre of biography. What impression of Mortenson do they get from Relin’s description of his welcome in the village of Korphe? Why does Relin want the reader to know from the beginning that he is personally impressed by Mortenson?

3. To get students to think about the choices a biographer makes when telling a life story, ask them to create a timeline of their own lives so far. They should start with the date and place of their birth and then indicate key dates on the timeline. For each date, they should indicate the place it happened and a key event they associate with the date. After students have completed their time lines, ask them to select the key episodes in their lives they would like to describe in more detail. Then students can share the stories of these events with a partner. Afterwards initiate a whole class discussion about the choices they made. Why did they select certain events? Why did they leave out certain events? What affected their choices? What impression did they want to give about their lives? Did they begin to discern a pattern in the events of their lives? Does this process of selection make a biography less than true? In what ways is a biography the truth about a person? How should a reader approach a biography?

Thematic Topics

Students may explore the following topics while reading Mortenson’s biography:

- Humanitarianism
- Impact of an individual person
- Nature of tribal and patriarchal systems
- Nature of Islam
- Value of an education
- Impact of education on women

Introduce students to this list of topics and make sure that they understand each topic. Ask students to note these particular topics in their reading journals or on post-it notes as they read. After students have read several chapters, ask them to review their journal or post-it notes to identify what they consider the main topic of this particular section of the biography. List the topic(s) on a large chart and brainstorm the author’s possible meanings.

Ask students: What have they learned about this subject? Why is it important or significant? What is the author’s attitude about this subject?

DURING READING

Discussion Questions and Reader Response Quotes

You can use the following questions to engage students in thinking about the events in Mortenson’s life, his decision to build schools in Pakistan and later Afghanistan, and the ways in which he overcomes the enormous obstacles on the way to his goal. Questions can be adapted for reader response or as starters for small and whole group discussions. Reader response prompts are open-ended, asking students to articulate their reactions to a particular scene or development in the narrative. Discussion questions generally build on students’ literal recall of the events in the narrative to build up inferences about what these events mean and what they tell the reader about the overall meaning of the narrative. Students should go back to the text to identify and analyze key passages as they build meaning. Students can use the quotes listed here or choose their own quotes as they read, explaining the meaning of the quote and its significance in their reading journals.

I. Part One, Chapters 1-3 Introduction: “Mortenson Lost and Found”

1. What realization does Greg Mortenson come to about his personal ability and limits in the long night he spent following his descent from a failed attempt to reach the summit of K2?

2. What does the reader discover about Mortenson’s physical make-up, about his character traits in the opening chapters?

3. Why does Mortenson return to Korphe?

4. How does Mortenson connect his sister Christa’s life with that of the children of Korphe?

Reader Response Quotes

“…Mortenson felt something tugging him back up into the Karakoram. He felt he had found something rare in Korphe and returned as soon as he could arrange a ride.” (p. 29)
“‘I’m going to build you a school,’ he said, not yet realizing that with those words, the path of his life had just detoured down another trail, a route far more serpentine and arduous than the wrong turns held taken since retreating from K-2.” (p. 33)

“He [my Dad] taught me, he taught all of us, that if you believe in yourself, you can accomplish anything.” (p. 38)

II. Part Two, Chapters 4-14 “Challenges and Obstacles: Building Korphe’s First School”

1. What attracted Mortenson to mountain climbing?
2. What effect does Christa's death have on Mortenson's life?
3. How does Mortenson first go about securing funding to build a school for Korphe?
4. How does Mortenson's quest affect this relationship with Marina, the doctor he meets during his work in the ER at the UCSF Medical Center?
5. On his return to Pakistan to begin to acquire supplies for the school, Mortenson spends some time in Islamabad's twin city, Rawalpindi. What values of Pakistan's culture are revealed in the bartering for building supplies and the prayer rituals of Islam?
6. Why does Mortenson feel that he has personally failed in his effort to build the school in Korphe when he arrives with the building supplies? Has this been a personal failure?
7. How does Mortenson find the strength to keep working on his quest despite setbacks?
8. Why are the men of Korphe cheerful about carrying the 800 lb. cables the long distance to the village?
9. In 1995 Mortenson meets his future wife at the American Himalayan Association event where Sir Edmund Hillary is the keynote speaker. What do Mortenson and Tara Bishop have in common?
10. What are some of the lessons that Haji Ali teaches Mortenson?
11. How does Haji Ali show the great value he places on the school?
12. Haji Ali tells Mortenson he cannot read but Mortenson calls him the “wisest man I’ve ever met.” What, do you think, is the source of Haji Ali’s wisdom?
13. What attracts Mortenson to the Wazir people?
14. How is Mortenson’s reception in Kot Langarkhel, Khan’s ancestral home in Waziristan, different from his first reception in Korphe? Why is there this difference?
15. How is the school that Mortenson wants to establish in Waziristan different from the madrassas already there?
16. After his captivity, why do the Wazir throw Mortenson a party?

Reader Response Quotes

“He told Marina that he was going to follow this path he’d been on since he met her all the way to the end—until he fulfilled the promise he made to the children of Korphe.” (p. 56)

“Across Rawalpindi, muezzins’ cries from half a dozen other mosques flavored the darkening air with exhortations…[they] seemed to be speaking directly to him. Their ancient voices, tinged with a centuries-old advocacy of faith and duty, sounded like calls to action.” (p. 59)

“…for the first time, kneeling among one hundred strangers, watching them wash away not only impurities, but also, obviously, the aches and cares of their daily lives, he glimpsed the pleasure to be found in submission to a ritualized fellowship of prayer.” (p. 68)

“Before the ibex can climb K-2, he must learn to cross the river. Before it is possible to build a school, we must build a bridge.” (p. 97)

“…waiting was as much a part of their [Korpeh men’s] makeup as breathing the thin air at ten thousand feet.” (p. 103-104)

“Traveling with a party of men hunting to eat, rather than Westerners aiming for summits with more complicated motives, Mortenson saw this wilderness of ice with new eyes.” (p. 116-117)

“…Mortenson felt sure that, despite all that they lacked, the Balti still held the key to a kind of uncomplicated happiness that was disappearing in the developing world as fast as old-growth forests.” (p. 120)

“Doctor Gregg, you must make time to share three cups of tea. We may be uneducated. But we are not stupid. We have lived and survived here for a long time.” (p. 150)

“He [Mortenson] saw the region [Central Asia] for what it was—bands of tribal powers, shunted into states created arbitrarily by Europeans, states that took little account of each tribe’s primal alliance to its own people.” (p. 158)

“Since at least 600 B.C., Wazir have resisted the influence of the world outside their walls, preferring instead to keep all of Waziristan as pure and veiled as its women.” (p. 160)

III. Part Three, Chapters 15-23 “Expanding Operations”

1. What enables the quick progress in building subsequent schools?
2. How have the schools had a positive effect on the condition of women in Pakistani villages?
3. On what basis did the Supreme Council approve Mortenson’s work? What does this suggest about their interpretation of Islam, about the values of Islam that they hold?

4. What is the advantage of enabling village girls to gain an education?

5. What does the curriculum Mortenson approved for CAI schools reflect about his views of Pakistani culture?

6. How does Fatima reveal a way for Americans to build peaceful relationships with Pakistanis?

7. Mortenson describes Mother Teresa as a “shrouded figure.” How has Mortenson become a shrouded figure in a different sense?

8. How do the CAI schools contrast with the madrassas?

9. What powered the growth of the madrassas? Why were they so effective in recruiting students?

10. When the opportunity presents itself Mortenson sits down to tea with an officer of the Taliban during a time when the U.S. is preparing for war on this group in Afghanistan. What does this reveal about Mortenson’s approach in dealing with people?

11. After being invited to the Pentagon by a Marine General, Mortenson meets Donald Rumsfeld. How does Mortenson’s view of the effects of the U.S.’s bombing operations in Afghanistan differ from the official Pentagon view? What has contributed to this difference in perspective?

12. Why does Mortenson turn down the offer for $2.2 million in funding by the military for CAI schools? Do you think Mortenson was justified in his decision? Why or why not?

13. Mortenson received a lot of hate mail when his plea to educate Muslim children rather than dropping bombs was carried by several American newspapers. However, the article on him in Parade Magazine resulted in an avalanche of supportive mail. How can one account for the difference in these two responses by the American people?

14. How has Haji Ali’s granddaughter, Jahan, demonstrated the merit of Mortenson’s vision and his quest for education for the rural poor in Pakistan and Afghanistan?

15. What inspires Mortenson to expand his mission of building schools to the Wakhan Corridor in Badakhshan Province, Afghanistan?

Reader Response Quotes

“The British policy was ‘divide and conquer.’ But I say ‘unite and conquer.’” (p. 189)

“…I [Syed Abbas] looked into his heart that day…and saw him for what he is—an infidel, but a noble man nonetheless, who dedicates his life to the education of children.” (p. 191)

“The yellow school, freshly painted for the occasion and festooned with banners and Pakistani flags, was clearly visible as the group climbed to Korphe.” (p. 194)

“…our Holy Koran tells us all children should receive education, including our daughters and sisters. Your noble work follows the highest principles of Islam, to tend to the poor and sick.” (p. 199)

“One had to water a plant before it could be coaxed to grow; children had to survive long enough to benefit from school.” (p. 201)

“If you really want to change a culture, to empower women, improve basic hygiene and health care, and fight high rates of infant mortality, the answer is to educate girls.” (p. 209)

“In times of war, you often hear leaders—Christian, Jewish, and Muslim—saying, ‘God is on our side.’ But that isn’t true. In war, God is on the side of refugees, widows, and orphans.” (p. 239)

“…our resources were peanuts compared to the Wahhabi. Every time I visited to check on one of our projects, it seemed ten Wahhabi madrassas had popped up overnight.” (p. 243)

“I wish all of the Americans who think that ‘Muslim’ is just another way of saying ‘terrorist’ could have been there that day. The true core tenets of Islam are justice, tolerance, and charity, and Syed Abbas represented the moderate center of Muslim faith eloquently.” (p. 257)

“This guy Greg quietly, doggedly heading back into a war zone to do battle with the real causes of terror is every bit as heroic as those firemen running up the stairs of the burning towers while everyone else was frantically trying to get out.” (p. 273)

“…at first, Mortenson had supported the war in Afghanistan. But as he…heard details…about the numbers of children who were being killed when they mistakenly picked up the bright yellow pods of unexploded cluster bombs, which closely resembled the yellow military food packets American planes were also dropping as a humanitarian gesture, his attitude began to change.” (p. 279)

“He [Ahmed] explained that…his father had been bringing a cartful of potatoes he’d bought in Peshawar back to their small village outside Jalalabad to sell, when he had been killed by a missile fired from an American plane, along with fifteen other people carting food and supplies.” (p. 284)

“But where was the aid? I’d heard so much about what America promised Afghanistan’s people while I was at home—how rebuilding the country was one of our top priorities. But being there, and seeing so little evidence of our help for Afghanistan’s children…was really embarrassing and frustrating for me.” (p. 288-289)

“I’ve learned that terror doesn’t happen because some group of people somewhere like Pakistan or Afghanistan simply decide to hate us. It happens because children aren’t being offered a bright enough future that they have a reason to choose life over death.” (p. 292)
“Now take the cost of one of those missiles... which I think is about $840,000. For that much money, you could build dozens of schools that could provide tens of thousands of students with a balanced non-extremist education over the course of a generation. Which do you think will make us more secure?” (p. 294-295)

“She [Jahan, Haji Ali’s granddaughter] had graduated from school and was the first educated woman in a valley of three thousand people. She didn’t defer to anyone, sat down right in front of Greg, and handed him the product of the revolutionary skills she’d acquired—a proposal in English, to better herself, and improve the life of their village.” (p. 300)

“If we try to resolve terrorism with military might and nothing else,’ Mortenson argued to Parade’s readers, ‘then we will be no safer than we were before 9/11. If we truly want a legacy of peace for our children, we need to understand that this is a war that will ultimately be won with books, not with bombs.” (p. 301)

“Every rock, every boulder that you see before you is one of my mujahedeen, shahids, martyrs, who sacrificed their lives fighting the Russians and the Taliban. Now we must make their sacrifice worthwhile,’ Khan said, turning to face Mortenson. ‘We must turn these stones into schools.’” (p. 330)

Post Reading Discussion Questions

1. How has Mortenson's view of the value of schools and education evolved over the years since he began work on the school in Korphe?
2. According to the Pakistani General Bashi Baz, Osama bin Laden is a “creation of America,” and America should attack the source of its enemies’ strength: the ignorance of the people. In what ways can ignorance contribute to the power of fundamentalist extremism?
3. Student apathy has often been identified as a problem in American public schools. What lessons about education can American students learn from Three Cups of Tea?
4. What have you learned about Pakistan, its tribal areas and their connection to the central government, its colonial past, and its changing relationship with the U.S.? What have you learned about Afghanistan? Compare and contrast Pakistan and Afghanistan. How are they similar and different? Consider their geography, history, culture, and modern day government.
5. What have you learned about the practice of Islam and its impact in the daily lives of people?
6. As you review everything you have learned about Mortenson’s life and work, describe what motivates him. Why has he made his life’s work building schools in Pakistan and Afghanistan?
7. What are the advantages of building schools in Pakistan and Afghanistan as opposed to direct aid?
8. What is the philosophy of the CAI in funding projects such as building schools? What makes this approach effective?
9. How does Mortenson's life show the “power of one person” to affect significant social change? What character or personality traits does Mortenson have that make him an effective ambassador of such change?
10. How is your impression of the people of Pakistan and Afghanistan different from before you read the book? How do Mortenson’s experiences with the Wazir and the people of Korphe undermine common or popular perceptions about these peoples?
11. There is an assumption in the book that education for women can have an even more profound impact on a society than education for boys. Is this true? Think about the impact of education on women in America. Has education improved the condition of women in the U.S.? How and in what ways? What is the benefit to American society to provide equal education for women?
12. What is the overall purpose of this book? What key idea do you personally take from the book?

Post Reading Activities

1. Ask students to pretend to be feature writers for People Magazine who are assigned to write a cover story about the work of Greg Mortenson. First students should be familiar with the typical format for a feature in People Magazine. They can review several issues to get a feel for the typical length and combination of pictures and text for a feature story. Brainstorm together what key events in Mortenson’s life and work they wish to include in his profile. Then individually students should draft their profiles, including pictures from the web to illustrate their feature story. If there is time, students could design and prepare the cover for this “special issue.”

2. While accompanying Korphe’s men on a hunt for ibex, Mortenson sees the bridge to Askole that he had missed on his way back from K-2. The narrator says, “It was like looking at the less-interesting path his life might have taken had he not detoured down the trail to Korphe” (p. 115). Have students read Frost’s poem, “The Road Not Taken,” and discuss how this poem might be considered a metaphor for Mortenson’s life story. Ask students to consider ways in which their lives have changed as a result of chance events or choices. Brainstorm some of these events as a class, considering how “way leads on to way.” Some students may choose to write a personal narrative about a choice they made and what happened as a result.

3. Watching Hussein butcher the ibex following the successful hunt, Mortenson comments on his suitability to lead the school: “Bent over the carcass in this cave, his forearms slick with blood, Hussein seemed to Mortenson immea-
surably removed from his days of scholarship on the sweltering plains of the Punjab. He would be the perfect teacher for Korphe's school, Mortenson realized. He'd be able to bridge both worlds“ (p. 119). Discuss with students: What qualities does Mortenson imply are needed for a successful teacher? Have students met teachers with these qualities? Have students encountered teachers who live in “two worlds”? In what ways is this positive or negative?

4. What do Greg Mortenson's heroes have in common? Review Mortenson's reflections on some of his personal heroes: Lou Reichardt (p. 106), Sir Edmund Hillary (p. 129-130), and Mother Teresa (p. 236-237). In small groups, ask students to discuss what characteristics Mortenson values in these people? How does he demonstrate these qualities in his own life?

5. During his early efforts to build the school for Korphe village, Mortenson mentions a book he has been reading, Ancient Futures by Helena Norberg-Hodge (p. 111). Norberg-Hodge studied the impact of development on isolated villages and their people. She concluded that progress is not inevitable and that it does not always lead to the best way of life. A video about her study of the Ladakh people can be found at this web site: http://video.google.com/videoplay?docid=-7846941319183318053#
Ask students to research these organizations to identify their missions and goals. What work are they engaged in promoting?
Norberg-Hodge has been awarded the Right Livelihood Award, sometimes called the Alternative Nobel. Ask students to research this award and determine its criteria. The home page of the organization is http://www.rightlivelihood.org/
Discuss with students: What is the impact of modernization on traditional cultures? What are positive and negative impacts? How can cultures sustain their values even as they benefit from technological changes?

6. Some of Mortenson's admirers believe that he should be awarded the Nobel Peace Prize. According to the official Nobel Committee in Oslo: “In addition to humanitarian efforts and peace movements, the Nobel Peace Prize has been awarded for work in a wide range of fields including advocacy of human rights, mediation of international conflicts, and arms control.” For more information about the Peace Prize, students can investigate the following web site: http://nobelprize.org/nobel_prizes/peace/shortfacts.html
Brainstorm with students what arguments can be made to the Nobel judges in support of this prize for Mortenson. As a class, compose an editorial to a local newspaper recommending Mortenson for the Nobel Peace Prize.


**Article 26**

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Discuss: Why is the right to education so central to the well being of an individual? of a country? Do American public schools fulfill the standards listed in Article 26?

8. Students can go back to some of their favorite passages of personal narrative in the biography, for example Mortenson's description of his descent from the failed attempt on K-2 when he stumbles into Korphe or his encounter with the Waziris and his solitary confinement for eight days. As a class ask students to examine the episodes they have chosen. Discuss: What makes the episode interesting? What does the writer do to engage the reader? After discussing the elements of an effective personal narrative, students can choose an episode in their lives and write their own personal narratives.

For a variation on the writing activity above, ask students to choose an episode in the narrative and retell it from the point of view of another person who witnessed the event. For example, tell the story of Mortenson's first encounter with Korphe from the point of view of Haji Ali or the story of the building of the school from the point of view of one of the children of the village. After students have written their stories, ask them about the changes they made in order to make it authentic. Discuss: How does using another character as a narrator change what is emphasized in the story?

9. Students can create a "found poem" using lines and phrases from one of the episodes in the narrative reso-
nating its ideas and themes. They should underline key words, phrases, and sentences or write out a list on note cards. Then they can organize these lines into a free verse poem. They can share these poems in small groups or mount them on construction paper or large "Post-It" sheets to post in the classroom.

10. Ask students to go back to the photos in the middle of the book now that they have read the biography. Ask them to choose one of the photos and write a Bio poem for that person. Formats for Bio-poems can be found at various sites online. Here is the usual pattern for this 11-line poem: Line 1: The character’s name; Line 2: Four words that describe the character; Line 3: Brother or sister of …; Line 4: Lover of … (three ideas or people); Line 5: Who feels … (three ideas); Line 6: Who needs … (three ideas); Line 7: Who gives … (three ideas); Line 8: Who fears … (three ideas); Line 9: Who would like to see …; Line 10: Resident of …; Line 11: His or her last name.

11. At the end of the Acknowledgments to Three Cups of Tea is a list of suggestions for ways to support Mortenson’s efforts (p. 337-338). Ask students to read through the list and determine if they wish to engage in one or more of the activities. Form small groups according to students’ choices and have students carry out the suggested action.

OTHER RESOURCES

1. Invite students to read the picture book version of Mortenson’s campaign to promote education and build schools in Pakistan, *Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea*, by Mortenson and Susan L. Roth (Dial, 2009). The picture book tells the story of the first part of Mortenson's biography when he decides to build a school for Korphe. It includes a "Korphe Scrapbook” with maps and photos of the schools and the inhabitants of the villages. Ask students to create their own electronic scrapbook from web photos and research, reflecting their reactions to Mortenson’s work to build schools in Pakistan and Afghanistan.

2. Some students may wish to read sections of Mortenson’s *Stones into Schools: Promoting Peace with Books, not Bombs, in Afghanistan and Pakistan* (Penguin, 2010). This narrative picks up where *Three Cups of Tea* leaves off in 2003; it recounts efforts to promote education for girls in Afghanistan and the rebuilding efforts in Azad Kashmir and Pakistan after a massive earthquake in 2005. Students can make lists of ideas about education that they find in the narrative. Then ask students to make a poster, listing the values of comprehensive educational opportunity for both boys and girls.

3. Mortenson and Relin have written a guide to *Three Cups of Tea* which includes a summary and discussion questions. You can find this guide at this site: http://www.threecupsoftea.com/about-the-book/

Films

View one of the following films that feature Pakistan and write a review in which you describe how the film depiction of Pakistan compares to the descriptions in the novel, particularly in the depiction of the lives of women.

* A Mighty Heart. Michael Winterbottom, director; produced by Andrew Eaton, Dede Garner, Brad Pitt. Screenplay by John Orloff. Paramount Home Entertainment, 2007. Daniel Pearl, Wall Street Reporter, was kidnapped in Pakistan in 2002 and held in exchange for the liberation of prisoners from Guantanamo Bay. This is the story of his wife’s struggle to search for her husband in Pakistan in the midst of increasing chaos surrounding his imprisonment and death.

* The Clay Bird. Tareque Masud, director; produced by Catherine Masud. Milestone Film & Video, 2006. Based on the director’s childhood, the film tells the story of 1960s Pakistan when Anu, the main character, is sent away by his father to a Madrasah. Anu struggles to adapt to the harsh monastic life at the Islamic school which is becoming polarized between moderate and extremist forces.

* Khamosh Pani: Silent Waters. Sabiha Sumar, director. Screenplay by Sabiha Sumar. 2004. Set in 1979 Pakistan when it is declared a Muslim state, the film depicts the life of a widow who anxiously watches the changes in her son as he is introduced to militant Islam.

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