

Three Cups of Tea

One Man's Journey to Change the World...
One Child at a Time

GREG MORTENSON & DAVID OLIVER RELIN
Adapted by SARAH THOMSON • Foreword by JANE GOODALL

A GUIDE FOR EDUCATORS,
STUDENTS, & COMMUNITIES

LISTEN to the WIND

THE STORY of DR. GREG & THREE CUPS OF TEA

by Greg Mortenson and Susan L. Roth • COLLAGES BY Susan L. Roth

ABOUT THE BOOK



While attempting to climb K-2, the world's second-highest mountain peak, Greg Mortenson suddenly found himself lost, alone, and freezing cold. He began the climb to honor his sister, who had died. Now his to own life was in peril. Luckily, Greg was nursed back to health by the people of Korphe, a poor Balti village in northern Pakistan. Deeply moved by the Korphe community's kindness and generosity, he promised to build a school for the village. Greg's efforts to keep his promise led to deep friendships with people from Pakistan and other Central Asian countries and to the discovery of his life's great purpose: the formation of the Central Asia Institute and the building of not one but many schools.

Three Cups of Tea is an inspirational adventure story filled with fascinating details about a little-understood part of the world. More importantly, in Greg's descriptions of Central Asian communities' efforts to educate their children, he shows how similar the values and dreams of Muslim peoples and those of young Western readers are to each other. A Q&A with Greg Mortenson's daughter, Amira, offers a vibrant example of ideas put into positive action and a bright hope for peace in the next generation.

ABOUT THE AUTHOR



GREG MORTENSON is the co-founder of the non-profit organizations the Central Asia Institute (www.ikat.org) and Pennies for Peace™ (www.penniesforpeace.org). He has established many schools in rural and often volatile regions of Pakistan and Afghanistan, which provide education to over 28,000 children where few education opportunities existed before. He survived an armed kidnapping, escaped a firefight with feuding Afghan warlords, endured CIA investigations, and also received hate mail and death threats from fellow Americans for helping Muslim children receive an education. While not overseas for half the year, Greg lives in Montana with his wife, Dr. Tara Bishop, a clinical psychologist, and his two children, Amira and Khyber. Visit Greg online at www.threecupsoftea.com

The discussion questions and activities that follow are intended to enhance your reading of *Three Cups of Tea* and *Listen to the Wind*.

Please feel free to adapt these materials to suit the needs of your classroom, library, bookstore, or community group.

THREE CUPS OF TEA— DISCUSSION QUESTIONS FOR STUDENTS & COMMUNITIES

- Chapter 1 begins with the sentence “Greg Mortenson was lost.” How can this sentence be understood in a practical sense? How might this sentence be explained from an emotional point of view?
- Haji Ali welcomes Greg with the phrase “*As-salaam alaikum*.” What does this phrase mean? How might this expression be understood as an important concept for the whole novel and, perhaps, for the way Greg Mortenson would like people to interact in the world?
- Why does Greg decide to build a school for the children of Korphe? In whose honor does Greg intend to build the school? If you wanted to honor someone special to you, what would you most like to accomplish and for whom?
- While back in the United States, how does Greg struggle to raise money for the school in Korphe? When he finally returns to Pakistan with money, what obstacles does he face in attempting to build the school?
- How does Greg feel when he returns to the United States with the school still not built? If Greg had tried to build a school in a poor part of America, how would his experience have been similar or different?
- What is important about Greg’s friendships with Haji Ali, Twaha, and the other people he meets as his school-building effort grows? Do Haji Ali and Twaha behave as you might have imagined villagers behaving before you read this book? How do the descriptions of Greg’s friendships with these individuals help readers feel more connected to the people of Pakistan and Afghanistan mentioned in the book?
- Why does Greg feel particularly driven to make education accessible to girls? How do the Muslim leaders with whom Greg works feel about teaching their communities’ girls? How do you think educating girls might change the lifestyles and cultures of these countries?

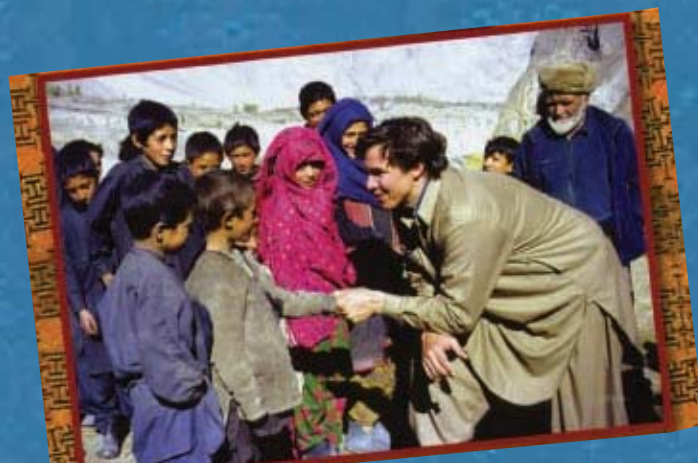
- What cultural differences come to light in the time it takes to build the bridge and school in Korphe? What does Haji Ali do with Greg’s plumb line and account book as the building process proceeds? When the school is finished, what does Greg discover about the account keeping for the project?
- How does Haji Ali explain his culture to Greg in terms of “three cups of tea”? Explain the difference between the words “uneducated” and “ignorant” in terms of the story. Which characters shared the wisest insights with Greg?
- How does the mission of the Central Asia Institute (CAI) grow after Jean Hoerni’s bequest? Beyond schools, what types of institutions and projects does the CAI fund? How do the details provided about these projects help readers better understand the lives—and dreams—of Central Asian peoples?
- Chapter 19 recounts the events of September 11, 2001, and concludes with a speech by Muslim leader Syed Abbas at a CAI school inauguration celebration. How did reading Syed Abbas’s speech make you feel? Did you find other quotations in the book from Muslim leaders, school children, or others surprising, informative, or reassuring? Explain your answer.
- In Chapter 20, Greg explains to the United States Congress 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 had a reason to choose life over death.” Do you agree with Greg’s statement? Do you think this analysis could apply to kids who join gangs in America? How does education provide the bright future that Greg speaks of?
- Amira Mortenson describes the many sacrifices her family has made so that her father, Greg, can continue to help the people of central Asia. Do you think you could make such sacrifices? Why or why not? What do you think sounds most exciting about Amira’s life? What seems most challenging?
- From Hussein, the first teacher at Korphe’s new school, to the Montana teachers who help and support Amira Mortenson, teachers play an important role in *Three Cups of Tea*. Who do you think Greg Mortenson would consider his greatest teachers, and what did they teach him? Do you consider Greg to be one of your teachers now? What teachers from your school, community, or family have had the most impact on your life and in what way?
- Do you think the main message of *Three Cups of Tea* can be understood as “education means hope”? What is the most important lesson you personally have learned from reading this book? Explain your answer.

THREE CUPS OF TEA— RESEARCH PROJECTS & ACTIVITIES FOR STUDENTS & COMMUNITIES

- The foreword to *Three Cups of Tea* is written by Jane Goodall. Learn more about Dr. Goodall's humanitarian and conservation efforts. Compile your research into a short report, and be sure to include a paragraph describing the connections you see between the efforts of Jane Goodall and those of Greg Mortenson.
- Experience life as a Korphe villager. Reread early passages in the book in which Greg describes the children studying outdoors, the homes and customs of the people, and other aspects of the community he comes to love. With friends or classmates, try having school outside, keeping quiet and focused while writing with sticks in the dirt. Spend a day without using the computer, car, or telephone. Afterward, discuss the challenges and possible benefits of such a way of life. Compare and contrast the educational and life experiences of the children of Korphe with your own. Extend this activity by creating a glossary of terms related to your school and community for a member of the Korphe village that would help them understand the unique and important items found in your everyday life that might be different from theirs.
- What does school mean to you? Create a brochure welcoming new students to your school. Include a map, list of teachers, recommended classes, and a short essay explaining what makes your school special. Create a drawing, poem, sculpture, or other piece of creative artwork reflecting your feelings about school and learning. Make a list of your future plans, noting how education plays a role in achieving some or all of your goals.
- Go to the library or online to find a map of Central and East Asia. Print a copy of this map and circle the following country and regional names: Pakistan, Afghanistan, India, Kashmir and Tibet. For each place you have circled, find a recent newspaper or online article about its political, environmental, or social situation. Or find a detailed map of Pakistan and learn more about the climate, topography, and residents of its Baltistan region. Create an informative poster to share what you have learned with friends or classmates.
- Imagine you are a young student from Pakistan. You have just found out that Greg Mortenson and the CAI are building a school in your village. Prepare a speech for your community or for Greg describing your life, your feelings at hearing the news of the school, and your hopes for the future.
- As he works to build schools and improve lives, Greg learns about Central Asian cultures. Brainstorm a list of the cultural discoveries you made while reading this book, such as the notion that after sharing three

cups of tea with someone, you become family. Afterward, discuss the similarities you see between items on your list and Western customs. Has your understanding of Central Asia changed after reading this book?

- Greg also embraces the local language of the areas he visits. Review the glossary in the back of the book. Which words are new to you? What important English words would you teach someone visiting the United States? Create your own glossary of English words that relate to your state, community, school, and life.
- Create a giant mural/collage representing the people, communities, cultures, and ideas from *Three Cups of Tea*. Divide classmates or friends into groups to paint the faces of key people, such as Greg Mortenson, Jean Hoerni, Haji Ali, Twaha, Tara Bishop, and Jahan; draw maps of places in America and Central Asia featured in the book; write favorite quotes in fancy lettering; cut teacups from colored paper; and create other items as desired. Glue your paintings and other items onto a large sheet of paper mounted on the wall of your classroom. Invite everyone who helped create the mural to sign their names in the margins. Now your community is a part of Greg's story, too!
- Make a difference. Go online to learn more about Pennies for Peace™ at www.penniesforpeace.org or research another charitable organization. Encourage your school or community to join in such an effort by making informative posters about your charity, speaking to school or community groups (as Greg Mortenson does), and sharing examples of how other kids have made a real difference and inspired you to help make your world better.
- Visit the Central Asia Institute online at www.ikat.org to learn more about the organization's accomplishments and future projects, Pennies for Peace™, and *Three Cups of Tea*. Write a letter to Greg Mortenson telling him what reading his book has meant to you. Or write a letter to a friend or to your school or local newspaper recommending the book as an especially important read for kids today.



LISTEN TO THE WIND— CURRICULUM CONNECTIONS FOR EDUCATORS

PRE & POST-READING DISCUSSION PROMPTS

- Ask your students how they feel about school. Why is learning important? What makes a school a school? As a class, make a list of items that one would find in a typical school (i.e. desks, pencils, paper, gym equipment). Then ask your students how they would feel if, like the children of Korphe, they didn't have access to these items, or even to indoor classrooms or a teacher.

GEOGRAPHY

- Before reading *Listen to the Wind*, examine the scrapbook in the final pages of the book. Guide your students as they use a world map to locate the continent, country, region or state, and finally the town where your school is located. Then help your students do the same exercise, this time locating the continent of Asia, the country of Pakistan, the region of Baltistan, and the village of Korphe. Explain the differences between continents, countries, regions or states, and towns.

GUIDED READING

- Read *Listen to the Wind* aloud to your class, pausing at important points during the story to reinforce information about plot. Encourage your students to use clues from the text and their schema (personal background experience) as they make predictions as to what may happen next in the book. Stop the read-aloud after reading, “He felt the wind blow cold against his face, and he understood.” Ask your students to make predictions about what Dr. Greg decides he wants to give Korphe. Continue to read the story and ask your students to either confirm or adjust their predictions. Pause the read-aloud again after reading, “There was no bridge.” Ask your students to identify a possible problem that has occurred within the storyline and to make predictions about a probable solution. Continue to read the story and again, ask your students to either confirm or adjust their predictions as the story progresses. Once more, stop the read-aloud after reading, “We are the children of Korphe. We live in a village in the mountains of Pakistan.” Ask students to predict what will follow these lines, which first appeared at the very beginning of the story. Students should make suggestions, based on clues from the text, as to the different ways the children might describe themselves and their lives after the school was finished.

SOCIAL STUDIES

- Discuss the concepts of teamwork and charity with your students. Identify examples of teamwork and charity within the story. Ask your students to each think of a time when they have worked together with others or been charitable toward someone in the past. Have they ever been the recipient of such a gesture? How did it feel to have someone give something special to them? How does it feel to give? Why is this important?

ART

- *Listen to the Wind* is illustrated in an art form called collage. Ask the art teacher in your school to collaborate on a special lesson with you. Describe what a collage is to your students. Read *Listen to the Wind* and invite students to identify places on the pages where they notice elements of collage art. Set out crayons, glue, and paper scraps of all types and sizes (including newspaper, wallpaper, and regular colored paper) so that the children can create their own collage art.

LANGUAGE ARTS

- *Listen to the Wind* is a true story—or nonfiction. Discuss the difference between fiction and nonfiction with your students. Ask them to brainstorm story ideas that fall into both categories and to then choose one fiction and one nonfiction idea to expand into a full-length paragraph. Students can also be encouraged to write stories that complement their collage pieces.

COMMUNITY SERVICE

- Visit www.penniesforpeace.org to learn more about the Pennies for Peace™ program and how your class, your school, and your community can help. Encourage your students to design penny collecting boxes and take part in the program. Explain that while pennies may be worth very little in the United States, in Afghanistan and Pakistan:

1 penny = one pencil

2 pennies = one eraser

\$2 or \$3 = one teacher's pay for a day

\$20 = one student's school supplies for one year

\$600 = one teacher's annual salary

\$5,000 = support for an existing school for one year

\$50,000 = one school building and support for up to five years

Three Cups of Tea— The Perfect Community Read



MAKE A DIFFERENCE—READ. DISCUSS. GIVE BACK.

*Whether your community is your family,
your school, your library, your local bookstore,
your town, your state, or your region of the country,
you can use the story of Three Cups of Tea
to create a common dialogue
between every member of your group,
from preschool children to grandparents.*

Listen to the Wind and the young reader's and adult editions of *Three Cups of Tea* lend themselves perfectly to family, school, and community-wide reading and book club events. Perfectly geared to the interest and adapted to the comprehension levels of every age, a group discussion of the story of Greg Mortenson and his journey to change the world will make for an unforgettable event. Encourage your school district, local library, community, and state to embrace the themes of peace and generosity by planning a *Three Cups of Tea*-based program this school year.

Send an email about or pictures of your event to
schoolandlibrary@us.penguinroup.com

"Building bridges of peace, one penny at a time."



Pennies for Peace™ is a service learning program that aims to broaden students' cultural horizons and teach them about their capacities as philanthropists. Visit www.penniesforpeace.org or email info@penniesforpeace.org to learn how you, your school, and your community can work together to become members of a global family dedicated to peace.



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DISCUSSION GUIDE ISBN: 978-0-14-241317-3

**With the first cup of tea you are a stranger.
With the second . . . a friend.
With the third cup of tea, you are family.**



**Three Cups of Tea:
The Young Reader's Edition
One Man's Journey to Change the World . . .
One Child at a Time**

By Greg Mortenson and David Oliver Relin
Adapted by Sarah Thomson from the #1 *New York Times* bestseller
Foreword by Dr. Jane Goodall
978-0-8037-3392-3 (HC) • \$16.99
978-0-14-241412-5 (PB) • \$8.99
Ages 8 up • Grades 3 up

In 1993, Greg Mortenson started to climb K2 in honor of his younger sister, but when another member of his group got sick, they turned around, and Greg became lost in the mountains of Pakistan. He wandered into a poor village, where the village chief and his people took him in. Moved by their kindness, he promised to return and build a school for the children. Over the next decade, Mortenson built more than seventy eight schools in Pakistan and Afghanistan. He has dedicated his life to building literacy and peace, one child at a time.



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

By Greg Mortenson and Susan L. Roth
Illustrated by Susan L. Roth
978-0-8037-3392-3 (HC) • \$16.99
Ages 6–8 • Grades 1–3

The remarkable story of Greg Mortenson's promise to build a school for the villagers who saved his life is now perfect for reading aloud! Told in the voice of Korphe's children, *Listen to the Wind* is the story of Greg Mortenson's first building project in Pakistan. This lush picture book illuminates the humanity and culture of a relevant and distant part of the world in gorgeous collage, while sharing a riveting example of how one person can change thousands of lives—all in language appropriate for even the youngest of readers.



**Also Available—
The original #1 *New York Times* bestselling adult edition**

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One School at a Time**

By Greg Mortenson and David Oliver Relin
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