



2020

NEW YORK TIMES BESTSELLER

The Boy Who *Creating Currents of Electricity and Hope* Harnessed the Wind

"A stunning narrative . . . of greater worth is the humbling and inspiring example of intuition, inventiveness, and determination that fuel Kamkwamba's journey."

—Denver Post



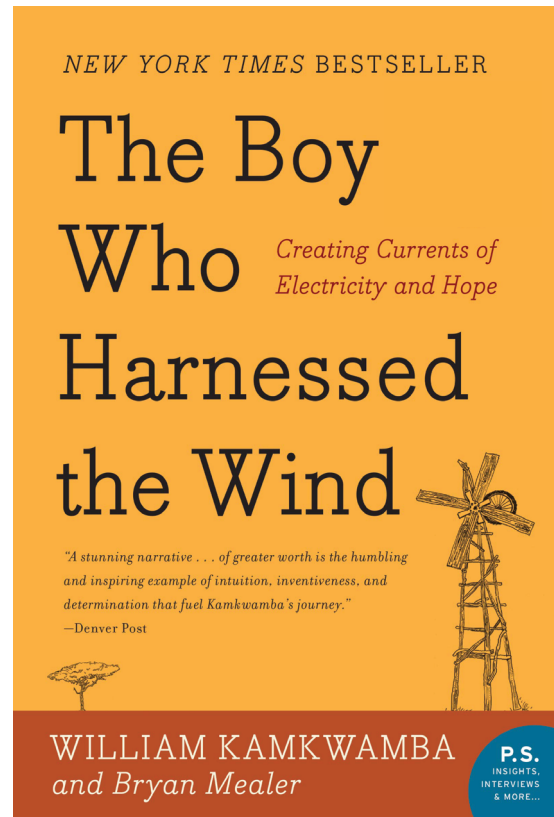
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and Bryan Mealer

P.S.
INSIGHTS,
INTERVIEWS
& MORE...

THE BOY WHO HARNESSSED THE WIND

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About the Book:

The Boy Who Harnessed the Wind tells the story of William Kamkwamba and his experiences growing up in a small village in Malawi, Africa. As a young boy, William builds a windmill to bring electricity and running water to his farm and his village with nothing more than curiosity and determination, old science textbooks, scrap metal, tractor parts and bicycle halves.



Discussion Questions:

1. The author's earliest impressions of United States culture came from hearing about movies like Rambo and The Terminator. How do the media produced here accurately/inaccurately depict culture in the U.S.? What were some of your earlier impressions of Malawi or Africa? What contributed to that image?
2. As the drought in Malawi worsens, William and others in his community struggle with food insecurity. What is food insecurity? How does it impact their day to day life?
3. Throughout the book there are times when William and his family must make tough decisions to make ends meet. What are some of those decisions? What decisions would you make in their place? What factors do you use to make decisions when it seems like there are no good options?
4. "[President] Muluzi had been a wealthy businessman before entering politics and believed government had no business dealing in fertilizer and seed. He wanted to be different from [Former President] Banda in every possible way, and this included stopping all subsidies and making the farmers fend for themselves" (p. 53): What do you believe a government's role is in agriculture? How supporting or ending subsidies impact a community?
5. During the famine, the president of Malawi was quoted as saying no one had died of hunger, counter to what was being witnessed across the country. When asked why the president would make that statement, William's father said, "Some men are blind...but this one just chooses not to see." What makes a person choose not to see the problems in their community?
6. Because of the drought and the poor harvest, food insecurity became a real concern for William's family and the community: "We were going to run out of food in less than a month, and I had no idea how we'd survive after that" (p. 86). Is food insecurity a concern in your community? What systems, if any, are in place to help combat this problem?
7. Is food insecurity an issue across the United States? If so, what does it look like? Where does it occur?
8. 40% of K-State students struggle with food insecurity. What might make it hard for a college student to access food?
9. William says that deforestation contributes to Malawi's energy problems: "Few people realize this, but cutting down the trees is one of the things that keeps us Malawians poor" (p. 78). Why does deforestation keep them poor? Does something like this happen in your community? Why do we do things that are helpful in the short term, but are harmful in the long term?
10. How are the schools in Malawi different from schools in the United States? How do those differences influence the community and the learning of young people?
11. While searching for a book to read, William noticed a book he hadn't seen before. "What is this? I thought. Pulling it out, I saw it was an American textbook called Using Energy, and this book has since changed my life" (p. 161). What was the last book, song, or video that changed your life? How did it change your life, and what about it was so meaningful?
12. William taught himself how to build a windmill using old textbooks in his school library. How might his story have ended if he had access to online, up-to-date, free textbooks? What could farmers or healthcare workers do with the most up-to-date information in their fields at their fingertips? How could this improve lives?
13. Much of William's studies happened at his school library. What if William didn't need to go to the library to learn? How might the story have ended if William could access the library from his phone?
14. Once William's windmill is up and running, he allows members of his community to charge their cell phones with his electricity for free. Why doesn't he charge people?
15. William's transition to college was more difficult than he imagined it would be: "The workload and intensity was almost paralyzing. I just couldn't get ahead in my assignments, plus I never seemed to get enough sleep because I stayed up all night trying to catch up. As a result, I got very down. I began to feel like a failure, like I was about to disappoint everyone who'd believe in me" (p. 285). What can students do if they feel like William did? What services and support system does your school provide to help students get through tough times?



How to use the book:

In your class:

- Use this book to analyze current events and create a productive discussion.
- Some students may not have read the book over the summer. Be sure to indicate on the course schedule the date that it will be referenced in class and whether you are requiring students to read part or all of the book by that date.
- Create relevant assignments to the book and your course outcomes, or use the book to reinforce the theories, philosophies, and practices of your discipline.

Outside the classroom:

- Give students time to read the book. If they do not have a copy, have them borrow a copy from K-State Libraries or one of Sigma Tau Delta's Lending Libraries.
- Create questions or activities inspired by the book that will allow people to participate even if they have not read the whole book.

When planning events:

- Partner with other established groups on campus. They can help fund, advertise, and bring people to the event.
- Select your day and time around who you want to attend.
 - Faculty/staff - 8am-5pm Monday-Friday.
 - Students - Tuesdays/Thursdays after 7pm, though those are also common exam times.
- If you are planning a daytime event for students, keep in mind...
 - MWF classes generally start on the half hour.
 - TU, TH classes can start on the hour, half hour, or five after the hour.
 - Work with instructors to schedule the event when their class meets and ask them to bring their class.

RESOURCES

Explore online resources including videos, articles, and podcasts that can be integrated into class discussions and activities





Online Resources:

Videos:

- [Moving Windmills: The William Kamkwamba Story](#)
- [How I harnessed the wind- TED Talk](#)
- [Technology & Culture Forum - The Boy Who Harnessed the Wind](#)
- [A Conversation with William Kamkwamba '14](#)
- [Building Windmills, Transforming Communities: An Evening with William Kamkwamba](#)
- [Interview on the The Daily Show with Jon Stewart](#)

Articles:

- [Teen's DIY Energy Hacking Gives African Village New Hope](#)
- [Malawian boy uses wind to power hope, electrify village](#)
- [Boy's dream to build windmill transforms lives in Malawi](#)
- [Unleashing the Mind: William Kamkwamba, Malawian Genius, and the New Media](#)
- [William Kamkwamba: "The Boy Who Harnessed the Wind" Speaks at MIT](#)

Podcasts:

- [Head Start Show: Inventor & engineer, William Kamkwamba](#)
- [Afripod: Episode 56: The Great Dance: Masks in Malawi](#)
- [It's My House: William Kamkwamba, Renewable Energy & Transit Desert Entrepreneur](#)
- [William Kamkwamba and Brian Mealer: 'The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope'](#)
- [AT#216 - Travel to Malawi](#)

Sources:

- [Boy's dream to build windmill transforms lives in Malawi | The Star. \(2009, December 13\). Retrieved November 18, 2019, from thestar.com website.](#)
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- [Teaching and Research Guide for: "The Boy Who Harnessed the Wind". \(2019, November 9\). Retrieved January 28, 2020, from Boston University Libraries website.](#)
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- [Video: A Conversation with William Kamkwamba '14 | Dartmouth News. \(2012\). Retrieved November 18, 2019, from Dartmouth.edu website.](#)
- [William Kamkwamba. Moving Windmills: The William Kamkwamba story. \[YouTube Video\]. \(2008\).](#)
- [WIRED Staff. \(2009, October 2\). Teen's DIY Energy Hacking Gives African Village New Hope. Retrieved November 18, 2019, from WIRED website.](#)



Campus Resources for Students:

Cats Cupboard: <https://www.k-state.edu/cats-cupboard/>

Cats' Cupboard Initiative is a collaborative effort among students, faculty, staff, and community focused on promoting food security at K-State. This initiative aims to provide direct food access through an on-campus food pantry, in addition to education and engagement opportunities. Cats' Cupboard is accessible to all K-State students.

Academic Achievement Center: <https://www.k-state.edu/aac/>

The Academic Achievement Center provides tools and resources for students to be academically successful. We do this through 1) individualized skill development, 2) strengthening engagement and understanding of course content, and 3) support in learning how to navigate university life. Academic Achievement Center offices and programs include Academic Coaching, Tutoring Services, Scholar Services, Student Success Courses, and the Office of First-generation Students.

Open/Alternative Textbook Initiative: <https://www.lib.k-state.edu/open-textbook>

The Open/Alternative Textbook Initiative makes college more affordable for K-State students by helping faculty adopt, adapt, or create customized learning resources for their class. Instead of paying \$100 or more for a textbook, students will pay \$10 or less to support the creation of a textbook tailored by the instructor. Depending on the type of resource(s) being used, the textbook or resources may be directly embedded into Canvas or linked out to an external website.

K-State Counseling Services: <https://www.k-state.edu/counseling/>

785-532-6927
1105 Sunset Ave, Room 101

Lafene Health Center: <https://www.k-state.edu/lafene/services/mental-health/>

785-532-6544
1105 Sunset Avenue

Office of Student Life: <https://www.k-state.edu/studentlife/>

785-532-6432
201 Holton Hall
stulife@k-state.edu

ACTIVITIES

Explore additional ways to use the book, including read-a-likes, watch-a-likes, classroom discussions, and co-curricular activities



Read-A-Likes:

- *For the Benefit of Those Who See* - Rosemary Mahoney
- *The Price of Stones* - Susan Urbanek Linville and Twesigye Jackson Kaguri
- *Unbowed* - Wangari Maathai
- *This Voice in My Heart: A Runner's Memoir of Genocide, Faith, and Forgiveness* - Gilbert Tuhabonye, Gary Brozek
- *Looking for Transwonderland: Travels in Nigeria* - Noo Saro-Wiwa
- *AMA* - Manu Herbstein
- *Keeping Hope Alive: One Woman: 90,000 Lives Changed* - Hawa Abdi
- *This Child Will Be Great: Memoir of a Remarkable Life by Africa's First Woman President* - Ellen Johnson Sirleaf
- *They Poured Fire on Us from the Sky: The True Story of Three Lost Boys from Sudan* - Benson Deng, Alephonsion Deng, Benjamin Ajak, Judy A. Bernstein
- *Singing Away the Hunger: The Autobiography of an African Woman* - Mpho M'Atsepo Nthunya

Watch-A-Likes:

- *The Boy Who Harnessed the Wind*
- *Queen of Katwe*
- *William and the Windmill*
- *Gule Wamkulu: The Great Dance*

Teaching and Learning Styles:

Different teaching styles at K-State allow students to understand various learning practices, and help them adapt in college. Students may find a preferred method of learning, and these options, when available, allow them to study more effectively.

- **Lecture:** students listen to professor speak from podium. Usually including a PowerPoint or other presentation, students may ask questions when acknowledged.
- **Seminar:** small sized classrooms where questions are freely asked, and content is generally discussed.
- **Flipped Classroom:** listen and watch the pre-recorded lecture online at home, and discuss questions and complete the assignment in class.
- **Lab and Lecture:** conduct a pre-lab assignment, discuss the experiment in a lecture, and conduct a follow-up lab assignment using critical thinking. Common in science and engineering centered classrooms.
- **Student-Conducted Classroom:** students independently discuss the assigned topic and the professor/lecturer is available for questions
- **Online Courses:** students independently study and are examined about the class's focus. Professors are available by email or phone. Certain classes may have in-person assignments, depending on professor's preferences.
- **Demonstrations:** professor or instructor actively demonstrates a concept. Students may participate if asked to, and an idea is showcased. Common in science and engineering centered classrooms.
- **Simulations:** students participate in activities similar to real situations involving critical thinking and decision making. Students think about the outcome without the risk. Common in science, engineering, and aviation classrooms.
- **Cooperative Learning:** students in small groups work together to complete a task or solve a problem.



Teaching and Learning Styles (Cont.):

- **Case Studies:** students, individually or in groups, apply learned knowledge to solve a fictitious case.
- **Role Play:** students work to solve problems through acting in different associated roles. Involves identifying, acting out, and discussing problems.
- **Problem Based and Inquiry Learning:** professors provide a problem that students must solve through data gathering, organization, and explanation. Students also analyze how they solved the problem.

Active & Engaged Learning

K-State First molds active learning and engaged learning together to stimulate students into deeper thinking, about themselves, K-State, and beyond. Through GPS mentorships, First Year Seminars, CAT Communities, and the K-State Book Network, students' accessibility to learning widens beyond the average college experience.

- **Active Learning:** Process by which students engage in activities, such as reading, writing, discussion or problem solving that promote analysis, synthesis, and evaluation of class content.
- **Engaged Learning:** Degree of attention, curiosity, interest, optimism, and passion that students demonstrate when learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

Hands-on (Kinesthetic) Learning

This practice seeks to teach students through hands-on learning experiences, rather than traditional textbooks and lectures. In doing so, students acquire technical skills to further their knowledge in their respective areas. Students may apply concepts to real life situations, in turn developing confidence and skill in that background.

- **Kinesthetic Learning Examples:** running a small business, building a robot or machine, or leading a class activity or discussion.

Classroom Activities:

Creating opportunities to teach *The Boy Who Harnessed the Wind* is simple. The following activities can be tailored to your course content and to the time you have available. They are a great way to build community. You could start with them to get students thinking actively, or end with them if your regularly scheduled discussion and activities go faster than what you had planned. The discussion questions listed earlier will also easily fit with the following activities.

Faculty Announcement

Time: 5 min or less

Benefits:

- Students build community outside of the classroom.
- Students can bring in this content to enrich classroom discussions

Directions: Encourage Students to attend author event or other KSFB-related events. Create a meeting place at the venue so students can meet up there before the event and sit together.

Professional/Business writing

Time: 10-20 mins

Benefits:

- Students build connections between different disciplines and academic practices

Directions: Take a song mentioned in the book and rewrite it so that it is following business or professional writing guidelines.



Classroom Activities (Cont.):

Two Circles

Time: 4-5 minutes per question

Benefits:

- Students discuss specific questions
- Students build community through one-on-one interaction with their peers
- Students are more confident to speak up in class because their partner can save them if they can't
- articulate their answer

Directions: Split the class in half. Half the students form a circle on the outside of the room facing in. The other half pairs up with this outside circle, forming an inside circle. Give students a question, they discuss, discuss as a big group, have inside circle move counter clockwise. Repeat.

Student-Led Discussion

Time: 5-8 minutes per group

Benefits:

- Teaching content is often the best way to learn it
- Students gain public speaking and leadership skills
- Instructor can gauge what concepts the students understand and which concepts they struggle with Students meet and develop working relationships with others in their major/academic interests

Directions: Break students in groups determined by their major or academic interests. Assign each group a topic or group of discussion questions related to their academic interests (see earlier in the guide). Have students lead discussion.

Think, Pair, Share

Time: 10 min

Benefits:

- Students interact with the text individually and collectively.

Directions: Choose questions from the question guide. Have students free write their response, then pair up and share responses. Gather students back together and ask for pairs to volunteer their answers, or go around the room and have all pairs share.



Games:

Spinning Yarns (Benjamin Ward, 2011):

Objective:

In the tradition of “talking sticks” used in talking circles, the aspiration of “Spinning Yarns” is to stimulate discussion and foster involvement by only allowing players to speak when they hold the ball of yarn. The implied purpose of the game is to demonstrate the “connectedness” of the players through play, and when possible, through the questions asked.

Number of Players:

- At least 10

Duration:

- 10 to 40 minutes (depending on the number of questions asked)

Materials:

- One ball of yarn (avoid rolling the ball too tight)

Prep:

- The game facilitator will generate a series of questions to pose to the class. The discussion questions listed above could work well.

How to Play:

Ask students to raise their hands to be called on to answer questions. Stress that only students holding the ball of yarn may answer questions. Make sure that all players understand that they are to toss the ball of yarn, not throw it aggressively. This is supposed to be a fun experience for everyone.

- Ask the first question, hold one end of the the ball of yarn, then gently toss the ball to a student with a raised hand. If that student contributes to the conversation, they may hold onto the strand of yarn
- Ask the next question. The player with the answer from the previous question may choose the next person who raises a hand to answer the next question. If the student holding the ball of yarn did NOT contribute to the conversation or answer the question correctly, they do NOT get to hold onto the strand of yarn and become a part of the chain at that time – instead, they will toss the ball of yarn back to the person who had it before them (if they contribute to the conversation later, they can join the web of yarn later).
- Continue to ask questions until you have finished you question list, run out of yarn, or have run out of time.
- Review any overarching concepts that may have been brought forward by the line of questioning.
- Have students gently pass the strands of yarn to one side. And gather up the loose strands yarn.

Tips and Tricks:

- List of questions that progressively reveal a narrative, line of thought, or an interrelated set of concepts work best with this game.
- It is often difficult to salvage a ball of yarn from the tangle created by playing this game. Be forewarned.
- The farther a ball is tossed, the more fun the game. But, be sure everyone is paying attention when the ball is being tossed or someone may be lightly injured.

Co-Curricular Events:

Attend the events held on the K-State campus throughout the 2020-2021 school year. See a list of all updated events at www.k-state.edu/ksfb/events.html. Do you have an idea for an event that you'd like to share? Email us at ksfb@k-state.edu and we'll add it to the list!

K-State First and KSFB Fall Event Series:

Below are events that are sponsored or promoted by K-State First followed by a sampling of events currently listed on the K-State website. Be sure to check our K-State First events calendar and the University Calendar periodically for other upcoming options that might work for your class!

Wildcat Dialogues

September 21, 7-9 pm

K-State Student Union

Join 1000 fellow Wildcats for a night of courageous conversation and building connections for intercultural learning and inclusive leadership development.

KSBN Author Visit: Public Lecture by William Kamkwamba

September 30, 7-8 pm

Grand Ballroom, K-State Student Union

Comparative Facts and Statistics:

City/Census

Kasungu, Malawi	2008	59,696
Wichita, KS	2010	382,368
Kansas City, KS	2018	152,958
Manhattan, KS	2018	54,959
Dallas, TX	2018	1,345,047
Salina, KS	2018	46,716

DIVE INTO THE NOVEL

Utilize chapter summaries





Chapter Summaries:

Chapter 1:

- We are introduced to William Kamkwamba, a young boy living in Wimbe, Malawi. After accidentally stealing bubblegum and becoming cursed by the witch doctor, William consults his father, Trywell Kamkwamba, on the topic of magic. The tales of magic are passed down verbally throughout generations, and play a large part in the culture. William and his sister barely avoid interaction with the Gule Wamkulu, a group of supernatural dancers who will steal children. However, the magical elements of his village does not stop William from living a typical childhood. He has two best friends, Gilbert and his cousin Geoffrey, and they play with trucks and walk around the market.

Chapter 2:

- William describes his father's days as a young man. Trywell was a trader, and was very strong and a bit reckless. After being ridiculed at a concert, he single handedly and drunkenly fought off 12 policemen and community men. However, he quickly fell for William's mother, Agnes, who he saw daily at the market. He asked for her hand and marriage, but the first year of their marriage was far from easy. Trywell's alcoholic tendencies led to marital troubles, but after a confrontation with Reverend JJ Chikankheni and an arrest for drunken fighting, Trywell spiritually turned his life over to God and turned his life around. His days of drinking and fighting were over. After the couple had William and his siblings, they moved to Wimbe in pursuit of a more stable life of farming. One of the men who works building the family's house is said to have mangolomera, or extreme magical strength. Inspired, William allows a classmate to perform the magical ritual to obtain mangolomera, which he finds out later was a scam.

Chapter 3:

- William's Uncle John contracts tuberculosis and dies while out working, devastating the family. Soon after, William's uncle Socrates moves back to Wimbe with his wife, seven daughters, and dog Khamba, who William befriends.

Chapter 4:

- William turns 13 and spends more time in the market. During this time, he begins to take apart radios to discover how they work. Because of this, he and Geoffrey spend time repairing people's radios, jumpstarting William's love of science. William also helps his father on the farm. Maize is the main crop in Malawi, and in 2000, a series of floods and droughts leaves the entire nation without enough food.

Chapter 5:

- The insufficient harvest wreaks havoc on Wimbe and Malawi as a whole. Food is scarce for everyone, and people begin selling their livestock and land to make ends meet. When a presidential rally comes to the village, Chief Wimbe asks for the President to begin assisting with the famine. After his speech, however, the guards brutally attack the Chief. He survives, but barely.

Chapter 6:

- William's family begins to eat only one meal a day. The issue of hunger is on everyone's minds, especially for William's parents, who had just welcomed a new baby girl. Trywell and Agnes open up a small business selling zigumu cakes, which gives them enough money to sustain the family each day. William's older sister Annie runs away and elopes with her teacher, upsetting the family. The family becomes more desperate, and they send William to the market to buy maize. The facility becomes a mob, and riots ensue. People in the village begin selling their possessions, and face a bleak Christmas without enough food.

Chapter 7:

- William receives the results from his school examinations, and disappointedly finds out that he did poorly and was only accepted to the worst school in the district. However, after attending for a couple of weeks, he is forced to drop out because his family cannot pay the fees. In the village and all around Malawi, people begin to die of starvation.



Chapter 8:

- Khamba the dog becomes so weak and sick that William is forced to put him down. Waves of cholera and malaria hit Malawi and some of William's family fall sick. Finally, the family's crop of tobacco is harvestable, and food appears back on the table. The famine finally ends when the maize and pumpkin crops come in.

Chapter 9:

- In an attempt to keep his mind active, William begins going to the local library and reading as much as he can. He also borrows school notes from Gilbert, in hopes of returning to the school next term. William becomes obsessed with physics and reads of generating power via windmill. He and Gilbert build a small model, which is a success. Inspired, William sets out to build a full scale windmill.

Chapter 10:

- William begins to go out to the scrapyards daily to collect materials for the windmill. The students begin to take notice and harass him while he gathers. This gets out to the rest of the village, and they ridicule him as well. But, William successfully gains all the materials he needs to begin building.

Chapter 11:

- William builds the windmill. Finally, it is ready to be fully installed. A group of villagers gather around while William connects it and mocks him. But, the plan goes on without a hitch. The windmill is a sight to see, and provides light to William's home.

Chapter 12:

- The windmill becomes an attraction for people of outside villages and William lets people charge their phones with it for free. After his initial success, William uses a car battery to keep his home powered on windless days. The battery and wires aren't high quality, which almost start a fire. William constantly makes improvements to his invention, like adding a high-quality belt instead of the bike chain.

Chapter 13:

- William's family does not have enough money to pay for the new school term, and William is unable to attend. To make up for this, he goes back to the library and reads in hopes of coming up with a new idea. He attempts to use pipes to create running water at his house and create natural fuel out of animal waste, but neither are successful. In late 2003, William's mother fell ill to an extreme case of malaria and barely survives. Soon after she recovers, Chief Wimbe dies, and another famine falls on the country in 2004. The government sends out aid, but tensions are still high in the village. Many blame William and his windmill for the lack of rain, due to magic. Thankfully, the aid is enough to save from another disastrous famine. William joins a Health Club that focuses on reducing stigma around HIV/AIDS. Because of his work in this club and his windmill, William starts a popular science club at the primary school. He builds another windmill for the school.

Chapter 14:

- Officials from Malawi Teacher Training Activity inspect Wimbe Primary School and see the windmill. Amazed, a man named Dr. Mchazime comes to William's house and interviews him about the creation. Dr. Mchazime then invites journalists to come see it and interview William. He also collects money to send William back to school. William applies for TEDGlobal, a conference of great international thinkers, and is accepted. Additionally, he begins attending secondary school.

Chapter 15:

- William attends the TEDGlobal conference. People are greatly inspired by his presentation and begin donating money to him. He uses this money to attend a better, private, secondary school, make adjustments to his windmill, give running water to his family, and increase their quality of life. William takes a trip to the United States, where he sees huge windmills that inspire him to keep working.

AWARDS AND COMMUNITY

Find information about awards and scholarships related to the novel and undergraduate research and explore how faculty, staff, and community members can get involved with KSFB and the common read





KSFB Awards:

Faculty/Staff Award

Faculty and staff members who have created learning activities related to the common book are encouraged to submit them for recognition. Outstanding activities may include, but are not limited to, paper assignments, events, discussions, and programs, and are selected based on creative applications of themes from the book, engagement of students in program, project, or activity, and demonstration of enthusiasm for enhancement of the educational experience at K-State.

Student Award

Students are invited to share their experience of the issues raised in *The Boy Who Harnessed the Wind*. This experience can be shared through a non-fiction essay, creative writing, music, video, visual art, (filmed) performance art, or some other medium. Students are also encouraged to submit a short (2 minute) personal video. Entries should indicate the basis for the experience, such as the book, the author lecture, a classroom discussion, or another event or program or reading selection.

The contest is open to all K-State students. The winner will receive a \$250 scholarship for the Spring 2021 semester. For more information, see www.ksu.edu/ksfb/award.html.

Undergraduate Research:

Contact Dr. Peter Dorhout-Vice President for Research or the [Office of Undergrad Research and Creative Inquiry](#).

Awards

K-State offers many awards for undergraduate research, including for first-year research experiences. Consult individual colleges and departments to learn more about possible undergraduate research awards. Click on the award titles to learn more!

- **Kirmser Award:** recognizes and promotes outstanding scholarship among K-State's undergraduate students. Awards given to winners in the freshman individual, non-freshman individual, and group project categories. The grand prize for each individual category is \$1,000. Grand prize for the group project category will be a minimum of \$2,000 and will be based on the size of the winning group. Research projects must

have been completed as a requirement for a K-State course, and may encompass any academic topic. Applications are evaluated based on the use of library resources.

- **Raj and Diana Nathan Undergraduate Research Experience Award:** \$5,000 awarded to a College of Engineering undergraduate student at the junior or senior level. Provides a meaningful research experience for the recipient. Funds are designated to support the activities of the selected student and may be paid to the student as an hourly student wage. The award should be used for an independent project or an expansion of a funded research project. A fully engaged faculty member to supervise the student's experience is important and the department head when recommending a proposal should consider this.
- **Undergraduate Research Award grant:** provides funding for students to work under the guidance of a faculty research mentor. Students get the opportunity to network with other researchers, make contributions to their research field, and present, perform or exhibit their work publicly. Undergraduate Travel Award grant recipients will be reimbursed for travel cost associated with their research, such as presenting at a conference or conducting research at an archive.
- Nationally competitive scholarships include the Rhodes, Marshall, Udall, Truman, Goldwater, and Fulbright. Contact Jim Hohenbary for more information (jimlth@ksu.edu).



Faculty, Alumni, and Community:

You don't have to be an incoming student at K-State to participate in our common reading program. Here are some things you can do with your friends and family.

Read the book

- Purchase a copy online or from your local bookstore.
- Borrow a paper copy from your public library.

Discussion

Initiate a conversation with your incoming student about the book. Suggested questions:

- Are there any obstacles you have had to overcome to succeed? Who or what helped you?
- Throughout the novel there are times when William and his family must make tough decisions to make ends meet. What are some of those decisions? What decisions would you make in their place? What factors do you use to make decisions when it seems like there are no good options?
- William built a windmill using an old textbook, what could farmers or healthcare workers do with the most up-to-date information in their fields at their fingertips? How could this improve lives?
- While searching for a book to read, William noticed a book he hadn't seen before. "What is this? I thought. Pulling it out, I saw it was an American textbook called Using Energy, and this book has since changed my life." (p. 161) What was the last book, song, or video that changed your life? How did it change your life and what about it was so meaningful?

Get Involved

- Start a book discussion or use *The Boy Who Harnessed The Wind* in your book club.
- Explore the other resources on the KSFB website, including recommended books, movies and resource links.
- Follow K-State First on Twitter, Facebook, and Instagram @kstatefirst
- Attend the events held on the K-State campus throughout the 2020-2021 school year.

Do you have an idea you want to share? Email us at ksfb@k-state.edu and we'll add it to the list.