

Theory of Knowledge – Summer Reading Assignment

The Boy Who Harnessed the Wind – William Kamkwamba

The following assignment is due to your TOK teacher on your first day of TOK class. The TOK teacher will record the receipt of the assignment and pass the papers along to the Diploma Programme coordinator. The coordinator will assess the work and submit the grade to the TOK teacher. A rubric is attached to the assignment that will be used to determine the grade earned. Please read the rubric prior to starting the book so you will know what is expected of you.

The entire assignment must be typed. Staple and submit parts I and II separately. Part II can be done individually or in groups of no more than 3 students. If part II is done in groups, only one individual need submit the assignment. Be sure to have the names of all group members on the Part II submission.

Read the book, The Boy Who Harnessed the Wind, by William Kamkwamba, and complete each of the two tasks specified below.

Task 1 – Questions

Answer each question below with each of the following: 1) a specific reference to the text and page # citation, and 2) a personal example from your own experience or observations of the world that demonstrates your own connection to the question. There is no specific required length to each answer, but they should reflect a thoughtful consideration of each question. You are welcome to discuss the book with others as you read and process its content, but the questions must be answered individually.

1. Early in the book William states that the world isn't so big. What does he mean by this, and to what extent would you agree?
2. How does the book and your own experience/observation support the notion that poverty tends to perpetuate poverty?
3. Discuss the tension between science/reason and religion/faith that is demonstrated in the book and consider how that tension is reflected in our own society.
4. What is the role of inquiry in humankind's progress and development throughout history? How has inquiry served you as a means of making progress and resolving challenges.
5. What have you ever taught yourself and what was your motivation? (no need to reference text for this question.)
6. How does fear motivate William? How has fear compelled you to action at some point in your life?
7. How does hardship create a variety of ethical dilemmas for different individuals and a variety of individual responses to those dilemmas?
8. In what way(s) do you connect personally with this book?

Task 2 – Project - “What Would You Do?”

You can work individually or in groups of up to no more than **three** individuals.

Though your CAS activity cannot formally begin until your first day as a Diploma Programme junior, you can begin thinking about and planning your CAS activity. That includes the time you will spend serving your community in a variety of meaningful ways. This assignment is intended to help you think about the value and possibilities of community service and how you might approach it.

William Kamkwamba built a windmill. He was armed with curiosity, empowered by outdated texts, and motivated by love and fear. With that and a mastery of recycling, William started a local revolution and brought real change that impacted the lives of those around him. So what would you do?

You are charged with constructing a *potential* community service project that will bring positive change to a world in need. Consider how you would engage a community in a service project that would bring sustainable and positive change to their lives. You can concentrate on a need that is around the corner from your home or on the other side of the world. Whatever you choose, your project will fulfill the following requirements:

- **Achievable** (not necessarily by you alone, but by a team working on that project – i.e. not necessarily building a school, but possibly building a playground or a community garden). Please note that “achievable” can mean different things to different people. The project, similar to William’s windmill, should be focused on a specific locale and impact an identifiable group of people. If, for example, you plan to build a community garden or construct a tutoring program, your project should be on an achievable scope and scale.
- **Measurable** – the project would better the lives of the people it serves in tangible ways
- **Explainable** – you might not know the intricacies of how to pursue this project (such as the wiring of a windmill), but you can explain the challenges and benefits of the project
- **Detailed**. Where will this project take place? Who will it impact. What would be involved in the conduct of completing this project?
- **Novel** – this project must be one you are not currently working on or have not previously completed, but must be a new challenge for you as well as a new opportunity to serve others.
- **Researchable** – Part of the process of experiential learning is planning. The research you conduct for the project might help you determine a) the need for the project, b) a better understanding of the community you are serving, or c) how to conduct the project.

Your submission for this project will be a typed, double spaced paper. The length will be determined by the quality of your paper, but is recommended to be approximately 1,000-1,500 words. No specific word count is required. The paper will include the following sections that discuss/explain the above expectations:

- a) Explanation of the activity itself (including the achievable, measurable and detailed description of the activity)
- b) Relevance of activity to the community it will serve (including description of said community)
- c) Impact on YOU in terms of your own growth as an individual (including discussion of challenges to you and what you might learn from the project)
- d) Resources utilized (must include a minimum of 3 annotated* sources that help to inform the above information)
- e) OPTIONAL – You are welcome to include pictures, diagrams or links that will increase the informative value and engagement of your project. These will add value to your presentation, but will not substitute for the required materials mentioned above.

Important!

Please note you are not planning a service activity that you will be required to conduct. This activity is intended to encourage you to think about the needs of your community, locally and globally, and your own involvement with your community and with service. While you are encouraged to consider planning a community service project that you might ultimately be able to engage with, it is not a requirement.

*An annotated citation is one that includes a brief description of the resource and its value (i.e. how did it serve the construction or completion of this project?) Annotations for each source in this project are likely to be 100-150 words.

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Task 1 Assessment Rubric

Elementary 1 - 3	<ul style="list-style-type: none"> • Most questions are not answered or are answered with minimal consideration. • There are few or no specific references to the book • Answers do not include personal examples from the student.
Basic 4 - 6	<ul style="list-style-type: none"> • Some questions are not addressed or are addressed with minimal consideration. • Few questions offer specific reference to the book or discussion of question. • Few answers include a personal example from the student, or there is minimal discussion of the personal example.
Satisfactory 7 - 9	<ul style="list-style-type: none"> • Most questions are addressed in a reasonably thoughtful manner that includes: • specific reference to the book that is built into the discussion of the question. • discussion of a personal example and from student that addresses and applies to the question
Very Good 10 - 12	<ul style="list-style-type: none"> • All questions are answered, and most questions are addressed in a thoughtful manner that includes: • specific reference to the book that is effectively built into the discussion of the question. • an effective discussion of a personal example and from student that addresses and applies to the question
Excellent 13 - 15	<ul style="list-style-type: none"> • Each question is addressed in a thoughtful manner that includes: • specific reference to the book that is effectively built into the discussion of the question. • an effective discussion of a personal example and from student that addresses and applies to the question

Task 2 Assessment Rubric

Elementary 1 - 3	The discussion of the project lacks detail or a clear demonstration of how the community service engagement will be meaningful or achievable . The potential impact of the service project is not made clear for the community it serves or for the student(s) that conduct the activity. There is no demonstration of applicable research.
Basic 4 - 6	The discussion of the project lacks detail and/or a clear demonstration of how the community service engagement will be meaningful and/or achievable . The potential impact of the service project is somewhat clear for the community it serves and/or for the student(s) that conduct the activity. The student(s) include minimal research demonstrated with up to 3 sources.
Satisfactory 7 - 9	The discussion of the project is somewhat detailed and demonstrates a community service engagement that is potentially meaningful and/or achievable . The potential impact of the service project is somewhat clear for the community it serves and/or for the student(s) that conduct the activity. The student(s) include applicable research demonstrated with up to 3 annotated sources.
Very Good 10 - 12	The discussion of the project is somewhat detailed and demonstrates a community service engagement that is meaningful and/or achievable . The potential impact of the service project is reasonably clear for the community it serves and/or for the student(s) that conduct the activity. The student(s) include appropriate research demonstrated with at least 3 annotated sources.
Excellent 13 - 15	The discussion of the project is detailed and demonstrates a community service engagement that is clearly meaningful and achievable . The potential impact of the service project is clear both for the community it serves and for the student(s) that conduct the activity. The student(s) include meaningful research demonstrated with at least 3 annotated sources.