

Name:

Teacher: *HAVEN SANDOVAL PRICE*

WRITE YOUR NAME ON ALL PAGES

COMPLETE THE ENTIRE PACKET!!

7 ELA

Q4: WEEK 7
April 26–30, 2021

MONDAY	A YOUNG TINKERER BUILDS A WINDMILL, ELECTRIFYING A NATION – by <i>Sarah Childress</i> ❖ Read and annotate the text ❖ Answer the Comprehension Check Questions	COMPREHENSION CHECK _____/10
TUESDAY	CONCEPT VOCABULARY & WORD STUDY ❖ Complete the worksheet(s)	LIT SKILLS _____/10
WEDNESDAY	CONVENTIONS: Capitalization ❖ Complete the Capitalization worksheet	
THURSDAY	SELECTION TEST ❖ Complete the Selection Test	ASSESSMENT _____/100%
FRIDAY	NO SCHOOL	

When you complete the packet, you may return it with any of the following options:

- ❖ A curbside drop box is located at the front of the TMS school building.
- ❖ Drop off the packet at the TMS front office.
- ❖ Return it to the bus driver on the following Monday and pick up a new packet.
- ❖ Scan each page & send it to your teacher's email address.

If you have any questions about these assignments, please email your teacher or call TMS at 928-729-6811.

- ❖ Mrs. Haven dhaven@wrschool.net
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About the Author

Sarah Childress (b. 1980) is a Senior Reporter at *Frontline*, PBS's investigative journalism series. Childress has also written articles for *Newsweek* and *The Wall Street Journal*.

A Young Tinkerer Builds a Windmill, Electrifying a Nation

Concept Vocabulary

As you perform your first read of "A Young Tinkerer Builds a Windmill, Electrifying a Nation," you will encounter these words.

scarcity desire attempts

Context Clues If these words are unfamiliar to you, try using **context clues** to help you determine their meanings. There are various types of context clues that you may encounter as you read.

Synonyms: Due to the **insufficiency**, or lack, of electricity, he was inspired to come up with a solution to power his home.

Restatement of an Idea: More power supplies are needed for the expansion of the electrical grid, which will lead to the **proliferation** of the home use of electric appliances.

Contrast of Ideas and Topics: He **strived** to make his invention work, but he eventually had to quit.

Apply your knowledge of context clues and other vocabulary strategies to determine the meaning of other unfamiliar words you encounter during your first read.

First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.

STANDARDS

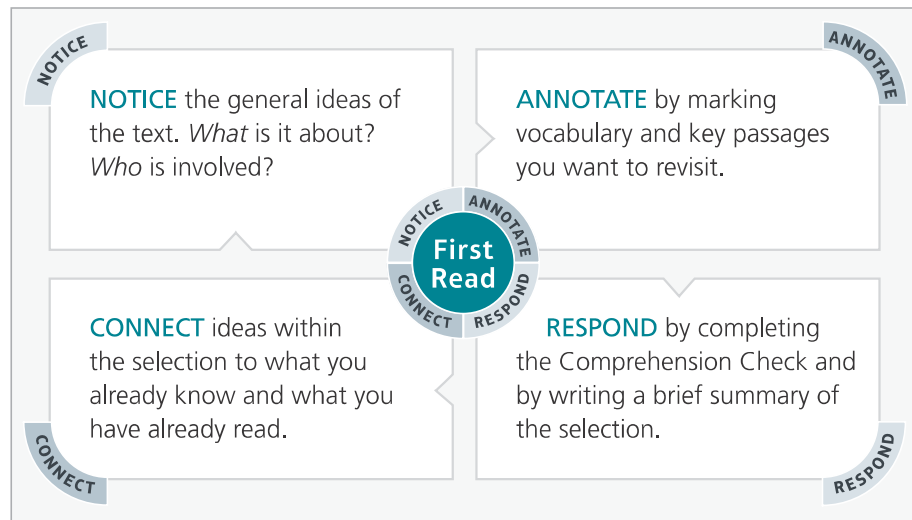
Reading Informational Text

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.





A Young Tinkerer Builds a Windmill, Electrifying a Nation

Sarah Childress

BACKGROUND

Malawi is a landlocked country in southeastern Africa, one-fifth of which is taken up by the enormous Lake Malawi. Malawi's economy is mostly farming-based, and most of its citizens live in rural areas. Only a small number of the almost seventeen million Malawians have access to electricity, which is typically limited to large cities.

SCAN FOR
MULTIMEDIA



- 1 **M**asitala, Malawi—On a continent woefully short of electricity, 20-year-old William Kamkwamba has a dream: to power up his country one windmill at a time.
- 2 So far, he has built three windmills in his yard here, using blue-gum trees and bicycle parts. His tallest, at 39 feet, towers over this windswept village, clattering away as it powers his family's few electrical appliances: 10 six-watt light bulbs, a TV set, and a radio. The machine draws in visitors from miles around.
- 3 Self-taught, Mr. Kamkwamba took up windmill building after seeing a picture of one in an old textbook. He's currently working on a design for a windmill powerful enough to pump water from wells and provide lighting for Masitala, a cluster of buildings where about 60 families live.
- 4 Then, he wants to build more windmills for other villages across the country. Betting he can do it, a group of investors are putting him through school.

NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

scarcity (SKAYR suh tee) *n.*

MEANING:

- 5 “I was thinking about electricity,” says Mr. Kamkwamba, explaining how he got hooked on wind. “I was thinking about what I’d like to have at home, and I was thinking, ‘What can I do?’”
- 6 To meet his family’s growing power needs, he recently hammered in a shiny store-bought windmill next to the big one at his home and installed solar panels. He has another windmill still in its box that he’ll put up at a house 70 miles away in the capital, Lilongwe, where he now goes to school.
- 7 A few years ago, he built a windmill for the primary school in Masitala. He used it to teach an informal windmill-building course. Lately, he has offered to help the village handyman down the road build his own machine.
- 8 “Energy poverty”—the **scarcity** of modern fuels and electrical supplies in poor parts of the world—is a subject of great interest to development economists. The windmill at the Kamkwamba family compound, a few brick buildings perched on a hill overlooking the village, has turned it into a stop for the curious: People trekking across Malawi’s arid plains drop by. Villagers now regularly make the dusty walk up the hill to charge their cellphones.
- 9 The contraption causing all the fuss is a tower made from lashed-together blue-gum tree trunks. From a distance, it resembles an old oil derrick.¹ For blades, Mr. Kamkwamba used flattened plastic pipes. He built a turbine from spare bicycle parts. When the wind kicks up, the blades spin so fast they rock the tower violently back and forth.
- 10 Mr. Kamkwamba’s wind obsession started six years ago. He wasn’t going to school anymore because his family couldn’t afford the \$80-a-year tuition.
- 11 When he wasn’t helping his family farm groundnuts and soybeans, he was reading. He stumbled onto a photograph of a windmill in a text donated to the local library and started to build one himself. The project seemed a waste of time to his parents and the rest of Masitala.
- 12 “At first, we were laughing at him,” says Agnes Kamkwamba, his mother. “We thought he was doing something useless.”
- 13 The laughter ended when he hooked up his windmill to a thin copper wire, a car battery, and a light bulb for each room of the family’s main house.
- 14 The family soon started enjoying the trappings of modern life: a radio and, more recently, a TV. They no longer have to buy paraffin for lantern light. Two of Mr. Kamkwamba’s six sisters stay up late studying for school.

1. **derrick** (DER ik) *n.* metal framework used in oil drilling.

15 “Our lives are much happier now,” Mrs. Kamkwamba says.

16 The new power also attracted a swarm of admirers. Last November, Hartford Mchazime, a Malawian educator, heard about the windmill and drove out to the Kamkwamba house with some reporters. After the news hit the blogosphere, a group of entrepreneurs scouting for ideas in Africa located Mr. Kamkwamba. Called TED, the group, which invites the likes of Al Gore and Bono to share ideas at conferences, invited him to a brainstorming session earlier this year.

17 In June, Mr. Kamkwamba was onstage at a TED conference in Tanzania. (TED stands for Technology Entertainment Design.) “I got information about a windmill, and I try and I made it,” he said in halting English to a big ovation. After the conference, a group of entrepreneurs, African bloggers, and venture capitalists²—some teary-eyed at the speech—pledged to finance his education.

18 His backers have also showered him with new gadgets, including a cellphone with a hip-hop ringtone, a laptop, and an iPod. (Kelly Clarkson’s “Breakaway” is his current favorite tune.) They rewired his family’s house, replacing the homemade switches he made out of flip-flop parts.

19 They’re paying for him to attend an expensive international academy in the capital, Lilongwe, for children of expatriate missionaries and aid workers. But his teacher, Lorilee MacLean, sometimes worries about his one-track mind and about all the attention he’s getting.

20 “I don’t want him to be seen as William the windmill maker,” said Mrs. MacLean one day recently. While Mr. Kamkwamba quietly plowed through homework, his classmates were busy gossiping and checking their Facebook profiles.

21 Mr. Kamkwamba has taught his family to maintain the windmill when he’s away at school. His sister Dolice and cousin Geoffrey can quickly scamper up the tower, as it sways and clatters in the wind, to make repairs.

22 A steady stream of curiosity seekers make the trip to the Kamkwamba compound—mostly unannounced. The visits are unsettling for the reserved family.

23 One afternoon, a pair of Malawian health workers came by to get a closer look and meet Mr. Kamkwamba. The family scattered, leaving the pair—dressed in shirts and ties for the occasion—standing awkwardly in the yard.

24 “We have heard about this windmill, and so we wanted to see it for ourselves,” one finally spoke up. Mr. Kamkwamba

2. **venture capitalists** *n.* people who provide money to small companies in exchange for partial ownership of those companies. If the companies grow, venture capitalists make money.

NOTES

Mark context clues or indicate another strategy you used that helped you determine meaning.

desire (dih ZY uhr) *v.*

MEANING:

attempts (uh TEMPTS) *n.*

MEANING:

came around to shake hands, then quickly moved away to show another visitor around.

25 Jealousy is a social taboo in these parts, but Fred Mwale, an educator who works in Wimbe, the area that includes Masitala, says the family's new prosperity is causing some tensions.

26 "People do **desire** what is happening here. They come, and admire," he says. "They think that they might get the same support if they build a windmill."

27 Down the hill, the village handyman started building his own windmill after secretly studying Mr. Kamkwamba's. A gust of wind blew the blades off the man's first few **attempts**. Mr. Kamkwamba offered to help him rebuild, but got no reply.

28 "I'm waiting to see if he's serious," Mr. Kamkwamba says. 🐼


Comprehension Check

Complete the following items after you finish your first read. Review and clarify details with your group.

1. What inspired William Kamkwamba to build a windmill?

2. What materials did Kamkwamba use to build his first windmill?

3. What is “energy poverty”?

4.  **Notebook** Confirm your understanding of the article by writing a brief summary of it.

Name:

Date:

CONCEPT VOCABULARY AND WORD STUDY

A Young Tinkerer Builds a Windmill, Electrifying a Nation

Sarah Childress

WORD LIST

scarcity

attempts

desire

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. If there is a *scarcity* of corn does that mean there is a surplus supply of corn?

Explain. _____

2. Alwyn expressed his deepest *desire* to sail around the Cape of Good Hope.
Do you think this is an adventure he's already completed? Explain.

3. Veronika's first two *attempts* at walking were unsuccessful. True or false? Veronika walked on her second try.

Explain. _____

Name:

Date: WK7 LitSkill

WORD STUDY ▶ **ETYMOLOGY**

Etymology is “the study of the origin of words and the way in which their meanings have changed throughout history.” For instance, the word *announce* comes from Middle English, from Anglo-French *annuncier*, from Latin *annuntiare*, from ad- + *nuntiare* to report, from *nuntius* messenger. Its modern meaning is “to make publicly known; to give notice of the arrival, presence, or readiness of.”

A. DIRECTIONS: Choose the word that best fits each sentence. Use each word only once.

A. meteoric **B.** glacial **C.** dazzle **D.** fraternize **E.** ignition **F.** plenty

1. The lecture was so boring that time seemed to move at _____ speed.
2. We were warned to be careful with the chemicals because if they mixed there could be a sudden _____.
3. Don't worry about using too much glue—we have _____.
4. After her first song became a hit, Helena's rise to fame was _____.
5. When Jacques became a guard, he was told not to _____ with his prisoners.
6. The magician was sure of his talent; he knew he would _____ his audience.

B. DIRECTIONS: Reread the sentences in Practice A. Then, match each word below with its etymological definition, drawing a line between each pair.

- | | |
|---------------|---|
| 1. ignition | A. Middle English <i>dasen</i> , from Old Norse <i>*dasa</i> ; akin to Old Norse <i>dasask</i> to become exhausted |
| 2. plenty | B. Middle English <i>metheour</i> , from Middle French <i>meteore</i> , from Medieval Latin <i>meteorum</i> , from Greek <i>meteōron</i> , from neuter of <i>meteōros</i> high in air, from <i>meta-</i> + <i>-eōros</i> , from <i>aeirein</i> to lift |
| 3. dazzle | C. Latin <i>ignitus</i> , past participle of <i>ignire</i> to ignite, from <i>ignis</i> |
| 4. fraternize | D. Latin <i>glacialis</i> , from <i>glacies</i> |
| 5. meteoric | E. Middle English, from Medieval Latin <i>fraternalis</i> , from Latin <i>fraternus</i> , from <i>frater</i> brother |
| 6. glacial | F. Middle English <i>plente</i> , from Anglo-French <i>plenté</i> , from Late Latin <i>plenitat-</i> , <i>plenitas</i> , from Latin, fullness, from <i>plenus</i> full |

C. DIRECTIONS: Select the correct word derived from Middle English to complete each sentence.

1. Karen had a bad cold, but after taking (medicine/moderation) she began to feel better.
2. Eduardo wasn't sure he could win the race, but he knew that anything was (positive/possible).
3. Determined to prove his (guidance/guilt), the police questioned their suspect for hours.
4. I really enjoy classic films; watching them gives me great (pleasure/portion).

CONVENTIONS → CAPITALIZATION

There are numerous rules regarding **capitalization** in the English language; many of them are based on one general principle: capitalize proper nouns. Proper nouns name one-of-a-kind, specific things or places, such as *Mount Everest*, *The New York Times*, *Maine*, *Lake Superior*, *Canada*, or *West Fourteenth Street*.

However, if you're talking about any mountain, newspaper, state, lake, country, or street, you should use a lowercase letter. People's names and titles—*Dr. Jekyll*, *Princess Leia*, and *General Grant*—are capitalized, but *doctor*, *princess*, and *general* are not. In addition, dates, the first word in a sentence, and the pronoun *I* are capitalized. In titles, small words, such as *a*, *the*, *of*, *and*, and *or*, are not capitalized unless they are the first word of the title. (For example, *The Grapes of Wrath*.)

A. DIRECTIONS: Circle the errors in capitalization in each of these sentences.

1. I went to the aquarium last saturday.
2. Our Doctor, dr. Klassen, runs the best family practice in the State.
3. My Parents are going to london and paris for the first two weeks in august.
4. have you ever read "harrison bergeron" by kurt Vonnegut?
5. Beethoven's sixth symphony is my favorite piece of Classical music.

B. DIRECTIONS: In each example, put a check mark next to the sentence with the correct capitalization.

1. _____ I'm going to the shop 'n save to pick up some things for mr. Chin.
 _____ I'm going to the Shop 'n Save to pick up some things for mr. chin.
 _____ I'm going to the Shop 'n Save to pick up some things for Mr. Chin.
2. _____ The Missouri river is the longest river in the United States Of America.
 _____ The Missouri River is the longest river in the United States of America.
 _____ The Missouri River is the longest River in the United States Of America.
3. _____ Last year we saw the Grand Canyon and Yosemite National Park.
 _____ Last Year we saw The Grand canyon and Yosemite national park.
 _____ Last year we saw the grand canyon and yosemite national park.
4. _____ Julia brent and Fred lehman won the Gerald E. Fetzer Poetry prize.
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CONVENTIONS CAPITALIZATION

A. DIRECTIONS: Fill in each blank with a suitable word. Then, rewrite the sentence on the line, using correct capitalization.

1. The warranty runs out on (month) (day), (year).

2. (Girl's first and last name) and her brother (boy's first name) were born in (city), (state).

3. I adopted a (kind of pet) on (day of week) and named it (animal's name).

4. When the (last name) family goes out to eat, they go to (name of restaurant).

5. Two movies I'd like to see are (name of movie) and (name of movie).

B. DIRECTIONS: Rewrite each sentence using correct capitalization.

1. My Dentist, Dr. Meyer, lives at 233 west street.

2. What's the temperature in Bismarck, north Dakota, in january?

3. My aunt Belle won the New York lottery and quit her job.

4. Did your Father teach you the song "red river valley"?

5. On tuesday I went to the Park with my Dog, Simon.

“A Young Tinkerer Builds a Windmill, Electrifying a Nation” *by Sarah Childress*

FIRST READ: Comprehension

- _____ 1. HOW did Mr. Kamkwamba first learn to make windmills?
- He asked some foreigners visiting his village to help him make his windmills.
 - He studied engineering at a local school and took a class in windmill design.
 - He figured it out himself after seeing a picture of a windmill in a textbook.
 - He watched and then copied another villager who made windmills.
- _____ 2. WHAT is the **main** problem that Mr. Kamkwamba is trying to solve?
- his family’s expensive electricity bills
 - the lack of access to electricity in his country
 - the poorly constructed windmills in his village
 - the pollution caused by electrical plants in Malawi
- _____ 3. WHY do people visit the Kamkwamba family compound? Choose **two** options.
- They can stay at the compound and help make windmills.
 - They can pay for a tour of the house and its windmills.
 - They can use the electricity to charge their phones.
 - They can see the windmills they are curious about.
 - They can borrow money from Mr. Kamkwamba.
- _____ 4. HOW did Mr. Kamkwamba’s family react when he first decided to build a windmill?
- They laughed and thought that he was wasting his time.
 - They were surprised but excited about getting electricity.
 - They were proud and told all the villagers about his plans.
 - They were unsure about its purpose but applauded his effort.

_____ 5. WHAT has caused tension in Mr. Kamkwamba's village?

- a. Other villagers think that Mr. Kamkwamba should focus on building windmills for them.
- b. Other villagers observe the family's success and want the same for themselves.
- c. Other villagers feel that the family is greedy and should share their wealth.
- d. Other villagers are angry because all the visitors are disturbing them.

FIRST READ: Concept Vocabulary

_____ 6. Which of the following examples **best** illustrates the meaning of *scarcity*?

- a. a restaurant that serves a delicious new dish
- b. a store that has beautiful jewelry in its windows
- c. a city that puts limits on water use during a drought
- d. a country that sends athletes to the summer Olympics

_____ 7. What is the **most likely** meaning of *desire* in the following sentence?

The young actors desire a lead role in the new play, but they would also be happy with a small role.

- a. to want or wish for
- b. to feel or express
- c. to regard as true
- d. to reach a goal

_____ 8. What is the meaning of *attempts* in this sentence?

Dad made several attempts to fix the leak, but the dripping continued.

- a. prices paid for something
- b. comments made to someone
- c. acts of trying to do something
- d. ideas about what someone should do