

# A School for My Village in One Class Period:

## Making differences, inspiring others, and the joys of Coca-Cola

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### Materials:

PowerPoint & Screen to project on

### 9:35 (5 min)

Quick Icebreaker: Have each student take out a piece of paper and write a short question about the novel on it. The questions can ask someone's reaction to a scene or maybe someone's favorite part of the novel. Did they have a person in the novel that really inspired them? These questions aren't meant to be quiz questions, just reflective ones. Each student will crumple up his or her paper and toss it around the room so that each student takes a crumpled paper and answers the question on it aloud to the class.

### 9:40 (5 min)

Facilitate an opening discussion. Example questions:

- What is the purpose of the Common Reading Program?
- Has anyone had an opportunity to talk about this book outside of class?
- How has this novel made you feel?
- Be honest: Did you like it? Why or why not?
- Do any of you have a line or passage from the novel that particularly resonated with you?

### 9:45 (10 min)

Watch YouTube video about Nyaka School. There are many to choose from. Ex:

<http://www.youtube.com/watch?v=5fRnoJ11aOo>

### 9:55 (15 min)

Follow up the video with questions:

- What did you think of the video?
- Twesigye Jackson Kaguri involved many others in his found of Nyaka such as organizations like Rotary International. What do you think about this?

Transition to questions about the novel. Examples:

- In *A School for My Village*, Kaguri wrote, "Superstition remained the biggest obstacle to treating slim" (Page 13) Why is this?
- Do you believe people have a right to an education?
- Do you believe Kaguri's approach was effective? Why or Why not?
- Kaguri's mother often said, "It is not what you believe that counts; it is what you believe enough to do." Do you agree with this? Have any of you ever had a cause you believed in?

- In the novel Kaguri was able to take two students to Kampala, Uganda. He stated that, “When they returned they would tell their stories to the others. Anecdotes are not the same as experience but they often inspire. And inspiration is the blood of human existence. Without it, we are empty.” (Page 221) Do you agree with this?

### **10:10 (10 min)**

Present recurring images from the novel such as soda, wells, and the color purple in a PowerPoint on a few slides. Ask students why these images are important and where they were mentioned in the novel. For example show a picture of a bottle of soda and ask:

- What was your reaction to the passage were given soda to taste and celebrate?

For wells, ask:

- Can you imagine walking for hours to obtain clean water from Nyaka School

Google search images of “Nyakagezi, Uganda” (link in PowerPoint.) Show the class that nearly every photo that shows up under images is of Nyaka School. Use this to facilitate a closing discussion.

- Can one person make a difference?
- Did Kaguri make a difference in Nyakagezi?
- How do you make differences? For example, are any of you involved with community service on campus?
- Was anyone inspired to help this cause?

### **10:20 (5 min)**

Extra 5 minutes in case anything runs over. Also time to give announcements or collect homework at end of class

### **Additional Notes:**

Because this novel is a common reading experience, I really wanted to make this class mainly discussion-based. There are so many aspects of this novel and is important that students can really reflect on its many significant messages. Questions can be cut or added depending on how long the students discuss them in order to stay true to the times listed.