

Elements of Literary Nonfiction and The Boy Who Harnessed the Wind

1. How did the narrator's idea of windmills change throughout the passage?

- He first thought they were just toys but realized they could bring freedom to his village.
- At first, he thought they were only used for water but later learned they could provide lights, too.
- He thought windmills were good for farms but realized they cause more harm than good.
- He thought they were giant machines but learned they are really just small pinwheels.

2. The narrator finds a textbook that sparks an idea. What did he believe was the significance of the textbook's cover?

- Windmills are just little toys he and his friends like to play with.
- Another person had built the windmills, so that means he could, too.
- Windmills are very interesting and powerful machines.
- Windmills are just imaginary machines from the fiction book.

3. Why does the narrator see windmills as a symbol for freedom?

- They are like towers in the sky that are challenging to build.
- They could help to release him and his friends from boredom.
- They could help to release his people from darkness and hunger.
- Building windmills is something he feels confident he can do.

4. In the phrase, "with famine still affecting many parts of the country," what does "famine" mean?

- A period of abundance and plenty
- A time of joy and celebration
- A rapid growth in the population
- A severe shortage of food leading to starvation

5. How does the mention of hunger in the passage contribute to the understanding of the theme?

- It implies that the narrator is well-fed.
- It emphasizes the abundance of food.
- It suggests that windmills are not helpful.
- It highlights the urgency of finding a solution.

6. What is the most likely reason the author chose a literary nonfiction style for this passage?

- To debate the benefits and consequences of using windmills to generate power
- To immerse readers in the story of a real-life boy who was inspired to help his village
- To persuade readers to go out and build windmills of their own
- To inform readers about the advantages of windmills in a wealthy community

7. The mood of Paragraph 6 is...

- hopeful and optimistic.
- confused and worried.
- sad and reflective.
- suspenseful and tense.

8. What did the cover of the American textbook depict?

- Kerosene lamps
- Windmills
- Sun
- Pinwheels

9. Which of the following statements best summarizes the author's purpose in writing this passage?

- To describe the physical appearance of windmills
- To criticize the use of kerosene lamps
- To provide a fictional account of life in Malawi
- To share a personal experience and inspire others

10. In the phrase "pushed into the shelf and slightly concealed," what does "concealed" mean?

- Large
- Colorful
- Hidden
- Broken

11. What does the word "generate" mean in the sentence, "windmills could also be used to generate power"?

- Eliminate
- Remove
- Conserve
- Produce

12. What is the main theme of the passage?

- The beauty and innovation of windmill technology
- The difficulties of accessing books and farming in Malawi
- The transformative power of knowledge and determination
- The vital importance of windmills as a source of energy