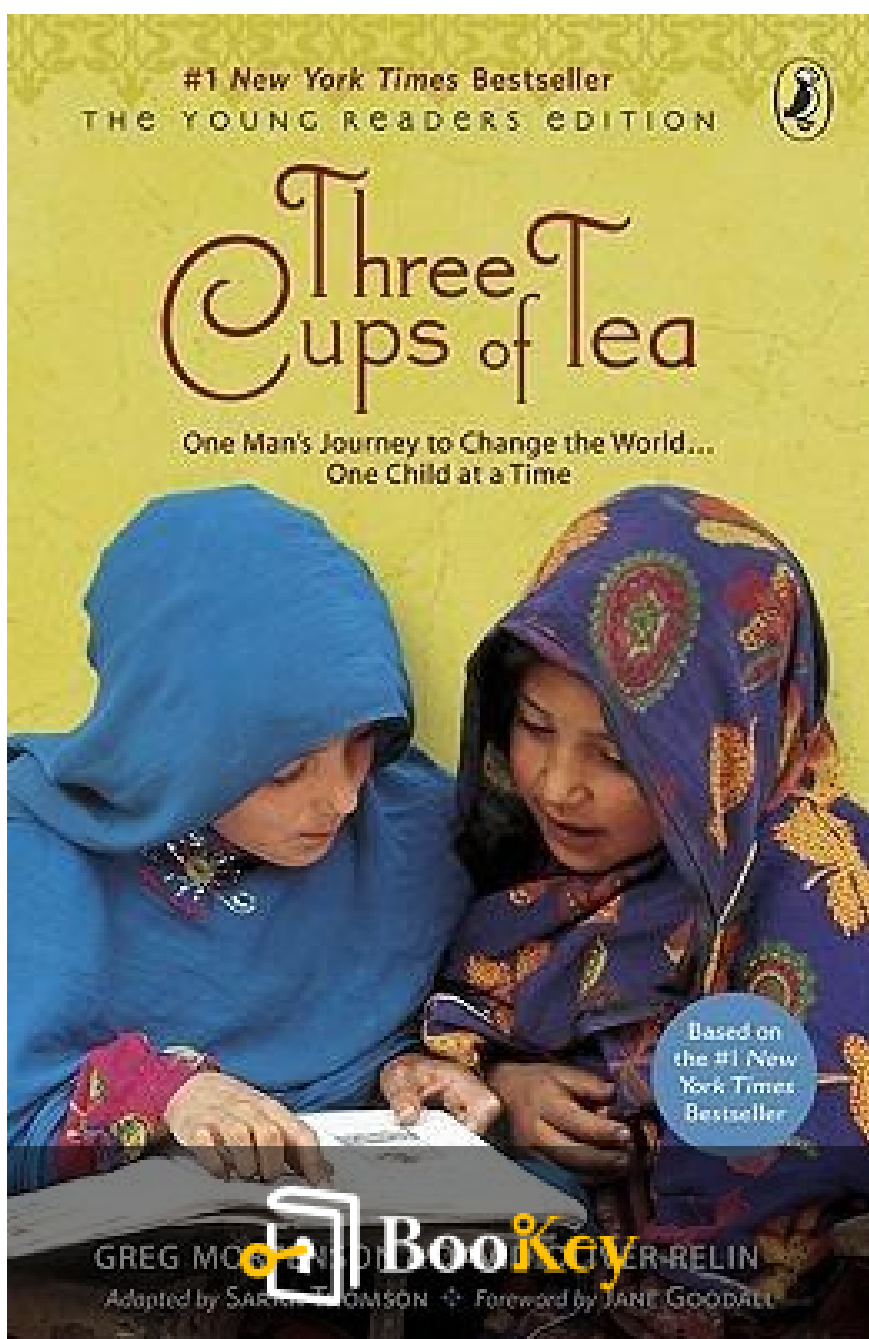


Three Cups Of Tea By Sarah L. Thomson PDF (Limited Copy)

Sarah L. Thomson



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Three Cups Of Tea By Sarah L. Thomson Summary

An Inspiring Tale of Hope, Education, and Humanitarian Efforts.

Written by New York Central Park Page Turners Books Club

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About the book

Three Cups of Tea: Young Readers Edition follows the inspiring journey of Greg Mortenson, a mountaineer turned humanitarian, who seeks to promote peace and education in Pakistan and Afghanistan. The story begins with Mortenson's harrowing experience after a failed ascent of K2, where he found himself lost and wandering in the Pakistani mountains. Exhausted and on the brink of collapse, he was taken in by a local village, where he was touched by the hospitality and generosity of the people, despite their limited resources.

Mortenson learns that the village lacks a school, which stirs a deep sense of purpose within him. Understanding the transformative power of education, he vows to return and build a school for the children. This chapter introduces the foundational theme of the book: the idea that education can foster peace and understanding. Mortenson's commitment exemplifies how individual actions can lead to monumental changes in communities.

As Mortenson returns to the United States and begins fundraising for the school, readers encounter various challenges he faces. Mortenson navigates cultural differences, financial obstacles, and the skepticism of others about his ambitious plans. Committed to his vision, he meticulously details his strategies for raising funds while emphasizing the importance of grassroots efforts in social change.

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The narrative shifts as Mortenson successfully builds the first school with the support of the villagers, showcasing the collective effort involved. The chapter highlights the resilience of the community and their eagerness to engage in education, reinforcing the notion that collaboration is vital for sustainable change.

The book further illuminates Mortenson's expansion efforts beyond the initial school, as he aims to establish more educational institutions throughout the region. Each chapter reveals a new school project, illustrating the profound impact of education on girls and boys alike. This initiative not only promotes literacy but also nurtures the hope for a more peaceful future.

Along the way, Mortenson encounters numerous new characters, such as dedicated teachers and supportive villagers, each playing a crucial role in the success of his mission. Additionally, readers learn about the Pennies for Peace program launched by Mortenson, which empowers children worldwide to contribute to the cause. This initiative encourages youth engagement in philanthropy, illustrating that even small actions can have significant effects.

The Young Readers Edition enhances the original narrative with vibrant illustrations and photographs that provide visual context to Mortenson's

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journey. The inclusion of an interview with his daughter, Amira, adds a personal touch, highlighting the family aspect of the mission and exemplifying how humanitarian efforts can be a shared family endeavor.

Overall, *Three Cups of Tea: Young Readers Edition* is a powerful tale of perseverance, kindness, and the belief that education is the key to a brighter future. Mortenson's story inspires young readers to engage with their communities and embrace the notion that they too can make a difference.

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About the author

In this series of chapters, the narrative follows the journey of its central character, who faces both internal and external challenges that test their resolve and character. The story unfolds against a backdrop of a richly developed world, where every character's motivations are intricately tied to their past experiences and relationships.

As the protagonist embarks on a quest, they encounter various new characters, each adding depth to the plot. A wise mentor figure, known for their sage advice, helps guide the protagonist through difficult decisions. Meanwhile, an unforeseen antagonist emerges, whose rival motivations create tension and conflict, propelling the story forward.

Throughout these chapters, themes of friendship, perseverance, and self-discovery are prevalent. The protagonist learns to navigate complex relationships, facing the realities of trust and betrayal. Each episode builds upon the last, advancing the plot with a mix of action and emotional depth.

The setting evolves as the characters explore new locations that challenge their understanding of their world. From daunting landscapes to hidden realms, these environments mirror the internal struggles the protagonist faces. The reader is immersed in vivid descriptions that enrich the narrative and enhance the emotional stakes.

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As the story reaches a crucial turning point, the protagonist must confront their greatest fears and make pivotal choices that will shape their destiny. This climactic moment not only tests their resolve but also sets the stage for meaningful growth and transformation.

Ultimately, these chapters encapsulate a rich tapestry of interconnected lives, resonating with readers through their relatable themes and compelling character arcs, all while driving towards a satisfying and thought-provoking conclusion.

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Chapter 1 Summary: The Promise

Chapter 1: The Promise

In a vibrant schoolyard in Pakistan, Greg witnesses a poignant scene: children, filled with spirit, sing their national anthem. Among them is Jahan, a spirited seven-year-old girl wearing a headscarf, who stands out with her poise. The moment captures Greg's attention, especially when he observes the children transition from the anthem to diligently writing multiplication tables in the dirt, demonstrating their thirst for knowledge despite the lack of formal guidance.

This powerful display of resilience and eagerness to learn resonates deeply with Greg, contrasting sharply with the structured, resource-abundant education system he is familiar with in America. As he stands alongside his friend, Haji Ali, and gazes at the majestic K2 mountains that initially drew him to the region for personal adventure, a shift occurs in his perspective.

Greg realizes that scaling the summit for personal glory pales in comparison to the opportunity he sees in making a tangible impact in these children's lives. In this moment of awakening, he places his hands on Haji Ali's shoulders, fueled by a newfound determination, and makes a heartfelt promise: "I will build a school." This commitment marks the beginning of a

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transformative journey not only for Greg but for the community that yearns for educational opportunities.

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Chapter 2 Summary: Failure

Chapter 2: The Wrong Side of the River

As dawn breaks over the mountains, Greg Mortenson awakens in the freezing cold, encased in a blanket hardened by ice. Despite his disorienting isolation, he experiences a moment of clarity, realizing that retracing his footsteps could lead him back to familiar territory. With a renewed sense of purpose, he begins to explore the stunning landscape that surrounds him, finding beauty in the towering peaks—a stark contrast to his dire situation.

His search for food and warmth leads him to the sounds of donkeys, but he is soon met with frustration as a rock wall blocks his path. After some aimless wandering, he spots familiar trail markers and is relieved to encounter Mouzafer, the porter he had hired earlier. Their reunion is filled with a mix of joy and exhaustion, and Mouzafer offers him traditional hot green tea. While not to Greg's taste, the beverage is essential for his recovery.

With renewed strength, Mouzafer helps guide Greg off the treacherous glacier and onto solid ground for the first time in months. As they walk along the riverbank, Greg feels a mix of revitalization and fatigue. After several days of hiking, the sight of trees signals his approach to human

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settlement. However, he inadvertently goes off course into an apricot orchard, where he encounters frightened women and adventurous children who remain curious about the stranger in their midst.

Upon reaching the entrance of the village of Korphe, Greg meets Haji Ali, the village chief, who greets him warmly and extends hospitality. Haji Ali's family and local villagers express a mix of curiosity and concern about Greg's unexpected presence. As Greg shares the tale of his journey, Haji Ali reveals that he has not yet reached Askole, as he initially believed.

Overwhelmed yet hopeful, Greg finds rest in Haji Ali's home while plans are made for Mouzafer to retrieve his belongings. Reflecting on the difficulties he has faced, Greg recognizes that the welcoming nature of Korphe provides a significant turning point in his journey, one that may lead to a deeper connection with the people and land he has stumbled upon.

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Chapter 3 Summary: The Wrong Side of the River

Summary of Chapter 3: I'm Going to Build You a School

Introduction

Greg Mortenson's journey leads him to Korphe, Pakistan, following a tumultuous attempt to climb K2. After months of sleeping outdoors, he wakes up in the cozy home of Haji Ali, the village chief, covered with a heavy quilt—a prized possession of his hosts. This warmth contrasts sharply with the harsh conditions of his recent experiences.

Greg's Recovery

During his recovery in the village, Greg is served food by Haji Ali's wife, Sakina. He consumes the delicious meal, oblivious to the significance of sugar, a precious ration for the Balti people. As he observes the villagers' tireless efforts for survival, he becomes acutely aware of their struggles with malnutrition and inadequate healthcare, a reality starkly different from his own life.

Realization of Needs

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As he integrates into village life, Greg learns about the pressing needs of the community, particularly the lack of educational facilities. The sight of children yearning for knowledge resonates deeply with him, conjuring memories of his beloved sister, Christa. This connection ignites a compelling desire within him to contribute positively to their lives.

The School Initiative

One pivotal day, Greg visits a makeshift school where children sit on the ground, lacking proper resources and receiving infrequent instruction. The scene profoundly impacts him, awakening a sense of purpose. In a heartfelt moment, he pledges to Haji Ali, “I will build a school,” despite his own limited resources. This commitment represents a significant turning point, as Greg shifts his aspirations from personal conquest in mountaineering towards a shared mission of education and community upliftment.

Conclusion

Greg's time in Korphe transforms his perspective, steering his focus from individual achievements to meaningful contributions in community development. This chapter not only highlights the urgent need for educational resources in Korphe but also marks the beginning of Greg's journey as a humanitarian, setting the foundation for his future endeavors.

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Chapter 4: I'm Going to Build You a School

Summary of Chapter 4: Growing Up

Greg Mortenson's life journey began in Minnesota, but his early years were profoundly shaped by his family's move to Tanganyika (now Tanzania) when he was just three months old. His parents, both educators, instilled a love for travel and learning in him. Living in a community near Mount Kilimanjaro, they dedicated themselves to establishing schools and hospitals, reflecting a commitment to education and healthcare that would later influence Greg's own mission.

Growing up, Greg's world was a rich tapestry of cultures, attending a diverse school where he mingled with peers from various nationalities. He immersed himself in local customs, learning Swahili and participating in an African dance troupe, experiences that broadened his perspective. At the age of eleven, he summited Mount Kilimanjaro, an adventure that ignited his lifelong passion for climbing.

Family dynamics also played a significant role in Greg's development. He had three sisters, one of whom, Christa, faced health challenges including epilepsy. This fostered in Greg a sense of protection and a deeper awareness of the struggles faced by loved ones, shaping his empathetic nature.

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In his teenage years, the Mortenson family's efforts culminated in the opening of a hospital, which emphasized local ownership and operation. This initiative not only bolstered community pride but also instilled in Greg the importance of self-determination and empowerment.

Upon returning to the United States, Greg encountered the difficulties of reintegration after a childhood spent abroad. Although he excelled in academics and sports, he struggled with punctuality—an echo of his different upbringing—forcing him to adapt to a new environment.

As financial constraints loomed, Greg enlisted in the U.S. Army, serving as a medic in Germany. This experience exposed him to various cultures across Europe. After his military service, he pursued higher education, focusing on nursing and chemistry, which were deeply influenced by the health issues he witnessed within his family, particularly concerning Christa.

The loss of his father to cancer in 1981 marked a turning point in Greg's life. This profound personal loss heightened his concern for Christa, motivating him to help her navigate life in Minnesota amidst her struggles.

After college, Greg became an emergency room nurse but soon felt an overwhelming desire to return to the outdoors and pursue climbing.

However, a serious accident in 1992 led to devastating news: Christa had

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passed away due to a seizure. This tragic event propelled Greg into a period of grieving, from which he sought a way to honor her memory.

Ultimately, Greg decided to channel his grief into a mission to build a school in Korphe, a place where educational resources were scarce. He confronted numerous challenges in securing support for this initiative, all while reflecting on the struggles of the local children he aimed to uplift, marking the beginning of his commitment to education and community development.

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Chapter 5 Summary: Growing Up

Chapter 4: Growing Up

Greg Mortenson's early life unfolded against the lush backdrop of Tanzania, where he moved with his family—a father, Irvin (Dempsey), and a mother, Jerene—when he was just three months old. Both parents were educators; Dempsey played a pivotal role in establishing the Kilimanjaro Christian Medical Centre, while Jerene founded the Moshi International School. Greg fondly recalls his childhood, immersed in the beauty of the Usambara Mountains and the vibrant cultures surrounding Mount Kilimanjaro, describing this period as a moment of paradise.

As the sole boy in a family of five, Greg took on a protective stance towards his younger sister, Christa, who faced serious health challenges stemming from a smallpox vaccine, eventually developing epilepsy. His father's teachings instilled in him a deep-seated belief in hard work and self-accomplishment, shaping his perspective on life's challenges.

The Mortenson family returned to the United States during Greg's teenage years, where he grappled with adjusting to high school. Cultural differences, particularly regarding perceptions of time, compounded by experiences of bullying for being viewed as an outsider, made the transition difficult.

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Nevertheless, Greg demonstrated resilience, excelling both academically and in sports.

To support his family's finances, Greg enlisted in the U.S. Army for two years, serving as a medic. Following this, he pursued a nursing degree at Concordia College and later attended the University of South Dakota. During this challenging period, he balanced his studies and work while caring for his ill father until his passing in 1981.

After earning degrees in nursing and chemistry, Greg faced personal turmoil with Christa's health declining. Seeking a new direction, he embraced his love for mountain climbing, relocating to California to work as an emergency room nurse while engaging in adventurous climbing pursuits.

Tragedy struck when Christa passed away from a seizure, coinciding with Greg's own climbing accident. This profound loss inspired him to honor her memory by setting out to conquer K2, ultimately steering him toward a life dedicated to helping children in Korphe, Pakistan.

Chapter 5: 580 Letters, One Check

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Determined to raise funds for a school in Korphe, Greg faced the daunting task of fundraising without prior experience or technological know-how. Initially, he sent out 580 letters to influential individuals and organizations but met with limited responses. His fortunes changed when Kishwar Syed, a supportive acquaintance, taught him how to harness the power of technology for more effective outreach.

While awaiting replies, Greg connected with students from his mother's former classes, who were moved by the plight of the children in Pakistan. They initiated a project named "Pennies for Pakistan," which successfully raised over \$600, providing Greg with a glimmer of hope amidst his struggles.

Despite this initial success, donations trickled in slowly, with only a notable check from news anchor Tom Brokaw as a highlight. Living frugally, Greg economized and channeled every dollar into fulfilling his vision for a school.

The tide began to turn when Dr. Tom Vaughan, a colleague and fellow climber, published an article highlighting Greg's mission, drawing the attention of the climbing community. This exposure led him to wealthy climber Jean Hoerni, who was deeply moved by Greg's dedication and generously contributed a vital \$12,000 toward the school project.

With funds beginning to accumulate, Greg made the decision to sell his

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possessions, financing his journey to Pakistan. With steadfast commitment, he prepared for the arduous undertaking ahead, focused on constructing a school that would significantly impact the lives of children in Korphe.

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Chapter 6 Summary: 580 Letters, One Check

In Chapter 6, titled "Hard Way Home," Greg Mortenson arrives in Rawalpindi, determined to build a school in the remote village of Korphe. He stays in a local hotel where he encounters Abdul Shah, a watchman who recognizes him. Greg shares his mission of providing education for the village, funded by donations from children in America. With Abdul's assistance, he successfully gathers vital supplies such as lumber and cement, thanks to Abdul's knack for negotiation, which he enhances over lengthy discussions accompanied by tea.

After preparing, Greg and Abdul load the supplies onto a truck for the arduous journey to Korphe. The roads are rocky and treacherously steep, testing their resolve as the driver navigates precariously close to steep drops. After three challenging days, they reach Skardu, where Greg plans to hire additional transport for the final leg to Korphe. However, he is informed by Mohammed Ali Changazi, a local tour organizer, that it may be too late in the season to begin construction.

Despite Greg's determination, he is welcomed with hospitality from the locals, including a feast organized by Akhmalu, a cook he met during his K2 expedition. However, a misunderstanding arises at another feast in Khane, where villagers mistakenly believe Greg intends to construct a school there, causing confusion and frustration for him as he tries to reiterate that his



focus is on Korphe.

Amid these challenges, Greg grapples with doubts about the locals' generosity and intentions. Nevertheless, a positive interaction with local children ignites his passion anew; he engages them in English lessons, which reinforces his commitment to Korphe. Confronted with both hurdles and misunderstandings, Greg remains steadfast in his resolve to fulfill his mission, ready to overcome any obstacle for the sake of the children he wishes to help.

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Chapter 7 Summary: Hard Way Home

Chapter 7 Summary: Korphe at Last

Journey to Korphe

As Greg Mortenson embarks on an eight-hour drive to Korphe, he reflects on his past experiences with the villagers. Recognizing the challenges ahead, he resolves to approach them with renewed patience and empathy. He is acutely aware of how the people perceive him—as a wealthy American—and prepares himself for the complexities tied to building a school in their remote mountain community.

Arrival at Korphe

Upon reaching the Braldu River, Greg is greeted with warmth by the villagers, including Twaha, the son of Haji Ali, a significant figure in the community. With a mix of nervousness and excitement, Greg crosses the river in a precarious cable car, eager to reconnect with his friends in Korphe.

Warm Reception

Greg's arrival is met with an outpouring of affection from the villagers,

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particularly from Haji Ali, who has held onto the belief that Greg would one day return to fulfill his promise. The warm welcomes highlight the villagers' hope and anticipation regarding the school.

Community Celebration

Inside Haji Ali's home, the atmosphere is festive and welcoming, marked by a generous feast. As Greg shares tea and cookies with his friends, he is filled with gratitude and a deep sense of belonging, cherishing the bonds he has formed with this close-knit community.

The Heartfelt Promise

During this joyous reunion, Greg conveys his commitment to building the school and reveals that he has gathered the necessary supplies. However, Haji Ali presents an unexpected challenge: the village's immediate priority is constructing a bridge to facilitate the transportation of these school supplies. This revelation shifts Greg's focus, emphasizing the interconnectedness of community needs.

The Challenge Ahead

Greg grapples with this new development, contemplating how the need for a bridge might affect his original plans for the school. This need for

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infrastructure before education illustrates the logistical and cultural challenges he faces as he navigates the complexities of meeting the community's priorities, setting the stage for the collaborative efforts that lie ahead.

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Chapter 8: Korphe at Last

Chapter 8: A Bridge Before a School

Greg Mortenson's journey to Korphe marks a pivotal moment in his mission to bring education to remote areas of Pakistan. After a long, arduous drive, Greg arrives in the village, reflecting on his intention to connect with the locals in a genuine manner. Despite his own struggles, including a challenging personal life, he chooses to approach the villagers with patience and openness. His warm welcome, especially from Haji Ali's son, Twaha, comforts him and reinforces his commitment to the community.

As Greg settles in with the villagers, sharing tea and cookies, he finally reveals his dream of building a school. However, Haji Ali gently presents a barrier to that vision—the urgent need for a bridge. This revelation stuns Greg; he must grapple with the reality that the foundation of education relies on the villagers' ability to access it. The bridge is essential not only for education but also for the villagers' daily lives and overall connectivity to the outside world.

Faced with the disappointment of a delayed school project, Greg reflects on his initial oversight regarding the village's actual needs. Understanding the critical role of the bridge, he decides to stay in Korphe longer to grasp the

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intricacies involved in its construction. This decision emphasizes his commitment to the community and desire to ensure their voices are heard.

In discussions with the villagers about building the bridge, the conversation turns towards the heavy resources required, such as dynamite and stone. Although disagreements arise regarding sourcing materials, the villagers demonstrate remarkable patience and resilience, hinting at their deep understanding of the challenges ahead—a stark contrast to Greg’s initial urgency.

As winter approaches, Greg realizes it is time to leave Korphe, armed with newfound knowledge about bridge construction and enriched by the wisdom of village elders. However, returning to America presents its own set of challenges. Dealing with financial difficulties and a recent job loss, Greg's sense of failure grows, along with feelings that he might have let the community down by not being able to deliver on his promises.

Just as he begins to lose hope, a phone call from Dr. Louis Reichardt reawakens his determination. Dr. Reichardt encourages him to seek further funding for the bridge from an influential supporter, Jean Hoerni. Inspired by this conversation, Greg rekindles his motivation and resolves to approach Hoerni, hopeful for the support he needs to turn his vision into reality. This chapter poignantly illustrates Greg's evolution from an idealistic dreamer to a leader who understands the importance of listening to the needs of the

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Chapter 9 Summary: A Bridge Before a School

Chapter 9 Summary: Hunting Ibex

In this chapter, Greg's journey intertwines both personal connections and community collaboration against the breathtaking but challenging backdrop of Pakistan's mountains.

Conversation with Jean Hoerni

Greg's discussions with millionaire Jean Hoerni culminate positively; Hoerni generously commits to an additional \$10,000 donation for the school project in Korphe, while expressing his interest in a photograph of the completed school. This financial boost injects new momentum into Greg's efforts to enhance education in this remote region.

Return to Pakistan

In June 1995, Greg resumes his mission by returning to Pakistan with the aim of gathering supplies crucial for constructing a bridge in Korphe. After overcoming numerous obstacles, he successfully obtains steel cable, with the goal of finishing the bridge in time for school construction before winter's onset.

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Journey to Korphe

Greg's trek from Skardu to Askole is marked by treacherous weather. Upon reaching Korphe, he feels a warm welcome from Haji Ali's family. This encounter holds significance, as it represents a breakthrough in acceptance; it is the first time a Balti woman has touched him, indicating his integration into the community.

Community Efforts

Haji Ali alerts Greg to a rockslide that has obstructed the delivery of cable. In response, the villagers unite to retrieve the supplies, demonstrating the power of collaboration and resilience even in adverse conditions.

Ibex Hunt Invitation

While waiting for clearer weather to begin construction, Greg receives an invitation from villagers to partake in an ibex hunt. This excursion unfolds over several days, fostering camaraderie among the hunters and adding an element of traditional bonding to Greg's experience.

Hunting Experience

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The hunt is challenging; after days spent trekking in the cold and employing traditional techniques for survival, the hunters come across their first ibex, unfortunately already deceased. Later, a herd of sixteen ibex is spotted, but they prove elusive, prompting the hunters to adapt their strategies to increase their chances of success.

Successful Hunt

On the seventh day, the hunt culminates in success when Twaha, one of the hunters, successfully shoots a male ibex. The group enjoys a celebratory meal, butchering the animal near a fire, which strengthens their bond while providing sustenance. During this experience, Greg recognizes Hussein, one of the hunters, as a potential future teacher; his deep understanding of local culture and educational needs positions him as a key figure for the school's success.

Return to Korphe

Upon returning to Korphe, the community shares the bounty of their hunt, distributing the meat among families as a gesture of unity and care. This act not only nurtures the villagers but also reinforces the spirit of togetherness that has become integral to Greg's mission in this remote part of the world.

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Chapter 10 Summary: Hunting Ibex

CHAPTER 10: Building Bridges

In Korphe, the sun shines brightly, signaling the perfect weather for the ambitious project of constructing a bridge. The villagers unite in their efforts, erecting two impressive stone towers that will support the bridge, while the women nurture the crops and the children cheer their fathers on. Amidst this vibrant community spirit, Greg enjoys sharing meals and evenings on rooftops with Twaha, who reminisces about his late wife and contemplates a hopeful future.

As the construction progresses, Greg encounters George McCown, a board member of the American Himalayan Foundation. Equipped with a thoughtful birthday card for McCown, Greg recounts how they secured funding for a school, appealing for McCown's support to pay the local workers and boost morale through his engagement.

After ten weeks of hard work, the bridge is completed, culminating in a moving ceremony where Haji Ali, the village chief, lays the final piece of wood. The villagers celebrate this accomplishment with heartfelt gratitude, forging deeper ties with Greg. In a pivotal discussion with Hussein, who generously offers land for a new school, Greg begins to lay the groundwork

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for its construction, ensuring that workers will be ready to start the foundation upon his return.

This chapter illustrates the strength of community in Korphe, highlighting not only the literal connections forged through the bridge but also the deepening relationships between Greg and the villagers, showcasing their resilience and collaborative spirit.

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Chapter 11 Summary: Building Bridges

Summary of Chapter 11: Six Days Back in the United States

Greg's Return and Interaction with Jean Hoerni

After his time in Pakistan, Greg returns to the United States, eager to reconnect with Jean Hoerni, a renowned engineer and philanthropist who has dedicated himself to helping underserved communities. In Seattle, Greg shares photos of a recently completed bridge that he built in Korphe, a remote village. Although initially nervous about the meeting, he finds Hoerni to be warm and encouraging. Their conversation reveals Hoerni's enthusiasm for Greg's work as he eagerly charts the bridge on a map, highlighting its potential impact on nearby uncharted villages.

Recognition and Support

Greg's journey then takes him to San Francisco, where he reconnects with George McCown, a supporter of his humanitarian efforts. McCown hosts a dinner in honor of Sir Edmund Hillary, the famed mountaineer and philanthropist known for his groundbreaking expeditions in the Himalayas and for building schools and clinics in Nepal. During the dinner, Hoerni surprisingly advocates for Greg, urging McCown to provide him with

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financial backing for his projects—an unexpected but welcome development for Greg.

Dinner with Sir Edmund Hillary

At the prestigious dinner, Greg feels somewhat out of place, his casual dress starkly contrasting with the formal attire of the other guests. However, he is captivated by Sir Edmund Hillary's stirring tales of adventure and philanthropy. Hillary's passion for making a difference resonates with Greg, reigniting his desire to return to Korphe and continue supporting its community.

Meeting Tara Bishop

Amidst the evening festivities, Greg encounters Tara Bishop, an ambitious woman who is drawn to his commitment to humanitarian work. Their immediate chemistry leads to a deep conversation, and their connection quickly blossoms, culminating in a romantic kiss that hints at a promising relationship.

Unexpected Marriage

What follows is a whirlwind romance; just six days after meeting, Greg and Tara decide to marry. Their decision is spontaneous, but the joy of their

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union is palpable as they celebrate with friends at a lively Italian restaurant, marking the beginning of their life together.

Tara's Influence on Greg

As the days pass, Tara's presence encourages Greg to delay his flight back to Pakistan, allowing them to savor their new relationship. Together, they share intimate moments that deepen their bond, creating cherished memories before his departure.

Departure for Pakistan

Eventually, the time arrives for Greg to continue his mission in Pakistan. Despite some lingering doubts, he feels resolute about his decision. As he waves goodbye to Tara, he does so with confidence and a sense of purpose, ready to return to Korphe and the important work ahead.

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Chapter 12: Six Days

Chapter 12: Beginnings

In this pivotal chapter, Greg Mortenson returns to Skardu, ready to gather supplies for the school project he is dedicated to in the remote village of Korphe. Upon his arrival, he faces challenges accessing necessary materials locked away in Changazi's office. Ghulam Parvi, an experienced accountant with a history of building schools, becomes Greg's ally, using his negotiation skills and a bolt cutter to gain entry to the storage facility.

Once inside, Greg discovers a portion of the supplies he needs, but acknowledges that he has an immense amount of work ahead of him. As he waits for construction to commence, he learns from Haji Ali, the village chief, that the delay is due to the villagers unanimously deciding to cut stone for the school themselves. Haji reassures Greg that the community is grateful for his efforts, despite the setbacks.

During this period, Greg shares personal news with his friend Twaha, revealing that he has married Tara in an unconventional ceremony. Twaha is thrilled, reflecting the deep bonds formed within this close-knit community.

When construction finally begins, it is marked by a prayer and the

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community's collective effort as they dig the trench for the school. The festivities surrounding this pivotal moment underscore the cultural significance of their work, highlighted by a ritual sacrifice of a prized ram, symbolizing dedication and celebration.

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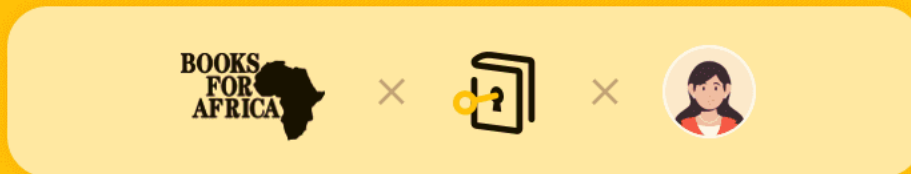




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Chapter 13 Summary: Beginnings

Chapter 13: Haji Ali's Lesson

In this pivotal chapter, Greg reflects on his evolving role as the director of a foundation dedicated to building a school in the remote village of Korphe. With construction underway, the community becomes increasingly engaged, and both men and women contribute their labor and resources, transforming the initiative into a collective endeavor that strengthens communal bonds.

Overwhelmed by the slow progress on the project, Greg's impatience draws the attention of Haji Ali, the village elder and a key figure in the community. To teach Greg a valuable lesson in patience and the importance of respecting local customs, Haji Ali takes him on a walk to a high vantage point overlooking Korphe. During this journey, he emphasizes the necessity of fostering relationships alongside the mere act of completing the school. One of Haji Ali's key cultural teachings is the custom of sharing tea, which symbolizes different levels of friendship and camaraderie in Balti culture.

As the school begins to take shape with its newly erected walls, Greg faces significant obstacles in sourcing building materials. However, the community rallies around him, demonstrating their shared commitment to education. This cooperative spirit highlights the essence of community

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involvement that Greg has come to appreciate.

But not all is smooth sailing. The project encounters resistance from Haji Mehdi, a local leader who poses a threat to the school's construction. In a tense confrontation, Haji Ali courageously stands against Mehdi's demands, showcasing his dedication to the education of the children. As a significant act of sacrifice, Haji Ali gives up twelve valuable rams, underscoring his belief that the future of Korphe's children is worth more than material wealth.

Through Haji Ali's guidance and his selfless actions, Greg learns profound life lessons about community spirit, cultural respect, and the essence of selflessness. The chapter concludes with Haji Ali expressing his heartfelt wish for the children of Korphe to receive a quality education, reinforcing his unwavering commitment to their future. Greg comes to see Haji Ali not just as a mentor, but as a symbol of the deeper meanings behind his work—lessons that extend far beyond the construction of a building.

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Chapter 14 Summary: Haji Ali's Lesson

Chapter 14: A Smile Should Be More Than a Memory

As the Korphe School neared completion, Greg Mortenson, now the director of the Central Asia Institute, turned his attention to expanding educational initiatives in Pakistan. His journey began in Peshawar, a city grappling with escalating tensions due to Taliban attacks in neighboring Afghanistan. Despite significant dangers, including warnings of violence and personal anxieties about his wife Tara's pregnancy, Greg was determined to further his mission of fostering education in the region.

In Peshawar, Greg met Badam Gul, who offered to guide him to his village in Waziristan. However, the journey took an unforeseen turn when Greg unwittingly became entangled in a smuggling operation. This led him to Haji Mirza's home, a brief but pivotal stop before being kidnapped by armed men. The harrowing experience began as he was blindfolded and taken captive, leaving him apprehensive and fearful for his life.

During his captivity, Greg sought solace in a Time magazine, using it as a temporary escape from the grim reality he faced. Amidst despair, he found a glimmer of humanity in one of his captors, Khan, a surprisingly kind individual who, contrary to the expectations of hostility, offered compassion

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and connection. As they grew closer, Greg explained his mission and expressed his desire to return home for the birth of his daughter, fostering a bond that transcended their stark differences.

Days in captivity turned into an anxious waiting game, but an unexpected development emerged. A village council, instead of resorting to violence, opted to celebrate Greg's presence. This decision marked a transformative moment in his ordeal, as Khan organized a festive gathering. Not only did this celebration symbolize Greg's unexpected acceptance into the community, but it also revealed their willingness to support his educational endeavors financially.

This chapter encapsulates profound themes of trust, the significance of human relationships over mere projects, and the intricate dynamics of Greg's educational mission in a region marked by volatility. His ability to forge connections in the face of danger highlights the resilience of the human spirit and the potential for compassion to bridge seemingly insurmountable divides.

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Chapter 15 Summary: “A Smile Should Be More Than a Memory”

Chapter 15 Summary

Birth of Amira Eliana

In September, Greg returns to Montana just in time for the birth of his daughter, Amira Eliana, whose arrival brings joy and deep connection between him and Tara. To celebrate this precious moment, Greg gifts Amira a colorful tomar, a traditional necklace symbolizing love and protection, from Haji Ali, a revered figure and mentor in Greg's life.

Commitment to Hoerni

Amidst the happiness of fatherhood, Greg receives the heart-wrenching news that his mentor and friend, Jean Hoerni, is battling leukemia. With Hoerni's wish to see a photograph of the finished Korphe School before he passes, Greg makes a solemn promise to fulfill this request, highlighting the deep bond and mentorship that exists between them.

Return to Korphe

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Determined to honor his commitment, Greg swiftly returns to Korphe after Amira's birth. He faces the harsh winter conditions, yet his resolve to complete the school remains unwavering. In Korphe, Greg forms meaningful connections with the villagers, living modestly in Haji Ali's home, which helps him earn their trust as he demonstrates genuineness and humility.

Haji Ali's Wisdom

During intimate conversations, Haji Ali, a village elder with considerable life experience, shares his own harrowing tale of kidnapping and imparts vital wisdom to Greg. He advises him to always seek the hospitality of a village chief while traveling in Pakistan, emphasizing the importance of local knowledge and support, and offers to help integrate traditional leaders in Greg's future educational projects.

Completion of the School

By December 1996, the Korphe School is nearing completion. On December 10, after months of hard work and collaboration, Greg and the villagers put the finishing touches on the school. Haji Ali joyfully celebrates the achievement, believing that the timely snowfall is a sign of divine blessing upon their efforts.

Delivery of the School Picture

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Following the school's completion, Greg braves a treacherous blizzard to deliver the photograph of the Korphe School to Hoerni in Idaho. Although he arrives late, presenting the long-awaited photo elicits a profound sense of joy in Hoerni, who beams at the sight of the school and its eager students.

Last Days with Hoerni

In the bittersweet weeks that follow, Greg stays by Hoerni's side, offering care and companionship during his final days. The bond between them deepens, with Hoerni expressing paternal affection, often calling Greg "son." Just before his passing, Hoerni's generosity shines through as he donates one million dollars to the Central Asia Institute, ensuring the sustainability of the mission they both championed.

Legacy of Friendship

Hoerni's unwavering commitment to education and community service resonates even into his last moments, reinforcing the legacy of friendship and shared vision between him and Greg. This selfless act fuels the future endeavors of the Central Asia Institute, solidifying the foundation of support and hope for countless communities in Central Asia.

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Chapter 16: A Picture

Summary of Chapter 16: New Schools—and More

In this pivotal chapter, Greg Mortenson's vision for educational empowerment in Pakistan takes flight with the establishment of the Central Asia Institute (CAI). Founded in the basement of his home, Mortenson navigates the challenges of time zone differences to manage operations and outreach while hiring local talents like Ghulam Parvi, whom he befriended during his travels.

The CAI quickly gains momentum, completing three additional schools in just three months after the arduous three-year development of the school in Korphe. This progress is further enhanced when local women express their need for vocational training, leading to the initiation of the Korphe Women's Vocational Center, a crucial step towards female empowerment in the region.

In an emotional celebration, Greg's family travels to Pakistan to attend the inauguration of the Korphe School. The community's pride is palpable, with decorations and joyful children receiving books and uniforms, marking a significant milestone in their educational journey.

Following the opening, Greg remains dedicated to broader community

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initiatives. He embarks on a project to educate local porters about climbing safety and first aid, simultaneously addressing environmental concerns linked to climbing expeditions. Recognizing the dire need for clean water in local villages, the CAI partners with community leaders to establish sustainable water systems.

Looking ahead to summer 1998, the CAI plans to construct three new schools, with a particular focus on Mouzafer's village. Despite his age, Mouzafer exemplifies commitment to community service, underlining the interconnectedness of education and societal responsibility.

During efforts to establish a school in Khane, Greg meets Mohammed Aslam Khan, the influential chief of Hushe, who fervently advocates for education for both boys and girls. Moved by Aslam's dedication, Greg shifts his resources to build a school in Hushe, which opens in 1998.

One of the school's standout successes is Aslam's daughter, Shakeela, who becomes the first girl in her village to pursue higher education beyond elementary school. Her groundbreaking achievements inspire a cultural shift, encouraging other families to prioritize girls' education.

The chapter underscores Greg's commitment to increasing female enrollment, illustrating how educating girls leads to significant improvements in community dynamics. Aslam's gratitude towards Greg and

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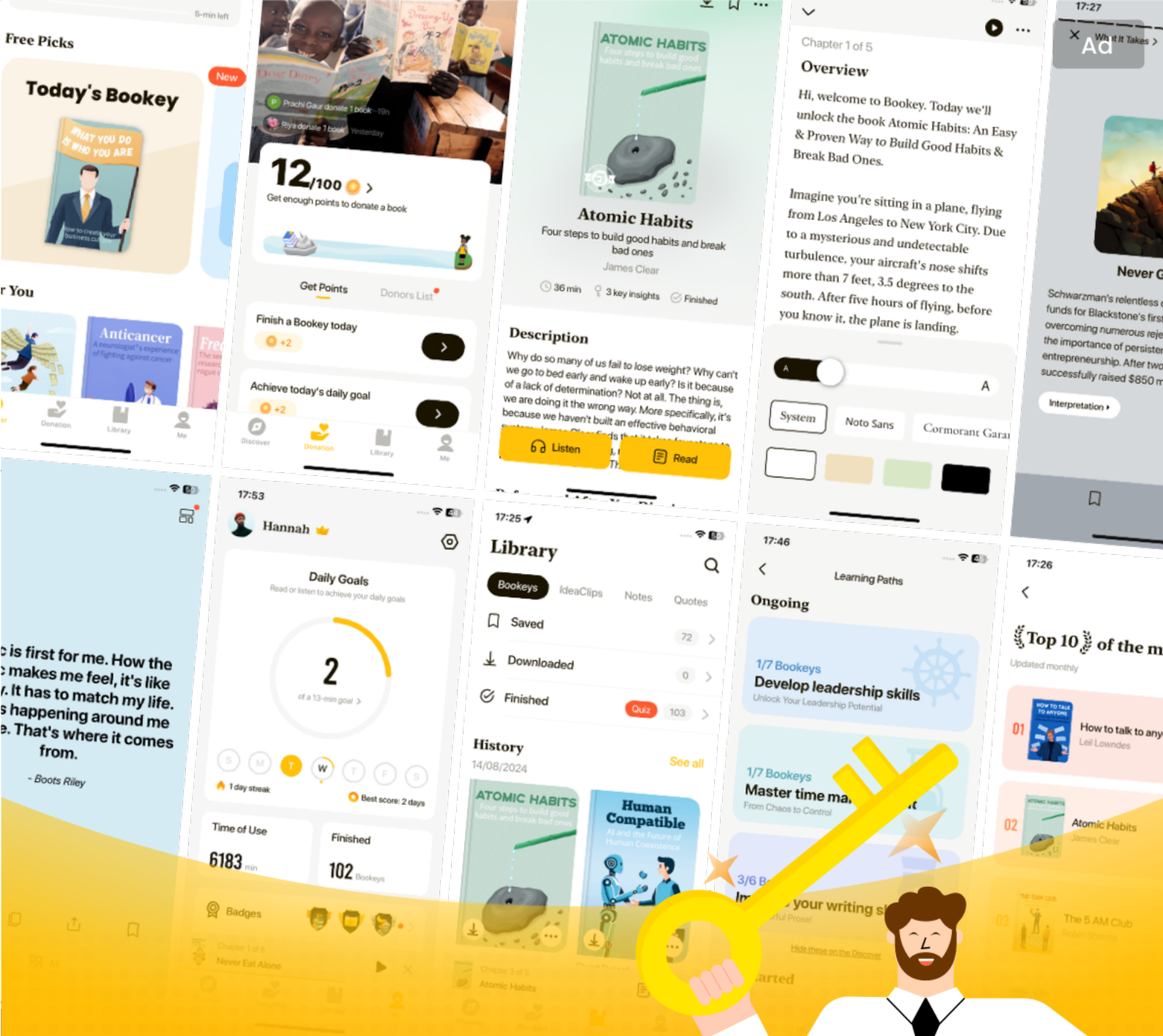
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the CAI encapsulates the transformational impact of education, reinforcing the narrative of empowerment and hope that the CAI seeks to deliver.

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Chapter 17 Summary: New Schools—and More

Chapter 17: Running from War

The year 1999 sees a significant escalation in the long-standing conflict over Kashmir between India and Pakistan, leading to violent confrontations and widespread displacement. Amid this turmoil, Greg Mortenson continues his mission to aid the people of Pakistan. Upon his arrival in Skardu, he encounters a devastating scene: thousands of refugees fleeing the violence in Kashmir have taken refuge in the area, many leaving their families behind under perilous circumstances. The refugees find themselves in makeshift tents near the airport, grappling with dire conditions and a critical lack of clean water.

Syed Abbas, a local leader, urgently outlines the community's pressing needs, particularly for safe drinking water. Recognizing the severity of the situation, Greg collaborates with Abbas and Apo, a dedicated worker with the Central Asia Institute (CAI), to devise immediate solutions. Their approach emphasizes understanding the refugees' needs directly, ensuring that their actions are truly beneficial.

In the course of their efforts, they meet Mullah Gulzar, who shares the heartbreaking realities faced by his village, Brolmo. He expresses

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deep-rooted shame in soliciting help but underscores the desperate need for not just sustenance and medicine, but also educational resources crucial for the children's future.

With funding from CAI and support from local agencies, Greg is determined to make a difference. He follows through on his promise to bring clean water to the refugee camp; after drilling down 120 feet, they successfully strike water, profoundly impacting the living conditions at the camp and enabling survivors to begin constructing more permanent shelters.

The journey of survival takes center stage through the harrowing account of Fatima Batool, who, alongside her sister Aamina, escapes the dangers engulfing Brolmo. Their perilous trek to Skardu is marked by artillery fire, representing the constant peril refugees face in their flight to safety.

Tragically, despite their arduous efforts, Aamina succumbs after reaching Skardu, a poignant reminder of the severe toll the conflict exacts on families. The refugee community comes together to grieve their losses, but amid sorrow, there is a beacon of hope: the establishment of the Gultori Girls Refugee School by CAI.

This new educational initiative offers Fatima, Nargiz, and other children from Brolmo their first opportunity for formal schooling, fostering a sense of gratitude towards the Americans who have shown compassion and support

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during these dark times.

Overall, this chapter poignantly portrays the harrowing impact of war on innocent lives, underscores the urgent humanitarian needs arising from conflict, and illustrates how education can serve as a vital lifeline and a source of hope for a brighter future.

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Chapter 18 Summary: Running from War

Summary of Chapter 18: Too Much to Do

In this chapter, we explore the immense challenges faced by the Central Asia Institute (CAI) in establishing schools and providing education in Pakistan, particularly concerning the financial demands of these initiatives. The growing reliance on donations becomes evident as the institute seeks to sustain its efforts following previous support from philanthropist Jean Hoerni.

Greg's Fundraising Efforts

To bolster CAI's finances, Greg Mortenson embarks on a nationwide speaking tour. Equipped with a simple slide projector, he addresses diverse audiences about the impact of CAI's work, albeit with reluctance due to his discomfort with public speaking. He strategically places envelopes for donations on seats, understanding the vital role of these contributions in supporting the education of children in Pakistan.

A Challenging Event

One notable event takes place in Apple Valley, Minnesota, where Greg is

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met with an unexpectedly low turnout, initially only speaking to two attendees. Despite this, he delivers an impassioned presentation filled with personal stories, particularly highlighting students like Fatima and Nargiz. His genuine dedication resonates with the audience, exemplifying his commitment to the mission.

Unexpected Generosity

At the conclusion of the presentation, Greg is taken aback when he discovers a check for \$20,000 in one of the envelopes, a sum that significantly enhances CAI's capacity to fund new projects.

Building Reputation and Support

As Greg's talks gain traction, he earns recognition, especially in the Pacific Northwest, becoming a familiar name associated with educational outreach. His story attracts media attention and draws support from various communities, including mountain climbers who champion his cause, further amplifying his efforts.

Internal CAI Challenges

Despite the progress, internal challenges arise within CAI. Some board members express concerns about Greg's overwhelming workload and his

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communication deficits. They worry about his health and advocate for him to seek assistance in managing the demands of his role, underscoring the strain his dedication imposes on both his well-being and the organization.

Family Concerns and Lifestyle Adjustment

Greg's wife, Tara Mortenson, highlights the need for him to prioritize family and self-care. Together, they agree to limit his trips to Pakistan, stressing the importance of better time management, illustrating the balance between personal life and Greg's mission.

Seeking Inspiration

To enhance his skills in management and sustainability, Greg visits successful educational projects in Bangladesh, which inspires him to advocate more vocally for girls' education in Pakistan, aligning with the ideas of Nobel laureate Amartya Sen, who emphasizes the critical role of education in empowerment.

Personal Reflection

During this period of exploration and growth, Greg learns of the passing of Mother Teresa, a deeply influential figure for him. This news sparks introspection regarding his own mission and the broader impact of

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compassion in his work.

Compassion Amidst Crisis

As the late 1990s unfold, Greg confronts the escalating plight of Afghan refugees, feeling isolated in his efforts to seek support for them. The weight of suffering he witnesses becomes a heavy burden, deepening his sense of helplessness amid widespread crisis.

Joy from Family

In July 2000, amidst this tumultuous backdrop, Greg experiences a joyful turning point with the birth of his son, Khyber. This new life brings renewed purpose to his journey. At a preschool show-and-tell event, he shares his joy with his daughter Amira, illustrating the profound importance of family connections that ground him amid his challenging work.

This chapter encapsulates the duality of Greg Mortenson's journey—his steadfast commitment to education in Pakistan, alongside the pressing need to balance personal well-being and family ties, emphasizing the significance of resilience and support in both personal and professional realms.

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Chapter 19 Summary: Too Much to Do

Chapter 19: A Village Called New York

In this chapter, Greg Mortenson and his companion George McCown travel to Zuudkhan, a village in northern Pakistan on September 10, 2001. Their visit is part of the Central Asia Institute's efforts to improve local living conditions through significant projects such as a water system, a power plant, and a healthcare dispensary. These initiatives show clear benefits to the village, reflecting the positive impact of education and community-focused development.

Upon their arrival, they receive a festive welcome from the village, led by Faisal Baig, a local porter who has become Greg's bodyguard. The sense of community is palpable as musicians perform and villagers celebrate with traditional dances and warm embraces. Among the most notable contributions to the village is Aziza Hussain, the first healthcare worker trained by the CAI, who symbolizes the transformative changes in healthcare brought about by these initiatives.

The tranquility of the village is abruptly shattered the following day when Faisal informs Greg of the tragic events occurring in a location resonantly named after New York—specifically, the attacks on the World Trade Center

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on September 11, 2001. Faced with the potential for backlash against foreigners, Greg and McCown are swiftly evacuated via helicopter to a nearby resort, where they can maintain communication with their families and the outside world.

Amidst the turmoil, the resilience of the local community shines through. A school inauguration is on the horizon in Kuardu, symbolizing hope and a commitment to education in the face of tragedy. Local leader Syed Abbas delivers a poignant speech, emphasizing peace, understanding, and the distinction between the vast majority of peaceful Muslims and the extremists who overshadow their identities.

As Greg continues his journey through Pakistan, he grapples with personal grief from the recent losses of his cherished mentors, Haji Ali and Sakina. Despite his sorrow, the teachings of Haji Ali resonate strongly, reinforcing the importance of focusing on the children and their educational needs for a brighter future.

The chapter concludes with a moment of reflection for Greg, as the joyful sounds of children engaging in learning fill the air. This cheerful atmosphere is a powerful reminder of Haji Ali's teachings about prioritizing the next generation. Greg's mission remains unwaveringly centered on educational initiatives in Pakistan, embodying a determined commitment to uplift communities and nurture the enduring human spirit amidst adversity.

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Chapter 20: A Village Called New York

Summary of Chapter 20: Afghanistan

In the wake of the September 11 attacks, Greg Mortenson chose to remain in Pakistan despite warnings from the American embassy, driven by his commitment to visiting the Central Asia Institute (CAI) schools serving refugees. He recognized that as conflict loomed, the influx of new students in these camps would heighten the need for educational initiatives. Mortenson was adamant about changing perceptions in the U.S., emphasizing that many Muslims were victims of violence rather than perpetrators, and that education could play a transformative role in preventing terrorism.

As war was declared against Afghanistan, he faced increasing pressure to evacuate but resolved to stay, ensuring the stability of CAI projects in northern Pakistan before eventually returning home. His bodyguard, Faisal Baig, voiced genuine concern for his safety, reflecting the palpable tension of the time.

Upon his return to America, Mortenson encountered significant backlash and hate mail stemming from his defense of Muslim communities, prompting him to question his mission's future. His wife, Tara, however,

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encouraged him to persevere, asserting that his work was more crucial than ever in fostering understanding and healing.

Mortenson reminisced about past visits to Afghanistan, where he was approached by horsemen seeking assistance to build a school for their

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Chapter 21 Summary: Afghanistan

Summary of Chapter 21: The First Educated Women in Korphe

In 2002, Greg Mortenson's journey back to Korphe coincided with the presence of reporter Kevin Fedarko, who was tasked with covering the fraught relationship between India and Pakistan. During a pivotal village meeting, a significant moment unfolded when Jahan, a determined young woman from Korphe, confronted Greg about a promise he had made to support her dream of becoming a doctor. Now brimming with confidence, Jahan requested twenty thousand rupees to commence her medical training, showcasing her resolve to break free from the constraints of traditional gender roles in her conservative Islamic community.

Impressed by her boldness, Greg gladly provided the funds, inspiring Fedarko to recognize the deeper narrative unfolding before him—one that transcended his initial assignment and highlighted the challenges and triumphs of women seeking education in a patriarchal society. This encounter would become central to Fedarko's reporting.

Following the publication of an article celebrating Jahan's ambitions and Greg's ongoing efforts, donations to the Central Asia Institute (CAI) surged, surpassing a million dollars. This influx of support enabled Greg to broaden

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the scope of educational initiatives, leading to the establishment of scholarships and a hostel to assist students pursuing higher education.

By the fall of 2003, Greg returned to Skardu to check on Jahan and her classmate Tahira, both beneficiaries of CAI scholarships attending high school. Jahan reiterated her aspiration to become a medical professional dedicated to her community. Witnessing her growth fueled Greg's passion for education and empowerment, marking a significant milestone not only in Jahan's life but also in the mission of the CAI to foster educational opportunities in the region. This chapter underscores the transformative power of education, particularly for women, in challenging societal norms and building a brighter future for their communities.

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Chapter 22 Summary: The First Educated Women in Korphe

In Chapter 22 of "Stones into Schools," Greg Mortenson embarks on a transformative journey to Afghanistan in 2002, set against a backdrop of geopolitical tension as American involvement in the region wanes due to the focus on the Iraq War. As he travels to Kabul, he encounters King Zahir Shah, the last king of Afghanistan, who expresses gratitude for Greg's commitment to building schools. The king's support will be vital as Greg aims to bring education to the underserved Wakhan region, where the need for schools is urgent.

Following his arrival, Greg undertakes a perilous two-day journey to Faizabad, facing several dangers, including navigating the hazardous Salang Tunnel and dealing with a vehicle breakdown along with a gunfight involving drug smugglers. Despite these threats, Greg's resolve remains steadfast; he is driven by a deep promise to local communities that education will be made accessible to their children.

In Faizabad, Greg meets Commandhan Sardhar Khan, a powerful local warlord whose fierce reputation is softened by an underlying desire for education and progress. Their initial interaction is tense due to cultural differences, but as Greg shares his vision, a bond forms between them, based on mutual respect. Khan's enthusiasm for the mission grows, particularly

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when discussing the crucial need for girls' schools, illuminating both the socio-political complexities and the cultural values surrounding education in the region.

Bathed in the glow of the setting sun over the Pamir Mountains, Khan conveys the idea that the sacrifices made by the local people can be transformed into hopeful futures through the power of education. This powerful sentiment ignites a reaffirmation in Greg of his lifelong dedication to building schools. It solidifies his purpose and commitment to improving lives through education, driven by the unwavering belief that he can create a better future despite the dangers that lie ahead.

Ultimately, this chapter not only showcases Greg's bravery and commitment but also highlights the significance of local partnerships in humanitarian missions, emphasizing how education can bridge divides and foster hope in even the most challenging circumstances.

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Chapter 23 Summary: Stones into Schools

Chapter 23: Stones into Schools

In this chapter, Greg Mortenson's mission to build schools for girls in Afghanistan takes a significant turn through a series of encounters and challenges that highlight the urgency of educational needs in the country.

Encounter with the King

While flying to Kabul, Greg meets Zahir Shah, the former king of Afghanistan. In their conversation, Greg passionately shares his mission to create educational opportunities for girls in remote areas, far from the capital's reach. The king, appreciative of Greg's commitment, provides him with valuable contacts, including Commandhan Sardhar Khan, underlining the importance of Greg's efforts in a country where such initiatives are often overlooked by outsiders.

Journey to Faizabad

Determined to fulfill a promise made to a Kirghiz horseman about establishing a school, Greg embarks on a perilous journey from Kabul to Faizabad. Aware of the potential dangers, he remains resolute, motivated by

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the urgent educational needs of countless students who are currently without access to schooling.

Adventures and Dangers

Greg's journey is fraught with challenges, including vehicle breakdowns and precarious encounters with the environment and local dangers. After his vehicle becomes immobilized in the treacherous Salang Tunnel, they narrowly escape a serious accident with a truck, later discovering lethal land mines in their path. Fortunately, Greg and his companions are aided by smugglers who offer assistance, allowing them to continue their journey safely.

Meeting Commandhan Sardhar Khan

Reaching Baharak, Greg meets Commandhan Sardhar Khan, who has taken an interest in Greg's work. Their meeting reveals the acute need for educational facilities for girls in the region, where access to schooling is nearly non-existent. Khan emphasizes the profound impact that education can have on uplifting the community and discusses the long history of conflict that has plagued the region, expressing that the path to peace is intricately linked with education.

A Commitment to Education

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As the sun sets behind the mountains, the conversation deepens around the necessity of converting the area's historical sorrow into hope through education. Greg feels a strong alignment with Khan's vision and firmly commits to providing educational opportunities for Afghan children. He reflects on the sacrifices made by those before him and how they inspire his ongoing mission.

Reflections on the Journey Ahead

Aware of the formidable challenges that await, Greg embraces the complexities of interacting with diverse cultures and languages, as well as the inherent risks of his undertaking. However, he feels a profound sense of purpose, knowing that the work he is doing honors the memory of his late sister, Christa, who would have been proud of his commitment to make a difference in the lives of the children in Afghanistan and Pakistan. Thus, Greg resolves to persevere in his mission, inspired by hope amidst adversity.

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