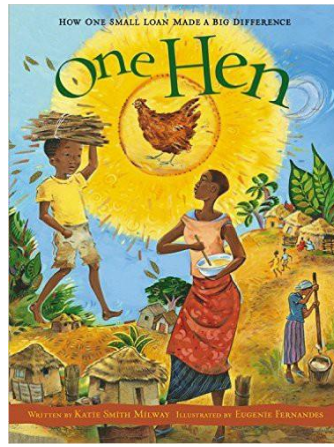


# One Hen

Written by: Katie Smith Milway  
Illustrated by: Eugenie Fernandes



## Book Summary

Inspired by true events, *One Hen* tells the story of Kojo, a boy from Ghana who turns a small loan into a thriving farm and a livelihood for many. After his father died, Kojo had to quit school to help his mother collect firewood to sell at the market. When his mother receives a loan from some village families, she gives a little money to her son. With this tiny loan, Kojo buys a hen. A year later, Kojo has built up a flock of 25 hens. With his earnings, Kojo is able to return to school. Soon Kojo's farm grows to become the largest in the region.

Kojo's story is inspired by the life of Kwabena Darko, who as a boy started a tiny poultry farm just like Kojo's, which later grew to be the largest in Ghana and one of the largest in west Africa. Kwabena also started a trust that gives out small loans to people who cannot get a loan from a bank.

*One Hen* shows what happens when a little help makes a big difference. The final pages of *One Hen* explain the microloan system and include a list of relevant organizations for children to explore.

## Learning Invitations

1. Let's Go to Ghana! (before reading book)
2. Interviewing Kojo
3. Big Dreams

Meghan Barry  
Grade 3  
Thorpe Creek Elementary

## Social Studies Standards

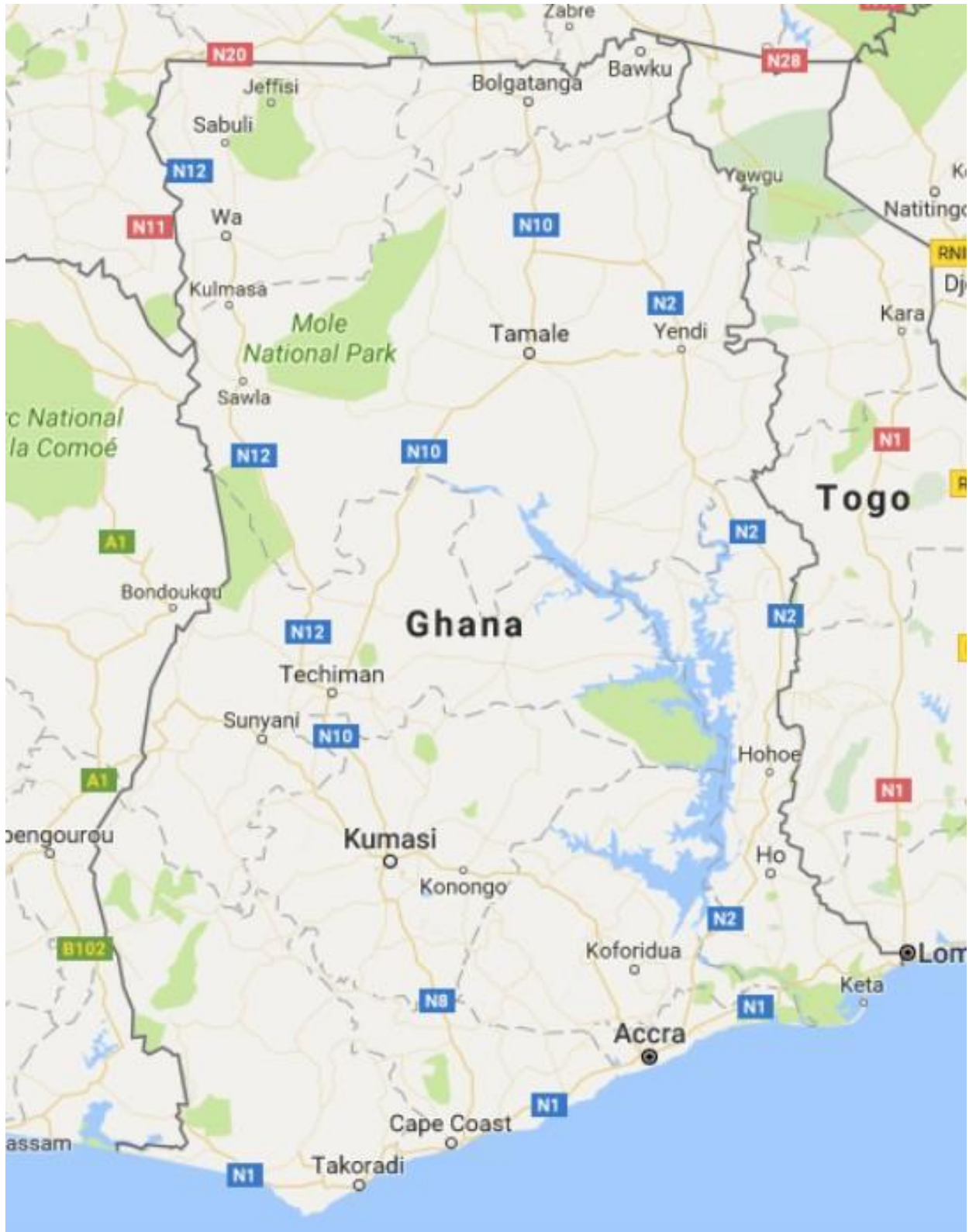
- 3.1.6 – Use a variety of resources to gather information about your region’s communities; identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.
- 3.2.5 – Explain the importance of being a responsible citizen of your community, the state and the nation.
- 3.3.1 – Use labels and symbols to locate and identify physical and political features on maps
- 3.3.7 – compare the cultural characteristics of their community within communities in other parts of the world
- 3.4.3 – Give examples of trade in the local community and explain how trade benefits both parties
- 3.4.4 – Define interdependence and give examples of how people in the local community depend on each other for goods and services
- 3.4.6 – Explain that buyers and sellers interact to determine the prices of goods and services in markets
- 3.4.7 – Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers

## ELA Standards

- 3.RL.1 – Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- 3.RL.2.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2.3 – Describe characters in a story and explain how their actions contribute to the plot.
- 3.W.3.2 – Write informative compositions on a variety of topics.
- 3.W.3.3 – Write narrative compositions on a variety of topics.
- 3.W.5 – Conduct short research on a topic.
  - Identify a specific topic or question of interest
  - Locate information in reference texts, electronic resources, or through interviews.
  - Recognize that some sources may be more reliable than others.
  - Record relevant information in their own words.
  - Present the information, choosing from a variety of formats.

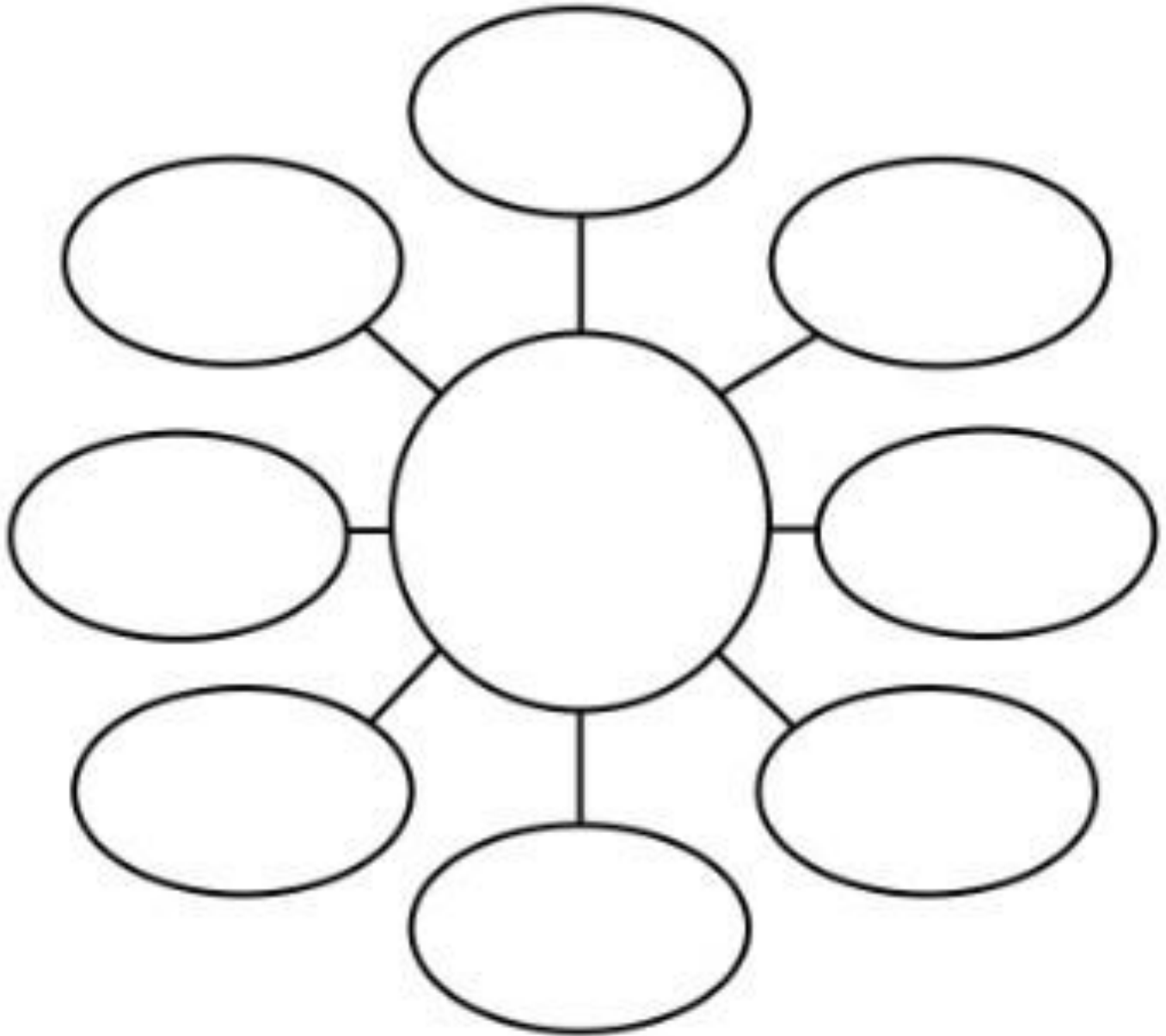
# Let's Go to Ghana!

1. We are going to be reading a book called "One Hen" that takes place in a small town in Ghana, West Africa. To help us connect to the story, we are going to learn about the country of Ghana before reading.
2. On your iPads, visit Google Maps and locate Ghana. What can you learn about the country from this map? On what continent is it located? What are some of the larger cities in Ghana? Do you notice rivers or mountains?
3. Next, visit the Time for Kids website (<http://www.timeforkids.com/destination/ghana/sightseeing>) and explore the different tabs to learn more details about Ghana. Be sure to click on the Sightseeing guide, the History Timeline, the Native Lingo tab, and the Day in the Life tab. If you have extra time, click "challenge" to take a quiz over what you have learned.
4. You can also choose from the following websites to learn more about Ghana.
  - a. <http://kids.nationalgeographic.com/explore/countries/ghana/#ghana-beach-boats.jpg>
  - b. <http://www.atozkidsstuff.com/ghana.html>
  - c. <http://www.our-africa.org/ghana>
5. As you explore and learn about Ghana, choose 2 topics you are most interested in and record your findings on the research webs provided. You may choose topics like sightseeing, history, a day in the life, weather, transportation, jobs, nature, people & culture, or other topics of your choosing.
6. When you have collected your information, choose a way to present to your classmates. You can create a poster, a booklet, a pamphlet, or a digital presentation (Show me, slideshow, or others).

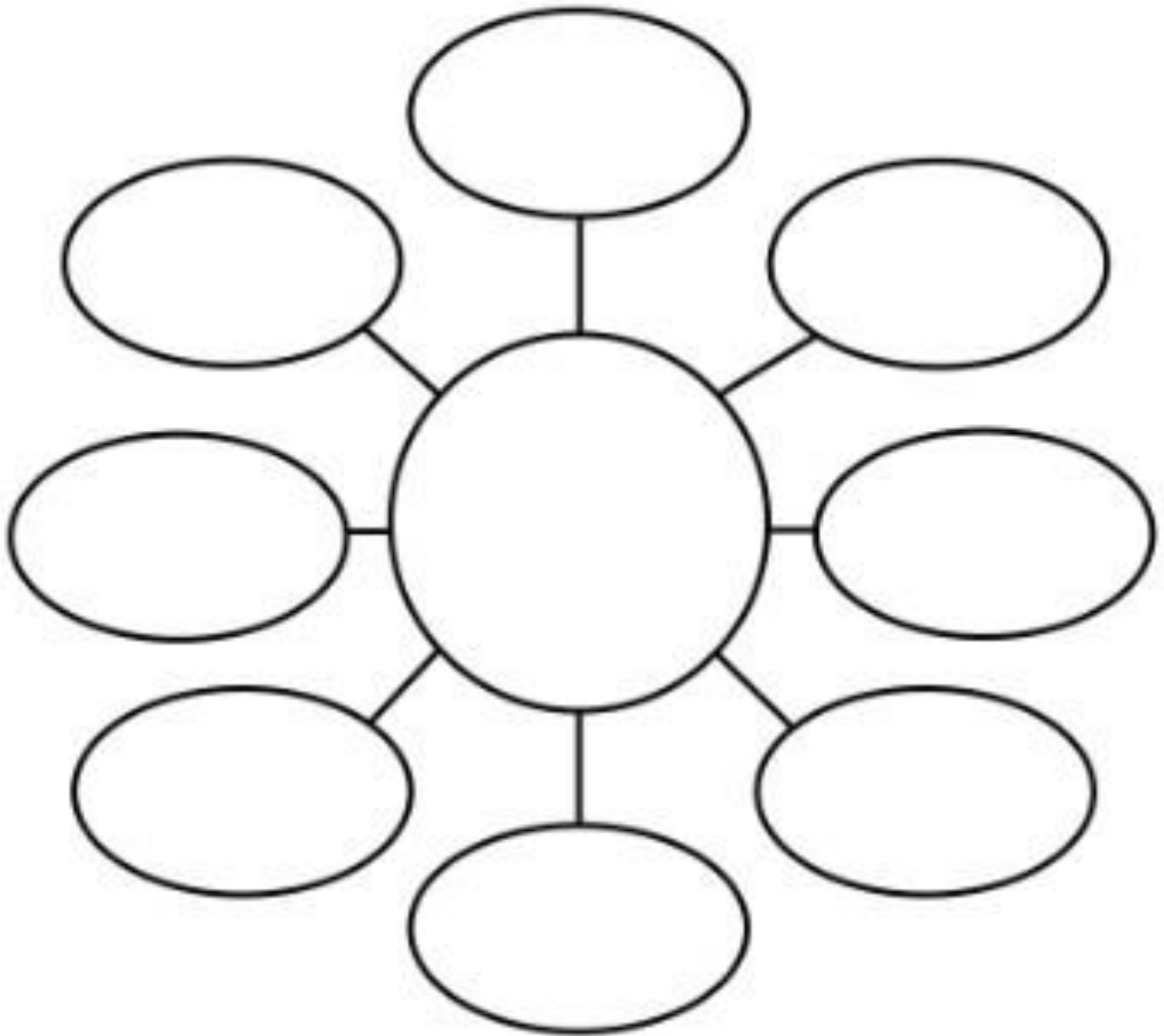


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Grade 3  
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# Ghana Information – Choice #1



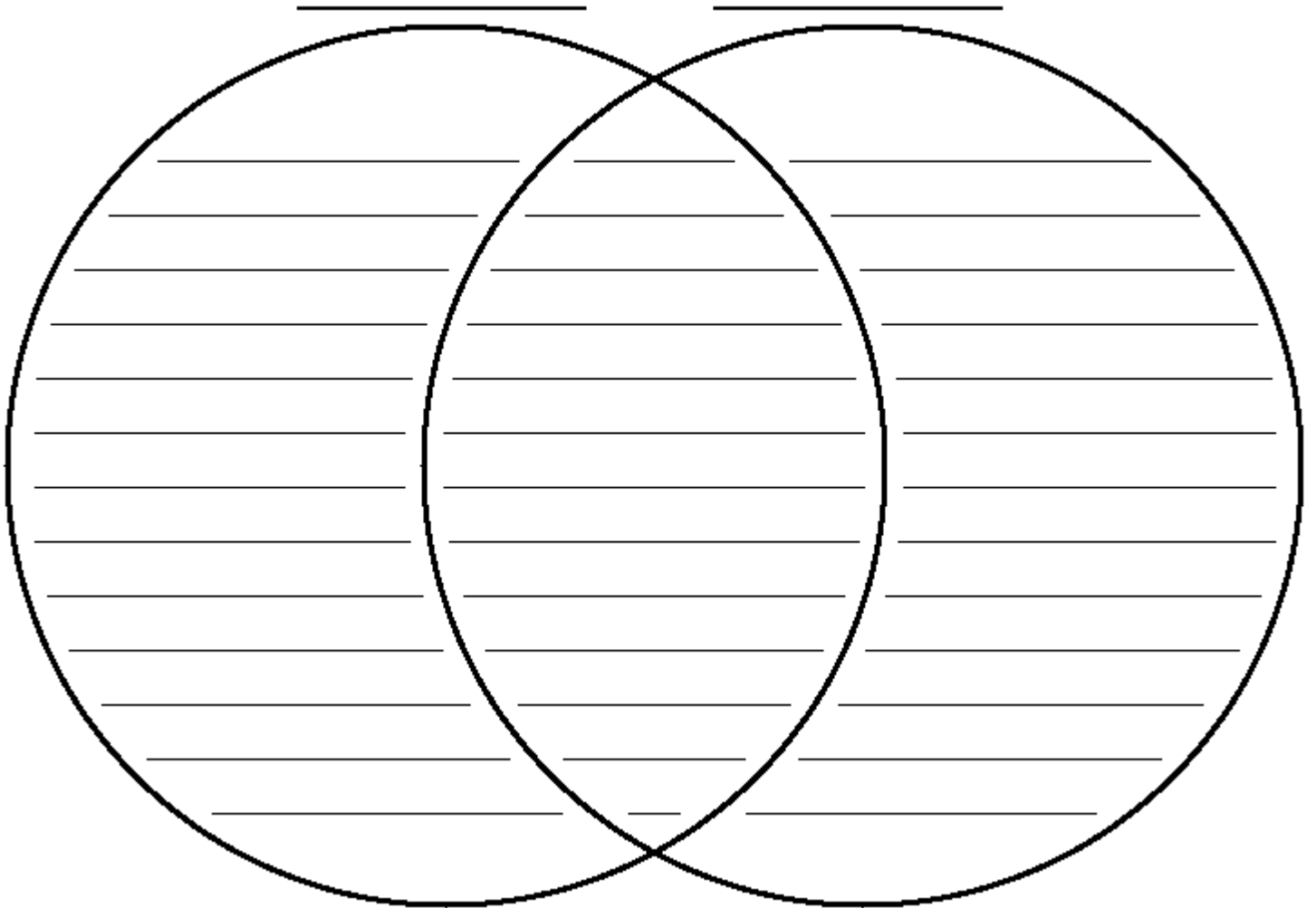
# Ghana Information – Choice #2



## Interviewing Kojo

1. You have just read the story of a boy named Kojo who started with a small loan and built up a thriving business. When he started with the small amount of money from his mother, he was about your age. What are some similarities and differences between Kojo and you?
  - a. You can think about his home, his school, and the marketplace he buys and sells goods in.
  - b. Record your thoughts on the Venn Diagram graphic organizer.
  - c. Share your similarities and differences with a partner or another pair and add more to your own Venn Diagram that you may not have thought about.
2. Extension: Think about another character from a book you have read. Compare Kojo to this other character using another Venn Diagram.
3. If you could ask Kojo questions about his life, his journey, or his decisions, what would you ask him? Plan out at least 3 questions you would ask and record them on your interview planning sheet.
4. With a partner, think about how Kojo might answer those questions. You and your partner may either trade and answer each others' questions or work together to answer both sets of questions.
5. Decide how you and Kojo may have had this conversation. Did you interview him in person and record the interview? Was it a texting conversation? Did you write him a letter? Choose a creative way to display or present the conversation between you and Kojo.

# Venn Diagram





# Interview Plan

Question

Answer

Question

Answer

Question

Answer

## Big Dreams

1. Kojo worked very hard throughout his life to improve his life, his mother's life, the lives of his family members, and the lives of those in his community and country. He is an example of how changes happen in our world one person, one family, one community at a time. Read the passage "Big Dreams" to read about another boy in Ghana who worked hard to make life better for himself and others around him.
2. With your partner or group, compare the lives of Kojo and Emmanuel. Think about where they lived, what they did as children, what they did to improve themselves and their families, and more. Use a Venn Diagram to share your thoughts.
3. As you have read about Kojo and Emmanuel, have you been thinking about what you can do to make the world a better place for you or other people around you? Write a letter to Kojo OR Emmanuel to explain how you are feeling. You could tell them how their work and dreams has impacted you, what you hope to do in the future, or anything else you think they should know.

# Big Dreams

Passage from Readworks.org

## **A disabled cyclist is changing the world, one race at a time.**

Emmanuel Ofori Yeboah was once a shoeshine boy on the streets of Accra, the capital of Ghana. That is a nation in western Africa. Because he was born with a badly deformed right leg, he could not run, walk, or even stand alongside other children. Now 29 years old, Yeboah is a triathlete. He competes in long-distance events that involve three sports: swimming, bicycling, and running.

"He's an inspiration," filmmaker Lisa Lax told WR News. Lax and her sister, Nancy Stern, told Yeboah's story in the documentary Emmanuel's Gift. Their film and Yeboah's hard work have brought about huge changes in the way many people in Ghana view disabled individuals.

The country recently passed the Persons with Disability (PWD) Bill. The bill had been debated in Ghana's government for more than a decade. The bill provides people with disabilities access to public places, jobs, transportation, and special medical care. "Emmanuel was the catalyst," Lax told WR News.

## **Riding High**

In Ghana, as in many poor countries around the world, people with disabilities are often shunned, or deliberately avoided, by other members of society. They are forced to beg for food. But even as a little boy, Yeboah refused to accept that fate. Instead, he dreamed of riding a bicycle across Ghana. All he needed was a bike.

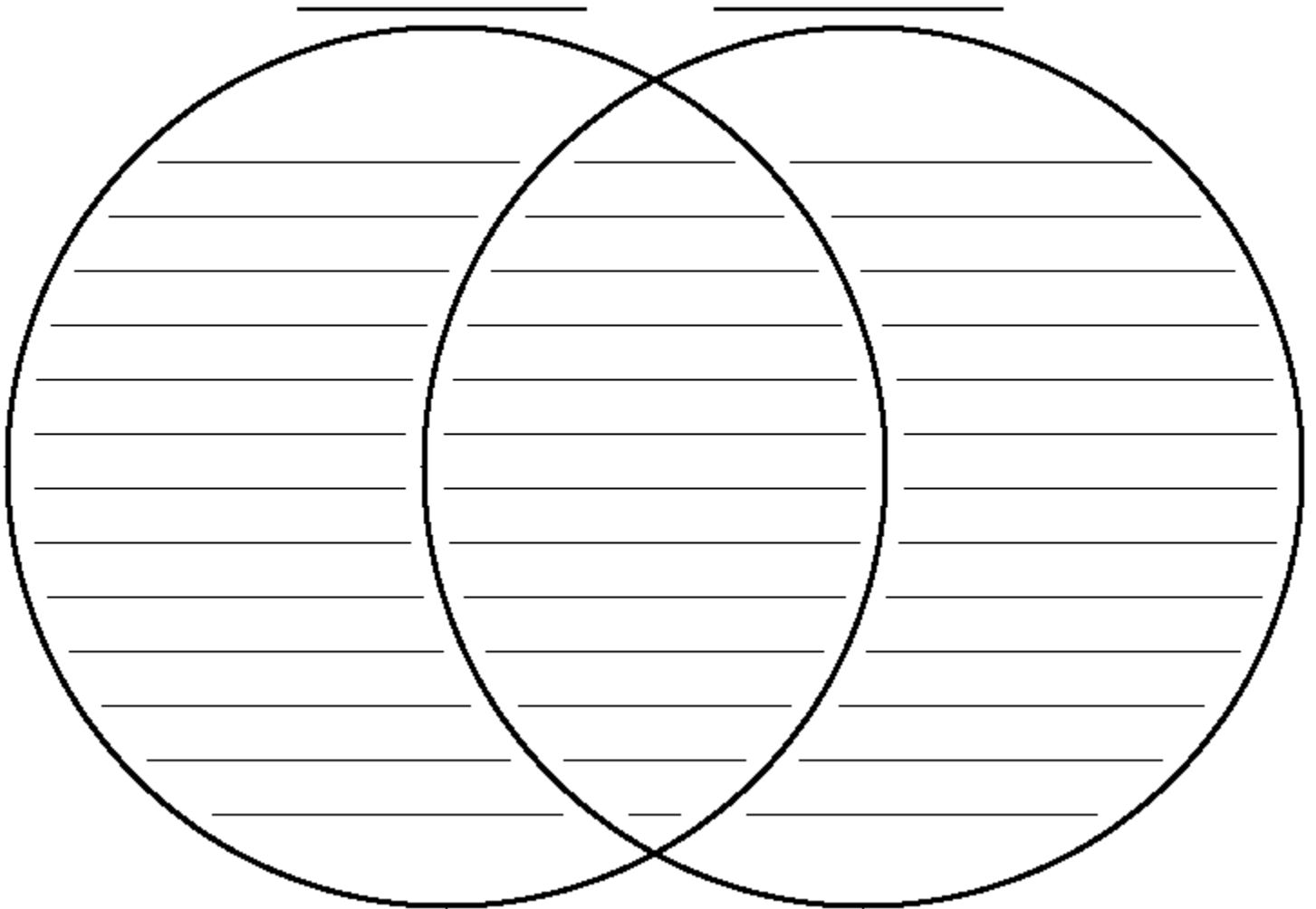
Yeboah wrote a letter to the Challenged Athletes Foundation (CAF) in California. CAF sent Yeboah money not only for a mountain bike but also for shorts, socks, gloves, and a helmet. In the spring of 2002, Yeboah rode his bicycle across his home country—almost 400 miles. Since then, Yeboah has been fitted with a prosthetic, or artificial, leg, and has competed in sporting events around the world.

## **Inspiring Others**

Yeboah is now a celebrity in Ghana. He runs Emmanuel's Educational Fund, which helps disabled children in Ghana go to school. He also has built or bought more than 800 wheelchairs for other disabled people in his country.

Now Yeboah wants to form a Ghanaian team to compete at the 2008 Paralympic Games in Beijing. "I want children to learn my story and do more than I've done," he told WR News. "I want kids to say, 'Emmanuel inspired me to do this!'"

# Venn Diagram



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Dear \_\_\_\_\_,

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Sincerely,

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