

Malala the Powerful

The incredible story of Malala Yousafzai's crusade for girls' education

About the Story

Lexile: 840L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to learn about one teen's crusade for equality and to write an essay about the significance of her actions

Key Skills: key ideas and details, compare and contrast, character, interpreting text, synthesis

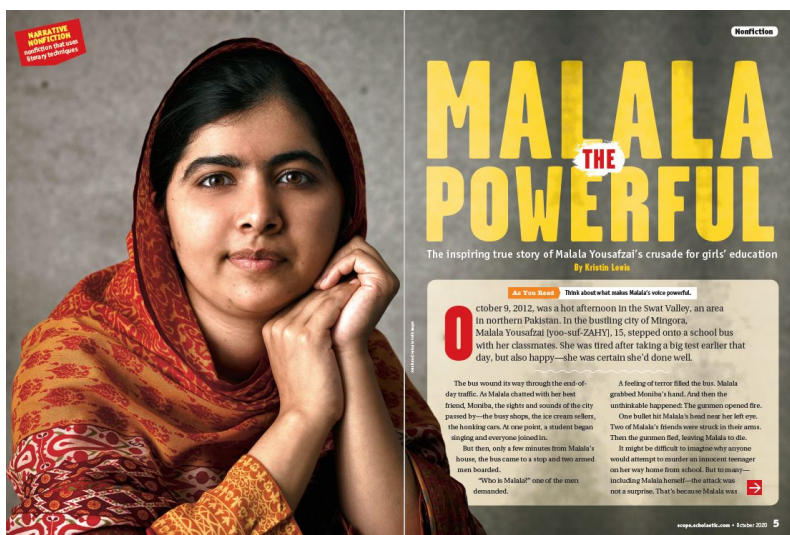
Essential Questions:

- How do we fight against injustice?
- What is the power of education?
- What does it mean to use your voice?

Standards:

The article and lesson support these Common Core anchor standards: R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of support materials at scope.scholastic.com.

Audio:

- Vocabulary
- Article
- Text to Speech

Differentiated Articles:

- Lower-Lexile version
- Spanish language version

Skill Building Activities to print, project, or share digitally:

- Vocabulary
- Theme Anticipation Guide
- Close Reading and Critical Thinking
- Preparing to Write: Malala's Nobel Peace Prize
- **Core Skills Workout:** Summarizing*, Text Evidence*, Text Features, Text Structure
- Nonfiction Elements*
- Choice Board
- Quiz*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson

Close Reading, Critical Thinking, Skill Building

1. Preparing to Read 10 minutes

Do-Now: Theme Anticipation Guide (5 minutes)

- Project the **Theme Anticipation Guide**. As students enter the classroom, have them write down whether they agree or disagree with each statement. Then ask volunteers to briefly explain their responses. Alternatively, share the **interactive version of the activity**, allowing students to respond digitally and view their classmates' responses to each statement in real time.

Preview Vocabulary (5 minutes)

- Share **Vocabulary: Words and Definitions** and review the words as a class. Highlighted words: *corruption, Islam, oblivious, oppressive, petition, pseudonym, refugees, retaliation, rural, terrorist*

2. Reading and Discussing 45 minutes

- Have a volunteer read the As You Read box on page 5 of the magazine or at the top of the digital article page.
- Read the article once through as a class. Optionally, have students listen to the audio read-aloud of the article while they follow along. (The **audio read-aloud** is located in the Resources tab in Teacher View and at the top of the story page in Student View.)
*Differentiation: Share the **lower-Lexile-level version** of the article with students who may need it.*
- Divide students into groups to read the article again and respond to the following close-reading questions. *Tip: If you're remote, you can have each group respond in a shared doc or discuss the questions in their own chat room.*

Close-Reading Questions

(15 minutes)

The following questions can be shared in printable or interactive form.

- Why was Malala Yousafzai targeted by a terrorist group?** (key ideas and details) *The Taliban targeted Malala because she was a leader in the fight for girls' education in Pakistan, which the Taliban opposes. They viewed her as someone who was threatening their way of life and tried to assassinate her to send "a warning to other girls not to follow Malala's example" (9).*
- How did life in the Swat Valley change for Malala after 2007? Why did it change?** (compare and contrast) *Prior to 2007, Malala's life was one she felt lucky to have. She lived in the beautiful Swat Valley, a popular vacation spot. She also attended school—an opportunity available to few girls in Pakistan. But after the Taliban gained power there, Malala was surrounded by unimaginable violence, and her school was ordered to close. Her father chose to keep her school open; to stay alive, Malala had to keep her education a secret. Eventually, she and nearly one million other refugees had to evacuate Swat.*
- Why did Malala use a pseudonym in her BBC blog? What does the fact that she was willing to take the risk of writing the blog reveal about her as a person?** (character) *Malala used a pseudonym to help protect her identity; writing about life under the Taliban and advocating for equality in education could have cost her her life. That she took the risk of writing the blog shows that she is courageous and determined to stand up to injustice.*
- While Malala was in the hospital, protesters in Pakistan marched with signs that read "I am Malala." What is the significance of these particular words? What message do they send?** (interpreting text) *The words "I am Malala" reflect the fact that Malala is one person who became a powerful symbol for many. When the Taliban gunmen entered the bus with the intent to assassinate Malala, they demanded, "Who is Malala?" The protesters' signs were the answer to that question—and a message: We are not afraid; you cannot silence us. On another level, proclaiming "I am Malala" sent a powerful message to the Pakistani government and to the world: I, too, am a girl who deserves an education.*
- How does Malala use her voice? What message does she share?** (key ideas and details) *Malala shares the message that all the children of the world deserve an education. She has spread this message through her blog, a documentary film, appearances on TV shows, and speeches to children in Pakistan. Today, she continues to give speeches and meet with leaders around the world. She has started the Malala Fund, which aims to provide education to children around the world, and she also shares her story through a memoir.*
- How does the poem "In Darkest Hours" connect to Malala's story?** (synthesis) *Answers will vary. Students may say that Rebecca Kai Dotlich's poem expresses the idea that when faced with difficulty, some people endure the hardship and wait for it to end, while others take action to*

improve the situation and escape from the darkness. This idea connects to Malala's story in that she is someone who chooses to "carry mountains on their back in the darkest night": Her fight for equality in education took courage and nearly cost her her life, but she has inspired great change. In Dotlich's words, she "blazes with light."

Critical-Thinking Questions

(10 minutes)

The following questions can be shared in printable or interactive form.

1. **Why is literacy—that is, the ability to read and write—important?** *Answers will vary.*
 2. **Is free public education a basic human right?** *Answers will vary. (Connected reading: Article 26 from the United Nations' [Universal Declaration of Human Rights](#).)*
 3. **In a speech she made to the United Nations on her 16th birthday, Malala said, "I raise up my voice—not so that I can shout, but so that those without a voice can be heard." What did she mean?** *Answers will vary, but should express the idea that Malala is speaking on behalf of the 259 million children who are deprived of an education and who do not have the same ability that Malala has to speak out and be heard. Students may also note that in a way similar to how protesters said "I am Malala," Malala is suggesting that she is those 259 million children who are deprived of education.*
- Revisit and reflect on the statements from the **Theme Anticipation Guide**. Discuss: Did reading the article develop, confirm, or change your position on any of the statements?

3. Skill Building and Writing

30 minutes

- Have students complete **Preparing to Write: Malala's Nobel Peace Prize**. This activity will help them organize their ideas in preparation for the writing prompt on page 10 in the printed magazine and at the top of the digital story page.
- Alternatively, have students choose a culminating task from the **Choice Board**, a menu of differentiated activities.