

Malala's Mission

Pages 6-7

LESSON OVERVIEW

→ **OBJECTIVE** Read an article independently, analyzing what it means to be an activist, and demonstrate knowledge by citing text-based evidence during a class discussion.

→ **KEY STANDARDS** RI6-8.1, RH6-8.6

→ **TIME FRAME** Approximately 60 minutes

BACKGROUND The world came to know Malala Yousafzai in October 2012, when the then 15-year-old was shot in the head by the Taliban on her way home from school. Malala had been speaking out for girls' rights since 2007, when the Taliban arrived in Pakistan's Swat Valley, where she lived, and began forcibly banning everything they considered un-Islamic, including education for girls. In this article, Scholastic editor Alessandra Potenza interviews Malala, now 17, about why the young activist continues to fight for girls' education. The article also includes an excerpt from Malala's new memoir for teens, *I Am Malala*.

STEP-BY-STEP LESSON PLAN

→ BEFORE READING

1 What is an activist? (10 MINUTES)

Write the word *activist* on the board. Ask students to jot down what they think an activist is and what he or she does. (*An activist advocates for a cause.*) Then ask students to brainstorm issues that people are activists for or against.

2 Watch the video (10 MINUTES)

Tell students they are about to watch a short video about Malala and that they should jot down examples from the video that show how she is an activist for girls' education. Show the video of Malala at www.scholastic.com/js. Then discuss students' answers and responses to the video.

→ DURING READING

3 Independent reading (10 MINUTES)

Ask students to read the article independently. While they read, have them underline examples that show Malala's passion for girls' education.



→ AFTER READING

Teaching Tip

It may take some students longer than others to find textual evidence. It may be beneficial to display the questions on the overhead, then discuss answers to give students time to process, cite evidence, and respond.



4 Text-based discussion (10 MINUTES)

Use the following questions to have a full-class discussion. Have students cite the text when responding.

- Cite an example of Malala's bravery. (*She continued to go to school after Taliban militants banned everything they considered un-Islamic.*)

- How were females in Pakistan denied basic human rights? (*Women weren't allowed to go to markets or school, and more than 400 girls' schools were destroyed.*)
- Malala says that the Taliban should study Islam. Why does she believe that they don't have a true understanding of the religion? (*According to Malala, education is required for every child under Islam.*)
- Analyze Malala's views on teens and activism. (*She thinks it's important that teens take active roles in speaking up for justice and equality.*)

5 Role-play (20 MINUTES)

Have students write down five questions that they would ask Malala if they had the chance to interview her. Remind them to avoid questions that can be answered with just yes or no. Then have students work in pairs to ask and answer the questions, with one student acting as the journalist and the other as Malala.

6 Extension: Writing task

Have students write a short analysis of the excerpt from Malala's memoir for teens, describing how they relate to her and how her story can be powerful to young readers.

→ ASSESSMENT

Did students successfully cite details from the text to support their answers during the class discussion?