

# 6

PROLOGUE

Module 2



Free to Learn





Prologue | 6 | Module 2

## Free to Learn

How do convictions inspire actions?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*<sup>2</sup>®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

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## Arc A | *I Am Malala*

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- **Language Progress** | Use a clear structure to organize ideas.

## Prologue to L9 . . . . . 36

- **Learning Goal** | Discuss the meaning of figurative language in *I Am Malala*.
- **Language Progress** | Maintain consistency in style and tone.

## Prologue to L10 . . . . . 42

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## Arc B | *I Am Malala*

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- **Language Progress** | Use transitions to clarify the relationships among ideas.



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- **Learning Goal** | Examine key details from the section “Targeted” in *I Am Malala*.
- **Language Progress** | Ask questions to deepen your understanding.

**Prologue to L18** ..... **66**

- **Learning Goal** | Examine Malala’s internal dialogue about the threat of the Taliban.
- **Language Progress** | Maintain consistency in style and tone.

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- **Learning Goal** | Examine evidence showing how Malala stands up for education.
- **Language Progress** | Ask questions to deepen your understanding.

**Prologue to L21** ..... **80**

- **Learning Goal** | Replace vague pronouns in sentences describing the messages of speeches from the peace rally.
- **Language Progress** | Correct vague pronouns.

**Arc C | *I Am Malala***

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**Prologue to L23** ..... **86**

- **Learning Goal** | Examine the challenges Malala faces while at the Birmingham hospital.
- **Language Progress** | Ask questions to deepen your understanding.

**Prologue to L24** ..... **92**

- **Learning Goal** | Examine how elaboration expands and connects evidence to the thesis in the Writing Model for Module 2.
- **Language Progress** | Use elaboration to explain evidence and identify its relationship to the thesis statement.



**Prologue to L26** ..... **98**

- **Learning Goal** | Examine key details from Malala’s speech about Malala Day.
- **Language Progress** | Adjust your speech to match your audience, setting, and purpose.

**Prologue to L28** ..... **104**

- **Learning Goal** | Examine key details in Malala’s “Nobel Lecture.”
- **Language Progress** | Ask questions to deepen your understanding.

**Prologue to L30** ..... **110**

- **Learning Goal** | Analyze the sentence patterns in “Nobel Lecture.”
- **Language Progress** | Vary sentence patterns for meaning, reader interest, and style.

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- **Learning Goal** | Rehearse a passage from “Nobel Lecture” Declamation Passages.
- **Language Progress** | Adjust your speech to match your audience, setting, and purpose.

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## ESSENTIAL QUESTION

# How do convictions inspire actions?

## PROLOGUE MODULE FOCUS

In module 2, *Arts & Letters Prologue*™ lessons focus on deepening students' understanding of how people can respond to injustice with courage and resilience.

- *Prologue* lessons support reading development by providing opportunities for students to read excerpts from Malala Yousafzai's memoir, *I Am Malala*. Students build knowledge about how Malala transforms from student to advocate as she pursues education for girls despite incredible challenges and limited opportunities.
- *Prologue* lessons support writing development by analyzing the organization of ideas in informational writing. Students identify elements of informational writing and explain how evidence and elaboration support the thesis. They also practice using transitions to clarify the relationships between ideas.
- *Prologue* lessons support speaking and listening development by providing more instruction and practice for the module's speaking and listening goals: Paraphrase key ideas to show understanding of multiple perspectives; ask questions to deepen your understanding; answer questions to clarify what you mean; and adjust your speech to match your audience, setting, and purpose. Use the Module 2 Speaking and Listening Goal Tracker to monitor progress toward these goals.
- *Prologue* lessons support language development by helping students correct vague pronouns. Students also gain additional practice examining a variety of sentence patterns and examples of consistent style and tone.



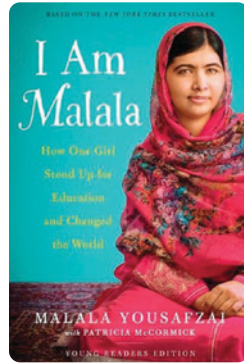
## PROLOGUE TEXTS

### Book

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#### Literary Nonfiction

- *I Am Malala: How One Girl Stood Up for Education and Changed the World*, Malala Yousafzai and Patricia McCormick



### Article

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- “Nobel Lecture,” Malala Yousafzai



## KNOWLEDGE THREADS

- Malala's environment is shaped by the relationship between culture, religion, and government in Pakistan.
- In some countries, government policy is heavily influenced by religious beliefs.
- All humans deserve to have their basic human rights protected, but in some places those rights are violated.
- The courage of advocates who take risks to stand against injustice often inspires others to advocate for equality as well.
- Free, compulsory education for all children correlates with positive societal outcomes, but in many countries, education is difficult to access, particularly for girls.
- People around the world continue to fight for equality in social, political, and educational spheres.



## PROLOGUE MATERIALS AND PREPARATION

Prepare the following materials for use throughout the module.

- Determine how to access the module texts.
- Determine how to display *Prologue* reference charts, *Prologue* student resources, and select *Learn* book pages. These are listed in the Materials section of each lesson.
- Print or copy student resources from the *Prologue* Student Resources appendix. These are listed in the Materials section of each lesson.
- Determine how to access the Module 2 Speaking and Listening Goal Tracker from the digital platform.
- Ensure access to the module 2 Knowledge Cards.
- Ensure students have paper for short responses. They can use their journals or other paper.
- For a comprehensive list of all the materials used in the module, see the digital platform.



# PROLOGUE ENGLISH LANGUAGE DEVELOPMENT STANDARDS

*Arts & Letters Prologue* lessons for module 2 provide additional language support to develop the following English Language Development (ELD) standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

## WIDA Standards

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**ELD-SI.4-12.Narrate:** Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward

**ELD-SI.4-12.Inform:** Multilingual learners will

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

**ELD-SI.4-12.Explain:** Multilingual learners will

- Generate and convey initial thinking

- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

**ELD-SI.4-12.Argue:** Multilingual learners will

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation

**ELD-LA.6-8.Inform.Interpretive:** Multilingual learners will interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

**ELD-LA.6-8.Inform.Expressive:** Multilingual learners will construct informational texts in language arts that

- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors

## ELP Standards

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**Standard 1:** An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

**Standard 2:** An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

**Standard 3:** An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

**Standard 4:** An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

**Standard 7:** An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

**Standard 8:** An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

**Standard 9:** An ELL can create clear and coherent grade-appropriate speech and text.

**Standard 10:** An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

## PROLOGUE LANGUAGE CONNECTIONS

Students' home languages and cultures are assets that everyone in the school setting should value and celebrate. Teachers can support the strategic use of home languages to facilitate activating background knowledge, acquiring ELA knowledge and world knowledge, and engaging with grade-level content. This can happen individually or in groups. Teachers should encourage students to draw explicit metalinguistic connections between English and their home language through cognates and morphological awareness.

Multilingual learners in the United States speak a variety of languages at home, but an increasing majority speak Spanish at home. In 2019, more than 75 percent of students who were identified as English learners spoke Spanish as a home language (National Center for Education Statistics). For this reason, we offer a number of supports for Spanish speakers.

### Contrastive Analysis

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This module focuses on helping students correct vague pronouns. *Prologue* lessons help students understand and use a variety of sentence patterns. For students who also speak other language(s), the grammatical rules of English may be confusing. Here are some grammatical differences for which students may need extra explanation and modeling of this structure. In addition to Spanish, we compare English to Arabic and Chinese, the second and third most common languages spoken among multilingual learners in the United States (National Center for Education Statistics).

Language	Similarity	Difference
Spanish	<p>Pronouns are also used in Spanish to replace nouns, whether subjects or objects.</p> <p>Spanish also uses a variety of sentence patterns, including simple and compound sentences.</p>	<p>Unlike English, Spanish plural nouns (<i>nosotros/nosotras, vosotros/vosotras, and ellos/ellas</i>) denote gender and need to be changed depending on who one is speaking about.</p> <p>There are few significant differences between Spanish and English sentence structure and use of varied sentence patterns.</p>
Arabic	<p>English and Arabic pronouns have gender distinctions in the third-person singular form. Both English and Arabic pronouns can be placed before the verb in a sentence.</p> <p>Like English, Arabic can follow a subject-verb-object word order for simple declarative sentences. English and Arabic both use compound sentences by connecting two independent clauses.</p>	<p>Almost all Arabic pronouns are gendered. Arabic has a specific dual form for pronouns used to refer to two individuals or objects. Arabic pronouns can be attached to the end of verbs and nouns.</p> <p>In Arabic, the verb often appears before the subject in simple, declarative sentences. Arabic can omit subject pronouns because the verb conjugation itself contains information about the subject. The subject pronouns are used for emphasis or clarification.</p>

Language	Similarity	Difference
Chinese	Chinese pronouns are similar to English pronouns as there are singular and plural first-, second-, and third-person pronouns.	<p>Chinese pronouns do not verbally identify gender, so one must understand the context first to denote gender.</p> <p>Chinese syntax will vary and often not follow the subject-predicate patterns commonly found in English.</p> <p>In questions, the interrogative markers or words are usually found near the end of a clause.</p>

## Spanish Cognates

Here are Spanish cognates for terms taught in module 2 *Prologue* lessons. Teacher notes in the lessons draw attention to Spanish cognates. Use an online Spanish dictionary for pronunciation guidance or to play a recording of the Spanish cognate for students.

Term	Cognate
motivation (n.)	motivación (s.)
vague (adj.)	vago (adj.)
voice (n.)	voz (s.)

# MODULE PLAN








**Essential Question** | How do convictions inspire actions?

## KEY

 = **assessment**

 = **Prologue lesson**

## Arc A | *I Am Malala*

Lesson 1 <b>Opening Bookend</b>	Lesson 2 <b>Wonder</b> <i>I Am Malala</i> crown from Tillya Tepe	Lesson 3 <b>Organize</b> <i>I Am Malala</i> crown from Tillya Tepe 	Lesson 4 <b>Organize</b> <i>I Am Malala</i> crown from Tillya Tepe 	Lesson 5 <b>Know</b> excerpt from the Universal Declaration of Human Rights crown from Tillya Tepe	Lesson 6 <b>Organize</b> <i>I Am Malala</i> crown from Tillya Tepe 	Lesson 7 <b>Know</b> transcript of interview with Benazir Bhutto
Lesson 8 <b>Organize</b> <i>I Am Malala</i> 	Lesson 9 <b>Reveal</b> <i>I Am Malala</i> 	Lesson 10 <b>Distill</b> <i>I Am Malala</i> 	Lesson 11 <b>Know</b> <i>I Am Malala</i>	Lesson 12  <b>Reading Comprehension Assessment 1</b>	Lesson 13 <b>Responsive Teaching</b>	





## Arc B | *I Am Malala*

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Lesson 14 <b>Organize</b> <i>I Am Malala</i> <b>P</b>	Lesson 15 <b>Organize</b> <i>I Am Malala</i>	Lesson 16 <b>Reveal</b> <i>I Am Malala</i> <b>P</b>	Lesson 17 <b>Organize</b> <i>I Am Malala</i> <b>P</b>	Lesson 18 <b>Reveal</b> <i>I Am Malala</i> <b>P</b>	Lesson 19 <b>Distill</b> <i>I Am Malala</i> <b>P</b>	Lesson 20 <b>Know</b> <i>I Am Malala</i> <b>Module Task 1 completed</b>
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Lesson 21 <b>Know</b> “Cost of Not Educating Girls” “Why We Should Invest in Educating Girls” <b>P</b>
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Arc C | *I Am Malala*

Lesson 22 <b>Organize</b> <i>I Am Malala</i>	Lesson 23 <b>Organize</b> <i>I Am Malala</i> 	Lesson 24 <b>Organize</b> <i>I Am Malala</i> 	Lesson 25 <b>Reveal</b> <i>I Am Malala</i>	Lesson 26 <b>Distill</b> <i>I Am Malala</i> 	Lesson 27 <b>Wonder</b> “Nobel Lecture”	Lesson 28 <b>Organize</b> “Nobel Lecture” 
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Lesson 29 <b>Reveal</b> “Nobel Lecture”	Lesson 30 <b>Distill</b> “Nobel Lecture”   <b>Module Task 2 completed</b>	Lesson 31 <b>Know</b> “Nobel Lecture” 	Lesson 32 <b>Know</b> “The Grass Is Really Like Me”	Lesson 33 <b>Know</b> <i>I Am Malala</i> “What Life in Afghanistan Was Like Before the Taliban Takeover”	Lesson 34  <b>Reading Comprehension Assessment 2</b>	Lesson 35 <b>Responsive Teaching</b>
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## Module Finale

Lesson 36 <b>Know</b> module texts	Lesson 37 <b>Know</b> <i>I Am Malala</i>	Lesson 38 <b>Know</b> <i>I Am Malala</i>	Lesson 39 <b>Know</b> <i>I Am Malala</i>  <b>End-of-Module Task completed</b>	Lesson 40 <b>Closing Bookend</b>
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# Prologue to Lesson 3

**Essential Question** | How do convictions inspire actions?

## OVERVIEW

### Preview

Students analyze details describing Malala's bedroom in *I Am Malala*. As they discuss what her trophies reveal about her life in Pakistan, students practice paraphrasing key ideas to show understanding of multiple perspectives. This work prepares students to explain important details about Malala's life as a girl in Pakistan in lesson 3.

### Learning Goal

Analyze details describing Malala's bedroom in Pakistan.

 **LEARNING TASK:** Explain what Malala's trophies reveal about her life.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Paraphrase key ideas to show understanding of multiple perspectives.

To support students with beginning English proficiency, invite a student to help you model a conversation about a familiar topic (e.g., activities students enjoy on the weekends) in which you paraphrase and build on their ideas by using these sentence frames: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_. To support students with intermediate English proficiency, form groups of three and invite students to discuss a familiar topic by using the sentence frames from the Talking Tool.

### Vocabulary

none

### Materials

#### TEACHER

- Fluency Practice for *I Am Malala*, passage 1 (digital platform)

#### STUDENTS

- Fluency Practice for *I Am Malala*, passage 1 (*Learn* book, Fluency)
- Talking Tool (*Learn* book)

### Preparation

- none

## LAUNCH 5 minutes


### Build Knowledge About Important Places

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1. Instruct students to Think–Pair–Share to answer these questions:

 **What is a place that you love?**

 **Where is it?**

 **Why do you love it?**

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

2. Emphasize that places in our lives—and the memories or items from those places—can have a lot of meaning and reveal important things about us.
3. Tell students that they will read about Malala’s home in Pakistan and examine why it is so important to her.

## LEARN 20 minutes

### Describe Malala’s Home

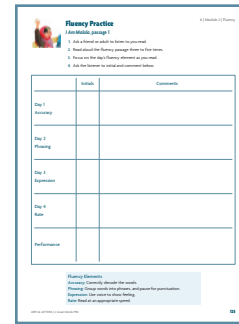
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1. Direct students to *I Am Malala*. Display the sixth page of the first set of photograph inserts. Direct attention to the medals in the first image: “Top students getting awards.” Explain that the medals the girls are wearing are awards they were given for their top, or best, school performances. Direct attention to the trophies in the third image: “With my school trophies.” Tell students that the medals and trophies are items Malala keeps in her bedroom. Students will learn more about what these items reveal about her life.

- Direct students to the Fluency Practice for *I Am Malala*, passage 1, located in the *Learn* book. Read aloud from “I left that” to “in my mind.” Based on your students’ needs, pause to define unknown words (e.g., *beloved*, *dangerous*, *dive*). Ask this question:

☰ **Where was Malala’s home?**

- Reinforce the correct response: Pakistan. Direct students to the map at the beginning of the book. Invite a student to identify Pakistan on the map.



**Teacher Note**

You may show Pakistan on a world map to provide more context.

- Ask these questions:

☰ **What is Malala planning to do when school lets out?**

☰ **What happens instead?**

**Key Ideas**

- Malala is planning to go home and get back into her bed.
- Her home becomes too dangerous for her to return to.
- She isn’t able to return to her home.
- She leaves her home in Pakistan.

- Read aloud the portion of the fluency practice from “it is too” to “in my mind.” Direct attention to the word *there* in the second sentence.

- Ask this question:

☰ **What does the word *there* refer to?**

7. Reinforce the correct response: Pakistan.

8. Instruct students to discuss this question with a partner:

 **What do you think Malala means when she says, “I go there in my mind”?**

**Language Support**

For students with beginning English proficiency, explain that this phrase is figurative language because Malala is not literally visiting a place that is inside her head.

**Key Ideas**

- She thinks about her home from time to time.
- She has memories of her home in her mind that she “visits” or thinks about.

9. Invite a few students to share their responses. Emphasize that because it is too dangerous for Malala to go back to Pakistan, she “visits” in her mind by thinking about her memories of this place.

10. Read aloud the portion of the fluency passage from “But now another” to “debates, and competitions.” Based on your students’ needs, pause to define unknown words (e.g., *golden cups*, *medals*, *runners-up*, *trophies*). Ask this question:

 **Why is someone else in Malala’s old bedroom now?**

11. Reinforce the correct response: Malala and her family leave Pakistan and are now thousands of miles away, and a new family has moved into their house.

**Language Expansion**

For students with intermediate English proficiency, invite them to expand on their responses by explaining how they think Malala feels about another girl sleeping in her bedroom.

**12.** Direct students to the Talking Tool, located in the *Learn* book. Read aloud these sentence frames: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_. Think aloud to model how to use the sentence frames to build on the ideas of others and to understand what the details reveal about Malala’s home.

**Talking Tool**

**Listen Closely**  
 Can you elaborate on \_\_\_\_\_?  
 What evidence supports your idea?  
 How does your idea relate to \_\_\_\_\_?

**Show What You Think**  
 I hear you elaborate on that \_\_\_\_\_ This is a different perspective.  
 I hear you elaborate on that \_\_\_\_\_ These ideas are similar because \_\_\_\_\_  
 I hear you say that \_\_\_\_\_ To build on that idea, \_\_\_\_\_  
 I hear you say that \_\_\_\_\_ a different perspective is \_\_\_\_\_

**Support What You Say**  
 To be that \_\_\_\_\_  
 I would like to see \_\_\_\_\_  
 The author states that \_\_\_\_\_  
 I can understand \_\_\_\_\_  
 This is an interesting point \_\_\_\_\_

### Sample Think Aloud

To show I understand the viewpoint of another person, I can paraphrase their idea by saying, “I hear you say that Malala has to leave her home and end up far away.” To add onto this idea, I can say, “To build on that idea, I think she has to move away from her home because it is too dangerous.”

**13.** Instruct students to Think–Pair–Share to answer these questions:

**Which items from Malala’s room does she care the most about?**

**How does she get them?**

Instruct students to use these sentence frames to paraphrase and build on each other’s responses: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

#### Key Ideas

- **items:** the trophies and medals on the bookshelf
- **where she gets them:** from school for doing well in competitions

**14.** Echo Read the portion of the fluency passage from “To someone else” to “that fateful day.” Based on your students’ needs, pause to define unknown words (e.g., *fateful*, *prizes*, *reminders*, *trinkets*).

**15.** Instruct students to Think–Pair–Share to answer this question:

**Why do you think Malala repeats “To someone else” and then says, “To me”?**

Instruct students to use these sentence frames to paraphrase and build on each other’s responses: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

#### Key Ideas

- Malala is emphasizing that someone else may not understand how important these trophies and medals are.
- She is emphasizing how special these items are to her and how much she misses them.
- To Malala, these items represent her years of school and learning, which are important and personal accomplishments.

**LAND** 5 minutesDemonstrate Learning

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1.  **Introduce the learning task.** Explain what Malala's trophies reveal about her life in Pakistan.

Instruct students to use these sentence frames to paraphrase and build on each other's responses: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

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**Analyze Student Progress**

**Monitor:** Do students explain that the trophies show that Malala values school and education?

**Offer Immediate Support:** If students need additional support explaining the importance of education to Malala, direct attention to the images of Malala's awards and school activities.

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2. Listen for students to address key ideas in their responses.

**Key Ideas**

- The trophies reveal that Malala loves her life in Pakistan.
- The trophies reveal that she wins many awards at school.
- The trophies reveal that her life is different since she left Pakistan.
- The trophies reveal that Malala is a very good student and loves learning.

3. Summarize that analyzing key details about Malala's bedroom reveal that school and education are very important to her.



# Prologue to Lesson 4

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students describe key events from the scene at the dump in *I Am Malala*. As students discuss the reactions Malala and her father have to seeing the children at a garbage dump, students practice paraphrasing key ideas to show understanding of multiple perspectives. This work prepares students to examine influential events in *I Am Malala* in lesson 4.

### Learning Goal

Describe key details from the scene at the dump in *I Am Malala*.

-  **LEARNING TASK:** Explain why Malala believes it is important for her to see the children at the dump.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Paraphrase key ideas to show understanding of multiple perspectives.

To support students with beginning English proficiency, model with two students how to paraphrase and build on each other's ideas about a familiar topic (e.g., favorite hobby, season, or book). To support students with intermediate English proficiency, form groups of three and invite students to paraphrase and build on multiple ideas while discussing a familiar topic.

### Vocabulary

none

### Materials

#### TEACHER

- *I Am Malala*
- Garbage Dump photograph (digital platform)

#### STUDENTS

- *I Am Malala*
- Talking Tool (*Learn* book)

### Preparation

- none

## LAUNCH 5 minutes

### Build Knowledge About a Garbage Dump

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1. Display Garbage Dump photograph. Instruct students to Think–Pair–Share to answer these questions:

 **What do you notice about this image?**

 **What do you wonder?**

2. Emphasize that a garbage dump is a place where all kinds of waste is taken and left.
3. Tell students that they will discuss Malala’s experience at a garbage dump.

## LEARN 20 minutes

### Describe Malala’s Experience at a Garbage Dump

---

1. Direct students to *I Am Malala* and direct attention to page 26. Read aloud the portion of page 26 from “One afternoon the” to “move. I jumped.” Pause to define unknown words (e.g., *erase*, *rubbish*, *wrinkling*). Based on your students’ needs, pause to define *rubbish* with a synonym (e.g., *trash*, *waste*). Use subsequent readings to reinforce synonyms for the words you selected. Ask this question:

 **What does Malala see at the dump?**

#### Language Support

For students with beginning English proficiency, show additional images of the types of waste in a dump—including items that could be of value, such as metal and glass.

2. Reinforce the correct responses: flies, rats, a giant mountain of rotting food.

3. Instruct students to Think–Pair–Share to answer this question:

 **Why do you think Malala wishes she could erase the dump with a magic pencil?**

**Key Ideas**

- Malala doesn't like the dump.
- She thinks it is gross.
- The flies, rats, and rotting food are unpleasant to look at and smell.

4. Direct students to the Talking Tool, located in the *Learn* book. Read aloud these sentence frames: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_. Think aloud to model how to use these sentence frames to paraphrase and build on the ideas of others.

5. Read aloud the portion of page 26 from “It was a” to “I was scared.” Based on your students’ needs, pause to define unknown words (e.g., *fishing*, *magnets*, *matted*). Instruct students to Think–Pair–Share to answer these questions:

 **What are the children at the dump doing?**

 **How does seeing the children at the dump make Malala feel?**

Instruct students to use these sentence frames to paraphrase and build on the ideas of others: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

6. Reinforce the correct responses:

- **children**—going through the trash, making piles, and using magnets to pull metal out
- **Malala’s feeling**—wants to talk to them but feels afraid

**Language Expansion**

For students with intermediate English proficiency, invite them to expand on their response by explaining why Malala may have felt afraid to talk to the children at the dump.

**Sample Think Aloud**

I hear you say that Malala doesn't want to be at the dump. To build on that idea, I think the flies, rats, and rotting food make her uncomfortable, and she worries about getting her shoes dirty.

7. Read aloud the portion of page 26 from “Later that day” to “on his cheek.” Based on your students’ needs, pause to define unknown words (e.g., *dragged*, *returned*, *supporting*, *rupees*). Instruct students to Think–Pair–Share to answer this question:

 **What does Malala’s father explain to Malala about the children at the dump?**

Instruct students to use these sentence frames to paraphrase and build on each other’s responses: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

8. Reinforce the correct response: The children don’t go to school because they need to find things to sell so that their family has food.
9. Read aloud the portion of pages 26–27 from “I believe there” to “go to school.” Based on your students’ needs, pause to define unknown words (e.g., *evil*, *heap*, *realized*). Ask this question:

 **What does Malala do after visiting the dump?**

10. Reinforce the correct response: She writes a letter telling God about the children at the dump.
11. Ask this question:

 **What does Malala realize as she writes the letter?**

12. Reinforce the correct response: God already knows about the children at the garbage dump and wants her to see them.
13. Instruct students to Think–Pair–Share to answer this question:

 **Why does Malala believe God wants her to see the children at the dump?**

Instruct students to use these sentence frames to paraphrase and build on each other’s responses: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

#### Key Ideas

- Malala believes God wants to show her how life would be different if she wasn’t in school.
- Malala believes God wants to remind her how important school is for all children.

## LAND 5 minutes

### Demonstrate Learning

---

1.  **Introduce the learning task.** Mix and Mingle to explain how the experience at the dump influences Malala.

Instruct students to use these sentence frames to paraphrase and build on each other's responses: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

---

#### Analyze Student Progress

**Monitor:** Do students explain that the experience at the dump influences her beliefs about the importance of education?

**Offer Immediate Support:** If students need additional support explaining how the experience at the dump influences Malala, reread the letter she writes on page 26 and ask this question: What does she say about school?

---

Listen for students to address key ideas in their discussions.

#### Key Ideas

- It helps her understand how her life would be different if she wasn't in school.
  - It reminds her of how important school is for all children.
  - It helps her realize that not all children have access to education.
2. Invite a few students to share their responses.
  3. Summarize that Malala's experience at the dump emphasizes how important it is for Malala and all children to have access to education.





# Prologue to Lesson 6

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students examine details about the Taliban's influence in Malala's life. As they discuss how Malala's life was changing, students practice paraphrasing key ideas. This work prepares students to identify how Malala's family responds to the Taliban in lesson 6.

### Learning Goal

Examine details about the Taliban's influence and actions in *I Am Malala*.

 **LEARNING TASK:** Discuss how Maulana Fazlullah's actions will affect Malala's life.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Paraphrase key ideas to show understanding of multiple perspectives.

To support students with beginning English proficiency, invite them to build on each other's responses by using the sentence frames while discussing a familiar topic, such as a favorite or least favorite activity. To support students with intermediate English proficiency, invite them to build on each other's responses about a familiar topic by offering a different perspective: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

### Vocabulary

none

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- *I Am Malala*
- Talking Tool (*Learn* book)

### Preparation

- none

**LAUNCH** 5 minutes**Build Knowledge About the Taliban**

---

1. Instruct students to Think–Pair–Share to answer this question:

 **What have you learned about the Taliban in *I Am Malala*?**

**Language Support**

If possible, pair students who speak the same home language, and instruct them to discuss this question.

**Key Ideas**

- The Taliban is a religious group in Afghanistan and Pakistan.
  - The Taliban doesn't believe girls should go to school.
  - The Taliban believes that all people will be punished if they don't believe in Islamic law.
2. Direct students to *I Am Malala*. Direct attention to page 216, and read aloud the word *Taliban* and its definition.
  3. Tell students that the word *fundamentalist* means “strictly and literally following a set of rules and laws” and that *movement* means “a series of organized activities in which many people work together to do something.” Explain that the Taliban is a militant group that follows their own interpretation of the religion of Islam. Direct attention to the map in the front matter of *I Am Malala*. Point out the location of the Swat Valley. Explain that the Taliban governed Swat at the time Malala and her family lived there.
  4. Tell students that they will learn more about the Taliban and its influence on Malala, her family, and everyone in Swat.

## LEARN 20 minutes

### Examine Details About the Taliban’s Influence

---

1. Direct attention to page 41, and read aloud the portion of the page from “My father disapproved ” to “in them, too.” Based on your students’ needs, pause to define unknown words (e.g., *instill fear*, *taking advantage of*, *trauma*). Tell students that “TNSM” is another name for the Taliban in Swat. Explain that Maulana Fazlullah is a Taliban leader.

#### Language Expansion

For students with intermediate English proficiency, direct attention to page 216, and invite them to read the definition for the acronym TNSM.

2. Direct attention to the chapter title in the running head. Ask this question:

 **What is the Radio Mullah?**

#### Language Support

For students with beginning English proficiency, review the glossary terms *imam* and *mullah* on pages 214 and 215. Provide images as needed.

3. Reinforce the correct response: The Radio Mullah is Maulana Fazlullah, a leader of the TNSM.
4. Ask this question:

 **What does Malala think about the Radio Mullah’s followers?**

5. Reinforce the correct response: that his followers help people after the earthquake, but then take advantage of those people and their fears.
6. Direct students to the Talking Tool, located in the *Learn* book. Think aloud to model how to respond to peer statements by using sentence frames that support paraphrasing and building on others’ ideas: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

#### Sample Think Aloud

I hear you say that Malala thought that the Radio Mullah’s followers were helpful after the earthquake. To build on that idea, I’ll add that even though his followers were helpful, they took advantage of people’s fears.

7. Read aloud the portion of page 41 from “Soon Fazlullah’s attacks” to “see through walls.” Based on your students’ needs, pause to define unknown words (e.g., *campaigning*, *publicly*, *sinful*, *spoken out*).

8. Instruct students to Think–Pair–Share to answer this question:

 **What do you think Malala means by saying that the Radio Mullah and his men “could see through walls”?**

**Key Ideas**

- The Radio Mullah and his men are spying on people.
- The people of Swat feel that they have no privacy.

9. Instruct students to paraphrase and build on each other’s responses by using these sentence frames:  
I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

10. Direct attention to page 43, and read aloud the portion of the page from “But when I” to “the Holy Quran.” Based on your students’ needs, pause to define unknown words (e.g., *huddled*, *sanctuary*, *sermon*).

11. Invite a student to look up *haram* on page 204 and read aloud the definition. Instruct students to Think–Pair–Share to answer this question:

 **What does the Radio Mullah say about schools?**

12. Reinforce the correct response: He says that schools for girls are forbidden.

13. Instruct students to paraphrase and build on each other’s responses by using these sentence frames:  
I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

14. Instruct students to partner read the portion of page 43 from “He was only” to “the days ahead.” Instruct them to Think–Pair–Share to answer this question:


 **What does the Radio Mullah intend to do in the future?**

15. Reinforce the correct response: He intends to strengthen his campaign against schools for girls.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Instruct students to work with a partner to discuss how they think the Radio Mullah's actions will affect Malala's life.

---

#### Analyze Student Progress

**Monitor:** Do students describe how Malala's life will change?

**Offer Immediate Support:** If students need additional support describing how Malala's life will change, show images of Malala in school and with her classmates and awards to emphasize how important education is in her life.

---

2. Instruct students to paraphrase and build on each other's responses by using these sentence frames:  
I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.
3. Invite a few students to share their responses, and reinforce the correct response: Her school will close, and she won't be able to attend school.
4. Summarize that the Taliban's influence and actions affect Malala, her family, and everyone living in Swat.





# Prologue to Lesson 8

**Essential Question** | How do convictions inspire actions?

## OVERVIEW

### Preview

Students examine key details from the writing model. As they discuss details describing Benazir Bhutto's motivations and actions as a leader, students practice this language goal by using a clear structure to organize ideas. This work prepares students to identify colors and corresponding elements in the Painted Essay® in lesson 8.

### Learning Goal

Examine key details about Benazir Bhutto in the Writing Model for Module 2.


 **LEARNING TASK:** Describe one way Bhutto demonstrated leadership.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use a clear structure to organize ideas.

To support students with beginning English proficiency, annotate the writing model by using one color to show which details describe experiences that motivated Bhutto and another color to show which details describe actions that demonstrate leadership. To support students with intermediate English proficiency, invite students to discuss how the details in the paragraphs connect with the thesis points in the introduction.

### Vocabulary

leadership (n.) 

motivation (n.) 

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- *I Am Malala*
- Writing Model for Module 2 (*Learn* book, Writing)

### Preparation

- none

## LAUNCH 5 minutes

### Practice Vocabulary

1. Instruct students to Think–Pair–Share to answer these questions:

Who is somebody you think is a leader?

What makes them a leader?

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

2. Introduce the vocabulary term *leadership* by displaying the term and definition. Engage students in Vocabulary Exploration.
3. Explain that Benazir Bhutto showed leadership when she became the first woman to be elected into the role of prime minister in Pakistan.
4. Tell students that they will read an essay about how Benazir Bhutto showed leadership in Pakistan.

#### Definition

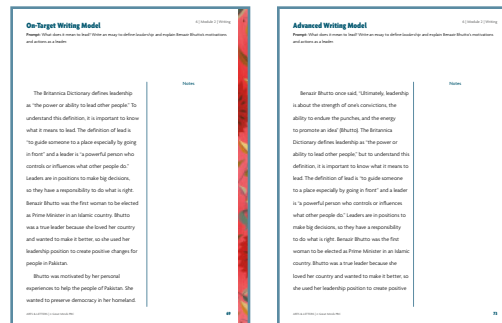
**leadership (n.):** the power or ability to lead other people

## LEARN 20 minutes

### Examine Details About Benazir Bhutto

1. Display and direct students to the Writing Model for Module 2, located in the *Learn* book, and Echo Read the prompt: What does it mean to lead? Write an essay to define *leadership* and explain Benazir Bhutto's motivations and actions as a leader.

Tell students to pay attention to details that the author uses to introduce and describe Bhutto's leadership as they listen to the introduction of the writing model.



2. Read aloud the first paragraph of the writing model. Then Echo Read the last sentence of the paragraph.
3. Ask this question:

 **What information does the author provide about Bhutto’s leadership?**

**Key Ideas**

- She loved her country.
- She wanted to make her country better.
- She used her position to create positive changes for the people in Pakistan.

4. Remind students that the writing model prompt asks the author to explain Bhutto’s motivations and actions as a leader. Introduce the vocabulary term *motivation* by displaying the term and definition. Engage students in Vocabulary Exploration.

**Language Support**

The term *motivation* has a Spanish cognate: *motivación*. Share this language connection with students whose home language is Spanish to help them differentiate the terms and avoid confusion.

5. Tell students to listen to the second paragraph and annotate details that describe experiences that motivated Bhutto.
6. Echo Read the portion of the second paragraph from “Bhutto was motivated” to “and eventually executed.” Based on your students’ needs, pause to define unknown words (e.g., *preserve*, *democracy*, *overthrown*, *executed*).
7. Think aloud to model how the author uses details to explain how an experience motivated Bhutto.
8. Echo Read the portion of the second paragraph from “The transcript of” to “so much hardship.” Based on your students’ needs, pause to define unknown words (e.g., *arrested*, *imprisoned*, *exile*, *hardship*). Ask this question:

 **What happened to Bhutto when she was young?**

**Definition**

**motivation (n.):** a force or influence that causes someone to do something

**Sample Think Aloud**

The author explains that after the government was overthrown, Bhutto’s father was put in prison and executed. This caused her to want to preserve, or protect, democracy. I can say, “When the government was overthrown and Bhutto’s father was killed, Bhutto became motivated to preserve democracy in Pakistan.”

**Key Ideas**

- She was repeatedly arrested.
- She was sent to prison.
- She was forced into exile.

- 9.** Direct attention to the second paragraph, and instruct students to read the last sentence with a partner, starting with “Like her father.” Based on your students’ needs, pause to define unknown words (e.g., *maintain*, *democracy*, *conditions*). Ask this question:

 **What was Bhutto motivated to do after experiencing so many hardships?**

- 10.** Reinforce the correct response: She was motivated to maintain democracy and make conditions better for women, children, and poor people.
- 11.** Display this sentence frame: When Bhutto was \_\_\_\_\_, she became motivated to \_\_\_\_\_.

Instruct students to work with a partner to use the sentence frame to explain how her experiences motivated Bhutto as a leader.

**Key Ideas**

- When Bhutto was arrested, she became motivated to maintain democracy.
- When Bhutto was sent to prison, she became motivated to maintain democracy in Pakistan.
- When Bhutto was sent to exile, she became motivated to make conditions better for others.

- 12.** Instruct students to read the portion of the third paragraph from “When she became” to “who needed it” with a partner. Based on your students’ needs, pause to define unknown words (e.g., *health care*, *priorities*, *countryside*). Ask this question:

 **What did she do when she became prime minister?**

- 13.** Reinforce the correct responses: She made hunger and health care her priority, and she brought electricity and schools to the countryside.

- 14.** Display this sentence frame: When \_\_\_\_\_, she showed leadership by \_\_\_\_\_.

Instruct students to work with their partner to use the sentence frame to answer this question: How did Bhutto’s actions show leadership?

**Key Ideas**

- When Bhutto made hunger and health her priority, she showed leadership by making people’s lives better.
- When Bhutto helped people access electricity, she showed leadership by making people’s lives better.
- When Bhutto built schools, she showed leadership by helping people in need.

- 15.** Echo Read the portion of the third paragraph from “She was the” to “become leaders themselves.” Based on your students’ needs, pause to define unknown words (e.g., *backlash*, *persistence*, *inspired*). Ask these questions:

 **How did Bhutto respond when people didn’t want to see a woman as a leader?**

 **How did Bhutto inspire Malala?**

- 16.** Reinforce the correct responses:

- She was persistent and continued her role as a leader.
- Malala was inspired to become a leader herself.

**Language Expansion**

For students with intermediate English proficiency, invite them to elaborate on their responses by explaining how bringing electricity and building schools help people.

**LAND** 5 minutesDemonstrate Learning

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1.  **Introduce the learning task.** Instruct students to work with their partner to answer this question:

 **How did Bhutto show leadership while she was the prime minister of Pakistan?**

---

**Analyze Student Progress**

**Monitor:** Do students explain how Bhutto showed leadership as prime minister?

**Offer Immediate Support:** If students need additional support describing how Bhutto showed leadership, provide this sentence frame: When Bhutto was prime minister, she showed leadership by \_\_\_\_\_.

---

2. Invite a few students to share their responses.

**Key Ideas**

- When Bhutto was prime minister, she showed leadership by inspiring others to take action.
- When Bhutto was prime minister, she showed leadership by not giving up when others didn't want to see her lead.
- When Bhutto was prime minister, she showed leadership by inspiring other women to become leaders themselves.

3. Summarize that a person's experiences in life impact their motivations and actions.



# Prologue to Lesson 9

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students discuss the meaning of figurative language in *I Am Malala*. As they discuss what is revealed about Malala's future, students practice this language goal by maintaining consistency in style and tone. This work prepares students to analyze the effect of foreshadowing in *I Am Malala* in lesson 9.

### Learning Goal

Discuss the meaning of figurative language in *I Am Malala*.

-  **LEARNING TASK:** Explain what figurative language reveals about Malala's future.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Maintain consistency in style and tone.

To support students with beginning English proficiency, provide a word bank with images showing terms to help illustrate the author's style and tone (e.g., *fearful*, *hopeful*, *tense*). To support students with intermediate English proficiency, invite students to use a resource (e.g., a thesaurus) to provide additional words they would use to describe Malala's style and tone.

### Vocabulary

foreshadowing (n.)

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- *I Am Malala*

### Preparation

- none

**LAUNCH** 5 minutes**Build Knowledge About Style and Tone**

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1. Display and Echo Read this list of words. Define unknown words as needed.

- fearful
- formal
- hopeful
- informal
- joyful
- tense

2. Ask these questions:



**Which word or words do you think describe Malala's writing in *I Am Malala*? Why?**

**Key Ideas**

- informal
- tense
- hopeful

3. Explain that authors craft their writing by using a consistent style and tone to demonstrate certain attitudes or emotions for their audience.

4. Tell students that they will examine details from *I Am Malala* to learn more about the style and tone of her writing.

## LEARN 20 minutes

### Examine Figurative Language in *I Am Malala*

---

1. Remind students that in chapter 6 of *I Am Malala*, the Taliban has not yet reached the valley, but her father warns that they are coming closer and shares a proverb, or short saying with advice.
2. Display page 42 of *I Am Malala* and Echo Read the proverb: “Coming events cast their shadows before.” To help students understand the meaning of “cast their shadow,” use an object to create a shadow on a surface. Ask these questions:

 **Are these events positive or negative?**

 **Is the shadow a literal shadow or a figurative shadow?**

3. Reinforce the correct responses:

- negative
- figurative

4. Instruct students to Think–Pair–Share to answer this question:

 **How do events that are coming cast a shadow before they happen?**

#### Key Ideas

- Events can cast a shadow by making things seem darker.
- Events can cast a shadow by giving hints or clues that something big is going to happen.
- Events can start small and then become larger and more significant.

5. Ask these questions:

 **What does the proverb reveal about Malala’s future?**

 **What is the tone of this description?**

**Language Support**

For students with beginning English proficiency, direct students to the list displayed during Launch, and ask guiding questions (e.g., Do these show that Malala is joyful or happy?).

**Key Ideas**

- Something bad is going to happen soon.
- The tone is fearful.
- The tone is tense.

6. Explain that the proverb is a foreshadowing of events in Malala’s future. Introduce the vocabulary term *foreshadowing* by displaying the term and definition. Engage students in Vocabulary Exploration.
7. Tell students that they will look at another example of foreshadowing in *I Am Malala*.
8. Remind students that in this part of the text, Malala notices that some of the other students are no longer attending her school. Read aloud the portion of page 28 from “What I didn’t” to “all of Pakistan.” Based on your students’ needs, pause to define unknown words (e.g., *threat*, *looming*).

**Definition**

**foreshadowing (n.):** a suggestion of something that has not yet happened

**Language Support**

For students with beginning English proficiency, demonstrate the meaning of *looming* by using an image or gesture (e.g., standing over an object in a threatening way).

9. Ask these questions:

 **What do you think “a bigger threat was looming” means?**

 **Is the threat literally or figuratively looming?**

**Key Ideas**

- There is something dangerous coming their way.
- The threat is figurative; it is not something they can see.

10. Ask this question:

 **Who is the threat looming for?**

11. Reinforce the correct responses: Malala's family, the school, and all of the people in Pakistan.

12. Instruct students to Think–Pair–Share to answer this question:

 **What do you think the looming threat could be?**

**Key Ideas**

- the Taliban coming closer to the valley
- laws that restrict girls going to school
- something that will harm Malala's school

13. Ask this question:

 **What does this sentence reveal about Malala's future?**

**Key Ideas**

- Something bad is going to happen to Malala's school.
- Something bad is going to happen to Malala's family and the people in Pakistan.
- Something is going to prevent Malala and others from attending school.

14. Instruct students to use a nonverbal signal (e.g., a facial expression) to represent an emotion they feel when they read this sentence. Ask this question:

 **What is the tone of Malala's writing?**

15. Reinforce the correct responses: tense and fearful.

16. Emphasize that Malala uses foreshadowing that is tense or fearful to create a consistent style and tone in her writing.


#### Language Expansion

For students with intermediate English proficiency, invite them to discuss why they think Malala uses a fearful and tense tone in her writing.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Instruct students to work with a partner to answer this question:

 **How does the use of foreshadowing help create a tense and fearful tone in Malala's writing?**

---

#### Analyze Student Progress

**Monitor:** Do students explain how foreshadowing creates a tense tone by suggesting something bad is going to happen in the future?

**Offer Immediate Support:** If students need additional support describing foreshadowing, provide this sentence frame: Foreshadowing makes the reader think that \_\_\_\_\_.

---

2. Invite a few students to share their responses, and reinforce the correct response: Foreshadowing makes the reader think that something scary or unfortunate may happen in the future.
3. Summarize that authors use foreshadowing to give clues or hints about what is going to happen in the future.



# Prologue to Lesson 10

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students examine key details about how Malala and her father defend the right to education for girls in Pakistan. As they discuss their actions and beliefs, students practice paraphrasing key ideas to show understanding of multiple perspectives. This work prepares students to determine a central idea in *I Am Malala* in lesson 10.

### Learning Goal

Examine key details about the right to education in *I Am Malala*.

 **LEARNING TASK:** Describe how Malala and her father defend the right to education for girls in Pakistan.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Paraphrase key ideas to show understanding of multiple perspectives.

To support students with beginning English proficiency, invite them to discuss a familiar topic (e.g., favorite hobbies, books, or movies), and model how to paraphrase multiple ideas by using this sentence frame: I hear you say that \_\_\_\_\_. To support students with intermediate English proficiency, encourage them to compare different viewpoints by explaining how their partners' ideas are the same or different from their own.

### Vocabulary

human rights

### Materials

#### TEACHER

- *I Am Malala*
- Knowledge Card: *human rights*

#### STUDENTS

- *I Am Malala*

### Preparation

- none

# LAUNCH 5 minutes

## Build Knowledge About Human Rights

1. Instruct students to Think–Pair–Share to answer this question:

 **What are examples of rights that you think all people should have?**

### Teacher Note

Based on your students' needs, review the meaning of *right* or *rights*.

### Language Support

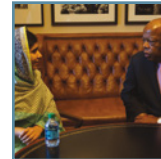
If possible, pair students who speak the same home language, and instruct them to discuss this question.

### Key Ideas

- the right to vote
- the right to freedom
- the right to education

2. Review the vocabulary term *human rights* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
3. Explain that the “right to education” is an example of a human right. Ask this question:

 **What does it mean to have “the right to education”?**



### Definition

**human rights:** basic rights (such as the right to be treated well and the right to vote) that many societies believe every person should have

4. Reinforce the correct response: that everyone should have the opportunity to attend school.
5. Explain that Malala and her family have to defend the right to education for girls in Pakistan.

### Teacher Note

Based on your students' needs, pause to define *defend* with a synonym (e.g., *guard*, *protect*, *support*, *uphold*). Use subsequent readings to reinforce synonyms for the words you selected.

6. Tell students that they will learn more about how Malala and her father defend the right to education.

## LEARN 20 minutes

### Examine Details About Defending the Right to Education

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1. Direct students to *I Am Malala*. Direct attention to page 43, and read aloud the portion of the page from “The night before” to “the Holy Quran.” Based on your students’ needs, pause to define unknown words (e.g., *declared, forbidden, sanctuary*).

2. Ask this question:

 **What does the Radio Mullah mean by announcing that schools for girls are “haram”?**

3. Reinforce the correct response: Schools for girls are not allowed.


4. Direct students to page 47, and read aloud the portion of the page from “Through it all” to “like a democracy.” Explain that “carried on as usual” means “to continue in the same way.” Based on your students’ needs, pause to define unknown words (e.g., *appreciated, behaving, democracy*). Ask this question:

 **What does Malala emphasize about how she and her schoolmates respond to the announcement that schools for girls are haram?**

#### Key Ideas

- Most students continue going to school.
- The students who stay appreciate their school even more.
- The class has discussions about how the government isn’t behaving as it should.

5. Instruct students to discuss this question with a partner:

 **What does Malala’s emphasis on students’ resistance show that she believes about the right of girls to go to school in Pakistan?**

#### Language Support

For students with beginning English proficiency, display this sentence frame: Her response shows that Malala believes that girls in Pakistan \_\_\_\_\_.

6. Reinforce the correct response: Her response shows that Malala believes that girls in Pakistan should have the right to attend school.
7. Explain that paraphrasing others' ideas ensures that everyone feels heard and demonstrates understanding of multiple viewpoints. Think aloud to model how to paraphrase and build on key ideas by using these sentence frames: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.
8. Remind students that after the Radio Mullah declares schools for girls *haram*, Malala's father continues to keep his school open to girls. Read aloud the portion of page 51 from "When we returned" to "cry for you." Based on your students' needs, pause to define unknown words (e.g., *infidel*, *un-Islamic*).
9. Ask this question:

 **What does the Taliban's letter to Malala's father threaten?**

10. Reinforce the correct response: It threatens to harm him and his children if he doesn't stop teaching girls.
11. Read aloud the portion of page 52 from "My father replied" to "only his name." Ask this question:

 **What does Malala's father do in response to the Taliban's letter?**

12. Reinforce the correct response: He writes a letter to the newspaper asking the Taliban not to harm the schoolchildren.
13. Instruct students to Think–Pair–Share to answer this question:

 **What does the letter show you about Malala's father's belief in the right of girls to attend school in Pakistan?**

#### Key Ideas

- that he believes that girls should attend school
- that girls should not be harmed for going to school
- that the ban on girls attending school is wrong

#### Sample Think Aloud

I hear you say that Malala doesn't agree with forbidding girls to attend school in Pakistan. To build on that idea, I think that the Radio Mullah's call for a ban on schools for girls makes Malala believe even more deeply that girls should have the right to education.

- 14.** Display these sentence frames: I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.

Instruct students to use the frames to paraphrase their partners' ideas.

**Language Expansion**


For students with intermediate English proficiency, prompt them to share different viewpoints by paraphrasing the ideas of multiple partners.

- 15.** Read aloud the portion of page 55 from “As I looked” to “in my country.” Based on your students’ needs, pause to define unknown words (e.g., *interviews*, *nervous*, *recently*). Ask this question:

 **What does Malala talk about in her interviews with the news channels?**

- 16.** Reinforce the correct response: girls’ education in Pakistan.

- 17.** Instruct students to Think–Pair–Share to answer this question:

 **What do Malala’s interviews reveal about her belief in the right of girls to go to school in Pakistan?**


**Key Ideas**

- The right for girls to go to school will make Pakistan a better place.
- It is important to fight for the right to education even if it makes her nervous.
- Girls’ education is something worth fighting for.

- 18.** Instruct students to use the sentence frames to paraphrase what their partners say.

**LAND** 5 minutesDemonstrate Learning

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1.  **Introduce the learning task.** Instruct students to work with a partner to describe one way that Malala or her father defends the right to education.

---

**Analyze Student Progress**

**Monitor:** Do students describe Malala's or her father's actions to defend the right to an education?

**Offer Immediate Support:** If students need additional support describing Malala's or her father's actions, reread aloud relevant parts of the text.

---

2. Invite a few students to share their responses.

**Key Ideas**

- Malala continues to go to school.
- Malala's father writes a letter to the newspaper asking the Taliban not to harm the girls who attend school.
- Malala did a TV interview about girls' education.

3. Instruct students to paraphrase and build on each other's responses by using these sentence frames:  
I hear you say that \_\_\_\_\_. To build on that idea, \_\_\_\_\_.
4. Summarize that Malala and her father are committed to the belief that girls in Pakistan have a right to education.



# Prologue to Lesson 14

**Essential Question** | How do convictions inspire actions?

## OVERVIEW

### Preview

Students examine key details from “Part Three: Finding My Voice” of *I Am Malala*. As they discuss how Malala develops her ability to express her opinions and beliefs, students practice asking questions to deepen understanding. This work prepares students to identify what is happening in *I Am Malala* in lesson 14.

### Learning Goal

Examine key details from “Part Three: Finding My Voice” of *I Am Malala*.


 **LEARNING TASK:** Describe one way that Malala finds her voice.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, help them understand the meaning of *elaborate* and *relate* by annotating the words with symbols (e.g., plus sign to show *elaborate* means “to add on,” arrows connecting two thought bubbles to show *relate* means “to connect ideas”). To support students with intermediate English proficiency, invite students to discuss with a partner and ask questions about personal connections to experiences when they or someone they know has found their voice.

### Vocabulary

voice (n.) 

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- *I Am Malala*
- Talking Tool (*Learn* book)

### Preparation

- none

**LAUNCH** 5 minutes

## Practice Vocabulary

1. Ask this question:

 **What does it mean when someone doesn't have a voice?**

**Language Support**

If possible, pair students who speak the same home language, and instruct them to discuss this question.

**Key Ideas**

- that someone isn't able to speak
- that someone isn't able to be heard
- that someone doesn't feel like they are being listened to

2. Emphasize that *having a voice* can literally mean “having the ability or a way to make sounds with their mouths,” or it can mean “the figurative ability to communicate opinions and beliefs or to be heard.”
3. Introduce the vocabulary term *voice* by displaying the term and definition. Engage students in Vocabulary Exploration.

**Language Support**

The term *voice* has a Spanish cognate: *voz*. Share this language connection with students whose home language is Spanish.

4. Direct students to the table of contents at the beginning of *I Am Malala*. Echo Read the section title “Part Three: Finding My Voice.”
5. Explain that “Finding My Voice” does not mean Malala is literally finding her voice, but rather developing her ability to express her opinions, often under difficult or challenging circumstances.
6. Tell students that they will learn more about how Malala finds her voice.

**Definition**

**voice (n.):** a right or way to express your wishes or opinions

## LEARN 20 minutes

### Examine Details from “Finding My Voice”

---

1. Direct attention to page 70 of *I Am Malala*. Read aloud the portion of the page from “The day of” to “still get nervous.” Based on your students’ needs, pause to define select words with a synonym (e.g., *assembly*, *crew*, *interview*). Ask this question:

 **What happened on the day of the assembly for peace?**

2. Reinforce the correct response: A Pashto TV crew arrives to interview the girls.
3. Instruct students to listen for evidence of how Malala finds her voice while giving an interview to the TV crew. Read aloud the portion of pages 70–71 from “After Moniba spoke” to “peace and education.” Based on your students’ needs, pause to define select words with a synonym (e.g., *anxious*, *dust*, *opportunity*). Encourage students to annotate important details in the text as they follow along. Ask these questions:

 **Why does Malala say her “mouth was as dry as dust”?**

 **What does Malala think about to help her when she feels anxious?**

4. Reinforce the correct responses:
  - because she is feeling anxious
  - how important it is to spread her message about peace and education
5. Read aloud the portion of page 71 from “As soon as” to “speak but couldn’t.” Model how to read Malala’s dialogue by using a voice that matches her description of speaking “steady, strong, and proud.”
6. Instruct students to partner read the same portion of the page and then answer this question with their partners:

 **What opinions and wish does Malala express in her interview?**

**Key Ideas**

- **opinions:** that girls are being denied rights; why learning is important
- **wish:** to continue her education

**Language Expansion**

For students with intermediate English proficiency, prompt students to discuss with a partner whose voice Malala is referring to when she says “the voice of so many” and what she means when she says “many others wanted to speak but couldn’t.”

7. Tell students that asking questions will help them better understand how the interview shows evidence that Malala is finding her voice.
8. Explain that students can practice this goal by using sentence frames. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these sentence frames: Can you elaborate on \_\_\_\_\_? How does your idea relate to \_\_\_\_\_? Think aloud to model how to use the sentence frames.
9. Invite two students to share their answers. Then invite two others to use the sentence frames to ask questions about the students’ responses. Emphasize that Malala finds her voice by expressing her opinions and wishes about girls’ right to an education even though she is anxious.
10. Tell students that following the interviews, a journalist from the BBC broadcasting network asks Malala’s father to find someone to write a diary about life under Taliban rule.
11. Read aloud the portion of page 76 from “I was only” to “going to school.” Instruct students to discuss this question with a partner:

 **Why does Malala want to write the diary entries?**
**Language Support**

For students with beginning English proficiency, help them understand the concept of writing a diary entry for the BBC by displaying an image of a news website and directing attention to articles, posts, and other features.

**Sample Think Aloud**

If I want to ask for more information, I can say, “Can you elaborate on how Malala’s interview shows that she is finding her voice?” Or I can ask the speaker to connect the details to a connected topic by saying, “How does your idea relate to how Malala finds her voice?”

- 12.** Reinforce the correct response: She wants to write the entries because she would do anything that might help her continue to go to school.
- 13.** Read aloud the portion of page 77 from “My first diary” to “Talib following me” and the portion of page 78 from “In my next” to “my school uniform.” Based on your students’ needs, pause to define select words with a synonym (e.g., *proud*, *uniform*). Ask this question:

 **What does Malala write about in her diary entries?**

**Key Ideas**

- the challenges of living near the fighting
- her fear of the Taliban
- how important school is
- how proud she is to wear a school uniform

- 14.** Invite students to work with a partner to discuss this question:

 **How is writing the diary entries evidence that Malala is finding her voice?**


- 15.** To help students ask questions that deepen their understanding, provide these sentence frames: Can you elaborate on \_\_\_\_\_? How does your idea relate to \_\_\_\_\_?

**Key Ideas**

- Malala uses her writing to express her beliefs about how important school is for girls.
- Malala shares her experiences of being afraid of living under Taliban rule.
- Malala uses her writing to express how proud she is to wear a uniform.

**LAND** 5 minutes

## Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to Mix and Mingle to answer this question:

 **What is one way that Malala finds her voice?**

To help students ask questions to deepen their understanding, provide these sentence frames: Can you elaborate on \_\_\_\_\_? How does your idea relate to \_\_\_\_\_?

**Analyze Student Progress**

**Monitor:** Do students describe how Malala expresses her opinions and beliefs about girls' education?

**Offer Immediate Support:** If students need additional support explaining how Malala expresses her opinions and beliefs, provide the following sentence frame: Malala finds her voice by \_\_\_\_\_.

2. Invite a few students to share their responses.

**Key Ideas**

- Malala finds her voice by giving an interview about her opinion of the importance of education.
- Malala finds her voice by writing diary entries expressing her beliefs about girls' rights to attend school.
- Malala finds her voice by writing about how important school is to her and how proud she is to wear a uniform.

3. Summarize that Malala finds her voice by using words and writing to express her opinion about girls' education, despite challenging circumstances.



# Prologue to Lesson 16

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students examine evidence and elaboration sentences from the Writing Model for Module 2. As they discuss the relationship between sentences, students practice using transition words to clarify the relationship among ideas. This work prepares students to examine elaboration and transitions in the writing model in lesson 16.

### Learning Goal

Examine sentences that elaborate on Bhutto's actions as a leader.

 **LEARNING TASK:** Use a transition word to connect a sentence elaborating on Bhutto's actions as a leader.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use transitions to clarify the relationships among ideas.

To support students with beginning English proficiency, model how to use the transition words *furthermore* and *moreover* to elaborate on why you like an activity. Invite students to form pairs and practice using the transition words to describe their favorite activities. To support students with intermediate English proficiency, encourage students to identify additional transition words in the Writing Model for Module 2 and explain how the transition words are used to connect the ideas in the two sentences.

### Vocabulary

none

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- *I Am Malala*
- Writing Model for Module 2 (*Learn* book, Writing)

### Preparation

- none

**LAUNCH** 5 minutesPractice Vocabulary

---

1. Display and Echo Read the transition words *furthermore* and *moreover*. Ask this question:

 **What word part is the same in both of these transition words?**

2. Reinforce the correct response: *more*.

Annotate the word part *more* and explain that both transition words indicate more, or an addition of, information.

**Language Support**

The terms *furthermore* and *moreover* have a word in Spanish: *además*. Share this language connection with students whose home language is Spanish.

3. Direct attention to the word *furthermore*, and reinforce that this transition word connects two sentences by adding on information. Draw a symbol (e.g., plus sign between two thought bubbles) by the word *furthermore*.
4. Direct attention to the word *moreover*, and explain that this transition word can be used the same way but can indicate that the ideas may be slightly different. Draw a symbol (e.g., plus sign between two thought bubbles of different sizes) by the word *moreover*.
5. Tell students that they will examine the Writing Model for Module 2 to see how transition words (e.g., *furthermore*, *moreover*) can be used to express the relationship between ideas.

## LEARN 20 minutes

### Examine Evidence and Elaboration

---

1. Direct students to the Writing Model for Module 2, located in the *Learn* book, and remind students that the essay describes Benazir Bhutto’s motivations and actions as a leader. Instruct students to listen for Bhutto’s actions, and encourage them to annotate the text. Read aloud the first two sentences of the third paragraph from “Because she was” to “over the country.” Based on your students’ needs, pause to define select words with a synonym (e.g., *concrete*, *motivated*).

Ask this question:

 **What three actions does the writer give as evidence that Bhutto helped the people of Pakistan?**

2. Reinforce the correct responses: made hunger and health care top priorities, brought electricity, and built schools. Label the three actions with the numbers 1–3, and instruct students to do the same.
3. Tell students that they will read sentences that elaborate on, or add information about, these actions.
4. Read aloud the third sentence of the third paragraph from “Improving people’s lives” to “who needed it.” Based on your students’ needs, pause to define *improving* with a synonym.
5. Think aloud to model how to explain the connection between the two sentences. Emphasize that not all elaboration sentences will have transition words.
6. Read aloud the fourth sentence of the third paragraph from “Moreover, if leading” to “a perfect example.” Then Echo Read the sentence, and instruct students to annotate the transition word *moreover*.

#### Sample Think Aloud

This sentence adds information about the evidence describing Bhutto’s actions by explaining that strong leaders take actions to help people who need it. It elaborates on why Bhutto’s actions are evidence of her leadership.

7. Instruct students to Think–Pair–Share to answer this question:

 **How is this sentence connected to the sentence before it?**

**Language Support**

For students with beginning English proficiency, explain that *guiding* can literally mean “to show someone the way through a place,” or it can be figurative, as in this sentence, meaning “to influence or help people make choices in life.”

**Key Ideas**

- It adds more information by defining a leader as a guide.
- It adds more information about how Bhutto fits the definition of a leader.
- It adds more information by explaining how her actions connect with the meaning of a leader.

8. Ask this question:

 **Why did the author use the transition word *moreover* between the two sentences?**

**Language Expansion**

For students with intermediate English proficiency, ask them to share additional transition words that the author could have used to connect the two sentences (e.g., *also*, *additionally*, *furthermore*).

9. Reinforce the correct response: The word *moreover* helps the reader understand that the sentence adds more information to the previous sentence.
10. Annotate the comma, and remind students that when there is a transition word or phrase at the beginning of a sentence, writers put a comma at the end of the transition word or phrase to separate it from the main part of the sentence.
11. Explain that the word *furthermore* could also be used in the sentence for the same effect.

Display the sentence, write *furthermore* above the word *moreover*, and read aloud the sentences by using the new transition word. Instruct students to work with a partner, taking turns reading aloud the sentence by using the transition word *furthermore*.

- 12.** Read aloud the fifth sentence of the third paragraph from “She was the” to “an Islamic country.” Ask this question:

 **What other detail does the author give as evidence of Bhutto’s actions as a leader?**

**Language Support**

For students with beginning English proficiency, pause to explain that a prime minister is a leader in the government.

- 13.** Reinforce the correct response: She became the first female prime minister in an Islamic country.
- 14.** Tell students to listen for details that elaborate on, or give more information about, this sentence. Read aloud the portion of the third paragraph from “She faced a” to “become leaders themselves.” Based on your students’ needs, pause to define select words with a synonym (e.g., *backlash*, *inspired*, *persistence*).
- 15.** Display these sentences, and label them *sentence 1* and *sentence 2*. Instruct students to Think–Pair–Share to answer this question:

 **How are these two sentences connected to the one before about Bhutto becoming the first woman leader in an Islamic country?**

**Key Ideas**


- *Sentence 1* adds information by explaining that when Bhutto was prime minister, a lot of people had a negative reaction.
  - *Sentence 1* adds information by explaining that when Bhutto was prime minister, some people did not want a woman to have this leadership position.
  - *Sentence 2* adds information by explaining that when Bhutto became prime minister, she inspired other women like Malala to also become leaders.
- 16.** Display this sentence: “She was the first female prime minister of an Islamic country.” Emphasize that the author of this essay did not use a transition word to connect the evidence to the elaboration sentences, but could have.

17. Instruct students to work with a partner, taking turns using the word *moreover* or *furthermore* to orally rehearse a new sentence that elaborates on the displayed evidence sentence.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Instruct students to write a new elaboration sentence that uses the word *moreover* or *furthermore*.

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#### Analyze Student Progress

**Monitor:** Do students use the transition word *furthermore* or *moreover* correctly in the displayed sentence to add information that connects to the previous sentence?

**Offer Immediate Support:** If students need additional support writing an elaboration sentence, provide an example (e.g., she faced challenges in this position) and instruct students to add a transition word.

---

2. Invite a few students to share their responses.

#### Key Ideas

- *Moreover*, she faced challenges in this position because some people did not want to see a woman as prime minister.
- *Moreover*, when she was prime minister, a lot of people didn't support her.
- *Furthermore*, as prime minister she inspired more women like Malala to become leaders.

3. Summarize that transitions can be used to connect sentences that elaborate on evidence.



# Prologue to Lesson 17

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students examine key details from the section “Targeted.” As they discuss why Malala is being targeted by the Taliban, students practice asking questions to deepen understanding. This work prepares students to identify examples of Malala’s courage in lesson 17.

### Learning Goal

Examine key details from the section “Targeted” in *I Am Malala*.


 **LEARNING TASK:** Describe the reason Malala is being targeted by the Taliban.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, help students understand the meaning of a person being targeted by providing additional examples of ways people can be targeted (e.g., threats, physical violence, spreading rumors or lies). To support students with intermediate English proficiency, encourage students to respond to their partners’ questions by using specific evidence from the text.

### Vocabulary

target (n.) 

### Materials

#### TEACHER

- *I Am Malala*
- Target image (digital platform)

#### STUDENTS

- *I Am Malala*
- Talking Tool (*Learn* book)

### Preparation

- none

# LAUNCH

5 minutes

## Practice Vocabulary

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1. Display the image of a target. Ask this question:

 **What is a target used for?**

### Language Support

If possible, pair students who speak the same home language to discuss this question.

### Key Ideas

- It is something to try to hit with arrows or bullets.
- It shows you where to aim to hit a goal.
- It gives you a point of focus.

2. Introduce the vocabulary term *target* by displaying the term and definition. Engage students in Vocabulary Exploration.

3. Direct students to the table of contents at the beginning of *I Am Malala*. Echo Read “Part Four: Targeted.” Instruct students to Think–Pair–Share to answer this question:

 **What do you think it means that Malala is targeted?**

4. Reinforce the correct response: Malala is the aim of an attack.
5. Tell students that they will learn more about how Malala is targeted.

### Definition

**target (n.):** a place, thing, or person at which an attack is aimed

**LEARN** 20 minutes**Examine Details About How Malala Is Targeted**

1. Direct students to *I Am Malala*. Tell students that they will listen for details describing how Malala's father learns she is being targeted by the Taliban. Read aloud the portion of page 118 from "He Googled my" to "should be killed."

2. Ask this question:

 **What does the Taliban's message say about Malala?**

3. Reinforce the correct response: The Taliban's message says that she should be killed.

4. Read aloud the portion of page 118 from "I took another" to "meant to do." Ask this question:

 **What is Malala referring to when she says "what I was meant to do"?**

5. Reinforce the correct response: She is referring to her support of girls' rights to go to school and get an education.

6. Tell students that asking questions helps them to better understand why Malala is targeted by the Taliban.

Direct students to the Talking Tool, located in the *Learn* book. Read aloud these sentence frames: Can you elaborate on \_\_\_\_\_? How does your idea relate to \_\_\_\_\_?

Think aloud to model how to use the sentence frames to ask questions to deepen understanding.

7. Instruct students to discuss this question with a partner by using the sentence frames during the discussion:

 **Why is Malala being targeted by the Taliban?**

8. Invite a few students to share their responses, and reinforce the correct response: The Taliban is targeting Malala because the group doesn't believe that girls should get an education.

**Sample Think Aloud**

If I want to ask for more information, I can say, "Can you elaborate on why you think Malala is being targeted by the Taliban? Or how does your idea relate to why Malala is being targeted by the Taliban?"

9. Tell students that Malala receives another message from the Taliban after the girls take a field trip to a place called the White Palace. Read aloud the portion of page 122 from “Dear Muslim brothers” to “these girls did.” Define unknown words such as *vulgarity* and *obscenity*. Ask this question:

 **What does the letter say about the girls at the school?**

10. Reinforce the correct response: It says that the girls were behaving inappropriately or offensively.
11. Read aloud the portion of page 122 from “He put down” to “were still spreading.” Define unknown terms such as *improper*, *spied*, and *spreading*.
12. Instruct students to discuss this question with a partner:

 **How is Malala targeted when she goes on the school field trip?**

#### Language Expansion

For students with intermediate English proficiency, prompt them to expand on the discussion by asking an additional question, such as “Why do you think the Taliban is spreading lies about Malala and the girls?”

Instruct students to use these sentence frames to ask questions that deepen their understanding: Can you elaborate on \_\_\_\_\_? How does your idea relate to \_\_\_\_\_?

#### Key Ideas

- The Taliban targets her by posting letters saying the girls were not behaving appropriately.
  - The Taliban targets her by spreading lies about the girls and Malala’s school.
  - The Taliban targets her by spying on Malala and the girls while they are on their field trip.
13. Tell students that even after the message and letters, Malala continues to support girls’ right to go to school. Read aloud the portion on page 124 from “I had been” to “get an education.” Define unknown terms such as *foundation* and *organized*. Ask these questions:

 **What does Malala do to help kids like the ones she saw at the dump?**

 **Why does she do it?**

- 14.** Reinforce the correct response: She starts an education foundation so that she can help every girl in Swat get an education.


**Language Support**

For students with beginning English proficiency, ask this question: What does the Taliban believe about girls going to school?

**LAND** 5 minutes

Demonstrate Learning

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- 1.**  **Introduce the learning task.** Instruct students to Mix and Mingle to answer this question:

 **Why does Malala become a target for the Taliban when she creates the education foundation?**

Instruct students to use these sentence frames to ask questions that deepen their understanding: Can you elaborate on \_\_\_\_\_? How does your idea relate to \_\_\_\_\_?

---

**Analyze Student Progress**

**Monitor:** Do students explain that Malala is being targeted by the Taliban because her foundation is in opposition to the Taliban's beliefs?

**Offer Immediate Support:** If students need additional support explaining why Malala is a target, provide this sentence frame: Malala is being targeted because \_\_\_\_\_.

---

**2.** Invite a few students to share their responses.

**Key Ideas**

- Malala is being targeted because the Taliban do not agree that girls should go to school.
- Malala is being targeted because the Taliban will want to stop her from helping girls go to school.
- Malala is being targeted because the foundation goes against the Taliban's beliefs.

**3.** Summarize that asking questions about a text helps readers deepen their understanding.



# Prologue to Lesson 18

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students examine Malala's internal dialogue about the possibility of being threatened by a Talib. As they discuss what Malala plans to do and say, students practice the oral language goal of maintaining consistency in style and tone. This work prepares students to analyze the effect of internal dialogue in *I Am Malala* in lesson 18.

### Learning Goal

Examine Malala's internal dialogue about the threat of the Taliban.


 **LEARNING TASK:** Explain what internal dialogue reveals about how Malala plans to respond to a Talib.

### Language Progress

In this lesson, students work on this module language goal: Maintain consistency in style and tone.

To support students with beginning English proficiency, highlight the parts of the text that show Malala's internal dialogue in one color and the parts of the text that show her narration in another color. To support students with intermediate English proficiency, encourage them to expand on their responses by explaining what Malala's dialogue reveals about her personality by using a character trait word (e.g., *courageous*, *compassionate*, *thoughtful*).

### Vocabulary

internal dialogue 

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- *I Am Malala*
- Internal Dialogue in *I Am Malala* (*Prologue* Student Resources appendix)

### Preparation

- none

## LAUNCH 5 minutes

### Build Knowledge About Internal Dialogue

1. Draw an image of a thought bubble and a speech bubble. Instruct students to Think–Pair–Share to answer this question:

 **Why do people speak some ideas aloud and keep other ideas to themselves?**

#### Language Support

If possible, invite multilingual learners to discuss this question with a partner who speaks the same home language.

#### Key Ideas

- People keep ideas to themselves when they don't want others to hear everything they are thinking.
  - People speak aloud to get information or share ideas and experiences with other people.
  - People may keep ideas to themselves as they are forming ideas, making plans, or creating connections.
2. Introduce the vocabulary term *internal dialogue* by displaying the term and reading aloud the definition. Engage students in Vocabulary Exploration. Point out the word part *in-* to help students remember that *internal* means that the dialogue is happening inside one's head. Demonstrate the term's meaning by using a gesture (e.g., pointing to your head).
  3. Remind students that authors craft their writing by using a consistent style and tone for their audiences. Explain that Malala consistently uses internal dialogue to help the reader understand how she thinks and feels about events.
  4. Tell students that they will examine Malala's internal dialogue to learn more about how she plans to respond to the threat of the Taliban.

#### Definition

**internal dialogue:** dialogue that takes place within a person's mind, between the person and their inner self

**LEARN** 20 minutes

## Examine Details About Malala's Internal Dialogue

1. Display and distribute Internal Dialogue in *I Am Malala*. Read aloud from “On the trip” to “to kill me.” Ask this question:

**What is Malala thinking about on her trip home?**

2. Reinforce the correct response: what she would do if a Talib came to kill her.

3. Instruct students to annotate the words “I asked myself.” Ask this question:

**Who does the *I* in this sentence refer to?**

4. Reinforce the correct response: Malala.

5. Ask this question:

**Is Malala asking someone this question aloud?**

6. Reinforce the correct response: No, she is asking the question in her mind.

7. Direct attention to the word *myself*. Draw an arrow from *myself* to *I*. Explain that *myself* indicates that Malala, or the *I* in the sentence, is asking the question to herself in her own mind, not aloud to someone else. Explain that this tells the reader that Malala is using internal dialogue to reflect on what she would do if a Talib came to kill her.

8. Read aloud from “Well, I would” to “and hit him.” Use a gesture to model taking a shoe off and hitting an object.

9. Think aloud to model how to examine Malala's dialogue about how she will respond to the threat of the Taliban.

**Sample Think Aloud**

I notice that her plan to hit the Talib with her shoe is part of the dialogue she is having in her mind. I see the dialogue has no quotation marks. She also says, “I asked myself,” which helps me understand that her thoughts are in response to a question in her mind, not a question asked by someone else.

- 10.** Read aloud from “But then I” to “peace and dialogue.” Define unknown terms such as *treat* and *cruelty*.  
Ask this question:

 **Who does the pronoun *you* refer to in these sentences?**

- 11.** Reinforce the correct response: Malala.
- 12.** Instruct students to discuss this question with a partner:

 **How do you know whether this is internal dialogue or dialogue spoken aloud?**

**Key Ideas**

- It is internal because the paragraph begins with the words “I thought.”
- It is internal dialogue because the words are written in italics.
- It is internal dialogue because Malala is saying the words to herself in her mind, not to someone else.

Instruct students to annotate the words “I thought.” Emphasize that authors may use italics to help the reader understand which words are part of a character’s thoughts.

- 13.** Direct attention to the word “But” at the beginning of the internal dialogue. Remind students that the conjunction *but* is used to introduce a contrasting or different idea.

**14.** Instruct students to Think–Pair–Share to answer this question:

 **How is Malala’s thinking about the Taliban changing?**

**Language Support**

For students with beginning English proficiency, rephrase the question and instruct them to explain what Malala decides to do instead of throwing the shoe. Provide this sentence frame: Malala decides that she will \_\_\_\_\_.

**Key Ideas**

- She decides that she will not hit him with her shoe because that will make her more like the Talib.
- She thinks that she should not treat others with cruelty.
- She decides that she will fight back peacefully.

**15.** Read aloud from “Malala, I said” to “For him.” Ask these questions:

 **Is this internal dialogue or dialogue spoken aloud? How do you know?**

**16.** Reinforce the correct responses: internal dialogue because she says, “I said to myself.”

**17.** Direct attention to the quotation marks around the internal dialogue. Ask this question:

 **If this is internal dialogue, why are there quotation marks?**

**18.** Reinforce the correct response: The quotation marks show the reader where the beginning of the words Malala says to herself start and end.

Emphasize that even though the words are not spoken aloud, the quotation marks help the reader understand the difference between the narration and the words she is speaking to herself.

**19.** Read aloud from “That’s what I” to “what you want.” Ask this question:

 **Who does the pronoun *you* refer to in the last sentence?**

**20.** Reinforce the correct response: the Talib.

21. Ask this question:

 **Is Malala really talking to the Talib?**

22. Reinforce the correct response: No. Explain that Malala is still describing what she is thinking she would do and say if a Talib came to kill her. Clarify that those words are also part of the internal dialogue.


#### Language Expansion

For students with intermediate English proficiency, instruct them to compare Malala’s internal dialogue to their own by explaining whether they think they would respond similarly or differently.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Instruct students to answer this question with a partner:

 **What does Malala’s internal dialogue reveal about how she plans to respond to a Talib?**

---

#### Analyze Student Progress

**Monitor:** Do students explain that the internal dialogue reveals that Malala plans to respond peacefully by using her words, not violence?

**Offer Immediate Support:** If students need additional support explaining what Malala’s internal dialogue reveals, review the paragraph from “But then I” to “peace and dialogue” and instruct students to act out Malala speaking to the Talib.

---

**2. Invite a few students to share their responses.**

**Key Ideas**

- She will fight peacefully and by using words.
- She will speak to them from her heart and explain that she wants girls to have an education.
- She will not treat them cruelly because that will make her just like the Taliban.

**3. Summarize that Malala’s style of using internal dialogue helps the reader understand what is going on in Malala’s mind as she faces the threat of the Taliban.**





# Prologue to Lesson 19

**Essential Question** | How do convictions inspire actions?

## OVERVIEW

### Preview

Students examine evidence showing how Malala stands up for education in *I Am Malala*. As they discuss what Malala does and says, students practice asking questions to deepen their understanding. This work prepares students to explain a central idea in lesson 19.

### Learning Goal

Examine evidence showing how Malala stands up for education.

 **LEARNING TASK:** Describe one way Malala stands up for education.

## Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, Echo Read the sentences about how Malala stands up for education and annotate the text with a sketch showing what she does or says, before instructing students to respond to their partners' questions. To support students with intermediate English proficiency, prompt them to ask their partners for multiple details from the text to support their responses.

## Vocabulary

none

## Materials

### TEACHER

- *I Am Malala*

### STUDENTS

- *I Am Malala*
- Talking Tool (*Learn* book)

## Preparation

- none

# LAUNCH

5 minutes

## Practice Vocabulary


---

1. Display the cover of *I Am Malala*, and read aloud the title and subtitle. Direct attention to the phrase “Stood Up.” Ask this question:

 **What do you think the subtitle means by saying Malala “Stood Up for Education”?**

### Key Ideas

- She supported education.
  - She took action to help people get an education.
  - She defended the belief that everyone has the right to an education.
2. Clarify that the phrase *stood up*, which is the past-tense version of *stand up*, can literally mean that someone physically moved into a standing position. Instruct students to move into a standing position to show the literal meaning of *stood up*.
  3. Explain that *stood up* and *stand up* can also be figurative, meaning “to defend or support an idea or person.” Ask this question:

 **What idea did Malala defend or support?**
  4. Reinforce the correct response: that girls should have an education.
  5. Tell students that they will learn more about how Malala stands up for education in *I Am Malala*.

## LEARN 20 minutes

### Examine Evidence

---

1. Direct attention to page 70 of *I Am Malala*, and tell students to listen for evidence describing how Malala stands up for education. Read aloud the portion of page 70 from “Back at school” to “upper-school girls.” Define unknown terms such as *assembly*, *campaign*, and *rally*.

#### Language Support

For students with beginning English proficiency, to help them understand the events at the peace rally, show an image of a speaker at a student assembly and use the image to explain the meanings of *speech*, *microphone*, and *assembly*.

2. Instruct students to work with a partner to annotate evidence of actions on page 70 that show how Malala and her friends stand up for education.

#### Sample Annotations

- “So Madam Maryam and my father worked with us on essays and speeches in which we expressed our feelings about the Taliban’s campaign to destroy girls’ schools and about how much our own school meant to us.”
- “We planned an assembly where we would make our speeches; we called it a peace rally.”

3. Instruct students to Think–Pair–Share to answer this question:

 **How do Malala and her friends stand up for education?**

#### Language Support

For students with beginning English proficiency, ask guiding questions such as these: What do Malala and her friends write? What do Malala and her friends plan?

### Key Ideas

- They write essays and speeches about their feelings about the Taliban’s campaign to not allow girls to go to school.
- They write essays and speeches about how much school means to them.
- They plan a school assembly called a peace rally.

4. Tell students that asking questions will help them better understand examples of Malala standing up for education.

Direct students to the Talking Tool, located in the *Learn* book. Read aloud this guiding question: What evidence supports your idea? Define the term *evidence* as needed, or provide a similar word in students’ home languages if possible.

Think aloud to model how to use the question to deepen understanding.

5. Provide this sentence frame: The text says, “\_\_\_\_\_.” Invite a few students to use their annotated evidence and this sentence frame to respond to the question: What evidence supports your idea?
6. Read aloud the portion of pages 70–71 from “After Moniba spoke” to “is our dream.” Define unknown terms such as *deprived*, *opportunity*, and *Stone Age*.
7. Instruct students to annotate evidence of something Malala says in her speech on page 71 that shows how she stands up for education.

### Language Support

For students with beginning English proficiency, invite them to look for the verbs *said* and *spoke* and for text in quotation marks.

### Sample Annotations

- “But it feels like we are going backward. Girls are getting more deprived of our rights.”
- “I spoke about how much I loved school. About how important it was to keep learning.”
- “We are afraid of no one, and we will continue our education. This is our dream.”

### Sample Think Aloud

If I want to better understand which part of the text connects to the response of a speaker, I can ask, “What evidence supports your idea?”

8. Invite students to work with a partner to discuss these questions:

 **How does Malala stand up for education? What evidence supports your idea?**

**Key Ideas**

- She says that girls are being denied their rights.
- She shares how much she loves school and how important it is to keep learning.
- She says that the girls are not afraid of anyone and that they will keep learning.

**Language Expansion**

For students with intermediate English proficiency, prompt them to use additional sentence frames from the Talking Tool to ask questions such as these: Can you elaborate on \_\_\_\_\_? How does your idea relate to \_\_\_\_\_?

9. Instruct students to listen for evidence about how Malala continues to stand up for education after the peace rally. Read aloud the portion of page 72 from “So throughout 2008” to “who would listen.”


10. Instruct students to annotate evidence of something Malala says or does on page 72 that shows how she stands up for education.

**Sample Annotations**

- “I didn’t stay silent.”
- “I spoke to local and national TV channels, radio, and newspapers.”
- “I spoke out to anyone who would listen.”

**LAND** 5 minutesDemonstrate Learning

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1.  **Introduce the learning task.** Invite students to work with a partner to discuss these questions:

 **How does Malala stand up for education? What evidence supports your idea?**

---

**Analyze Student Progress**

**Monitor:** Do students share what Malala says or does to show how she stands up for education?

**Offer Immediate Support:** If students need additional support describing how Malala stands up for education, provide this sentence frame: Malala stands for education when she \_\_\_\_\_.

---

2. Invite a few students to share their responses.

**Key Ideas**

- She does not stay silent.
- She continues to share her message and ideas with TV channels, radio, and newspapers.
- She speaks to anyone who will listen.

3. Summarize that Malala's actions and words show how she stands up for girls' right to go to school.



# Prologue to Lesson 21

**Essential Question** | How do convictions inspire actions?

## OVERVIEW

### Preview

Students examine sentences that use vague pronouns to describe the speeches at the peace rally in *I Am Malala*. As they discuss how to make the sentences clearer, students practice correcting vague pronouns. This work prepares students to identify vague pronouns in lesson 21.

### Learning Goal

Replace vague pronouns in sentences describing the messages of speeches from the peace rally.


-  **LEARNING TASK:** Correct a sentence to clearly describe the message in Malala's speech.

### Language Progress

In this lesson, students work on this module language goal: Correct vague pronouns.

To support students with beginning English proficiency, underline the vague pronouns in the sentences and provide a list of words and phrases that students can use to replace the pronouns (e.g., *Malala*, *Moniba*, *the older girls*, *the Taliban*). To support students with intermediate English proficiency, prompt them to expand on their responses by explaining which pronouns do not need to be corrected and why.

### Vocabulary

vague (adj.) 

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- Replace Vague Pronouns  
(*Prologue* Student Resources appendix)

### Preparation

- none

## LAUNCH 5 minutes

### Build Knowledge About Vague Pronouns

---

1. Display *I Am Malala*. Display and Echo Read this sentence: She wrote a book about her life.
2. Annotate the pronouns in the sentence, and ask these questions:

 **Who do you think the pronoun *she* refers to?**

 **Who do you think the pronoun *her* refers to?**

3. Reinforce the correct response: The pronouns *she* and *her* both refer to Malala.
4. Tell students that when it is not clear who or what a pronoun is referring to, it is a vague pronoun. Introduce the vocabulary term *vague*. Engage students in Vocabulary Exploration.

#### Definition

**vague (adj.):** not clear in meaning

#### Language Support

The term *vague* has a Spanish cognate: *vago*. Share this language connection with students whose home language is Spanish.

5. Instruct students to Think–Pair–Share to answer this question:

 **How could we correct this sentence to make it more clear to the reader?**

6. Reinforce the correct response: Replace *she* with *Malala*.
7. Echo Read the corrected sentence: Malala wrote a book about her life. Emphasize that it is not necessary to repeat Malala’s name when referring to her life. Using *Malala* before using *her* makes it clear that *her* refers to Malala.
8. Tell students that they will examine sentences about Malala’s life and make the meanings clearer by replacing vague pronouns.

**LEARN** 20 minutes**Replace Vague Pronouns**

1. Tell students that they will read about the speeches the girls give on the day the Pashto TV crew comes to the peace rally at Malala's school.
2. Direct attention to page 70, and read aloud the portion from "We were a" to "love to learn." Ask this question:

 **What do the older girls talk about in their speeches at the rally?**

3. Reinforce the correct response: They talk about their friends who quit school out of fear; they talk about their love for learning.
4. Display and distribute Replace Vague Pronouns. Tell students that they will examine a sentence describing the girls' speeches. Echo Read sentence 1.

Think aloud to model how to identify the vague pronouns and correct the sentence.

5. Annotate the sentence to identify the vague pronouns and show corrections (e.g., write a question mark below the vague pronouns and add the specific corrections above).

**Language Support**

For students with beginning English proficiency, remind them that pronouns (e.g., *he, she, they, them, it*) are words that replace nouns. Invite multilingual learners to share pronouns in their home language(s).

6. Display and Echo Read the corrected sentence: The older girls at the Khushal School speak about how their friends had to quit school out of fear.

**Sample Think Aloud**

I notice that it is not clear who wrote the speeches or who quit school. So the word *they* is a vague pronoun in this sentence. I can correct the sentence by changing the first *They* to *The older girls at the Khushal School*. I can change the second *they* to *their friends* to make it clear that the speakers didn't quit school, but their friends did.

7. Read aloud the portion of page 70 from “Then it was” to “is about peace.” Define unknown terms such as *claiming*, *religion*, and *terrorists*. Ask this question:

 **What does Moniba say in her speech at the rally?**

**Key Ideas**

- She says that the Pashtuns are religion- and peace-loving people.
  - She says that the claims that they are terrorists are not true.
  - She says that everything in their valley is about peace.
8. Echo Read sentence 2 in Replace Vague Pronouns. Instruct students to work with a partner to identify the vague pronouns and correct the sentence to make the meaning clearer.
9. Reinforce the correct response: Moniba says that everything in their valley is about peace and that it is the Taliban’s fault for causing the world to think Pashtuns are terrorists.
10. Instruct students to take turns reading the corrected sentence and discuss why the sentence is clearer.

**Language Expansion**

For students with intermediate English proficiency, encourage them to use the word *antecedent* in their responses to describe words that establish the meaning of a pronoun.

11. Tell students that they will now read about Malala’s speech. Read aloud the portion of pages 70–71 from “After Moniba spoke” to “is our dream.” Define unknown terms such as *deprived*, *opportunity*, and *Stone Age*. Ask this question:

 **What does Malala say in her speech at the rally?**


**Key Ideas**

- She says that girls are being deprived of their rights.
- She talks about how much she loves school and how important it is to keep learning.
- She says that the girls are not afraid of anyone and will continue their dream of getting an education.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Echo Read sentence 3 in Replace Vague Pronouns. Instruct students to work with a partner to rewrite the sentence and correct the vague pronouns.
- 

#### Analyze Student Progress

**Monitor:** Do students recognize which pronouns are vague and replace them with more specific descriptions?

**Offer Immediate Support:** If students need additional support replacing the vague pronouns, annotate the vague pronouns and ask these questions: Who is speaking? Who was denied their rights?

---

2. Invite a few students to read the corrected sentence and explain how they corrected it. Reinforce the correct response: Malala says that the girls at the school are not afraid of anyone and that they will continue their dream of getting an education.
3. Summarize that identifying and correcting vague pronouns is a strategy that writers use to make their writing clearer.





# Prologue to Lesson 23

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students examine the challenges Malala faces while at a hospital in Birmingham in *I Am Malala*. As they describe the challenges Malala faces while healing, students practice asking questions to deepen their understanding. This work prepares students to identify what is happening in *I Am Malala* in lesson 23.

### Learning Goal

Examine the challenges Malala faces while at the Birmingham hospital.


 **LEARNING TASK:** Describe one challenge Malala faces while she heals from her injury.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, invite students to provide additional examples of ways people heal from injuries (e.g., seeking medical care, rest, home remedies), and model asking, “What do you mean by \_\_\_\_\_?” To support students with intermediate English proficiency, encourage students to respond to their partner’s questions by using specific evidence from the text.

### Vocabulary

heal (v.) 

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- *I Am Malala*
- Talking Tool (*Learn* book)

### Preparation

- none

## LAUNCH 5 minutes

### Practice Vocabulary

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1. Facilitate a brief discussion of these questions:

 **Have you ever been injured? What happened?**

 **What happened to the injury over time?**

#### Language Supports

For students with beginning English proficiency, define the term *injury* as “harm or damage.” Provide relevant examples of injuries.

If possible, pair students who speak the same home language, and instruct them to discuss the questions.

2. Introduce the vocabulary term *heal* by displaying the term and definition. Engage students in Vocabulary Exploration.
3. Direct students to *I Am Malala*. Remind them that Malala was shot by members of the Taliban and then taken from Pakistan to a hospital in Birmingham, England, to heal. Tell students that they will read the text to learn about Malala’s experiences at the hospital in England.

#### Teacher Note

To help students understand the distance between Birmingham, England, and Swat District, Pakistan, display a world map image and identify each location.

#### Definition

**heal (v.):** to become healthy or well again

## LEARN 20 minutes

### Examine Malala’s Challenges

---

1. Direct attention to page 167 and read aloud the portion from “Doctors operated behind” to “paralyzed forever.” Based on your students’ needs, pause to define select words with a synonym (e.g., *nerve*, *operated*, *paralyzed*, *repair*). Use subsequent readings to reinforce synonyms for the words you selected.

2. Ask this question:

 **What challenges does Malala face during her operation at the hospital?**

**Key Ideas**

- Doctors have to operate for many hours on a damaged facial nerve.
- The nerve that allows her to open and close her left eye and to smile is damaged.
- Her face could be paralyzed without quick action from doctors.

3. Read aloud the portion of page 167 from “It was a” to “and reconnecting it.” Instruct students to discuss this question with a partner:

 **In your own words, what makes Malala’s operation “complicated”?**

**Language Support**

For students with beginning English proficiency, define the term *complicated* as “having many parts or steps.” Provide relevant examples of tasks that are complicated (e.g., completing an assignment with multiple steps, fixing something that has multiple broken pieces).

**Key Ideas**

- Doctors had to operate on many parts of Malala’s ear and face.
- Surgeons made new discoveries about Malala’s injuries while operating on her.
- The surgery required delicate work on Malala’s nerves.

4. Direct students to the Talking Tool, located in the *Learn* book. Read aloud these guiding questions:  
Can you elaborate on \_\_\_\_\_? What evidence supports your idea?

Think aloud to model how to use the sentence frames to ask questions to deepen understanding of the challenges Malala describes during her recovery at the hospital.

5. Invite a few students to share their responses. Use responses to emphasize that in addition to the known injuries Malala sustained, doctors also discovered a shattered eardrum during the surgery.

**Sample Think Aloud**

If I want to ask for more information, I can say, “Can you elaborate on why you say the operation was complicated?” Or I can ask the speaker to provide evidence from the text to support their responses by asking, “What evidence supports your idea?”

6. Direct attention to page 167 of *I Am Malala*. Read aloud the portion of pages 167–168 from “My job, once” to “have it back!” Instruct students to Think–Pair–Share to answer this question:

 **What challenges does Malala face while she heals from her surgery?**

**Key Ideas**

- does daily facial exercises that feel like a job
- works hard on tiny movements
- unable to wink or smile for months

**Language Expansion**

Direct attention to the sentence on page 168 that says Malala’s parents “would be happiest to have it [her wink and smile] back.” Invite students to discuss what they think this means and what it reveals about the challenges Malala’s parents face as she heals.

7. Instruct students to use these guiding questions to ask questions to deepen their understanding:  
Can you elaborate on \_\_\_\_\_? What evidence supports your idea?
8. Tell students to partner read the portion of page 168 from “Every day, I” to “a deep snowdrift.” Based on your students’ needs, pause to define select words with a synonym (e.g., *physiotherapy*, *snowdrift*, *wading*). Use subsequent readings to reinforce synonyms for the words you selected.
9. Explain that *second nature* means “something you can do easily or without much thought because you have done it many times before.” Invite a few students to share something that is second nature to them.
10. Instruct students to Think–Pair–Share to answer this question:


 **Why does Malala say that things she works hard on “used to be second nature”?**

11. Reinforce the correct response: Before she was injured, she could move her body without thinking, but now she has to work hard to do those same movements.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Instruct students to Think–Pair–Share to answer this question: What do you think is the most difficult challenge Malala faces while she heals from her injury?

Instruct students to use these guiding questions to deepen their understanding: Can you elaborate on \_\_\_\_\_? What evidence from the text supports your idea?

---

#### Analyze Student Progress

**Monitor:** Do students describe a physical or emotional challenge that Malala faces while she heals at the hospital in Birmingham?

**Offer Immediate Support:** If students need additional support describing a challenge Malala faces, read aloud the portion of page 168 from “Every day, I” to “a deep snowdrift,” and ask this question: What does Malala say about her body?

---

2. Invite a few students to share their responses.

#### Key Ideas

- Malala endures a long, complicated surgery to avoid facial paralysis.
- She struggles to hear because the injuries to her ear are worse than doctors thought.
- She works hard to move her body in ways that used to be easy to her.

3. Summarize that Malala faces several challenges as she heals from her injuries.





# Prologue to Lesson 24

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students examine how key details connect to the thesis in the Writing Model for Module 2. As they discuss how Benazir Bhutto's actions connect to the thesis, students practice using elaboration to connect evidence to the thesis statement. This work prepares students to introduce and elaborate on evidence in lesson 24.

### Learning Goal

Examine how elaboration expands and connects evidence to the thesis in the Writing Model for Module 2.


 **LEARNING TASK:** Share a detail that expands on the evidence that Benazir Bhutto was a leader committed to bringing positive changes to the people of Pakistan.

### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use elaboration to explain evidence and identify its relationship to the thesis statement.

To support students with beginning English proficiency, provide additional visual models (e.g., a web organizer or a drawing of a tree with the thesis written on the trunk and the evidence and elaboration in the branches). To support students with intermediate English proficiency, encourage them to expand their explanations of the connections between details and the thesis statement by using this sentence frame: I think \_\_\_\_\_ because \_\_\_\_\_.

### Vocabulary

thesis (n.) 

### Materials

#### TEACHER

- *I Am Malala*
- Writing Model for Module 2 (*Learn* book, Writing)

#### STUDENTS

- *I Am Malala*
- Writing Model for Module 2 (*Learn* book, Writing)

### Preparation

- none

## LAUNCH 5 minutes

### Build Knowledge About a Thesis

---

1. Remind students that they have been working on informational writing. Facilitate a brief discussion of this question:

 **How do authors introduce a topic in informational writing?**

#### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.

#### Key Ideas

- write an introduction paragraph
- use words and phrases related to a main topic
- include a statement describing the topic of the essay

2. Introduce the vocabulary term *thesis* by displaying the term and definition. Engage students in Vocabulary Exploration. Ask this question:

 **How do writers support the ideas in their thesis?**

3. Reinforce the correct responses: with details, evidence, and elaboration.
4. Tell students that they will examine how evidence and elaboration in the writing model connect to the essay's thesis.

#### Definition

**thesis (n.):** a statement that someone wants to discuss or prove

## LEARN 20 minutes

### Examine Evidence and Elaboration

---

1. Display the Writing Model for Module 2, and direct students to the page in their *Learn* book. Remind students that the essay explains Benazir Bhutto’s motivations and actions as a leader.
2. Direct attention to the first paragraph and read aloud the last sentence, starting with “Bhutto was a.” Instruct students to Think–Pair–Share to answer this question:

 **According to this sentence, why was Benazir Bhutto a good leader?**

3. Reinforce the correct responses: She loved her country and wanted to make it better; she created positive changes for the people of Pakistan.
4. Draw a line under the sentence and write “thesis” next to it. Tell students that the last sentence of the first paragraph is the thesis of the essay.
5. Emphasize that the paragraphs following the thesis show evidence that supports Bhutto being a true leader for Pakistan, elaboration that connects the evidence to the thesis, and relevant details.

#### Language Support

For students with beginning English proficiency, review the terms *evidence* and *elaboration*. Explain that they both work to support ideas presented in the thesis.

6. Direct attention to the second paragraph of the writing model. Read aloud the first sentence from “Bhutto was motivated” to “people of Pakistan.” Then read aloud the fourth sentence from “The transcript of” to “to her homeland.” Based on your students’ needs, pause to define select words with a synonym (e.g., *abandoned*, *democracy*, *exile*, *restoring*). Use subsequent readings to reinforce synonyms for the words you selected.
7. Instruct students to annotate details that describe Bhutto’s personal experiences. Ask this question:

 **What do we learn about Bhutto from the fourth sentence?**

- 8.** Reinforce the correct response: She was arrested, imprisoned, and forced into exile, but she did not abandon hope for democracy.

Underline the sentence and write “evidence” next to it. Then draw a line connecting the sentence to the thesis.

- 9.** Ask this question:

 **How does the evidence connect to the thesis?**

Display this sentence frame: The evidence connects to the thesis because \_\_\_\_\_. Think aloud to model how to use the sentence frame to answer the question.

- 10.** Tell students that they will read sentences that elaborate on the evidence of how Bhutto’s actions showed true leadership.

- 11.** Read aloud the portion of the second paragraph from “Bhutto experienced so” to “to abandon Pakistan.” Ask this question:

 **What do we learn about Bhutto’s actions from these sentences?**

**Key Ideas**

- Bhutto faced many challenges.
- Bhutto was sent into exile, but she didn’t abandon Pakistan.
- Bhutto could have stayed away from Pakistan, but she didn’t.

- 12.** Explain that these sentences are examples of elaboration that connects the evidence to the thesis.

Underline the sentences, and write the word “elaboration” next to them. Then draw a line connecting the sentences to the thesis.

- 13.** Display this sentence frame: The elaboration connects to the thesis because \_\_\_\_\_. Instruct students to use the sentence frame to answer this question:

 **How does the elaboration connect the evidence to the thesis?**

**Sample Think Aloud**

I see that the evidence talks about how Bhutto continued to hope for democracy despite facing many challenges. I can say, “The evidence connects to the thesis because it shows that Bhutto loved her country.”

14. Reinforce the correct response: The elaboration connects to the thesis because it explains how Benazir Bhutto’s actions showed she was a great leader.
15. Read aloud the portion of the second paragraph from “Malala Yousafzai recalled” to “of the people.” Based on your students’ needs, pause to define unknown words (e.g., *executed*, *extremism*, *militancy*). Instruct students to annotate the evidence that supports the thesis. Tell students to draw a line to connect the evidence to the thesis.
16. Instruct students to Think–Pair–Share to answer this question:

 **How does the evidence connect to the thesis?**

Remind students to use the sentence frame: The evidence connects to the thesis because \_\_\_\_\_.

#### **Key Ideas**

- The evidence connects to the thesis because it describes how Bhutto spoke against extremism. This shows her commitment to bring positive change to the people of Pakistan.
  - The evidence connects to the thesis because it describes how Bhutto cared about the people of Pakistan and believed in their power.
17. Tell students that they will read sentences that elaborate on the previous evidence of Bhutto’s actions.
  18. Instruct students to partner read the portion of the second paragraph from “Like her father” to “and poor people,” and annotate an example of how Bhutto wanted to bring positive change to Pakistan. Tell students to draw a line to connect the elaboration to the thesis.

**LAND** 5 minutesDemonstrate Learning

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1.  **Introduce the learning task.** Instruct students to work with a partner to answer this question:

 **How does the elaboration connect the evidence to the thesis?**

---

**Analyze Student Progress**

**Monitor:** Do students share why Bhutto wanted to maintain Pakistan's democracy?

**Offer Immediate Support:** If students need additional support providing a detail that supports the evidence, direct students to review their annotations, and provide the sentence frame: The elaboration connects to the thesis because \_\_\_\_\_.

---

2. Invite a few students to share their responses.

**Key Ideas**

- The elaboration connects to the thesis because it shows “she loved her country.”
- The elaboration connects to the thesis because it shows that she wanted to improve the lives of women, children, and poor people.

3. Summarize that the elaboration further illustrates evidence that Bhutto loved and wanted to improve her country and supports the thesis that she was a great leader.



# Prologue to Lesson 26

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students examine key details from Malala’s Nobel Peace Prize speech about Malala Day. As they explain the ways Malala has changed and stayed the same, students practice adjusting their speech to match their audience, setting, and purpose. This work prepares students to examine a central idea in *I Am Malala* in lesson 26.

### Learning Goal

Examine key details from Malala’s speech about Malala Day.


-  **LEARNING TASK:** Explain how Malala has changed and how she has stayed the same.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Adjust your speech to match your audience, setting, and purpose.

To support students with beginning English proficiency, provide a recording or model reading the speech clearly, at an appropriate volume and with the appropriate tone and emotion. Encourage students to practice reading the speech several times. To support students with intermediate English proficiency, invite them to give a mock speech to a small group by reading aloud Malala’s speech about Malala Day to a group of peers acting as the audience of the United Nations.

### Vocabulary

speech (n.) 

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- *I Am Malala*

### Preparation

- none

# LAUNCH

5 minutes

## Build Knowledge About Speech

1. Invite students to think about a time they spoke, or heard someone speak, to an audience. Ask these questions:

 **What did you or the person speak about?**

 **How did you or the person speak?**

### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

2. Introduce the vocabulary term *speech* by displaying the term and definition. Engage students in Vocabulary Exploration.
3. Direct students to *I Am Malala*. Display the sixth page of the second set of photograph inserts. Direct attention to the people in the top photograph.
4. Instruct students to Think–Pair–Share to answer these questions:

 **What is Malala doing in the photograph?**

 **What are the other people doing?**

### Key Ideas

- **Malala:** standing tall at a podium, looking out at something in front of her, posing for a picture, smiling confidently
- **other people:** looking and smiling at Malala, clapping their hands, standing behind and beside Malala

5. Remind students that in *I Am Malala*, Malala describes a time when she gives a speech to an audience. Explain that when speaking to an audience, you adjust your speech to match the audience, setting, and purpose.

### Definition

**speech (n.):** a spoken expression of ideas, opinions, etc. that is made by someone who is speaking in front of a group of people

6. Tell students that they will examine details from Malala’s speech and discuss how she likely adjusted her speech to match her audience, setting, and purpose.

## LEARN 20 minutes

### Examine Key Details from Malala’s Speech

---

1. Direct attention to and Echo Read the caption for the photograph: “Speaking on my sixteenth birthday, which the United Nations had declared Malala Day.” Ask these questions:

 **Where does Malala’s speech about Malala Day take place?**

 **Who is her audience?**

2. Reinforce the correct responses:

- **where**—the United Nations
- **who**—government officials, members of the United Nations

#### Teacher Note

Based on your students’ needs, pause to define the United Nations as a group of countries, or nations, that work together to try to find peaceful solutions to disagreements between countries.

3. Tell students that knowing her audience and the setting may have helped Malala know how to adjust her speech and make her purpose clear.
4. Read aloud the portion of page 191 from “Dear brothers and” to “girl among many.” Read the excerpt in a style and tone that matches Malala’s audience and setting. Ask this question:

 **What did you notice about the way I read?**

**Key Ideas**

- read at appropriate volume
- read clearly
- read with serious tone and emotion

**Language Expansion**

For students with intermediate English proficiency, invite them to read aloud the excerpt and add intonation to Malala’s words.

**5.** Echo Read the portion of page 191 from “Dear brothers and” to “for their rights.”

**6.** Instruct students to Think–Pair–Share to answer this question:



**What does Malala want her audience to know about Malala Day?**

**Language Support**

For students with beginning English proficiency, explain that the phrase “brothers and sisters” is used figuratively because Malala is not literally related to the people she is addressing.

**7.** Reinforce the correct response: It is not her day, but a day to recognize women, boys, and girls who have spoken up for their rights.

**8.** Read aloud the portion of page 192 from “On the ninth” to “courage was born.” Based on your students’ needs, pause to define select words with a synonym (e.g., *ambitions*, *courage*, *hopelessness*). Use subsequent readings to reinforce synonyms for the words you selected.

9. Instruct students to Think–Pair–Share to answer these questions:

 **What does Malala say has changed in her life after the attack?**

 **How do you think Malala read this part of her speech to match the setting, audience, and purpose?**

**Key Ideas**

- **change:** no longer weak, scared, or hopeless; is now strong, powerful, and courageous
- **how:** slowed down, strong, serious voice, emphasized words like *I* and *my*

10. Invite a student to read aloud the passage to match the setting, audience, and purpose.

11. Instruct students to partner read the portion of page 192 from “I am the” to “are the same.” Tell them to read the passage in the way that they think would match the way Malala read it.

12. Instruct students to Think–Pair–Share to answer these questions:

 **What does Malala say has stayed the same in her life after the attack?**

 **How do you think Malala adjusted her speech in this passage?**

**Key Ideas**

- **same:** is still Malala; has same hopes, ambitions, and dreams
- **adjusted:** confident voice, positive tone

13. Invite a student to read aloud the passage to match the setting, audience, and purpose.

**LAND** 5 minutes**Demonstrate Learning**

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1.  **Introduce the learning task.** Instruct students to explain the most important ways Malala has changed and stayed the same. To help students organize their ideas, provide these sentence frames: Malala has changed because \_\_\_\_\_. Malala has stayed the same because \_\_\_\_\_.
- 

**Analyze Student Progress**

**Monitor:** Do students explain that Malala is the same person with the same hopes and dreams, yet she has become braver and stronger?

**Offer Immediate Support:** If students need additional support describing what has stayed the same in Malala's life, read aloud the part of her speech on page 192, from "Their right to" to "change the world." Ask this question: What does Malala say about herself?

---

2. Invite a few students to share their responses.

**Key Ideas**

- Malala has changed because she let go of fear. Malala has stayed the same because she still has the same hopes and dreams.
  - Malala has changed because she is now strong and powerful. Malala has stayed the same because she continues to fight for education.
3. Summarize that through Malala's experiences she has become stronger and braver, and she continues to dream, hope, and fight for the rights of others.



# Prologue to Lesson 28

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students examine key details in Malala’s “Nobel Lecture.” As they describe the changes Malala hopes for, students practice asking questions to deepen their understanding. This work prepares students to identify what is happening in “Nobel Lecture” in lesson 28.

### Learning Goal

Examine key details in Malala’s “Nobel Lecture.”

 **LEARNING TASK:** Describe a change Malala expresses hope for in “Nobel Lecture.”

### Language Progress

In this lesson, students work on this module speaking and listening goal: Ask questions to deepen your understanding.

To support students with beginning English proficiency, provide an annotated (e.g., highlighted, underlined, or color-coded) copy of the Fluency Practice for “Nobel Lecture” that describes the changes Malala hopes for. Echo Read the details that describe the changes Malala hopes for prior to inviting students to ask questions with their partner. To support students with intermediate English proficiency, invite them to discuss and ask questions about how the changes Malala hopes to see can become a reality.

### Vocabulary

lecture (n.)

memoir (n.)

### Materials

#### TEACHER

- *I Am Malala*

#### STUDENTS

- *I Am Malala*
- Fluency Practice for “Nobel Lecture” (*Learn* book)
- Talking Tool (*Learn* book)

### Preparation

- none

# LAUNCH

5 minutes

## Practice Vocabulary

1. Instruct students to Think–Pair–Share to answer this question:

 **If you were asked to write a story about your life, what is an experience you would include?**

### Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

2. Review the vocabulary term *memoir* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that *I Am Malala* is a memoir.
3. Introduce the vocabulary term *lecture* by displaying the term and definition. Engage students in Vocabulary Exploration.
4. Ask these questions:

 **What is the purpose of a lecture?**

 **How is this different from the purpose of a memoir?**

### Key Ideas

- **purpose:** The purpose of a lecture is to use speech to educate and inform an audience about a topic.
  - **difference:** A memoir details events from someone’s life for the purpose of storytelling, while a lecture provides information and details about a topic for the purpose of teaching an audience.
5. Tell students that they will hear and read Fluency Practice for “Nobel Lecture” to learn about information Malala shares with her audience.

### Definition

**memoir (n.):** a written account in which someone (such as a famous performer or politician) describes past experiences

### Definition

**lecture (n.):** a talk given before an audience or class especially for instruction

**LEARN** 20 minutes**Examine Key Details in Malala’s “Nobel Lecture”**

1. Direct students to Fluency Practice for “Nobel Lecture,” located in the *Learn* book. Tell students that Malala gave this lecture when she won the Nobel Peace Prize in 2014. Explain that the Nobel Peace Prize is a prestigious award given to people or organizations that create positive changes in the world.
2. Direct attention to the first paragraph of the lecture and read aloud from “Dear brothers and” to “change—lasting change.” Ask this question:

**What do all the people whom Malala talks about have in common?**

**Language Support**

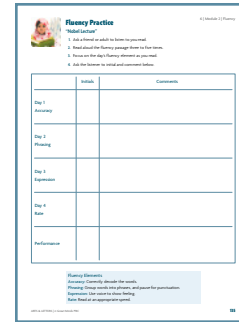
Based on your students’ needs, pause to briefly explain who Martin Luther King Jr., Nelson Mandela, Mother Teresa, and Aung San Suu Kyi are and that they are all previous recipients of the Nobel Peace Prize.

3. Reinforce the correct response: They all made a positive change in the world. Tell students that they will read about changes Malala describes and hopes to see in the world.
4. Direct attention to the second and third paragraphs. Read aloud from “My great hope” to “take a leap.” Instruct students to partner read the same section and annotate details that describe something Malala wants to change. Ask this question:

**Whom does “we” refer to when Malala says, “we must fight for education”?**

**Key Ideas**

- Malala and her audience
  - Malala and others who care about children’s right to education
  - Malala and other activists who work for children’s rights
5. Emphasize that Malala uses “we” to convey that she is not the only one fighting for children’s right to education.



6. Echo Read the sentence “Let’s solve this once and for all,” stressing the word “this” and modeling how to read with appropriate expression. Ask this question:

 **What does “this” refer to in this sentence?**

**Language Support**

For students with beginning English proficiency, ask questions such as these: What is Malala fighting for? What did Malala want for herself and for other girls in Pakistan?

7. Reinforce the correct response: the lack of access to education for some children around the world.
8. Tell students that asking questions will help them better understand the changes Malala says she hopes to see.

Direct students to the Talking Tool, located in the *Learn* book. Read aloud these guiding questions: Can you elaborate on \_\_\_\_\_? What evidence supports your idea? Think aloud to model how to use one of the guiding questions to deepen understanding.

9. Echo Read this sentence: “My great hope is that this will be the last time we must fight for education.” Instruct students to Think–Pair–Share to answer this question:

 **Why does Malala say that she hopes “this will be the last time we must fight for education”?**

**Key Ideas**

- She hopes to end the fight for education.
- She wants her speech to motivate people to act.
- She hopes no one will again have to speak out for children to receive an education.

Remind students to use the Talking Tool to ask questions of their partner.

**Sample Think Aloud**

If I want more information about what Malala means when she says, “let’s solve this once and for all,” I can ask my partner this question: “Can you elaborate on what you think Malala means?”

- 10.** Echo Read this sentence: “Now it is time to take a leap.” Tell students that the phrase “take a leap” is a figure of speech, or a word or phrase used for effect—figuratively, not literally. Explain that the phrase can figuratively mean “to make a big or important change.”

**Teacher Note**

To help students understand the meaning of “take a leap,” demonstrate the literal meaning by using a gesture (e.g., jumping forward).


- 11.** Instruct students to discuss this question with a partner:

 **What does Malala mean when she says that it’s “time to take a leap”?**

**Key Ideas**

- People must make big changes to how they are fighting for education.
- People must take great action now to end the fight for education.


Remind students to use the Talking Tool to ask questions of their partner.

- 12.** Invite a few students to share their responses. Use responses to emphasize that Malala says, “this will be the last time” and “it is time to take a leap” because she wants to see significant actions taken to finally win the fight to grant education for children around the world.
- 13.** Direct attention to the fourth and fifth paragraphs of the passage. Instruct students to follow along as you read aloud from “It is not” to “their top priority.” Tell students to annotate details that describe changes that Malala wants world leaders to make.
- 14.** Ask this question:
-  **What does Malala want world leaders to do?**
- 15.** Reinforce the correct responses: to take action to help the world’s children; to make education their top priority.

**Language Expansion**

For students with intermediate English proficiency, prompt them to expand on their discussion by asking additional questions such as “What do you think world leaders should do to prioritize education?”

**LAND** 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Describe to a partner one change Malala expresses hope for in “Nobel Lecture.”

Encourage students to use these guiding questions from the Talking Tool to deepen their understanding: Can you elaborate on \_\_\_\_\_? What evidence supports your idea?

**Analyze Student Progress**

**Monitor:** Do students correctly identify a change Malala expresses hope for in her Nobel lecture?

**Offer Immediate Support:** If students need additional support describing an important change Malala hopes for, instruct them to review the annotated sentences.

2. Invite a few students to share their responses.

**Key Ideas**

- winning and ending the fight for children’s education
- solving children’s lack of access to education
- the world taking a leap to protect education rights
- world leaders uniting to prioritize education for all children

3. Summarize that Malala hopes to see people take action and world leaders unite to ensure that all children around the world receive a good education.



# Prologue to Lesson 30

**Essential Question** | How do convictions inspire actions?

## OVERVIEW

### Preview

Students analyze types of sentences in Malala’s “Nobel Lecture.” As they discuss sentence types and their purposes, students practice varying sentence patterns for meaning, reader interest, and style. This work prepares students to examine sentence structure in lesson 30.

### Learning Goal

Analyze the sentence patterns in “Nobel Lecture.”


 **LEARNING TASK:** Explain the effect of Malala’s use of a simple sentence.


### Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Vary sentence patterns for meaning, reader interest, and style.

To support students with beginning English proficiency, provide additional examples of varying sentence types from “Nobel Lecture,” color coded to indicate the type of sentence. To support students with intermediate English proficiency, invite students to identify additional examples of simple and compound sentences in “Nobel Lecture.”

### Vocabulary

compound sentence 

simple sentence 

### Materials

#### TEACHER

- “Nobel Lecture” (digital platform)

#### STUDENTS

- “Nobel Lecture” (*Learn* book)

### Preparation

- none

## LAUNCH 5 minutes

### Build Knowledge About Sentence Types

1. Display the following sentences:

- I am Malala.
- I am Malala, a girl like any other—although I do have my special talents.

Instruct students to Think–Pair–Share to answer this question:

 **What do you notice about each of these sentences?**

#### Key Ideas

- **first sentence:** short, simple, from Malala’s point of view, includes personal language “I”
- **second sentence:** has more than one main idea, from Malala’s point of view, includes personal language “I” and “my,” describes more than one detail about Malala

2. Direct attention to the first sentence. Explain that this is a simple sentence. Introduce the vocabulary term *simple sentence* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that the first sentence is a simple sentence because it has only one main clause.

#### Teacher Note

Based on your students’ needs, pause to define *clause* as “a group of words that includes a subject and verb, and forms a sentence or part of a sentence.”

3. Direct attention to the second sentence. Explain that this is a compound sentence. Introduce the vocabulary term *compound sentence* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that the second sentence is a compound sentence because it has more than one main clause. Tell students to annotate the main clauses of the second sentence.

4. Tell students that they will look at more sentences from Malala’s “Nobel Lecture” to learn about the ways she uses different sentence types to describe the challenges children face.

#### Definition

**simple sentence:** a sentence having only one main clause and no additional clauses

#### Definition

**compound sentence:** a sentence consisting of two or more main clauses

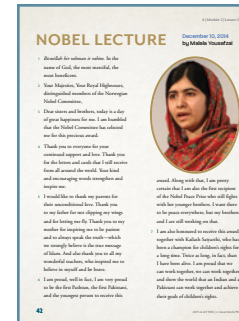
**LEARN** 20 minutes**Examine Sentence Types**

1. Display “Nobel Lecture,” and direct students to the page in their *Learn* book. Direct attention to paragraph 16. Read aloud the paragraph, starting with “But things did.”
2. Annotate the first sentence of the paragraph. Think aloud to model how to determine what type of sentence this is.
3. Instruct students to work with a partner to read the paragraph and determine what types of sentences these are. Instruct students to annotate each simple sentence with the letter *S* and each complex sentence with the letter *C*.
4. Invite a few students to share their responses, and reinforce the correct responses:
  - **second sentence**—compound
  - **third sentence**—simple
  - **fourth sentence**—simple
  - **fifth sentence**—simple
  - **sixth sentence**—simple
5. Direct attention to the second sentence in paragraph 16, starting with “When I was.” Read the sentence aloud and instruct students to Think–Pair–Share to answer this question:

 **How does this compound sentence help Malala describe the challenges in Swat?**

**Language Support**

If possible, pair students who speak the same home language, and instruct them to discuss this question.

**Sample Think Aloud**

I notice that the sentence is short and has only one main clause. I think this sentence is a simple sentence.

**Key Ideas**

- provides additional details to describe the kind of place Swat once was
- expresses the ideas that Swat was once great but then changed
- adds more detail to help her audience understand that she witnessed Swat's negative transformation

**Language Expansion**

For students with intermediate English proficiency, invite them to expand on their response by explaining what each clause in the sentence describes.

- 6.** Direct students to paragraph 29. Read aloud the paragraph from “Today, I tell” to “did not succumb.” Instruct students to annotate the types of sentences as they follow along. Encourage students to label each simple sentence with the letter *S* and each compound sentence with the letter *C*.

**Language Support**

For students with beginning English proficiency, annotate the clause in the sentences. Use one color to annotate the clause in the simple sentences and two colors to annotate each clause in the compound sentences.

- 7.** Invite a few students to share their responses, and reinforce the correct responses:
- **first sentence**—simple
  - **second sentence**—compound
  - **third sentence**—simple
  - **fourth sentence**—simple
  - **fifth sentence**—compound

8. Instruct students to Think–Pair–Share to answer this question:


 **Why does Malala use simple sentences to describe the challenges her friends experience?**

**Key Ideas**

- to emphasize key details about herself and her friends
- to engage her audience
- to create a sense of urgency about the challenges her friends face
- to break information about her friends' experiences into smaller pieces

9. Use responses to emphasize that the use of simple sentences communicates the importance and urgency of the key details.

10. Instruct students to Think–Pair–Share to answer this question:

 **Why does Malala use compound sentences to describe the challenges her friends experience?**

**Key Ideas**

- to explain whom she brought and why
- to describe in more detail the challenges they face
- to explain that even though they experience challenges, they do not give up

11. Use responses to emphasize that compound sentences connect ideas and explain key details with more information or description.

12. Direct attention to paragraph 58. Instruct students to follow along as you read aloud the paragraph, starting with “Dear sisters and.” Instruct students to annotate the types of sentences, labeling each simple sentence with the letter S and each compound sentence with the letter C.

- 13.** Instruct students to work with a partner to discuss what they notice about the first and last sentences in the paragraph.


Listen for students to express that the first sentence is compound, while the last sentence is simple.

- 14.** Echo Read the last sentence of the paragraph: “It is our duty.”

## LAND 5 minutes

### Demonstrate Learning

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- 1.**  **Introduce the learning task.** Instruct students to discuss this question with a partner: What is the effect of using a simple sentence at the end of paragraph 58?
- 

#### Analyze Student Progress

**Monitor:** Do students explain that Malala uses a simple sentence to gain her audience’s attention and call them to action?

**Offer Immediate Support:** If students need additional support explaining Malala’s use of a simple sentence, ask this question: How do simple sentences help Malala motivate her audience on behalf of children?

---

- 2.** Invite a few students to share their responses.

#### Key Ideas

- It emphasizes her message that we need to help.
- It creates a sense of urgency.
- It feels like a call to action.

- 3.** Summarize that Malala uses different sentence types in her lecture to make her message more forceful and effective.



# Prologue to Lesson 31

**Essential Question** | How do convictions inspire actions?


## OVERVIEW

### Preview

Students read aloud a passage from Malala’s “Nobel Lecture.” As they discuss the passage, students practice adjusting their speech to match the audience, setting, and purpose. This work prepares students to declaim a passage in lesson 31.

### Learning Goal

Rehearse a passage from “Nobel Lecture” Declamation Passages.

 **LEARNING TASK:** Read aloud a passage by adjusting speech to match the audience, setting, and purpose.

### Language Progress

In this lesson, students work on this module speaking and listening goal: Adjust your speech to match your audience, setting, and purpose.

To support students with beginning English proficiency, provide a recording that models how to fluently read challenging portions of the passage. To support students with intermediate English proficiency, invite them to stand and add facial expressions and gestures to their performance.

### Vocabulary

none

### Materials

#### TEACHER

- “Nobel Lecture” Declamation Passages (digital platform)

#### STUDENTS

- “Nobel Lecture” Declamation Passages (*Learn* book)

### Preparation

- none



## LEARN 20 minutes

### Rehearse a Declamation Passage

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1. Tell students that you are going to read aloud a portion of Malala’s “Nobel Lecture” in a way that you think matches the audience, setting, and purpose.
2. Direct students to passage 7 of “Nobel Lecture” Declamation Passages, located in the *Learn* book. Read aloud from “The world can” to “is so hard.” Read the excerpt in a style and tone that matches Malala’s audience, setting, and purpose (e.g., use a serious tone and emphasize raising the intonation of your voice at the end of questions).

#### Teacher Note

You may want to assign passage 7 to students to declaim in lesson 31 because they will have had recent practice with it.

3. Ask this question:

 **What did you notice about how I read the passage?**

#### Key Ideas

- You read the words accurately and clearly.
  - You used your voice to show feeling.
  - You raised your voice at the end of questions.
4. Think aloud to model how you adjusted your speech to match your audience, setting, and purpose.
  5. Instruct students to follow along as you read aloud the portion of passage 7 from “We are living” to “and wasted potentials.” Read the excerpt in a style and tone that matches Malala’s audience, setting, and purpose (e.g., use a serious tone and stress pauses at the ellipses and periods).

#### Teacher Note

Based on your students’ needs, pause to define select words with a synonym (e.g., *duty*, *potentials*, *quality*). Use subsequent readings to reinforce synonyms for the words you selected.

#### Sample Think Aloud

I imagined Malala standing at the podium in front of a large audience. I used a serious tone because Malala is speaking about the importance of peace and education. I also raised my voice at the end of the questions to make the audience feel like they were being asked the questions directly.

6. Ask this question:

 **What did I do to adjust my speech?**

**Key Ideas**

- Certain phrases, such as “It is our duty,” were read with a clear and direct tone.
- The pauses at the ellipses and periods were emphasized.
- Words in italics, such as the first and the last words, were read with emphasis.

7. Instruct students to Think–Pair–Share to answer this question:

 **Why were certain words emphasized?**

**Key Ideas**

- to engage the audience
- to emphasize important words or phrases
- to draw attention to important parts of the speech

Use responses to emphasize that speakers can engage an audience and call attention to important passages by changing how they read certain words or phrases.

8. Direct attention to the line “Me. You. We. It is our duty,” Echo Read the words with a serious tone, and stress the pauses at each period. Ask these questions:

 **What is our duty, according to Malala?**

 **Whose duty is it to do this?**

**9.** Reinforce the correct responses:

- **duty**—to give every child an education
- **whose duty**—everyone’s

Use responses to emphasize that pausing and speaking in a direct tone communicates the importance of certain words and phrases.

**10.** Read aloud the portion of passage 7 from “Let us become” to “this ending now,” emphasizing certain words (e.g., *first, last, together, today*). Instruct students to listen for and annotate the words you emphasize. Ask these questions:

 **What words and phrases were emphasized in this reading? Why?**

**Key Ideas**

- **words and phrases:** “first,” “last,” “together,” “today”; “Let this end with us”
- **why:** to emphasize what Malala believes this generation needs to do to improve the lives of children

**11.** Ask these questions:

 **What phrase does Malala repeat? Why?**

**12.** Reinforce the correct responses:

- **repeats**—“Let this be the last time.”
- **why**—She is emphasizing that she wants to permanently improve the lives of children.

- 13.** Instruct students to partner read the same portion of passage 7 in a way that matches the audience, setting, and purpose of Malala’s speech. Ask these questions:

 **What is one thing your partner did well?**

 **What is one thing your partner can work on?**

**Language Expansion**

For students with intermediate English proficiency, invite them to add artful gestures and facial expressions as they read the sentences beginning with “Let this be.”

- 14.** Instruct students to identify and annotate challenging portions of the passage, and tell them to identify their partner’s areas of strength. Then instruct students to read the portion of the passage again with the same partner. Ask these questions:

 **What is one thing your partner did well?**

 **What is one thing your partner can work on?**

**Language Support**


For students with beginning English proficiency, Echo Read words or phrases that students identify as challenging.

- 15.** Tell students that they will practice reading aloud the same portion of the passage with a different partner.

## LAND 5 minutes

### Demonstrate Learning

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1.  **Introduce the learning task.** Instruct students to read aloud the portion of passage 7 from “We are living” to “and wasted potentials” with a partner. Tell students to read in a style that matches the audience, setting, and purpose of the lecture.
- 

#### Analyze Student Progress

**Monitor:** Do students adjust their speech to use a serious tone and emphasize certain words and phrases?

**Offer Immediate Support:** If students need additional support adjusting their speech, provide additional models of reading aloud challenging portions of the passage.

---

2. Invite a few students to share the parts of their performance that were strong and the parts that need improvement.
3. Summarize that when reading aloud, speech can be adjusted to match the audience, setting, and purpose.



# Prologue Vocabulary

## compound sentence

a sentence consisting of two or more main clauses

**P** to lesson 30

## foreshadowing (n.)

a suggestion of something that has not yet happened

**P** to lesson 9 | lesson 9

## heal (v.)

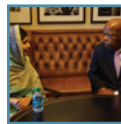
to become healthy or well again

**P** to lesson 23

## human rights

basic rights (such as the right to be treated well and the right to vote) that many societies believe every person should have

**P** to lesson 10 | lesson 5



## internal dialogue

dialogue that takes place within a person's mind, between the person and their inner self

**P** to lesson 18

## leadership (n.)

the power or ability to lead other people

**P** to lesson 8

## lecture (n.)

a talk given before an audience or class especially for instruction

**P** to lesson 28 | lesson 27

## memoir (n.)

a written account in which someone (such as a famous performer or politician) describes past experiences

**P** to lesson 28 | lesson 2

## motivation (n.)

a force or influence that causes someone to do something

**P** to lesson 8

## simple sentence

a sentence having only one main clause and no additional clauses

**P** to lesson 30

## speech (n.)

a spoken expression of ideas, opinions, etc. that is made by someone who is speaking in front of a group of people

**P** to lesson 26

## target (n.)

a place, thing, or person at which an attack is aimed

**P** to lesson 17

**thesis (n.)**

a statement that someone wants to discuss  
or prove

**P** to lesson 24

**vague (adj.)**

not clear in meaning

**P** to lesson 21

**voice (n.)**

a right or way to express your wishes or  
opinions

**P** to lesson 14



# ***Prologue Student Resources***





## L18 | Internal Dialogue in *I Am Malala*

Read the text below to determine what internal dialogue reveals about how Malala plans to respond to a Talib.

On the trip back home, though, I asked myself what I would do if a Talib came to kill me.

Well, I would just take my shoe and hit him.

But then I thought: *If you hit a Talib with your shoe, there is no difference between him and you. You must not treat others with cruelty. You must fight them with peace and dialogue.*

“Malala,” I said to myself. “Just tell him what is in your heart. That you want an education. For yourself. For all girls. For his sister, his daughter. For him.”

That’s what I would do. Then I would say, “Now you can do what you want.” (119)



## L21 | Replace Vague Pronouns

Identify and replace the vague pronouns in the sentences.

1. They speak about how they had to quit school out of fear.
2. She says that everything in their valley is about peace and that it is their fault for causing the world to think they are terrorists.
3. She says that they are not afraid of anyone and that they will continue their dream of getting an education.

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*Gold Crown from Tillya Tepe,*  
first century

Gold

Found in the Collection of National  
Museum of Afghanistan, Kabul

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every child  
is capable of  
greatness