





6 | Module 2

Free to Learn

How do convictions inspire actions?



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

Published by Great Minds PBC

greatminds.org

© 2025 Great Minds PBC. All rights reserved. No part of this work may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying or information storage and retrieval systems—without written permission from the copyright holder. Where expressly indicated, teachers may copy pages solely for use by students in their classrooms.

Printed in the USA

A-Print

1 2 3 4 5 6 7 8 9 10 XXX 33 32 31 30 29 28 27 26 25 24

ISBN 979-8-88811-220-5

Contents

Module Overview

Summary	1
Texts	3
Knowledge Threads	4
Materials and Preparation	4
Learning Goals	5
Assessments	6
Achievement Descriptors Overview	8
English Language Development Standards	9
Module Plan	11

Arc A | *I Am Malala*

L1 Opening Bookend	14
- Share knowledge about how people make a positive difference in the world. - Explore the module topic.	
L2 Wonder	20
- Notice and wonder about <i>I Am Malala</i>. - Notice and wonder about the crown from Tillya Tepe.	
L3 Organize	34
- Explain important details about Malala's life as a girl in Pakistan. - Describe the crown from Tillya Tepe.	
L4 Organize	48
- Examine influential events in <i>I Am Malala</i>. - Analyze the effects of balance in the crown from Tillya Tepe.	
L5 Know	60
- Describe knowledge of human rights from the introduction and Article 26 of the Universal Declaration of Human Rights. - Explain interest in the crown from Tillya Tepe.	
L6 Organize	72
- Identify how Malala's family responds to the Taliban. - Describe knowledge gained about the crown from Tillya Tepe.	



L7 | Know 86

- Compare and contrast descriptions of Bhutto's political life in two texts.
- Examine the Writing Model for Module 2.

L8 | Organize 98

- Contrast Malala's position on school with the Taliban's.
- Identify colors and corresponding elements in the Painted Essay®.

L9 | Reveal 112

- Analyze the effect of foreshadowing in *I Am Malala*.
- Examine definition structure in the writing model.

L10 | Distill 122

- Determine a central idea in *I Am Malala*.
- For Module Task 1, examine the prompt.

L11 | Know 134

- Express knowledge about conditions in Pakistan in *I Am Malala*.
- For Module Task 1, collect evidence to respond to a prompt.

L12 | Reading Comprehension Assessment 1 146

- Demonstrate knowledge of the power of advocacy and apply reading comprehension skills to a new text related to actions inspired by convictions.

L13 | Responsive Teaching 150

- Analyze relevant questions on Reading Comprehension Assessment 1.

Arc B | *I Am Malala*

L14 | Organize 156

- Identify what is happening in *I Am Malala*.
- For Module Task 1, explain the required elements of the thesis statement.

L15 | Organize 168

- Identify how Malala changes in *I Am Malala*.
- Examine the connection between the thesis statement and topic sentences in the writing model.

L16 | Reveal 182

- Explain symbolism in *I Am Malala*.
- For Module Task 1, examine elaboration and transitions in the writing model.

L17 | Organize 194

- Identify examples of Malala's courage.
- For Module Task 1, examine citations.

L18 | Reveal 208

- Analyze the effect of internal dialogue in *I Am Malala*.
- For Module Task 1, examine an introduction and conclusion.

L19 | Distill 218

- Explain a central idea in *I Am Malala*.
- For Module Task 1, complete an essay outline.

L20 | Know 230

- For Module Task 1, complete a draft of an informative essay.
- For Module Task 1, revise an essay to strengthen writing.

L21 | Know 240

- Build knowledge of the value of secondary education for girls.
- Identify vague pronouns.



Arc C | *I Am Malala*

L22 | Organize 252

- Identify what is happening in *I Am Malala*.
- For Module Task 2, examine the prompt.

L23 | Organize 266

- Identify what is happening in *I Am Malala*.
- For Module Task 2, draft a thesis statement.

L24 | Organize 278

- Identify what is happening in *I Am Malala*.
- Introduce and elaborate on evidence.

L25 | Reveal 292

- Examine the structure of *I Am Malala*.
- Examine the hook in the Writing Model for Module 2.

L26 | Distill 304

- Explain a central idea in *I Am Malala*.
- For Module Task 2, examine background information in the writing model.

L27 | Wonder 316

- Notice and wonder about “Nobel Lecture.”
- For Module Task 2, examine the writing model’s conclusion.

L28 | Organize 326

- Identify what is happening in “Nobel Lecture.”
- For Module Task 2, complete an essay outline.

L29 | Reveal 338

- Analyze the effect of rhetorical questions in “Nobel Lecture.”
- For Module Task 2, complete a draft of an informative essay.

L30 | Distill 350

- Explain a central idea in “Nobel Lecture.”
- Examine varied sentence structure.

L31 | Know 362

- Declaim a text.

L32 | Know 370

- Compare “The Grass Is Really Like Me” to *I Am Malala*.
- For the End-of-Module Task, plan an informative essay.

L33 | Know 382

- Express knowledge about advocacy.
- For the End-of-Module Task, collect evidence to respond to a prompt.

L34 | Reading Comprehension Assessment 2 392

- Demonstrate knowledge of the power of advocacy and apply reading comprehension skills to a new text related to actions inspired by convictions.

L35 | Responsive Teaching 396

- Analyze relevant questions on Reading Comprehension Assessment 2.



Module Finale

L36 | Know 402

- Reflect on how convictions inspire actions.
- For the End-of-Module Task, draft a thesis statement and topic sentences.

L37 | Know 414

- For the End-of-Module Task, draft an informative essay.

L38 | Know 420

- For the End-of-Module Task, draft an informative essay.
- For the End-of-Module Task, begin revising a draft of an informative essay.

L39 | Know 428

- For the End-of-Module Task, revise a draft of an informative essay.
- Share the End-of-Module Task.

L40 | Closing Bookend 436

- Share knowledge gained from the module about advocacy.
- Reflect on the module topic.

Appendices

Achievement Descriptors 442

Vocabulary 449

About the Images 452

Works Cited 453

Credits 455

Acknowledgments 455



ESSENTIAL QUESTION

How do convictions inspire actions?

SUMMARY

Education benefits everyone, but in some parts of the world, girls and women have difficulty accessing it. Advocates work to remove barriers that keep people from attending school. In *Free to Learn*, students examine a firsthand account of one remarkable Pakistani girl's defiance of injustice and pursuit of education. Throughout the module, students explore the Essential Question: How do convictions inspire actions?

The module opens with Malala Yousafzai's memoir *I Am Malala*, an engaging narrative and an urgent message about the untapped power of girls and women. The text invites readers to consider how Malala transforms from student to advocate in response to radical changes in Pakistan. Students explore Malala's remarkable courage as she pursues education for girls despite the Taliban's attempts to silence her through intimidation and violence. The text helps students understand how girls, and society as a whole, are negatively affected by limited opportunities for education.

Throughout the module, students learn about the geographic, religious, and political climate Malala describes, including Pakistan's history and culture, facts and misconceptions about Islam, and the Taliban. To complement this contextual study, students view the crown from Tillya Tepe, a gold crown made by ancient people living in the area that is now Afghanistan. They read an excerpt from "A Hoard of Gold That Afghanistan Quietly Saved" to learn about the history and value of the crown. They consider why the crown has mattered to different people throughout time and explore the importance of preserving art.





To deepen their study, students read an excerpt from the Universal Declaration of Human Rights, a milestone document that established fundamental human rights. They read a transcript of an interview with Benazir Bhutto to learn about an advocate for human rights who inspired Malala. Bhutto's challenges provide further context for the Taliban's influence. Students also build foundational knowledge about how religious extremism manifests globally and how religion has been used throughout history to justify violence.

As students learn about the Taliban's specific strategies for targeting the education of girls and women, as well as the bold ways Malala continues to advocate for this fundamental right, they study "Cost of Not Educating Girls" and view "Why We Should Invest in Educating Girls." They think critically about how violating girls' right to an education harms not only girls but also their families and communities.



To conclude their study of *I Am Malala*, students read Malala's 2014 "Nobel Lecture" and consider how her demand that women worldwide have access to education defies those who would deny this right. The module concludes with the poem "The Grass Is Really Like Me" by poet Kishwar Naheed. Through Naheed's powerful metaphor, students analyze the resilience and power that girls and women possess despite the setbacks they face.

During writing instruction, students use the Painted Essay® structure to write informative essays expressing their knowledge of advocacy. They learn to draft topic sentences that support their thesis, properly cite and elaborate on evidence, create a hook and context for introductory paragraphs, and craft an effective conclusion. They also practice correcting vague pronouns. At the end of the module, students craft an informative essay defining advocacy and explaining Malala's motivations and actions as a human rights advocate.



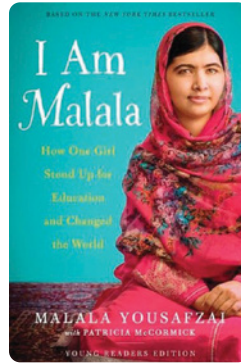
Throughout the module, students build knowledge of the importance of equal education and study Malala Yousafzai's courageous and resilient responses to injustice. Students gain insight into the power that advocates have to meaningfully change the world, empowering them to answer the Essential Question: How do convictions inspire actions?

TEXTS

Book

Literary Nonfiction

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



Art

- crown from the Tillya Tepe, Tomb VI, Unknown



Videos

- “TED-Ed: How Does the Nobel Prize Work?” TED-Ed
- “Why We Should Invest in Educating Girls,” *Financial Times*



Poetry

- “The Grass Is Really Like Me,” Kishwar Naheed



Articles

- “Cost of Not Educating Girls,” Malala Fund
- excerpt from *Country Profiles: Pakistan*, Alicia Z. Klepeis
- excerpt from “A Hoard of Gold That Afghanistan Quietly Saved; 2,000-Year-Old Heritage Narrowly Escaped the Taliban,” Carlotta Gall
- “Islam,” *Britannica Kids*
- “Kishwar Naheed,” The South Asian Literary Recordings Project
- “Nobel Lecture,” Malala Yousafzai
- excerpt from “Religion and Religious Extremism,” George Washington University
- transcript of interview with Benazir Bhutto, Academy of Achievement
- excerpt from the Universal Declaration of Human Rights, United Nations Commission on Human Rights
- “What Life in Afghanistan Was Like Before the Taliban Takeover,” Muzhda Akbari





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.

MATERIALS AND PREPARATION

- Module 2 Knowledge Chart
- Module 2 Word Analysis Chart (digital platform)
- Module 2 Question Board
- Module 2 Speaking and Listening Goals Tracker (digital platform)

Determine how to display class versions of *Learn* book pages and lesson materials throughout the module. Use the slides available on the digital platform, or use another method of display, such as chart paper or a document camera. For a comprehensive list of all the materials used in the module, see the digital platform.

LEARNING GOALS

- Build understanding through literary and informational texts about how people act on their convictions.
- Describe how Malala responds to conflict in her country and acts based on her convictions.
- Analyze how Malala writes about her own experiences with human rights advocacy.
- Integrate information from texts to build an understanding of how other people have been human rights advocates through speeches and actions.
- Determine and trace Malala's claims, reasons, and evidence as she argues for advocacy in her Nobel Prize acceptance speech.
- Write informational essays about human rights and how people support them with their actions.
- Revise informational writing by elaborating on evidence to support a thesis, using precise language to hook readers, using transitions to clarify relationships between ideas, and maintaining a consistent tone.
- Participate in class discussions about actions inspired by convictions, adjusting speech to match audience, setting, and purpose; paraphrasing to show understanding of multiple perspectives; and asking and answering questions to deepen understanding and clarify meaning.



ASSESSMENTS

In every *Arts & Letters*™ module, students complete three types of formal assessments: module tasks, Reading Comprehension Assessments, and an End-of-Module Task. For the module tasks in this module, students write informative essays that focus on human rights and how people advocate for them. Each module task prepares students for the End-of-Module Task.

For additional information about assessments, including texts, rubrics, achievement descriptors, scoring guidance, and report analysis, see the Assessment Guide on the digital platform.

End-of-Module Task

For the End-of-Module Task, students write an informative essay defining the role of a human rights advocate and describing what motivated Malala Yousafzai to take action as a human rights advocate. In writing a definition essay, students explore the meaning of advocacy. Using gathered evidence, students write a two-point thesis and organize their essays using a Painted Essay® planner. After drafting their essays, students participate in a peer review and revise their writing based on the feedback they receive.

Summary of Assessments

Lesson 12 | Reading Comprehension Assessment 1

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the first half

of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how people inspire others to action and how women fight for equality. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lessons 18–20 | Module Task 1

Students write an informative essay that defines human rights. Students use evidence they gathered to show how Malala’s parents supported the human right of education in their community. Students support their ideas by elaborating on their evidence and making a clear connection to the thesis.

Lessons 28–30 | Module Task 2

Students write an informative essay that defines education and connects ideas about education and its effects on girls worldwide. Students use evidence from two texts to support their ideas. They strengthen their essays by varying the sentence patterns throughout.

Lesson 34 | Reading Comprehension Assessment 2

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the second half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how all humans deserve to have their rights protected. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own

confidence about the assessment and identify challenges posed by the assessment text.

Lessons 36–39 | End-of-Module Task

For the End-of-Module Task, students write an informative essay about human rights advocates and Malala’s motivations and actions as a human rights advocate.

ACHIEVEMENT DESCRIPTORS OVERVIEW

Achievement Descriptors (ADs) are standards-aligned descriptions that detail what students should know and be able to do based on instruction. ADs are written by using portions of various standards to form a clear, concise description of the work covered in each module. Grade-level ADs may appear in multiple modules.

Arts & Letters alignment to state standards is available on the digital platform.

The ADs are organized into five strands.

Each strand is composed of grade-level parent ADs. Some parent ADs are further divided into child ADs, and some child ADs are further broken down into grandchild ADs.

Each AD has a unique code, which indicates the strand, the AD number, and the grade to represent the parent AD. If applicable, the code may also include a capital letter to indicate a child AD and a lowercase letter to indicate a grandchild AD.

The example shows the relationship of parent, child, and grandchild ADs.

The first number in the code is the AD number, which corresponds to the list of Achievement Descriptor Numbers by Strand. The second number in the code is the grade-level number.

For a list of this module's Achievement Descriptors, see the appendix.

Achievement Descriptor Strands

MM Make Meaning from Texts

CP Compose and Present Content

BU Build Understanding

DF Develop Foundations

DM Develop Metacognition

Grade Level 6 Achievement Descriptor

CP.4.6.A.a

Parent

CP.4.6 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

Child

CP.4.6.A: Develop an introduction.

Grandchild

CP.4.6.A.a: Introduce claim(s) clearly.

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

By engaging students in a variety of language- and text-based activities, module 2 lessons align with the following English Language Development (ELD) standards. *Arts & Letters Prologue™* lessons provide additional language support to develop 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

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
- Create closure, recap, and offer next steps

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
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

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

- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

ELD-LA.6-8.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text

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

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

ELP Standards

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 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.

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.

MODULE PLAN

Essential Question | How do convictions inspire actions?

KEY

 = **assessment**

 = **Prologue lesson**

Arc A | *I Am Malala*

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

Arc B | *I Am Malala*

Lesson 14 Organize <i>I Am Malala</i> P	Lesson 15 Organize <i>I Am Malala</i>	Lesson 16 Reveal <i>I Am Malala</i> P	Lesson 17 Organize <i>I Am Malala</i> P	Lesson 18 Reveal <i>I Am Malala</i> P	Lesson 19 Distill <i>I Am Malala</i> P	Lesson 20 Know <i>I Am Malala</i> Module Task 1 completed

Lesson 21 Know “Cost of Not Educating Girls” “Why We Should Invest in Educating Girls” P

Arc C | *I Am Malala*

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

Module Finale

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



Lesson 1

Essential Question | How do convictions inspire actions?

OVERVIEW

Preview

In this opening Bookend lesson, students explore the module topic and the Essential Question. Students share what they know about how people make a positive difference in the world. They continue to engage with the module topic through an experience that the teacher chooses. Students may create a visual representation of change, explore people who advocate in their communities, read a text about people who have made a positive difference in the world, or engage in a teacher-created experience.

Learning Goals

- Share knowledge about how people make a positive difference in the world.
- Explore the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss Prior Knowledge
- **Engage:** Create, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

conviction (n.)

Materials and Preparation

- Knowledge Card: *conviction*
- journal
- Determine how to display the Essential Question. See the Launch section for details.
- Prepare materials for the selected activity in the Engage section. If you choose Option 1, determine how to display students' work for the Gallery Walk.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH **2 minutes**

Read the Essential Question

1. Tell students that today they are starting a new module about someone who made a real difference in the world.
2. Display and Echo Read the Essential Question: How do convictions inspire actions?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN **53 minutes**

Share | Discuss Prior Knowledge | **10 minutes**

1. Tell students that today they will share what they know about the module topic. Ask these questions:

 **What do you know about how people make a positive difference in the world?**

 **What do you know about convictions?**

Teacher Note

As students share, listen closely for what they already know about a topic. Note students' prior knowledge to activate and incorporate in future discussions. Note misconceptions to correct future instruction.

2. Introduce the vocabulary term *conviction* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Teacher Note

The Word Analysis Chart, located on the digital platform, identifies relevant word-part information for each vocabulary term defined in the module. Use the chart to inform additional phonics and word analysis support for students.

Differentiation Challenge

To promote vocabulary exploration, instruct students to Think–Pair–Share to answer this question: What is the difference between caring about something and having a conviction? Use responses to reinforce that while people often have convictions about things they care about, it's possible to care about something without believing in it or having a strong opinion about it. The word *conviction* implies a specific idea about how something should be.



Definition

conviction (n.): a strong belief or opinion

3. Explain that in this module students will learn about how people's convictions inspire them to take actions that make a positive difference in the world.
4. Direct students to their journals. Instruct students to Jot–Pair–Share to answer this question:



What are some of your convictions?

Engage | Create, Experience, or Read | 43 minutes

Choose a Create, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Create a Visual Representation of Change

1. Explain that this module features people who wanted to see change in their community.

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

 **What changes would you like to see in your community?**

Teacher Note

Depending on how large the changes they envision are, students can consider their community to be their school, town, state, or country.

3. Instruct students to create a visual representation (e.g., a collage or poster) of changes they want to see in their community.
4. Lead students in a Gallery Walk to view one another's visual representations.
5. Close the Gallery Walk by inviting a few students to share their observations.
6. Instruct students to briefly write in response to this prompt:

 **What actions could you take to create the change you want to see in your community?**

Invite a few students to share their responses.

Option 2 | Experience a Visit from a Community Advocate

1. Invite one or more local community advocates to your classroom to speak about how their convictions inspired them to take action and advocate for change.
2. After listening to the guest speaker, instruct students to Jot–Pair–Share to answer this question:

 **How did advocacy make a positive difference in this community?**

Option 3 | Read a Book About How People Make a Positive Difference

1. Display and briefly introduce the volume of reading texts, and allow students to select which text to read. Invite a few students to share their initial impressions of the books they have chosen.
2. Instruct students to begin reading their selected volume of reading text.

Teacher Note

If you do not choose option 3 during this lesson, be sure to complete these steps at another time near the beginning of the module so students can familiarize themselves with the volume of reading choices and make their selections.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—How do your convictions shape your thoughts about actions that would benefit your community?
 - **Option 2**—How did the guest speaker's convictions inspire their actions?
 - **Option 3**—How does your chosen text give you insight into how people's convictions inspire them to make a positive difference?

2. Tell students that throughout the module they will continue to build knowledge about how convictions inspire actions.

Teacher Note

Arts & Letters student and teacher materials feature borders, header images, and other carefully chosen visuals to align with each module's knowledge. Consult About the Images, located in the appendices, to learn more about how these elements connect to the module's knowledge. As students progress through the module, share related information about the images and encourage them to make connections to what they are learning.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.C

BU.4.6 Expression

DM Develop Metacognition

DM.3.6 Schema Building



Lesson 2

Essential Question | How do convictions inspire actions?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students begin their exploration of *I Am Malala*. They share what they notice and wonder about the text features and the prologue and fluently read a passage. This work prepares students to explain how carefully reading Malala's words aloud changes what they notice and wonder. During visual art instruction, students observe the crown from Tillya Tepe. They note observations and questions about this work of art.

Learning Goals

Notice and wonder about *I Am Malala*.

 **LEARNING TASK:** Explain how carefully reading aloud Malala's words changes what you notice and wonder about the text.

Notice and wonder about the crown from Tillya Tepe.

 **LEARNING TASK:** Write the question you're most curious about and explain your interest in that question.

Vocabulary

memoir (n.)

prologue (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *I Am Malala*
- **Respond:** Notice and Wonder About the Text
- **Observe:** Notice and Wonder About the Crown from Tillya Tepe

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- crown from Tillya Tepe (digital platform)
- excerpt from *Country Profiles: Pakistan* (digital platform)
- class Notice and Wonder Checklist for *I Am Malala* (*Learn* book)
- Module 2 Question Board
- Module 2 Knowledge Chart

STUDENTS

- *I Am Malala*
- Notice and Wonder Checklist for *I Am Malala* (*Learn* book)
- Fluency Practice for *I Am Malala*, passage 1 (*Learn* book, Fluency)
- journal
- excerpt from *Country Profiles: Pakistan* (*Learn* book)

- Notice and Wonder Chart for a Work of Art (*Learn* book)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Determine how to display the Module 2 Question Board. Students continue adding to the board throughout the module. If the class uses chart paper and sticky notes, ensure that students have access to sticky notes during each lesson.
- Determine how to display the knowledge chart. Students continue working with this chart throughout the entire module.

Follow-Up

- Before the next lesson, students read chapters 1–2 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *I Am Malala*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Explain that during a Wonder lesson the class begins to read the book for the first time to spark their curiosity. Students share what they notice and wonder about the book. Introduce *I Am Malala* by reading aloud the title and author. Tell students that in this lesson they will notice and wonder about the text features and the prologue of this text.

LEARN 53 minutes

Read | Read *I Am Malala* | 30 minutes

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



What is your favorite childhood memory?



What genre and medium do you use to record your memories, if any?

2. Introduce the vocabulary term *memoir* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.

Display and read aloud this word part and its definition:

- **mem (root)**—mind, memory

Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Definition

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

3. Tell students that the book that they will read in this module is a memoir, which is also a type of literary nonfiction. Remind them that literary nonfiction conveys a story about real events by using narrative elements and figurative language.
4. Display the class Notice and Wonder Checklist for *I Am Malala*, and direct students to the page in their *Learn* book.

Remind students that what they notice will likely spark related questions about the text. Think aloud to model how to use the first item on the checklist. Add what you notice and wonder about the text to the class checklist.

Instruct students to complete their checklist.

Differentiation Support

To help students identify a text feature, direct attention to the italicized words on pages 2–3. Explain that these words, and others, are defined in the glossary on pages 213–217.

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



What do you notice and wonder?

Teacher Note

As students share what they notice and wonder, use this as an opportunity to conduct an informal, formative assessment of the knowledge and skills students built during the previous module. For example, do students identify information about the author? Do their responses indicate attention to both the text and illustrations? Do they express complete thoughts? Use the information you gather to prepare for subsequent lessons with this text.

Add responses to the class Notice and Wonder Checklist for *I Am Malala*. Tell students that they will have an opportunity to write down what they notice and wonder about the text later in the lesson.

Sample Think Aloud

I will follow the checklist by looking at the front and back covers of *I Am Malala*. On the front cover, I notice a photograph of a girl under the title *I Am Malala*. I wonder if she is Malala. On the back cover, I notice this phrase: “The true story of the education activist and youngest-ever Nobel Peace Prize winner,” and I wonder how Malala won the Nobel Peace Prize.

6. Reinforce the text features that distinguish this literary nonfiction text: a map of Swat, Pakistan, and surrounding areas; a table of contents; photographs; a glossary; and a timeline. Ask this question:

 **Why might you refer to these text features as you read?**

Key Ideas

- **glossary:** support vocabulary comprehension
 - **photographs:** conceptualize what real people look like
 - **map:** understand relevant geography
 - **timeline:** organize events in the text
7. Explain that now that students have examined text features, they will continue to notice and wonder about the prologue.

Introduce the vocabulary term *prologue* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.

Display and read aloud these word parts and their definitions:

- **pro-** (prefix)—before
- **logos** (root)—word

Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As they share, reinforce the correct definition.

Teacher Notes

In *I Am Malala*, students encounter words in the Urdu language. Search reliable online sources for audio pronunciation guides. Alternatively, consider drawing on student knowledge as available and appropriate.

In *I Am Malala*, words written in Urdu, the national language of Pakistan, are italicized. Students can find these words, along with other geographical terms and acronyms, in the glossary.

Definition

prologue (n.): an introduction to a book, play, etc.

8. Direct students to *I Am Malala*. Instruct students to read the prologue (pages 1–7) with a partner, and annotate what they notice and wonder. Then instruct them to use context and the glossary to define italicized words. Invite a few students to share their definitions, and reinforce the correct responses: *shalwar kamiz*—traditional outfit of loose tunic (*kamiz*) and trousers (*shalwar*) worn by both men and women; *jani*—dear one; *aba*—affectionate Pashto term, “father”; *pisho*—cat, kitten; *dyna*—open-backed van or truck.
9. Instruct students to Think–Pair–Share to answer this question:

What does the prologue suggest about Malala?

Add responses to the class Notice and Wonder Checklist for *I Am Malala*.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *lush*, *racket*, *raucous*).

10. Tell students that they will now practice fluently reading an excerpt from *I Am Malala*. Tell them that in this lesson they will focus on reading accurately.
11. Invite a few students to explain in their own words what it means to read with accuracy. Reinforce that reading with accuracy means to correctly decode, or read, with few mistakes. Explain that accurate readers correct their own mistakes as they read. Model how to self-correct a natural error.
12. Display Fluency Practice for *I Am Malala*, passage 1, and direct students to the page in their *Learn* book. Tell them that they will practice reading the passage accurately. Instruct students to read the passage and put a box around any word that is challenging to decode.
13. Tell students that they will read the passage aloud together as a class. Instruct them to pay close attention to words that they drew a box around. Choral Read Fluency Practice for *I Am Malala*, passage 1.

	Words	Comments
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		

Fluency Feedback
 Fluency Feedback: _____
 Fluency Feedback: _____
 Fluency Feedback: _____
 Fluency Feedback: _____
 Fluency Feedback: _____

- 14.** Tell students that they will practice reading with accuracy with a partner. Explain how they can provide feedback to their partner by following these steps:
- If you hear your partner read the word incorrectly (e.g., they pronounce *Pakistan* with two syllables), ask them to pause, point to the word, and ask this question: Can you figure out this word?
 - If your partner does not know how to read the word, say the word and ask them to repeat it, reread the sentence, and then continue reading the passage.
- 15.** Instruct students to read aloud Fluency Practice for *I Am Malala*, passage 1, to a partner. Instruct them to provide feedback to their partner, focusing on accuracy.

Respond | Notice and Wonder About the Text | 13 minutes

- 1.** Direct students to the checklist. Instruct students to Think–Pair–Share to answer this question:



What new questions do you have after engaging in fluency practice?

- 2.  Introduce the learning task.** Direct students to their journals, Notice and Wonder Checklist for *I Am Malala*, and Fluency Practice for *I Am Malala*, passage 1. Instruct them to write in their journals an explanation of how carefully reading aloud Malala’s words changes what they notice and wonder about the text.

Analyze Student Progress

Monitor: Do students connect their fluency work with a new or changed observation or question?

Offer Immediate Support: If students need additional support changing an observation or question, ask these questions: What did you learn as you read the fluency passage? How did reading aloud give you something new to think about?

Plan Future Practice: Students practice noticing things and asking questions about “Nobel Lecture” in lesson 27.

3. Display the Module 2 Question Board. Remind students that the class will use Question Boards throughout the year to track lingering questions about the texts and motivate themselves and their peers to work toward answering these questions as they continue to study the topic.
4. Instruct students to identify a question from the Wonder column of their Notice and Wonder Checklist for *I Am Malala* that they think is especially important to answer throughout the module. Invite a few students to share their responses. Add their responses to the Question Board.

Explain that students will read informational texts in addition to Malala's narrative to help answer the questions they may have.

Teacher Note

As questions emerge throughout the module, consider which should be answered immediately to remove comprehension roadblocks, and which might be answered naturally in subsequent lessons or through student curiosity. Invite students to add their questions to the Question Board during Land instruction.

5. Direct students to the map of Swat, Pakistan, and surrounding areas in *I Am Malala*. Ask this question:



What do you notice about Malala's location?

Key Ideas

- Pakistan borders Afghanistan, China, India, and Iran.
- Pakistan has over 800 miles of coastline on the Arabian Sea.
- Swat is in northern Pakistan.

Teacher Note

Ensure that students understand Pakistan's location in southern Asia as well as its distinction from the Middle East. Pakistan borders Iran, which is a Middle Eastern country; but it also borders India, a south Asian country; and China, an east Asian country.

6. Direct students to the excerpt from *Country Profiles: Pakistan*, located in the *Learn* book. Instruct students to read the excerpt with a partner.

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

 **What did you learn about the culture and language of Malala’s home country?**

Key Ideas

- Most Pakistanis practice Islam.
- Urdu and English are the official languages of Pakistan.
- People wear both western and traditional Pakistani clothing.

Teacher Note

Consider inviting students with Pakistani heritage to share additional information about Pakistan.

8. As time permits, allow students to continue to chapter 1 in *I Am Malala*.



Observe | Notice and Wonder About the Crown from Tillya Tepe | 10 minutes

1. Remind students that in module 1 they studied photographs to learn about the Great Depression. Tell them that in this module they will study another work of art, a sculpture, to build their module knowledge. Explain that since they don't have the three-dimensional sculpture in front of them, they will study a photograph of it. They will consider the sculpture itself as the work of art, not the photograph.

Teacher Note

The crown from Tillya Tepe is a small, delicate headpiece that dates roughly to 100 CE. Archaeologists discovered a golden crown within a burial site in the ancient region of Bactria, located in modern-day Afghanistan. Tillya Tepe is Uzbek for “Hill of Gold” or “Golden Hill.” The Tillya Tepe were a wealthy, nomadic people who crafted their gold creations from an amalgamation of design styles and materials they collected throughout their journeys. Their created works display the influence of designs from Greece, Rome, China, India, and even as far away as Siberia. This crown reflects its people's nomadic sensibilities; it collapses and folds for easier transport and storage. A Tillya Tepe woman of high-status most likely wore it.

2. Direct students to the Notice and Wonder Chart for a Work of Art, located in the *Learn* book.
3. Display the crown from Tillya Tepe without telling students the title of the work of art or name of the artist. Instruct students to look closely at the work of art in silence. After at least three minutes, direct attention to different parts of the crown, including the top, bottom, middle, and sides. Instruct students to add their questions and observations to the Notice and Wonder Chart.
4. Remind students that as a sculpture, the crown is a three-dimensional object. Explain that they will consider elements particular to three-dimensional objects but can also look at some elements that appear in two-dimensional objects.

Notice	Wonder

Remind students that in the last module, they looked at lines. Ask this question:

⋮ **What do you notice about lines in this work of art?**

5. Explain that after looking at lines, we can also look at shapes, which are bound or outlined by lines and can be geometric or organic. Ask this question:



What do you notice about shapes in this work of art?

Tell students that they will have an opportunity to write down a question about what they notice and wonder about the work of art.

6. **Introduce the learning task.** Direct students to their Notice and Wonder Chart for a Work of Art and to their journals. Instruct students to write in their journals the question they're most curious about and explain their interest in that question.

Analyze Student Progress

Monitor: Do students identify one question from their Notice and Wonder Chart for a Work of Art?

Offer Immediate Support: If students need additional support choosing a question they're most curious about, ask them to consider which question is most open-ended.

Plan Future Practice: Students practice noticing things and asking questions about "Nobel Lecture" in lesson 27.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to the Module 2 Knowledge Chart, and read aloud each column heading. Remind students that knowledge of the world is knowledge they gain from texts in the module. Remind them that knowledge of English is knowledge they gain as they learn reading, writing, and speaking skills. Writing statements about new learning helps people remember and track the knowledge they gain.
2. Direct students to the Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to form knowledge statements and add them to the page in their *Learn* book. To spark discussions, ask this question: _____

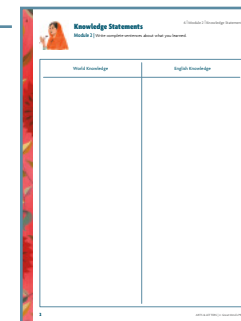
World Knowledge	ELA Knowledge

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Malala?
- What did you learn from *I Am Malala*?
- What did you learn to do?



The form is titled "Knowledge Statements" and "Module 2: What do you know about Malala and what you learned". It has two columns: "World Knowledge" and "English Knowledge". The form is designed for students to write their knowledge statements in.

3. Invite a few students to share their statements, and add them to the appropriate column on the knowledge chart. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

Teacher Note

Adding all students' knowledge statements to the chart is not necessary. Encourage all students to share their knowledge statements, and then choose a few to add to the chart. We do not include a prescribed list of student knowledge statements because the discussion should flow organically and the statements should represent the authentic learning of each class. As needed, ask follow-up questions to guide students toward key ideas from the lesson, world knowledge from the texts, or English knowledge related to the learning goals.

4. Assign the follow-up work to read chapters 1–2 of *I Am Malala* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.c, MM.5.6.A.d, MM.5.6.A.e, MM.5.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.b

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.F

BU.4.6 Expression

DF **Develop Foundations**

DF.5.6 Fluency: DF.5.6.B, DF.5.6.C

DM **Develop Metacognition**

DM.1.6 Content Stages: DM.1.6.A

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 3

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review key details in chapters 1–2 of *I Am Malala*. They read about Malala’s life and explain how Pakistani society often treats women and girls differently than men. This work prepares them to explain Malala’s dreams for her own life. During visual art instruction, students practice describing the crown from Tillya Tepe as they would to someone who is not in the room. This work prepares them to draw and label three important details from the crown.

P A Prologue to lesson 3 is available for students who need additional support.

Learning Goals

Explain important details about Malala’s life as a girl in Pakistan.

 **LEARNING TASK:** Write an explanation of Malala’s dreams.

Describe the crown from Tillya Tepe.

 **LEARNING TASK:** Draw and label three important details from the crown.

Vocabulary

nomad (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify What You Learn About Malala in *I Am Malala*
- **Respond:** Explain Malala's Dreams
- **Observe:** Describe the Crown from Tillya Tepe

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- crown from Tillya Tepe (digital platform)

STUDENTS

- *I Am Malala*
- Fluency Practice for *I Am Malala*, passage 1 (*Learn* book, Fluency)
- journal
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 3–5 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *I Am Malala*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes**Read the Content Framing Question**

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the section of the book. Tell students that they will review the prologue and study chapters 1–2 to identify what they learn about Malala's life.

LEARN 53 minutes**Read | Identify What You Learn About Malala in *I Am Malala* | 33 minutes**

1. Display Fluency Practice for *I Am Malala*, passage 1, and direct students to the page in their *Learn* book. Tell students that they are going to read the first sentence of the passage with attention to phrasing. Remind students that phrasing means that a reader groups words into meaningful phrases and pauses for punctuation.
2. Emphasize that reading with phrasing sounds more conversational because you group words and phrases together instead of reading one word at a time.

Tell students that you will read the first sentence of the passage aloud. Instruct them to follow along and annotate pauses: one slash mark (/) to indicate where they hear a short pause and two slash marks (//) to indicate where they hear a longer pause.

Fluency Practice
I Am Malala, passage 1

1. Read the passage aloud to the class.
 2. Read about the fluency strategy shown in the video.
 3. Practice the fluency strategy with a partner.
 4. Ask the teacher to model and correct as needed.

	Initials	Comments
Step 1: Accuracy		
Step 2: Phrasing		
Step 3: Expression		
Step 4: Rate		
Performance		

Fluency Elements
 Fluency Elements include the words:
 Phrasing: Group words into phrases and pause for punctuation.
 Expression: Use voice to show feeling.
 Rate: Read at an appropriate pace.

Teacher Note

Display the annotation symbols for students' reference.

3. Tell students that an em dash is a form of punctuation that sets off extra information (e.g., additional facts, examples, interesting phrases). Explain that you paused longer at the em dashes as you read. Ask this question:

 **What type of information is in the em dashes in the first sentence?**

Key Ideas

- extra information
- information that is surprising or personal

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

 **Why do you think Malala uses em dashes in the first sentence?**

Key Ideas

- to surprise the reader
- to emphasize how unexpected her departure is

5. Instruct students to read the rest of the fluency passage with attention to phrasing.
6. Remind students that the fluency passage comes from the prologue. Ask this question:

 **Do the events in chapter 1 happen before or after the events in the prologue?**

Reinforce the correct response: The events in chapter 1 happen before those in the prologue. Tell students that in chapter 1 they return to the “beloved home in Pakistan” that Malala refers to in the prologue.

Differentiation Challenge

To extend student thinking, instruct students to think of a movie, television show, or book that begins later in, or at the end of, a particular story and then recount events that lead up to that point. Ask this question: Why might a storyteller choose to use this structure?

7. Explain that chapter 1 is like the exposition of a narrative, which describes the setting and character. Instruct students to review the chapter and Think–Pair–Share to answer this question:



How would you describe Malala’s home?

Teacher Note

Invite students to convey the information in any format that appeals to them; for example, they could create visual images, a bulleted list, or a descriptive paragraph.

Language Support

To leverage students’ home languages as resources to support learning, encourage students who share the same home language to discuss questions like this together, especially in preparation for larger class discussions.

Key Ideas

- lives with her mother, father, and two brothers
- has a friend named Safina
- lives in northwest Pakistan, in the Swat Valley
- receives frequent visits from neighbors, relatives, and friends
- likes to listen to both women’s and men’s conversations
- enjoys attending school

8. Instruct students to discuss these questions in small groups:

 **Why is “As Free as a Bird” an appropriate title for this chapter?**

 **What other title would you suggest for this chapter?**

Invite a few students to share their responses.

Teacher Note

Incorporate strategic, flexible ways to form groups of students throughout the module. Bringing together students who have different levels of reading, writing, or English language proficiency can promote rich conversation and exchange of ideas. Also, grouping students with similar levels of reading, writing, or English language proficiency can help focus students on a specific task with teacher support. As applicable, complement any of these groups by pairing students who speak the same home language.

Key Ideas

- Malala’s father says she “will live as free as a bird.”
- Malala is, for the most part, free to do as she pleases.
- Malala enjoys seeing women feeling free as they chat together.

Tell students that they should continue looking for Malala’s references to freedom as they read her memoir.

9. Explain that beginning in chapter 1 and continuing through chapter 2, Malala further develops the exposition of her narrative by describing women’s lives in different settings in Pakistan.

Instruct students to read the portion of pages 16–17 from “My mother and” to “whole new world” and the portion of pages 23–24 from “But life for” to “in our country?” Instruct them to annotate words and phrases to answer these questions:

 **What is life like for women in Malala’s neighborhood?**

 **What is life like for women in the mountain village of Shangla?**

Sample Annotations

Neighborhood

- “cook and laugh and talk about new clothes, jewelry, and other ladies in the neighborhood” (16)
- “The women’s headscarves and veils were gone.” (17)
- “had seen these women ... observing the code of purdah” (17)
- “be forced to lower their gaze” (17)
- “disappear behind veils” (17)
- “their faces radiant with freedom” (17)

Mountain village of Shangla

- “not easy” (23)
- “no proper shops, no universities, no hospitals or female doctors” (23)
- “had to hide their faces whenever they left their homes” (23)
- “not at all uncommon for women in my country to be illiterate” (23)
- “married off at a young age” (23)
- “treated so poorly” (24)

- 10.** Instruct students to read the portion of pages 17–19 from “I had seen” to “world to me” and pages 23–24 from “It is not” to “in our country” and annotate phrases and sentences that describe how Malala feels about how people treat women in her country.

Sample Annotations

- “Living under wraps seemed so unfair—and uncomfortable.” (17)
- “no matter what other girls did, I would never cover my face like that” (17–18)
- “It was beautiful, and also a bit melancholy for me to see the pretty kites sputter to the ground. Maybe it was because I could see a future that would be cut down just like those kites—simply because I was a girl.” (18)
- “my father’s words of praise have always been the most precious thing in the world to me” (19)
- “unspoken sadness” (23)
- “confused and sad” (24)

Respond | Explain Malala’s Dreams | 10 minutes

- 1.** Read aloud the portion of page 24 from “But my father” to “with your dreams.”

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

 **Why do you think Malala chose to name this chapter “Dreams”?**

Reinforce the correct response: Malala wants to show that her father encourages her to follow her dreams.

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain Malala's dreams.

Analyze Student Progress

Monitor: Do students refer to the contrast between the restrictions Malala witnesses some women experiencing and what she wants for herself?

Offer Immediate Support: If students need additional support explaining Malala's dreams, ask this question: How is life different for Malala than for women in Shangla?

Plan Future Practice: Students practice organizing their understanding of Malala's life in Pakistan in lesson 4.

Key Ideas

- Malala doesn't want society to hold her to some of the same restrictions other women face.
- Malala wants a future beyond what her society expects women to be.
- Malalai of Maiwand, a Pashtun heroine, is a role model for Malala.
- Malala values education.

Observe | Describe the Crown from Tillya Tepe | 10 minutes

1. Display the crown from Tillya Tepe. Allow students to view the work of art for at least 30 seconds.

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

 **What new observations would you note after returning to this work?**

2. Ask this question:

 **How would you describe this work of art to someone who is not in the room?**

Encourage students to cite specific details to create a vivid description capable of distinguishing this art from other works of art.

Key Ideas

- gold shapes like circles and triangles
- blank space that creates shapes like hearts
- shiny
- layered metal

3. Remind students that in the last lesson they discussed lines and shapes. Explain that the term *form* describes three-dimensional objects such as this one.**4. Instruct students to consider whether the crown is the same on both sides. Ask this question:**

 **Is the crown symmetrical?**

Reinforce the correct response: the crown is mostly symmetrical.

Differentiation Support

Instruct students to use a ruler to divide the work of art. Ask this question: Do the shapes in both halves line up? Reinforce the correct response: While the shapes don't line up exactly, or some pieces are higher than others, the two halves generally line up, which makes the crown symmetrical.

5. Ask this question:

 **Why might symmetry be important in a piece like this?**

Key Ideas

- highlights the symmetry of the wearer's face
- keeps the different attached pieces from falling off
- makes the work more balanced, which helps it sit correctly on someone's head

6. Tell students that an unknown artist made the crown out of gold, for a woman, in the first century CE. Archaeologists found the crown and called it the crown from Tillya Tepe. Explain that Tillya Tepe is a place and that the translation means “hills of gold.” The Tillya Tepe were a wealthy, nomadic people who made their creations from a combination of design styles and materials they collected throughout their journeys. The crown is very light in weight, and its visual details include elements from many cultures that the Tillya Tepe encountered across Asia and Europe.

7. Introduce the vocabulary term *nomad* by displaying the term and definition. Engage students in Vocabulary Exploration. Remind them of the term *migrant*, introduced in module 1. Ask this question:

 **What might be some similarities and differences between a nomad and a migrant?**

Teacher Note

The Word Analysis Chart, located on the digital platform, identifies relevant word-part information for each vocabulary term defined in the module. Use the chart to inform additional phonics and word analysis support for students.

Key Ideas

- **nomads:** have no settled home, move as a way of life
- **migrants:** have a place they identify as home, move to a new place because of a major event, such as the economic upheaval of the Great Depression

Definition

nomad (n.): a member of a group of people who move from place to place instead of living in one place all the time

8. Direct students to the Map of Swat, Pakistan, and surrounding areas in *I Am Malala*. Explain that the crown is from Bactria, whose capital was in modern-day Afghanistan. Ask this question:



How does the crown from Tillya Tepe's modern-day location relate to Malala's location?

Reinforce the correct response: Afghanistan borders Malala's country, Pakistan, to the west.

9.  **Introduce the learning task.** Direct students to their journals. Instruct them to draw and label three important details from the crown.

Analyze Student Progress

Monitor: Do students' drawings accurately reflect the visual characteristics of the crown?

Offer Immediate Support: To help students select three important details, remind them of their descriptions of the crown. Ask this question: Which of the details you chose to describe the crown stand out most?

Plan Future Practice: Students practice examining details in a work of art in module 3.

Key Ideas

- hanging discs
- flower-shaped, layered pieces
- shapes of cutouts

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

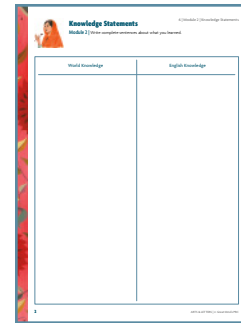
- What did you learn about the Tillya Tepe?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

Teacher Note

Writing knowledge statements is a concrete way for students to self-assess how their learning has progressed. They reflect on their growing knowledge of the module topic and their own development as readers and writers. This reflection helps students identify what they may need to learn more about, including topic- and text-related knowledge and ELA knowledge related to the learning goals.

3. Assign the follow-up work to read chapters 3–5 of *I Am Malala* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 2: What you learned about what you learned". It features a table with two columns: "World Knowledge" and "English Knowledge". The form is designed for students to record their learning progress.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.e

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.C, MM.8.6.D

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.C, MM.12.6.C.b

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DF.8.6 Punctuation: DF.8.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 4

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students examine meaningful influences in Malala's life. They review chapters 3–5 of *I Am Malala* to trace how children at the dump, the earthquake, and a visit from the *mufti* influence Malala, and how Malala's parents and religion influence her. This work prepares them to explain which factor they believe most influences Malala. During visual art instruction, students learn artistic and historical information about the crown from Tillya Tepe. This work prepares them to answer questions about the crown's origin.

P A Prologue to lesson 4 is available for students who need additional support.

Learning Goals

Examine influential events in *I Am Malala*.

LEARNING TASK: Explain which factor you believe has the greatest influence on Malala.

Analyze the effects of balance in the crown from Tillya Tepe.

LEARNING TASK: Complete a 5 W's and 1 H based on what you learn from the text.

Vocabulary

motif (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Events in *I Am Malala*
- **Respond:** Explain an Influence
- **Observe:** Examine the Historical Background of the Crown from Tillya Tepe

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- “Islam” (digital platform)
- crown from Tillya Tepe (digital platform)
- excerpt from “A Hoard of Gold That Afghanistan Quietly Saved” (digital platform)

STUDENTS

- *I Am Malala*
- journal
- “Islam” (*Learn book*)
- Fluency Practice for *I Am Malala*, passage 1 (*Learn book*, Fluency)

- excerpt from “A Hoard of Gold That Afghanistan Quietly Saved” (*Learn book*)
- 5 W’s and 1 H for the crown from Tillya Tepe (*Learn book*)
- Knowledge Statements for Module 2 (*Learn book*)

Preparation

- Determine how to collect and share the responses that students generate for words that describe Malala’s parents. See the Read section for details.

Follow-Up

- Before the next lesson, students read chapters 3–5 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *I Am Malala*, passage 1 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the section of the book. Tell students that they will identify factors that influence Malala in chapters 3–5.

LEARN 53 minutes

Read | Examine Events in *I Am Malala* | 15 minutes

1. Direct students to *I Am Malala* and their journals. Tell them that they will Mix and Mingle to discuss important events in Malala's life. To prepare for the routine, instruct students to review chapters 3, 4, and 5 in response to this prompt:



Identify an important event in each chapter.

Lead students through a Mix and Mingle.

Differentiation Support

To help students identify important events, direct students to the title of each chapter. Ask these questions:

- What does Malala wish she could do with the magic pencil?
- What is the warning from God?
- What is the first direct threat?

Key Ideas

- **chapter 3:** Malala sees children working at the dump.
- **chapter 4:** A major earthquake hits Pakistan. The government is slow to help, so a militant group ends up providing the most aid.
- **chapter 5:** A *mufti* visits Malala's father and accuses him of not following Islam.

2. Form groups of three. Instruct students to write in their journals how each event influences Malala, with one student assigned to each event.

Invite a few students to share their responses.

Language Support

Provide a student-friendly definition for *influence*. To help students identify how events influence Malala, ask them to consider what emotions she feels or what actions she takes after each event.

Key Ideas

- **chapter 3:** Malala is upset and asks God if he knows there are children who are forced to work at the dump.
- **chapter 4:** Malala worries about how much devastation and fear the earthquake causes.
- **chapter 5:** Malala feels a knot in her stomach and believes the *mufti* is wrong.

3. Ask this question:



What other factors can influence a person?

Use responses to reinforce that many additional factors can significantly influence people.

Emphasize that Malala's parents and religion influence her. Explain that students will investigate *I Am Malala* and an additional text to learn more about these influences.

Differentiation Challenge

Instruct students to create a written or visual explanation of the factors that influence them.

4. Instruct students to read the portion of page 27 from “She had started” to “stomachs are empty” and annotate details to answer this question:

 **What do you learn about Malala’s parents in this section?**

Key Ideas

- Malala’s mother gives food away to a hungry family.
- Malala’s parents share their home with a large family that needs lodging.
- Malala’s father gives away places in his school to children who can’t afford it.

5. Lead students in a Whip Around to answer this question:

 **What is one word you would use to describe Malala’s parents?**

Write down responses.

6. Instruct students to briefly write a response to this prompt in their journals:

 **Explain how Malala demonstrates some of the qualities you used to describe Malala’s parents.**

Invite a few students to share their responses. Reinforce that Malala’s ability to display qualities her parents embody demonstrates their influence on her.

7. Direct students to “Islam,” located in the *Learn* book. Instruct them to read the text with a partner.

Ask this question:

 **How does this text build your knowledge of Islam?**



Key Ideas

- explains where people practice Islam
- clarifies the creed and five pillars
- names the holy book: the Quran

8. Direct students to *I Am Malala*. Instruct them to annotate the portion of pages 32–34 from “I am representing” to “was a heaven” for phrases and sentences that answer this question:

 **How do the *mufti* and the boy differ from Malala in their understanding of Islam?**

Sample Annotations

- **mufti:** “we all think your girls’ high school is a blasphemy ... Teenage girls should not be going to school.” (32)
- **Malala:** “I knew this man was mistaken. I had studied the Quran, our holy book, since I was five.” (33)
- **boy:** “Your school is bad ... It is not on the straight path of Islam.” (34)
- **Malala:** “I knew he was wrong. My school was a heaven.” (34)

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

 **How does religion influence Malala’s beliefs?**

Key Ideas

- looks to the Quran for guidance
- confident that Islam is not at odds with girls’ education
- views God as a helpful presence she can consult

Respond | Explain an Influence | **23 minutes**

1.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain which factor they believe has the greatest influence on Malala.

Analyze Student Progress

Monitor: Do students justify their opinion by using examples from the text?

Offer Immediate Support: If students need additional support choosing a factor, ask these questions: Which factor has most interested you as you read the text? Which factor do you believe best explains Malala's actions and beliefs?

Plan Future Practice: Students practice organizing their understanding of events in lesson 6.

2. Tell students that investigating how different factors influence Malala further develops their understanding of her life that they initially gained in the prologue. Direct students to Fluency Practice for *I Am Malala*, passage 1. Tell them that they are going to read the fluency passage with attention to expression. Invite students to define *expression*.

As students share, reinforce the correct response: Expression is the use of your voice to show feeling and bring out meaning of a text.

3. Explain that writers often use repetition to emphasize particular words or phrases to help convey a feeling. Ask this question:

 **What repetition of words or phrases do you notice in this passage?**

Key Ideas

- another family, another girl
- to someone else, to someone else



Fluency Practice
I Am Malala, passage 1

1. Ask students to read the text aloud.
2. Read about the fluency passage from the text.
3. Discuss the fluency passage with the class.
4. Ask the teacher to write and comment on the

	Initials	Comments
Step 1: Answer		
Step 2: Reading		
Step 3: Expression		
Step 4: Rate		
Performance		

Fluency Elements
Fluency Elements include the words, phrases, and sentences that are repeated in the text.
Fluency Objectives: The student will be able to read the text with fluency and understand the meaning of the text.

4. Introduce the vocabulary term *motif* by displaying the definition. Engage students in Vocabulary Exploration. Explain that art historians consider the trees in the crown a motif.
5. Remind students that the people who made the crown were nomadic. Tell them that the Tillya Tepe could fold down the trees for easy packing and travel.

Explain that because the people who made it were nomads, the crown and the other objects found at Tillya Tepe include motifs and visual influences from many cultures. Instruct students to annotate evidence of these influences in the fifth and sixth paragraphs of the text from “The Bactrian gold” to “was later looted.”

Sample Annotations

- “reflects the mingling of the Greek, Bactrian and nomadic art” (par. 17)
 - “older Greco-Bactrian art” (par. 17)
 - “Greek and Bactrian influence” (par. 17)
 - “Kushan versions of the goddess Aphrodite” (par. 18)
6. Tell students that the crown is a historic object found at an archaeological site. It is both a work of art, a piece of history, and an object that a person used thousands of years ago. Since then, many other people have come to care about this same crown.

Definition

motif (n.): something (such as an important idea, subject, or image) that repeatedly appears in a text or work of art

7.  **Introduce the learning task.** Direct students to their journals and to the 5 W's and 1 H for the crown from Tillya Tepe, located in the *Learn* book. Instruct students to complete the 5 W's and 1 H based on what they learned from the text.

Analyze Student Progress

Monitor: Do students correctly identify the maker, material, time period, and geographic location of the work of art?

Offer Immediate Support: To help students identify key information about the art, direct them to reread paragraphs 2–6 of the article.

Plan Future Practice: Students practice examining the historical background of a work of art in module 3.

Key Ideas

- **Who** made this work of art? Bactrian people who were nomadic
- **What** is the art made of? gold
- **When** was the art made? first century BCE
- **Where** was the art made? Tillya Tepe, in modern-day Afghanistan
- **Why** was the art made? for a high-status woman to wear
- **How** is the art displayed? in a museum

LAND 5 minutes

Reflect on Learning

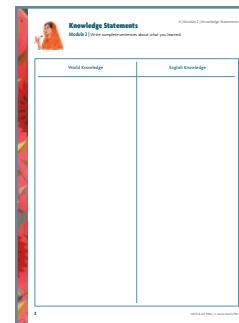
1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *I Am Malala*?
 - What did you learn about symmetry and balance?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Assign the follow-up work to read chapters 3–5 of *I Am Malala* before the next lesson.
 4. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 2: What you learned today about what you learned". It features a table with two columns: "World Knowledge" and "English Knowledge". The table is empty, with a small icon of a person in the top left corner of the table area.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.b

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 5

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students examine an excerpt from the Universal Declaration of Human Rights and discuss its requirements for what education should be and do. This work prepares students to explain the importance of education. During visual art instruction, students learn the history of the crown from Tillya Tepe. They develop a timeline and list people who care about the crown. This work prepares students to explain why so many different people have treasured and preserved the crown from Tillya Tepe throughout time.

Learning Goals

Describe knowledge of human rights from the introduction and Article 26 of the Universal Declaration of Human Rights.

 **LEARNING TASK:** Write an explanation of how the Universal Declaration of Human Rights and *I Am Malala* build your knowledge of the importance of education.

Explain interest in the crown from Tillya Tepe.

 **LEARNING TASK:** Write an explanation of why so many different people throughout time have treasured and preserved this crown.

Vocabulary

compulsory (adj.)

education (n.)

human rights

violation (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine the Universal Declaration of Human Rights
- **Respond:** Explain the Importance of Education
- **Observe:** Explain Interest in the Crown from Tillya Tepe

LAND

Synthesize Learning

Materials

TEACHER

- *I Am Malala*
- crown from Tillya Tepe (digital platform)
- Knowledge Cards: *human rights, education, violation*
- excerpt from the Universal Declaration of Human Rights (digital platform)
- excerpt from “A Hoard of Gold That Afghanistan Quietly Saved” (digital platform)

STUDENTS

- *I Am Malala*
- journal
- excerpt from the Universal Declaration of Human Rights (*Learn* book)

- Notice and Wonder Chart for excerpt from the Universal Declaration of Human Rights
- excerpt from “A Hoard of Gold That Afghanistan Quietly Saved” (*Learn* book, lesson 4)

Preparation

- Determine how to display the response options for Take a Stand. See the Respond section for details.

Follow-Up

- Before the next lesson, students read chapters 6–8 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *I Am Malala*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will examine an additional text to build their knowledge of why education is important.

LEARN 53 minutes

Read | Examine the Universal Declaration of Human Rights | 25 minutes

1. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

💬 **What rights do you have in your country or community?**

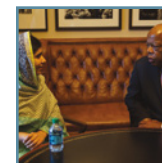
2. Ask this question:

💬 **How would you categorize the rights that you wrote down?**

Use responses to reinforce that many rights have to do with safety, education, and freedom.

3. Introduce the vocabulary term *human rights* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Instruct students to consider the basic rights that all humans should have and Think–Pair–Share in response to this question:

💬 **Do human rights change from place to place or over time?**



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. Direct students to the excerpt from the Universal Declaration of Human Rights, located in the *Learn* book. Read aloud the introduction.
5. Choral Read the introduction of the excerpt from the Universal Declaration of Human Rights.
6. Direct students to the Notice and Wonder Chart for the excerpt from the Universal Declaration of Human Rights, located in the *Learn* book. Instruct them to write what they notice and wonder.

Invite a few students to share their responses.

Language Support

To help students understand the significance of the Universal Declaration of Human Rights, provide student-friendly definitions of the terms *milestone* and *treaty*. Ask this question: What makes this document important?

7. Ask this question:

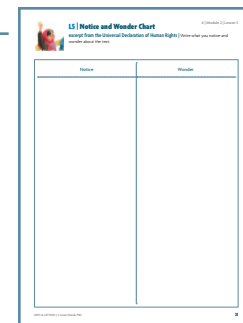
What do you know about the United Nations?

Explain that after World War II, world leaders established the United Nations, also known as the UN. During World War II, millions of people suffered and died. After World War II, world leaders created the United Nations so that they could work together for the benefit of humanity and to prevent human rights abuses.

8. Explain that the Universal Declaration of Human Rights lists each human right as an article. Tell students that the declaration consists of 30 articles and that in this lesson they will focus on Article 26.

Differentiation Challenge

To extend student thinking, instruct students to investigate the following additional Universal Declaration of Human Rights articles that have particular relevance to *I Am Malala*: 1, 2, 3, 5, 6, 7, 16, 19, 20, 22, and 25.



9. Read aloud Article 26.

10. Introduce the term *education* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

11. Instruct students to annotate points 1 and 2 of Article 26 to answer these questions:



What should education be?



What should it do?

Differentiation Support

To help students interpret Article 26, tell them that point 1 refers to what education should *be*, and point 2 refers to what it should *do*. Instruct students to work with a partner to translate the longer sentences into their own words.

Key Ideas

- **be:** free and compulsory for elementary students, made available at higher levels, equally accessible to all
- **do:** develop people, strengthen respect for rights and freedom, promote understanding and tolerance, maintain peace

12. Introduce the vocabulary term *compulsory* by displaying the term and definition. Engage students in Vocabulary Exploration.

13. Instruct students to Mix and Mingle to answer this question:



Why might it be important to make education compulsory at the elementary level?

Key Ideas

- ensure basic understanding of literacy and math
- introduce young children to the broader world
- encourage responsible citizenship



Definition

education (n.): the action or process of teaching someone, especially in a school, college, or university

Definition

compulsory (adj.): required by a law or rule

- 14.** Direct students to *I Am Malala*. Instruct students to read the portion of pages 23–24 from “Many of the” through “my sunny childhood.” Ask this question:

 **Do all girls in Pakistan have access to education as described in Article 26?**

Reinforce the correct response: Not all girls in Pakistan have access to education as described in Article 26. Most of Malala’s cousins don’t go to school. Although girls are free to go to school there, elementary education is not compulsory.

- 15.** Introduce the vocabulary term *violation* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Instruct students to Think–Pair–Share to answer this question:

 **How do the Taliban’s actions qualify as a violation of the right to education?**



Definition

violation (n.): the act of ignoring or interfering with a person’s rights

Reinforce the correct response: The Taliban burns girls’ schools to the ground, which interferes with their ability to access an education.

Respond | Explain the Importance of Education | 13 minutes

- Display the following response options around the room. Lead students through Take a Stand to express their opinion about whether education should be compulsory at the secondary school level in addition to the elementary level.
 - Yes
 - No
 - Maybe (in certain circumstances)
- Direct students to their journals. Instruct them to write a reflection explaining their response.

3.  **Introduce the learning task.** Instruct students to explain in their journals how Article 26 from the excerpt from the Universal Declaration of Human Rights and *I Am Malala* build their knowledge of the importance of education.

Analyze Student Progress

Monitor: Do students use evidence from both texts to support their explanation?

Offer Immediate Support: If students need additional support explaining why education is important, ask these questions: What barriers to education do some girls face? How do these barriers affect their lives as a result?

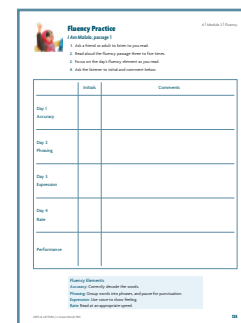
Plan Future Practice: Students practice expressing why education matters in Module Task 2.

Key Ideas

- Education gives people choices and opportunities.
 - The excerpt from the Universal Declaration of Human Rights shows that all people should have access to education, regardless of location or culture.
 - *I Am Malala* shows how helpful education can be and how difficult it is for people when they are not allowed to go to school.
4. Direct students to Fluency Practice for *I Am Malala*, passage 1, located in the *Learn* book. Explain that the fluency passage emphasizes how much Malala values her own access to education. Tell students that they are going to read the fluency passage with attention to rate. Invite them to define *rate*. As students share, reinforce the correct response: reading at an appropriate speed.
5. Ask this question:
- Fluency Practice**
(reading passage)

1. Read the passage aloud to the class as a model.
2. Read the passage aloud to the class, pausing after each sentence.
3. Read the passage aloud to the class, pausing after each paragraph.
4. Ask the class to read the passage aloud.

	Initials	Comments
Step 1: Read		
Step 2: Read		
Step 3: Read		
Step 4: Read		
Performance		



- **Why might you want to read this fluency passage slowly?**

Key Ideas

- to emphasize the importance of every word
- to make the audience feel empathy for Malala's loss

6. Ask this question:



 Does the beginning, middle, or end of the passage convey the most feeling?

Use responses to emphasize that when Malala speaks of her loss, the feeling is most evocative at the beginning or at the end of the passage.

7. Explain that a reader might speed up their reading so that they can slow down in a more significant section.

8. Instruct students to read from “I don’t care” to “debates and competitions” with a partner. Instruct them to read quicker than normal.

Instruct students to read from “To someone else” to “that fateful day” with a partner. Instruct them to read slower than normal. Remind students to emphasize repeated phrases.

Observe | Explain Interest in the Crown from Tillya Tepe | 15 minutes

1. Display the crown from Tillya Tepe.

2. Direct students to the excerpt from “A Hoard of Gold That Afghanistan Quietly Saved,” located in the *Learn* book. Instruct them to work with a partner to annotate paragraphs 3–6 for words and phrases that indicate what makes the crown special.

Key Ideas

- “belonging to rulers”
- “mingling of the Greek, Bactrian, and nomadic art”
- “richest quality and quantity”
- “exquisite”
- “undamaged and undisturbed”



3. Invite a few students to share their annotations. Reinforce that the crown is a culturally significant, finely made piece of art that was carefully preserved.
4. Direct students to their journals. Instruct them to Jot–Pair–Share a brief sketch or description of the scene described in the first two paragraphs of the text, from “Are we ready” to “them in 1979.”

Differentiation Support

To help students describe the scene, ask these questions:

- Who is speaking?
- Who is he with?
- Where are they?
- What are they doing?

Key Ideas

- A professor is getting ready to show an item in a museum.
 - Professor Hiebert is cutting a plastic bag with pieces of gold in it.
 - Professor Hiebert and museum specialists are observing pieces of gold artifacts.
5. Direct attention to the term *archaeologists* in the second paragraph. Explain that an archaeologist is someone that learns about past human life by studying ancient artifacts. Instruct students to Think–Pair–Share to answer this question:



Why might archaeologists be interested in the crown from Tillya Tepe?

Key Ideas

- Archaeologists are interested in past human life, and the crown was important to people in the past.
- Archaeologists study ancient items such as bones and tools, and the crown is an ancient item.
- The crown was preserved at an important burial site.

6.  **Introduce the learning task.** Direct students to their journals. Instruct them to write an explanation about why so many people throughout time have treasured and preserved the crown from Tillya Tepe.
-

Analyze Student Progress

Monitor: Do students write about the ancient people who made and preserved the crown, as well as the archaeologists who found it later?

Offer Immediate Support: To help students explain why so many people have treasured and preserved the crown throughout time, direct them to review their article annotations about what makes the crown special.

Plan Future Practice: Students practice determining a central idea about art in module 3.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How do convictions inspire action?**

2. Use responses to reinforce these Knowledge Threads:

- All humans deserve to have their basic human rights protected, but in some places those rights are violated.
- In some countries, government policy is heavily influenced by religious beliefs.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from the excerpt from the Universal Declaration of Human Rights?
- What did you learn about education?
- What did you learn to do?

3. Assign the follow-up work to read chapters 6–8 of *I Am Malala* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.10.6 Argument: MM.10.6.C

MM.11.6 Connections: MM.11.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.b

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF **Develop Foundations**

DF.5.6 Fluency: DF.5.6.B

DM **Develop Metacognition**

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 6

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapters 6–8 for information about the Taliban’s influence in Swat. They identify how the Taliban exploited people’s vulnerabilities and how Malala’s family responded to escalating violence and threats. This work prepares students to explain how Ziauddin’s response to the escalation influences Malala. During visual art instruction, students observe the crown from Tillya Tepe and review a quotation about culture. They explain how the quotation and crown help build knowledge about *I Am Malala*.

P A Prologue to lesson 6 is available for students who need additional support.

Learning Goals

Identify how Malala’s family responds to the Taliban.

LEARNING TASK: Write an explanation of how Ziauddin’s response to the Taliban influences Malala.

Describe knowledge gained about the crown from Tillya Tepe.

LEARNING TASK: Explain how the crown from Tillya Tepe could keep culture alive.

Vocabulary

vulnerable (adj.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify the Taliban's Influence in *I Am Malala*
- **Respond:** Explain Responses to the Taliban
- **Observe:** Connect the Work of Art to a Quotation

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- crown from Tillya Tepe (digital platform)
- Knowledge Card: *vulnerable*

STUDENTS

- *I Am Malala*
- journal
- Fluency Practice for *I Am Malala*, passage 1 (*Learn* book, Fluency)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *I Am Malala*, passage 1 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the story. Tell students that in this lesson they will review chapters 6–8 to identify how the Yousafzai family responded to the Taliban’s escalating violence.

Language Support

Provide a student-friendly definition for *escalate*. To help students understand the meaning of the term, display a picture of an escalator. Explain that people riding an escalator that goes up get off at a higher level than where they got on.

LEARN 53 minutes

Read | Identify the Taliban’s Influence in *I Am Malala* | 30 minutes

1. Direct attention to the title “Part One: Before the Taliban” in the table of contents. Instruct students to examine the chapter titles in Part One. Ask this question:

 **What do the chapter titles suggest about Malala’s life before the Taliban?**

Key Ideas

- “As Free as a Bird,” “Dreams,” and “A Magic Pencil” suggest that Malala’s life is relatively happy and peaceful before the Taliban.
- “A Warning from God” and “The First Direct Threat” suggest early signs that Malala’s life will change in a negative way.

2. Direct attention to the title “Part Two: A Shadow over Our Valley” in the table of contents. Ask this question:



Based on Part One’s title and your reading of chapters 6–8, what might the shadow refer to in this section title?

Reinforce the correct response: The Taliban is likely the shadow that changes Malala’s life. Explain that throughout chapters 6–8, Malala describes the influence of the Taliban’s extending shadow.

3. Lead students through a Jigsaw to study the following text sections:

- chapter 6
- chapter 7
- chapter 8

Direct students to their journals. Instruct students to work in groups to annotate details about the Taliban and explain what the Taliban does in each chapter. Listen for students to address key ideas in their discussions.

Key Ideas

Chapter 6

- Maulana Fazlullah, a TNSM leader associated with the Taliban who is also known as the Radio Mullah, says that if people do not stop living in a certain way, God will punish them with another earthquake.
- People discuss the fighting in Afghanistan, where Osama bin Laden is protected by al-Qaeda and the Taliban government.
- Fazlullah moves faster after the earthquake. He announces that the Quran forbids schools for girls.

Chapter 7

- Fazlullah interferes with health care by telling people not to get vaccinations and solicits money that he uses to make bombs and train militants.
- Fazlullah signs a peace treaty with the government but then breaks it after an attack on Lal Masjid.
- Fazlullah and the Pakistan Taliban ban women from public places.
- Fazlullah sets up a public court and flogs or kills people who disobey him.

Chapter 8

- Fazlullah's followers disapprove of Western clothes, so Malala's father changes the boys' school uniform to fit Taliban requirements.
- Terrorists kill Benazir Bhutto.
- The Taliban prevents people from feeling safe.

4. Tell students that they will closely examine each chapter to determine how people reacted to the Taliban's increasing influence in Pakistan.

Direct attention to chapter 6. Instruct students to read the portion of pages 39–40 from “I was at” to “so did they.”

5. Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this prompt:



Contrast Malala's explanation for why the earthquake happened with Radio Mullah's explanation.

Reinforce the correct responses: The Radio Mullah believes the earthquake was a punishment because people are not living righteously. Malala believes the earthquake happened because it was a geological event with a scientific explanation.

6. Introduce the vocabulary term *vulnerable* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Ask this question:



What did the earthquake do to people in Pakistan that made them vulnerable to the Radio Mullah?



Definition

vulnerable (adj.): open to attack, harm, or damage

Language Support

To help students understand the meaning of *vulnerable*, explain that it has a second definition: “easily hurt or harmed physically, mentally, or emotionally.” Draw a three-column chart labeled *physically*, *mentally*, and *emotionally* and lead students in a discussion to brainstorm how the people are vulnerable in each category. For example, people’s homes were physically destroyed; they were emotionally fearful; and militants from TSNM manipulated them mentally by connecting the earthquake to religion.

Key Ideas

- terrifying memories
- death of loved ones
- physical destruction
- unreliable government aid
- fear and uncertainty

7. Read aloud the third sentence on page 40, starting with “But these women.” Instruct students to write a brief response to this question in their journals:



How might a lack of education make women vulnerable to the Radio Mullah?

Use responses to emphasize that education can help inform people about the dangers of extremist thinking.

8. Direct attention to chapter 7. Instruct students to read the portion of pages 49–50 from “One night I” to “until all hours.” Ask this question:



How do Ziauddin and Toor Pekai respond to the Taliban?

Key Ideas

- **Ziauddin:** attends a meeting to speak out against the Taliban; decides to travel to Islamabad to tell the government it must protect its citizens
 - **Toor Pekai:** encourages Ziauddin not to be afraid; supports Ziauddin protesting the Taliban
9. Direct attention to chapter 8. Instruct students to read the portion of pages 52–53 from “My father replied” to “would come back,” and annotate phrases that show Ziauddin’s actions to preserve his students’ human right to an education despite the Taliban’s threats and the results of his actions.

Sample Annotations

- “replied to the Taliban the next day in a letter to the newspaper” (52)
- “along with his full name and the address of our school” (52)
- “Our phone started ringing that night.” (52)
- “wondered each night if he would come back” (53)

Respond | Explain Responses to the Taliban | 13 minutes

1. Read aloud the portion of page 53 from “I was the” to “heart was quaking.”
2. Instruct students to Jot–Pair–Share to respond to this prompt:



Restate the following part of Malala’s quote: “I would hold my head high—even if my heart was quaking.”

Key Ideas

- I’ll be confident in my actions even if I’m afraid.
 - Fear won’t keep me from acting.
 - The Taliban might threaten me, but I’ll still do what’s right.
3. **Introduce the learning task.** Instruct students to write in their journals an explanation of how Ziauddin’s response to the Taliban influences Malala.

Analyze Student Progress

Monitor: Do students connect Ziauddin’s activism in the face of danger to Malala’s willingness to act despite her fears?

Offer Immediate Support: If students need additional support explaining how Ziauddin’s actions influence Malala, direct attention to the fifth sentence of the third paragraph on page 53, starting with “Besides, I was,” and ask these questions: Why does Malala use the word *dared*? What is risky about Ziauddin’s actions? What is risky about Malala’s decision to wear her *shalwar kamiz*?

Plan Future Practice: Students practice explaining how Malala responds to Taliban influences in *I Am Malala* in lesson 8.

4. Invite a student to read aloud the portion of page 52 from “You have put” to “to speak up.” Assess and activate prior knowledge by asking this question:

 **What metaphor is used here?**

Reinforce the correct response: Ziauddin’s actions are compared to a stone that enters still water, creating extending ripples.

Differentiation Support

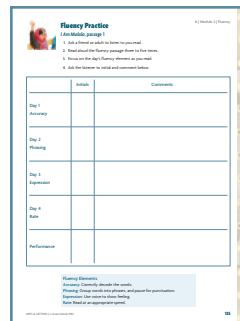
To help students understand the metaphor, instruct them to draw what happens when a stone enters water; or bring a dish of water and a pebble to demonstrate this effect. Ask this question: How do Ziauddin’s actions ripple outward?

5. Direct students to Fluency Practice for *I Am Malala*, passage 1, located in the *Learn* book. Instruct students to Think–Pair–Share to answer this question:

 **How might your knowledge about Malala from the first eight chapters influence your fluency performance?**

Teacher Note

After this arc of explicit instruction on the elements of fluency (accuracy, phrasing, expression, and rate), students have numerous opportunities to practice fluent oral and silent reading during lessons. Encourage students to apply what they have learned about fluent reading when they read in class, and reinforce these skills with the fluency passages assigned for follow-up. See Implementation Resources for additional fluency resources and advice on identifying readers who need regular fluency support, setting goals, and tracking progress.



	Initials	Comments
Day 1		
Accuracy		
Day 2		
Phrasing		
Day 3		
Expression		
Day 4		
Rate		
Performance		

Fluency Elements
 Accuracy: Reading words correctly.
 Phrasing: Reading words in groups, and using the punctuation.
 Expression: Reading with voice and feeling.
 Rate: Reading at an appropriate pace.

6. Instruct students to underline words or phrases in the fluency passage that they want to emphasize in their performance. Invite a few students to explain the connection between their annotations and what they’ve learned about Malala.
7. Poll students to see if their annotations are mostly related to phrasing, expression, or rate.
8. Instruct students to read aloud the passage with a partner.

Observe | Connect the Work of Art to a Quotation | 10 minutes

1. Display the crown from Tillya Tepe.
2. Direct students to their journals. Instruct them to briefly write in response to this question:

 **Why is the crown from Tillya Tepe important in Afghanistan?**

Facilitate a brief discussion. Use responses to emphasize that the crown is an important part of Afghanistan's cultural heritage.

3. Display the following quotation: "A nation stays alive when its culture stays alive."

Explain that the quotation is from a sign at the National Museum of Kabul in Afghanistan.

4. Ask this question:

 **How do your ideas about the crown from Tillya Tepe relate to this quotation?**

Differentiation Support

To help students relate their ideas to the quotation, facilitate a brief discussion of what it means for a nation to "stay alive." Reinforce that the phrase could refer to people's sense of identity as part of a larger nation, as well as the nation's overall health and well-being. Remind students that they discussed the crown's cultural heritage during the Take a Stand routine they completed in the previous lesson. Ask these questions:

- How does the crown contribute to Afghanistan's culture?
- How could the crown help Afghanistan stay alive?

Invite a few students to share their responses. Reinforce that the cultural makeup of a particular place contributes to the identities of its people.

5.  **Introduce the learning task.** Instruct students to write an explanation in their journals of how the crown from Tillya Tepe could keep culture alive.

Analyze Student Progress

Monitor: Do students note the connection between culture and the crown?

Offer Immediate Support: If students need additional support explaining how the crown could keep culture alive, ask these questions: Why have people tried to keep the crown safe? Why do they value it?

Plan Future Practice: Students practice describing what is happening in a work of art in module 3.

Key Ideas

- cultural heritage
- artistic beauty
- historical significance
- material value

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

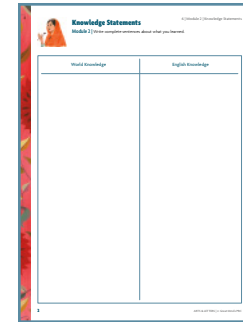
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the Taliban?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.b, MM.5.6.B.c, MM.5.6.C

MM.7.6 Structure: MM.7.6.C, MM.7.6.D

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.C, MM.12.6.C.b

CP Compose and Present Content

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building,



Lesson 7

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build knowledge about Benazir Bhutto. They examine Bhutto's biographical profile and an interview in which she discusses inspiration for her advocacy, and they also read Malala's account of seeing Bhutto on television. This work prepares students to explain why reading three different texts about Bhutto is helpful. During writing instruction, students examine the Writing Model for Module 2. They explain how the writing model uses information from two different texts.

Learning Goals

Compare and contrast descriptions of Bhutto's political life in two texts.

 **LEARNING TASK:** Explain similarities and differences in three different texts about Benazir Bhutto.

Examine the Writing Model for Module 2.

 **LEARNING TASK:** Explain how the Writing Model for Module 2 uses information from two texts.

Vocabulary

democracy (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Build Knowledge About Benazir Bhutto
- **Respond:** Analyze the Importance of Multiple Texts
- **Write:** Read an Informative Essay

LAND

Synthesize Learning

Materials

TEACHER

- transcript of interview with Benazir Bhutto (digital platform)
- *I Am Malala*
- Knowledge Card: *democracy*

STUDENTS

- *I Am Malala*
- transcript of interview with Benazir Bhutto (*Learn* book)
- Notice and Wonder Chart for transcript of interview with Benazir Bhutto (*Learn* book)
- 5 W's and 1 H for transcript of interview with Benazir Bhutto (*Learn* book)
- Text Comparison Chart for Benazir Bhutto (*Learn* book)
- journal
- Writing Model for Module 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 9–10 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *I Am Malala*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the transcript of interview with Benazir Bhutto.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that they will build knowledge about Benazir Bhutto to identify similarities between her and Malala.

LEARN 53 minutes

Read | Build Knowledge About Benazir Bhutto | 25 minutes

1. Direct students to *I Am Malala*. Instruct them to read the portion of pages 53–55 from “That fall, in” to “find a way,” annotating to answer this question:



What do you learn about Benazir Bhutto?

Key Ideas

- was first female prime minister of Pakistan
- lived in exile in the UK
- killed by terrorists

2. Explain that students will learn more about Bhutto by reading a profile and excerpts from an interview. Direct them to transcript of interview with Benazir Bhutto, located in the *Learn* book.

Instruct students to read the Profile section with a partner and Think–Pair–Share to answer this question:

 **What do you notice and wonder about the Profile section?**

Language Support

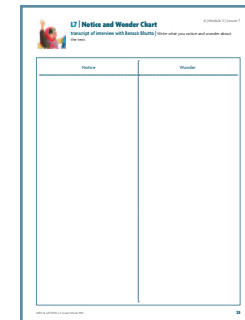
Provide a student-friendly definition for *prime minister*. Explain that in Pakistan, the prime minister is considered the head of government. The president is the head of state and acts on advice from the prime minister.

3. Direct students to the Notice and Wonder Chart for transcript of interview with Benazir Bhutto, located in the *Learn* book. Instruct them to add what they notice and wonder to the chart.
4. Introduce the vocabulary term *democracy* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
5. Read aloud the portion of the Profile section from “Young Benazir too” to “over the country.” Direct attention to the Profile section and instruct students to underline the word *democracy*. Ask this question:

 **How could restoring democracy help Bhutto accomplish her goals in Pakistan?**

Key Ideas

- In democracies, people elect their leaders, so they could continue to elect Bhutto and she could make the changes she wanted to make.
- Democracies promote equality for all, which fits with Bhutto's goal to give everyone electricity.
- In democracies, people have individual rights, and Bhutto wanted to promote people's rights to food, health care, and education.



Definition

democracy (n.): a form of government in which people choose leaders by voting

6. Direct students to 5 W's and 1 H for transcript of interview with Benazir Bhutto, located in the *Learn* book. Instruct them to use the transcript's Profile section to answer the questions.

Teacher Note

The text includes reference to a suicide bomber in the context of Bhutto's death. Consider how best to address this sensitive content, depending on the needs of your students.

Key Ideas

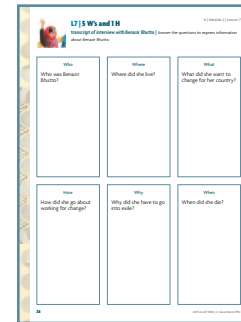
- **Who** was Benazir Bhutto? She was the first woman elected to serve as prime minister of an Islamic country.
 - **Where** did she live? She lived in Pakistan but studied overseas and spent time in exile.
 - **What** did she want to change for her country? She wanted her country to be a democracy.
 - **How** did she go about working for change? She worked to improve hunger, health care, and electricity.
 - **Why** did she have to go into exile? She went into exile because of her political associations.
 - **When** did she die? She was killed in 2007 by a suicide bomber.
7. Explain that to better understand Bhutto's view of her background, students will read an excerpt from an interview she gave. Instruct them to read the Interview section of the transcript and annotate details to answer this question:

What does Bhutto's interview reveal about her political life?

Instruct students to discuss responses with a partner. Listen for students to address sample annotations in their discussions.

Differentiation Support

To help students make connections between the interview and Bhutto's political life, ask this question:
How does Bhutto's father influence what she does later as a politician?



5 W's and 1 H					
Who Who was Benazir Bhutto?	Where Where did she live?	What What did she want to change for her country?			
How How did she go about working for change?	Why Why did she have to go into exile?	When When did she die?			

Sample Annotations

- **question 1:** “My father was always championing the cause of the poor”; “You have a debt and you’ve got to come back and pay that debt by serving your people.”
- **question 2:** “it was my father who was against the gender constraints of my time. And my mother, she used to be a working woman herself, she joined the National Guards”; “Boys and girls are equal. I want my daughter to have the same opportunities.”
- **question 3:** “I remember that I used to sit at the head of the table because I was the eldest child. That never happened in other homes”; “he enabled me to appreciate that a woman is not a lesser creature.”

8. Ask this question:

 **What are some similarities between Bhutto and Malala?**

Key Ideas

- influenced by their fathers
- valued education
- believed in women’s equality
- engaged in advocacy to benefit their country
- cared for those less fortunate

9. Direct students to *I Am Malala*. Instruct students to read the portion of pages 53–54 from “That fall, in” to “one is safe,” and annotate details to answer this question:

 **Why does Malala admire Bhutto?**

Sample Annotations

- “first female prime minister of Pakistan” (53)
- “As a woman, she was a role model for girls like me” (54)
- “the only politician who’d had the courage to speak out against the terrorists” (54)

Respond | Analyze the Importance of Multiple Texts | 15 minutes

1. Direct students to the Text Comparison Chart for Benazir Bhutto, located in the *Learn* book. Instruct them to write what each text helps them understand about Bhutto.

Key Ideas

- ***I Am Malala*:** is a first-person account of Malala's perspective on Bhutto; describes two moments in Bhutto's life that Malala saw on television; emphasizes how Bhutto inspired Malala
- **Profile section of transcript of interview with Benazir Bhutto:** is a biographical account; gives an overview of Bhutto's political accomplishments; states Bhutto's top priorities for her country
- **Interview section of transcript of interview with Benazir Bhutto:** is an autobiographical account; explains childhood influences; emphasizes how Bhutto's political life was inspired by her father

I Am Malala	Profile section of transcript of interview with Benazir Bhutto	Interview section of transcript of interview with Benazir Bhutto

2. Ask this question:

 **What do all the texts contribute to your understanding of Benazir Bhutto?**

Use responses to emphasize that all the texts describe aspects of Bhutto's political work and her influence on other people.

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to compare and contrast how the three texts present Benazir Bhutto.
-

Analyze Student Progress

Monitor: Do students note differences in the perspective, focus, and details of each text?

Offer Immediate Support: To help students identify similarities and differences in the texts, ask these questions: Which text explains how Bhutto inspired others? Which text tells you about Bhutto's political accomplishments? Which text describes Bhutto's childhood?

Plan Future Practice: Students build further knowledge of Bhutto in lesson 11.

Key Ideas

- *I Am Malala* presents Bhutto as an inspiration for Malala.
- The profile presents events of Bhutto's life from her birth to her death.
- In the interview, Bhutto talks about her father's profound influence on her life and activism.
- All texts focus on Bhutto's political legacy.

Write | Read an Informative Essay | 13 minutes

1. Direct students to the Writing Model for Module 2, located in the *Learn* book. Explain that in this module students will practice informative writing. Tell them that informative writing examines a topic and conveys ideas and information clearly. Explain that students will read an example of an informative essay on the topic of Benazir Bhutto's leadership to deepen their understanding of this type of writing.

**Teacher Note**

Students use the writing model throughout the module. It shows them the structure they will be expected to follow in their writing. The on-target writing model is an example of an essay that fully meets the on-target criteria from the End-of-Module Task rubric. The advanced writing model is an example of an essay that exceeds some criteria for the End-of-Module Task. See the Assessment Guide for more information.

The *Learn* book also includes a checklist for the writing model. This checklist can be used to clarify expectations for an informative essay.

Differentiation Challenge

Some students may be able to write advanced responses. For example, they may be able to use more advanced vocabulary or sophisticated sentence structure. Use the advanced writing model to support instruction for these students.

2. Instruct students to examine the writing model with a partner.
3.  **Introduce the learning task.** Direct students to their journals. Instruct them to write an explanation of how the Writing Model for Module 2 uses information from two texts.

Analyze Student Progress

Monitor: Do students recognize that the Writing Model for Module 2 uses information from two texts as evidence to prove that Bhutto was a leader?

Offer Immediate Support: To help students explain how the Writing Model for Module 2 uses information from two texts, instruct them to annotate the quotations from both texts. Ask this question: What does this information explain?

Plan Future Practice: Students practice identifying evidence in lesson 11.

Key Ideas

- supports a thesis
- proves Bhutto is a leader
- specifies Bhutto's work
- shows Bhutto's influence on Malala

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do convictions inspire actions?

2. Use responses to reinforce these Knowledge Threads:
 - The courage of advocates who take risks to stand against injustice often inspires others to advocate for equality as well.
 - People around the world continue to fight for equality in social, political, and educational spheres.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- How was Bhutto inspired to engage in advocacy that in turn inspired Malala?
- How did Bhutto and Malala make a difference in society, politics, and education?

3. Assign the follow-up work to read chapters 9–10 of *I Am Malala* before the next lesson.

ACHIEVEMENT DESCRIPTORS



Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.9.6 Media: MM.9.6.C

MM.11.6 Connections: MM.11.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 8

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify how the Taliban's religious terrorism influences Malala's life in chapters 9–10. They study religious extremism and its link to terrorism and identify examples of the Taliban's religious terrorism. This work prepares students to explain how Malala's view of school differs from the Taliban's. During writing instruction, students review the Painted Essay® structure. They identify and color-code elements in the Writing Model for Module 2 that correspond with the Painted Essay®.

P A Prologue to lesson 8 is available for students who need additional support.

Learning Goals

Contrast Malala's position on school with the Taliban's.

LEARNING TASK: Write an explanation of how Malala's feelings about school contrast with the Taliban's.

Identify colors and corresponding elements in the Painted Essay®.

LEARNING TASK: Color-code the writing model for all components of the Painted Essay®.

Vocabulary

extremism (n.)

terrorism (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify How Terrorism Influences Malala's Life in *I Am Malala*
- **Respond:** Explain Contrasting Views About School
- **Write:** Identify Painted Essay® Elements

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- excerpt from “Religion and Religious Extremism” (digital platform)
- Knowledge Cards: *extremism, terrorism*

STUDENTS

- *I Am Malala*
- excerpt from “Religion and Religious Extremism” (*Learn* book)
- journal
- Painted Essay®—Informative (*Learn* book, Writing)
- coloring utensils: red, green, yellow, blue
- Writing Model for Module 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *I Am Malala*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the section of the book. Tell students that in this lesson they will review chapters 9–10 to identify how the Taliban affects Malala’s life.

LEARN 53 minutes

Read | Identify How Terrorism Influences Malala’s Life in *I Am Malala* |

25 minutes

1. Remind students of the title of the section they’ve been reading, “Part Two: A Shadow over Our Valley.” Instruct students to review chapters 9–10 and Think–Pair–Share to answer this question:

 **How is Malala’s life changing?**

Key Ideas

- A military presence is in Swat.
- The Taliban and the army are fighting.
- The Taliban bombs multiple targets.
- Malala transitions to the upper school and continues attending school despite the violence.

2. Direct students to chapter 9. Instruct students to read the portion of pages 56–57 from “One day in” to “from the sky” and annotate adjectives and verbs that show how people felt about the army coming to Swat.

Sample Annotations

- **adjectives:** “delighted” (56), “strange” (57), “tense” (57), “frightened” (57)
- **verbs:** “cheered” (56), “laughed” (56), “clapped” (56)

Invite a few students to share the adjectives and verbs they annotated. Use responses to reinforce that people felt mixed emotions. Although they had been “praying for someone to stand up to Fazlullah” (57), the presence of the army still indicated conflict and potential violence.

3. Read aloud the portion of page 58 from “The next morning” to “and a half.” Ask this question:

Who eventually took control of Swat?

Reinforce the correct response: The Taliban took control.

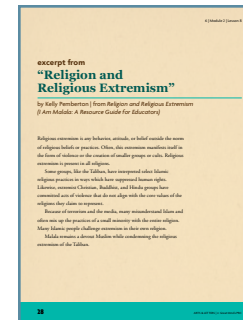
4. Explain that in this lesson students will learn more about the Taliban and how it disrupts Malala’s life. Direct them to the excerpt from “Religion and Religious Extremism,” located in the *Learn* book.
5. Provide a list of words ending in *-ism* (e.g., *athleticism*, *criticism*, *journalism*, *optimism*). Facilitate a discussion of the words’ meanings. Ask this question:

Based on the meanings of these words, what might the suffix *-ism* mean?

Reinforce the correct response: the suffix *-ism* means “practice/belief.”

6. Display the term *extreme*. Explain that this term can be altered to include the suffix *-ism*.

Introduce the vocabulary term *extremism* by displaying the Knowledge Card and saying the term. Instruct students to say the term.



Definition

extremism (n.): belief in and support for ideas that are very far from what most people consider correct or reasonable

7. Display and read aloud this prefix and its definition:

- **ex-**: beyond

Instruct students to work with a partner to infer the meaning of the term *extremism*. Invite a few students to share their ideas. As students share, reinforce the correct definition.

8. Instruct students to annotate words and phrases that describe what religious extremism is in the excerpt from “Religion and Religious Extremism.”

Sample Annotations

- “outside the norm” (first paragraph)
- “violence” (first paragraph)
- “present in all religions” (first paragraph)

9. Read aloud the first sentence of the second paragraph, starting with “Some groups, like.” Explain that students will examine how the Taliban’s actions suppressed the rights of Malala and other people living in Swat.

10. Instruct students to read the portion of pages 62–65 from “The trips from” to “our courage again” with a partner, each annotating phrases and sentences to answer one of the following questions:

 **What do terrorists do?**

 **How do victims of terrorism feel?**

11. Invite a few pairs to share the phrases and sentences they annotated.

Sample Annotations

what terrorists do

- “Fazlullah’s men had switched off all the cable channels.” (62)
- “Fazlullah and his men have blown up the girls’ school in Matta.” (63)
- “Every day, Fazlullah’s men struck a new target.” (63)
- “The Taliban bombed us, and then the power went out for an hour, at least.” (63)
- “In 2008 alone, the Taliban bombed two hundred schools.” (65)

how victims of terrorism feel

- “cut off from the outside world” (62)
- “My heart dropped.” (63)
- “Terrorism is fear all around you.” (64)
- “No place was safe. No one was safe.” (64)
- “I closed my eyes and said a prayer—afraid to open them.” (65)

12. Display and read aloud this root word and its definition:

- **terror (root)**—a very strong feeling of fear

13. Instruct students to work with a partner to infer the meaning of the term *terrorism*. Invite a few students to share their ideas. As they share, reinforce the correct definition by displaying the Knowledge Card and saying the term.



Definition

terrorism (n.): the use of violent acts to frighten the people in an area as a way of trying to achieve a political goal

14. Direct attention to the excerpt from “Religion and Religious Extremism.” Ask this question:

 **How might extremist views sometimes lead to religious terrorism?**

Differentiation Support

To help students understand the relationship between extremism and terrorism, explain that people can have extremist views without becoming terrorists. However, extremist views can lead to religious terrorism because they often justify violence. Explain that terrorism, by definition, involves violent acts.

Teacher Note

Ensure students understand that most religions are peaceful.

Key Ideas

- Extremist views might lead people to a narrow interpretation of what is right.
- Extremist views might suggest that violence is necessary to maintain control.
- Extremism is outside the norm, and so is violence.

15. Instruct students to Think–Pair–Share to respond to this prompt:

 **Based on your annotations, describe in your own words what terrorists do and how victims of terrorism feel.**

Language Support

Remind students that terrorism involves using violent acts to frighten people in an area in an effort to achieve a political goal and that terror is a very strong feeling of fear. Direct students to Malala’s statement: “Terrorism is fear all around you” (63). Ask these questions: How does Malala’s statement reinforce the definition of the word *terror*? How does it reinforce the definition of *terrorism*?

Key Ideas

- **what terrorists do:** manipulate the media, bomb different targets
- **how victims of terrorism feel:** isolated, fearful

16. Lead students in a Whip Around to answer this question:

 **What was it like for Malala and her family to live in a place that was experiencing religious terrorism?**

Key Ideas

- stressful
- frightening
- uncertain

17. Direct students to their journals and the portion of page 65 from “One night, when” to “our courage again.” Instruct them to Jot–Pair–Share to respond to this prompt:

 **Describe how Malala’s father reacts to terrorism.**

Key Ideas

- acknowledges fear
- emphasizes courage

18. Direct students to “A Time Line of Important Events” on page 219. Remind students that this appendix helps contextualize Malala’s experiences by outlining events in Pakistan, and that they should continue to refer to it as needed. Read aloud the portion of page 230 from “In retaliation for” to “and civilians continues” (“2007–2009: Taliban extend influence across Swat”).

Explain that chapters 9–10 cover the time period referred to in these three sentences.

Differentiation Support

To help students understand the timeline entry, read aloud the portion of page 45 from “Around the time” to “than a memory” to remind them of the events at *Lal Masjid*. Ensure that students understand that the Taliban breached the terms of a treaty it had negotiated with the Pakistani government.

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

 **How does the timeline entry help you understand chapters 9–10?**

Differentiation Challenge

To extend student thinking, instruct students to complete a Venn diagram demonstrating the similarities and differences in how the timeline and *I Am Malala* portray events. Ask this question: What is the purpose of including a timeline in a memoir?

Respond | Explain Contrasting Views About School | **13 minutes**

1. Read aloud the second sentence on page 60, starting with “School remained a.” Instruct students to Think–Pair–Share to answer this question:

 **Why was school particularly important for Malala during this difficult time?**

Key Ideas

- structure
- safety
- predictable routine
- joy

2. Read aloud the sixth sentence of the second paragraph on page 63, starting with “Why was a.” Facilitate a brief discussion to answer the question in the text.

Key Ideas

- contradicts their religious beliefs
- provides education for girls
- education empowers people

3. Instruct students to Jot–Pair–Share to respond to this prompt:

 **Contrast Malala’s views with those of the Taliban.**

Language Support

Direct students to the Sentence Strategies for Module 1 page, located in the *Learn* book. Review Strategy 2: Use subordinating conjunctions. Instruct students to use the subordinating conjunctions *although* or *because* to explain how Malala’s views contrast with the Taliban’s.

4.  **Introduce the learning task.** Instruct students to write in their journals an explanation of how Malala’s feelings about school contrasted with the Taliban’s.

Analyze Student Progress

Monitor: Do students recognize that Malala loves school but that the Taliban does not want girls like her to attend?

Offer Immediate Support: If students need additional support explaining how Malala’s feelings contrasted with the Taliban, provide these sentence frames: Although the Taliban doesn’t think girls should attend school, Malala _____. Malala disagrees with the Taliban because _____.

Plan Future Practice: Students practice explaining Malala’s feelings about school in *I Am Malala* in lesson 20.

Write | Identify Painted Essay® Elements | 15 minutes

1. Direct students to the Painted Essay®—Informative, located in the *Learn* book. Assess and activate prior knowledge by instructing students to Jot–Pair–Share to respond to this prompt:

 **List the elements of the Painted Essay®.**

Key Ideas

- hook, introduction
- thesis
- proof paragraphs
- so what? conclusion

Teacher Note

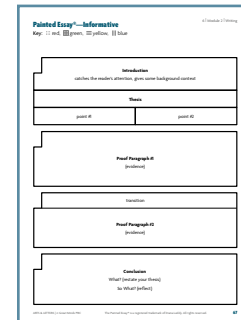
The Painted Essay® is a visual representation of the organization of an essay and its individual parts. Using an organizational structure such as this creates a shared language between students and the teacher; it also helps students organize their thinking and communicate clearly and effectively. Based on student needs, annotate the parts with patterns, labels, or variations of the standard colors. For additional support, use familiar analogies or a textured model to demonstrate the relationship between parts of the essay.

2. Ask this question:

 **Why is the Painted Essay® structure helpful?**

Key Ideas

- It includes all distinct parts of an essay.
- Each part of an essay is interconnected.
- The thesis is well-supported by evidence.



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

 **Why is it significant that the thesis and conclusion are both green, while each proof paragraph is either yellow or blue?**

Reinforce the correct response: The colors yellow and blue combine to make green. Together, the arguments and supporting evidence in each proof paragraph combine to support the argument in the thesis and conclusion.

4.  **Introduce the learning task.** Direct students to the Writing Model for Module 2, located in the *Learn* book. Instruct them to color-code the writing model for all components of the Painted Essay®.

Analyze Student Progress

Monitor: Do students correctly apply the colors of the Painted Essay® to the writing model?

Offer Immediate Support: If students need additional support coloring the model, review the definitions of each element of the Painted Essay®.

Plan Future Practice: Students practice working with the Painted Essay® structure in module 3.

Reinforce the correct responses:

- **red**—introduction from “The Britannica Dictionary” to “an Islamic country”
- **green**—thesis from “Bhutto was a” to “leader because she”
- **yellow**—thesis from “loved her country” to “make it better”
- **blue**—thesis from “so she used” to “people in Pakistan”
- **yellow**—proof paragraph 1 and transition to proof paragraph 2 from “Bhutto was motivated” to “people of Pakistan”
- **blue**—proof paragraph 2 from “Bhutto began building” to “to take action”
- **green**—conclusion from “If a leader is” to “they motivate others”

5. Ask this question:

 **What is different about the writing model and Painted Essay® from level 5?**

Use responses to emphasize that at level 6 students will write multiple elaboration sentences for each piece of evidence.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

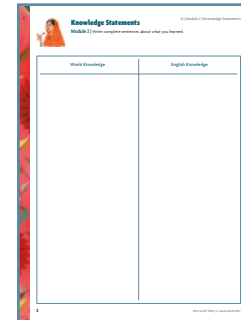
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the Painted Essay®?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d, MM.5.6.C

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.C

MM.9.6 Media: MM.9.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 9

Essential Question | How do convictions inspire actions?

Content Framing Question | **Reveal:** What does a deeper look at literary devices reveal?

OVERVIEW

Preview

In this Reveal lesson, students analyze the effect of foreshadowing in *I Am Malala*. They explain how passages foreshadow an event or situation later in the text. This work prepares students to explain why foreshadowing is an effective literary technique for Malala's story. During writing instruction, students examine a definition structure in the writing model. They explain how the introduction to the writing model reflects the requirements of the prompt.

P A Prologue to lesson 9 is available for students who need additional support.

Learning Goals

Analyze the effect of foreshadowing in *I Am Malala*.

LEARNING TASK: Write a paragraph that explains how Malala uses foreshadowing and why it is an effective literary technique.

Examine definition structure in the writing model.

LEARNING TASK: Explain how the introduction of the writing model reflects the requirements of the prompt.

Vocabulary

foreshadowing (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Foreshadowing in *I Am Malala*
- **Respond:** Explain Foreshadowing
- **Write:** Examine Structure in the Writing Model

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- Foreshadowing Organizer for *I Am Malala* (*Learn* book)
- journal
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Checklist for the Writing Model for Module 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *I Am Malala*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes**Read the Content Framing Question**

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at literary devices reveal?
3. Explain that during a Reveal lesson the class focuses on only a part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that they will review excerpts from chapters 2–10 of *I Am Malala* to identify and explain how Malala uses foreshadowing in her story.

LEARN 53 minutes**Read | Analyze Foreshadowing in *I Am Malala* | 20 minutes**

1. Instruct students to work with a partner to fluently read the portion of page 2 from “Some people say” to “that fateful day.” Remind them that this was part of the first fluency passage of the module.
2. Instruct students to Think–Pair–Share to answer this question:



What questions does Malala’s reflection in the prologue raise?

Differentiation Support

To help students identify questions Malala raises in the prologue, ask these questions:

- What does Malala say about her home?
- What do we know about Malala’s current life from this reflection on her old life?

Key Ideas

- Why is her home so dangerous that she shouldn’t go back?
- Why are all of her things still in her house if she moved?
- What was “that fateful day,” and why is she a different girl now?

3. Introduce the vocabulary term *foreshadowing* by displaying the term and definition. Engage students in Vocabulary Exploration.

Differentiation Support

To help students understand foreshadowing, display an image of a do not enter sign and a person walking past it. Ask students what they think will happen and why, and then emphasize that they deduced from the suggestion of a problem (a person ignoring a warning) the likely bad outcome from ignoring the warning.

4. Ask this question:



What might Malala be foreshadowing in the prologue when she says her home is dangerous?

Reinforce the correct response: the threat of the Taliban.

5. Instruct students to work with a partner to annotate examples of foreshadowing on the following portions of pages:

- **chapter 2**—page 24, starting with “I would never”
- **chapter 3**—page 28, starting with “One day I”
- **chapter 4**—page 31, starting with “They helped clear”
- **chapter 6**—page 43, starting with “When I went”
- **chapter 8**—page 55, starting with “Not even children”

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

Sample Annotations

- **chapter 2:** “soon come to cast a dark shadow over my sunny childhood” (24)
- **chapter 3:** “a bigger threat was looming” (28)
- **chapter 4:** “easier for someone with bad intentions to use a nation’s fear for his gain” (31)
- **chapter 6:** “He was only a voice on the radio then.” (43)
- **chapter 8:** “I was only ten. But I knew then that somehow I would find a way.” (55)

Definition

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

6. Direct students to Foreshadowing Organizer for *I Am Malala*, located in the *Learn* book. In the first column, instruct them to write down an example of foreshadowing, noting the page number. In the second column, instruct students to explain how the example shows foreshadowing by paraphrasing text evidence about the foreshadowed event, noting the page number.

Key Ideas

- **chapter 6:** Fazlullah announces that schools for girls are not allowed according to Islam. (43)
- **chapter 7:** Fazlullah uses his broadcasts and followers to dictate many aspects of life, including health care and school for girls. (44)
- **chapter 7:** Fazlullah uses fear following an attack to call for a violent uprising. (45)
- **chapter 7:** Fazlullah's followers enforce his policies in the streets by setting televisions on fire and using megaphones to give orders. (46)
- **chapter 8:** Malala admits to keeping her secret that she was committed to follow Benazir Bhutto and fight for peace and democracy in her country. (55)

Differentiation Challenge

To extend student thinking, instruct students to review chapters 1, 5, and 7 and add additional examples of foreshadowing to the organizer.

7. Read aloud the portion of page 5 from “For days I’d” to “*people about it?*” Direct students to their journals. Instruct students to briefly write in response to this question:



What have you learned about Malala in the first 10 chapters that helps you understand this excerpt from the prologue?

Key Ideas

- Malala deeply wants to make the world a better place.
- Malala has written her story and we are reading it.
- Malala knows something bad is going to happen to her.

Respond | Explain Foreshadowing | 13 minutes

1. Instruct students to review their organizer with a partner. Facilitate a discussion of this question:



Why might Malala use foreshadowing as a literary technique in her memoir?

Key Ideas

- to let readers know early on that Malala's idyllic childhood will be disrupted
- to prompt readers to think deeply about the difference for the people of Swat before and after the Taliban
- to pique readers' curiosity about events
- to prepare readers for what's coming next

2. **Introduce the learning task.** Instruct students to write a paragraph in their journals that explains how Malala uses foreshadowing and why it is an effective literary technique for her story. Tell them to integrate at least one piece of evidence from the text.

Key Ideas

- **how:** uses words to suggest contrast, change, and unease (e.g., *dark*, *looming*, *shadow*)
- **how:** reflects on struggles and hope
- **how:** notes things that will happen in the future
- **how:** repeats words and phrases from passage that indicate foreshadowing
- **why:** to build suspense
- **why:** to create tension
- **why:** to contrast between life before and after the Taliban
- **why:** to pique curiosity
- **why:** to prepare readers for what's coming next

Analyze Student Progress

Monitor: Do students connect the idea of foreshadowing with relevant text evidence?

Offer Immediate Support: If students need additional support explaining how Malala uses foreshadowing, direct them to their organizer and ask these questions: Which example hints at an event that happens in the future? Can you name the event?

Plan Future Practice: Students practice explaining literary techniques in *I Am Malala* in lesson 16.

Write | Examine Structure in the Writing Model | 20 minutes

1. Direct students to the color-coded Writing Model for Module 2, located in the *Learn* book. Invite a student to read aloud the writing model prompt: What does it mean to lead? Write an essay to define *leadership* and explain Benazir Bhutto's motivations and actions as a leader.
2. Instruct students to circle the first sentence in the prompt. Explain that this initial question signals the topic the introduction should address before moving to the thesis statement.
3. Instruct students to underline: Write an essay to define *leadership*. Ask this question:

 **What type of answer does this part of the prompt require?**

Reinforce the correct response: a definition of the word *leadership*.

4. Explain that because this essay requires a definition, it is a type of informative writing sometimes known as a definition essay. Tell students that a definition essay uses various techniques to demonstrate the meaning of a term, idea, or concept. In this case, the essay provides evidence from a module text to further explain the term *leadership*.

Direct students to the Checklist for the Writing Model for Module 2, located in the *Learn* book, and the following checklist row in the Writing section: uses a clear structure to organize ideas.

Explain that the definitions in the introduction provide structure to the essay.

Checklist		
Writing Model Prompt: What does it mean to lead? Write an essay to define leadership and explain Benazir Bhutto's motivations and actions as a leader.		
Knowledge	Answer 1	Answer 2
shows knowledge of the meaning of leadership	☐	☐
shows knowledge of how the sentence structure in the prompt	☐	☐
shows knowledge of how Benazir Bhutto's leadership made a difference	☐	☐
Writing	Answer 1	Answer 2
uses an introduction to state the main idea and provide background information on the topic	☐	☐
has a clear thesis statement with the prompt	☐	☐
uses a clear structure to organize ideas	☐	☐
uses evidence from the prompt or previous text to support the thesis statement	☐	☐
at least one additional module text to support the thesis statement	☐	☐
uses additional evidence to support the thesis statement	☐	☐
uses evidence to show the relationship between ideas	☐	☐
uses precise language and logic, specifically to explain ideas	☐	☐
uses a clear conclusion to reflect on the significance of the ideas presented	☐	☐
uses a formal writing style	☐	☐
Language	Answer 1	Answer 2
uses sentence patterns for meaning, mood, interest, and style	☐	☐
uses words consistently in a clear and clear	☐	☐
uses appropriate words consistently	☐	☐

5. Instruct students to underline the following part of the prompt: explain Benazir Bhutto’s motivations and actions as a leader. Ask this question:

 **What else does this statement tell us is required for the essay?**

Reinforce the correct response: an explanation of Bhutto’s motivations as a leader and Bhutto’s actions as a leader.

6. Instruct students to read the introduction of the writing model and annotate details for each of the prompt’s requirements.
7.  **Introduce the learning task.** Instruct students to write a paragraph in their journals explaining how the introduction of the writing model reflects the requirements of the prompt.

Analyze Student Progress

Monitor: Do students explain how the writing model’s prompt connects to its introduction?

Offer Immediate Support: If students need additional support explaining the connection between the writing model prompt and introduction, ask them which part of the prompt requires a definition and which requires textual evidence from the book.

Plan Future Practice: Students practice examining elements of the writing model in lesson 14.

Key Ideas

- definition of *leadership* reflects the prompt requirement that students need to define the word
- explanation that Bhutto loved her country and wanted to make it better reflects the prompt’s requirement to explain Bhutto’s motivations as a leader
- introduction of Bhutto making positive changes for the people of Pakistan reflects the prompt’s requirement to explain Bhutto’s actions as a leader

LAND 5 minutes**Reflect on Learning**

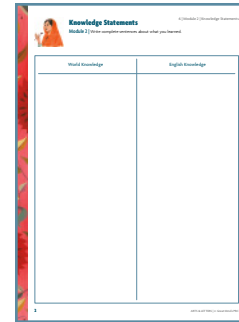
1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about foreshadowing?
 - What did you learn from *I Am Malala*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.

A template for a 'Knowledge Statements' page. It features a title 'Knowledge Statements' at the top left, followed by a subtitle 'Module 2: What do you learn about what you learned?'. Below the subtitle is a large rectangular area divided into two columns: 'World Knowledge' on the left and 'English Knowledge' on the right. The page is framed by a decorative border on the left side.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.7.6 Structure: MM.7.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 10

Essential Question | How do convictions inspire actions?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students determine central ideas in chapters 1–10 of *I Am Malala* and gather evidence for a class discussion. This work prepares them to engage in a class discussion about central ideas from *I Am Malala*. Students explore the factors that shape Malala's convictions as well as how Malala and her family respond to human rights violations. During writing instruction, students examine the prompt for Module Task 1. They explain the prompt's requirements in their own words.

P A Prologue to lesson 10 is available for students who need additional support.

Learning Goals

Determine a central idea in *I Am Malala*.

LEARNING TASK: During a class discussion, share a central idea from *I Am Malala*.

For Module Task 1, examine the prompt.

LEARNING TASK: For Module Task 1, explain the requirements in your own words.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Examine Module Task 1

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- Knowledge Cards: *human rights, violation*

STUDENTS

- *I Am Malala*
- excerpt from the Universal Declaration of Human Rights (*Learn* book, lesson 5)
- journal
- Talking Tool (*Learn* book)
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Consider the best seating arrangement for a student-centered class discussion, and plan how and when to rearrange your seating as needed.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *I Am Malala*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Explain that during a Distill lesson the class puts together what they learned from different parts of the book. The class uses the evidence they gathered from the book to discuss a central idea. Tell students that in this lesson they will reflect on the first 10 chapters of *I Am Malala* to identify and discuss central ideas.

LEARN 53 minutes

Read | Prepare for a Discussion | 13 minutes

1. Display the Knowledge Card for *human rights*, and direct attention to the image to spark students' memory. Remind students that human rights are basic rights that many societies believe every person should have. Ask this question:



What are some examples of human rights?

Key Ideas

- right to education
 - right to self-determination
 - right to freedom
2. Display the Knowledge Card for *violation*, and direct attention to the image to spark students' memory. Remind students that a violation is an act that ignores or interferes with a person's human rights.

3. Direct students to the excerpt from the Universal Declaration of Human Rights, located in the *Learn* book. Direct them to their notes and annotations from *I Am Malala*. Instruct students to review their notes and annotations with a partner.
4. Direct students to their journals. Instruct them to Jot–Pair–Share to answer these questions:

How do Malala and her parents experience human rights violations?

How do Malala and her parents respond to these human rights violations?



Differentiation Support

To help students identify how Malala and her parents experience and respond to human rights violations, direct attention to pages 45, 49, 52–53, 55, 59, 61, and 63–65.

Language Support

To help students articulate how Malala and her parents experience and respond to human rights violations, provide the following sentence frames:

- Religious terrorism affects Malala by _____.
- Malala responds to feeling vulnerable at the hands of the Taliban by _____.

Key Ideas

Experience

- strict requirements for dress and behavior
- severely limited access to education and attacks on schools
- attacks on people in the streets
- a pervasive environment of fear and unease
- denied freedom of religion
- denied the right to an education because of gender

Response

- Parents tell Malala to ignore those who try to ruin their way of life.
- Father adjusts school uniform.
- Father speaks out against the Taliban.
- Father publishes a letter to the Taliban in the newspaper.
- Mother supports Malala and her father in their decisions to speak out against injustice.
- Malala writes the BBC diary documenting the injustices.
- Family vows to protect human rights for themselves and others in their community.

Respond | Discuss a Central Idea | 30 minutes

1. Remind students that during a class discussion it is important to follow norms, or rules, that make the conversation productive.

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



What class norms from module 1 support productive discussions?

Key Ideas

- speak and listen respectfully
- focus on ideas and content
- use textual evidence

Teacher Note

Consider inviting students to revise class norms to improve discussions.

2. Tell students that today they will have an opportunity to practice another speaking and listening goal. Display and introduce the goal for today's discussion: Paraphrase key ideas to show understanding of multiple perspectives.

Teacher Note

During the discussion, use the Module 2 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal. As students practice their speaking and listening skills throughout the module, continue to use the tracker to monitor students' progress toward each goal.

3. Explain that students can practice this goal by using sentence frames. Direct them to the Talking Tool, located in the *Learn* book. Display and Echo Read these sentence frames:

- I hear my classmates say that _____. This is different from the idea that _____.
- I hear my classmates say that _____. These ideas are similar because _____.

Model how to use the sentence frames.

4. Ask this question:

 **Why is it important to paraphrase key ideas toward the end of a discussion?**

Key Ideas

- make sure everyone feels heard
- compare ideas from multiple speakers
- demonstrate understanding of all viewpoints

Teacher Note

Consider pausing at a strategic point in the discussion to allow students to paraphrase some of the opinions they've heard from their peers.

5.  **Introduce the learning task.** Direct students to *I Am Malala* and the excerpt from the Universal Declaration of Human Rights. Instruct them to refer to these texts to determine a central idea. Begin the discussion by asking these questions:

 **What are Malala's most important attitudes and beliefs?**

 **What factors shape these convictions?**



Analyze Student Progress

Monitor: Do students draw connections between Malala's attitudes and beliefs and the factors that shaped them?

Offer Immediate Support: If students need additional support using textual evidence in the discussion, ask this question: What did Malala say about not being able to go to school?

Plan Future Practice: Students practice distilling central ideas in lesson 20.

Reinforce key ideas.

Key Ideas

Attitudes and beliefs

- the right to lead a free and peaceful life
- everyone allowed to pursue an education
- women's equality
- a conviction to speak out against injustice

Factors

- going to Shangla and experiencing life there
- seeing effects of the Taliban on everyday life, especially for women
- seeing children sort rubbish at the dump to support their families
- the earthquake of 2005
- attending school and being told girls shouldn't attend school
- Benazir Bhutto's assassination
- Taliban fighting and terrorist attacks
- parents' support of the right to education
- belief in Islam and connection with God

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

 **What central ideas do you see emerging in this text?**

Key Ideas

- Religious terrorism in Pakistan and Afghanistan violates multiple human rights.
- Malala and her parents dedicate themselves to protecting human rights for themselves and for others in their community.
- Free, compulsory elementary education is a human right and the Taliban wants to keep Pakistani girls from accessing this right.
- Everyone has the right to freedom and expression, but the Taliban denies people that right through intimidation.
- Malala uses peaceful means to address human rights violations.

7. Facilitate a brief discussion of this question:

 **How did this discussion affirm or change your thinking?**

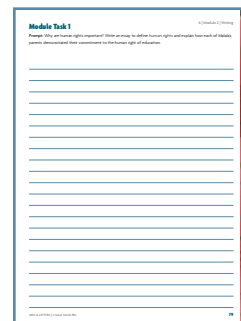
Write | Examine Module Task 1 | 10 minutes

1. Direct students to Module Task 1, located in the *Learn* book. Invite a student to read aloud the prompt for Module Task 1: Why are human rights important? Write an essay to define human rights and explain how each of Malala’s parents demonstrates a commitment to the human right to education.

2. Ask this question:

 **What type of essay does this prompt require?**

Reinforce the correct response: a definition essay.



3. Instruct students to briefly respond to this question in their journals:

... **Why are human rights important?**

Remind students that this question signals what the essay's introduction should address prior to the thesis statement.

4. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Instruct students to review the checklist with a partner. Ask this question:

... **What knowledge will you need to write this essay?**

Reinforce that the knowledge rows of the checklist require students to show knowledge of the concept of human rights and how each of Malala's parents stood up for human rights in *I Am Malala*.

5. Instruct students to write in their journals any questions they have about the Module Task 1 prompt or checklist. Invite a few students to share their questions and facilitate a brief discussion to clarify the requirements of the task.
6. **Introduce the learning task.** Direct students to their journals. Instruct them to use their own words to explain the requirements of Module Task 1.

Analyze Student Progress

Monitor: Do students explain the importance of the definition essay structure?

Offer Immediate Support: If students need additional support explaining the requirements of Module Task 1, direct them to the Checklist for Module Task 1 and ask what they notice and wonder about the knowledge, writing, and language rows.

Plan Future Practice: Students examine a module task prompt in lesson 23.

LAND 5 minutes**Reflect on Learning**

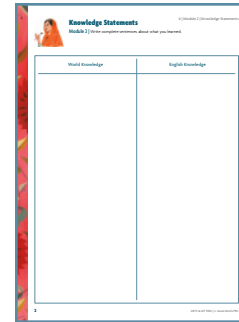
1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about human rights?
 - What did you learn from *I Am Malala*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.D, MM.2.6.E

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.C, MM.8.6.D

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A

CP.5.6 Language: CP.5.6.B

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 11

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build and reflect on knowledge gained from module texts. They express knowledge about the conditions in Pakistan that influence Malala. This work prepares them to synthesize their learning and write knowledge statements about the convictions of people or groups. During writing instruction, students examine how to use an evidence organizer. They collect evidence for Module Task 1.

Learning Goals

Express knowledge about conditions in Pakistan in *I Am Malala*.

 **LEARNING TASK:** Write knowledge statements about the convictions of people or groups by using consistent style and tone.

For Module Task 1, collect evidence to respond to a prompt.

 **LEARNING TASK:** For Module Task 1, collect and organize evidence.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Synthesize Knowledge
- **Respond:** Express Knowledge
- **Write:** Collect Evidence

LAND

Synthesize Learning

Materials

TEACHER

- *I Am Malala*
- excerpt from the Universal Declaration of Human Rights (digital platform)
- transcript of interview with Benazir Bhutto (digital platform)
- Knowledge Cards: *conviction, democracy, education, extremism, human rights, terrorism, violation, vulnerable*
- class Knowledge Statements for Module 2 (*Learn book*)
- class Evidence Organizer for Module Task 1 (*Learn book, Writing*)

STUDENTS

- *I Am Malala*
- excerpt from the Universal Declaration of Human Rights (*Learn book, lesson 5*)
- transcript of interview with Benazir Bhutto (*Learn book, lesson 7*)
- journal
- Knowledge Statements for Module 2 (*Learn book*)
- Module Task 1 (*Learn book, Writing*)
- Checklist for Module Task 1 (*Learn book, Writing*)
- Evidence Organizer for Module Task 1 (*Learn book, Writing*)

Preparation

- none

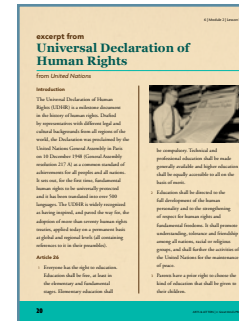
Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *I Am Malala*, passage 2 (*Learn book, Fluency*).

1. Display these texts:

- *I Am Malala*
- excerpt from the Universal Declaration of Human Rights
- transcript of interview with Benazir Bhutto

3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will review and write about the knowledge they built from *I Am Malala*, the excerpt from the Universal Declaration of Human Rights, and the transcript of interview with Benazir Bhutto.



LEARN 53 minutes

Read | Synthesize Knowledge | 16 minutes

1. Display and read aloud the Essential Question: How do convictions inspire actions?
2. Display the Knowledge Cards for *conviction*, *democracy*, *education*, *extremism*, *human rights*, *terrorism*, *violation*, and *vulnerable* and direct attention to the images to spark students' memory. Remind students of the terms' meanings.

136

3. Direct students to *I Am Malala*, the excerpt from the Universal Declaration of Human Rights, and the transcript of interview with Benazir Bhutto. Instruct them to review their notes and annotations. Ask this question:

 **What are the dangers of religious extremism?**

Differentiation Support

To help students articulate the dangers of religious extremism, instruct them to review the excerpt from “Religion and Religious Extremism,” located in the *Learn* book.

Key Ideas

- often distorts the actual teachings of the religion
- divides people and can lead to the creation of smaller groups or cults
- can lead to violence and human rights violations

4. Direct students to their journals. Tell students that they will Mix and Mingle to discuss the conditions in Pakistan that influence Malala. To prepare for the routine, instruct students to jot a response to this question:

 **What did you learn about the conditions in Pakistan that influence Malala?**

Lead students through a Mix and Mingle.

Listen for students to address key ideas in their discussions.

Key Ideas

- The Taliban threatened people’s safety and way of life.
- Terrorism and religious extremism led to the denial of the human right to education.
- Leaders like Benazir Bhutto believed in democracy and human rights.

5. Remind students that they have been charting knowledge throughout the module. Display the class Knowledge Statements for Module 2, and direct students to the page in their *Learn* book. Ask this question:

What did you learn about convictions by studying *I Am Malala*, the excerpt from the Universal Declaration of Human Rights, and the transcript of interview with Benazir Bhutto?

Differentiation Support

To help students express what they've learned about convictions from the module texts, ask these questions:

- Why did Bhutto become a politician?
- Why was the Universal Declaration of Human Rights written?
- Why did Malala choose to speak out about girls' rights to education?

Teacher Note

Tell students that they can also answer questions using their Notice and Wonder Chart for *I Am Malala* (lesson 2), the excerpt from the Universal Declaration of Human Rights (lesson 5), and the transcript of interview with Benazir Bhutto (lesson 7).

As students share, add a few responses to the class Knowledge Statements for Module 2.

6. Facilitate a brief discussion of the following question:

What new knowledge did you gain from your peers about the convictions of people and groups in the module texts?

7. Instruct students to draft a knowledge statement on Knowledge Statements for Module 2. Encourage them to draft statements that build their knowledge and prompt them to pursue lines of inquiry.

Differentiation Challenge

To help students to share knowledge creatively, instruct them to illustrate their knowledge statements.

Respond | Express Knowledge | 17 minutes

1. Explain that learning about elements of language like grammar and punctuation can help us connect ideas in writing. Assess and activate prior knowledge by asking this question:

 **What do you remember from module 1 about the importance of maintaining consistency in style and tone?**

Reinforce that *style* and *tone* refer to how an author crafts their writing to meet the expectations of a particular audience and demonstrates certain attitudes or emotions. Tell students that maintaining a consistent style and tone requires using words that reinforce the content and the intent of writing.

2. Explain that you will display two excerpts from *I Am Malala*. Tell students that each excerpt has a consistent tone within the statement but not the same tone as the other. Display and Choral Read these excerpts:
 - “That afternoon, when I went to play with Safina, she had an identical phone! She said it was hers; she said she’d bought it at the bazaar. Well, I didn’t believe her, and I was too angry to think straight.” (14)
 - “When a teacher tells you that all great leaders and scientists were once children, too, you think, *Maybe we can be the great ones tomorrow*. In a country where so many people consider it a waste to send girls to school, it is a teacher who helps you believe in your dreams.” (61)

Ask this question:

 **What is the difference in tone between these two excerpts?**

Reinforce the correct response: The first excerpt is indignant and emotional and focuses on conflict. The second excerpt is hopeful and focuses on possibility and leadership.

3. Ask this question:

 **Which words or phrases help you identify the tone of these excerpts?**

Reinforce the correct response: The first excerpt sets an emotional tone with phrases like “too angry to think straight.” The second excerpt sets a hopeful tone with words like “maybe” and phrases like “believe in your dreams.”

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

 **What style and tone does the phrase “it is a teacher who helps you believe in your dreams” suggest?**

Reinforce the correct response: The phrase “it is a teacher who helps you believe in your dreams” suggests a formal or measured style and sets a hopeful tone.

Explain that because the statement’s style matches and reinforces the tone, it has a consistent style and tone.

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

 **What style and tone should you use when writing knowledge statements?**

Key Ideas

- formal style
- measured style
- academic tone
- objective tone

6.  **Introduce the learning task.** Direct attention to the Knowledge Statements for Module 2. Instruct students to either revise existing knowledge statements or write new knowledge statements about the convictions of people and groups, using a consistent style and tone.

Language Support

To help students write knowledge statements that maintain a consistent style and tone, instruct them to brainstorm words that align with their chosen knowledge statement, using module terms if possible.

Analyze Student Progress

Monitor: Do students use consistent style and tone in writing about the convictions of people and groups?

Offer Immediate Support: If students need additional support writing with a consistent style and tone, prompt them to identify a major event or change for a person or group and consider what the nature of that event suggests would be an appropriate style and tone for its description.

Plan Future Practice: Students practice writing knowledge statements in lesson 33.

Write | Collect Evidence | **20 minutes**

1. Direct students to Module Task 1, located in the *Learn* book. Instruct them to review the prompt with a partner.
2. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Direct attention to the fourth item in the Writing section: uses evidence from *I Am Malala* to support the thesis statement. Explain that they will be collecting evidence to help them determine each point of their thesis statement.
3. Display the class Evidence Organizer for Module Task 1. Remind students that an evidence organizer is a useful tool for writers to organize their thinking and collect evidence to help them determine a thesis. Explain that in this essay students will practice integrating evidence in the form of direct quotes.

Teacher Note

Explain that citing, or naming, a source when collecting evidence ensures a source's creator receives credit and readers can locate the source again.

- 4.** Remind students that they have collected evidence from texts in previous levels. Use the sample row to model how to use the columns titled Source and Evidence. Tell students that they will see a third column titled Elaboration, which they will work with in a later lesson.

Teacher Note

Remind students to use quotation marks around the titles of articles and to italicize or underline the titles of books.

- 5.** Remind students that by collecting evidence to build knowledge and support their thesis, they are doing research. Remind them that *research* means “careful study to find new knowledge about a subject.” Explain that students will complete additional steps of the research process as they build knowledge about this and other topics.

Module Task 1

Question: Why are human rights important? Write or draw to define human rights and explain how each of Miller's parents demonstrated their commitment to the human right of education.

© 2016 by The College Board. All rights reserved.

PS

Checklist Module 10 Why are human rights important? How can we, as different human rights and explore how some of today's current problems have come about in the past		© Cambridge University Press	
Knowledge discuss knowledge of the concept of human rights; discuss knowledge of how human rights should be for human rights	Question 1 Question 2	Answer 1 Answer 2	
Writing has an introduction has a clear thesis statement with two points uses clear evidence to support their ideas uses evidence that is suitable to support their statement uses knowledge and understanding of the relationship between the human statement uses knowledge and understanding of the relationship between the human statement uses topic-specific vocabulary to explain ideas has a useful conclusion uses a formal writing style	Question 3 Question 4 Question 5 Question 6 Question 7 Question 8 Question 9 Question 10	Answer 3 Answer 4 Answer 5 Answer 6 Answer 7 Answer 8 Answer 9 Answer 10	
Language uses appropriate language to explain and describe uses appropriate language to compare and contrast	Question 11 Question 12	Answer 11 Answer 12	
Source 1: Documents	Source 2: Documents		

[illegible]

Teacher Note

Research skills, such as collecting and organizing textual evidence, drawing evidence from multiple texts, and synthesizing findings, are taught in all modules of all levels in *Arts & Letters* because students are always building knowledge from texts. In module 4, students integrate additional skills, such as assessing source credibility and generating questions for additional research, and apply them to a formal research project.

6.  **Introduce the learning task.** Direct students to the Evidence Organizer for Module Task 1. Instruct them to collect at least two pieces of evidence from *I Am Malala* that respond to the prompt for Module Task 1. Instruct them to add their evidence notes to the organizer.

Analyze Student Progress

Monitor: Do students collect evidence that directly responds to the Module Task 1 prompt?

Offer Immediate Support: If students need additional support collecting evidence, direct them to pages 24, 27, 45, 49, and 52–53.

Plan Future Practice: Students practice collecting evidence in lesson 14.

LAND 5 minutes**Synthesize Learning**

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do convictions inspire actions?

2. Use responses to reinforce these 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.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the influence of culture, religion, and government?
- What did you learn from Malala about convictions?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.6.6 Diction: MM.6.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e, CP.3.6.A.f

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B, CP.5.6.E

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 12

Essential Question | How do convictions inspire actions?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 1. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of the power of advocacy and apply reading comprehension skills to a new text related to actions inspired by convictions.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 1.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About Actions Inspired by Convictions

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 1.
- Select volume of reading books for the Read section.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do convictions inspire actions?
2. Tell students that in this lesson they will demonstrate and build what they know about the power of advocacy by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment is made of four sections. In the first section, students demonstrate fluency by reading aloud a new text related to actions inspired by convictions. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 1 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 1. Use this information to plan responsive teaching for lesson 13.

Read | Read More About Actions Inspired by Convictions | **15 minutes**

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about actions inspired by convictions from the text for Reading Comprehension Assessment 1.
2. Tell students that they will continue to build knowledge about actions inspired by convictions as they read additional module texts.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.6 Schema Building**



Lesson 13

Essential Question | How do convictions inspire actions?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 1. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of the way convictions inspire actions and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 1.

 **LEARNING TASK:** Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 1.

Vocabulary

selected module 2 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- module 2 Knowledge Cards: *democracy, education, extremism, human rights, terrorism, violation, vulnerable*

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Glossary for Module 2 (*Learn* book)
- Word Parts Web for *dem* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 1 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 1 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Before the next lesson, students read chapters 11–14 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do convictions inspire actions?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 1 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, as well as strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 1, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 1. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 1.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 1?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

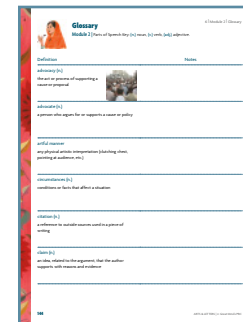
Plan Future Practice: Students practice discussing responses to an assessment in module 3.

Engage | Build Vocabulary | 20 minutes

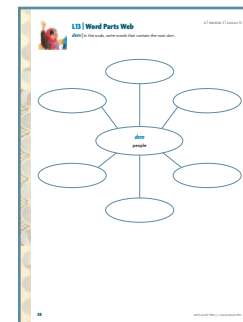
1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *democracy* in the Glossary for Module 2, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *dem* means “people.”

Teacher Note

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.



2. Direct students to the Word Parts Web for *dem*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the root *dem* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.
3. Invite a few students to share their words. Students may generate words such as these: *demographic*, *endemic*, *epidemic*, *pandemic*. Correct any misunderstandings or misapplied affixes.
4. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their images underneath or next to the words they represent.



5. Invite a few students to share one of their images. Ask these questions:



What do you notice about the illustrations?



How do they relate to the meaning of *dem*?

6. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
- **Share What You Know:** Choose one Knowledge Card and read aloud the term and definition. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct students to write a knowledge statement containing the term, and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Link-Up:** Assign two Knowledge Cards to each student. Invite students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes**Reflect on the Assessment**

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students they will continue to build their knowledge about the way convictions inspire actions as they read more module texts.
3. Assign the follow-up work to read chapters 11–14 of *I Am Malala* before the next lesson. Tell students to focus on Malala’s response to problems as they read.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts**MM.1.6 Comprehension and Evidence:** MM.1.6.B**MM.5.6 Vocabulary:** MM.5.6.A, MM.5.6.A.d**MM.12.6 Complexity, Diversity, and Genre:** MM.12.6.B**BU** Build Understanding**BU.2.6 Discovery and Evidence****DM** Develop Metacognition**DM.4.6 Reflection and Evaluation**



Lesson 14

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify examples of Malala's advocacy in chapters 11–14 of *I Am Malala*. They examine how Malala stood against human rights violations and advocated for equality. This work prepares students to write an explanation of how Malala's advocacy for girls' rights develops. During writing instruction, students collect and elaborate on evidence and identify elements of a strong thesis. They draft a thesis statement for Module Task 1.

P A Prologue to lesson 14 is available for students who need additional support.

Learning Goals

Identify what is happening in *I Am Malala*.

LEARNING TASK: Write an explanation of how Malala's advocacy for girls' rights develops in chapters 11–14.

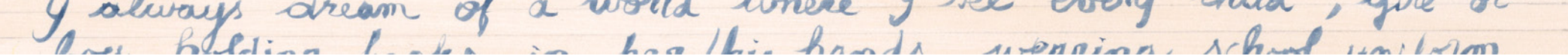
For Module Task 1, explain the required elements of the thesis statement.

LEARNING TASK: For Module Task 1, draft a thesis statement.

Vocabulary

advocacy (n.)

advocate (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Advocacy in *I Am Malala*
- **Respond:** Explain Advocacy
- **Write:** Draft a Thesis Statement

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- Knowledge Card: *advocacy*

STUDENTS

- *I Am Malala*
- journal
- Advocacy Organizer for *I Am Malala* (*Learn* book)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 15–19 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *I Am Malala*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will examine chapters 11–14 to identify examples of Malala’s advocacy.

LEARN 53 minutes

Read | Identify Advocacy in *I Am Malala* | 20 minutes

1. Direct students to *I Am Malala*. Instruct students to browse the photos that begin next to page 180. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **How do these photographs enhance your understanding of Malala’s life?**

2. Form small groups. Assign each group one of these chapters:
 - chapter 11—“A Chance to Speak”
 - chapter 12—“A Schoolgirl’s Diary”
 - chapter 13—“Class Dismissed”
 - chapter 14—“Secret School”

Instruct students to discuss the following questions with their small group:

 **What happens in your assigned chapter?**

 **What is the relationship between what happens and the chapter title?**

Key Ideas**Chapter 11**

- **happens:** Malala and her family worry about the Taliban.
- **happens:** Malala speaks to a Pashto news crew about girls' right to an education.
- **relationship to title:** Malala has a "chance to speak," which is the title of the chapter.

Chapter 12

- **happens:** Girls are forbidden to attend school.
- **happens:** Malala writes an online diary for the BBC to tell what life is like under the Taliban.
- **relationship to title:** Malala's diary for the BBC is another opportunity for her to spread her message of peace and education, and the title of the chapter is "A Schoolgirl's Diary."

Chapter 13

- **happens:** Malala is interviewed by *The New York Times* and vows to get her education no matter what.
- **happens:** Malala's family decides to stay in Swat.
- **relationship to title:** Malala has her last day of school, which is devastating and is the focus of this chapter, the title of which is "Class Dismissed."

Chapter 14

- **happens:** Malala continues to learn while at home.
- **happens:** Girls under 10 are allowed to go to school, but Malala and her friends go to secret school, run by Madam Maryam.
- **relationship to title:** When returning to school, Malala is told attending "secret school" is a "silent protest." The title of this chapter, "Secret School," is connected to Malala's literal action of attending school secretly and to the way Malala advocates for girls' rights.

Differentiation Challenge

To extend student thinking, ask this question: What would you rename your chapter and why?

3. Facilitate a brief discussion of this question:

Can you think of a time when you spoke up about something important to you even though you were scared?

4. Instruct students to read the portion of pages 70–72 from “After Moniba spoke” to “who would listen” and to annotate details to answer this question:

Why is Malala’s experience speaking in front of the TV crew important to her?

Sample Annotations

- “this was an important opportunity to spread our message of peace and education” (70–71)
 - “my voice was the voice of so many others who wanted to speak but couldn’t” (71)
 - “Microphones made me feel as if I were speaking to the whole world.” (71)
5. Introduce the vocabulary term *advocacy* by displaying the Knowledge Card, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
6. Display and read aloud these word parts and their definitions:
- **ad-** (prefix)—to, toward
 - **voc** (root)—voice, call



Instruct students to work with a partner to infer the term’s meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

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

7. Direct students to the title of Part Three: “Finding My Voice.” Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

What is the relationship between the term *advocacy* and the phrase “finding my voice”?

Definitions

advocacy (n.): the act or process of supporting a cause or proposal

advocate (n.): a person who argues for or supports a cause or policy

Use responses to emphasize that the linguistic basis of the term *advocacy* is “toward voice,” which is similar to “finding my voice.”

Language Support

To help students make connections between the word *advocacy* and the phrase “finding my voice,” ask this question: What does speech have to do with supporting a cause?

8. Direct students to the Advocacy Organizer for *I Am Malala*, located in the *Learn* book. Think aloud to explain the sample row.
9. Tell students that they will summarize their understanding of chapters 11–14 by identifying examples of Malala’s advocacy in each chapter. Instruct students to identify how Malala advocates and the reason for her advocacy in chapters 12, 13, and 14 and to add to the advocacy organizer. Remind them that chapter 11 is already completed in the sample row of the advocacy organizer. Invite a few groups to share their responses.

Chapter	How Malala Advocates	Reason for Malala's Advocacy
Chapter 11	She speaks about the importance of girls' rights, particularly school, on Pashto TV news	Malala uses her voice for others who wanted to speak but couldn't

Sample Think Aloud

I see there are three columns: Chapter, How Malala Advocates, and Reason for Malala’s Advocacy. The sample row shows that one example of how Malala advocates is from chapter 11, when she speaks about the importance of girls’ rights, especially the right to attend school, to a Pashto TV crew. The reason given is a paraphrase from page 71, “Malala uses her voice for many others who wanted to speak but couldn’t,” so I know that the reason for her advocacy is so that she can be a voice for others.

Differentiation Support

To help students identify Malala’s advocacy, instruct them to review pages 76–77, 82–83, and 88–89.

Key Ideas

Chapter 12

- **how:** She writes a diary for the BBC that exposes what it is like to live under Taliban rule.
- **reason:** She wants to support her father (76); she feels a responsibility to stand up for her home and her people (77).

Chapter 13

- **how:** She gives an interview to *The New York Times*.
- **reason:** She knows it is important to speak for girls’ rights; she worries that she and her friends will not be able to return to school (83).

Chapter 14

- **how:** She attends school, even though it is forbidden, as a “silent protest.”
- **reason:** She wants to defy the Taliban’s ban on school for girls over 10; she knows that it is worth the risk to attend school (89).

Respond | Explain Advocacy | 10 minutes

1. **🎯 Introduce the learning task.** Direct students to their journals. Instruct students to write an explanation of how Malala's advocacy for girls' rights develops in chapters 11–14. Tell them to include at least one example from the text.

Analyze Student Progress

Monitor: Do students include an example from the text of how Malala's advocacy develops?

Offer Immediate Support: If students need additional support identifying how Malala's advocacy develops, ask this question: How does Malala's advocacy change from chapter 11 to chapter 14?

Plan Future Practice: Students practice including specific textual support in lesson 19.

Write | Draft a Thesis Statement | 23 minutes

1. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book. Remind students that in the previous lesson they began collecting evidence to help them determine both points of their thesis statement. Tell them that today they will continue reviewing *I Am Malala* for evidence to add to their evidence organizer, and then they will use that evidence to draft a thesis statement. Direct students to review the Module Task 1 prompt with a partner.
2. Instruct students to collect at least two additional pieces of evidence from *I Am Malala* to respond to the Module Task 1 prompt and add to their evidence organizer.

Source	Evidence	Explanation
I Am Malala	"My father, a former prisoner of war, was living on the run from the Pakistani government and dangerous forces in the country" (95).	Malala's father was the school owner and allowed girls to attend for as long as possible. Because Malala's father was the school owner, she was able to continue her education and fight for the girls at her school.

3. Direct students to the Checklist for Module Task 1, located in the *Learn* book, and to this checklist row: has a clear thesis statement with two points. Instruct them to Think–Pair–Share to answer this question:

... **What are some elements of a strong thesis?**

Key Ideas

- clear
- concise
- lays out key points to be addressed in the essay

Criteria	Review 1	Review 2
Knowledge		
shows knowledge of the concept of human rights	☐	☐
demonstrates how Malala's parents stood up for human rights	☐	☐
Writing		
has an introduction	☐	☐
has a clear thesis statement with two points	☐	☐
uses a clear structure to explain ideas	☐	☐
uses evidence from the text to support the thesis statement	☐	☐
uses evidence to explain evidence and clearly to explain the relationship between them	☐	☐
uses evidence to clarify the relationships among ideas	☐	☐
uses clear specific vocabulary to explain ideas	☐	☐
has a clear conclusion	☐	☐
uses a formal writing style	☐	☐
Language		
meets standards in style and tone	☐	☐
applies appropriate words correctly	☐	☐
Review 1 Comments	Review 2 Comments	

4. Direct students to the color-coded Writing Model for Module 2, located in the *Learn* book. Invite a student to read aloud the thesis. Ask these questions:

... **What do you notice about how the thesis is written?**

Key Ideas

- The thesis is one sentence.
- It includes two points.
- The writer uses *and* to join point 1 and point 2.

... **What needs to be included in your thesis statement?**

... **Where can you find that information?**

Reinforce the correct responses: How each of Malala's parents demonstrated a commitment to the human right to education needs to be included. The information can be found on the Evidence Organizer for Module Task 1.

5. Instruct students to review their Evidence Organizer for Module Task 1. Tell them to describe Ziauddin's and Toor Pekai's commitment to education by using the following sentence frames:
 - Ziauddin demonstrated commitment to the human right to education by _____.
 - Toor Pekai demonstrated commitment to the human right to education by _____.
6. Direct students to their journals. Instruct them to combine the two sentences into a single thesis.

Key Ideas

- Ziauddin and Toor Pekai demonstrated their commitment to the human right to education by _____ and by _____.
 - Because Ziauddin and Toor Pekai _____ and _____, they demonstrated commitment to the human right to education.
 - Ziauddin demonstrated his commitment to the human right to education by _____, and Toor Pekai demonstrated her commitment to the human right to education by _____.
7. Instruct students to orally rehearse a thesis statement with a partner.
 8.  **Introduce the learning task.** Instruct students to draft a thesis statement for Module Task 1 on the Evidence Organizer for Module Task 1.

Analyze Student Progress

Monitor: Do students write thesis statements that include two points?

Offer Immediate Support: If students need additional support establishing two points in their thesis statements, provide this sentence frame based on the prompt: Malala's parents demonstrated their commitment to education by _____ and by _____.

Plan Future Practice: Students practice writing thesis statements in lesson 23.

9. Assess and activate prior knowledge by asking this question:

 **What two goals do writers have when they elaborate on evidence?**

Key Ideas

- **to extend:** give more details, facts, definitions, or examples related to the evidence
- **to connect:** explain why the evidence is important by connecting it to a point from the thesis

10. Direct attention to the Checklist for Module Task 1 and to this checklist row: uses elaboration to explain evidence and identify its relationship to the thesis statement. Use the sample row of the Evidence Organizer for Module Task 1 to model how to use the Elaboration column. Instruct students to select a piece of evidence from their evidence organizer that corresponds to the thesis statement they drafted and orally rehearse elaboration for that evidence with a partner.

Differentiation Support

To help students orally rehearse elaboration, direct students to examples of elaboration in the Writing Model for Module 2 and explain how they can connect the evidence to a point from the thesis.

11. Instruct students to use the Elaboration column to either extend or connect each piece of evidence they gathered that connects to their thesis statement.

Tell students they will return to their notes on elaboration when they begin to outline their responses to Module Task 1 in an upcoming lesson.

LAND 5 minutes**Reflect on Learning**

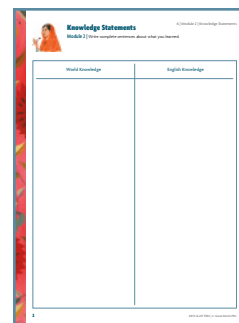
1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about advocacy?
 - What did you learn from *I Am Malala*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Assign the follow-up work to read chapters 15–19 of *I Am Malala* before the next lesson. Tell students to focus on how Malala changes as they read.
 4. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 2: What do you learn about what you learned?". It features a table with two columns: "World Knowledge" and "English Knowledge". The table is empty, with a small icon of a person in the top left corner of the table area.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d, MM.5.6.B, MM.5.6.B.c, MM.5.6.B.d, MM.5.6.C

MM.9.6 Media: MM.9.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 15

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify examples of how Malala changes in chapters 15–19 of *I Am Malala*. They explore how culture, religion, and government contribute to changes in Malala's environment. This work prepares students to explain how circumstances in Malala's life have changed her. During writing instruction, students examine how topic sentences relate to the main points of a thesis. They write topic sentences for Module Task 1 and consider placement of evidence.

Learning Goals

Identify how Malala changes in *I Am Malala*.

 **LEARNING TASK:** Explain how circumstances change Malala.

Examine the connection between the thesis statement and topic sentences in the writing model.

 **LEARNING TASK:** For Module Task 1, write a topic sentence for each proof paragraph.

Vocabulary

circumstances (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify How Malala Changes in *I Am Malala*
- **Respond:** Explain How Circumstances Change Malala
- **Write:** Examine Topic Sentences

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- journal
- index card
- Informative Essay Outline for Module Task 1 (*Learn* book, Writing)
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *I Am Malala*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapters 15–19 for examples of how Malala changes.

LEARN 53 minutes

Read | Identify How Malala Changes in *I Am Malala* | 25 minutes

1. Introduce the vocabulary term *circumstances* by displaying the term and definition. Engage students in Vocabulary Exploration. Tell students that they will examine how changing circumstances affect Malala in chapter 15.
2. Direct students to their journals. Instruct them to work with a partner to make a list of key events from chapter 15. Invite a few students to share their responses.

Key Ideas

- The peace treaty is signed with the Taliban in exchange for imposing sharia law.
- Older girls can go to school as long as they stay covered in public.
- Malala gives an interview in which she expresses disappointment with the peace treaty.
- Taliban violence escalates, with people beaten in the streets.
- Malala's family decides to take shelter in Shangla.

Definition

circumstances (n.): conditions or facts that affect a situation

3. Invite a student to read the portion of pages 90–91 from “One morning in” to “*what it takes*.” Instruct students to annotate details with “+” for what Malala perceives as positive effects and with “–” for what she perceives as negative effects of the peace treaty with the Taliban. Facilitate a discussion of the positive and negative effects of the peace treaty.

Differentiation Support

To help students identify what Malala perceives as positive or negative effects of the peace treaty with the Taliban, instruct them to identify what the Taliban requires of Malala and her community and what Malala and her community are allowed to do.

Key Ideas

- **positive:** Girls could go back to school.
- **positive:** Violence would stop.
- **negative:** Religious judges would dictate all aspects of life.
- **negative:** Girls had to keep covered in public.

4. Ask this question:



How does the definition of *circumstances* help you understand the events of chapter 15?

Use responses to emphasize that in chapter 15 many new conditions arise in Pakistan that influence Malala and her community.

5. Direct students to “A Time Line of Important Events,” beginning on page 219. Instruct them to read the following text sections and answer the associated questions in their journals:

- **“February 2009” (231)**—What agreement did the Pakistani government make with the Taliban?
- **“April 2009” (232)**—What did the Taliban do?
- **“May 2009” (232)**—Why did so many people leave Swat?
- **“July 2009” (232)**—What happened to Swat?

Reinforce the correct responses:

- **“February 2009”**—The Pakistani government agreed to allow sharia in the region in return for a ceasefire.
- **“April 2009”**—The Taliban broke the terms of the agreement and took over more areas.
- **“May 2009”**—People left Swat because the Pakistani military fought against the Taliban.
- **“July 2009”**—The military cleared Swat of the Taliban.

Emphasize that chapters 15–19 primarily cover the year 2009, when people’s lives were affected by changed relationships between the Pakistani government and the Taliban.

6. Form small groups and assign them one of these chapters:

- **chapter 16**—“Displaced”
- **chapter 17**—“Home”
- **chapter 18**—“A Humble Request and a Strange Peace”
- **chapter 19**—“Good News at Last”

Instruct students to work with their groups to make a list of key events from their assigned chapter in their journals. Instruct students to annotate the key events they’ve recorded with “+” for positive developments and “–” for negative developments in Malala’s story.

Key Ideas**Chapter 16**

- **negative:** Malala leaves home.
- **positive:** Malala reunites with her father.
- **positive:** Malala meets Richard Holbrooke.

Chapter 17

- **positive:** Malala returns home.
- **negative:** Swat is still a war zone.
- **negative:** Soldiers have broken into the school.

Chapter 18

- **positive:** Swat is at peace.
- **positive:** Malala participates in a UNICEF assembly.
- **negative:** Floods come to Swat.
- **negative:** The Taliban destroys schools.

Chapter 19

- **positive:** Malala receives multiple awards.
- **positive:** Malala finds out that the Pakistan National Peace Prize will be named for her.
- **positive:** Malala is invited to speak at an education conference.

7. Tell students that they will Mix and Mingle to discuss changing circumstances in Malala's story. To prepare for the routine, instruct students to jot a response to this question on an index card:



What are the positive and negative developments in your assigned chapter?

Lead students through a Mix and Mingle.

8. Reinforce one of the major negative developments in this section: Malala's family decides to leave Swat. Instruct students to Think–Pair–Share to answer this question:

 **Why is it difficult for Malala and her family to leave home?**

Differentiation Support

To help students identify examples of why it is difficult for Malala and her family to leave home, direct them to pages 96 and 98. Instruct students to write on a T-chart why it is both emotionally and physically difficult for Malala and her family to leave home.

Key Ideas

- Two million people are fleeing at the same time.
- They have to walk the last 15 miles.
- They are stopped at a roadblock.
- Pakistan is their home.
- Malala's family feels emotional about leaving.

Respond | Explain How Circumstances Change Malala | **15 minutes**

1. Read aloud the portion of page 106 from “I used to” to “a better choice.” Instruct students to Think–Pair–Share to answer this question:

 **How do circumstances change Malala?**

Language Support

To help students express what changes Malala, remind them of the module term *conviction*. Ask these questions:

- How does the sentence on page 106 demonstrate Malala's conviction?
- How do her circumstances inspire that conviction?

Key Ideas

- She develops a new professional goal.
- She wants to advocate for human rights.
- She becomes more mature.

2.  **Introduce the learning task.** Instruct students to write an explanation in their journals of how circumstances change Malala. Tell them to use at least one paraphrase or piece of textual evidence from chapters 15–19 in their response.

Analyze Student Progress

Monitor: Do students use evidence to explain how Malala changes?

Offer Immediate Support: If students need additional support explaining how circumstances change Malala, direct them to the last two paragraphs on page 103 and ask this question: How does the difference in birthdays highlight a change in Malala?

Plan Future Practice: Students practice including specific textual support in lesson 19.

3. Invite a few students to share their responses.

Key Ideas

- Malala boldly speaks out about the right to education because she feels it is her duty to address girls' rights (92).
- Malala decides she wants to address her country's many problems by becoming a politician instead of a doctor (106).
- Malala wins several awards because of her advocacy for peace and education (111–112).

- 

Informative Essay Outline

Write Task 2 for the subject using your information sheet.

Topic: _____

Introduction: _____

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Paragraph 7: _____

Paragraph 8: _____

Paragraph 9: _____

Paragraph 10: _____

Paragraph 11: _____

Paragraph 12: _____

Paragraph 13: _____

Paragraph 14: _____

Paragraph 15: _____

Paragraph 16: _____

Paragraph 17: _____

Paragraph 18: _____

Paragraph 19: _____

Paragraph 20: _____

Paragraph 21: _____

Paragraph 22: _____

Paragraph 23: _____

Paragraph 24: _____

Paragraph 25: _____

Paragraph 26: _____

Paragraph 27: _____

Paragraph 28: _____

Paragraph 29: _____

Paragraph 30: _____

Paragraph 31: _____

Paragraph 32: _____

Paragraph 33: _____

Paragraph 34: _____

Paragraph 35: _____

Paragraph 36: _____

Paragraph 37: _____

Paragraph 38: _____

Paragraph 39: _____

Paragraph 40: _____

Paragraph 41: _____

Paragraph 42: _____

Paragraph 43: _____

Paragraph 44: _____

Paragraph 45: _____

Paragraph 46: _____

Paragraph 47: _____

Paragraph 48: _____

Paragraph 49: _____

Paragraph 50: _____

Paragraph 51: _____

Paragraph 52: _____

Paragraph 53: _____

Paragraph 54: _____

Paragraph 55: _____

Paragraph 56: _____

Paragraph 57: _____

Paragraph 58: _____

Paragraph 59: _____

Paragraph 60: _____

Paragraph 61: _____

Paragraph 62: _____

Paragraph 63: _____

Paragraph 64: _____

Paragraph 65: _____

Paragraph 66: _____

Paragraph 67: _____

Paragraph 68: _____

Paragraph 69: _____

Paragraph 70: _____

Paragraph 71: _____

Paragraph 72: _____

Paragraph 73: _____

Paragraph 74: _____

Paragraph 75: _____

Paragraph 76: _____

Paragraph 77: _____

Paragraph 78: _____

Paragraph 79: _____

Paragraph 80: _____

Paragraph 81: _____

Paragraph 82: _____

Paragraph 83: _____

Paragraph 84: _____

Paragraph 85: _____

Paragraph 86: _____

Paragraph 87: _____

Paragraph 88: _____

Paragraph 89: _____

Paragraph 90: _____

Paragraph 91: _____

Paragraph 92: _____

Paragraph 93: _____

Paragraph 94: _____

Paragraph 95: _____

Paragraph 96: _____

Paragraph 97: _____

Paragraph 98: _____

Paragraph 99: _____

Paragraph 100: _____

Reinforce the correct response: The topic of Module Task 1 is how Malala's parents demonstrated their commitment to education.

- [illegible]

4. Direct students to the color-coded Writing Model for Module 2, located in the *Learn* book. Remind students of the two points of the thesis:

- Bhutto loved her country and wanted to make it better.
- Bhutto used her leadership position to create positive changes.

Ask this question:



How do the topic sentences for proof paragraphs 1 and 2 relate to the thesis statement?

Key Ideas

- The topic sentence “Bhutto was motivated by her personal experiences to help the people of Pakistan” relates to the thesis point “loved her country and wanted to make it better” because it connects loving her country with helping people there.
- The topic sentence “Because she was motivated to help the people of Pakistan, Bhutto began building her dream of a better future in very concrete ways” relates to the thesis point “she used her leadership position to create positive changes for people in Pakistan” because it explains that she acted on her dream of positive change.

5.  **Introduce the learning task.** Instruct students to write one topic sentence for each proof paragraph for Module Task 1 on their Informative Essay Outline for Module Task 1.

Analyze Student Progress

Monitor: Do students write topic sentences that each relate to one main point of their thesis?

Offer Immediate Support: If students need additional support writing topic sentences, help students identify a key word or phrase that expresses each point of their thesis, and suggest that students incorporate those key words or phrases into each respective topic sentence.

Plan Future Practice: Students practice writing topic sentences in lesson 24.

6. Tell students that now that they've drafted topic sentences, they can consider which evidence they've collected belongs in each proof paragraph. Remind students that they've collected more evidence than they will need to write their essay and that they should only select the strongest evidence.
7. Instruct students to review their Evidence Organizer for Module Task 1, located in the *Learn* book, and orally rehearse evidence placement with a partner.
8. Remind students that as they build knowledge of a new topic, they are doing research. Explain that another important component of research is carefully organizing textual evidence.
9. Ask this question:



How might an evidence organizer help a writer do research?

Key Ideas

- keeps ideas clear and organized
 - helps show connections across different pieces of textual evidence
10. Instruct students to write at least two pieces of evidence per proof paragraph on their Informative Essay Outline for Module Task 1. Remind them that they will complete other steps of the research process in future lessons as they build knowledge about this topic and other topics.

Evidence Organizer

Module Task 1 Write your thesis statement in the Thesis section. Record your source, evidence, and elaboration for each piece of evidence.

Purpose: Why are human rights important? What are some of the human rights and explain how each of them is protected by the government in the United States.

Thesis:

Source	Evidence	Elaboration
1. <i>Am. Media</i>	"My father, a single parent, was being put in the military prison and dangerous forces in the country" (pg. 1)	Human rights are important because they protect people from being put in dangerous situations. Human rights are important because they protect people from being put in dangerous situations.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

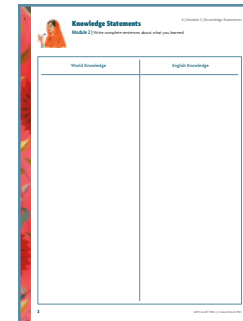
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about how circumstances change Malala?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 2'. It features a small illustration of a person in the top left corner. The page is divided into two main columns: 'World Knowledge' on the left and 'English Knowledge' on the right. Each column has a large, empty rectangular box for writing. At the bottom of the page, there is a small footer that reads '© 2015 Great Minds. All rights reserved.'

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.9.6 Media: MM.9.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.b

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 16

Essential Question | How do convictions inspire actions?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine Malala's references to a magic pencil in *I Am Malala*. They learn about symbolism and discuss characteristics of the magic pencil. This work prepares them to explain what the magic pencil symbolizes. During writing instruction, students examine elaboration and transitions in the Writing Model for Module 2. They add transitions to elaboration in their Informative Essay Outline for Module Task 1.

P A Prologue to lesson 16 is available for students who need additional support.

Learning Goals

Explain symbolism in *I Am Malala*.

LEARNING TASK: Write an explanation of what Malala's magic pencil symbolizes.

For Module Task 1, examine elaboration and transitions in the writing model.

LEARNING TASK: For Module Task 1, add a transition to elaboration for at least one piece of evidence and explain your choice.

Vocabulary

symbol (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Symbols in *I Am Malala*
- **Respond:** Explain the Magic Pencil
- **Write:** Examine Elaboration and Transitions

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- Venn Diagram for Malala's Magic Pencil (*Learn* book)
- journal
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- Informative Essay Outline for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 20–23 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *I Am Malala*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Tell students that they will analyze the language Malala uses to describe her work.

LEARN 53 minutes

Read | Examine Symbols in *I Am Malala* | 15 minutes

1. Direct students to *I Am Malala*. Instruct students to read with a partner the portion of pages 77–78 from “I had never” to “that magic pencil.”
2. Instruct students to read the text a second time, and annotate details to answer this question:

 **What wish does Malala’s BBC diary fulfill?**

Reinforce the correct response: Malala’s BBC diary fulfills her wish for a magic pencil.

3. Instruct students to read page 25 starting with “By the time.” Ask this question:

 **What is a magic pencil?**

Reinforce the correct response: A magic pencil makes real anything that it draws.

4. Introduce the vocabulary term *symbol* by displaying the term and definition. Engage students in Vocabulary Exploration.

Instruct students to annotate the definition of *symbol* for words that explain how the magic pencil functions in Malala's story.

Explain that students will work to uncover what idea or quality the magic pencil might represent.

Teacher Note

As needed, reinforce that a symbol is a literary device typically seen in a work of fiction or poetry but that literary nonfiction also makes use of such devices.

5. Explain that identifying the purposes and characteristics of a regular object can help determine its symbolic function. Ask this question:



How could the purposes and characteristics of a regular pencil be useful for a magic pencil?

Differentiation Support

To help students understand how a magic pencil relates to Malala's magic pencil, instruct students to Jot-Pair-Share to answer these questions: What are some characteristics of a pencil? What is the purpose of a pencil? How could these qualities apply to a magic pencil?

Key Ideas

- It would be helpful for an everyday object to be magic because anybody could access it.
- If someone drew something with a magic pencil that they didn't end up wanting, they could erase it.

Definition

symbol (n.): something such as an action, object, or event that suggests or represents a particular idea or quality

6. Read aloud the portion of pages 26–27 from “I believe there” to “find it there.”

Direct attention to the past-tense verb *believed*. Ask these questions:

What did Malala formerly believe?

What does she believe now?

Language Support

To help students understand how Malala’s beliefs around the magic pencil changed, tell them to consider connotations of the word *magic*. Remind them that words have a connotation when the feeling or idea a word expresses goes beyond its literal meaning and that the word *magic* makes us think of something that is miraculous, quick, easy, and fun.

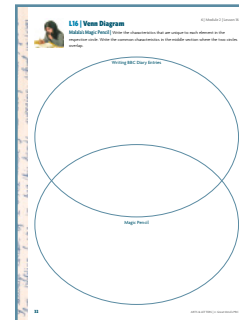
Use responses to emphasize that Malala used to believe a magic pencil could easily change the world. She now believes that she will have to work hard to change it.

Respond | Explain the Magic Pencil | 13 minutes

1. Direct students to the Venn Diagram for Malala’s Magic Pencil, located in the *Learn* book, and direct attention to pages 77–78 from “I had never” to “that magic pencil.” Instruct them to complete the Venn diagram to compare and contrast writing the BBC diary entries with receiving a magic pencil.

Key Ideas

- **Writing BBC Diary Entries:** real; requires sustained effort; documents a painful experience
- **Magic Pencil:** not real; makes anything happen easily, without much effort; can be limited to documenting desired outcomes, not difficult ones
- **Both:** reach a wide audience; create positive change



2.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain what Malala's magic pencil symbolizes.

Analyze Student Progress

Monitor: Do students connect Malala's magic pencil to her advocacy?

Offer Immediate Support: To help students understand how the magic pencil functions as a symbol, read aloud the following phrase from the definition: "represents a particular idea or quality." Ask these questions: What does Malala think a magic pencil could do? What quality could Malala have because of her magic pencil?

Plan Future Practice: Students practice analyzing figurative language in lesson 32.

Key Ideas

- the ability to create positive change
- the power to improve people's lives
- concrete actions that make a difference

3. Direct students to the title for Part Four. Instruct students to Jot–Pair–Share to answer this question:

 **Based on its title, what do you predict Part Four will be about?**

Write | Examine Elaboration and Transitions | 25 minutes

1. Direct students to Module Task 1, located in the *Learn* book. Instruct them to review the prompt with a partner.
2. Direct students to the Checklist for Module Task 1, located in the *Learn* book, and direct attention to this checklist row: uses elaboration to explain evidence and identify its relationship to the thesis statement.

Explain that students will examine how evidence is introduced and elaborated.

3. Direct students to proof paragraph 1 in the color-coded Writing Model for Module 2, located in the *Learn* book. Instruct them to annotate the phrase that introduces the first piece of evidence and to annotate the elaboration that follows it.

Reinforce the correct responses:

- **first piece of evidence**—“The Profile of Benazir Bhutto says,”
- **elaboration**—“Bhutto experienced so much hardship. She could have stayed away after being sent into exile. Instead, she decided not to abandon Pakistan.”

- 4. Ask this question:**



What do you notice about this elaboration that is similar to and different from previous models?

Reinforce the correct response: The elaboration analyzes evidence, but it has three sentences instead of one.

Emphasize that as students further develop their writing, they should aim for multiple sentences of elaboration that expand their analysis beyond what they accomplished in level 5.

[illegible][illegible]

5. Direct students to the Evidence Organizer for Module Task 1 and the Informative Essay Outline for Module Task 1, both located in the *Learn* book. Instruct students to share their ideas for elaboration with a partner and then add those ideas to their informative essay outline.

6. Explain that in addition to elaborating on evidence, students should consider how to transition between different parts of an essay. Ask this question:

☞ **Why is the first part of the second proof paragraph's topic sentence yellow?**

Reinforce the correct response: The first part of the sentence—“Because she was motivated to help the people of Pakistan”—serves as a transition between the first proof paragraph and the second by connecting Bhutto’s desire to help people with the action she took. Explain that transitions help create continuity between paragraphs by showing how they are related.

7. Direct attention to the word that begins the second topic sentence: *because*. Explain that this is a transition word because it shows cause and effect. Instruct students to Jot–Pair–Share to list additional words and phrases that connect similar ideas.

Key Ideas

- also
- in addition
- furthermore
- moreover
- similarly
- consequently
- as a result

Evidence Organizer

Module Task 1: Write your thesis statement in the Thesis section. Record your source evidence, and elaborate on each piece of evidence.

Remember: All evidence must support your thesis or topic. Do not include evidence that contradicts your thesis or topic.

Source	Evidence	Elaboration
1. Aisha Bhutto	"The British, a foreign power, was setting up the first school in the country" (45)	Bhutto further strengthened the school's reputation and allowed girls to attend by providing a large grant. Because Bhutto believed that education is a human right, she worked hard to ensure that the right for the girls at the school.

Informative Essay Outline

Module Task 1: Write the topic sentence and elaboration for each paragraph.

Topic:

Thesis Statement:

Topic Sentence:

Elaboration:

8. Direct attention to the phrase “she was motivated to help the people of Pakistan.” Explain that the phrase aids the transition by capturing an essential idea from the first body paragraph: Bhutto’s desire to help. Tell students that in addition to using transition words, they can also look for ways to allude to a previously mentioned idea.
9. Direct attention to the comma after “Pakistan.” Remind students that when a transition word or phrase begins 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. The comma emphasizes the connection and improves the clarity of the writing.

Instruct students to briefly respond in their journals to this prompt:

 **Use a transition word or phrase to write a new topic sentence connecting these two paragraphs.**

Key Ideas

- **Furthermore**, Bhutto acted on her desire to help the people of Pakistan by taking concrete steps.
 - **As a result of her desire to help people**, Bhutto took action to improve life for people in Pakistan.
 - **Moreover**, Bhutto went beyond a desire to help by implementing real changes.
10.  **Introduce the learning task.** Direct attention to the Informative Essay Outline for Module Task 1. Instruct students to add a transition to the elaboration sentences for at least one piece of evidence and explain their choice.

Analyze Student Progress

Monitor: Do students’ transitions clearly connect elaboration sentences?

Offer Immediate Support: To help students connect their elaboration sentences with transitions, ask these questions: Does your second elaboration sentence support or contradict your first? What transition words support that connection?

Plan Future Practice: Students practice writing elaboration in lesson 24.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

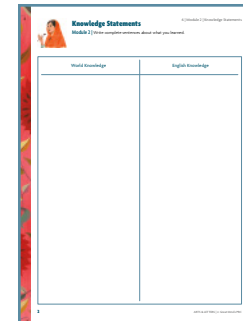
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about symbolism?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapters 20–23 of *I Am Malala* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a 'Knowledge Statements' form for Module 2. It has a title 'Knowledge Statements' and a subtitle 'Module 2: What complete sentences about what you learned?'. The form is divided into two columns: 'World Knowledge' and 'English Knowledge'. Each column has a large empty space for writing. The form is framed by a decorative border on the left side.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.b, MM.5.6.B.c

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.c

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.8.6 Punctuation: DF.8.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 17

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify Malala's response to the Taliban's threats in chapters 20–23 of *I Am Malala*. They discuss her courageous actions in the face of significant risk. This work prepares students to explain which of Malala's actions they believe is most courageous. During writing instruction, students examine citations in the Writing Model for Module 2. This work prepares them to correctly cite evidence for Module Task 1.

P A Prologue to lesson 17 is available for students who need additional support.

Learning Goals

Identify examples of Malala's courage.

LEARNING TASK: Write an explanation stating which of Malala's actions you believe is most courageous, and why you believe that.

For Module Task 1, examine citations.

LEARNING TASK: For Module Task 1, write a correct citation for at least one piece of evidence.

Vocabulary

citation (n.)

courage (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Malala's Courageous Actions in *I Am Malala*
- **Respond:** Explain Malala's Courage
- **Write:** Examine Citations

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- Knowledge Card: *courage*

STUDENTS

- *I Am Malala*
- index cards
- journal
- Advocacy Organizer for *I Am Malala* (*Learn book*, lesson 14)
- Module Task 1 (*Learn book*, Writing)
- Checklist for Module Task 1 (*Learn book*, Writing)
- color-coded Writing Model for Module 2 (*Learn book*, Writing)
- Citation Guidelines: Level 6 (*Learn book*)

- Informative Essay Outline for Module Task 1 (*Learn book*, Writing)
- Knowledge Statements for Module 2 (*Learn book*)

Preparation

- Prepare 7–10 index cards per pair for the timeline activity. See the Read section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *I Am Malala*, passage 3 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapters 20–23 to identify Malala’s actions.

LEARN 53 minutes

Read | Identify Malala’s Courageous Actions in *I Am Malala* | 20 minutes

1. Direct students to *I Am Malala* and direct attention to the title of Part Four. Instruct students to Think–Pair–Share to answer this question:

 **Why is part 4 titled “Targeted”?**

Reinforce the correct response: The Taliban targeted Malala for speaking out about girls’ education.

2. Reinforce that Part Four spans the four chapters that students read for follow-up. Tell students that in chapter 20 they will identify how Malala responds to threats.

Instruct students to review chapter 20 and annotate phrases and sentences that show how Malala responds to the Taliban’s death threat.

Sample Annotations

- “I had changed since then.” (118)
- “I was as calm as could be.” (118)
- “Now I would get back to doing what I was meant to do.” (118)
- “Some powerful force had come to dwell inside me, something bigger and stronger than me, and it had made me fearless.” (119)
- “You must not treat others with cruelty. You must fight them with peace and dialogue.” (119)

3. Lead students in a Whip Around to answer this question:

💬 **What is one word you would use to describe Malala?**

Use responses to reinforce Malala's bravery.

4. Read aloud this sentence from page 119: "Now it was up to me to give my father a dose of the courage he had always given me."

Introduce the term *courage* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

courage (n.): the ability to do something that you know is difficult or dangerous

Direct attention to the root word *cour*. Explain that this root word means "heart."

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

💬 **How does the meaning of the root word *cour* help you understand the word *courage*?**

Language Support

To help students understand the term *courage*, annotate the following phrases in the definition: "to do something" and "difficult or dangerous." Explain that the definition of *courage* focuses specifically on action. A courageous person doesn't just think about doing something; they do it. They take this action with the full knowledge that it will be very hard or very dangerous.

Teacher Note

Students familiar with *Arts & Letters* from level 4 might recall the module *A Great Heart*, which explores the morphology of the word *courage*. Leverage their knowledge as appropriate.

Differentiation Support

To help students conceptualize courage, instruct them to briefly write or sketch a response to this prompt: Describe a time when you, or someone you know, demonstrated courage.

5. Direct students to review chapters 21–22 and annotate phrases and sentences to answer this question:

 **How does Malala demonstrate courage despite the presence of the Taliban?**

Sample Annotations

- “my father and I were busy crisscrossing Swat, speaking out on behalf of the girls of our valley” (120)
- “I decided to start an education foundation.” (124)
- “I didn’t tell my parents about my dreams and fears, or even Moniba. I didn’t want anyone to worry.” (126)

6. Invite a student to read aloud the portion of text on page 125 from “Although we had” to “campaign for peace.” Ask this question:

 **How does Malala’s courage threaten the Taliban?**

Use responses to reinforce that Malala’s courage in the face of intimidation threatens the Taliban because they know she will continue speaking out regardless of what they do.

7. Tell students that they will create a timeline of events leading up to the Taliban’s attack on Malala. Instruct students to review chapter 23 with a partner. Distribute 7–10 index cards to each pair. Tell students to list 7–10 main events leading up to the Taliban’s attack on Malala, writing one event per index card and numbering the cards.

Differentiation Support

To help students identify events, instruct them to look for three events in the first section of the chapter (pages 127–128) and four events in the second section of the chapter (pages 128–130).

8. Invite a student to come to the front of the room and read aloud what they think is the first main event leading up to the Taliban's attack. Invite other students to either affirm the event or come to the front of the room with an event that precedes it.

Continue inviting students to add to the timeline by coming to the front of the room to read aloud a selected index card that fits the order of events.

Key Ideas

- Malala sleeps in after staying up late studying for her exam.
- Malala eats breakfast and leaves for school.
- Malala prays, thanking God for her blessings.
- Malala and Moniba wait for the second school pickup.
- Atal tries to jump onto the tailboard of the *dyna*, but the bus driver won't let him.
- After passing a snack factory, the bus slows down and a man enters it.
- The man asks if this is the Khushal School Bus, and then he shoots Malala.

Differentiation Challenge

To extend student thinking, remind them of their work with foreshadowing in lesson 9. Explain that although foreshadowing is a literary device that writers intentionally use, it is also defined as a “warning or indication of a future event.” Instruct students to annotate page 126 to answer this question: How was the attack against Malala foreshadowed?

Respond | Explain Malala's Courage | 13 minutes

1. Direct students to their journals. Instruct them to briefly respond to this prompt:



Name three courageous actions that Malala takes. Place a star next to the action that you think is most courageous.

Key Ideas

- goes to school despite death threats against her
- speaks out on behalf of girls in the Swat Valley
- starts an education foundation
- persists despite her own worries and fears

2.  **Introduce the learning task.** Instruct students to explain in their journals which of Malala's actions they believe is most courageous, and why they believe that.

Analyze Student Progress

Monitor: Do students refer to specific aspects of the definition of *courage*?

Offer Immediate Support: To help students explain why their selected action is most courageous, direct them to the definition of *courage*. Ask this question: What about this action is difficult or dangerous?

Plan Future Practice: Students practice identifying how Malala responds to events in lesson 22.

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



What is the connection between courage and advocacy?

Key Ideas

- Advocates are courageous.
- Courage inspires advocacy.

4. Direct students to the Advocacy Organizer for *I Am Malala*, located in the *Learn* book. Instruct them to add information from chapters 20–22 to their organizer.

Key Ideas

- **chapter 21:** She travels throughout Swat with her father, speaking on behalf of girls; she believes she is meant to publicly support education for girls (120–121).
- **chapter 22:** She starts an education foundation to help every girl in Swat get an education; she never forgot children sorting trash at the dump and wants to use her money to provide opportunities for children who need them (124).

The image shows a worksheet titled "Advocacy Organizer" for the book "I Am Malala". It has a header with a small photo of Malala and the title. Below the header is a table with three columns: "Chapter", "How Malala Advocates", and "Reasons for Malala Advocacy". The first row is pre-filled with "Chapter 21", "She speaks about the importance of girls' rights, particularly school, on Pakistani TV shows", and "Malala uses her voice for girls who wanted to speak but couldn't". There are several empty rows below for students to fill in. The bottom of the page has a small copyright notice.

Write | Examine Citations | 20 minutes

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

How do you show where evidence comes from in informative writing?

Introduce the term *citation* by displaying the term and definition. Engage students in Vocabulary Exploration.

2. Direct students to Module Task 1, located in the *Learn* book. Instruct students to review the prompt.

Definition

citation (n.): a reference to outside sources used in a piece of writing

The image shows a worksheet titled "Module Task 1". It has a header with the title and a small photo of a person. Below the header is a paragraph of text: "People who have rights supported them in many ways to defend human rights and improve lives of others. People demonstrated their commitment to the human rights of education." Below the paragraph are several horizontal lines for students to write. The bottom of the page has a small copyright notice.

3. Direct students to the Checklist for Module Task 1, located in the *Learn* book, and direct attention to the following checklist row: uses evidence from *I Am Malala* to support the thesis statement. Explain that part of using evidence is citing it correctly. Tell students that we cite evidence by indicating the source's title or author and page number, if applicable. Citations can be made either in the introductory phrase before the evidence or in parentheses after the evidence.

Checklist		Answer 1		Answer 2	
Knowledge					
Shows knowledge of the concept of human rights	()	()			
Shows knowledge of how Malala's actions relate to the human rights	()	()			
Writing					
Has an introduction	()	()			
Has a clear thesis statement with topic and point	()	()			
Uses a clear structure to organize ideas	()	()			
Uses evidence from the text to support the thesis statement	()	()			
Uses evidence to explain evidence and identify its relationship to the thesis statement	()	()			
Uses transitions to clarify the relationship among ideas	()	()			
Uses topic-specific vocabulary to explain ideas	()	()			
Has a clear conclusion	()	()			
Uses a formal writing style	()	()			
Language					
Writes consistently in first and third person	()	()			
Uses grade-appropriate words correctly	()	()			
Answer 1 Comments		Answer 2 Comments			

4. Read aloud this sentence: “The Academy of Achievement’s profile of Benazir Bhutto says, ‘Young Benazir was repeatedly arrested, then imprisoned, and finally forced into exile, but she never abandoned the hope of restoring democracy to her homeland.’” Ask this question:

How is this evidence cited?

Reinforce the correct response: The full source is noted in the introductory phrase. No parentheses are needed at the end of the sentence because the source has already been named. No page numbers are needed because the source does not have them.

5. Direct students to the Writing Model for Module 2, located in the *Learn* book. Instruct them to work with a partner to annotate two citations that use parentheses in the writing model—one that includes a page number and one that does not.

Sample Annotations

With a page number

- At that time, Bhutto said, “We will defeat the forces of extremism and militancy with the power of the people” (Yousafzai 54).
- After Bhutto was killed, Malala said to herself, “Why don’t you go there and fight for women’s rights? Fight to make Pakistan a better place?” (Yousafzai 55).

Without a page number

- When she became prime minister, “she made hunger and health care her top priorities, brought electricity to the countryside, and built schools all over the country” (Academy of Achievement).

Ask this question:

💬 **What do you notice about these citations?**

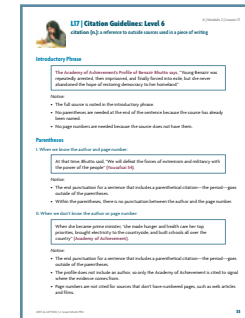
Teacher Note

Clarify as needed that the Academy of Achievement source has no stated author, which is why the title is noted in the parentheses instead of an author’s last name.

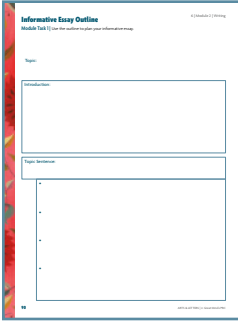
Key Ideas

- The citations all include an introductory phrase.
- The sentence punctuation (period) goes outside the parentheses.
- When no page numbers are used, the full source name is in parentheses.
- When page numbers are used, they come after the author’s name with no punctuation in between.

- 6.** Direct students to the Citation Guidelines: Level 6, located in the *Learn* book. Instruct students to review the guidelines with a partner. Allow time for questions and clarification. Instruct students to keep the citation guidelines handy for future reference.



7.  **Introduce the learning task.** Direct students to the Informative Essay Outline for Module Task 1, located in the *Learn* book. Instruct them to use one of their pieces of evidence to write at least one sentence in each proof paragraph and cite it correctly. Remind students to use an introductory phrase.



The form is titled "Informative Essay Outline" and "Module Task 1: Use the evidence to prove your informative essay." It has a header section for "Topic:" and a large box for "Introduction:". Below that is a section for "Topic Sentences:" with a large box for writing. The form is numbered 18 in the bottom left corner.

Analyze Student Progress

Monitor: Do students use parentheses and end punctuation correctly?

Offer Immediate Support: If students need additional support citing their evidence, ask these questions: Does your source have an author? Does your source have page numbers? What goes inside the parentheses, and what goes outside them?

Plan Future Practice: Students practice using citations in lesson 28.

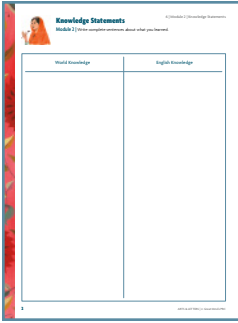
8. Allow students to continue drafting sentences using evidence.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**



The form is titled "Knowledge Statements" and "Module 2: Use your knowledge to create a knowledge statement." It has a header section for "What I Learned:" and "What I Learned:". Below that is a large box for writing. The form is numbered 19 in the bottom left corner.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about citations?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d, MM.5.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e, CP.3.6.A.f

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU **Build Understanding**

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM **Develop Metacognition**

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 18

Essential Question | How do convictions inspire actions?

Content Framing Question | **Reveal:** What does a deeper look at dialogue reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine internal dialogue in *I Am Malala*. They discuss what they learn about Malala from her internal dialogue. This work prepares students to explain what Malala's internal dialogue reveals about her purpose. During writing instruction, students review the elements required for introductions and conclusions. They plan an introduction and conclusion for Module Task 1.

P A Prologue to lesson 18 is available for students who need additional support.

Learning Goals

Analyze the effect of internal dialogue in *I Am Malala*.

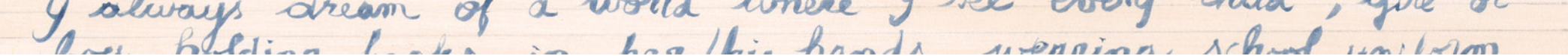
LEARNING TASK: Write an explanation of what Malala's internal dialogue reveals about her purpose.

For Module Task 1, examine an introduction and conclusion.

LEARNING TASK: For Module Task 1, plan an introduction and conclusion.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Internal Dialogue in *I Am Malala*
- **Respond:** Analyze Internal Dialogue
- **Write:** Examine Introductions and Conclusions

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- journal
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Informative Essay Outline for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Familiarize yourself with the term *internal dialogue*. See the Read section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *I Am Malala*, passage 3 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at dialogue reveal?
3. Tell students that they will analyze a particular type of dialogue Malala uses.

LEARN 53 minutes

Read | Examine Internal Dialogue in *I Am Malala* | 26 minutes

1. Ask this question:

 **From what point of view are memoirs written and why?**

Reinforce the correct response: Memoirs are written from first-person point of view because they are the author's individual story, told in their own voice.

Use responses to emphasize that the first-person point of view gives readers unique insight into Malala's experiences.

2. Direct students to *I Am Malala*. Choral Read the portion of page 55 from “As I looked” to “in my country.”

Instruct students to annotate details that show who Malala addresses in the passage.

Sample Annotations

- “A tiny voice in my heart whispered to me.” (55)
- “I kept my secret.” (55)
- “I told myself.” (55)

Reinforce that Malala addresses herself in this passage.

3. Remind students that dialogue consists of the words spoken between two or more characters in a story.

Tell students that when Malala talks to herself in first person, as she does on page 55, she engages in internal dialogue. Explain that internal dialogue is dialogue that takes place within a person's mind, between the person and their inner self.

Language Support

To help students understand what distinguishes internal dialogue from external dialogue, direct attention to the exchange between Malala's parents on page 49. Explain that this is an example of external dialogue because Malala's mother and father talk aloud to each other.

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



What do you learn about Malala from her internal dialogue on page 55?

Key Ideas

- desire to make a change comes from within
- keeps her ideas about her own potential to herself
- believes she has the power to make a change

5. Explain that students will continue to examine Malala's internal dialogue.

Form small groups. Instruct groups to annotate the following pages for examples of internal dialogue:

- page 63, starting with “My heart dropped”
- page 75, starting with “At home in”
- page 79, starting with “The BBC correspondent”
- page 92, starting with “But I wasn’t”
- page 119, starting with “I looked at”

Language Support

To support multilingual learners with beginning and intermediate English proficiency, group them with students who fluently speak and read English.

Sample Annotations

- **page 63:** “I wondered. Why was a school building such a threat to the Taliban?”
- **page 75:** “At home in the evenings I wondered what I would do with my life if I couldn’t go to school. One of the girls at school had gotten married off before Fazlullah’s edict. She was twelve. I knew my parents wouldn’t do that to me, but I wondered, what *would* I do? Spend the rest of my life indoors, out of sight, with no TV to watch and no books to read? How would I complete my studies and become a doctor, which was my greatest hope at the time?”
- **page 79:** “I laughed a bit at myself. ‘Malala’ I told myself, ‘there are real things to be afraid of. You don’t need to imagine danger where there is none.’”
- **page 92:** “‘Well, Malala,’ I told myself, ‘you’re not doing anything wrong. You are speaking for peace, for your rights, for the rights of girls. That’s not wrong. That’s your duty.’”
- **page 119:** “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.’”

Invite groups to share their responses.

6. Ask this question:



What do you learn about Malala from her internal dialogue on these pages?

Differentiation Support

To help students articulate what they learn about Malala, ask this question: What does Malala’s internal dialogue indicate about how she responds to difficult situations?

Key Ideas

- is curious and contemplative
- worries about the future; doesn't always have the right answers
- pushes herself to reframe fear
- builds her confidence; reassures herself
- reasons with herself

Respond | Analyze Internal Dialogue | 10 minutes

1.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain what Malala's internal dialogue reveals about her purpose.

Analyze Student Progress

Monitor: Do students connect Malala's internal dialogue to her personal beliefs, fears, or goals?

Offer Immediate Support: To help students explain why Malala's internal dialogue helps achieve a specific purpose, ask this question: Why does Malala want readers to know what goes on inside her head?

Plan Future Practice: Students practice analyzing dialogue in module 3.

Key Ideas

- shows her vulnerabilities and fears
- shows her courage and commitment to advocacy in the face of difficulty
- helps readers relate to her internal struggles

2. Explain that most people engage in a degree of internal dialogue. Instruct students to briefly write in response to this question:

 **Think of an example of internal dialogue that you engaged in at one time in your life. How might that internal dialogue have helped you through a challenging situation?**

Write | Examine Introductions and Conclusions | 17 minutes

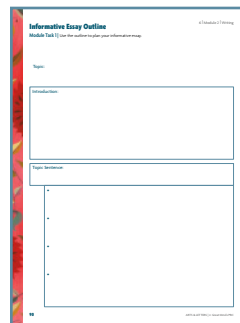
1. Direct students to the color-coded Writing Model for Module 2, located in the *Learn* book.

Remind students that they previously annotated the introduction and conclusion. Instruct them to review their annotations and Think–Pair–Share to answer this question:

 **What should be included in an introduction and in a so *what?* conclusion?**

Key Ideas

- **introduction:** hook, background information, thesis
 - **conclusion:** restatement of thesis, sentences to show why the topic matters
2. Instruct students to review their thesis. Instruct them to orally rehearse with a partner:
 - a hook
 - background information
 - why their topic matters
 3.  **Introduce the learning task.** Direct students to the Informative Essay Outline for Module Task 1, located in the *Learn* book. Instruct them to plan their introduction and conclusion on their outline.



The image shows a form titled "Informative Essay Outline" with a subtitle "Module Task 1: Write an informative essay about your informational topic." The form is divided into two main sections: "Topic" and "Topic Sentences". The "Topic" section has a large empty box for writing. The "Topic Sentences" section has a large empty box for writing, with a small "1" in the top left corner. The form is part of a book, with a red and yellow striped border on the left side.

Analyze Student Progress

Monitor: Do students explain in their conclusion why their topic matters?

Offer Immediate Support: If students need additional support outlining their introduction and conclusion, ask these questions: How does an introduction begin? What should a *so what?* conclusion show about your topic?

Plan Future Practice: Students examine the elements of an informative essay in lesson 24.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

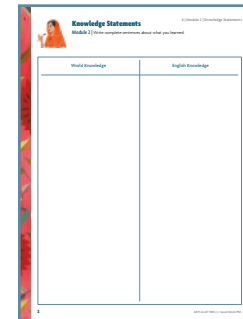
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about internal dialogue?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.A, MM.8.6.C, MM.8.6.D

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.C

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 19

Essential Question | How do convictions inspire actions?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students review sections of text to explain how Malala reacts to the challenges that lead to her advocacy in *I Am Malala*. They gather evidence for a class discussion. This work prepares students to engage in a class discussion about the qualities that make Malala an effective advocate. During writing instruction, students review drafting resources for Module Task 1. They finish planning and begin drafting Module Task 1.

P A Prologue to lesson 19 is available for students who need additional support.

Learning Goals

Explain a central idea in *I Am Malala*.

LEARNING TASK: During a class discussion, share a central idea from *I Am Malala*.

For Module Task 1, complete an essay outline.

LEARNING TASK: For Module Task 1, begin drafting an informative essay.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare to Discuss *I Am Malala*
- **Respond:** Discuss a Central Idea
- **Write:** Draft an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- Advocacy Organizer for *I Am Malala* (*Learn book*, lesson 14)
- journal
- Talking Tool (*Learn book*, Writing)
- Informative Essay Outline for Module Task 1 (*Learn book*, Writing)

- Module Task 1 (*Learn book*, Writing)
- Checklist for Module Task 1 (*Learn book*, Writing)
- Evidence Organizer for Module Task 1 (*Learn book*, Writing)
- Knowledge Statement for Module 2 (*Learn book*)

Preparation

- Consider the best seating arrangement for a student-centered class discussion, and plan how and when to rearrange your seating.
- Determine how students will complete Module Task 1. Students continue to work on this task in arc B. See the Write section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *I Am Malala*, passage 4 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will reflect on chapters 11–23 of *I Am Malala* to identify and discuss central ideas.

LEARN 53 minutes

1. Direct students to the Advocacy Organizer for *I Am Malala*, located in the *Learn* book, *I Am Malala*, and their journals. Instruct students to work with a partner to review chapters 11–23 and annotate details to answer this question:

 **How does Malala react to the challenges she faces?**

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

[illegible]

Sample Annotations

- “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.” (70)
- “We planned an assembly where we would make our speeches; we called it a peace rally.” (70)
- “As soon as they put a microphone in front of me, the words came out—sure and steady, strong and proud.” (71)
- “I sometimes found myself looking in the mirror and giving speeches.” (71)
- “I didn’t stay silent. I spoke to local and national TV channels, radio, and newspapers—I spoke out to anyone who would listen.” (72)
- “I am a hopeful person—my friends may say too hopeful, maybe even a little crazy. But I simply did not believe that this man could stop us.” (73)
- “we felt a responsibility to stand up for our homeland” (77)
- “‘They cannot stop me. I will get my education,’ I told the cameraman.” (83)
- “I had made a wish for peace in our valley. I closed my eyes and made that same wish on my twelfth birthday.” (103)
- “Our country had so many problems. Maybe someday I could help solve them.” (106)
- “I prayed for my school to remain open and for the bombed-out schools to be rebuilt.” (110)

Differentiation Challenge

To promote critical thinking, encourage students to develop their own method of taking notes and collecting evidence.

2. Direct students to their journals. Instruct them to review their annotations and Jot–Pair–Share to answer this question:



What does Malala's advocacy help us understand about her?

Differentiation Support

To help students articulate what Malala's advocacy helps readers understand about her, provide this sentence frame: A major focus of Malala's advocacy is _____ because _____.

Respond | Discuss a Central Idea | 20 minutes

1. Remind students that during a class discussion, following norms, or rules, makes the conversation productive. Review class discussion norms.
2. Tell students that they will have an opportunity to practice two new goals during today's discussion. Display and introduce the speaking and listening goals:
 - Ask questions to deepen your understanding.
 - Answer questions to clarify what you mean.

Teacher Note

During the discussion, use the Module 2 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals.

3. Explain that students can practice the first goal by using sentence frames and guiding questions. Direct them to the Talking Tool, located in the *Learn* book. Display and Echo Read these sentence frames and the guiding question:
 - Can you elaborate on _____?
 - What evidence supports your idea?
 - How does your idea relate to _____?

Model how to use the sentence frames and the guiding question.

4. Ask this question:

 **Why is it important to both ask and answer questions during a discussion?**

Key Ideas

- clarify your own understanding
- share knowledge with others
- participate in collaborative learning

5. **Introduce the learning task.** Instruct students to refer to *I Am Malala* and the Advocacy Organizer for *I Am Malala* to determine a central idea. Begin the discussion by asking these questions:

 **How do circumstances lead to Malala finding her voice?**

 **What qualities make Malala an effective advocate?**

Analyze Student Progress

Monitor: Do students use evidence from *I Am Malala* to support a quality that makes Malala a strong advocate?

Offer Immediate Support: If students need additional support finding evidence, instruct students to share an example of what Malala advocates for in *I Am Malala*.

Plan Future Practice: Students practice using evidence to support ideas in a discussion in lesson 26.

6. Reinforce key ideas.

Key Ideas

Circumstances

- Malala faces significant risks in order to attend school after the Taliban forbids it.
- Malala experiences the threat of losing out on an education and has a personal connection to girls' right to education.
- Education gives Malala the confidence and tools to advocate for the right to education.

Qualities

- **courage:** Malala is not discouraged by threats and violence.
- **optimism:** Malala remains hopeful and believes that people who speak out make a difference.
- **commitment:** Malala is willing to dedicate as much time and energy as is necessary.
- **resolution:** Malala's convictions are unwavering.
- **empathy:** Malala is willing to advocate on behalf of other girls, even if their circumstances do not directly affect her.

7. Direct students to their journals and the central ideas they discussed in lesson 10. Instruct them to Jot–Pair–Share to answer this question:



How have you seen these central ideas develop?

Key Ideas

- Malala directly experiences the impact of religious terrorism when her human rights are violated.
- Malala takes action to protect human rights for herself and others in her community.
- Malala's conviction that education for women and girls is a human right only deepens, and she continues to use peaceful means to address human rights violations even in the face of violence and intimidation.

Write | Draft an Informative Essay | 20 minutes

1. Direct students to the Informative Essay Outline for Module Task 1, located in the *Learn* book. Instruct students to ensure that their outlines are complete to support module task drafting.

Language Support

To leverage students' home languages as resources to support learning, allow students to brainstorm and draft by using all their linguistic knowledge.

2. Direct students to Module Task 1, the Checklist for Module Task 1, and the Evidence Organizer for Module Task 1, all located in the *Learn* book. Ask this question:

How will you use these writing resources to support your drafting?

Teacher Note

In this lesson, students begin Module Task 1. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

3. Direct students to the following checklist row: uses a formal writing style.

Informative Essay Outline
Module Task 1 Use the outline to plan your informative essay.

Topic: _____

Topic Sentence: _____

Main Body: _____

Module Task 1
Prompt: Write an informative essay about the importance of human rights and explain how each of the following points is connected to the human right to education.

Checklist
Module Task 1 Use the checklist to assess your informative essay.

	Review 1	Review 2
Knowledge		
shows knowledge of the concept of human rights	☐	☐
shows knowledge of how the following points are up for human rights	☐	☐
Writing		
has an introduction	☐	☐
has a clear thesis statement with two points	☐	☐
uses a clear structure to organize ideas	☐	☐
uses evidence from the text to support the thesis statement	☐	☐
uses transitions to explain evidence and identify its relationship to the thesis statement	☐	☐
uses transitions to clarify the relationships among ideas	☐	☐
uses topic-specific vocabulary to explain ideas	☐	☐
has a clear conclusion	☐	☐
uses a formal writing style	☐	☐
Language		
uses appropriate vocabulary in style and tone	☐	☐
uses appropriate grammar correctly	☐	☐

Evidence Organizer
Module Task 1 Use the evidence organizer to record your evidence and explanation.

Source	Evidence	Explanation
1. Amal Habib	"My father is a simple principal, but when he was asked to be principal of the school, he was asked to be principal of the school."	Amal Habib's father was the school principal and asked him to be principal of the school. He was asked to be principal of the school. He was asked to be principal of the school.

4. Ask these questions:



What makes a writer's style more formal?



Why might using a formal style be more appropriate when writing an essay about human rights?

Differentiation Support

To help students understand formal style, ask them to compare samples of formal and informal writing, such as a news article and a text message.

Key Ideas

- **what:** no personal pronouns
- **what:** more complex sentences
- **what:** more precise language
- **what:** clear textual evidence
- **why:** because the topic is serious and important

5. Review the Module Task 1 prompt and facilitate a brief discussion of any remaining questions.

6. **Introduce the learning task.** Instruct students to begin drafting Module Task 1.

Analyze Student Progress

Monitor: Do students refer to their completed outline to begin drafting?

Offer Immediate Support: If students need additional support drafting, direct them to their Informative Essay Outline for Module Task 1 and ask this question: What belongs in an introduction?

Plan Future Practice: Students continue drafting Module Task 1 in lesson 20.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

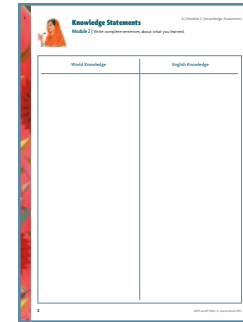
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the power of advocacy?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 2'. It features a decorative border on the left side. The page is divided into two main columns: 'World Knowledge' on the left and 'English Knowledge' on the right. Each column has a large, empty rectangular box for writing. At the top of the page, there is a small orange icon of a person and the text 'Module 2 | Write complete sentences about what you learned.' At the bottom right, there is a small copyright notice: '© 2015 Great Minds. All rights reserved.'

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.D, MM.2.6.E

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.C, CP.5.6.E

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 20

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build and reflect on knowledge gained from module texts. They synthesize their understanding of the importance of education in *I Am Malala*. This prepares students to write knowledge statements expressing what they've learned. During writing instruction, students continue to draft Module Task 1. They use topic-specific vocabulary and peer feedback to revise Module Task 1.

Learning Goals

For Module Task 1, complete a draft of an informative essay.

 **LEARNING TASK:** For Module Task 1, complete a draft of an informative essay.

For Module Task 1, revise an essay to strengthen writing.

 **LEARNING TASK:** For Module Task 1, revise an essay to strengthen writing using topic-specific vocabulary and peer feedback.

Vocabulary

homeland (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Synthesize Knowledge About *I Am Malala*
- **Write:** Draft an Informative Essay
- **Write:** Revise an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- class Knowledge Statements for Module 2 (*Learn book*)

STUDENTS

- *I Am Malala*
- Knowledge Statements for Module 2 (*Learn book*)
- journal
- Module Task 1 (*Learn book*, Writing)
- Checklist for Module Task 1 (*Learn book*, Writing)
- Informative Essay Outline for Module Task 1 (*Learn book*, Writing)
- Evidence Organizer for Module Task 1 (*Learn book*, Writing)
- color-coded Writing Model for Module 2 (*Learn book*, Writing)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *I Am Malala*, passage 4 (*Learn book*, Fluency), and focus on a fluency element or summarizing.
- Students complete their Module Task 1 revision, as needed.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will review and write about the knowledge they built from studying *I Am Malala*.

LEARN 53 minutes

Read | Synthesize Knowledge About *I Am Malala* | 10 minutes

1. Display and read aloud the Essential Question: How do convictions inspire actions?
2. Instruct students to Think–Pair–Share to answer this question:

 **What would you lose if you were not allowed to go to school?**

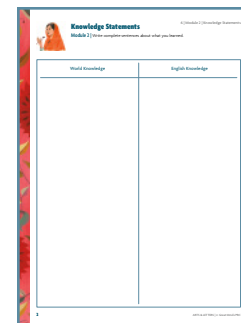
3. Remind students that they have been charting knowledge throughout the module. Display the class Knowledge Statements for Module 2, and direct students to the page in their *Learn* book. Ask this question:

 **What did you learn about the relationship between education and equality?**

Add a few responses to the class knowledge statements page.

Teacher Note

Tell students that they can also answer questions from their Notice and Wonder Checklist for *I Am Malala* (lesson 2).



4. Direct students to their journals. Instruct them to briefly write in response to this question:

 **How do Malala's convictions about education shape her actions?**

Key Ideas

- belief in justice spurs advocacy for equality
- belief in education spurs action against violation of girls' right to education
- belief in peace spurs Malala to use her voice to advocate for the vulnerable

Differentiation Challenge

To encourage students to evaluate the importance of education, ask this question: What aspects of Malala's education help her advocate for girls' right to education?

5. Instruct students to Mix and Mingle to share their responses. Prompt them to use module words in their responses.

6. Direct attention to Knowledge Statements for Module 2. Ask this question:

 **What new knowledge did you learn from your peers about the importance of education?**

Instruct students to draft a knowledge statement. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

Differentiation Support

To help students draft their knowledge statements, ask this question: Why does Malala risk so much for girls' education?

Write | Draft an Informative Essay | 28 minutes

1. Direct students to Module Task 1, the Checklist for Module Task 1, the Informative Essay Outline for Module Task 1, and the Evidence Organizer for Module Task 1, located in the *Learn* book. Remind students to refer to these resources as they draft.

Teacher Note

At the start of this lesson, students will be at different phases in completing Module Task 1. Take into account your students' progress toward completion and adjust the timing of this lesson as needed.

2.  **Introduce the learning task.** Instruct students to finish drafting Module Task 1.

Analyze Student Progress

Monitor: Do students refer to their resources to complete an informative essay?

Offer Immediate Support: If students need additional support finishing Module Task 1, instruct them to orally rehearse their ideas for the remaining sections of the draft.

Plan Future Practice: Students practice completing a full draft of an essay to respond to a prompt in lesson 29.

Write | Revise an Informative Essay | 15 minutes

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



What words have you learned that help you understand this Essential Question: How do convictions inspire actions?

Key Ideas

- advocacy
- courage
- education
- equality

2. Direct attention to the Checklist for Module Task 1 and this row: uses topic-specific vocabulary to explain ideas.
3. Explain that students will provide feedback on a partner’s Module Task 1 draft before revising their own writing. Instruct them to look for opportunities to incorporate topic-specific vocabulary. Explain that topic-specific vocabulary refers to words that students have learned and studied in relation to the knowledge gained in the module.
4. Direct students to the color-coded Writing Model for Module 2, located in the *Learn* book, and direct attention to this sentence: “She wanted to preserve democracy in her homeland.” Introduce the vocabulary term *homeland* by displaying the term and definition. Engage students in Vocabulary Exploration. Ask this question:



What makes *homeland* an example of topic-specific vocabulary that supports reader comprehension in this essay?

Key Ideas

- *Homeland* means “where someone was born.”
- Bhutto wanted to make her country better, and *homeland* means “her country” and is a focus of the essay.

Definition

homeland (n.): the country where someone was born or grew up

5. Instruct students to Think–Pair–Share to respond to this prompt:



Identify examples of topic-specific vocabulary in proof paragraph 1.

Key Ideas

- corrupted
- democracy
- exile
- extremism
- militancy

6. Instruct students to work with a partner to annotate the remainder of the writing model for topic-specific words that refer to concepts students have studied in relation to Malala and Bhutto.
7. Instruct students to work with a partner to read proof paragraph 1 of each other's Module Task 1 response and find areas where the writer could add topic-specific vocabulary. Instruct them to orally share their feedback with their partner.

Language Support

To help students consider relevant topic-specific vocabulary, direct students to the module 2 Knowledge Cards.

8.  **Introduce the learning task.** Instruct students to revise their Module Task 1 draft using the Checklist for Module Task 1 and peer feedback on topic-specific vocabulary.

Analyze Student Progress

Following completion of Module Task 1, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the power of education?
 - What did you learn from *I Am Malala*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.E

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.C, CP.5.6.E

CP.6.6 Revision

CP.7.6 Editing

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.F

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 21

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build further knowledge of the importance of educating girls. They examine two texts that delineate the economic and social value of girls' secondary education. This work prepares students to explain why it is important to advocate for girls' education around the world. During writing instruction, students review pronoun usage. They correct vague pronouns.

P A Prologue to lesson 21 is available for students who need additional support.

Learning Goals

Build knowledge of the value of secondary education for girls.

LEARNING TASK: Write an explanation of why it is important to advocate for girls' education around the world.

Identify vague pronouns.

LEARNING TASK: Replace vague pronouns with specific ones.

Vocabulary

claim (n.)

equality (n.)

statistic (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze the Importance of Secondary Education for Girls
- **Respond:** Explain the Importance of Girls' Education
- **Write:** Correct Vague Pronouns

LAND

Synthesize Learning

Materials

TEACHER

- *I Am Malala*
- “Why We Should Invest in Educating Girls” (digital platform)
- “Cost of Not Educating Girls” (digital platform)
- Knowledge Card: *equality*

STUDENTS

- *I Am Malala*
- “Cost of Not Educating Girls” (*Learn book*)
- Notice and Wonder Chart for “Why We Should Invest in Educating Girls” (*Learn book*)
- journal
- Correcting Vague Pronouns (*Learn book*)
- Sentence Strategies for Module 2 (*Learn book*, Writing)
- Module Task 1 (*Learn book*, Writing)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 24–28 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *I Am Malala*, passage 4 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will further investigate the importance of Malala's cause to advocate for girls' education.

LEARN 53 minutes

Read | Analyze the Importance of Secondary Education for Girls | 23 minutes

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



What is one thing you have learned about education that you didn't know before reading Malala's story?

2. Explain that students will view a video explaining the value of educating girls. Direct them to the Notice and Wonder Chart for “Why We Should Invest in Educating Girls,” located in the *Learn* book. Instruct students to write what they notice and wonder on the chart as they watch.

Play “Why We Should Invest in Educating Girls.”

Language Support

Provide student-friendly definitions for *bursary*, *illiterate*, *invest*, and *parity*.

The image shows a 'Notice and Wonder Chart' from a book. At the top, it says '1.21 Notice and Wonder Chart' and 'Why We Should Invest in Educating Girls'. Below this, there are two large empty boxes labeled 'Notice' and 'Wonder' for students to write in. The chart is part of a larger page with a decorative border on the left side.

3. Play “Why We Should Invest in Educating Girls” a second time.

Direct students to their journals. Instruct them to briefly write in response to this question:

☞ **Why should we educate girls?**

4. Direct students to “Cost of Not Educating Girls,” located in the *Learn* book. Explain that this article is an excerpt from a larger report on the Malala Fund website and that the Malala Fund was founded in 2013 by Malala and her father to help fund education advocates who work to ensure girls can go to school.

Tell students that the article presents an argument. Explain that the argument supports a claim with reasons and evidence.

5. Introduce the vocabulary term *claim* by displaying the term and definition. Engage students in Vocabulary Exploration.
6. Tell students that they will work to identify a claim in this article. Display the following steps, which are transferable to other texts that include claims:
- Identify the topic.
 - Identify an opinion the author states that is related to the topic.

7. Ask this question:

☞ **What is the topic of this article?**

Reinforce the correct response: The topic of the article is girls’ education.

8. Direct attention to the article’s title, and ask this question:

☞ **What does the title tell you about the author’s opinion about educating girls?**

Reinforce the correct response: The title indicates that a cost results from not educating girls, so the author must value their education.



Definition

claim (n.): an idea, related to the argument, that the author supports with reasons and evidence

9. Instruct students to annotate the first two paragraphs of the article to identify the single sentence that best expresses the author’s opinion on educating girls. Explain that this is the claim.

Reinforce the correct response: The claim is “Depriving girls of education, especially secondary school education, has dramatic costs for girls themselves, their families, communities and societies.”

10. Direct students to their journals. Instruct students to Jot–Pair–Share to respond to this prompt:

 **Restate the claim in your own words.**

11. Instruct students to read the Malala Fund and World Bank Report section of the article with a partner and annotate words and phrases to answer this question:

 **What methods did the World Bank use to reach its conclusion about the cost of not educating girls?**

Differentiation Support

To help students understand the significance of each cost, instruct them to state the costs in their own words as they share.

Sample Annotations

- “estimated the impact of depriving girls of education in over 100 developed and developing countries”
- “looked more closely at the impact in 18 developing countries”
- “impact on six areas”

Explain that understanding how the World Bank reached its conclusion affirms the validity of the claim.

12. Instruct students to read the Conclusion section and annotate words and phrases about specific costs that support the claim.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

13. Invite a few students to share their annotations.

Sample Annotations

- “an estimated loss of global wealth of between US \$15 trillion and US \$30 trillion”
- “less likely to be part of the labour force, will earn less”
- “more likely to marry as children and have more children”

14. Explain that the writer of the article supports the claim not only by explaining the costs of not educating girls but also by stating a benefit of educating girls.

Remind students that secondary education generally spans the ages of 11–18 depending on the specific country. Instruct students to annotate the Conclusion section for the sentence that states why it is beneficial for girls to have a secondary education.

Reinforce the correct response: The sentence “Girls who receive a secondary education are more able and likely to contribute fully in their families, communities and societies, as earners, informed mothers, and agents of change” shows why it is beneficial for girls to have secondary education.

15. Instruct students to annotate numbers in the article.

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

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



Why is it useful to include statistics in an informational text?

Key Ideas

- provide objective proof
- enhance credibility
- give an accurate sense of impact

Explain that statistics are a concrete form of evidence that support a claim. Reinforce that the statistics in the article provide a strong foundation for its claims.

Definition

statistic (n.): a number that represents a piece of information (e.g., information about how often something is done, how common something is)

Respond | Explain the Importance of Girls' Education | 10 minutes

1. Introduce the vocabulary term *equality* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

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

- ☞ **How does Malala's story demonstrate the importance of equality in education?**

Differentiation Support

To help students identify how equal education might have helped women and girls in Pakistan, direct them to pages 40 and 41 of *I Am Malala* and ask this question: How might the women's response to the Radio Mullah have been different if they had more equal access to education?

Differentiation Challenge

To expand vocabulary use, challenge students to use three module terms in their response.

2. 🎯 **Introduce the learning task.** Instruct students to write in their journals an explanation of why it is important to advocate specifically for girls' education around the world. Tell them to include one statistic from the video and article to support their explanation.

**Definition**

equality (n.): the quality or state of having the same rights, social status, etc.

Analyze Student Progress

Monitor: Do students cite at least one statistic from the video or article?

Offer Immediate Support: If students need additional support explaining the specific importance of girls' education, ask these questions: Do girls and boys around the world have equal access to education? What sometimes makes it harder for girls to attend school?

Plan Future Practice: Students practice explaining the importance of girls' education in lesson 28.

3. Look for students to address key ideas in their responses.

Key Ideas

- Girls are less likely to receive equal access to education, particularly at the secondary level.
- Education is good for girls and their families.
- Society as a whole benefits economically and socially when girls receive a comprehensive education.

4. Instruct students to review their Take a Stand reflection from lesson 5 in their journals. Tell students to write how their opinion has changed or stayed the same based on information from the article and video.

Write | Correct Vague Pronouns | 20 minutes

1. Assess and activate prior knowledge by asking this question:

What do you remember about pronouns?

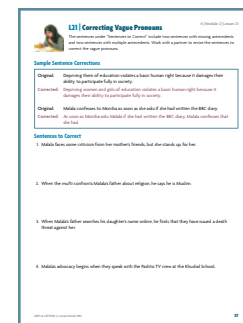
Use responses to emphasize that pronouns stand in the place of antecedents, such as the pronoun *she* for the antecedent *Malala*.

Teacher Note

As needed, explain that pronouns are words that are used to replace nouns. When we speak or write in reference to someone or something, we choose appropriate pronouns, like *he*, *she*, *they*, *them*, or *it*.

2. Explain that while some sentences lack an antecedent to clarify the pronoun, other sentences include multiple antecedents that make the pronoun usage unclear. Direct students to Correcting Vague Pronouns, located in the *Learn* book. Invite a student to fluently read the following sentence: Malala confesses to Moniba as soon as she asks if she had written the BBC diary.

Explain that this sentence includes two antecedents and one *she* pronoun, so it is unclear which person asks and which person has written.



3. Invite a student to fluently read the corrected sentence: As soon as Moniba asks Malala if she had written the BBC diary, Malala confesses that she had.

Think aloud to model how to correct the sentence.

Explain that when sentences include multiple antecedents that could refer to the pronoun, writers can move each antecedent closer to its appropriate pronoun and may also repeat the antecedent.

4.  **Introduce the learning task.** Direct attention to Correcting Vague Pronouns in the *Learn* book. Explain that there are two sentences with missing antecedents and two sentences with multiple antecedents. Instruct students to revise each sentence to correct the vague pronouns.

Analyze Student Progress

Monitor: Do students recognize which pronoun in each sentence needs to be replaced?

Offer Immediate Support: To help students identify the vague pronouns, instruct them to underline the pronouns in each sentence and identify which ones could apply to more than one person.

Plan Future Practice: There is no additional instruction on correcting vague pronouns in this level.

5. Look for students to address key ideas in their responses.

Key Ideas

- Malala faces some criticism from her mother's friends, but Toor Pekai stands up for her.
- When the *mufti* confronts Malala's father about religion, Ziauddin says he is Muslim.
- When Malala's father searches his daughter's name online, he finds that the Taliban have issued a death threat against her.
- Malala's advocacy begins when she and her classmates speak with the Pashto TV crew at the Khushal School.

Sample Think Aloud

Because it's unclear whether *she* refers to (Malala or Moniba), I'll rewrite the sentence so that the pronoun *she* is close to the correct antecedent—Malala. So now the sentence reads: As soon as Moniba asks Malala if she had written the BBC diary, Malala confesses that she had.

6. Direct students to Sentence Strategies for Module 2 and Module Task 1, located in the *Learn* book. Tell students that they can refer back to Strategy 1 on the sentence strategies page in their future writing. Instruct students to review their response to Module Task 1 and correct any of its vague pronouns on the Your Turn section of the sentence strategies page.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

☰ **How do convictions inspire actions?**

2. Use responses to reinforce these Knowledge Threads:

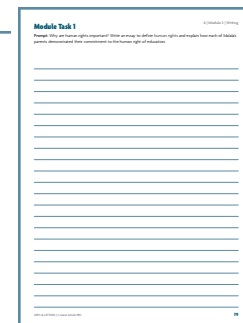
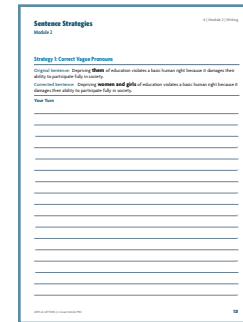
- Free, compulsory education for all children correlates with positive societal outcomes, but in many countries, education is difficult to access, particularly for girls.
- People around the world continue to fight for equality in social, political, and educational spheres.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about why we should invest in girls' education?
- What did you learn from Malala about statistics?

3. Assign the follow-up work to read chapters 24–28 of *I Am Malala* before the next lesson.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.C, MM.8.6.D

MM.9.6 Media: MM.9.6.B, MM.9.6.C

MM.10.6 Argument: MM.10.6.A, MM.10.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.c

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.9.6 Nouns and Pronouns: DF.9.6.D

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 22

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify examples of how Malala changes in chapters 24–28 of *I Am Malala*. They complete a Venn diagram to organize their knowledge of how changing circumstances influence Malala. This work prepares students to explain how Malala both changes and stays the same after being shot by the Taliban. During writing instruction, students examine the prompt for Module Task 2. They collect evidence for Module Task 2.

Learning Goals

Identify what is happening in *I Am Malala*.

 **LEARNING TASK:** Explain how Malala both changes and stays the same after being shot by the Taliban.

For Module Task 2, examine the prompt.

 **LEARNING TASK:** For Module Task 2, collect evidence from two texts.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify How Malala Changes in *I Am Malala*
- **Respond:** Explain How Malala Changes
- **Write:** Collect Evidence for an Essay

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- journal
- Venn Diagram for Malala's Changes (*Learn* book)
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- Writing Model for Module 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 29–33 of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *I Am Malala*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will examine chapters 24–28 to identify examples of how Malala changes.

LEARN 53 minutes

Read | Identify How Malala Changes in *I Am Malala* | 18 minutes

1. Direct students to *I Am Malala* and the title on page 131—“Part Five: A New Life, Far from Home.” Instruct students to Think–Pair–Share to answer this question:



What is the significance of the title of Part Five?

Differentiation Support

To help students assess the meaning of the title of Part Five, ask this question: What would the title suggest if it only included “A New Life” or “Far from Home”?

Key Ideas

- Malala is starting over.
- Malala is focused on the present.
- Malala feels out of place.
- Malala does not feel at home.

2. Tell students that they will begin by organizing their knowledge of how changing circumstances influence Malala in chapter 24, “A Place Called Birmingham.” Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this prompt:

 **Write a list of events in chapter 24.**

Key Ideas

- Malala wakes up in the hospital in Birmingham, England.
- Malala realizes her family is not with her.
- Malala remembers being shot.
- Malala realizes she can’t be dead and struggles to survive.

Use responses to reinforce that Malala wakes up in the ICU of a hospital in Birmingham, England, without her family.

3. Facilitate a discussion of these questions:

 **What is Malala concerned about when she wakes up in the hospital?**

 **What do Malala’s concerns tell us about her?**

Key Ideas

Concerned about

- how she will pay for treatment
- where her father is
- whether her family is okay

Tell us

- She is selfless.
- She loves her family.
- She worries about practical issues.

4. Tell students that they will now summarize Malala’s responses to her new situation in chapters 25–28.

Lead them through a Jigsaw to study the following text sections:

- **chapter 25**—“Problems, Solutions”
- **chapter 26**—“A Hundred Questions”
- **chapter 27**—“Passing the Hours”
- **chapter 28**—“We Are All Here Now”

5. Instruct students to create a list in their journals of events in their assigned chapter.

Key Ideas

Chapter 25

- Malala has a hard time remembering and speaking but stays hopeful.
- Malala is worried about her family.
- Malala learns her family is okay, and she speaks to her father.

Chapter 26

- Malala sees herself for the first time after surgery.
- Malala hears the story of how she and her friends were shot.
- Malala is thankful to be alive and wants to go home.

Chapter 27

- Malala agrees to have her picture taken by the hospital staff.
- Malala learns more about the journey to the hospital and the surgeries after she was shot.
- Malala learns she developed complications after surgery, and doctors had her flown to England.

Chapter 28

- Malala’s family arrives in Birmingham.
- Malala’s family is disturbed by how Malala speaks and looks, but Malala tells them she is still there.
- Malala sees her recovery as a blessing.

6. Instruct students to annotate words and phrases in their assigned chapter that indicate how Malala responds to her new situation.

Sample Annotations

- **chapter 24:** “My heart clenched in panic” (133), “Instantly I felt calm, comforted, and safe” (134).
- **chapter 25:** “But I did worry. I couldn’t stop” (139), “But I am a hopeful person, and therefore when I see problems, I will always think about solutions” (140).
- **chapter 26:** “I was getting frustrated with my sore head and my bad memory and the tube that prevented me from talking” (144), “*It doesn’t matter what I look like. I am alive. I was thankful*” (145).
- **chapter 27:** “The worst thing about being in the hospital was the boredom” (147), “The world had gone on all around me, and I knew nothing about it. I wondered what else I had missed out on” (150).
- **chapter 28:** “I cried and cried and cried some more” (152), “I tried to smile to reassure them” (153).

Differentiation Challenge

To extend student thinking about the connection between structure and content, instruct students to explain the connection between the chapter titles and how Malala responds to her new situation.

7. Reinforce that Malala’s responses to her situation help readers understand more about her. Invite a student to read aloud the portion of page 153 from “After we all” to “*still in here*.” Ask this question:

 **What does Malala mean when she talks about the “old Malala”?**

Language Support

To help students understand what Malala means when she talks about the “old Malala,” direct students to pages 232–234 of A Time Line of Important Events and to the entry “9 October 2012: Malala shot.” Ask this question: What is the relationship between Malala’s shooting and the “old Malala”?

Key Ideas

- Malala has experienced physical and emotional changes.
- The “old Malala” is the person she was before the shooting.

Respond | Explain How Malala Changes | **15 minutes**

1. Direct students to the Venn Diagram for Malala's Changes, located in the *Learn* book. Point out the following headings: Old Malala, Malala, and New Malala. Instruct students to complete all three sections of the Venn diagram with a partner. Invite a few pairs to share their responses.

Key Ideas**Old Malala**

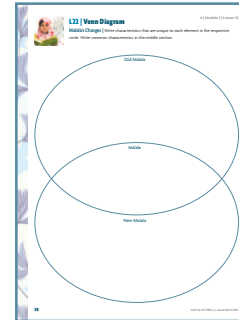
- is proud of awards
- is annoyed by her brothers
- has an excellent memory

Malala

- cares deeply about family
- has strong faith
- believes in her right to an education
- thinks of solutions when she sees problems

New Malala

- is thankful to be alive
- is thrilled to see her brothers
- has trouble with memory and speaking



2. Direct students to the Malala section of the Venn diagram. Ask this question:



What do these common qualities tell you about who Malala is no matter what?

3.  **Introduce the learning task.** Instruct students to explain in their journals how Malala both changes and stays the same following her attack, using the Venn Diagram for Malala's Changes as a resource.
-

Analyze Student Progress

Monitor: Do students include evidence from the Venn diagram that demonstrates how Malala changes following the attack?

Offer Immediate Support: If students need additional support explaining how Malala changes or stays the same following the attack, ask this question: What does Malala believe about the right to education before being shot and after?

Plan Future Practice: Students practice identifying how Malala changes in *I Am Malala* in lesson 23.

4. Look for students to address key ideas in their responses.

Key Ideas

- Malala experiences physical changes from the attack, but she remains hopeful and optimistic about her future.
- Even though after the attack she knows something terrible happened to her, Malala is thankful that her father is alive.
- Not even a horrific attack can take Malala's faith from her.
- She always believed education was a human right, and her attack only deepens her conviction.

Write | Collect Evidence for an Essay | **20 minutes**

1. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **Why does education matter?**

2. Direct students to Module Task 2, located in the *Learn* book. Invite a student to read aloud the prompt: Why does education matter? Write an essay to define *education* and explain the importance of education for Malala and girls throughout the world.

Explain that this prompt follows the same structure as the Module Task 1 prompt but focuses on a different topic: why education matters.

3. Instruct students to underline the following phrase: Write an essay to define *education*. Ask this question:

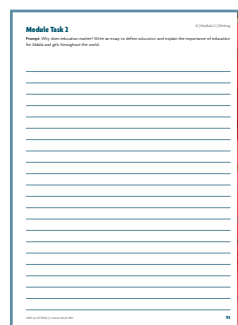
 **What type of answer does this part of the prompt require?**

Reinforce the correct response: a definition of *education*. Remind students that they learned that a definition in the introduction provides structure to an essay.

4. Instruct students to underline the following part of the prompt: explain the importance of education for Malala and girls throughout the world. Ask this question:

 **What else does this statement tell us is required for the essay?**

Reinforce the correct response: an explanation of the importance of education for Malala and the importance of education for girls throughout the world.



5. Direct students to the Checklist for Module Task 2, located in the *Learn* book, and the following checklist row in the Writing section: uses evidence from *I Am Malala* and at least one additional module text to support the thesis statement. Explain that students will begin collecting evidence from two sources to help them determine each point of their thesis statement.
6. Remind students that by collecting textual evidence to build knowledge and support their thesis they are doing research. Ask this question:

Knowledge	Review 1	Review 2
shows knowledge of the concept of education	☐	☐
shows knowledge of why education is important to Malala	☐	☐
shows knowledge of why education is important for girls around the world	☐	☐
Writing	Review 1	Review 2
uses an introduction to state the reader's attention and provide background information on the topic	☐	☐
has a clear thesis statement with two points	☐	☐
uses other sources to register ideas	☐	☐
uses evidence from <i>I Am Malala</i> and at least one additional module text to support the thesis statement	☐	☐
uses education to explain evidence and identify its relationship to the thesis statement	☐	☐
uses precise language to explain ideas	☐	☐
uses an all-caps heading to reflect on the significance of the ideas presented	☐	☐
uses relevant writing style	☐	☐
Language	Review 1	Review 2
uses sentence patterns for meaning, style, interest, and style	☐	☐
uses proper punctuation and spelling	☐	☐
Review 1 Comments	Review 2 Comments	

How does using evidence from more than one text help you build knowledge about a topic?

Key Ideas

- helps you learn a wider range of facts about a topic
- helps you understand different perspectives

Remind students that they will complete additional steps of the research process as they build knowledge about this and other topics.

7. Direct students to the Writing Model for Module 2, located in the *Learn* book, and read aloud the thesis. Instruct students to read proof paragraph 1 and proof paragraph 2 and annotate words and phrases that support each point of the thesis.

Sample Annotations

Proof paragraph 1

- “Young Benazir was repeatedly arrested, then imprisoned, and finally forced into exile, but she never abandoned the hope of restoring democracy to her homeland.”
- “Bhutto said, ‘We will defeat the forces of extremism and militancy with the power of the people.’”

Proof paragraph 2

- “she made hunger and health care her top priorities, brought electricity to the countryside, and built schools all over the country.”
- “Her persistence inspired women like Malala Yousafzai to become leaders themselves.”

8. Instruct students to circle the two texts in proof paragraph 2 that provide support.

Reinforce the correct responses: transcript of interview with Benazir Bhutto and *I Am Malala*.

9. Ask this question:

 **How does providing evidence from two texts enhance this proof paragraph?**

Key Ideas

- provides multiple perspectives on the same idea
- suggests wide support for the point of proof paragraph 2
- shows broad research of the idea

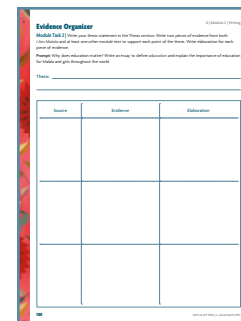
10. Instruct students to Think–Pair–Share to answer this question:

 **What resources can you review to begin collecting evidence for Module Task 2?**

Key Ideas

- Advocacy Organizer for *I Am Malala*
- notes and annotations from *I Am Malala*
- “Cost of Not Educating Girls”
- “Why We Should Invest in Educating Girls”

11.  **Introduce the learning task.** Direct students to the Evidence Organizer for Module Task 2, located in the *Learn* book. Instruct them to collect at least two pieces of evidence from *I Am Malala* and two pieces of evidence from an additional module text in response to the Module Task 2 prompt.



Evidence Organizer

Module Task 2: How can you best contribute to the future of education? What has been your greatest achievement in education? What are your goals for the future? What are your dreams for the future? What are your hopes for the future? What are your fears for the future? What are your wishes for the future? What are your dreams for the future? What are your hopes for the future? What are your fears for the future? What are your wishes for the future?

Write your evidence in the table below. Write at least two pieces of evidence from *I Am Malala* and two pieces of evidence from an additional module text in response to the Module Task 2 prompt.

Source	Evidence	Explanation

Analyze Student Progress

Monitor: Do students collect evidence that directly responds to the Module Task 2 prompt?

Offer Immediate Support: If students need additional support collecting evidence for Module Task 2, direct them to their Jot-Pair-Share response from the Write section and ask how their answer might apply to Malala.

Plan Future Practice: Students practice collecting evidence in lesson 33.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

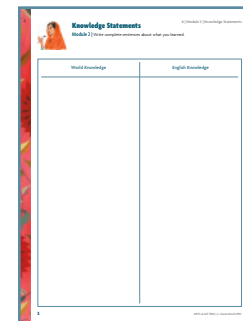
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about how Malala changes?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.



3. Assign the follow-up work to read chapters 29–33 of *I Am Malala* before the next lesson. Tell students that as they read they will focus on how Malala and her family heal.
4. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.b, MM.5.6.B.c

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.A, CP.2.6.B, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e, CP.3.6.A.f

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 23

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students consider how Malala and her family heal in chapters 29–33 of *I Am Malala*. They identify key events Malala and her family experience while moving forward after the immense trauma they’ve all endured. This work prepares them to explain how Malala and her family adjust to their new life in Birmingham. During writing instruction, students continue to use an evidence organizer to collect and elaborate on evidence. They draft a thesis statement for Module Task 2.

P A Prologue to lesson 23 is available for students who need additional support.

Learning Goals

Identify what is happening in *I Am Malala*.

LEARNING TASK: Write a summary explaining how Malala and her family move forward after Malala’s attack and adjust to their new life.

For Module Task 2, draft a thesis statement.

LEARNING TASK: For Module Task 2, draft a thesis statement with two points.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Key Events in *I Am Malala*
- **Respond:** Explain How Malala and Her Family Move Forward
- **Write:** Draft a Thesis Statement

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- journal
- Timeline for Chapters 29–33 of *I Am Malala* (*Learn* book)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 34–epilogue of *I Am Malala*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *I Am Malala*, passage 4 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will examine chapters 29–33 to identify examples of how Malala and her family move forward following Malala’s attack.

LEARN 53 minutes

Read | Identify Key Events in *I Am Malala* | 20 minutes

1. Direct students to *I Am Malala*. Instruct them to browse the photographs that begin following page 180. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:



What do these photographs demonstrate about Malala’s life before and after she is shot?

Key Ideas

- Malala is close with her family and does many things with them before and after she is shot.
- Malala’s recovery is extremely difficult.
- Malala takes every opportunity to advocate for the rights of others.

2. Invite a student to read aloud the last two sentences on page 156 starting with “I had been.” Ask this question:

☞ **What would it mean for Malala and her family to heal?**

Key Ideas

- acceptance
- safe environment
- physical rehabilitation

3. Direct students to the Timeline for Chapters 29–33 of *I Am Malala*, located in the *Learn* book. Think aloud to explain the Sample Row from chapter 29, pages 157–161.

4. Pair students. Direct students to the following text sections:
- **chapter 29**—“Filling in the Blanks,” the portion of pages 163–164 from “Apparently, many people” to “my message now”
 - **chapter 30**—“Messages from Around the World”
 - **chapter 31**—“A Bittersweet Day”
 - **chapter 32**—“Miracles”
 - **chapter 33**—“This New Place”

Instruct students to write a key event from each text section in the Event box, and to write additional information about that event in the Details box. Instruct them to paraphrase text evidence and note corresponding page numbers.

Sample Think Aloud

In this section of chapter 29, Malala learns what happened right after she was shot, so I will list that incident under the Event header. Under the Details header, I will list details such as: the bus driver rushed Malala to the hospital; her family received mixed messages about the seriousness of her injuries; the army took Malala to a new hospital where a neurosurgeon operated to save her life; the two British doctors intervened to get her to Birmingham; and her parents needed to stay behind.

5. Facilitate a discussion of responses.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

Key Ideas

Chapter 29: pages 163–164

- **event:** Malala learns that people tried to visit her in the hospital.
- **details:** The hospital keeps journalists, celebrities, and politicians away so Malala can heal (163); the Pakistani minister who promises to find the person who shot Malala and asks her to smile to the nation bothers Malala's father (163); the Taliban say they'd been "forced" to shoot Malala (164); Malala notes the Taliban shot her in an effort to silence her, but now the whole world is listening to her messages (164).

Chapter 30

- **event:** Malala receives cards and presents from many people.
- **details:** Malala receives over 8,000 letters from people all over the world (165); celebrities like Angelina Jolie and Beyoncé send Malala messages (166); over 200 journalists visit Malala (166); Malala doesn't feel as lonely anymore (166).

Chapter 31

- **event:** Malala has surgery.
- **details:** Malala regains her ability to smile and wink (168); her family settles in Birmingham (168); she makes steady progress and her spirits get better every day (169); she gets to go outside (169).

Chapter 32

- **event:** Malala is released from the hospital.
- **details:** Malala becomes more familiar with Birmingham, but she misses home (172–173); she video chats with Moniba and learns she scored 100 percent on her exam (173–174); she has another operation and recovers quickly (174–175).

Chapter 33

- **event:** Malala and her family settle into life in Birmingham.
- **details:** Their new neighborhood is orderly but too quiet (176); Malala attends a new school with more resources than her old one (178–179); Malala is very busy making books, documentaries, and speeches (180).

Respond | Explain How Malala and Her Family Move Forward | **15 minutes**

1. Facilitate a discussion of these questions:



How have Malala and her family begun to heal?



What challenges do they still face?

Differentiation Support

Before students engage in discussion, allow time for them to quickly write or sketch ideas in response to these questions.

Key Ideas**Healing**

- Malala heals physically from her injuries and surgeries.
- Malala reads the messages that people from around the world send her and feels less lonely.
- Malala is well enough to go outside.
- Malala's family is together again in a peaceful and quiet neighborhood.

Challenges

- Malala is sometimes fearful when walking in the early mornings and experiences traumatic memories about her attack.
- Malala misses her home and her friends and is sad to find that some people in Pakistan are critical of her.
- Malala's father has few real friends in Birmingham.
- Malala's mother cannot speak English and struggles at the shops.
- Malala's brothers cry because they have no one to play with and spend much of their time alone.
- Malala's public role means she is not as free to behave like a typical girl her age, because she believes people are counting on her.

Emphasize that while Malala and her family do experience healing, the process is complex.

2. Instruct students to Think–Pair–Share to respond to these questions:



Which chapter title best represents the healing process? Why?

3.  **Introduce the learning task.** Instruct students to write a summary in their journals explaining how Malala and her family move forward after Malala's attack and adjust to their new life.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses?

Offer Immediate Support: If students need additional support explaining how Malala and her family move forward as they try to heal, ask these questions: What do you think is the hardest thing about Malala's new life? What do you think is the most uplifting thing?

Plan Future Practice: Students practice writing summaries in lesson 26.

4. If time allows, invite a few students to share their summaries. Listen for students to include accurate, text-based responses in their summaries.

- ### Evidence Organizer

Use this table to organize the evidence in the *Three wishes*. Write two pieces of evidence from each book and use your earlier work to support each piece of the book. Write evidence for the evidence that you think is most important to the book.

Example: Write down evidence that the author is trying to define education and explain the importance of education for the future of the world.

Name: _____

Source	Evidence	Explanation

[illegible]

6.  **Introduce the learning task.** Instruct students to draft a thesis statement on the Evidence Organizer for Module Task 2.

Analyze Student Progress

Monitor: Do students' thesis statements include two points?

Offer Immediate Support: If students need additional support establishing two points in their thesis statements, provide these sentence frames based on the Module Task 2 prompt: Education is important to Malala because _____. Education is important to girls around the world because _____.

Plan Future Practice: Students practice writing thesis statements in their End-of-Module Task.

7. Direct students' attention to this row on the Checklist for Module Task 2: uses elaboration to explain evidence and identify its relationship to the thesis statement. Instruct students to select a piece of evidence from their evidence organizer that corresponds to the thesis statement they drafted. Instruct them to orally rehearse elaboration for that evidence with a partner.
8. Instruct students to use the elaboration column to extend each piece of evidence they've gathered that connects to their thesis statement.

Tell students that they will return to their notes on elaboration when they begin to outline their response to Module Task 2 in the next lesson.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

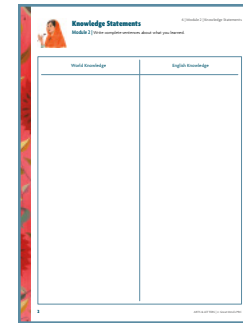
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about healing?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapters 34–epilogue of *I Am Malala* before the next lesson. Tell students to focus on Malala’s advocacy as they read.
4. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 2'. It features a header with a small illustration of a person and the text 'Write complete sentences about what you learned.' Below the header is a large table with two columns: 'World Knowledge' and 'English Knowledge'. The table is currently empty, with only the column headers visible.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.3.6 Summary: MM.3.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.9.6 Media: MM.9.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.f

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 24

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify how others see Malala and how she sees herself in chapters 34–epilogue of *I Am Malala*. They engage in a discussion about how Malala’s perception of herself differs from how others see her following her traumatic experience. This work prepares them to explain what Malala might say are her three biggest accomplishments. During writing instruction, students write topic sentences for Module Task 2 and consider placement of the evidence they collected. They write introduction and elaboration statements on the Informative Essay Outline for Module Task 2.

P A Prologue to lesson 24 is available for students who need additional support.

Learning Goals

Identify what is happening in *I Am Malala*.

LEARNING TASK: Write an explanation of what Malala might say are her three biggest accomplishments and why she might say that.

Introduce and elaborate on evidence.

LEARNING TASK: For Module Task 2, write introduction and elaboration statements for evidence.

Vocabulary

epilogue (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify How People See Malala in *I Am Malala*
- **Respond:** Explain Malala's Advocacy
- **Write:** Write Introduction and Elaboration Statements

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- Notice and Wonder Checklist for *I Am Malala* (*Learn* book, lesson 2)
- Advocacy Organizer for *I Am Malala* (*Learn* book, lesson 14)
- journal
- Informative Essay Outline for Module Task 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Determine how to display the questions for the Chalk Talk. See the Read section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *I Am Malala*, passage 5 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will examine chapters 34–epilogue to identify examples of how people see Malala.

LEARN 53 minutes

1. Direct students to their Notice and Wonder Checklist for *I Am Malala*, located in the *Learn* book. Ask these questions:

 Which of your questions were answered at the end of the book?

 What questions do you still have?



1.1 Notion and Wonder Checklist

Activity Use the checklist and ideas to invent and explore about the idea.

© 2016 Pearson Education, Inc.

Discovery Questions

- ☐ Examine the front and back covers.
- ☐ Read the title page and copyright page.
- ☐ Study the table of contents to gain an understanding of the book's structure.
- ☐ Read the book matter (e.g., library binding, author's note).
- ☐ Study the text features (e.g., maps, section headings, internal content).
- ☐ Examine images in the text.

Notion	Wonder

- 2.** Direct students to *I Am Malala*. Tell students that they will deepen their understanding of chapters 34–epilogue by categorizing how others see Malala and how she sees herself.

Display these questions around the room:

- **chapter 34**—How do others see Malala?
 - **chapter 34**—How does Malala see herself?
 - **chapter 35**—How do others see Malala?
 - **chapter 35**—How does Malala see herself?
 - **epilogue**—How do others see Malala?
 - **epilogue**—How does Malala see herself?
- 3.** Tell students that they will follow the instructional routine Chalk Talk to engage in a silent, written discussion about the text. Explain how this routine works. First, students choose a question and add an initial response. Then, students have the freedom to move to the other questions, responding directly to the question or another student’s contribution. Tell students that as they respond, they may draw a line to connect their responses to another student’s. Throughout the routine, students address all questions.

Instruct students to provide a combination of quotations and paraphrases from the text to support their ideas.

4. Begin the Chalk Talk. Look for students to address key ideas in their silent discussions.

Key Ideas

Chapter 34: others

- **page 183:** “To the world, I may be Malala, the girl who fought for human rights.” The world thinks that Malala’s public persona will always have a connection to her advocacy.
- **page 183:** “To my brothers, I’m the same Malala they’ve been living with and fighting with all these years. I’m just the big sister.” Malala’s brothers still see her as their big sister rather than a celebrity.
- **page 183:** “My mother, though, sometimes treats me as if I’m the baby, not the oldest.” Malala’s mother sees her as someone who needs to be nurtured and protected after her attack.
- **pages 184–185:** “Malala used to be known as my daughter. ... But I am proud to say that now I am known as Malala’s father.” Malala’s father believes that Malala is now the one who brings their family notoriety, not him.

Chapter 34: Malala

- **page 182:** “I may be an advocate for free speech and human rights in public, but with my brother, I admit, I can be a dictator!” Malala is a different person around her brothers than she is in public.
- **page 184:** “I don’t get angry very often, but I do get angry when people say he is responsible for what happened to me. As if he forced me to speak out. As if I didn’t have a mind of my own.” Malala sees herself as someone who knows her own mind and speaks of her own volition.

Chapter 35: others

- **page 186:** “You and your family have had to leave your home. You have to live in fear. You have had to suffer so much.” Journalists see Malala as someone who is fearful and displaced.
- **page 187:** “they ask if I am being robbed of a childhood by my campaign for children’s rights”; journalists think Malala has missed out on her childhood because of her advocacy.
- **page 187:** “And sometimes the journalists seem to want to focus on the attack, rather than on my campaign.” Journalists see Malala as a victim.

Chapter 35: Malala

- **page 186:** “I can see! I can hear! I can talk! I can go to school and I can fight with my brothers! I am having a second chance at life. And I am living the life God wants for me.” Malala sees herself as someone with enormous luck and good health, living a blessed life.
- **page 187:** “Here’s how I think of it, though: They have already harmed me, leaving permanent scars. But out of the violence and tragedy came opportunity. I never forgot that, especially when I think of all the good the Malala Fund has done and will continue to do.” Malala sees herself as someone with a responsibility to harness the opportunity that came from the Taliban’s violence.
- **page 188:** “I am still here for a reason, and it is to use my life to help people.” Malala believes her life has a purpose.

Epilogue: others

- **page 189:** “I was invited to speak to the United Nations.” The United Nations sees Malala as someone who can inspire the delegates and people around the world to stand up for human rights.
- **page 190:** “invited me to his TV show to talk about my first book and the Malala Fund”; Jon Stewart sees Malala as an accomplished person whose message deserves a wide platform.
- **page 191:** “I don’t want to be thought of as ‘the girl who was shot by the Taliban.’” Some people define Malala by her attack.

Epilogue: Malala

- **pages 190–191:** “I was still me. ... A girl like any other.” Malala sees herself as a normal girl with quirks, favorite foods, worries, and fears.
- **page 191:** “the girl who fought for education”; Malala sees herself as an advocate for peace.
- **page 193:** “I am Malala. My world has changed, but I have not.” Malala does not define herself based on past events but on what is inside her.

5. Facilitate a discussion of the following question:

 **In what ways does Malala’s view of herself differ from how others see her?**

Key Ideas

- Malala focuses on what she has instead of what she doesn’t have.
- Malala thinks more about the difficulties that other disadvantaged children face than she thinks about her own struggles.
- Malala views what happened to her as an opportunity to do good.
- Malala feels grateful but also feels pain because it is unsafe for her to return to Pakistan.

Respond | Explain Malala’s Advocacy | 15 minutes

1. Introduce the vocabulary term *epilogue* by displaying the term and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable. Display and read aloud these word parts and their definitions:
 - ***epi-* (prefix)**—upon, in addition
 - ***logos* (root)**—word

Instruct students to work with a partner to infer the term’s meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Remind students of their work with the term *prologue* in lesson 2. Ask this question:

 **How do the prefixes *epi-* and *pro-* help you understand the purpose of a prologue and an epilogue?**

Emphasize that *prologue* and *epilogue* are opposite literary devices.

Definition

epilogue (n.): a final section or speech after the main part of a book, play, or musical composition

2. Instruct students to annotate the epilogue to answer this question:

☞ **How does Malala continue to make a difference as an advocate for others?**

Key Ideas

- advocates for the education of Syrian refugees through the Malala Fund
- goes to Nigeria to show solidarity with Nigerian girls who were abducted from their dorms by Boko Haram militants
- travels to conflict-hit areas to raise awareness about children deprived of education
- opens a school in Lebanon for refugee children
- uses prize money to support people in Swat

3. Direct students to the Advocacy Organizer for *I Am Malala*, located in the *Learn* book. Instruct them to add new learning from the epilogue to the organizer.

Key Ideas

- **how:** She travels to conflict-hit areas to raise awareness about children deprived of education; she opens a school in Lebanon for refugee children.
- **reason:** She wants to raise awareness about education and take action. (202)
- **how:** She uses prize money to support people in Swat.
- **reason:** She helps children go to school or helps adults buy small businesses. (204)

Chapter	How Malala Advocates	Reason for Malala's Advocacy
Chapter 9	She speaks about the importance of girls' rights, particularly school, to a Public TV news.	Malala uses her voice for many causes who are tried to speak but could not.

4.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain what Malala might say are her three biggest accomplishments and why.

Analyze Student Progress

Monitor: Do students make an argument for why they selected the three accomplishments?

Offer Immediate Support: If students need additional support explaining how Malala might rank her accomplishments, ask these questions: Which of Malala’s accomplishments do you find most impressive? Why?

Plan Future Practice: Students practice organizing their understanding of a text in lesson 28.

5. Look for students to address key ideas in their responses.

Key Ideas

- speaking at the UN because she is able to reach a wide audience
- moving forward after her attack because she could have stopped advocating for education to lead a quiet life
- empowering and educating women and girls around the world through the Malala Fund

6. Read aloud the final two pages of the epilogue from “So much has” to the end of the book. Ask this question:

 **How do you see Malala?**

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *ambitious*, *attaché*, *quarrelsome*).

Differentiation Challenge

To extend student thinking, remind students that Malala says she wants to be a politician, but she describes herself as an education activist. Ask this question: How could both occupations allow Malala to accomplish her goals of advocating for girls’ rights and education around the world?

Write | Write Introduction and Elaboration Statements | 18 minutes

1. Direct students to the Informative Essay Outline for Module Task 2, located in the *Learn* book. Explain that they will use this outline to plan Module Task 2.

Direct students to the top section of the outline: Topic. Instruct them to Jot–Pair–Share to answer this question:

... **What is the topic of Module Task 2?**

Reinforce the correct response: The topic is the importance of education for Malala and for girls around the world.

2. Direct students to the Evidence Organizer for Module Task 2, located in the *Learn* book. Direct attention to their thesis statements. Instruct students to use their thesis statements to write one topic sentence for each proof paragraph on the Informative Essay Outline for Module Task 2.
3. Tell students that now that they’ve drafted topic sentences, they can consider which evidence belongs in each proof paragraph. Instruct them to review their Evidence Organizer for Module Task 2 and orally rehearse evidence placement with a partner.
4. Instruct students to write at least two pieces of evidence per proof paragraph on the Informative Essay Outline for Module Task 2. Remind them that they must select evidence from *I Am Malala* and at least one additional module text.

5. Direct students to the color-coded Writing Model for Module 2. Direct attention to the following evidence in the third paragraph: “She made hunger and health care her top priorities, brought electricity to the countryside, and built schools all over the country. (Academy of Achievement)” Ask these questions:

 **How does the writer introduce the evidence?**

 **How do the elaboration sentences both extend and connect?**

Reinforce the correct responses:

- **introduce**—The writer introduces the evidence with the phrase “When she became prime minister.”
 - **extend and connect**—The first two elaboration sentences connect to the thesis about leadership, and the second two elaboration sentences apply to Bhutto’s unique political role.
6. Instruct students to briefly write in their journals a response to this question:

 **How can you apply this to your own writing?**

7. Instruct students to orally rehearse an introduction and elaboration statement for each piece of evidence for proof paragraph 1 of Module Task 2 with a partner.

Differentiation Support

To help students introduce their evidence, ask students where their evidence came from and how they could note that in the introductory phrase.

8.  **Introduce the learning task.** Instruct students to write introduction and elaboration statements for evidence on the Informative Essay Outline for Module Task 2.

Analyze Student Progress

Monitor: Do students elaborate on a piece of evidence by either extending or connecting to the thesis?

Offer Immediate Support: If students need additional support writing elaboration statements, instruct them to orally rehearse how a piece of evidence connects to the thesis statement.

Plan Future Practice: Students practice writing elaboration statements in module 3.

LAND 5 minutes

Reflect on Learning

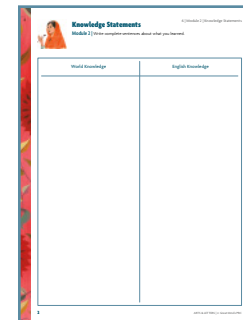
1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about advocacy?
- What did you learn from *I Am Malala*?
- What did you learn to do?



2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d, MM.5.6.C

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.C, MM.8.6.D

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DM **Develop Metacognition**

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 25

Essential Question | How do convictions inspire actions?

Content Framing Question | **Reveal:** What does a deeper look at structure reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine the structure of *I Am Malala*. They discuss how different parts of the text fit into the narrative arc. This work prepares them to explain how structure contributes to the book's meaning. During writing instruction, students review the introduction of the Writing Model for Module 2. They examine effective hooks, which prepares them to write two potential hooks for their Module Task 2 and to revise those hooks to be more precise.

Learning Goals

Examine the structure of *I Am Malala*.

 **LEARNING TASK:** Write an explanation of how structure contributes to the meaning of *I Am Malala*.

Examine the hook in the Writing Model for Module 2.

 **LEARNING TASK:** For Module Task 2, write two potential hooks.

Vocabulary

structure (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Structure in *I Am Malala*
- **Respond:** Analyze Structure
- **Write:** Craft Engaging Hooks

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- journal
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Informative Essay Outline for Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Familiarize yourself with the epigraph. See the Read section for details.

Follow-Up

- Students read volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *I Am Malala*, passage 5 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at structure reveal?
3. Tell students that they will examine the relationship between structure and meaning in Malala's memoir.

LEARN 53 minutes

Read | Examine Structure in *I Am Malala* | 23 minutes

1. Direct students to *I Am Malala*. Choral Read the epigraph after the title page: “To those children all over the world who have no access to education, to those teachers who bravely continue teaching, and to anyone who has fought for their basic rights and education.” Explain that *epigraph*, which has the same prefix as *epilogue*, refers to a quote at the beginning of a literary work that gives the reader a sense of what the piece is about. Ask this question:

 **What do you learn about this book based on the epigraph?**

Key Ideas

- is written with purpose
- focuses on education
- is dedicated to students and teachers
- honors people who fought for basic rights

2. Instruct students to review the table of contents. Ask this question:

 **What is unique about the way the author organizes this book?**

Key Ideas

- includes a prologue and an epilogue
- divides into parts with titles that are separate from chapter titles
- introduces chapters with compelling titles
- provides additional information at the end of the book

3. Introduce the vocabulary term *structure* by displaying the definition. Engage students in Vocabulary Exploration.

Explain that students will examine what the text's structure reveals about Malala.

4. Direct students to the titles of each part in *I Am Malala*. Direct students to their journals. Instruct them to write a one-sentence summary of what happens in each part.

Key Ideas

- **part one:** Malala describes her life before the Taliban.
- **part two:** The Taliban threatens Malala's peace.
- **part three:** Malala gathers the courage to speak out against the Taliban.
- **part four:** The Taliban targets Malala.
- **part five:** Malala recovers from her attack and starts a new life.

5. Remind students that literary nonfiction uses narrative elements and figurative language to convey a story about real events. Ask this question:

 **How does the structure of this text fit with the definition of literary nonfiction?**

Reinforce the correct response: The text contains narrative elements; specifically, it fits the narrative arc.

Definition

structure (n.): the way that something is built, arranged, or organized

6. Instruct students to map each part onto the narrative arc in their journals.

Differentiation Support

Display an image of the narrative arc, including exposition, rising action, climax, falling action, and resolution.

Key Ideas

- **exposition:** part one and part two
- **rising action:** part three
- **climax:** part four
- **falling action and resolution:** part five

7. Direct attention to the prologue and epilogue. Instruct students to examine these sections with a partner. Instruct students to Think–Pair–Share to answer this question:



What is the purpose of the prologue and the epilogue?

Key Ideas

- **prologue:** emphasizes the attack that makes Malala famous and brings her into the public eye; sets up a suspenseful beginning that makes readers wonder how Malala got to that point
- **epilogue:** brings readers to the current moment and how Malala's work still continues; demonstrates that the attack doesn't destroy Malala or her efforts to help others

8. Instruct students to add the prologue and epilogue to the places on the narrative arc where they think they best fit.

Invite a few students to share where they placed the prologue and epilogue on their narrative arcs.

Teacher Note

Students might have different opinions about this. The prologue shifts back and forth in time, arguably making it part of the exposition, climax, and resolution. The epilogue fits with the resolution.

Respond | Analyze Structure | 15 minutes

1. Instruct students to Mix and Mingle to answer this question:

 **Why might Malala have chosen to structure her book this way?**

2.  **Introduce the learning task.** Instruct students to explain in their journals how structure contributes to the meaning of *I Am Malala*.
-

Analyze Student Progress

Monitor: Do students note that structure facilitates Malala's narrative arc?

Offer Immediate Support: To help students explain how structure contributes to meaning, direct them to the narrative arc, and ask this question: Why is the narrative arc useful for Malala's memoir?

Plan Future Practice: Students practice analyzing how structure contributes to meaning in module 4.

3. Look for students to address key ideas in their responses.

Key Ideas

- emphasizes the personal nature of Malala's story
- demonstrates that political events affect individual people's lives
- shows how Malala's life trajectory changes as a result of what happens to her

4. Direct students back to the epigraph from Read step 1. Ask this question:

 **How is the structure of *I Am Malala* helpful for the people who will read this book?**

Key Ideas

- accessible and engaging for students
- organized in a useful way to educate others
- shows the importance of human rights in one person's life

- **What is the purpose of an introduction in an essay?**

- to introduce the topic
- to provide background information and definitions
- to pique the reader's interest (a “hook”)

- Direct students to the Checklist for Module Task 2, located in the *Learn* book.
Direct attention to the following checklist row: uses an introduction to catch the reader's attention and provide background information on the topic. 

3. Instruct students to review their annotations for each sentence of the introduction in the writing model.

298

Key Ideas

- **hook:** The Britannica Dictionary defines *leadership* as “the power or ability to lead other people.” To understand this definition, it is important to know what it means to lead. The definition of *lead* is “to guide someone to a place especially by going in front” and *leader* is defined as “a powerful person who controls or influences what other people do.”
- **background:** Leaders are in positions to make big decisions, so they have a responsibility to do what is right. Benazir Bhutto was the first woman to be elected as prime minister in an Islamic country.
- **thesis:** Bhutto was a true leader because she loved her country and wanted to make it better, so she used her leadership position to create positive changes for people in Pakistan.

4. Invite a few students to list the various ways writers can hook their readers. Use responses to emphasize that questions, interesting facts, and strong statements are all examples of hooks. Ask this question:

💬 **What type of hook does the Writing Model for Module 2 use?**

Reinforce the correct response: The writing model uses a dictionary definition as a hook.

5. Instruct students to Jot–Pair–Share to generate one additional hook for the writing model.

Teacher Note

Clarify that the reason the dictionary definition of *leadership* works as a hook is because it establishes a clear understanding of that term, which is essential to the essay. Typically though, dictionary definitions do not serve as effective hooks.

6. 🎯 **Introduce the learning task.** Direct students to the Informative Essay Outline for Module Task 2. Instruct them to write two possible hooks for their Module Task 2 introduction.

Informative Essay Outline
Module Task 2 (Use the outline to plan your informative essay.)

Topic: The importance of education for girls and for girls around the world

Introduction:

Body Paragraphs:

Conclusion:

Analyze Student Progress

Monitor: Do students' hooks create interest in the topic using a question, interesting fact, or strong statement?

Offer Immediate Support: To help students write hooks, ask this question: Which type of hook would be most effective for the topic of your essay: question, quotation, definition, or statistic related to your topic?

Plan Future Practice: Students write a hook for the End-of-Module Task.

7. Direct attention to this row on the Checklist for Module Task 2: uses precise language to explain ideas.

Language Support

Provide a student-friendly definition for *precise*.

8. Direct students to the background sentence in the writing model: Leaders are in positions to make big decisions, so they have a responsibility to do what is right.

Tell students to examine the word *big*. Ask this question:



What other word might you use that would be more precise than *big*?

Language Support

To help students identify more precise words, direct them to a thesaurus. Ask these questions: What types of decisions do leaders have to make? Which of these words more precisely capture those kinds of decisions?

9. Think aloud to model revising the writing model introduction by replacing the word *big* with a more precise word.
10. Instruct students to identify one word in either of their hooks that they could revise to be more precise.

Sample Think Aloud

The word *big* can refer to physical size, which makes it less precise when talking about decisions. A word such as *important* or *significant* might show more precisely that leaders make decisions that have far-reaching implications.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

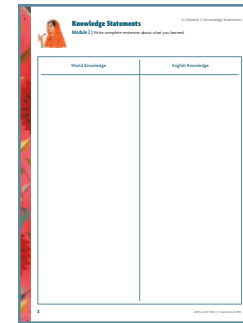
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about structure?
- What did you learn from *I Am Malala*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.3.6 Summary: MM.3.6.B

MM.7.6 Structure: MM.7.6.C, MM.7.6.D

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b

CP.5.6 Language: CP.5.6.B, CP.5.6.C

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 26

Essential Question | How do convictions inspire actions?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students review “Part Five: A New Life, Far from Home,” the prologue, and the epilogue of *I Am Malala* to compare and contrast Malala’s life before and after her attack. They gather evidence to support their ideas. This work prepares them to engage in a class discussion about whether Malala’s attack changes her and why her memoir is important. During writing instruction, students identify background information in the Writing Model for Module Task 2. They write background information for their introduction to Module Task 2.

P A Prologue to lesson 26 is available for students who need additional support.

Learning Goals

Explain a central idea in *I Am Malala*.

LEARNING TASK: During a class discussion, share central ideas from *I Am Malala*.

For Module Task 2, examine background information in the writing model.

LEARNING TASK: For Module Task 2, write background information for the introduction.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare to Discuss *I Am Malala*
- **Respond:** Discuss Central Ideas
- **Write:** Examine Background Information in an Introduction

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- journal
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- Informative Essay Outline for Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Consider the best seating arrangement for a class discussion, and plan how and when to rearrange your seating as needed.
- Prepare to have students review central ideas they generated in previous Distill lessons. See the Respond section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *I Am Malala*, passage 5 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will reflect on “Part Five: A New Life, Far from Home,” the prologue, and the epilogue of *I Am Malala*, along with the text as a whole, to identify and discuss central ideas.

LEARN 53 minutes

Read | Prepare to Discuss *I Am Malala* | 15 minutes

1. Instruct students to work with a partner to review “Part Five: A New Life, Far from Home” of *I Am Malala*.

Direct students to their journals. Instruct them to collect evidence to answer this question:

 **How does Malala move forward after the attack?**

Differentiation Support

To help students articulate how Malala moves forward after the attack, ask them to consider the ways she copes personally in chapters 24–31 and the advocacy work she continues to perform in chapters 32–36.

Ask these questions:

- What are Malala’s challenges?
- What does she accept?
- What does she fight for?

Sample Annotations

- “I am telling myself, *You are dead*. But then I realize that the angel has not yet come to ask the questions a Muslim hears after death: *Who is your God? Who is your prophet?* I realize then I can’t be dead, and I fight and struggle and kick and try to wake from this terrible nightmare.” (137)
- “Now that I knew my family was safe, I spent all my time worrying about how we would pay for my treatment.” (141)
- “The world had gone on all around me, and I knew nothing about it. I wondered what else I had missed out on.” (150)
- “‘It’s my face,’ I said. ‘And I accept it. Now,’ I said gently, ‘you must accept it, too.’” (156)
- “I missed home terribly. I missed my school friends, I missed the mountains, the waterfall, the beautiful Swat River, and the lush green fields.” (173)
- “The girl who campaigned for girls’ education had lost the top spot in her class. Well, I would just have to redouble my efforts.” (174)
- “It’s odd to be so well known but to be lonely at the same time.” (177)
- “I’m not really free to be like other girls my age—because of the way the world sees me. When you have such a public role and so many people counting on you, I believe you must always act in the way people expect of you.” (180)
- “I think of all the good the Malala Fund has done and will continue to do.” (187)
- “I was given the most extraordinary gift: I was invited to speak to the United Nations.” (189)

2. Instruct students to work with a partner to review the prologue and epilogue of *I Am Malala*.

Instruct students to Jot–Pair–Share to respond to this prompt:

 **Compare and contrast Malala’s life before and after the attack.**

Key Ideas

Before

- lived in Pakistan
- began speaking out about girls’ rights to go to school

After

- moved to a new country
- built on her early work to become a high-profile global advocate

Both

- worked hard in school
- spoke out against oppression
- advocated for girls’ education
- maintained courage in the face of danger

Respond | Discuss Central Ideas | 20 minutes

1. Remind students that during a class discussion, it is important to follow norms, or rules that make the conversation productive. Review class discussion norms.
2. Tell students that they will have an opportunity to practice a new goal during today’s discussion. Display and introduce the speaking and listening goal for today’s discussion: Adjust your speech to match your audience, setting, and purpose.

Teacher Note

During the discussion, use the Module 2 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

Language Support

Provide a student-friendly definition for *adjust*. Demonstrate how students might speak differently while having an academic discussion as opposed to a personal one.

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

 **What is the audience, setting, and purpose for this discussion?**

Reinforce the correct response: The audience is the class, the setting is the classroom where discussion norms are important, and the purpose of the discussion is to understand others and make themselves understood.

4. Tell students to consider how a different audience, setting, or purpose might change the way students approach this task (i.e., if students deliver a presentation or engage in a casual conversation without discussion norms). Ask this question:

 **Why is it helpful to consider audience, setting, and purpose?**

Key Ideas

- affects how a student might deliver their talking points
- clarifies student's position and reason for speaking
- helps student consider the style and tone they should use
- gives student a sense of what their audience already knows and what the student might need to explain

5.  **Introduce the learning task.** Explain that students will discuss central ideas in *I Am Malala*. Instruct students to refer to the evidence they collected during the lesson, as well as their Jot–Pair–Share responses and any other text annotations, to support their ideas. Begin the discussion by asking these questions:

 **How does Malala’s attack change her?**

 **Why is Malala’s memoir important?**

Analyze Student Progress

Monitor: Do students use evidence from *I Am Malala* to support their opinion of whether Malala’s attack changed her?

Offer Immediate Support: If students need additional support determining why Malala’s memoir is important, ask these questions: What could be the value in reading a memoir about Malala’s attack? How is Malala’s story relevant to the world?

Plan Future Practice: Students practice distilling central ideas in lesson 30.

6. Reinforce key ideas.

Key Ideas

How does Malala’s attack change her?

- Malala’s attack changes her physically.
- After being attacked, Malala has to leave her country because it is no longer safe.
- Malala becomes famous throughout the world after her attack.
- The attack doesn’t make Malala change her views on girls’ education or her convictions.
- After her attack, Malala still believes in doing what is right and in continuing the work she had started.

Why is Malala's memoir important?

- Malala's memoir raises awareness about the effects of terrorism.
- The first-person perspective in Malala's memoir gives readers a personal sense of why education is important for girls.
- Through stories about her father, Benazir Bhutto, and even herself, Malala shows in her memoir what a positive difference courageous advocates can make.
- Malala's memoir provides a way for her to continue her advocacy, particularly with young people.

- 7.** Instruct students to review the central ideas they generated in lessons 10 and 19. Tell them to briefly write in their journals a response to this question:

 **How might you revise those central ideas since finishing *I Am Malala*?**

- 8.** Explain that now that students have finished *I Am Malala* and discussed its significance, they should think about how they might summarize the text to someone who has not read it and is unfamiliar with the topic. Remind students that a summary should only include facts about the text, not their personal opinions.
- 9.** Instruct students to briefly write in response to this prompt:

 **Write a summary of *I Am Malala*.**

Language Support

To support students' writing, remind them that a summary is a brief statement that gives the most important information about something. Ask this question: What is the most important information in *I Am Malala*? Provide a sentence frame to begin the summary: *I Am Malala* is a _____ about _____.

Teacher Note

Encourage students to limit their summaries to a single paragraph.

- 10.** Invite a few students to share their summaries.

Write | Examine Background Information in an Introduction | **18 minutes**

1. Direct students to the color-coded Writing Model for Module 2. Direct attention to the introduction. Ask this question:

What background information is included in the introduction?

Reinforce the correct response: The introduction includes dictionary definitions and information about Benazir Bhutto's political role.

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

Why is the background information in the writing model useful?

Use responses to emphasize that the dictionary definitions clarify terms (e.g., *lead*, *leadership*) relevant to the topic and the information about Benazir Bhutto provides context for her leadership.

3. Direct students to the Checklist for Module Task 2, located in the *Learn* book. Direct attention to this checklist row: uses an introduction to catch the reader's attention and provide background information on the topic.

Explain that students will practice several ways to integrate background information in the introduction to their Module Task 2.

4. Direct attention to the Module Task 2 writing prompt. Instruct students to Think–Pair–Share to answer this question:

What information could you include in the introduction to your Module Task 2?

Differentiation Support

To help students generate ideas for their introduction, remind them of the definition and information in the writing model. Ask these questions:

- What definition might be helpful to include?
- What information about Malala might readers need to know?
- How could you briefly explain the issues around girls' education and human rights?

Checklist
Module Task 2: Why does education matter? Write an essay to define education and explain the importance of education for girls and girls' education.

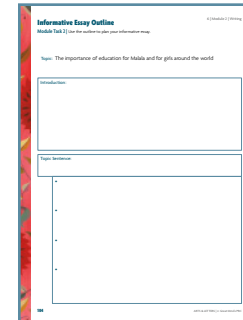
	Review 1	Review 2
Knowledge		
shows knowledge of the concept of education	☐	☐
shows knowledge of why education is important to girls	☐	☐
shows knowledge of why education is important to girls around the world	☐	☐
Writing		
uses an introduction to catch the reader's attention and provide background information on the topic	☐	☐
has a clear thesis statement with key points	☐	☐
uses a clear structure to organize ideas	☐	☐
uses evidence from the text and at least one additional credible text to support the thesis statement	☐	☐
uses definitions to explain evidence and identify its relationship to the thesis statement	☐	☐
uses parallelism to explain ideas	☐	☐
uses a clear conclusion to reflect on the significance of the ideas presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses sentence patterns for meaning, order, interest, and style	☐	☐
uses grade-appropriate words correctly	☐	☐

Review 1 Comments: Review 2 Comments:

Key Ideas

- general information about Malala
- definition of *education*
- information about girls being denied education
- importance of elementary education as a human right

5.  **Introduce the learning task.** Direct students to the Informative Essay Outline for Module Task 2, located in the *Learn* book. Instruct them to write background information for their introduction, including a definition of *education*.



Analyze Student Progress

Monitor: Do students include relevant background information to help readers understand their informational essay?

Offer Immediate Support: If students need additional support writing background information, ask these questions: What information might help readers understand Malala's commitment to education? Why is education for girls an important issue?

Plan Future Practice: Students practice planning Module Task 2 in lesson 27.

LAND 5 minutes**Reflect on Learning**

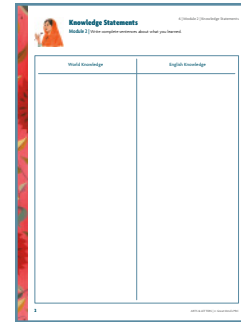
1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about background information?
 - What did you learn from *I Am Malala*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.D, MM.2.6.E

MM.3.6 Summary: MM.3.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b

CP.5.6 Language: CP.5.6.B

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 27

Essential Question | How do convictions inspire actions?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students begin studying Malala’s “Nobel Lecture.” They share what they notice and wonder about the topics Malala covers in her lecture. This work prepares students to explain what they learned about Malala and the Nobel Peace Prize and to consider what questions they want to answer after reading the text. During writing instruction, students examine the *so what?* conclusion in the writing model. They outline the conclusion for Module Task 2.

Learning Goals

Notice and wonder about “Nobel Lecture.”

 **LEARNING TASK:** Explain two things you learned about Malala and the Nobel Peace Prize and write one question you want to answer after reading this text.

For Module Task 2, examine the writing model’s conclusion.

 **LEARNING TASK:** For Module Task 2, outline the conclusion.

Vocabulary

lecture (n.)

significance (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Nobel Lecture”
- **Respond:** Notice and Wonder About the Text
- **Write:** Plan a *So What?* Conclusion

LAND

Reflect on Learning

Materials

TEACHER

- *I Am Malala*
- “Nobel Lecture” (digital platform)
- “How Does the Nobel Peace Prize Work?” (digital platform)

STUDENTS

- *I Am Malala*
- “Nobel Lecture” (*Learn book*)
- Notice and Wonder Chart for “Nobel Lecture” (*Learn book*)
- journal
- Checklist for Module Task 2 (*Learn book*, Writing)
- color-coded Writing Model for Module 2 (*Learn book*, Writing)

- Informative Essay Outline for Module Task 2 (*Learn book*, Writing)
- Knowledge Statements for Module 2 (*Learn book*)

Preparation

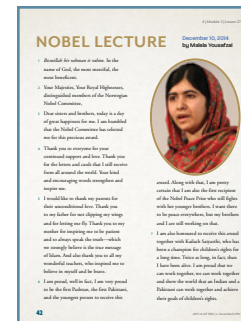
- To access a video of “Nobel Lecture,” search online using this term: “Malala’s Nobel Peace Prize Speech.” See the Read section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *I Am Malala*, passage 5 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes**Read the Content Framing Question**

1. Display *I Am Malala* and “Nobel Lecture.”
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce “Nobel Lecture” by reading aloud the title and author. Tell students that in this lesson they will notice and wonder about this text.

**LEARN** 53 minutes**Read | Read “Nobel Lecture” | 25 minutes**

1. Ask these questions:

Can you think of a memorable speech or talk you’ve heard?

What made it memorable?

2. Play the beginning of the video of Malala’s Nobel Peace Prize speech from “I am proud” to “deprived of education.”

Teacher Note

If time allows, explain why carefully selecting video sources is an important part of gathering information online. Tell students to use trusted sources, prioritize accuracy, and be cautious of sharing any personal data.

3. Direct students to the Notice and Wonder Chart for “Nobel Lecture,” located in the *Learn* book. Remind them that what they notice will likely spark related questions. Replay the beginning of the video of Malala’s Nobel Peace Prize speech from “I am proud” to “deprived of education.” Instruct students to write on the chart what they notice and wonder.
4. Facilitate a brief discussion of what students notice and wonder.
5. Introduce the vocabulary term *lecture* by displaying the term and definition. Engage students in Vocabulary Exploration.
6. Direct students to *I Am Malala*. Invite a student to read aloud the portion of page 235 from “10 December 2014” to “Peace Prize history.” Reinforce that the video of Malala’s Nobel Peace Prize speech is from the Nobel Peace Prize award ceremony described in the timeline entry. Instruct students to Jot–Pair–Share to answer this question:

... **What do you learn from this timeline entry?**

Key Ideas

- Malala is awarded the prize alongside a children’s rights activist named Kailash Satyarthi.
 - Malala receives the award for her educational advocacy.
 - Malala is the youngest person to ever receive the Nobel Peace Prize.
7. Introduce the vocabulary term *significance* by displaying the term and definition. Engage students in Vocabulary Exploration.

Definition

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

Definition

significance (n.): the quality of being important

8. Play “How Does the Nobel Peace Prize Work?”

Facilitate a discussion of this question:

 **Why is it significant that Malala won the Nobel Peace Prize?**

Key Ideas

- It is one of the most prestigious awards in the world.
- The selection process takes almost a year.
- Many possible recipients may be eligible, but only a few people win.

9. Direct students to “Nobel Lecture,” located in the *Learn* book. Explain that this is the full text of the speech that Malala made to the Nobel Committee after she won the Nobel Peace Prize in 2014.

10. Tell students that they will listen to part of “Nobel Lecture.” Instruct them to follow along and write on the chart what they notice and wonder. Read aloud paragraphs 8–19, starting with “Dear brothers and.”

Differentiation Support

To help students understand Malala’s allusion, provide a student-friendly explanation of Joan of Arc.

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

 **What do you notice from these paragraphs about Malala and her work?**

Key Ideas

- She is happy to fight for a worthy cause, even if the cause is a serious one.
- She wants to be a voice for the voiceless.
- Malala sees herself as stubborn and committed to fighting for children’s education, even if the world sees her in many different ways.
- She fights for quality education, women’s rights, and peace.
- Her priorities changed when her world did.

- 12.** Direct students to work with a partner to read the rest of “Nobel Lecture,” writing on the chart what they notice and wonder.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

Respond | Notice and Wonder About the Text | 13 minutes

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

 **What have you learned so far from Malala’s “Nobel Lecture”?**

- 2.**  **Introduce the learning task.** Direct students to their journals. Instruct them to write two things they learned about Malala and the Nobel Peace Prize and one question that they want to answer after reading the text.

Analyze Student Progress

Monitor: Do students explain what they learned about the Nobel Peace Prize?

Offer Immediate Support: If students need additional support explaining what they learned about Malala and the Nobel Peace Prize, ask them how they would describe the content of the lecture to a friend.

Plan Future Practice: Students practice noticing things and asking questions about texts in module 3.

Differentiation Challenge

To extend student thinking across texts, ask these questions: How are the video and written versions of Malala’s Nobel lecture similar? How are they different?

Write | Plan a So *What?* Conclusion | 15 minutes

1. Direct students to the Checklist for Module Task 2, located in the *Learn* book.
Direct attention to this checklist row: uses a *so what?* conclusion to reflect on the significance of the ideas presented.

Explain that in this lesson students will practice reflecting on the significance of the ideas in their current outline for Module Task 2.

2. Direct students to the color-coded Writing Model for Module 2, located in the *Learn* book. Assess and activate prior knowledge by asking this question:

 **What is the purpose of a *so what?* conclusion?**

Key Ideas

- restate the thesis
- show why the topic of the essay matters
- connect ideas of the essay to a broader idea or statement

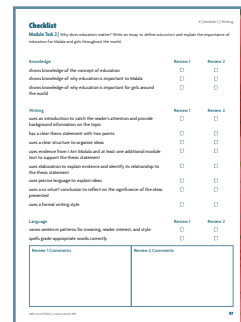
3. Instruct students to read the conclusion of the writing model and annotate words and phrases that help answer the *so what?* question.

Invite a few students to share the words and phrases they annotated.

Sample Annotations

- “showed how much good leaders can do”
- “inspired women around the world”
- “When leaders are motivated by a genuine desire to make the world a better place, they motivate others.”

Reinforce that these words and phrases all point to Bhutto’s lasting influence.



Checklist
Module Task 2: Uses a so what? conclusion to reflect on the significance of the ideas presented.

	Answer 1	Answer 2
Knowledge		
shows knowledge of the concept of education	☐	☐
shows knowledge of why education is important to students	☐	☐
shows knowledge of why education is important for girls around the world	☐	☐
Writing		
uses an introduction to catch the reader's attention and provide background information on the topic	☐	☐
has a clear thesis statement with two parts	☐	☐
uses a clear structure to organize ideas	☐	☐
uses evidence from Amy Bhutto and at least one additional source to support the thesis statement	☐	☐
uses elaboration to explain evidence and identify its relationship to the thesis statement	☐	☐
uses precise language to explain ideas	☐	☐
uses a clear conclusion to reflect on the significance of the ideas presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses sentence patterns for meaning, reader interest, and style	☐	☐
uses precise language to explain ideas	☐	☐
uses a clear conclusion to reflect on the significance of the ideas presented	☐	☐
uses a formal writing style	☐	☐

Answer 1 Comments:

Answer 2 Comments:

ARTS & LETTERS | © Great Minds PBC

4. Direct students to the Informative Essay Outline for Module Task 2, located in the *Learn* book. Direct attention to the Topic header. Invite a few students to read aloud their topics.
5. Direct students to their journals. Instruct them to briefly write in response to this question:

💬 **Why does this topic matter?**

6. Instruct students to work with a partner to orally rehearse ideas for their *so what?* conclusion. Tell them to provide feedback about whether their partner's ideas demonstrate why the topic matters. Direct students to offer their partner suggestions to strengthen their sentences as needed.

Differentiation Support

To help students orally rehearse ideas for their *so what?* conclusion, instruct students to take turns orally crafting two sentences that answer *so what?*

7. 🎯 **Introduce the learning task.** Instruct students to outline their *so what?* conclusion on the Informative Essay Outline for Module Task 2.

The image shows a template for an 'Informative Essay Outline' for 'Module Task 2'. It includes a title 'Informative Essay Outline', a subtitle 'Module Task 2: Use the outline to plan your informative essay.', and a topic line 'Topic: The importance of education for Malala and for girls around the world'. Below the topic line are three boxes: 'Introduction', 'Main Body', and 'Conclusion'. The 'Main Body' box is the largest and contains a list of bullet points for organizing ideas.

Analyze Student Progress

Monitor: Do students use words and phrases in their conclusion that suggest why the topic of their essay matters?

Offer Immediate Support: If students need additional support outlining their *so what?* conclusion, ask this question: Why does Malala think education matters?

Plan Future Practice: Students practice writing *so what?* conclusions in lesson 38.

LAND 5 minutes**Reflect on Learning**

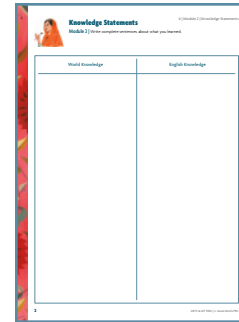
1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book.
2. Instruct students to work with a partner to form knowledge statements and add them to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “Nobel Lecture”?
 - What did you learn to do?
3. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

A form titled "Knowledge Statements" with a subtitle "Module 2: What you learned about what you learned". It features a table with two columns: "World Knowledge" and "English Knowledge". The table is empty, with a small icon of a person in the top left corner of the "World Knowledge" column.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.9.6 Media: MM.9.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.C

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.F

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.A

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 28

Essential Question | How do convictions inspire actions?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify claims in “Nobel Lecture.” They examine Malala’s content choices, topic, and position in the lecture. This work prepares students to explain how Malala’s claims are supported by reasons and evidence. During writing instruction, students complete their Informative Essay Outline for Module Task 2. They begin drafting Module Task 2.

P A Prologue to lesson 28 is available for students who need additional support.

Learning Goals

Identify what is happening in “Nobel Lecture.”

LEARNING TASK: Explain how one of Malala’s claims in “Nobel Lecture” is supported by reasons and evidence.

For Module Task 2, complete an essay outline.

LEARNING TASK: For Module Task 2, begin drafting an informative essay.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Claims in “Nobel Lecture”
- **Respond:** Explain Malala’s Claims
- **Write:** Draft an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- “Nobel Lecture” (digital platform)

STUDENTS

- “Nobel Lecture” (*Learn* book)
- journal
- Informative Essay Outline for Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- Evidence Organizer for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

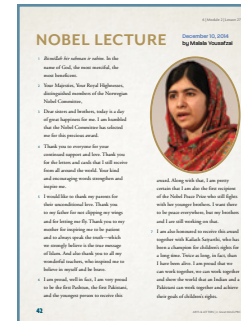
- Determine how to display the questions for the Chalk Talk. See the Read section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *I Am Malala*, passage 5 (*Learn* book, Fluency).

LAUNCH 2 minutes**Read the Content Framing Question**

1. Display “Nobel Lecture.”
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review “Nobel Lecture” to identify Malala’s claims.

**LEARN** 53 minutes**Read | Identify Claims in “Nobel Lecture” | 18 minutes**

1. Ask these questions:

Can you think of a time you were convinced of something?

What convinced you?

Use responses to emphasize that people are often convinced of something by good evidence, an expert opinion, or an emotional connection.

2. Display the following questions around the room, and instruct students to begin a Chalk Talk.
 - Which people does Malala name in her lecture and what do they have in common?
 - What does Malala say about education?
 - What does Malala say about human rights?
 - What does Malala call for in her lecture?

Instruct students to include paraphrased text from “Nobel Lecture” to support their ideas. Look for students to address key ideas in their silent discussions.

Differentiation Support

To help students find evidence to support their ideas, instruct them to scan the lecture for related words from the Chalk Talk questions (e.g., *education* to identify what Malala says about education, *ask* or *call* for what Malala calls for in her lecture).

Language Support

To help students explain what Malala calls for in her lecture, provide a word bank that includes the terms *human rights*, *education*, *compulsory*, and *equality*.

Key Ideas**People Malala mentions in her lecture**

- Kailash Satyarthi
- Shazia
- Kainat
- Kainat Soomro
- Mezon
- Amina
- Martin Luther King
- Nelson Mandela
- Mother Teresa
- Aung San Suu Kyi

What Malala says about education

- Girls are often denied education.
- The Malala Fund finances girls' education.
- Malala's village does not have a secondary school for girls.
- Malala wants every child to have a quality primary and secondary education.
- Education is a blessing and a necessity.
- Education went from being a right to being a crime.

What Malala says about human rights

- She is there to stand up for human rights.
- She wants women to have equal rights.
- Terrorists deny human rights.
- Advocating for girls' rights can be dangerous.
- Girls have the right to go to school.

What Malala calls for

- She calls on leaders to unite and make children's education their top priority.
- She calls on leaders to make free primary and secondary education available to all children.
- She calls on leaders to support girls' education and rights.

Differentiation Challenge

To encourage extended reading about the advocates Malala mentions in her lecture, instruct students to research Martin Luther King, Nelson Mandela, Mother Teresa, or Aung San Suu Kyi and explain how they brought about lasting change.

3. Instruct students to review the list of people Malala mentions in “Nobel Lecture.” Ask this question:

 **What do these people have in common?**

Reinforce the correct response: They are all advocates.

4. Tell students that “Nobel Lecture” is an argument that presents multiple claims. Remind them that a claim is an opinion or idea related to the argument that the author supports with reasons and evidence. Review the following steps to identify a claim from lesson 21:
- Identify the topic.
 - Identify opinions the author states that are related to the topic.

5. Ask this question:

 **What is the topic of Malala's lecture?**

Reinforce the correct response: The topic of Malala's lecture is education for girls and children.

6. Instruct students to annotate paragraphs 9–15 of the text for a single sentence that best expresses a claim that Malala states about education.

Reinforce the correct response: The claim is “Education is one of the blessings of life—and one of its necessities.”

7. Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this prompt:

 **Restate the claim in your own words.**

8. Instruct students to annotate paragraphs 47–50 of the text for a single sentence that best expresses another of Malala's claims about education.

Reinforce the correct response: The claim is “Now it is time to call them to take action for the rest of the world's children.”

9. Instruct students to Jot–Pair–Share to respond to this prompt:

 **Restate the claim in your own words.**

Respond | Explain Malala's Claims | 15 minutes

1. Instruct students to read paragraphs 9–15 and 36–57 of the text and annotate details that provide textual evidence and reasons that support Malala's claims.

Sample Annotations

- "This award is not just for me. It is for those forgotten children who want an education." (par. 9)
- "It is time to take action so it becomes the last time that we see a child deprived of education." (par. 10)
- "We had a thirst for education, because our future was right there in that classroom. ... We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can." (par. 15)
- "today, in half of the world, we see rapid progress and development. However, there are many countries where millions still suffer from the very old problems of war, poverty and injustice." (par. 37)
- "Many children in Africa do not have access to education because of poverty. And as I said, we still see girls who have no freedom to go to school in the north of Nigeria." (par. 39)
- "It is not time to tell the world leaders to realise how important education is—they already know it and their own children are in good schools. Now it is time to call them to take action for the rest of the world's children." (par. 49)
- "The number of children out of school has been halved, as Kailash Satyarthi said. However, the world focused only on primary education, and progress did not reach everyone." (par. 51)
- "The world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics?" (par. 53)
- "Some will say this is impractical, or too expensive, or too hard. Or maybe even impossible. But it is time the world thinks bigger. / Dear sisters and brothers, the so-called world of adults may understand it, but we children don't." (pars. 55–56)
- "We are living in the modern age and we believe that nothing is impossible. We reached the moon 45 years ago and maybe we will soon land on Mars. Then, in this 21st century, we must be able to give every child quality education." (par. 57)

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain how one of Malala's claims in "Nobel Lecture" is supported by reasons and evidence.

Analyze Student Progress

Monitor: Do students connect evidence from the text to one of Malala's claims?

Offer Immediate Support: If students need additional support citing reasons and evidence from the text to support their explanation of one of Malala's claims, refer them to their annotations and ask them to explain how it connects to a claim.

Plan Future Practice: Students practice analyzing claims in module 3.

3. Facilitate a brief discussion of these questions:



Are Malala's claims convincing? Why?



What other kinds of evidence might you want to see?

-  **How will you use these writing resources to support your drafting?**

In this lesson, students begin Module Task 2. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

Checklist Table 10.1 This table indicates what items are easy, difficult relevant and require development of the student's knowledge and skills throughout the course		ACM/AMBA/EFMD EQUIS ACCREDITED	
Knowledge show knowledge of the concept of a location show knowledge of the relationship between a location and its environment show knowledge of why a location is important for a given area	Assess 1 ☐ ☐ ☐	Assess 2 ☐ ☐ ☐	
Writing use an introduction to catch the reader's attention and provide background information on the topic write a clear thesis statement with two points use clear evidence to support their claims use evidence from a third statement and a new and additional source to support their claims use an introduction to explain evidence and identify its relationship to the topic use clear language to explain evidence use clear evidence to explain the significance of the evidence presented use a clear ending style	Assess 1 ☐ ☐ ☐ ☐ ☐ ☐ ☐	Assess 2 ☐ ☐ ☐ ☐ ☐ ☐	
Language use appropriate phrases for meaning, mood, interest, and style use appropriate phrases to connect concepts	Assess 1 ☐ ☐	Assess 2 ☐ ☐	
Written Communication	Assess 1 ☐	Assess 2 ☐	

[illegible]

- Module Task 2

Write a five-paragraph response (thesis or essay) on a topic for different education and explain the importance of education for females and girls throughout the world.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

51

52

53

54

55

56

57

58

59

60

61

62

63

64

65

66

67

68

69

70

71

72

73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

96

97

98

99

100

4.  **Introduce the learning task.** Instruct students to begin drafting Module Task 2.

Analyze Student Progress

Monitor: Do students refer to their completed outline to support drafting?

Offer Immediate Support: If students need additional support drafting, direct them to their Informative Essay Outline for Module Task 2 and ask this question: What goes in an introduction?

Plan Future Practice: Students continue drafting Module Task 2 in lesson 29.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

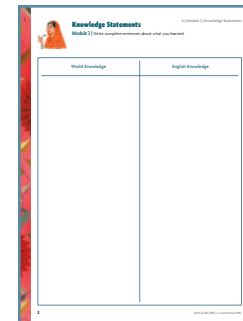
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about claims?
- What did you learn from “Nobel Lecture”?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a 'Knowledge Statements' form. At the top, it says 'Knowledge Statements' and 'Module 2: The Nobel Prize in Chemistry'. Below this, there are two large empty rectangular boxes for writing. The left box is labeled 'World Knowledge' and the right box is labeled 'English Knowledge'. The form has a decorative border on the left side.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.C, MM.8.6.D

MM.10.6 Argument: MM.10.6.A, MM.10.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.C, CP.5.6.E

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 29

Essential Question | How do convictions inspire actions?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine Malala’s use of rhetorical questions in “Nobel Lecture.” They identify and analyze her rhetorical questions. This work prepares students to explain how Malala’s use of rhetorical questions reveals her purpose for speaking. During writing instruction, students consult resources as they continue drafting an informative essay. They complete their draft of Module Task 2.

Learning Goals

Analyze the effect of rhetorical questions in “Nobel Lecture.”

 **LEARNING TASK:** Explain how Malala’s use of rhetorical questions reveals her purpose for speaking.

For Module Task 2, complete a draft of an informative essay.

 **LEARNING TASK:** For Module Task 2, complete a draft of an informative essay.

Vocabulary

injustice (n.)

rhetorical question

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Rhetorical Questions in “Nobel Lecture”
- **Respond:** Explain the Effect of Rhetorical Questions
- **Write:** Draft an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- “Nobel Lecture” (digital platform)
- *I Am Malala*
- Knowledge Card: *injustice*

STUDENTS

- “Nobel Lecture” (*Learn book*)
- *I Am Malala*
- journal
- Checklist for Module Task 2 (*Learn book*, Writing)
- Informative Essay Outline for Module Task 2 (*Learn book*, Writing)

- Evidence Organizer for Module Task 2 (*Learn book*, Writing)
- Module Task 2 (*Learn book*, Writing)
- Knowledge Statements for Module 2 (*Learn book*)

Preparation

- none

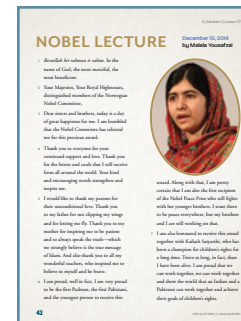
Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for “Nobel Lecture” (*Learn book*, Fluency), and focus on a fluency element or summarizing.
- Students complete their Module Task 2 draft, as needed.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Nobel Lecture.”
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Tell students that they will examine the relationship between language and purpose in “Nobel Lecture.”

**LEARN** 53 minutes

Read | Analyze Rhetorical Questions in “Nobel Lecture” | 20 minutes

1. Ask this question:

☞ **If you were giving a speech about a change you wanted to make at school, who would you want to be in the audience?**

Use responses to emphasize that it would be helpful to have powerful or influential people in the audience if you were attempting to change something.

2. Remind students that Malala is speaking to a room full of very powerful world leaders. Because the Nobel Prize is so famous, many people all over the world will know, hear, and read this speech.

Ask this question:

☞ **How do you think Malala felt before delivering her lecture?**

3. Direct students to “Nobel Lecture,” located in the *Learn* book. Instruct students to read paragraph 56 with a partner.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

Ask this question:

 **What do you notice about punctuation in this passage?**

Use responses to emphasize that Malala asks three questions in this passage.

4. Invite a student to read aloud the portion of paragraph 22 from “We could not” to “and tell them.”

Ask this question:

 **Whom does Malala mean by “them”?**

Reinforce the correct response: “the terrorists denying our rights, ruthlessly killing people and misusing the name of Islam.”

5. Introduce the vocabulary term *rhetorical question* by displaying the term and definition. Engage students in Vocabulary Exploration.

Definition

rhetorical question: a question that is asked to make a statement rather than to get an answer

6. Invite a student to read aloud the remaining portion of paragraph 22 from “Have you not” to “all of humanity?”

Instruct students to Think–Pair–Share to respond to this prompt:

 **Explain why this is a rhetorical question and what statement it makes.**

Key Ideas

- does not expect an answer
- makes a statement about a basic teaching of the Quran that terrorists ignore when they kill people
- makes a statement that terrorists go against the Quran’s teachings

7. Invite a student to read aloud paragraphs 23 and 24 from “*Do you not*” to “which means ‘read’?”

Ask this question:

 **What statements do these rhetorical questions make?**

Reinforce the correct response: Paragraph 23 quotes Mohammad’s teaching of “do not harm” and paragraph 24 points out the first word of the Holy Quran is “read,” which suggests education is essential to Islam.

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

 **Why might Malala address these rhetorical questions to terrorists who would deny girls their right to education?**

Key Ideas

- She wants to educate the audience in front of her and also speak to terrorists themselves.
- She demonstrates her own knowledge while attempting to have an exchange with those who would prevent girls from getting an education.
- She attempts to establish common ground about the true teachings of Islam.

9. Instruct students to work with a partner to annotate the speech for remaining rhetorical questions.

Sample Annotations

- “Sometimes people like to ask me why should girls go to school, why is it important for them. But I think the more important question is why shouldn’t they? Why shouldn’t they have this right to go to school?” (par. 36)
- “Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics?” (par. 53)
- “Why is it that countries which we call ‘strong’ are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it that making tanks is so easy, but building schools is so hard?” (par. 56)

10. Instruct students to explain the statement that each rhetorical question makes in their own words.

Key Ideas

- Girls shouldn’t have to explain why they have the right to go to school because education is important for everyone.
- Leaders want more advanced education for their own children but accept much less for children in developing countries, and they need to change that.
- Powerful countries spend lots of money on war but claim they cannot invest in education.

11. Introduce the vocabulary term *injustice* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

injustice (n.): unfair treatment; a situation in which the rights of a person or a group of people are ignored

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



What injustices does Malala address in her rhetorical questions?

Differentiation Support

To help students identify injustices addressed in Malala’s rhetorical questions, ask them what they know about human rights from the excerpt from the Universal Declaration of Human Rights.

Key Ideas

- murder and harming others
- denying the right to basic education
- unequal access to secondary education
- disproportionate funding of wars and weapons versus education and peace

Respond | Explain the Effect of Rhetorical Questions | **13 minutes**

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



Why do you think Malala uses rhetorical questions rather than stating what needs to happen to address the injustice?

Key Ideas

- connects to the audience by making them think about their own answers to her questions
- requires the audience take an active role rather than just passively listen to her ideas
- allows Malala to highlight a wide range of issues in a brief amount of time
- allows Malala to address perpetrators of injustices, including terrorists, and those who stop girls from being educated

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain how Malala's use of rhetorical questions reveals her purpose for speaking.
-

Analyze Student Progress

Monitor: Do students connect Malala's use of language to how her lecture inspires change?

Offer Immediate Support: If students need help connecting Malala's use of language to her purpose for speaking, tell them to read aloud an annotated rhetorical question and ask this question: How does asking that question help Malala achieve her goal for the speech?

Plan Future Practice: Students practice analyzing literary devices in module 3.

3. Look for students to address key ideas in their responses.

Key Ideas

- Her rhetorical questions make a statement about the need for universal primary and secondary education while drawing attention to other things leaders spend money on.
- Her rhetorical questions prompt leaders to answer the questions she poses.
- Malala tailors her rhetorical questions to an audience that can make change, rather than making broad statements that the general public might agree with but not be able to act upon.
- Her rhetorical questions make statements about and to terrorists and others who would deny girls education.

4. Instruct students to compare the following two sentences, the first from “Nobel Lecture” and the second from *I Am Malala*:

- “Why is it that making tanks is so easy, but building schools is so hard?” (par. 56)
- “I have spoken to world leaders and encouraged them to raise the education budgets of their countries and pushed powerful nations to give greater education aid to developing ones.” (202)

Ask this question:

 **Why might the writing style differ between Malala’s lecture and her memoir?**

Key Ideas

- Rhetorical questions in her lecture illustrate that the leaders have the ultimate power to make change.
- In her lecture, Malala uses her platform to draw immediate attention to major injustices.
- Malala directly addresses a live audience during her lecture.
- The audience for the memoir is the general public.
- The memoir is a reflection on Malala’s personal experience.
- The memoir documents events using a narrative arc structure.

Write | Draft an Informative Essay | 20 minutes

1. Direct students to their Checklist for Module Task 2, Informative Essay Outline for Module Task 2, and Evidence Organizer for Module Task 2, all located in the *Learn* book. Remind them to refer to these resources as they draft.

Teacher Note

At the start of this lesson, students will be at different phases in completing Module Task 2. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

2.  **Introduce the learning task.** Direct students to Module Task 2, located in the *Learn* book. Instruct them to finish drafting their essay.

Analyze Student Progress

Monitor: Do students refer to resources to complete an informative essay?

Offer Immediate Support: If students need additional support finishing Module Task 2, instruct them to orally rehearse their remaining work to formulate their ideas.

Plan Future Practice: Students practice completing a full draft of an essay to respond to a prompt in module 3.

Checklist
Module Task 2: Why does education matter? Write an essay to define education and explain the importance of education for males and girls throughout the world.

	Review 1	Review 2
Knowledge		
shows knowledge of the concept of education	☐	☐
shows knowledge of why education is important to males	☐	☐
shows knowledge of why education is important to girls around the world	☐	☐
Writing		
uses an introduction to state the main claim and provide background information on the topic	☐	☐
has a clear thesis statement with two points	☐	☐
uses a clear structure to organize ideas	☐	☐
uses evidence from the module and at least one additional module text to support the thesis statement	☐	☐
uses education to explain evidence and identify its relationship to the thesis statement	☐	☐
uses precise language to explain ideas	☐	☐
uses at least two pieces of evidence on the significance of the ideas presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses sentence patterns for meaning, order, interest, and style	☐	☐
uses grade-appropriate vocabulary	☐	☐

Review 1 Comments:
 Review 2 Comments:

Informative Essay Outline
Module Task 2: Why does education matter? Write an essay to define education and explain the importance of education for males and girls throughout the world.

Topic: The importance of education for males and for girls around the world

Topic Sentence:

Evidence Organizer
Module Task 2: Why does education matter? Write an essay to define education and explain the importance of education for males and girls throughout the world.

Topic	Evidence	Explanation

Module Task 2
Why does education matter? Write an essay to define education and explain the importance of education for males and girls throughout the world.

LAND 5 minutes

Reflect on Learning

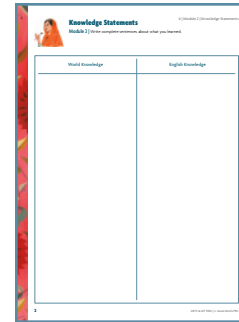
1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about rhetorical questions?
 - What did you learn from “Nobel Lecture”?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.C

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.C, MM.8.6.D

MM.11.6 Connections: MM.11.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.C, CP.5.6.E

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.3.6 Schema Building



Lesson 30

Essential Question | How do convictions inspire actions?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students examine “Nobel Lecture” to explain how Malala structures her lecture to advocate against injustice. They gather evidence for a class discussion. This work prepares them to engage in a class discussion about which is a more effective genre for advocating for girls’ education, Malala’s memoir or her Nobel lecture. During writing instruction, students examine varied sentence structure in the writing model. They revise Module Task 2 to strengthen their writing.

P A Prologue to lesson 30 is available for students who need additional support.

Learning Goals

Explain a central idea in “Nobel Lecture.”

LEARNING TASK: During a class discussion, share a central idea from “Nobel Lecture.”

Examine varied sentence structure.

LEARNING TASK: For Module Task 2, revise to strengthen writing.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare to Discuss “Nobel Lecture”
- **Respond:** Discuss a Central Idea
- **Write:** Revise an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- “Nobel Lecture” (digital platform)
- *I Am Malala*

STUDENTS

- “Nobel Lecture” (*Learn* book)
- *I Am Malala*
- journal
- Checklist for Module Task 2 (*Learn* book, Writing)
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)
- Sentence Strategies for Module 2 (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

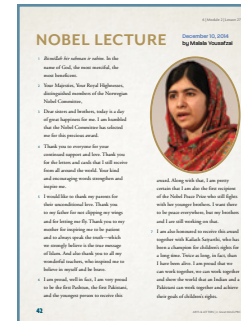
- Consider the best seating arrangement for a class discussion, and plan how and when to rearrange your seating.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for “Nobel Lecture” (*Learn* book, Fluency), and focus on a fluency element or summarizing.
- Students complete their Module Task 2 revision, as needed.

LAUNCH 2 minutes**Read the Content Framing Question**

1. Display “Nobel Lecture.”
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will reflect on “Nobel Lecture” to identify and discuss central ideas.

**LEARN** 53 minutes**Read | Prepare to Discuss “Nobel Lecture” | 13 minutes**

1. Direct students to their notes and annotations on “Nobel Lecture” from lessons 27, 28, and 29 and to “Nobel Lecture,” located in the *Learn* book.

Direct students to their journals. Instruct them to collect evidence to answer this question:

 **What injustices does Malala highlight in her lecture?**

Language Support

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

Sample Annotations

- “When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of terrorism. I was just ten when more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.” (par. 16)
- “Education went from being a right to being a crime.” (par. 17)
- “Girls were stopped from going to school.” (par. 18)
- “The terrorists tried to stop us and attacked me and my friends who are here today, on our school bus in 2012.” (par. 25)
- “My brave sisters Shazia and Kainat who were also shot that day on our school bus. But they have not stopped learning.” (par. 29)
- “And my brave sister Kainat Soomro who went through severe abuse and extreme violence; even her brother was killed, but she did not succumb.” (par. 29)
- “My 16-year-old courageous sister, Mezon from Syria, who now lives in Jordan as a refugee and goes from tent to tent encouraging girls and boys to learn.” (par. 30)
- “And my sister Amina, from the North of Nigeria, where Boko Haram threatens, and stops girls and even kidnaps girls, just for wanting to go to school.” (par. 30)
- “We see many people becoming refugees in Syria, Gaza and Iraq.” (par. 38)
- “In Afghanistan, we see families being killed in suicide attacks and bomb blasts.” (par. 38)
- “Many children in Africa do not have access to education because of poverty.” (par. 39)
- “Many children in countries like Pakistan and India, as Kailash Satyarthi mentioned, especially in India and Pakistan, are deprived of their right to education because of social taboos, or they have been forced into child marriage or into child labour.” (par. 40)
- “One of my very good school friends, the same age as me, who had always been a bold and confident girl, dreamed of becoming a doctor. But her dream remained a dream. At the age of 12, she was forced to get married. And then soon she had a son. She had a child when she herself was still a child—only 14. I know that she could have been a very good doctor. But she couldn’t ... because she was a girl.” (pars. 41–42)

2. Instruct students to Jot–Pair–Share to answer this question:



How does Malala structure her lecture to advocate against injustice?

Differentiation Support

To help students articulate how Malala structures her lecture to advocate against injustice, ask them what they remember about how Malala’s use of rhetorical questions revealed her purpose for speaking.

Key Ideas

- starts with a brief discussion of her own story and how her personal connection to girls’ education and rights leads to advocating against injustice
- includes multiple examples of other girls who advocate against injustice
- uses rhetorical questions to make direct appeals to leaders to advocate against injustice
- calls on world leaders for specific action to support girls’ education and rights

Respond | Discuss a Central Idea | 18 minutes

1. Remind students that during a class discussion, it is important to follow norms, or rules that make the conversation productive. Review class discussion norms.
2. Tell students that they will have an opportunity to continue to practice the speaking and listening goal from the previous Distill lesson. Display and review the speaking and listening goal: Adjust your speech to match your audience, setting, and purpose.

Teacher Note

During the discussion, use the Module 2 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

3. Ask this question:

 **What did you learn from “Nobel Lecture” about how to adjust your speech to match your audience, setting, and purpose?**

Key Ideas

- Speak directly to people who can make change.
- Rhetorical questions require people to supply answers for themselves.
- Language should be forceful and pointed if it's meant to prompt action.

4.  **Introduce the learning task.** Direct students to “Nobel Lecture” and *I Am Malala* to support their ideas. Begin the discussion by asking this question:

 **Which is a more effective genre for advocating for girls’ education, Malala’s memoir or “Nobel Lecture”?**

Analyze Student Progress

Monitor: Do students use evidence from “Nobel Lecture” or *I Am Malala* to support how Malala’s memoir or lecture effectively advocates for girls’ education?

Offer Immediate Support: If students need additional support finding evidence to support how Malala’s memoir or lecture effectively advocates for girls’ education, instruct them to share an example of how Malala draws attention to injustices in “Nobel Lecture” or *I Am Malala*.

Plan Future Practice: Students practice using evidence to support ideas in discussion in lesson 36.

5. Reinforce key ideas.

Key Ideas

Memoir

- extends personal story to connect to larger social issues
- includes more thorough examples of reasons why girls deserve an education
- aims to educate a wide audience about specific and personal injustices

Lecture

- directly appeals to powerful figures
- distills examples of problems and solutions
- makes precise case for immediate action

Write | Revise an Informative Essay | 22 minutes

1. Direct students to pages 186–187 of *I Am Malala* and instruct them to read the portion of text from “The journalists also” to “in the future.” Instruct students to Think–Pair–Share to answer this question:



Why do writers vary sentence patterns?

Language Support

To help students understand the need for varied sentence patterns, ask them to compare the following statements: 1. “I went to the store. I bought some milk. I went back home. I put the milk away.” 2. “I went to the store, where I bought some milk. I put the milk away after I got home.”

Key Ideas

- to maintain reader interest
- to slow down or speed up pacing
- to establish style and tone

2. Direct students to the Checklist for Module Task 2, located in the *Learn* book, and this checklist row: varies sentence patterns for meaning, reader interest, and style. Explain that today they will provide feedback on a partner's Module Task 2 before revising their own writing. Tell them that they will look specifically for opportunities to vary sentence structure. Ask this question:

☞ **How do you vary sentence patterns in your own writing?**

Key Ideas

- long sentences
- short sentences
- transitions
- compound or complex sentences

	Reviewer 1	Reviewer 2
Knowledge		
shows knowledge of the concept of education	☐	☐
shows knowledge of why education is important to India	☐	☐
shows knowledge of why education is important for girls around the world	☐	☐
Writing		
uses an introduction to catch the reader's attention and provide background information on the topic	☐	☐
has a clear thesis statement with two parts	☐	☐
uses a clear structure to organize ideas	☐	☐
uses evidence from the module and at least one additional credible text to support the thesis statement	☐	☐
uses evidence to explain evidence and identify its relationship to the thesis statement	☐	☐
uses precise language to explain ideas	☐	☐
uses an end-of-essay reflection on the significance of the ideas presented	☐	☐
uses a clear writing style	☐	☐
Language		
uses sentence patterns for meaning, reader interest, and style	☐	☐
uses a clear organization and structure	☐	☐
Reviewer 1 Comments	Reviewer 2 Comments	

3. Direct students to the color-coded Writing Model for Module 2, located in the *Learn* book. Invite a student to read aloud the portion from “Improving people’s lives” to “an Islamic country.”

Ask this question:

☞ **What are some examples of how the writer varies sentence patterns?**

Key Ideas

- **compound sentence:** “Moreover, if leading means guiding people ‘especially by going in front,’ Bhutto is a perfect example.”
- **transition:** “Moreover,”
- **short sentence:** “She was the first female prime minister of an Islamic country.”

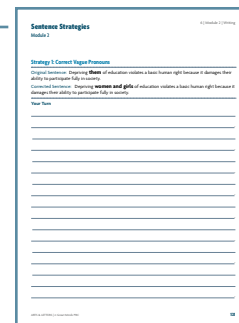
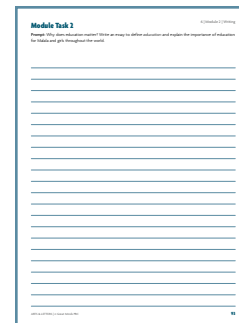
4. Instruct students to work with a partner to annotate additional examples of varied sentence patterns in the remainder of the writing model.

5. Direct students to Module Task 2, located in the *Learn* book. Instruct them to read proof paragraph 1 of their partner's module task and to look for areas where the writer could vary sentence patterns. Instruct students to orally share their feedback with their partners.
6. Direct students to Sentence Strategies for Module 2, located in the *Learn* book, and to Strategy 1: Correct Vague Pronouns. Instruct them to review their partner/s's proof paragraph 2 and look for areas where the writer could correct vague pronouns. Instruct students to orally share their feedback with their partners.

Differentiation Support

To help students identify vague pronouns in their partners' proof paragraph 2, instruct students to review Correcting Vague Pronouns, located in the *Learn* book, from lesson 21.

7.  **Introduce the learning task.** Instruct students to revise Module Task 2 by using the Checklist for Module Task 2 and peer feedback.



Analyze Student Progress

Following completion of Module Task 2, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

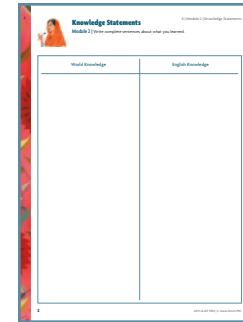
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about effective communication?
- What did you learn from “Nobel Lecture”?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a page from a 'Learn' book titled 'Knowledge Statements' for 'Module 2'. It features a decorative border on the left side. The page is divided into two main columns: 'World Knowledge' on the left and 'English Knowledge' on the right. Each column has a large, empty rectangular box for writing. At the top left of the page, there is a small orange icon of a person. The text 'Module 2 | Write complete sentences about what you learned.' is visible at the top.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.D, MM.2.6.E

MM.7.6 Structure: MM.7.6.C

MM.8.6 Point of View, Perspective, and Purpose: MM.8.6.C, MM.8.6.D

MM.11.6 Connections: MM.11.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.C, CP.5.6.E

CP.6.6 Revision

CP.7.6 Editing

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E, BU.3.6.F

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.9.6 Nouns and Pronouns: DF.9.6.D

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 31

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students choose a passage from “Nobel Lecture” to declaim. They review the elements of declamation: articulation, demeanor, and artful manner. Then they examine the effects of these elements in a recitation. This work prepares them to declaim a passage in front of a peer audience.

P A Prologue to lesson 31 is available for students who need additional support.

Learning Goal

Declaim a text.

 **LEARNING TASK:** Declaim a passage with attention to articulation, demeanor, and artful manner.

Vocabulary

artful manner

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare to Declaim a Passage from “Nobel Lecture”
- **Respond:** Declaim a Passage

LAND

Reflect on Learning

Materials

TEACHER

- “Nobel Lecture” (digital platform)
- “Nobel Lecture” Declamation Passages (digital platform)
- class “Nobel Lecture” Declamation Passages

STUDENTS

- “Nobel Lecture” Declamation Passages (*Learn* book)
- journal
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Consider providing a recording of “Nobel Lecture” Declamation Passages to help students prepare to declaim.
- Prepare a duplicate of “Nobel Lecture” Declamation Passages from the *Learn* book. During instruction, display this class page to annotate it. See the Read section for details.
- Consider having students declaim over the course of several days.

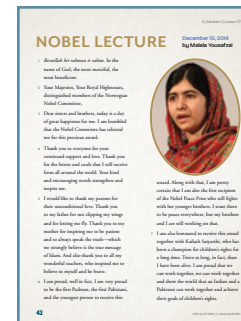
Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for “Nobel Lecture” (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Nobel Lecture.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will review the elements of declamation and declaim a text to enhance their knowledge of Malala’s advocacy.



LEARN 53 minutes

Read | Prepare to Declaim a Passage from “Nobel Lecture” | 20 minutes

1. Assess and activate prior knowledge by asking this question:

 **What does it mean to declaim a text?**

Reinforce the correct response: To declaim a text means to recite it, articulating words clearly with your audience in mind. Remind students that historically, declamation (from the Latin *declamatio*) is a form of public speaking that originated in Ancient Rome.

Teacher Note

In *Arts & Letters*, students are not required to memorize declamation passages. Teachers have the option to add a memorization component to the performance.

2. Assess and activate prior knowledge by asking this question:

 **What do declaimers focus on when they present an interpretation of a text?**

Reinforce the correct response: Declaimers focus on articulation and demeanor.

Instruct students to Think–Pair–Share to define *articulation* and *demeanor*. Reinforce the correct definitions:

- **articulation**—careful emphasis on particular words to emphasize meaning, all words pronounced correctly and audibly
- **demeanor**—the way one presents themselves while reading (tone, facial expressions, eye contact, posture, etc.)

3. Tell students that declaimers also engage in a third focus. Introduce the term *artful manner* by displaying the definition. Engage students in Vocabulary Exploration.

Language Support

To help students understand the term *artful manner*, ask them to consider what kinds of gestures they use to emphasize their ideas when talking with friends. Ask this question: How can physical gestures help a person make their point while speaking?

4. Display the class “Nobel Lecture” Declamation Passages. Explain that you will read the first passage to demonstrate accurate articulation, appropriate demeanor, and artful manner.

Think aloud to model how to annotate Passage 1 in preparation to declaim with accurate articulation, appropriate demeanor, and artful manner.

Model how to declaim the lines.

Definition

artful manner: any physical artistic interpretation (clutching chest, pointing at audience, etc.)

Sample Think Aloud

Malala uses a lot of positive nouns to explain this occasion. I want to emphasize words such as *happiness*, *support*, and *love*. Malala also repeats her thanks to multiple people, so I will emphasize these people as well: her father, mother, and teachers. While I’m reading the portion of text expressing thanks, I’ll also put my hands to my heart to express gratitude.

5. Instruct students to review the elements of declamation with a partner.

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

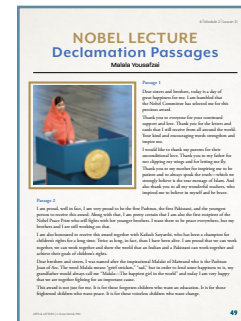
 **What can you do to meet the requirements of the elements of declamation?**

Key Ideas

- accurately pronounce all words in the text
- pronounce words in a way that others understand
- stand up straight
- make eye contact with audience members
- speak loudly enough for everyone to hear

6. Direct students to “Nobel Lecture” Declamation Passages, located in the *Learn* book. Instruct them to select one of the remaining passages (Passage 2, 3, 4, 5, 6, or 7).

Form groups of students who chose the same declamation passage. Instruct students to annotate their passage to prepare to declaim with accurate articulation, appropriate demeanor, and artful manner.



Differentiation Support

Based on your students' needs, assign passages according to whether students are reading below, at, or above grade level. Passages 4 and 6 are shorter, while Passages 3 and 5 are longer. Passage 7 includes somewhat simpler vocabulary and sentence structure.

Teacher Note

Depending on the needs and size of your class, further divide the declamation passages to ensure all students have the opportunity to perform.

7. Instruct students to practice declaiming in front of their group. Direct students to their journals. Tell them to write notes that explain how well each group member declaims with articulation, demeanor, and artful manner, as well as areas for improvement.

Differentiation Support

To help students prepare for the performance, provide time for students to practice reading their passage independently before they perform for their groups.

8. Instruct students to use their notes to share feedback with their groups.

Respond | Declaim a Passage | 33 minutes

1. Review this speaking and listening goal: Adjust your speech to match your audience, setting, and purpose.

Facilitate a brief discussion of this question:



How will you adjust the way you speak for this task from how you spoke during the recent class discussion?

Use responses to emphasize that declamation differs from a class discussion. During declamation, students perform a passage alone, with no input or conversation from others.

2. **Introduce the learning task.** Instruct students to declaim their fluency passage in front of the whole class, paying attention to articulation, demeanor, and artful manner.

Analyze Student Progress

Monitor: Do students correctly pronounce words while maintaining appropriate tone?

Offer Immediate Support: If students need additional support determining appropriate demeanor, provide them with examples that show different postures and facial expressions while declaiming.

Plan Future Practice: There is no additional instruction on declamation in this level. Consider using volume of reading texts to provide more practice.

3. Ask this question:

 **How did declaiming your passage enhance your knowledge of Malala's argument?**

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

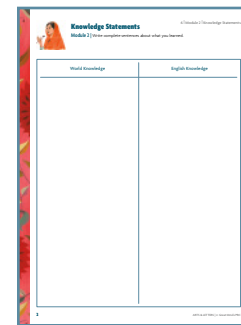
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about declamation?
- What did you learn from declaiming “Nobel Lecture” passages?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



The image shows a template for 'Knowledge Statements' for Module 2. It features a header with the title 'Knowledge Statements' and a subtitle 'Module 2: Declamation Statements'. Below the header is a table with two columns: 'What I Learned' and 'What I Learned to Do'. The table is designed for students to record their learning and skills gained from the module.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.10.6 Argument: MM.10.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.8.6 Presentation: CP.8.6.B, CP.8.6.C

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.A, DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 32

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read the poem “The Grass Is Really Like Me” by Kishwar Naheed. Students examine the poem’s central simile that compares the speaker and women to grass. This work prepares them to explore similarities between the poem and *I Am Malala*. During writing instruction, students collect evidence for their End-of-Module Task. They add evidence to their evidence organizer.

Learning Goals

Compare “The Grass Is Really Like Me” to *I Am Malala*.

 **LEARNING TASK:** Write an explanation of how a theme of “The Grass Is Really Like Me” connects to *I Am Malala*.

For the End-of-Module Task, plan an informative essay.

 **LEARNING TASK:** For the End-of-Module Task, add at least one piece of evidence from *I Am Malala* and one from an additional module text.

Vocabulary

personification (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Simile in “The Grass Is Really Like Me”
- **Respond:** Compare “The Grass Is Really Like Me” to *I Am Malala*
- **Write:** Collect Evidence

LAND

Reflect on Learning

Materials

TEACHER

- “The Grass Is Really Like Me” (digital platform)
- *I Am Malala*
- “Kishwar Naheed” (digital platform)

STUDENTS

- “The Grass Is Really Like Me” (*Learn* book)
- *I Am Malala*
- “Kishwar Naheed” (*Learn* book)
- Notice and Wonder Chart for “The Grass Is Really Like Me” (*Learn* book)
- journal
- End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)

- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

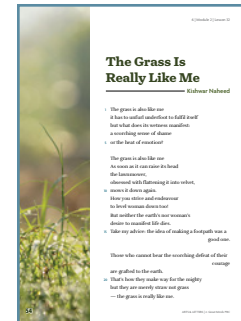
Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for “Nobel Lecture” (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

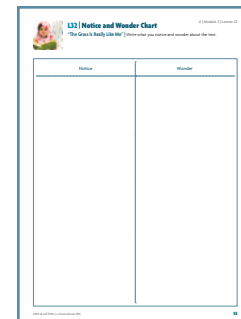
1. Display “The Grass Is Really Like Me” and *I Am Malala*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will read and analyze a poem to build their knowledge of women’s experiences.



LEARN 53 minutes

Read | Examine Simile in “The Grass Is Really Like Me” | 25 minutes

1. Direct students to “The Grass Is Really Like Me” and to the Notice and Wonder Chart for “The Grass Is Really Like Me,” located in the *Learn* book.
2. Read aloud “The Grass Is Really Like Me.” Instruct students to follow along and write what they notice and wonder.
3. Direct students to reread “The Grass Is Really Like Me.” Tell them to read in a whisper and add to their Notice and Wonder Chart as needed.



Facilitate a brief discussion of what students notice and wonder.

Language Support

Provide student-friendly definitions for *unfurl*, *manifest*, *scorching*, *endeavor*, and *grafted*. Remind students that they are reading an English translation of the original poem, and that translators must make choices about what words to use. Ask this question: Would you have chosen to replace any of these words with a different one?

4. Explain that Kishwar Naheed is an award-winning Pakistani poet and children's book author. Direct students to “Kishwar Naheed,” located in the *Learn* book. Instruct them to read the text with a partner, and annotate words and phrases that describe what makes Naheed and her work unique.

Sample Annotations

- “best-known feminist poets” (first paragraph)
- “distinctively feminine voice” (first paragraph)
- “had to fight to pursue an education” (second paragraph)

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

What do Kishwar Naheed and Malala have in common?

Key Ideas

- Both are from Pakistan.
- Both are interested in women's issues and rights.
- Both are writers.
- Both value education.

6. Remind students that when reading a poem, it is important to establish the speaker. Ask this question:

Who is the speaker of this poem?

Reinforce the correct response: The speaker is a woman.

Teacher Note

As needed, remind students that we cannot assume that a poem's speaker is always the poet.



7. Direct students to the first line of the poem. Ask this question:

 **What is happening in this line?**

Reinforce the correct response: The speaker compares herself to grass.

8. Remind students that this kind of comparison, which uses the words *like* or *as* to compare two things that are similar, is called a simile. Ask this question:

 **Based on the simile, what do you expect the rest of the poem to do?**

Reinforce the correct response: It is reasonable to expect that the rest of the poem will explain similarities between the speaker and grass.

9. Instruct students to reread lines 1–14, and annotate characteristics that the grass and the speaker share.

Sample Annotations

- “unfurl underfoot to fulfil itself” (line 2)
- “it can raise its head” (line 7)
- “mows it down again” (line 10)

Differentiation Challenge

To extend student thinking, explain that a simile is a type of metaphor and that both forms of figurative language compare two things. Remind students of their work with extended metaphor in module 1. Ask this question: How is this poem an extended metaphor?

10. Ask this question:

 **Why might it be interesting to compare the speaker to grass?**

Use responses to reinforce that the speaker is human, but grass is not.

11. Introduce the vocabulary term *personification* by displaying the definition.
12. Instruct students to annotate the line in the poem that demonstrates personification by implying that grass has human characteristics.

Reinforce the correct response: Line 7, “As soon as it can raise its head” is an example of personification.

Explain that personification contributes to the simile.

13. Direct students to their journals. Instruct students to Jot–Pair–Share to respond to this prompt:



Write what the simile reveals about how the speaker is similar to grass.

Differentiation Support

To help students identify what the simile reveals about how the speaker is similar to grass, ask these questions:

- What does it mean to “unfurl”?
- Why might the speaker feel “a scorching sense of shame” or “the heat of emotion” as this happens?
- What effect does a lawnmower have on grass and what might be the equivalent for the speaker?

Key Ideas

- Both the grass and the speaker have to grow upward to be fulfilled.
- The speaker compares dew, or wetness on the grass, to emotions women experience as they unfurl.
- An outside force mows down both the grass and the speaker.
- Both the grass and the speaker persist even when an outside force mows them down.

Definition

personification (n.): the practice of representing a thing or idea as a person in art, literature, etc.

Respond | Compare “The Grass Is Really Like Me” to *I Am Malala* |

15 minutes

1. Instruct students to review their Notice and Wonder Chart for “The Grass Is Really Like Me.” Facilitate a brief discussion to clarify lingering questions.
2. Direct attention to lines 11–12 of the poem: “How you strive and endeavour / to level woman down too!” Explain that although the poem specifically compares the speaker to grass, the poet applies the speaker’s experience to other women.

Differentiation Challenge

To extend student thinking, ask these questions:

- In line 11, who might “you” be?
 - Who might be Kishwar Naheed’s intended audience for this poem?
3. Read aloud lines 15–22. Instruct students to Think–Pair–Share to answer this question:



How can women make use of the footpath the lawnmower creates?

Language Support

To help students understand the term *footpath*, display a picture of a mowed path in a field. Ask these questions: What happens to the grass on a footpath? What is lost when a footpath is created? How do footpaths make walking easier for others?

Key Ideas

- Women can build on each other’s ideas.
- Women can seek inspiration from those who came before.
- Through their efforts, women can create an easier path for other women.
- Footpaths are challenging to make; women might suffer as they help others.

4. Tell students that they will Mix and Mingle to discuss the poem's themes. To prepare for the routine, instruct students to briefly write a response to this question:

 **What is a theme the poem suggests?**

Differentiation Support

To help students articulate a theme, remind them that themes are applicable to life outside the text; so while the poem initially focuses just on the speaker's experience as a woman, a theme would be applicable to women in general. Ask this question: How can the speaker's experience be applied to all women?

Key Ideas

- Society tries to keep women down.
- Women are resilient despite the many setbacks they face.
- Women support each other by helping to create paths for those who come after them.

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to write an explanation of how a theme of “The Grass Is Really Like Me” connects to *I Am Malala*.

Analyze Student Progress

Monitor: Do students recognize that both *I Am Malala* and the poem celebrate women's strength?

Offer Immediate Support: To help students connect a theme in the poem to *I Am Malala*, ask these questions: How might Malala identify with the speaker's experience? How is Malala also like the grass?

Plan Future Practice: Students practice analyzing poetry in module 3.

6. Look for students to address key ideas in their responses.

Key Ideas

Both texts suggest themes that explore:

- the challenges women face
- society's attempts to inhibit women's power
- women's resilience and strength
- how women inspire, and are inspired by, other women

Write | Collect Evidence | 13 minutes

1. Tell students that synthesizing, or combining, their ideas and textual evidence into a formal piece of writing is another part of research. Remind students that they have completed this and other steps in the research process multiple times in this and other levels.
2. Tell students that they will share what they have learned about advocacy by completing the End-of-Module Task over the next few lessons.
3. Direct students to the End-of-Module Task, located in the *Learn* book. Choral Read the prompt: What is a human rights advocate? Write an essay to define *advocacy* and explain Malala's motivations and actions as a human rights advocate.
4. Instruct students to briefly write in response to this prompt:



Restate the End-of-Module Task prompt in your own words.

Invite a few students to share their responses.

The image shows a worksheet titled "End-of-Module Task" with a blue header. Below the title, there is a prompt: "What is a human rights advocate? Write an essay to define advocacy and explain Malala's motivations and actions as a human rights advocate." The worksheet has a large area with horizontal lines for writing. On the right side, there is a vertical strip with a colorful, abstract pattern. At the bottom right, there is a small logo for "Great Minds PBC".

5. Ask this question:

What is this prompt asking you to do?

Key Ideas

- define *advocacy*
- explain what motivated Malala to become an advocate
- explain what Malala did to advocate for human rights

Emphasize that the task requires students to both clearly define *advocacy* and connect it to Malala.

6. Direct students to the Checklist for the End-of-Module Task and the following checklist row: uses evidence from *I Am Malala* and at least one additional module text to support the thesis statement.

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

What kind of evidence will you look for to explain Malala's motivations and actions as a human rights advocate?

7. **Introduce the learning task.** Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Instruct them to add at least one piece of evidence from *I Am Malala* and one from an additional module text.

Checklist
End-of-Module Task: What is a human rights advocate? Write an essay to define advocacy and explain Malala's motivations and actions as a human rights advocate.

	Review 1	Review 2
Knowledge		
shows knowledge of the concept of advocacy	☐	☐
shows knowledge of how Malala's experiences motivated her to become an advocate	☐	☐
shows knowledge of how Malala took action to support a cause	☐	☐
Writing		
uses information from the module's text and provides background information on the topic	☐	☐
has a clear thesis statement with topic, people, event, or other direction to organize ideas	☐	☐
uses evidence from the module and at least one additional module text to support the thesis statement	☐	☐
uses information to explain the relationship among ideas	☐	☐
uses precise language and topic-specific vocabulary to explain ideas	☐	☐
uses content/connections to reflect on the significance of the ideas presented	☐	☐
uses effective writing style	☐	☐
Language		
uses sentence patterns for stating, making interest, and style	☐	☐
uses connecting words and phrases	☐	☐
uses specific language to make connections	☐	☐

Review 1 Comments: Review 2 Comments:

Evidence Organizer
End-of-Module Task: What is a human rights advocate? Write an essay to define advocacy and explain Malala's motivations and actions as a human rights advocate.

Thesis: _____

Source	Evidence	Explanation

Analyze Student Progress

Monitor: Do students add evidence directly related to Malala's motivations or actions?

Offer Immediate Support: To help students locate evidence, ask these questions: What people or events motivated Malala? What did Malala do?

Plan Future Practice: Students continue collecting evidence for the End-of-Module Task in lesson 33.

LAND 5 minutes**Reflect on Learning**

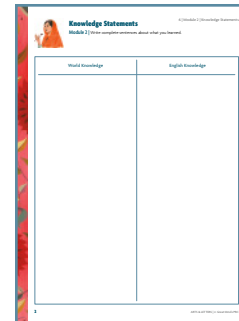
1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about simile?
 - What did you learn from “The Grass Is Really Like Me”?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.A

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.a, MM.5.6.B.c, MM.5.6.C

MM.11.6 Connections: MM.11.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.b, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.A, CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e, CP.3.6.A.f

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 33

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build and express their knowledge of Malala's work. They read an article that demonstrates why Malala's advocacy is important and how her work continues in other parts of the world. This prepares students to write knowledge statements expressing what they've learned. During writing instruction, students continue collecting evidence for their End-of-Module Task. They add evidence to their evidence organizer.

Learning Goals

Express knowledge about advocacy.

 **LEARNING TASK:** Write knowledge statements about advocacy using parentheses to include additional information.

For the End-of-Module Task, collect evidence to respond to a prompt.

 **LEARNING TASK:** For the End-of-Module Task, add evidence to an evidence organizer.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Build Knowledge of Malala's Work
- **Respond:** Express Knowledge
- **Write:** Collect Evidence

LAND

Synthesize Learning

Materials

TEACHER

- *I Am Malala*
- "What Life in Afghanistan Was Like Before the Taliban Takeover" (digital platform)
- class Knowledge Statements for Module 2 (*Learn* book)

STUDENTS

- *I Am Malala*
- "What Life in Afghanistan Was Like Before the Taliban Takeover" (*Learn* book)
- journal
- Knowledge Statements for Module 2 (*Learn* book)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for "Nobel Lecture" (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *I Am Malala*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that in this lesson they will build and express their knowledge of Malala's work.

LEARN 53 minutes**Read** | Build Knowledge of Malala's Work | 15 minutes

1. Read aloud Malala's statement on page 204 of *I Am Malala*: "I will never give up on advocating for peace and education for all." Tell students that they will read an article that demonstrates the importance of Malala's advocacy, specifically through the Malala Fund.

Differentiation Challenge

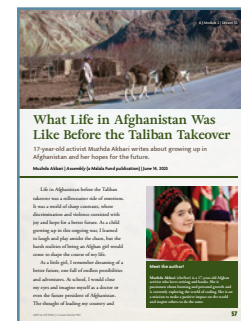
After students have worked with the text in this lesson, provide time for them to further explore the Malala Fund website.

2. Tell students that the article is from a Malala Fund digital publication and newsletter called *Assembly*. Direct students to "What Life in Afghanistan Was Like Before the Taliban Takeover," located in the *Learn* book. Instruct them to read the text with a partner, annotating words and phrases to answer this question:

Why is Malala's focus on girls' equality and education important?

Teacher Note

This text references suicide attacks. Consider how best to address this sensitive content depending on the needs of your students.



Sample Annotations

- “the harsh realities of being an Afghan girl would come to shape the course of my life” (first paragraph)
- “began to see the constraints placed on Afghan girls” (third paragraph)
- “inspired me to believe in myself and my abilities as a woman” (sixth paragraph)
- “what would happen if Afghan women and girls could realize all their rights” (seventh paragraph)
- “return to the past, a time when women and girls were oppressed and silenced” (ninth paragraph)
- “courage and determination are the most powerful weapons we have” (tenth paragraph)

3. Explain that the purpose of *Assembly*, according to the Malala Fund website, is “for girls and young women to share their thoughts, challenges and accomplishments—and for all of us to learn about this new generation of leaders.” Invite a student to fluently read aloud the last paragraph of the article, from “I believe we” to “weapons we have.” Ask this question:



How do Muzhda Akbari’s words show why *Assembly* is a valuable continuation of Malala’s advocacy?

Differentiation Support

To help students understand how *Assembly* serves as a form of advocacy, ask these questions:

- Why is it helpful for girls and women to be able to “share their thoughts, challenges, and accomplishments”?
- How could Akbari’s essay positively affect others?

Key Ideas

- Like Malala, Akbari believes change is possible and feels empowered to use her voice.
- *Assembly* gives Akbari a forum “to read and write, which is what the Taliban fears the most” (tenth paragraph).
- Through *Assembly*, Akbari can speak out against injustice.
- Empowering girls and women to share about their experiences can inspire others.

Respond | Express Knowledge | 20 minutes

1. Direct students to their journals. Instruct them to Jot–Pair–Share to answer these questions:



How do advocates create change?



How does the courage of an advocate inspire others to fight against injustice?

Differentiation Support

To help students express the nature and effect of advocacy, instruct them to work with their partners to create a list of advocates they have learned about in this module, such as Ziauddin Yousafzai, Malala Yousafzai, Benazir Bhutto, Kishwar Naheed, and Munira Yerima. Tell students to think of other advocates they've heard or read about.

Key Ideas

- **change:** Advocates act on their convictions to create change.
- **change:** Advocates work in their local communities and on a global scale.
- **courage:** When people see how courageous advocates are, it inspires them to continue the work.

2. Display and read aloud the Essential Question:



How do convictions inspire actions?

Remind students that they have been charting knowledge throughout the module. Display the class Knowledge Statements for Module 2, and direct students to the page in their *Learn* book.

3. Ask this question:



What new knowledge did you learn from your peers to help you answer the Essential Question?

As students share, add a few responses to the class chart.

The image shows a template for a 'Knowledge Statements' chart. It has a title 'Knowledge Statements' at the top left, followed by a subtitle 'What I've learned from my peers to help me answer the Essential Question'. Below the title is a small illustration of a person. The chart itself is a large rectangle divided into two columns by a vertical line. The left column is labeled 'What I've learned' and the right column is labeled 'What I've learned from my peers to help me answer the Essential Question'. The chart is designed for students to record their learning and insights from their peers.

4. Instruct students to draft a knowledge statement on Knowledge Statements for Module 2. Encourage them to draft statements that build their knowledge and prompt them to pursue lines of inquiry.
5. Remind students that learning about elements of language like grammar and punctuation can help us connect ideas in writing.

Assess and activate prior knowledge by asking this question:

 **How do writers use parentheses in a sentence?**

Reinforce the correct response: Parentheses hold additional information that is not necessary to make the sentence complete.

Language Support

To help students understand the role of parentheses, display the following sentence: “The day Malala was shot by the Taliban (October 9, 2012) changed her life in many ways.” Direct students’ attention to the information in the parentheses. Explain that although the given date is correct and provides some helpful context, the information is not necessary for the sentence to make sense. To demonstrate, cross out the parenthetical information and read the shortened sentence aloud: “The day Malala was shot by the Taliban changed her life in many ways.” Affirm that the sentence makes sense without the parenthetical information and that readers can understand the significance of the day even if they don’t know the exact date.

6. Display the following knowledge statement: Benazir Bhutto, Malala Yousafzai, and Kishwar Naheed have been courageous advocates for women’s rights.

Underline the subjects in the knowledge statement and explain that a writer could use parentheses to add additional information about these subjects.

Demonstrate adding parentheses to the knowledge statement: Benazir Bhutto, Malala Yousafzai, and Kishwar Naheed (all famous for their work in different fields, such as politics and literature) have been courageous advocates for women’s rights.

7. Instruct students to briefly write in response to this prompt:

 **Revise the knowledge statement to include parentheses in reference to each subject.**

Key Ideas

- Benazir Bhutto (a politician), Malala Yousafzai (a speaker and writer), and Kishwar Naheed (an award-winning children’s book author) have been courageous advocates for women’s rights.
- Benazir Bhutto (the former prime minister of Pakistan), Malala Yousafzai (a Nobel Peace Prize winner), and Kishwar Naheed (a famous poet) have been courageous advocates for women’s rights.

Teacher Note

Writers use commas, parentheses, and em dashes to convey additional information that is not grammatically necessary to complete the sentence. These punctuation marks have subtle differences, but some of their functions overlap. Writers tend to use parentheses for digressions or asides, or to provide information that is not directly related to the meaning of the sentence. However, like commas, parentheses can also denote appositives that provide contextual information about a noun. Students will take a closer look at em dashes in module 3.

8. **Introduce the learning task.** Direct students to their Knowledge Statements for Module 2. Instruct them to write a new knowledge statement, or revise an existing knowledge statement, using parentheses to include additional information.

Analyze Student Progress

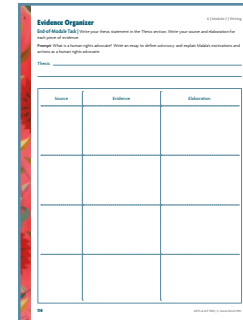
Monitor: Do students use parentheses to provide accurate, text-based additional information in their knowledge statement?

Offer Immediate Support: If students need additional support using parentheses, instruct them to find the subject in their knowledge statement. Ask this question: What additional information about this subject would add value to your sentence?

Plan Future Practice: Students practice using elements of language to help them express their ideas in writing in module 3.

Write | Collect Evidence | 18 minutes

1. Remind students that in the previous lesson, they began collecting evidence for their End-of-Module Task. Explain that in this lesson, students will continue to collect evidence from *I Am Malala* and additional module texts.
2.  **Introduce the learning task.** Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Instruct students to add evidence from *I Am Malala* and at least one additional module text.



Thesis	Evidence	Evidence

Analyze Student Progress

Monitor: Do students add evidence directly related to Malala's motivations or actions?

Offer Immediate Support: To help students locate evidence, ask these questions: Which people or events motivated Malala? What did Malala do?

Plan Future Practice: Students practice collecting evidence to respond to a prompt in module 3.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do convictions inspire actions?

2. Use responses to reinforce these Knowledge Threads:
 - The courage of advocates who take risks to stand against injustice often inspires others to advocate for equality as well.
 - People around the world continue to fight for equality in social, political, and educational spheres.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- How did Malala's advocacy inspire others?
- What kinds of changes do women advocates fight for?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e, CP.3.6.A.f

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.8.6 Punctuation: DF.8.6.A

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 34

Essential Question | How do convictions inspire actions?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 2. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of the power of advocacy and apply reading comprehension skills to a new text related to actions inspired by convictions.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 2.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About Actions Inspired by Convictions

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 2.
- Select volume of reading books for the Read section.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do convictions inspire actions?
2. Tell students that in this lesson they will demonstrate and build what they know about the power of advocacy by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment is made of four sections. In the first section, students demonstrate fluency by reading aloud a new text related to the power of advocacy. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.

Teacher Note

Special Message to Congress, a speech made by President Lyndon Baines Johnson in 1965, uses the term *Negro*. Reinforce that while this term was used in the past, it is no longer acceptable. *Arts & Letters* materials use *Black* and *African American* to describe people of African or African American descent.

2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Note

Students may complete Reading Comprehension Assessment 2 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 2. Use this information to plan responsive teaching for lesson 35.

Read | Read More About Actions Inspired by Convictions | 15 minutes

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes

Revisit the Essential Question

1. Instruct students to share with a partner one thing they learned about actions inspired by convictions from the text for Reading Comprehension Assessment 2.
2. Tell students that they will continue to build knowledge about actions inspired by convictions as they read additional module texts.

ACHIEVEMENT DESCRIPTOR

DM Develop Metacognition

DM.3.6 Schema Building



Lesson 35

Essential Question | How do convictions inspire actions?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 2. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of the way convictions inspire actions and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 2.

 **LEARNING TASK:** Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 2.

Vocabulary

all module 2 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- all module 2 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Glossary for Module 2 (*Learn* book)
- Word Parts Web for *jus* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 2 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 2 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do convictions inspire actions?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 2 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, as well as strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 2, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 2. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 2.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 2?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

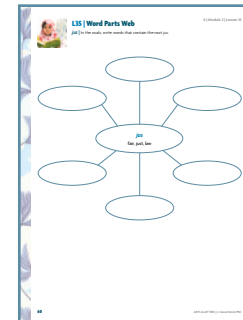
Plan Future Practice: Students practice discussing responses to an assessment in module 3.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *injustice* in the Glossary for Module 2, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *jus* means “fair,” “just,” and “law.”
2. Direct students to the Word Parts Web for *jus*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the root *jus* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.



3. Invite a few students to share their words. Students may generate words such as these: *adjust*, *justice*, *justify*. Correct any misunderstandings or misapplied affixes.
4. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their images underneath or next to the words they represent.

5. Invite a few students to share one of their images. Ask these questions:



What do you notice about the illustrations?



How do they relate to the meaning of *jus*?

6. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card and read aloud the term and definition. Direct students to Knowledge Statements for Module 2, located in the *Learn* book. Instruct students to write a knowledge statement containing the term, and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Link-Up:** Assign two Knowledge Cards to each student. Invite students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes

Reflect on the Assessment

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students they will continue to discuss what they have learned about how convictions inspire actions during the module finale lessons.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b

BU Build Understanding

BU.2.6 Discovery and Evidence

DM Develop Metacognition

DM.4.6 Reflection and Evaluation



Lesson 36

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students revisit the module texts to reflect on how convictions inspire actions. During a Socratic seminar, students use evidence from all module texts to discuss how convictions can lead to positive change. During writing instruction, students review their evidence organizer and draft thesis statements for the End-of-Module Task. They complete an essay outline for the End-of-Module Task.

Learning Goals

Reflect on how convictions inspire actions.



LEARNING TASK: During a Socratic seminar, share how convictions can lead to positive change in module 2 texts.

For the End-of-Module Task, draft a thesis statement and topic sentences.



LEARNING TASK: For the End-of-Module Task, complete an essay outline.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss Module Knowledge
- **Write:** Prepare for the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- all module texts
- all module 2 Knowledge Cards
- Talking Tool (*Learn* book)

STUDENTS

- all module texts
- journal
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- Informative Essay Outline for the End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete their End-of-Module Task plan, as needed.

LAUNCH 2 minutes

Read the Essential Question

1. Display all module texts. Remind students that a finale is a big performance at the end of a concert or show, when the performers put all their talents together. In this set of finale lessons, students will put all their knowledge together to discuss and write about the Essential Question.
2. Display and Choral Read the Essential Question: How do convictions inspire actions?
3. Reinforce that students thought deeply about the Essential Question as they read each module text. Explain that in this lesson students will discuss what they have learned about how convictions inspire actions.

LEARN 53 minutes

Read | Prepare for a Discussion | 15 minutes

1. Tell students that they will participate in a Socratic seminar to share the knowledge they have gained from the module texts. Remind students that in a Socratic seminar students share what they think about a meaningful question and use evidence from the text to support their thinking. Tell them that they may agree or disagree with another's position. Emphasize that they can deepen their knowledge about a topic by listening closely to all ideas.
2. Display and Choral Read the discussion question:



In module 2 texts, how do convictions and the actions they inspire make a positive difference in the world?

Tell students that they will discuss this question to help them respond to the Essential Question.

Differentiation Support

To help students understand the cause-and-effect relationship between convictions, the actions they inspire, and making a positive difference in the world, instruct students to create a T-chart with convictions and actions on one side and corresponding effects on the other side. Instruct students to draw arrows from the convictions and actions to the corresponding effects to reinforce the relationship.

3. Explain that in preparation for the discussion, students will collect evidence from the module texts to support their responses. Form five groups and assign each group a text. Instruct students to gather evidence to support their response to the discussion question.

- **group 1:** *I Am Malala* (Parts One, Two, and Three)
- **group 2:** *I Am Malala* (Part Four, Part Five, and epilogue)
- **group 3:** excerpt from the Universal Declaration of Human Rights, transcript of interview with Benazir Bhutto
- **group 4:** “Cost of Not Educating Girls,” “Nobel Lecture”
- **group 5:** “The Grass Is Really Like Me,” crown from Tillya Tepe

Teacher Note

When assigning groups, note that the group 5 texts may be more challenging to examine in light of the discussion question and require more creative analysis.

Differentiation Support

To help students collect evidence from module texts to support their responses, ask these questions:

- What positive changes, big or small, did you notice in the module texts?
- Did convictions influence these changes? How so?

4. Display all module 2 Knowledge Cards, and direct attention to the images to spark students' memory. Instruct students to group terms based on their positive and negative connotations.

Language Support

To help students group terms based on connotations, provide a model. Explain that the definition of *advocacy* is “the act or process of supporting a cause or proposal,” which evokes a positive emotional response. In contrast, the definition of *terrorism* is “the use of violent acts to frighten the people in an area as a way of trying to achieve a political goal,” which evokes a negative emotional response.

Key Ideas

Positive

- advocacy
- conviction
- courage
- democracy
- education
- equality
- human rights

Negative

- extremism
- injustice
- terrorism
- violation
- vulnerable

Differentiation Challenge

To encourage vocabulary exploration, instruct students to write a sentence using words with opposite connotations to explain the connection between convictions and actions.

Respond | Discuss Module Knowledge | 20 minutes

1. Remind students of the four speaking and listening goals they have practiced during the module:

- Paraphrase key ideas to show understanding of multiple perspectives.
- Ask questions to deepen your understanding.
- Answer questions to clarify what you mean.
- Adjust your speech to match your audience, setting, and purpose.

Teacher Note

During the discussion, use the Module 2 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals.

2. Explain that students will continue to practice these goals in their discussion.

Display the Talking Tool and briefly review the sentence frames. Tell them to use the sentence frames as needed during the discussion.

3.  **Introduce the learning task.** If possible, arrange students in a circle for discussion, and tell them to bring their journals and module texts with them. Begin the discussion by asking this question:

 **In the module 2 texts, how do convictions and the actions they inspire make a positive difference in the world?**



Talking Tool

Can you elaborate on _____?
What evidence supports your idea?
How does your idea relate to _____?

Overall, _____
For example, _____
Additionally, _____

I have my perspective on that _____ This is different
from the idea that _____

I have my perspective on that _____ There are
many different _____

I have my perspective on that _____ To build on that idea, _____
I have my perspective on that _____ A different perspective
is _____

In the text, _____
According to the author, _____
The author states that _____
This evidence illustrates _____
This evidence proves _____

Analyze Student Progress

Monitor: Do students refer to evidence in their journals or module texts to support their ideas about how the convictions of people and groups in module 2 texts make a positive difference in the world?

Offer Immediate Support: If students need additional support contributing text-based ideas, direct attention to this sentence frame on the Talking Tool: I think _____ because _____.

Plan Future Practice: Students practice participating in class discussions in module 3.

4. Listen for students to address key ideas in their discussions.

Key Ideas

I Am Malala (Parts One, Two, and Three)

- **conviction:** Girls deserve primary and secondary education; **action:** establishes and runs a girls' school in Malala's town to provide girls with education
- **conviction:** Education is a human right; **action:** continues to go to school to maintain her education despite threats

I Am Malala (Part Four, Part Five, and epilogue)

- **conviction:** Education is a human right; **action:** starts an education foundation for children in Swat so they can access education
- **conviction:** It is right to help people in need; **action:** People around the world provide emotional and financial support for Malala after her attack to help her heal.
- **conviction:** Girls deserve primary and secondary education; **action:** establishes the Malala Fund to bring education to girls around the world

Excerpt from the Universal Declaration of Human Rights

- **conviction:** Fundamental human rights must be protected; **action:** document declares and defines specific rights to protect and enforce

Transcript of interview with Benazir Bhutto

- **conviction:** Democracy is important to the future of Pakistan; **action:** becomes prime minister during the first freely held elections and makes hunger and health care her top priorities
- **conviction:** Pakistan should be modernized; **action:** brings electricity to the countryside and schools around the country to give citizens access to services

“Cost of Not Educating Girls”

- **conviction:** Girls deserve primary and secondary education; **action:** report educates the public on the personal and community benefits of girls receiving primary and secondary education

“Nobel Lecture”

- **conviction:** Girls deserve primary and secondary education; **action:** uses Nobel Prize money to support the Malala Fund to bring education to girls around the world
- **conviction:** Education is a human right; **action:** uses her platform to call for world leaders to guarantee primary and secondary education for all children

“The Grass Is Really Like Me”

- **conviction:** Women are resilient despite attempts to restrain or silence them; **action:** writes a poem to encapsulate this idea for multiple audiences in a widely circulated form

Crown from Tillya Tepe

- **conviction:** Cultural artifacts must be protected and preserved; **action:** Museum employees hide the crown to protect a priceless cultural artifact.

5. Conclude the Socratic seminar by asking the broader question:

☞ **How do convictions inspire actions?**

6. Remind students that they will engage in a Socratic seminar at the end of each module.

Write | Prepare for the End-of-Module Task | 18 minutes

1. Tell students that they will continue to share what they have learned about how convictions inspire actions by completing the End-of-Module Task during the next few lessons.
2. Direct students to the Checklist for the End-of-Module Task, located in the *Learn* book. Instruct them to review the prompt with a partner.

Checklist		Review 1	Review 2
Knowledge			
shows knowledge of the concept of conviction		☐	☐
shows knowledge of how conviction inspires action		☐	☐
shows knowledge of how conviction inspires action to support a cause		☐	☐
Writing			
uses an introduction to state the main idea and provide background information on the topic		☐	☐
has a clear thesis statement with two points		☐	☐
uses clear evidence to support ideas		☐	☐
uses evidence from two modules and at least one additional module		☐	☐
uses evidence to support the thesis statement		☐	☐
uses evidence to explain evidence and identify its relationship to the thesis statement		☐	☐
uses evidence to explain the relationship among ideas		☐	☐
uses precise language and specific vocabulary to explain ideas		☐	☐
uses a clear conclusion to reflect on the significance of the ideas presented		☐	☐
uses a formal writing style		☐	☐
Language			
uses specific patterns for creating reader interest and style		☐	☐
maintains consistency in style and tone		☐	☐
uses appropriate vocabulary		☐	☐
Review/Comments		Review/Comments	

3. Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Remind them that in a previous lesson they began collecting evidence to help them determine both points of their thesis statement. Tell students that they will use that evidence to draft a thesis statement.
4. Instruct students to review their organizer and orally rehearse a thesis statement with a partner.
5. Instruct students to draft a thesis statement on the organizer.
6. Direct students to the Informative Essay Outline for the End-of-Module Task, located in the *Learn* book. Instruct them to use the thesis statements on their organizers to write one topic sentence for each proof paragraph on the outline.
7. Tell students that along with their drafted topic sentences, they need to find evidence they've collected for each proof paragraph. Instruct them to review their organizer and orally rehearse evidence placement with a partner.
8. Instruct students to write at least two pieces of evidence per proof paragraph on the outline. Remind them that they must select evidence from *I Am Malala* and at least one additional module text.
9. Remind students that they learned to introduce evidence and use elaboration sentences to connect or extend the evidence to the thesis and subject of the proof paragraph. Tell them that they also need to do this for the End-of-Module Task.
10. Instruct students to orally rehearse an introduction and elaboration statement for each piece of evidence on the outline.

[illegible]

Informative Essay Outline		X-CHORDS 1.1 (2016)	
Goal of Stride Task: <i>Given the material to plan your informative essay.</i>			
Topic:			
Self-reflection:			
Topic Sentence:			
• • • •			

- 11. 🎯 Introduce the learning task.** Instruct students to use their writing resources to complete the Informative Essay Outline for the End-of-Module Task.

Analyze Student Progress

Monitor: Do students include details from their writing resources to complete the essay outline?

Offer Immediate Support: If students need additional support outlining their essays, direct them to the Checklist for the End-of-Module Task and ask this question: Do you have evidence from *I Am Malala* and at least one other module text that supports the thesis statement?

Plan Future Practice: Students practice outlining to respond to a prompt in module 3.

LAND 5 minutes

Synthesize Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

💬 **What did you learn by discussing how convictions can lead to positive change?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from listening to your classmates' ideas?
- How did the speaking and listening goals help you participate in the discussion?

2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

World Knowledge	English Knowledge

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.A, MM.2.6.B, MM.2.6.C, MM.2.6.D, MM.2.6.E

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.e

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.b, MM.12.6.B, MM.12.6.B.a, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.C

CP.5.6 Language: CP.5.6.B

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 37

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students draft an informative essay about Malala's actions and motivations as a human rights advocate. Students use the Checklist for the End-of-Module Task and writing resources to guide their work as they complete a draft of the informative essay.

Learning Goal

For the End-of-Module Task, draft an informative essay.

 **LEARNING TASK:** For the End-of-Module Task, begin drafting an informative essay about Malala's motivations and actions as a human rights advocate.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Draft the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- Informative Essay Outline for the End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- color-coded Writing Model for Module 2 (*Learn* book, Writing)
- Sentence Strategies for Module 2 (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Determine how students will complete the End-of-Module Task. Students continue to work on this task in the module finale. See the Write section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete their End-of-Module Task draft, as needed.

LAUNCH 2 minutes

Read the Essential Question

1. Display *I Am Malala*.
2. Display and Choral Read the Essential Question: How do convictions inspire actions?
3. Tell students that they will begin drafting to respond to the End-of-Module Task: What is a human rights advocate? Write an essay to define *advocacy* and explain Malala's motivations and actions as a human rights advocate.

LEARN 53 minutes

Write | Draft the End-of-Module Task | 53 minutes

1. Direct students to the Informative Essay Outline for the End-of-Module Task, located in the *Learn* book. Tell them that they will orally rehearse their outline before writing the End-of-Module Task. Instruct them to orally rehearse each section of the outline with a partner.

Differentiation Support

To help students orally rehearse their outline with a partner, instruct students to pause after each paragraph to ask if they presented their ideas clearly.

2. Direct students to the Checklist for the End-of-Module Task, located in the *Learn* book. Instruct them to review the checklist. Facilitate a discussion of students' remaining questions.

Informative Essay Outline
End of Module Task: Write an essay to define *advocacy* and explain Malala's motivations and actions as a human rights advocate.

Topic: _____

Topic Sentence: _____

Supporting Details: _____

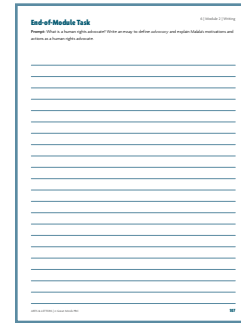
Conclusion: _____

Checklist
End of Module Task: Write an essay to define *advocacy* and explain Malala's motivations and actions as a human rights advocate.

	Review 1	Review 2
Knowledge		
shows knowledge of the concept of advocacy	☐	☐
shows knowledge of how Malala's experience motivated her to become an advocate	☐	☐
shows knowledge of how Malala took action to support a cause	☐	☐
Writing		
uses an introduction to state the main claim and provide background information on the topic	☐	☐
has a clear thesis statement with two points	☐	☐
uses a clear structure to organize ideas	☐	☐
uses evidence from <i>I Am Malala</i> and at least one additional credible text to support the thesis statement	☐	☐
uses elaboration to explain evidence and identify its relationship to the thesis statement	☐	☐
uses quotations to clarify the relationships among ideas	☐	☐
uses precise language and topic-specific vocabulary to explain ideas	☐	☐
uses a subject conclusion to reflect on the significance of the ideas presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses sentence patterns for meaning, reader interest, and style	☐	☐
maintains consistency in style and tone	☐	☐
uses appropriate punctuation correctly	☐	☐

Review 1 Comments: _____ Review 2 Comments: _____

4.  **Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book. Instruct them to begin drafting their End-of-Module Task.



Analyze Student Progress

Monitor: Do students refer to their completed outline to draft an informative essay?

Offer Immediate Support: If students need additional support drafting, tell them to use their Informative Essay Outline for the End-of-Module Task to answer this question: What are the parts of a topic sentence?

Plan Future Practice: Students continue drafting the End-of-Module Task in lesson 38.

LAND 5 minutes

Synthesize Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

 **What important knowledge did you build about advocacy?**

 **What helped you communicate in writing your knowledge about advocacy?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from orally rehearsing before writing?

2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.C, CP.5.6.E

CP.8.6 Presentation: CP.8.6.A

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 38

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students use writing resources to complete a draft of their End-of-Module Task about Malala's motivations and actions as a human rights advocate. Students engage in peer review and use the Checklist for the End-of-Module Task to revise their informative essay.

Learning Goals

For the End-of-Module Task, draft an informative essay.

 **LEARNING TASK:** For the End-of-Module Task, complete a draft of an informative essay about Malala's motivations and actions as a human rights advocate.

For the End-of-Module Task, begin revising a draft of an informative essay.

 **LEARNING TASK:** For the End-of-Module Task, use peer feedback and self-assessment to begin revising a final draft of an informative essay.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Draft the End-of-Module Task
- **Write:** Revise the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- Informative Essay Outline for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Determine peer review assignments and how students will access their peer's writing and checklist.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete their End-of-Module Task revision, as needed.

LAUNCH 2 minutes

Read the Essential Question

1. Display *I Am Malala*.
2. Display and Choral Read the Essential Question: How do convictions inspire actions?
3. Tell students that they will complete and begin revising a final draft of their informative essay for the End-of-Module Task: What is a human rights advocate? Write an essay to define *advocacy* and explain Malala's motivations and actions as a human rights advocate.

LEARN 53 minutes

Write | Draft the End-of-Module Task | 20 minutes

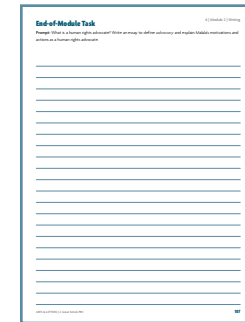
1. Direct students to the Checklist for the End-of-Module Task, Evidence Organizer for the End-of-Module Task, and Informative Essay Outline for the End-of-Module Task, all located in the *Learn* book. Remind them to use these resources to support their drafting of the End-of-Module Task.

Differentiation Support

At the start of this lesson, students will be at different phases in completing the End-of-Module Task. Some students may require additional time to complete the learning task from the previous lesson. Review your students' progress toward completion and adjust the timing of this lesson as needed.

The image displays three templates from the *Learn* book, arranged in a grid. The top-left template is the 'Evidence Organizer', which includes a table with columns for 'Source', 'Evidence', and 'Explanation'. The top-right template is the 'Checklist', which lists various skills and knowledge areas with checkboxes for 'Review 1' and 'Review 2'. The bottom template is the 'Informative Essay Outline', which includes sections for 'Topic', 'Introduction', 'Body Paragraphs', and 'Conclusion'.

2.  **Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book. Instruct them to finish drafting their End-of-Module Task using the Checklist for the End-of-Module Task to support their work.

A checklist titled "End-of-Module Task" with a prompt: "Prompt: Write an essay about Malala's motivations and actions to affect change in her country." The form has 15 horizontal lines for writing. On the right side, there is a vertical column with checkboxes for "Checklist for the End-of-Module Task".

Analyze Student Progress

Monitor: Do students refer to their checklist to complete an essay about Malala's motivations and actions?

Offer Immediate Support: If students need additional support drafting, direct attention to the checklist and prompt them to provide evidence of where their essay addresses the checklist's knowledge rows.

Plan Future Practice: Students practice completing a full draft of an essay to respond to a prompt in module 3.

Write | Revise the End-of-Module Task | 33 minutes

1. Explain that now that students have finished drafting their informative essay, they will have the opportunity to strengthen their writing by incorporating peer feedback.

Assess and activate prior knowledge by asking this question:



Why is revision an important part of writing?

Key Ideas

- helps writers clarify and organize ideas
 - ensures writers have completely responded to the prompt
 - helps writers precisely and interestingly convey ideas
2. Emphasize that revision helps writers clearly and effectively communicate their ideas.
 3. Direct attention to the End-of-Module Task. Instruct students to exchange drafts with a partner.
 4. Instruct students to use the checklist to provide feedback about their partner's essay for the End-of-Module Task. Remind them that when they provided feedback in previous lessons, it was specific to the checklist criteria, it was actionable, and it strengthened their partner's writing.

Differentiation Support

To help students provide meaningful feedback on each other's writing, display the class Checklist for the End-of-Module Task and the class Writing Model for Module 2, both located in the *Learn* book. Model how to use the checklist criteria to review the writing model.

Teacher Note

Students may complete the Checklist for the End-of-Module Task on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

5. Instruct students to choose one or two checklist items that are clearly demonstrated in their partner's informative essay. Instruct them to share at least one line of written or oral feedback about something they enjoyed in their partner's informative essay.

Language Support

To help students share feedback, provide these sentence frames:

- One strength of your work is _____.
- You did _____ very well in this piece.

6. Instruct students to review the peer feedback they received. Direct attention to the checklist and instruct students to use it to self-assess their informative essay, identifying areas of strength and areas that need revision.
7.  **Introduce the learning task.** Instruct students to use peer feedback and their self-assessment to begin revising a final draft of the End-of-Module Task.

Analyze Student Progress

Monitor: Do students refer to their peer feedback and self-assessment to begin revising the End-of-Module Task?

Offer Immediate Support: If students need additional support revising their End-of-Module Task, ask this question: Which area of your essay did your peer reviewer say could be clarified?

Plan Future Practice: Students practice revising a full draft of an essay to respond to a prompt in module 3.

LAND 5 minutes**Synthesize Learning**

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

What important knowledge did you express in your writing?

How did reviewing someone else's writing help you grow as a writer?

Teacher Note

As needed, prompt students to reflect on what they learned by asking this question: How did your peer's feedback guide the revision of your informative essay?

2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

ACHIEVEMENT DESCRIPTORS**CP Compose and Present Content**

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.C, CP.5.6.E

CP.6.6 Revision

CP.7.6 Editing

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence

BU.3.6 Conversation and Collaboration: BU.3.6.F

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 39

Essential Question | How do convictions inspire actions?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students finish revising their End-of-Module Task about Malala's motivations and actions as a human rights advocate, using the Checklist for the End-of-Module Task to guide their work. Students then select a mode of presentation to share their End-of-Module Task with a partner.

Learning Goals

For the End-of-Module Task, revise a draft of an informative essay.

 **LEARNING TASK:** For the End-of-Module Task, use peer feedback and self-assessment to complete a final draft of an informative essay.

Share the End-of-Module Task.

 **LEARNING TASK:** For the End-of-Module Task, share your informative essay with a partner.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Revise the End-of-Module Task
- **Write:** Share the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *I Am Malala*

STUDENTS

- *I Am Malala*
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 2 (*Learn* book)

Preparation

- Determine what materials and spaces students will need in order to execute different presentation options for their End-of-Module Task. See the second Write section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *I Am Malala*.
2. Display and Choral Read the Essential Question: How do convictions inspire actions?
3. Tell students that they will finish revising their End-of-Module Task and then share it with a partner.

LEARN 53 minutes

Write | Revise the End-of-Module Task | 20 minutes

1. Remind students that in the previous lesson they received feedback from a partner and began revising their End-of-Module Task.

Direct students to the Checklist for the End-of-Module Task, located in the *Learn* book. Instruct them to briefly write what they plan to revise in order to complete their End-of-Module Task.

Differentiation Support

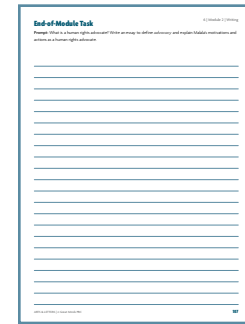
At the start of this lesson, students will be at different phases in completing the End-of-Module Task. Some students may require additional time to complete the learning task from the previous lesson. Review your students' progress toward completion and adjust the timing of this lesson as needed.

Checklist
End of Module Task: How do convictions inspire actions? Write an essay to define advocacy and explain Malala's conviction and actions to inspire after-school.

	Review 1	Review 2
Knowledge		
shows knowledge of the concept of advocacy	☐	☐
shows knowledge of how Malala's experience contributes to her conviction	☐	☐
shows knowledge of how Malala took action to support a cause	☐	☐
Writing		
uses an introduction to state the reader's position and provide background information on the topic	☐	☐
has a clear thesis statement with two points	☐	☐
uses a clear structure to organize ideas	☐	☐
uses evidence from a text to back up at least one additional module task to support the thesis statement	☐	☐
uses information to explain evidence and identify its relationship to the thesis statement	☐	☐
uses transitions to clarify the relationship among ideas	☐	☐
uses precise language and topic-specific vocabulary to explain ideas	☐	☐
uses a subject conclusion to reflect on the significance of the ideas presented	☐	☐
uses a formal writing style	☐	☐
Language		
uses sentence patterns for creating reader interest and style	☐	☐
maintains consistency in style and tone	☐	☐
applies grade-appropriate words correctly	☐	☐

Review 1 Comments: Review 2 Comments:

2.  **Introduce the learning task.** Direct students to their End-of-Module Task, located in the *Learn* book. Instruct them to use peer feedback and self-assessment to complete a final draft of the End-of-Module Task.



The image shows a page from a book titled 'End-of-Module Task'. It contains a checklist with several items, each followed by a line for a response. The items are: 'I can identify the main idea and supporting details of my essay.', 'I can use transition words to connect ideas and paragraphs.', 'I can revise my essay based on feedback.', and 'I can write a final draft of my essay.' The page is numbered 39 in the bottom right corner.

Analyze Student Progress

Monitor: Do students revise their essay with attention to a specific item from the Checklist for the End-of-Module Task?

Offer Immediate Support: If students need additional support revising their essay, direct them to the transition words they wrote in their journals during lesson 17 to ensure that they've used transition words to connect ideas and paragraphs.

Plan Future Practice: Students practice revising their writing using a checklist in module 3.

Write | Share the End-of-Module Task | 33 minutes

1. Tell students that now that they have completed a final draft of their informative essay, they will share their work with a partner.

Assess and activate prior knowledge by asking this question:

 **Why do writers share their work?**

Invite a few students to share their responses.

Key Ideas

- so that others can enjoy their writing
- to share knowledge and experiences
- to create community

2. Instruct students to choose from the following options to share their End-of-Module Task, or invite them to propose an alternative option.

- Create an audio recording of your End-of-Module Task and make it available for listening.
- Design a visual representation of your End-of-Module Task.
- Declaim aloud an excerpt of your End-of-Module Task for a partner.
- Design a page for a literary journal that features an excerpt of your End-of-Module Task.

Differentiation Support

To help students select a sharing method, provide the following clarifications:

- **audio recording**—Remind students of the elements of fluency. Instruct them to annotate their End-of-Module Task to account for accuracy, phrasing, expression, and speed.
- **visual representation**—Allow students to select their artistic medium. Encourage creativity in their representation, and advise them to create an image that represents people, concepts, and details from their thesis and supporting ideas.
- **declamation**—Encourage students to choose an excerpt that best encapsulates the core message of their End-of-Module Task and demonstrates writing that makes them proud. Prompt students to consider how they will deliver their selected excerpt in an artful manner.
- **literary journal page**—Explain that a literary journal is a publication that celebrates the creative arts. It includes written pieces (e.g., poetry, short stories, narrative nonfiction) and can also include visual art, photography, and other illustrations.

3.  **Introduce the learning task.** Instruct students to share their End-of-Module Task with a partner.

Analyze Student Progress

Following completion of the End-of-Module Task, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes

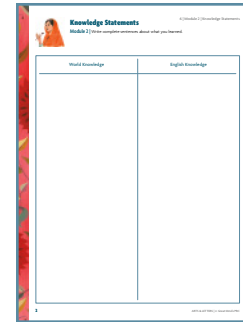
Synthesize Learning

1. Direct students to Knowledge Statements for Module 2, located in the *Learn* book, and facilitate a brief discussion of this question:

 **Now that we've studied advocacy, what are you interested in learning more about?**

Teacher Note

As needed, prompt students to reflect on the questions in their Notice and Wonder Checklists and Charts from the module, located in the *Learn* book.


ACHIEVEMENT DESCRIPTORS**CP** Compose and Present Content

CP.1.6 Genre: CP.1.6.B, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.b, CP.3.6.A.e

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.b, CP.4.6.B, CP.4.6.B.b, CP.4.6.B.c, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.C, CP.5.6.E

CP.6.6 Revision

CP.7.6 Editing

CP.8.6 Presentation: CP.8.6.A

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A

BU.2.6 Discovery and Evidence

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 40

Essential Question | How do convictions inspire actions?

OVERVIEW

Preview

In this closing Bookend lesson, students reflect on the module topic and Essential Question. Students share what they learned about advocacy. They continue to engage with the module topic through an experience that the teacher chooses. Students may create their Education Mini-Memoir, explore Malala's continued work, read a book about advocacy, or engage in a teacher-created experience.

Learning Goals

- Share knowledge gained from the module about advocacy.
- Reflect on the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss New Knowledge
- **Engage:** Create, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

none

Materials and Preparation

- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.
- Determine how to display students' work for the Gallery Walk. See the Engage section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Tell students that today is the final day of the second module.
2. Display and Choral Read the Essential Question: How do convictions inspire actions?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN 53 minutes

Share | Discuss New Knowledge | 10 minutes

1. Tell students that they will share what they have learned about the module topic. Instruct students to Think–Pair–Share to answer these questions:



What did you learn about advocacy that you didn't know before?



Which text or work of art in this module is most important to you? Why?



What did you learn about advocacy that you might apply to your own life?

Engage | Create, Experience, or Read | 43 minutes

Choose a Create, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Create Your Education Mini-Memoir

1. Instruct students to briefly write in response to this question:



What are the most important experiences you have had with education up to this point in your life?

Teacher Note

Tell students to consider specific memories from school or another educational experience. Encourage them to express their ideas in any mode that works best for them (e.g., a list, sketch, or mind map).

2. Instruct students to review their responses and write in their journal about how each experience resulted in the development of at least one conviction about education.
3. Instruct students to Think–Pair–Share to answer this question:



Which of your experiences has played the most important role in forming one of your convictions about education?

Teacher Note

Students may select a positive, negative, or neutral experience, as long as it helped clarify a conviction about education.

4. Remind students that they have just finished reading a memoir. Instruct them to write an Education Mini-Memoir that tells the story of the experience they just selected and explains its connection to at least one conviction about education. Tell students to use narrative elements (e.g., description, dialogue, figurative language) to tell their story.

Option 2 | Explore Malala's Continued Work

1. Remind students that in a previous lesson they began exploring Malala Yousafzai's continued work around the world through the Malala Fund. Explain that Malala's global reach as an advocate continues to grow.
2. Instruct students to research how Malala's advocacy continues to have a positive effect in the world. Direct them to the Malala Fund website, news and encyclopedia articles, and interviews with Malala.
3. Instruct students to create a presentation detailing an aspect of Malala's continued advocacy that most inspires them. Encourage them to include specific details and images to support their presentation.
4. Lead students in a Gallery Walk to view one another's presentations. Instruct them to take notes in their journals explaining what they learned about Malala's continued advocacy.
5. Close the Gallery Walk by inviting a few students to share their notes.

Option 3 | Discuss a Book About Advocacy

1. Instruct students who chose the same volume of reading text to form groups.
2. Facilitate group discussions about the knowledge students gained from their selected text.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—What actions might your convictions about education inspire?
 - **Option 2**—How did Malala’s convictions inspire and shape her continued advocacy?
 - **Option 3**—How did your chosen text highlight the connection between convictions and advocacy?
2. Reinforce that students have built a lot of knowledge about advocacy. Encourage students to continue seeking knowledge about how to advocate for meaningful, positive change.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.C

BU.2.6 Discovery and Evidence

BU.4.6 Expression

DM Develop Metacognition

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation

Achievement Descriptors

Below is a list of the Achievement Descriptors by code and number. The following pages include a list of the specific grade-level Achievement Descriptors addressed in this module.

ACHIEVEMENT DESCRIPTOR NUMBERS BY STRAND

MM	Make Meaning from Texts
MM.1	Comprehension and Evidence
MM.2	Theme and Central Idea
MM.3	Summary
MM.4	Individuals, Events, and Ideas
MM.5	Vocabulary
MM.6	Diction
MM.7	Structure
MM.8	Point of View, Perspective, and Purpose
MM.9	Media
MM.10	Argument
MM.11	Connections
MM.12	Complexity, Diversity, and Genre

CP	Compose and Present Content
CP.1	Genre
CP.2	Planning
CP.3	Content
CP.4	Structure
CP.5	Language
CP.6	Revision
CP.7	Editing
CP.8	Presentation

BU	Build Understanding
BU.1	Inquiry and Credibility
BU.2	Discovery and Evidence
BU.3	Conversation and Collaboration
BU.4	Expression

DF	Develop Foundations
DF.1	Print Concepts
DF.2	Phonemic Awareness
DF.3	Phonics and Spelling

DF.4	High-Frequency and Irregularly Spelled Words
DF.5	Fluency
DF.6	Foundational Writing
DF.7	Capitalization
DF.8	Punctuation
DF.9	Nouns and Pronouns
DF.10	Verbs
DF.11	Adjectives and Adverbs
DF.12	Prepositions
DF.13	Sentence Construction

DM	Develop Metacognition
DM.1	Content Stages
DM.2	Comprehension Monitoring
DM.3	Schema Building
DM.4	Reflection and Evaluation

ACHIEVEMENT DESCRIPTORS IN MODULE 2

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: Read, listen, or observe closely to comprehend a grade-level text, determining what it says explicitly, making logical inferences, and supporting observations, questions, and conclusions with specific textual evidence.

MM.1.6.A: Cite textual evidence to support analysis of a literary text.

MM.1.6.B: Cite textual evidence to support analysis of an informational text.

MM.2.6 Theme and Central Idea: Identify the themes and central ideas of a text and explain their development.

MM.2.6.A: Determine a theme of a literary text.

MM.2.6.B: Determine a central idea of a literary text.

MM.2.6.C: Explain how particular details in a literary text convey a central idea or theme.

MM.2.6.D: Determine a central idea of an informational text.

MM.2.6.E: Explain how particular details in an informational text convey a central idea.

MM.3.6 Summary: Summarize a text, including its key ideas and details.

MM.3.6.B: Summarize an informational text without personal opinions or judgements.

MM.4.6 Individuals, Events, and Ideas: Explain how and why key individuals, events, and ideas of a text develop, relate, and interact.

MM.4.6.C: Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated on in an informational text.

MM.5.6 Vocabulary: Determine the literal, connotative, and figurative meanings of words and phrases.

MM.5.6.A: Determine the literal meaning of unknown and technical words and phrases.

MM.5.6.A.c: Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to meaning.

MM.5.6.A.d: Use common grade-level Greek and Latin affixes and roots as clues to meaning.

MM.5.6.A.e: Consult reference materials to determine, clarify, or verify pronunciation, part of speech, or precise meaning.

MM.5.6.B: Determine the connotative and figurative meanings of words and phrases.

MM.5.6.B.a: Determine the connotative and figurative meanings of words and phrases as they are used in a literary text.

MM.5.6.B.b: Determine the connotative and figurative meanings of words and phrases as they are used in an informational text.

MM.5.6.B.c: Interpret figures of speech (e.g., personification).

MM.5.6.B.d: Use the relationship between particular words to better understand each of the words.

MM.5.6.B.e: Distinguish among the connotations of words with similar denotations.

MM.5.6.C: Apply vocabulary knowledge to determine when a word or phrase is important to comprehension.

MM.6.6 Diction: Analyze how word choice shapes meaning in a text.

MM.6.6.B: Analyze how diction affects tone in an informational text.

MM.7.6 Structure: Explain a text's structure, including how specific sentences, paragraphs, and larger portions of the text relate to each other and to the whole.

MM.7.6.C: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text.

MM.7.6.D: Analyze how a particular part of an informational text helps to develop ideas.

MM.8.6 Point Of View, Perspective, and Purpose: Explain how the point of view, perspective, and purpose of a text shape its content and style.

MM.8.6.A: Determine the narrative point of view of a text (e.g., first person, second person, third person).

MM.8.6.C: Determine the author's point of view (perspective) or purpose in an informational text.

MM.8.6.D: Explain how an author's point of view (perspective) or purpose is conveyed in an informational text.

MM.9.6 Media: Analyze and evaluate how diverse media develop meaning, present information, and represent content within a text or across texts.

MM.9.6.B: Integrate information presented in various media formats and in words to develop a coherent understanding of a topic or issue.

MM.9.6.C: Interpret information presented in various media formats by explaining how the media or format contributes to a topic, text, or issue.

MM.10.6 Argument: Determine and evaluate the argument in a text.

MM.10.6.A: Describe the development of an argument and specific claims in an informational text.

MM.10.6.B: Evaluate the argument in a text, distinguishing between claims that are supported by reasons and evidence and unsupported claims.

MM.10.6.C: Evaluate an oral argument, distinguishing between claims that are supported by reasons and evidence and unsupported claims.

MM.11.6 Connections: Analyze multiple texts that address similar themes or topics to build knowledge or to compare the authors' approaches.

MM.11.6.A: Compare texts in different literary forms or genres for their approaches to similar themes and topics.

MM.11.6.B: Compare authors' presentations of events in informational texts, including those in different forms or genres.

MM.12.6 Complexity, Diversity, and Genre: Read and comprehend texts of appropriate grade-level complexity across diverse cultures and multiple genres.

MM.12.6.A: Literary

MM.12.6.A.a: Stories

MM.12.6.A.b: Poetry

MM.12.6.B: Informational

MM.12.6.B.a: Literary nonfiction

MM.12.6.B.b: Informational

MM.12.6.C: Non-print

MM.12.6.C.b: Visual art

MM.12.6.C.c: Digital or multimedia

CP Compose and Present Content

CP.1.6 Genre: Compose texts in a variety of genres over various timeframes.

CP.1.6.B: Informative or explanatory

CP.1.6.H: Over a period of time

CP.2.6 Planning: Plan texts to respond to discipline-specific tasks for a variety of audiences and purposes.

CP.2.6.A: Unpack the task demands, purpose, and audience.

CP.2.6.B: Analyze a model to identify traits of an effectively written response.

CP.2.6.D: Plan a response by gathering and organizing ideas, details, and information from texts or experience.

CP.3.6 Content: Develop ideas and describe experiences using details and evidence appropriate to the task, purpose, and audience.

CP.3.6.A: Develop the content of the text.

CP.3.6.A.b: Develop ideas using relevant facts, definitions, concrete details, quotations, or related examples.

CP.3.6.A.e: Incorporate evidence from informational texts to support opinions and ideas.

CP.3.6.A.f: Quote or paraphrase source evidence, data, and information while avoiding plagiarism.

CP.4.6 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

CP.4.6.A: Develop an introduction.

CP.4.6.A.b: Introduce a topic clearly.

CP.4.6.B: Organize the content and create cohesion.

CP.4.6.B.b: Organize ideas, concepts, and information using structures including definition, classification, comparison and contrast, cause and effect, and problem and solution.

CP.4.6.B.c: Use transitional words, phrases, and clauses to clarify the relationships among claim(s), reasons, ideas, or concepts.

CP.4.6.C: Provide a conclusion that follows from the content of the text.

CP.5.6 Language: Convey content with precise language appropriate to the task, purpose, and audience.

CP.5.6.B: Use with accuracy a variety of words and phrases, including academic and domain-specific words.

CP.5.6.C: Use precise words and phrases and domain-specific vocabulary to accurately convey information and ideas.

CP.5.6.E: Establish and maintain a formal style when appropriate to task, purpose, and audience.

CP.6.6 Revision: With some support, strengthen texts by revising, rewriting, or trying a new approach.

CP.7.6 Editing: Edit texts for conventions of academic English as appropriate to the task, purpose, and audience and for research style, including proper formatting of bibliographic information. (Refer to Develop Foundations strand for grade-level language expectations.)

CP.8.6 Presentation: Present or perform effectively, adapting speech so that listeners can hear, understand, and appreciate what is being conveyed.

CP.8.6.A: Use appropriate eye contact, adequate volume, and clear pronunciation.

CP.8.6.B: Adapt speech to various contexts and tasks.

CP.8.6.C: Perform a declamation with clear articulation, proper demeanor, and an artful manner.

BU Build Understanding

BU.1.6 Inquiry and Credibility: Conduct inquiry-based research and determine the relevance and credibility of sources.

BU.1.6.A: Conduct short research projects, synthesizing information to answer a question.

BU.1.6.C: With support, engage in experiences and activities to build knowledge about a topic.

BU.1.6.D: Select information from multiple print and digital sources or experience.

BU.2.6 Discovery and Evidence: Use core practices to process textual evidence and information to support analysis, reflection, and research.

BU.2.6.A: Annotate a text to build understanding.

BU.2.6.B: Take notes, including quoting and paraphrasing.

BU.2.6.C: Prepare for discussions by reading and studying required texts.

BU.3.6 Conversation and Collaboration: Engage effectively in discussions and collaborations with diverse partners, expressing ideas clearly.

BU.3.6.A: Draw upon preparation during collaborative discussion to provide evidence for, to probe, and to reflect on ideas.

BU.3.6.B: Follow rules for discussions and participate in taking collective responsibility for setting goals and deadlines and for defining roles as needed.

BU.3.6.C: Contribute comments and ask specific questions relevant to the topic under discussion.

BU.3.6.D: Elaborate on or add detail to the discussion.

BU.3.6.E: Review the key ideas expressed in discussion and demonstrate understanding of multiple perspectives by reflecting or paraphrasing.

BU.3.6.F: Engage in peer review.

BU.4.6 Expression: Write, draw, act out, or speak to respond, to build knowledge, and to demonstrate understanding of a concept, topic, task, or text.

DF Develop Foundations

DF.3.6 Phonics and Spelling: Know and apply grade-level phonics and word analysis skills to decode and encode words.

DF.3.6.A: Spell correctly.

DF.5.6 Fluency: Read grade-level texts with sufficient accuracy, phrasing, expression, and rate to support comprehension.

DF.5.6.A: Read with purpose and understanding.

DF.5.6.B: Read aloud with accuracy and appropriate phrasing, expression, and rate on successive readings.

DF.5.6.C: Confirm or self-correct word recognition and understanding using context and rereading as necessary.

DF.8.6 Punctuation: Use punctuation, following the conventions of academic English when writing.

DF.8.6.A: Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.

DF.9.6 Nouns and Pronouns: Form and use nouns and pronouns, following the conventions of academic English when writing or speaking.

DF.9.6.D: Recognize and correct pronouns with unclear or ambiguous antecedents.

DF.13.6 Sentence Construction: Produce, expand, and rearrange complete sentences for meaning, interest, and style when writing or speaking.

DF.13.6.A: Vary sentence patterns for meaning, reader or listener interest, and style.

DM Develop Metacognition

DM.1.6 Content Stages: Engage in deep reading through a predictable, structured progression of questions via the five Content Stages.

DM.1.6.A: Wonder

DM.1.6.B: Organize

DM.1.6.C: Reveal

DM.1.6.D: Distill

DM.1.6.E: Know

DM.2.6 Comprehension Monitoring: Monitor understanding of a text during and after reading.

DM.3.6 Schema Building: Connect new and existing knowledge to expand and revise understanding of a topic.

DM.4.6 Reflection and Evaluation: Reflect on and assess cognitive processes and performance for engaging in a task or reaching criteria for success, including making a plan for improvement.

Vocabulary

advocacy (n.)

the act or process of supporting a cause or proposal

lesson 14



advocate (n.)

a person who argues for or supports a cause or policy

lesson 14

artful manner

any physical artistic interpretation (clutching chest, pointing at audience, etc.)

lesson 31

circumstances (n.)

conditions or facts that affect a situation

lesson 15

citation (n.)

a reference to outside sources used in a piece of writing

lesson 17

claim (n.)

an idea, related to the argument, that the author supports with reasons and evidence

lesson 21

compulsory (adj.)

required by a law or rule

lesson 5

conviction (n.)

a strong belief or opinion

lesson 1



courage (n.)

the ability to do something that you know is difficult or dangerous

lesson 17



democracy (n.)

a form of government in which people choose leaders by voting

lesson 7



education (n.)

the action or process of teaching someone, especially in a school, college, or university

lesson 5



epilogue (n.)

a final section or speech after the main part of a book, play, or musical composition

lesson 24

equality (n.)

the quality or state of having the same rights, social status, etc.

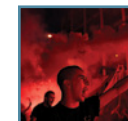
lesson 21



extremism (n.)

belief in and support for ideas that are very far from what most people consider correct or reasonable

lesson 8



foreshadowing (n.)

a suggestion of something that has not yet happened

lesson 9

homeland (n.)

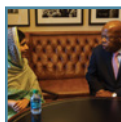
the country where someone was born or grew up

lesson 20

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

lesson 5



injustice (n.)

unfair treatment; a situation in which the rights of a person or a group of people are ignored

lesson 29



lecture (n.)

a talk given before an audience or class especially for instruction

lesson 27

memoir (n.)

a written account in which someone (such as a famous performer or politician) describes past experiences

lesson 2

motif (n.)

something (such as an important idea, subject, or image) that repeatedly appears in a text or work of art

lesson 4

nomad (n.)

a member of a group of people who move from place to place instead of living in one place all the time

lesson 3

personification (n.)

the practice of representing a thing or idea as a person in art, literature, etc.

lesson 32

prologue (n.)

an introduction to a book, play, etc.

lesson 2

rhetorical question

a question that is asked to make a statement rather than to get an answer

lesson 29

significance (n.)

the quality of being important

lesson 27

statistic (n.)

a number that represents a piece of information (e.g., information about how often something is done, how common something is)

lesson 21

structure (n.)

the way that something is built, arranged, or organized

lesson 25

symbol (n.)

something such as an action, object, or event that suggests or represents a particular idea or quality

lesson 16

terrorism (n.)

the use of violent acts to frighten the people in an area as a way of trying to achieve a political goal

lesson 8



violation (n.)

the act of ignoring or interfering with a person's rights

lesson 5



vulnerable (adj.)

open to attack, harm, or damage

lesson 6



About the Images

In some countries, government policies make it difficult for young girls to access education. Education activist Malala Yousafzai advocates for equality in education worldwide. As students learn about the struggles and triumphs of Malala's fight for education equality, the module images help guide students in answering the Essential Question: How do convictions inspire actions?

Malala took risks when she stood up against injustice, inspiring others to advocate for equality. As a young girl growing up in Pakistan, Malala attended a school for girls that her father ran in her village. The Taliban took control of Malala's village in 2008, when she was just 11 years old, and banned girls from going to school. Although the Taliban destroyed many girls' schools, the ban was lifted in 2009 and girls could return to school but they were required to wear burkas. In 2012, Malala was attacked by an extremist gunman on her way home from school after speaking publicly about a girl's right to education.

In 2014, after months of surgeries and rehabilitation, Malala moved with her family to the United Kingdom and used her experience to advocate for every girl's right to learn. She partnered with her father to create Malala Fund, which invests in girls' education, and she became the youngest Nobel Prize laureate. In 2020, Malala graduated from the University of Oxford. She now devotes her time to ensuring that girls worldwide have access to a free and safe education.

Eric Puybaret created the images and border art for this module. He is the illustrator of *Puff, the Magic Dragon* and *The Night Before Christmas*. Puybaret also illustrated the Geodes® book *Fly, Amelia, Fly*. Puybaret's artistic style is a wonderful harmony of color, form, and contrast, which he uses to infuse whimsy and wonder into children's books. Puybaret currently lives and works in his native country of France.



Works Cited

- Akbari, Muzhda. "What Life in Afghanistan Was Like Before the Taliban Takeover." Malala Fund Publications, 14 June 2023, assembly.malala.org/stories/what-life-in-afghanistan-was-like-before-the-taliban-takeover.
- "Benazir Bhutto." Academy of Achievement, 8 Feb. 2022, achievement.org/achiever/benazir-bhutto/.
- "Boko Haram." Counter Terrorism Guide, Office of the Director of National Intelligence, accessed 30 Jan. 2024, www.dni.gov/nctc/groups/boko_haram.html.
- "Cost of Not Educating Girls." Malala Fund, 15 July 2018, malala.org/newsroom/archive/cost-of-not-educating-girls.
- Cuvelier, Adeline, and Toril Rokseth. "How Does the Nobel Peace Prize Work?" TED-Ed, 2016, accessed 30 Jan. 2024, ed.ted.com/lessons/how-does-the-nobel-peace-prize-work-adeline-cuvelier-and-toril-rokseth.
- Excelsior Online Writing Lab (OWL). "Definition Essay," accessed 30 Jan. 2024, owl.excelsior.edu/rhetorical-styles/definition-essay/.
- Gall, Carlotta. "A Hoard of Gold That Afghanistan Quietly Saved; 2,000-Year-Old Heritage Narrowly Escaped the Taliban." *New York Times*, 24 June 2004, www.nytimes.com/2004/06/24/arts/hoard-gold-that-afghanistan-quietly-saved-2000-year-old-heritage-narrowly.html?unlocked_article_code=7GJsSOv-xbGXBKfya6pB_93AdVCI-2J7xzQ3iG9X36dYWdx5PnrWYqYWp9ZMs382Nw6j4w4QjSmpu3v3Xuw-2OPGE5w18tpLyW7knYII5izfySmdNuygFWpjd64WTLejkY2yDiEBdSWVNMOb9Ntf1ur7O7MWzcPujBfq_R8yF4pPnL859O8ly0pwOkNzs5d3Z_JeYIVNAQShRleaAw86jrTC5yYSDDID9ujS0Cyw_RrS2VR121RS7KNsqVIJFCxXDEj45ANZwt0e9aRmLSbFWDFmQbmr4miDu68a0XkygAg-Qpic25RRLOM_i1O-QFkxIDbJENQtQonxLtQBbxXLPgxaiBBIp45lg-kENFuQ-0b4cN0oHrYq7Pi-Zo1xYdB2h9YYI0zwo92mEm6M&smid=em-share.
- Graff, Sarah, and Sargon Donabed. "Keeping Culture Alive: Two Scholars Consider the Displacement of Assyrian People and Their Art." Metropolitan Museum of Art, 3 Aug. 2022, www.metmuseum.org/perspectives/articles/2022/8/assyrian-reliefs-keeping-culture-alive#:~:text=There%27s%20a%20sign%20over%20the.
- "History of the United Nations." United Nations, accessed 30 Jan. 2024, www.un.org/en/about-us/history-of-the-un.
- "Islam [for Students]." *Britannica Kids*, Encyclopaedia Britannica, 2022, kids.britannica.com/students/article/Islam/275097.
- Johnson, Lyndon B. "Special Message to the Congress: The American Promise." Library of Congress, 15 March, 1965, www.lbjlibrary.org/object/text/special-message-congress-american-promise-03-15-1965.

“Excerpt from Kishwar Naheed biography.” Library of Congress, 11 Jan. 2016, www.loc.gov/acq/ovop/delhi/salrp/kishwarnaheed.html.

Klepeis, Alicia Z. “Pakistan.” *Country Profiles*. Bellwether Media, 2020, mosaiq.netx.net/portals/mosaiq/#asset/23350.

Naheed, Kishwar. “The Grass Is Really Like Me.” *We Sinful Women: Contemporary Urdu Feminist Poetry*, translated and edited by Rukhsana Ahmad, Women’s Press, 1990, p. 41.

Paisley, Errine. *Can Your Conversations Change the World?* Orca Books, 2018.

“Parenthesis.” Online Etymology Dictionary, 2022, www.etymonline.com/word/parenthesis#:~:text=inserted%20into%20a%20sentence%2C%20not.

Pemberton, Kelly. “Religion and Religious Extremism.” *I Am Malala: A Resource Guide for Educators*. George Washington University, 2014, malala.gwu.edu/sites/g/files/zaxdzs5646/files/downloads/OVPR_1617_2_IamMalalaToolKit_4-Religion-and-Religious-Extremism_FINAL.pdf.

“‘Shall I Feed My Daughter, or Educate Her?’: Barriers to Girls’ Education in Pakistan.” Human Rights Watch, 12 Nov. 2018, www.hrw.org/report/2018/11/12/shall-i-feed-my-daughter-or-educate-her/barriers-girls-education-pakistan#.

United Nations Commission on Human Rights (UNCHR). “Universal Declaration of Human Rights.” UN General Assembly resolution 217A (III), 10 Dec. 1948. United Nations, www.un.org/en/about-us/universal-declaration-of-human-rights.

“What Is the Painted Essay™?” Vermont Writing Collaborative, www.vermontwritingcollaborative.org/painted-essay/.

WIDA. *WIDA English Language Development Standards Framework 2020 Edition: Kindergarten–Grade 12*. Board of Regents of the University of Wisconsin System, wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf.

“Why We Should Invest in Educating Girls.” *Financial Times*, 26 Nov. 2018, app.boclipps.com/videos/5e3439ae05589111cbce6166.

WordReference.com. 2024, www.wordreference.com/definition/-mem-#:~:text=%2Dmem%2D%20comes%20from%20Latin%2C.

Yousafzai, Malala. “Nobel Lecture.” Nobel Peace Prize 2014, 10 Dec. 2014, Oslo City Hall, Oslo, Norway. NobelPrize.org, Nobel Prize Outreach, 12 Jul. 2022, www.nobelprize.org/prizes/peace/2014/yousafzai/lecture/.

Yousafzai, Malala, and Patricia McCormick. *I Am Malala: How One Girl Stood Up for Education and Changed the World*. 2014. Young Readers ed., Little, Brown, 2016.

Credits

Great Minds® has made every effort to obtain permission for the reprinting of all copyrighted material. If any owner of copyrighted material is not acknowledged herein, please contact Great Minds for proper acknowledgment in all future editions and reprints of this module.

Cover, Gold Crown from Tillya Tepe, first century, Gold. Found in the Collection of National Museum of Afghanistan, Kabul. Photo by Fine Art Images/Heritage Images/Getty Images; page 1, khlwangchao/Shutterstock.com; page 2, Asianet-Pakistan/Shutterstock.com, Xinhua/Alamy Stock Photo, Katya Tsvetkova/Alamy Stock Photo; page 3, (clockwise from top left) cover from *I Am Malala: How One Girl Stood Up for Education and Changed the World* by Malala Yousafzai. Front cover photograph © 2014 Mark Tucker. Used by permission of Hachette Book Group, imageBROKER.com GmbH & Co. KG/Alamy Stock Photo, Courtesy of the Library of Congress, Jonathan Wilson/Alamy Stock Photo, Three Lions/Stringer/Getty Images, Arpad Benedek/Alamy Stock Photo, razum/Shutterstock.com, Heritage Image

Partnership Ltd/Alamy Stock Photo; page 4, Shahid Khan/Alamy Stock Photo, AFP/Stringer/Getty Images, Pakistan Press International (PPI)/Alamy Stock Photo; page 5, Jacob SUTTON/Getty Images, Courtesy of Muzhda Akbari, AFP/Stringer/Getty Images; pages 16, 449, Ricci Coughlan/DFID/Flickr.com via Wikimedia Commons/<https://www.flickr.com/photos/dfid/33735896020/>; pages 62, 450, Office of Rep John Lewis via Wikimedia Commons/<https://twitter.com/repjohnlewis/status/613706426301685760>; pages 65, 451, Xinhua/Alamy Stock Photo; pages 77, 451, ton koene/Alamy Stock Photo; pages 89, 449, Murtaza.Ali/Shutterstock.com; pages 101, 449, Alexandros Michailidis/Shutterstock.com; pages 103, 451, U.S. Army via Wikimedia Commons/<http://www.dodmedia.osd.mil/>; pages 160, 449, NAVEED ALI/EPA-EFE/Shutterstock.com; page 246, razum/Shutterstock.com; page 450, Asianet-Pakistan/Shutterstock.com.

All other images are the property of Great Minds.

Acknowledgments

Shafiqah Ahmadi, Karen Aleo, Trevor Barnes, Sarah Baughman, Anthony Bautista Ramil, Allie Beman, Lindsay Boettcher, Kelsey Bordelon-Kojeski, Sarah Brenner, Beth Brown, Victoria Capeheart, Quennie Chen, Melissa Chung, Ashley Cook, Julia Dantchev, Camille Daum, Laurie Delgatto-Whitten, Enaka Enyong, Jen Forbus, Pamela Frasier, Nina Goffi, Caroline Goyette, Lorraine Griffith, Tamara Griffith, Shelley Hampe, Elizabeth Haydel, Robin Hegner, Sarah Henchey, Liz Henkel-Lorenz, Patricia Huerster, Sara Hunt, Holli Jessee, Mica Jochim, Stephanie Kane-Mainier, Lior Klirs, Liana Krissoff, Karen Latchana Kenney, Karen Leavitt, Farren Liben, Brittany Lowe, Whitney Lyle, Liz Manolis, Stacie Martino, Meredith McAndrew, Cathy McGath, Emily McKean, Patricia Mickelberry, Julie Mickler, Andrea Minich, Lynne Munson, Katie Muson, Gabrielle Nebeker, Amy Ng, Evann Normandin, Vivian Nourse, Tara O'Hare, Carol Paiva, Catherine Paladino, Marya Parr, Trisha Paster, Elizabeth Patterson, Kelly Pau, Sierra Penrod, Katie Pierson, Eden Plantz, Lauren Ramsden, Natalie Rebentisch, Rachel Richards, Rachel Rood, Rachel Rooney, Miguel Salcedo, Lori Sappington, Amy Schoon, Carolyn Scott, Susan Sheehan, Dan Shindell, Danae Smith, Rachel Stack, Susan Stark, Sarah Turnage-Deklewa, Katie Valle, Terra Vetter, Tysha Vulcain-Murrell, Kara Waite, Katie Waters, Dr. Heather Waymouth, Sarah Webb, Erika Wentworth, Ashley Williams, Nicole Williams, Margaret Wilson, Eleanor Wolf

Lynne Askin-Roush, Rebecca Blaho, Carolyn Buck, Adam Cardais, Cindy Carlone, Christina Cooper, Lisa Crowe, Cherry dela Victoria, Tim Delaney, Erin DuRant, Bill Eis, Sandy Engelman, Tamara Estrada Del Campo, Ubaldo Feliciano-Hernandez, Tim Heppner, Marcela Hernandez, Sonia Khaleel, Lisa King, Sarah Kopec, Drew Krepp, Jennifer Loomis, Siena Mazero, Alisha McCarthy, Cindy Medici, Brian Methe, Mary-Lise Nazaire, Tara O'Hare, Tamara Otto, Christine Palmtag, Katie Prince, Neha Priya, Gilbert Rodriguez, Karen Rollhauser, Neela Roy, Richesh Ruchir, Gina Schenck, Madhu Singh, Leigh Sterten, Mary Sudul, Deanna Thomann, Charmaine Whitman, Glenda Wisenburn-Burke, Howard Yaffe



MORE MEANINGFUL ENGLISH

Knowledge rich. Students build enduring knowledge about important topics in history, science, and more.

Great books. Students enjoy award-winning books by authors from around the world.

Artful. Examining fine art invites all students into the conversation.

Engaging. Unique inquiry routines draw every student into every text.

For everyone. Built-in supports help each student, including multilingual learners and those with dyslexia, meet their full potential.

GRADE 6 MODULES

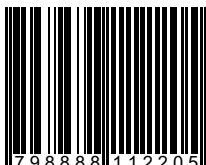
Module 1 | The Great Depression

Module 2 | Free to Learn

Module 3 | Jade and Water

Module 4 | Epic Journeys

ISBN 979-8-88811-220-5



9 798888 112205 A



ON THE COVER

Gold Crown from Tillya Tepe,
first century

Gold

Found in the Collection of National
Museum of Afghanistan, Kabul

Photo by Fine Art Images/Heritage Images/Getty Images

GREAT
MINDS

every child
is capable of
greatness