

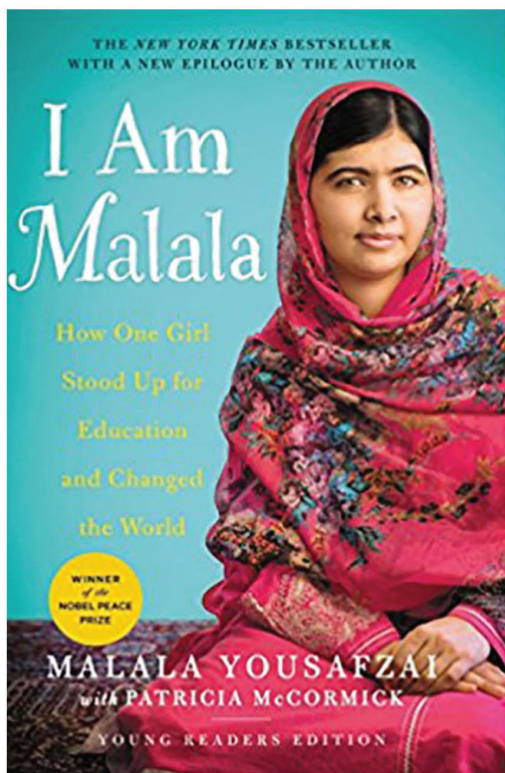
Reading ^{with} Relevance

Building INDEPENDENT READERS and THINKERS

A TEACHER'S GUIDE FOR

I Am Malala

A memoir by Malala Yousafzai
with Patricia McCormick



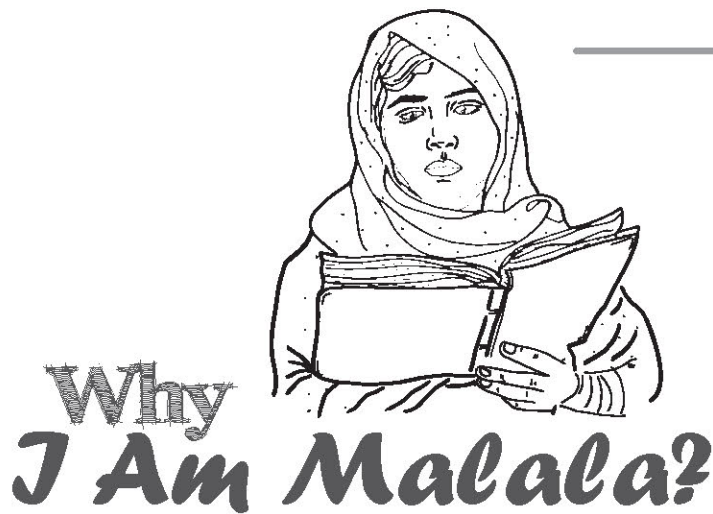
A portion of the
proceeds from
this guide will be
donated to the
Malala Fund

Recommended for:
Grade Levels
7th-9th

A tool to inspire change

This literacy curriculum is constructed around a content-rich novel that builds students' literacy skills and supports their character development and self-confidence. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they've read to their own lives.

Developed, field-tested, and refined in our own tutoring and mentoring programs, this Common Core Standards curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, *Reading with Relevance* is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!



This memoir tells the story of Malala — a brave, intelligent fifteen-year-old girl who fights for girls' rights in her country, and nearly dies for her cause. We chose this book for its careful exploration of powerful social and emotional themes: gender oppression, access to education, violence, family, and bravery. This curriculum will inspire students to build connections between Malala's inspirational life story and their own.

This teacher's guide includes:

- A facilitator's guide with tips and resources for implementing the curriculum.
- A map of Common Core Standards addressed through this program.
- Thirteen individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts.
- Two assessments to monitor student progress throughout the program.
- Regular checkpoints to help teachers assess their students' progress on ELA standards.
- A culminating essay-writing unit.
- An appendix with additional teaching resources and activities to continue exploring this novel.

Session 1

pages 1-20



Vocabulary

marks (pg. 6): n., grades

cheeky (pg.13): adj.,
mischievous

reprimand (pg. 15): v.,
scold

linger (pg. 17): v., to stay
awhile

radiant (pg. 17): adj.,
bright

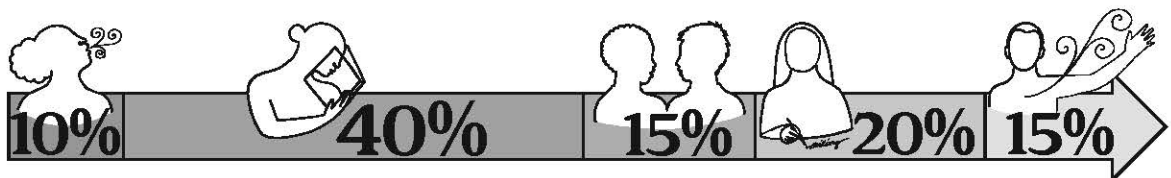
devout (pg. 18): adj.,
religious

Today's Theme

The theme of today's reading is **making connections**. Despite the fact that we are meeting a young woman who lives very far away, Malala describes herself as an ordinary girl with thoughts, desires, and opinions just like any other girl. While your students might initially think that they would have nothing in common with a teenager growing up on the other side of the planet, you can use this opening section to support students in making unexpected connections. Malala is neither just like us or nothing like us — this book will challenge us to hold both our similarities and differences simultaneously. You may want to ask your students what they already know about Malala and her story, and how they think that reading about her life and her perspective will alter their understanding of her role as a public figure.

Story Setup

I Am Malala is a memoir about Malala Yousafzai, a young woman who fights for the educational rights of girls and women. *I Am Malala* is her story, told from her perspective. Through the book, Malala describes how Pakistan changed when the Taliban rose to power and how that impacted her ability to receive an education. Malala is now a well-known activist and feminist.



During Reading

shalwar, kamiz (pg. 1): These two items comprise the national dress in Pakistan; the first is a loose baggy pant and the second is a long tunic shirt.

mosque (pg. 3): a place where Muslims worship

Pashtun (pg. 4): an ethnic group in Afghanistan and Pakistan

Twilight (pg. 11): a popular book and movie series about a young girl who falls in love with a vampire

Malalai (pg. 12): A national hero who fought against the British troops in the 1800s; she is known as the Afghan Joan of Arc.

Discussion Questions

- How would you describe Malala?
- What does Malala tell you about Pakistan and Pashtun culture?
- What items does Malala hold dear and miss when she is far away from them?
- How does Malala feel about each of her family members?
- Why do you think Malala's father puts her name on the family tree?
- What do you think Malala means when she says she felt "a pull to the weighty world of men"?
- In what ways is Malala's freedom limited because she is a girl?
- How does Malala live her life differently than the other girls and women around her?

CONNECTIONS

- In the opening chapter, Malala describes herself as “a girl like any other.” She also shares a bit about her family and herself with her readers.

What are some similarities that allow you to connect with Malala, a girl who lives so far away?

- » How do your talents, hobbies, and interests intersect with hers?
- » In what ways are your lives really different?
- » Is there anything you have in common that surprises you?

SUPPORTIVE FATHER

- Malala says that she is the apple of her father’s eye — a rare thing for a Pakistani girl. He allows her to live free as a bird, and encourages her to follow her dreams.

What makes Malala’s relationship with her father so unique and special?

- » What have you learned about Malala’s father so far?
- » How does Malala’s father show his love for his daughter?
- » How does her father’s support impact Malala’s sense of self?

Checkpoint

- **Students should demonstrate a strong command of the standard written conventions of English, and establish a formal writing style.**
 - » Students should use capital letters appropriately, end each sentence with a period, and use other punctuation accurately. Student writings should be formal in style, rather than conversational.
 - » For example, “I can relate to the experiences of the main character, Bud, who has faced so many obstacles.”

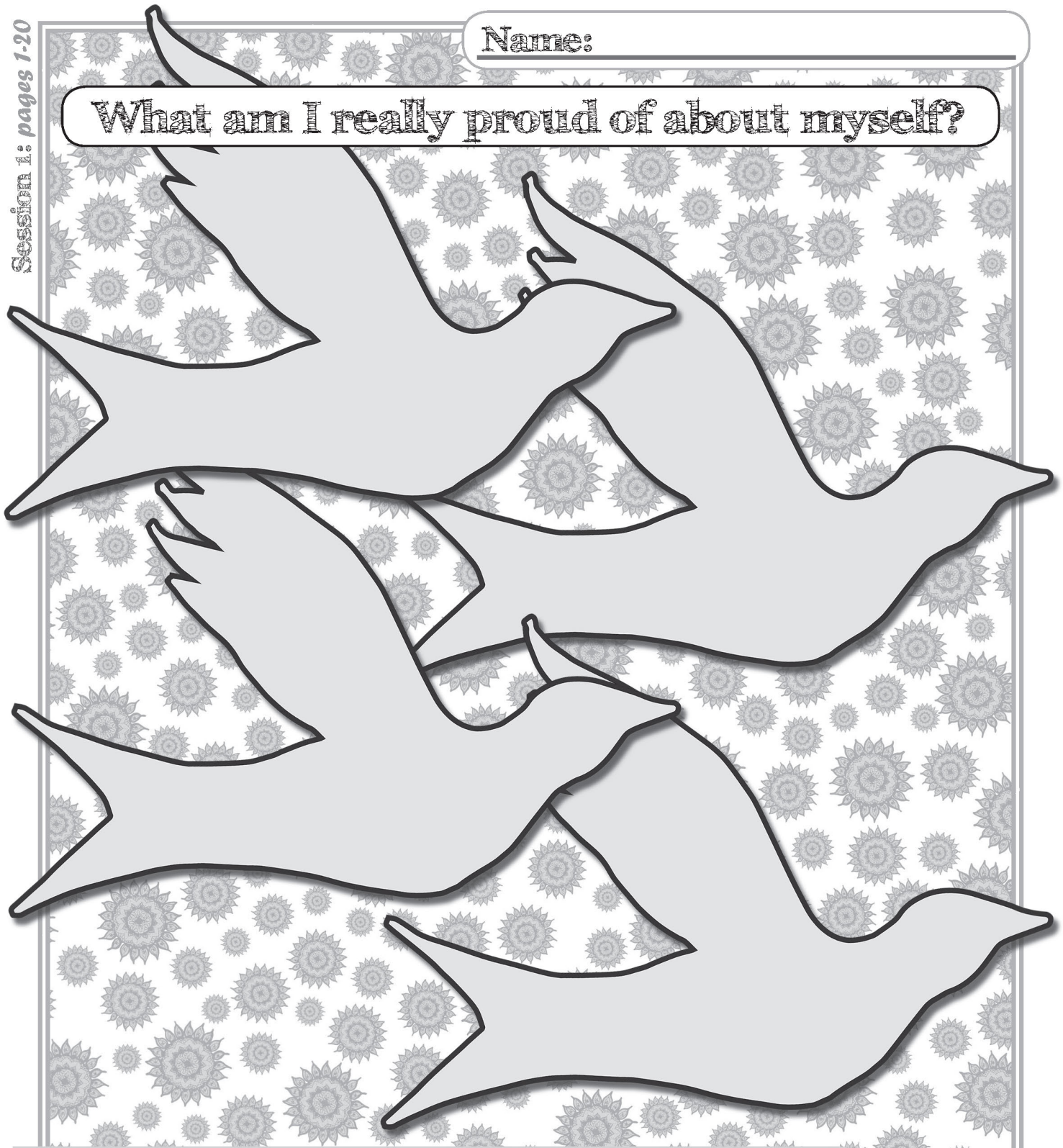
Extension Activity

Malala’s father brags about her to his friends. He says, “Malala will live free as a bird,” and he claims she is “destined for the skies.” It feels good to have others brag about us, but it is more important to be able to recognize the aspects of our character and our accomplishments that are worthy of attention and respect. In this activity, students will write statements of accomplishments and qualities they are particularly proud of. At the end of the activity, students can share these affirmations with friends and family members or just repeat them aloud to themselves.

Materials:

- » Bragging Rights Handout

Name: _____

What am I really proud of about myself?

Malala's father brags about her to his friends. He says, "Malala will live free as a bird," and he claims she is "destined for the skies." It feels good to have others brag about us, but it is more important to be able to recognize the aspects of our character and our accomplishments that are worthy of attention and respect. In this activity, use the "Bragging Rights" handout to write statements of accomplishments or qualities you are particularly proud of. Even if it's hard to brag about yourself, this is your moment! What makes you so amazing?

Bragging Rights

Appendix

Additional Activities

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Get to Know MFI

Moving Forward Institute is a nonprofit publisher of social justice educational materials. The organization was created by the founders and staff of Moving Forward Education, a multi-generational tutoring and mentoring organization aimed at fostering academic and emotional success for underserved students in California. Since our founding in 2003, MFE has provided tutoring and mentoring services to thousands of students and has trained hundreds of young adults to enter careers in the educational field. This reading curriculum was developed by our leadership team and its advisory group, including credentialed teachers and college professors. This program has been successfully facilitated throughout California by achieving powerful and measurable results for students and schools. To learn more about our organization, or our research and data, please contact us today.

Our Purpose

At Moving Forward Institute, we know that students can be successful learners when their social and emotional needs are met.

We empower educators to meet the academic, social, and emotional needs of their students by using culturally-relevant and gender-responsive reading curricula.

Training and Professional Development Services

While lesson plans are designed to be easily facilitated by classroom teachers and after-school staff alike, our in-person training and professional development services will ensure fully effective implementation of the literacy curricula.

Additionally, we offer technical support, classroom observation, and program evaluation services to help your program be successful. Contact us for more information about these services!

Contact Us

Contact us today to learn more about how the Moving Forward Institute can support your students and staff!

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If your students liked *I Am Malala* . . .

*...they might love some of our other book selections! We suggest that you check out *Holes*, *Hunger Games*, and *Warriors Don't Cry*. Please visit our website today to browse our full selection of socially and emotionally rich novel-based curricula!*