

Lesson: I Am Malala (2 Day Lesson)

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Grade Level: High School

Essential Question:

What is the impact of Malala's story on our society?

Project and Purpose:

Students watch a video about Malala and her contributions to worldwide struggle for human rights, in particular, women's rights, and discuss/write responses to questions and then write a formal essay on the impact of her story on our society.

Standards and Objectives:

- [CCSS.ELA-LITERACY.W.11-12.1.B](#)
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- [CCSS.ELA-LITERACY.RI.11-12.3](#)
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [CCSS.ELA-LITERACY.RH.11-12.6](#)
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Student supports a claim with reasons, evidence and explanation by citing textual evidence and a video clip.

Materials:

- Paper and writing tools OR writing program on computer
- DO NOW worksheet (included at end of lesson)
- Recording of song "Rise Up" by Andra Day
- Chart paper
- Markers
- Youtube video: www.youtube.com/watch?v=gjGL6YY6oMs
- Malala video response worksheet (included at end of lesson)
- Persuasive Writing Preparation/Claim worksheet (included at end of lesson)
- Peer Rating (included at end of lesson)

Procedure:

DAY 1:

1. Do Now: Have students first write a response to the DO NOW question on the worksheet provided, and then turn and talk to a partner to discuss:
 - Do you think citizens and government politicians are living up to their responsibilities today?
2. Watch video clip: www.youtube.com/watch?v=gjGL6YY6oMs
3. Use the worksheet to respond to the following questions:
 - If you were a 16-year-old girl in Pakistan, could you have imagined doing what Malala did? Why or Why not? What do you admire about Malala?
 - Kofi Annan, the former Secretary-General of the United Nations said “For everyone, everywhere, literacy is, along with education in general, a basic human right... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”
 - Do you believe literacy is a basic human right and how might a quote like this scare the Taliban?
 - How does Malala’s view of the importance of education relate to human rights?
 - How did the actions of the Taliban relate to other oppressive regimes or leaders and or government?
 - What does Malala say she would say if confronted face to face with a Talib? What would you say?
4. Turn and Talk: Turn to a partner and discuss responses to questions.
5. Discuss with full group.
6. Teacher presents mini-lesson to prepare for writing:
 - The claim answers the question: _____ What do I think?
 - The reasons answer the question: _____ Why do I think this?
 - The evidence answers the question: _____ How do I know this is the case?
 - The explanation answers the question: _____ How does my evidence support my claim? (i.e. “I think it’s important to exercise your civic duties...”)
7. Introduce the topic for the writing piece students will complete in the second class: Why are Malala’s actions significant in terms of the worldwide struggle for human rights (in particular, women’s rights)? How has Malala’s story and experience impacted our society?
8. Consider global responsibility, solutions, activism, policies, awareness, education, impacts, consequences, etc.

DAY 1 Conclusion:

Exit Ticket: If you could have spoken to the Nobel Prize committee, what would you have said in Malala’s support?

Procedure:

DAY 2:

1. Post four pieces of chart paper on the walls, each with one of the words from the list below and provide markers for students.



2. **10 minutes Chalk Talk & Walk:** The norms for Chalk Talk & Walk are as follows:
 - All students write and respond the entire designated time-period.
 - All students are responsible for writing, reading other people's comments, and responding.
 - All writing and responding is done in silence.
 - No one sits down until the time-period is over.
 - Opinions must be freely expressed and honored, and no personal attacks are allowed.
 - During the chalk talk, the teacher walks around and reads, gently pointing participants toward interesting comments.
 - When writing is done, participants should read through all the postings and search for patterns and themes (or "notice and wonder"). This should take about five minutes.
 - Wrap up with a whole-goup share round-robin style until all perceptions are shared.
3. Information for today's Chalk Talk & Walk:
 - Teacher plays music "Rise Up" by Andra Day. Students use markers to write their reflections, reactions, and thoughts about the words on the chart papers.
 - Tell students to write their knowledge, questions, and concerns about the words.
4. **Share out in a discussion.** How do these vocabulary words relate to the topic and/or individual from the video?
5. **Turn and Talk:** With a partner, discuss the following:
 - Imagine what would happen if no one spoke up against injustice.
 - How do you think the power that the Talib gain from their own country and people through fear may impact you?
 - What has history taught you about individuals and or government that has abused their power?
6. Students will write their responses to the prompt provided in the previous session: Why are Malala's actions significant in terms of the worldwide struggle for human rights (in particular, women's rights)? How has Malala's story and experience impacted our society?
Consider global responsibility, solutions, activism, policies, awareness, education, impacts, consequences, etc.
Students will apply information from text and video to develop a persuasive arugument. Remind students to include at least four (4) vocabulary words and transition words in their writing.

Conclusion:

Turn and Talk: With a partner, choose one word from the list below and explains how it relates to today's lesson: Prejudice, Women, Bias, Injustice, Oppression, Courage

Worksheet No. 1

Name: _____ **Date:** _____

DO NOW

I am double jointed, and I can crack the knuckles on my fingers and my toes at will. (And I enjoy watching people squirm as I do it.) I can beat someone twice my age at arm wrestling. I like cupcakes but not candy. And I don't think dark chocolate should be called chocolate at all. I hate eggplant and green peppers, but I love pizza. I think Bella from Twilight is too fickle, and I don't understand why she would choose that boring Edward.

1. What conclusions can you draw after reading this passage?

- Identity of the character (gender)?
- Location/Place/Country?
- Age?
- Temperament (personality)?
- Mood?

Worksheet No. 2

Name: _____ **Date:** _____

Watch the video clip www.youtube.com/watch?v=gjGL6YY6oMs and respond to the following questions:

1. If you were a 16-year-old girl in Pakistan, could you have imagined doing what Malala did? Why or Why not? What do you admire about Malala?

2. Kofi Annan, the former Secretary-General of the United Nations said “For everyone, everywhere, literacy is, along with education in general, a basic human right... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

Do you believe literacy is a basic human right and how might a quote like this scare the Taliban?

3. How does Malala’s view of the importance of education relate to human rights?

4. How did the actions of the Taliban relate to other oppressive regimes or leaders and or government?

Worksheet No. 3: Creating Claims, Determining Reasons, Finding Evidence and Providing Explanation

Name: _____ Date: _____

In order to write an effective argumentative essay, you need to make a clear claim and then support that claim with logical reasons, specific relevant evidence and sufficient explanation.

- The claim answers the question: _____ What do I think?
- The reasons answer the question: _____ Why do I think this?
- The evidence answers the question: _____ How do I know this is the case?
- The explanation answers the question: _____ How does my evidence support my claim?
(i.e. "I think it's important to exercise your civic duties...")

Use your transition word list to start your discussion to form your claim, reasons, evidence, and explanations.

(Claim)

(Reasons)

For example...(Evidence)

This evidence shows that...

Worksheet No. 3: Peer Rating, Part 1

Speaker 1: _____ **Speaker 2:** _____ **Speaker 3:** _____

Rate how well the *speaker* accomplished the following “look fors.”

Present a clear claim and support with relevant textual evidence and sufficient explanation.

- _____ Absolutely
- _____ Somewhat
- _____ Not at all

Elaborate on an original idea by responding to others and explaining in more detail.

- _____ Absolutely
- _____ Somewhat
- _____ Not at all

Rate how well the *s* accomplished the following “look for.”

Build on or challenge an iudea with evidence and examples.

- _____ Absolutely
- _____ Somewhat
- _____ Not at all

Notes:

Worksheet No. 3: Peer Rating, Part 2

Speaker 1: _____ Speaker 2: _____ Speaker 3: _____

Rate how well the *speaker* accomplished the following “look fors.”

Present a clear claim and support with relevant textual evidence and sufficient explanation.

- _____ Absolutely
- _____ Somewhat
- _____ Not at all

Elaborate on an original idea by responding to others and explaining in more detail.

- _____ Absolutely
- _____ Somewhat
- _____ Not at all

Rate how well the *s* accomplished the following “look for.”

Build on or challenge an iudea with evidence and examples.

- _____ Absolutely
- _____ Somewhat
- _____ Not at all

Notes:

Quick Write Rubric: School Wide Practice Brooklyn Democracy Academy, Revised March 2014

Rubric Element	4 Well Developed	3 Proficient	2 Developing	0 Underdeveloped
<p>My Quick Write is appropriate to the content and responsive to the question. (CG W11-12.2 Write information/ explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.)</p>	<p>2 Transition Words: I articulated a sharply defined idea or question that is coherent, complex and especially strong in discipline-specific content knowledge.</p>	<p>1 Transition Word: I articulated a clearly defined idea or question that is coherent, sometimes complex and sufficient in discipline-specific content knowledge.</p>	<p>0 Transition Word: I articulated an idea or question that is comprehensible but not especially clear in my writing. It is coherent but rarely complex nor sufficient in discipline-specific content knowledge.</p>	<p>0 Transition Word: My idea or question is not clear. It lacks coherence, clarity and discipline-specific content knowledge.</p>
<p>My Quick Write employs academic and content area vocabulary. (CC 1.11-12.6 Use grade-appropriate general academic vocabulary and domain-specific words and phrases purposefully acquired as well as gained through conversation and reading and responding to texts.)</p>	<p>4 Vocab Words: My academic and content word choice is sophisticated in order to convey my critical thinking.</p>	<p>3 Vocab Words: My academic and content word choice is adequate to convey what I want to articulate.</p>	<p>2 Vocab Words: I use some appropriate content vocabulary.</p>	<p>0-1 Vocab Words: I am not able to utilize the words I need to convey understanding.</p>
<p>My Quick Write uses the Convention of English to convey what I mean and understand to my audience. (CC L11-12.1 Demonstrate a command of the conventions of standard English grammar and usage. CC L11-12.2 Demonstrates a command of the conventions of capitalization, punctuation, and spelling.)</p>	<p>My punctuation, capitalization, sentence structure and spelling are flawless.</p>	<p>My punctuation, capitalization, sentence structure and spelling are mostly correct.</p>	<p>My punctuation, capitalization, sentence structure and spelling are sometimes flawed but the reader can still get a sense of what I am trying to articulate.</p>	<p>My errors in punctuation, capitalization, sentence structure and spelling interrupt my readers' understanding of what I am trying to say.</p>