

From the Director of **WAITING FOR SUPERMAN** and Academy Award® Winner **AN INCONVENIENT TRUTH**

HE NAMED ME **MALALA**

ONE CHILD, ONE TEACHER, ONE BOOK AND ONE PEN
CAN CHANGE THE WORLD.



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He Named Me Malala

Curriculum Guide

Journeys in Film

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Educating for Global Understanding

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Table of Contents

INTRODUCTION

About Journeys in Film	6
A letter From Malala and Ziauddin Yousafzai	8
Introducing <i>He Named Me Malala</i>	9
Notes to the Teacher	11

LESSONS

LESSON 1: Introducing Pakistan (Social Studies, Geography, World History)	14
LESSON 2: The Story of Malala: Growing Up (English Language Arts, Social Studies)	31
LESSON 3: The Story of Malala: The Attack by the Taliban (English Language Arts, Social Studies)	37
LESSON 4: The Story of Malala: A New Life of Global Advocacy (English Language Arts, Social Studies)	54
LESSON 5: Working for Change (Social Studies/Community Service)	63
LESSON 6: Global Violence Against Women and Girls (Social Studies/Sociology)	71
LESSON 7: ‘Let this end with us’: Malala’s Nobel Peace Prize Address (English Language Arts, Social Studies, Speech/Communication)	81
LESSON 8: The United Nations and the Rights of Women and Children (Social Studies)	92
LESSON 9: Women’s Education, Health, and Economic Development (Social Studies/Health/Economics)	103
LESSON 10: Telling a Story Through Film (Film Literacy)	108

About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Its core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials, and teachers' professional-development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students to mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students across the globe, and foster learning that meets core academic objectives.

Selected films act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students, including environmental sustainability, poverty and hunger, global health, diversity, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

Why use this program?

To be prepared to participate in tomorrow's global arena, students need to gain an understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film media.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films that tell the stories of young people living in locations that may otherwise never be experienced by your students. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, and watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*.

In addition to our ongoing development of teaching guides for culturally sensitive foreign films, *Journeys in Film* brings outstanding documentary films to the classroom. Working in partnership with the Rossier School of Education at the University of Southern California, *Journeys in Film* has identified exceptional narrative and documentary films that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. *Journeys in Film* curriculum guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core standards.

Journeys in Film is a 501(c)(3) nonprofit organization and is working in partnership with the University of Southern California's Rossier School of Education. Together, they will reach thousands more teachers and millions more students in the United States and internationally. They are working toward establishing an institute for film and global education.

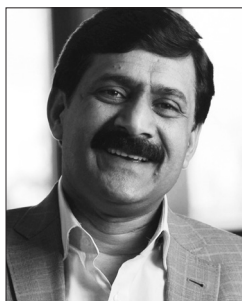
Rossier School of Education's mission is to improve learning in urban education locally, nationally, and globally. USC Rossier leads the way in innovative, collaborative solutions to improve education outcomes. USC Rossier prides itself on innovation in all its programs, preparing teachers, administrators, and educational leaders who are change agents.

A Letter From Malala and Ziauddin Yousafzai



We hope you enjoy watching *He Named Me Malala*.

We are so happy to be able to share our story with you, and hope it will spark many conversations around the themes presented in the film through this discussion guide.



Many people tell us that our story is unique, but we do not see it that way. This is not the story of one girl but of more than 60 million girls around the world who do not go to school, prevented by poverty, violence, or social norms that do not value girls' education.

While the film tells the story of our family and the difficult journey we have made from our home in Pakistan to our current home in the UK — we hope it sparks a much wider discussion and action to ensure every girl gets a quality secondary education.

You may wonder why we focus on girls' secondary education, and it is this: Adolescent girls are the most likely to drop out of school or miss out on school altogether. They are often under great pressure to leave school to marry or take care of others. Many societies simply do not value girls' education, so they do not invest in girls' schools, and girls are not encouraged to continue their studies. Girls are particularly vulnerable in situations of conflict, which is why we work closely to support refugee girls and girls threatened by violence.

We believe that access to twelve years of free, safe, quality education for every girl benefits all society, not only girls. When girls are educated, they transform their own lives, and those of their families. Basic education enables them to survive but quality secondary education provides girls the wings to fly.

We hope that watching *He Named Me Malala* and using this curriculum will encourage you to raise your voice for girls' education. We all have a role to play — whether we are parents, teachers, or students.

Please stand #withMalala and show your support for the right to education. Every voice counts. On pp. 12–13 we will show how you can get more involved, and suggest ways to encourage others to do so as well. You will also find more information on the Malala Fund website: www.malala.org.

With love and gratitude,

Malala & Ziauddin

Introducing *He Named Me Malala*

When 11-year-old blogger Malala Yousafzai began detailing her experiences in the Swat Valley of Pakistan for the BBC, she had no idea what momentous changes were coming in her life. Her father, Ziauddin, a school founder and dedicated teacher, was outspoken in his belief that girls, including his beloved daughter, had a right to an education. As they continued to speak out against restrictions imposed by extremists, Ziauddin received constant death threats, so many that he began to sleep in different places. But it was Malala who was almost killed, shot in the head by a gunman on her way home from school. Her survival and recovery have been little short of miraculous.

Instead of being cowed by this horrific attack, Malala began to use the international attention she attracted to advocate for the cause of girls' education worldwide. Through her speeches, her autobiography *I Am Malala*, the work of her fund, and her travels to places where girls' education is in crisis, she has continued to focus on the effort to give all girls safe schools, qualified teachers, and the materials they need to learn.

The film *He Named Me Malala* both celebrates her dedication to this cause and gives the viewer insight into her motivation. It begins with an animated portrayal of the teenage folk hero for whom Malala was named, Malalai of Maiwand, whose fearlessness and love of country turned the tide of battle for Afghan fighters. From those opening scenes, live action and animation tell the story of Malala's life before and after the attack. We see her at various times of her life: severely wounded in the hospital, teasing her brothers in her new home in England, giving a speech to the United Nations, teaching a class in Kenya, and more.

Her efforts are ongoing and they are realized through her organization, the Malala Fund, which “empowers girls through quality secondary education to achieve their potential and inspire positive change in their communities.”¹ More about the Malala Fund can be found at www.malala.org/.

DIRECTOR: Davis Guggenheim

SUBJECTS: Malala Yousafzai, Ziauddin Yousafzai, Toor Pekai
Yousafzai, Khushal Khan Yousafzai, Atal Khan Yousafzai

PRODUCERS: Walter F. Parkes, Laurie MacDonald, Davis
Guggenheim

EXECUTIVE PRODUCERS: Mohamed Al Mubarak, Michael Garin, Jeff
Skoll, Shannon Dill

ANIMATION PRODUCER: Irene Kotlarz

ANIMATION DESIGNED BY: Jason Carpenter

MUSIC: Thomas Newman

RUNNING LENGTH: 87 minutes

INSPIRED BY THE BOOK / *Am Malala*

¹ <http://www.malala.org/malala-fund/>

Notes to the Teacher

He Named Me Malala is an excellent film to share with classes in English language arts, world history, and other social studies classes. Lessons included in this guide are meant to be used both before and after showing the film, to give students context, to interpret the film, and to examine the issues that Malala Yousafzai cares so passionately about. (Please note that all lessons have been planned to align with Common Core standards.) Most of the heroes in your students' world probably come from the entertainment and sports worlds; here is an opportunity for them to learn about a hero of a different kind, a teenager who fought at the risk of her own life for the right to an education.

The learning goals inherent in this curriculum guide go beyond merely understanding the documentary film and even beyond learning about the extraordinary life and goals of Malala Yousafzai. This guide can be a tool for learning about everyone's right to a quality education and about developing a dedication to ensuring human rights around the globe.

Lesson 1 provides an introduction to Pakistan, a country rarely studied in U.S. classrooms and thus probably unfamiliar to your students. The lesson explores the recent history of this large country of more than 199 million people in order to set the stage for the film.

Lessons 2, 3, and 4 examine various stages of Malala's life: the formative years and particularly the father who shaped Malala's love for education and provided a role model for speaking out in its defense; the reasons she was attacked by extremists; and her move to the international stage, where she balances her own education with her outreach efforts to help girls everywhere to stay in school.

Lessons 5 and 6 call for research online and presentation of research. Lesson 5 is concerned mainly with girls' education and would be appropriate for younger or less mature students. Lesson 6 deals with broader (and grimmer) issues of violence against women and would be the appropriate lesson to use with older and more mature students.

Lesson 7 is an English lesson that would be appropriate for a writing class, particularly Advanced Placement English language and composition, and a speech class. It analyzes the rhetorical techniques of Malala's remarkable speech on the occasion of accepting the Nobel Peace Prize.

Lessons 8 and 9 use the film as a springboard for an examination of larger international issues. The first is an examination of the positions of the United Nations on the rights of women and children. The second explores the connections among education (or lack of education), health, and economic development in poorer countries. Finally, Lesson 10, a lesson in visual literacy, explores the issue of bias in documentary filmmaking and viewing and looks at some of the filmmaker's techniques.

Probably no teacher is going to work through this entire unit; time is scarce and to do so would occupy most of a quarter in a typical school year. Rather, the lessons give you options, opportunities to look at this significant film through multiple lenses and to choose which best suit your own students.

As you plan your unit, be sure to emphasize that this is not only a film or subject for girls. Research shows that girls are far more likely to sympathize with a male protagonist (think *Harry Potter*!) than boys are with a female protagonist. It is important to help the boys in your class, some of whom may also be struggling to continue their education, to understand that fostering girls' education and protecting girls from violence should be, for many reasons, a primary male concern as well.

Please note that handouts for each lesson are available as interactive PDFs on our website, so that if you prefer, students can answer questions interactively on their tablets or computers.

Resources for Study and Action

“One child, one teacher, one book, and one pen can change the world.”

— Malala Yousafzai

Girls’ education overview

Malala Fund — Beyond Basics: Making 12 Years of Education a Reality for Girls Globally: (<http://thesocialpresskit.com/wp-content/uploads/2015/07/Beyond-Basics.pdf>)

Financing Upper Secondary Education: Unlocking 12 years of Education for All: <http://thesocialpresskit.com/wp-content/uploads/2015/07/Financing-Upper-Secondary-Education-3.pdf>

Brookings Report (www.malala.org/facts)

UN Girls’ Education Initiative (www.ungei.org)

GPE and UNGEI — Accelerating Secondary Education for Girls (<http://www.ungei.org/resources/files/2014-04-GPE-UNGEI-Accelerating-Secondary-Education-Girls.pdf>)

World Inequality Database on Education — <http://www.education-inequalities.org/>

UNESCO Institute for Statistics Country Profiles — <http://www.uis.unesco.org/DataCentre/Pages/regions.aspx>

UNESCO Global Monitoring Report

Syria crisis and education

Save the Children — Futures Under Threat (http://www.savethechildren.de/fileadmin/Dokumente_Download/Downloadbereich/StC_Futures_Under_Threat_Syria.pdf)

UNHCR — Education Interrupted (<http://www.unhcr.org/52aaebff9.html>)

No Lost Generation Initiative — One Year On (<http://reliefweb.int/sites/reliefweb.int/files/resources/No-Lost-Generation-initiative-One-Year-Report-Sept-2014.pdf>)

Education in emergencies

<http://www.ineesite.org/en/education-in-emergencies>

Global Education Cluster — <http://educationcluster.net/>

We encourage you to host a screening and discussion of *He Named Me Malala*. Our hope is that the film will spark dialogue and action in communities across the world to ensure that every girl receives a free, quality, and safe secondary education.

International Day of the Girl (IDG) is a key moment each year for the entire girls’ rights community. Since 2012, the United Nations marks October 11 as the IDG and promotes girls’ human rights, highlights gender inequalities, and addresses the various forms of discrimination and abuse suffered by girls around the world.

Introducing Pakistan

Enduring Understandings

- Pakistan is a nation of rich history made up of many cultures.
- Conflicts in Pakistan are influenced by geographical, political, and cultural tensions.
- Natural disasters have had a significant impact on Pakistan's political and cultural landscape.

Essential Questions

- Can the inhabitants of Pakistan find lasting peace and stability in the 21st century?
- What has been the effect of internal conflict and natural disasters on Pakistan?

Notes to the Teacher

Pakistan is a country of great variety and beauty. In the North are the high, snow-covered mountains of the Karakoram and the Himalaya; Malala's own Swat Valley, a tourist destination for many years, is part of this landscape. High plateaus lead down to rich alluvial plains in the Punjab. Desert landscapes mark Balochistan and Sindh. The Mekran coast's dry beaches are home to fishing villages on the Gulf of Oman and the Persian Gulf.

The people of Pakistan, the world's sixth largest nation, with a population of 199 million, are similarly varied. Pakistan's multicultural consciousness as a region, however, can be traced back 5,000 years to the Indus Valley Civilization around 3000 B.C. From then until the present day, the territory of Pakistan has been home to many civilizations, including Persians, Greeks, Scythians, Mongols, Arabs, Afghans, Sikhs, and Turks. Pakistan today is an Islamic state, but its history also reflects a culturally complex society rich in ethnic diversity.

Economic diversity is also a hallmark of modern Pakistan. Its agriculture is based on the main crops of wheat, sugar-cane, cotton, and rice, and the majority of its population is engaged in agriculture. In fact, except when there is a drought, Pakistan is a net exporter of food. Textiles and clothing are the largest industry; telecommunications companies are thriving; mining and other industries are also important.

The Islamic Republic of Pakistan (commonly referred to simply as Pakistan) officially became a sovereign country in 1947. Pakistan is the only Muslim country founded on the Muslim identity of its population. From 1858 until its independence, Pakistan had been under direct English rule as a part of the British Indian Empire. The term “Pakistan” was coined in 1933 by Choudhary Rahmat Ali, who suggested it was an acronym for the five northern units of the British Indian Empire—Punjab, North-West Frontier (Afghan) Province, Kashmir, Sindh, and Balochistan.² When the British government pulled out of the territory in 1947, the empire split into two nations: India and Pakistan. Pakistan was itself divided into two areas—East Pakistan and West Pakistan—east and west of India. The eastern section, in a fierce war in 1971, broke away as the independent nation of Bangladesh. Today, the country of Pakistan is divided into four provinces (Balochistan, Khyber-Pakhtunkhwa, Punjab, and Sindh), as well as the Federally Administered Tribal Areas near Kashmir and the Islamabad Capital Territory. Malala’s early home in the Swat Valley is part of the northern province of Khyber-Pakhtunkhwa. This area has a strong Buddhist heritage in addition to its Islamic roots.

Pakistan’s borders, drawn by the British, have often been a source of tension with neighboring nations. Pakistan borders the countries of Iran (southwest), Afghanistan (west and north), China (northeast), and India (east), as well as the Arabian Sea (south). Pakistan’s exact size is not clear, partly because of its long-running border dispute with India over the area known as Azad Kashmir. *He Named Me Malala*, however, focuses on the border dispute between Afghanistan and Pakistan.

The Pashtun, the ethnic group to which Malala’s family belongs, occupies land in Afghanistan and Pakistan. Pashtun territory and people had been divided by the Durand Line when national borders were drawn by the British in 1893 through the Federally Administered Tribal Areas. Some leaders in Afghanistan argued that all Pashtun territory should be under Afghan control, despite the existing political boundaries. This dispute resulted in multiple conflicts between the Afghan-led Taliban and the Pakistani army in the first decade of the new millennium. These conflicts displaced many people in the Swat Valley, including Malala and her family.

Pakistan was founded on the premise of religious freedom; today, a majority of its current population (93.6 percent) and institutions are dominated by Islam. (Students might be interested to learn that India, from which Pakistan separated, is home to the world’s third largest Muslim population; Islam is the second largest religion in India.) Other religions in Pakistan include Hinduism, Baha’ism, Christianity, and Sikhism. Of the Muslim majority, 90 percent belong to the Sunni denomination and about five percent belong to the Shi’a denomination. Both the Taliban and Malala’s family belong to the Sunni denomination of Islam. The Taliban follow traditional South Asian patriarchal norms that regard appropriate women’s education to be limited to the domestic sphere. Malala’s family, on the other hand, believes that the fundamental right of education extends to all Muslim citizens—including women.

² “Now or Never,” published by Choudhary Rahmat Ali as “Founder of Pakistan National Movement,” in which the word “Pakistan” appears to have been used for the first time in a document (1933) http://www.columbia.edu/itc/mealac/pritchett/ooislamlinks/txt_rahmat_1933.html

Some additional online resources you may find helpful for background information or additional research:

The Carr Center for Human Rights Policy at the Harvard Kennedy School
<http://carrcenter.hks.harvard.edu/>

The Middle East Institute
<http://www.mei.edu/region/pakistan>

The Carnegie Endowment for International Peace
<http://carnegieendowment.org/regions/?fa=list&id=239>

The Commonwealth's page on member nation Pakistan
<http://thecommonwealth.org/our-member-countries/pakistan>

United Nations Development Program Annual Report for 2014
<http://www.pk.undp.org/content/pakistan/en/home/library/annual-reports/undp-pakistan-annual-report-2015/>

Security and the Environment in Pakistan
<https://fas.org/sgp/crs/row/R41358.pdf>

"Anatomizing Non-State Threats to Pakistan's Nuclear Infrastructure: The Pakistani Neo-Taliban"
http://fas.org/pubs/_docs/Terrorism_Analysis_Report_1-lowres.pdf

Center for Strategic & International Studies
<http://csis.org/region/pakistan>

The Rand Corporation
<http://www.rand.org/topics/pakistan.html>

This introductory lesson includes a number of activities to help students learn about the history, geography, and culture of Pakistan, so that they understand the context of *He Named Me Malala*. The lesson begins by asking students to think about what they know and want to know, and to use three official documents to establish a historical and political timeline. (It is worthwhile to point out to students that most primary sources, like these official documents, may have a conscious or unconscious bias.) Note that these documents provide information about Pakistan during the period when Malala was living in that country, so students will have a better grasp of the events shown in the film. Next, students critically analyze the political and cultural maps of the area. They research, write scripts, and present simulated newscasts on more recent events in Pakistan. Finally, students review and recap what they have learned in the lesson using their KWL chart. Before launching the scriptwriting activity, familiarize yourself with recent events in Pakistan and generate a list of topics your students will find interesting; you can find numerous timelines by searching online under "recent events in Pakistan."

Lesson 1

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



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STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as words) in order to address a question or solve a problem

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

CCSS.ELA-LITERACY.WHST.11-12.0

Draw evidence from informational texts to support analysis, reflection, and research

Duration

Four class periods, plus time to research, design, and make presentations

Assessments

Historical timeline

History and map questions

Group newscasts and scripts

Materials

Copies of **HANDOUTS 1–5**

Computer access for research

Pakistan Country Profile from the Library of Congress at <http://lcweb2.loc.gov/frd/cs/profiles/Pakistan.pdf>

Answer sheets for **HANDOUTS 3** and **5**

Procedure

PART 1: Timeline on Pakistan History

1. Divide students into small working groups. Tell them that they will be viewing the film *He Named Me Malala*. Ask them to tell what they know about Malala Yousafzai's story. Have they heard of her? Who is she? Where is she from? How did she become widely known?
2. Distribute **HANDOUT 1**, one copy for each group. Ask student groups to list things that they *know* about Pakistan in the "K" section of the KWL chart. List things that they *want* to know about Pakistan in the "W" section. Prompt students to think about geography, history, culture, and religion. (K=Things I Know; W=Things I Want to Know; L=Things I Have Learned.) Leave the "L" column blank for now.
3. When the chart is complete, have each student report two things from their KWL chart to the class. You may wish to make a KWL chart for the whole class while doing this. Collect handouts and save to be revisited later in the study.
4. Distribute **HANDOUT 2: A COUNTRY IN TURMOIL** and **HANDOUT 3** (the timeline exercise). Explain to students that they are going to use three government documents to survey the history of Pakistan. First, have students read the section titled "Historical Background" on pages 1–5 of the Library of Congress Profile of Pakistan at Pakistan Country Profile from the Library of Congress at <http://lcweb2.loc.gov/frd/cs/profiles/Pakistan.pdf>. Have them record important events on the timeline provided on **HANDOUT 3**.

5. After they are finished, have them complete the timeline using the additional reading excerpts on **HANDOUT 2**. This can be assigned in class and completed as homework.
6. The next day, review the information on **HANDOUT 3** with the class, using the answer key provided.

PART 2: Pakistan Maps

1. Distribute **HANDOUT 4**. Have students identify similarities and differences between the two maps; then explain the difference between a demographic map and a political map. Locate major events from **HANDOUT 3** on the maps provided in the handout.
2. Arrange students in pairs or small groups. Distribute **HANDOUT 5**. Tell students to use the readings and timeline from **HANDOUTS 2** and **3** as well as the maps provided to answer the questions in **HANDOUT 5**.
3. Once students have completed the worksheet, discuss the answers. (An answer sheet appears in this lesson immediately after **HANDOUT 5**.) Pay particular attention to potential cause/effect relationships, and discuss as time allows.

Lesson 1

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



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PART 3: Newscasts on Current Events

1. Tell students that they are going to research more recent events in Pakistan and present their findings to their classmates as a scripted newscast. If you are using a video camera, be sure to let them know that ahead of time.
2. Divide students into groups or pairs, with the number of groups depending on class size and the number of topics you plan to cover. Have student groups sign up for individual topics with you so that no two groups are researching the same topic.
3. Give students time to research in class, in the school library, or at home as time permits. Tell them to write their scripts and then meet to practice reading them.
4. On the day of the presentations, arrange your class so that there is a student “anchor desk” in front of the room and a desk for a “consultant.” Field reporters can stand in a corner of the room. Remind students of the need to speak clearly and loudly. Videotape the presentations if desired and collect the scripts at the end of the presentations.

PART 4: Conclusion

1. Redistribute the KWL charts from the beginning of the unit (**HANDOUT 1**). Prompt students to reflect on what they have learned about the geography, politics, and culture of Pakistan, writing their responses in the L column of the KWL.
2. Remind students that they will be seeing the people and land of Pakistan and learning more as they watch the film *He Named Me Malala*.

Lesson 1

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



Handout 1

GROUP MEMBERS

CLASS

Pakistan

K Things I Know	W Things I Want to Know	L Things I Have Learned

Lesson 1

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



Handout 2 ► P. 1 A Country in Turmoil

Directions:

Read the following two excerpts from official documents prepared for Congress. Use them and the Library of Congress Pakistan Country Profile to complete the timeline on **HANDOUT 3**.

Excerpt #1, from *NATO in Afghanistan: A Test of the Transatlantic Alliance* (U.S. Congressional Report, December 2009)

Turmoil in neighboring Pakistan has also complicated ISAF's [International Security Assistance Force] mission. The assassination of presidential candidate Benazir Bhutto in December 2007, possibly by Islamic extremists, led to increasing internal restiveness against President Pervez Musharraf, criticized by some NATO experts as unable or unwilling to stem Taliban movement across the Pakistan border into Afghanistan. Some experts believe that over the past several years, Pakistani and Afghan Taliban militants have increasingly merged and pooled their efforts against governments in both countries and al Qaeda has reportedly been facilitating the Afghanistan insurgency and the unrest against the Pakistan government. With the inability of the Pakistani government to control the number of Taliban insurgents who used Pakistan as a sanctuary, the United States stepped up its use of missile attacks against suspected insurgent hideouts inside Pakistan. Although apparently unofficially tolerated by the Pakistani government, this has caused a deterioration in U.S.–Pakistan relations that continues today and which has led to anti-U.S. views in Pakistan. U.S. officials, in July 2008, apparently confronted Pakistani officials with evidence that Pakistan's Inter-Services Intelligence agency (ISI) was actively helping Afghanistan militants, particularly the Haqqani faction.

Since the resignation of Musharraf, the new government in Pakistan has dispatched military units to the border region and has authorized the army to conduct offensive operations against Taliban forces in the northern tribal areas. In October 2008, the Pakistan government began to arm anti-Taliban tribal militias in the northern region in an attempt to control Taliban activity.

In early 2009, the Pakistan government attempted to curtail Taliban military activity in the Swat Valley region by agreeing to allow the Taliban to enforce strict Sharia law in exchange for ending support for military operations against Pakistani government forces and Taliban operations into Afghanistan. This initiative ended rather abruptly when the Taliban continued its anti-government activity and the Pakistan military launched a major military operation in the region. Pakistan has reported that since the beginning of the offensive, it has inflicted serious casualties on the Taliban and has secured large areas of territory once controlled by the Taliban.

Handout 2 ► P.2 A Country in Turmoil

Excerpt #2, from *Security and the Environment in Pakistan* (U.S. Congressional Report, August 2010)

Natural Disasters

Pakistan is prone to certain types of natural disasters with significant impacts, especially earthquakes and floods. Pakistan has experienced major earthquakes that have caused considerable fatalities and damage to critical infrastructure. The last major earthquake in Pakistan with significant consequences was in northern Pakistan in October 2005. Over 73,000 people died as a result of the earthquake and over 5.0 million were displaced. This disaster created issues related to food security, health and disease, water and sanitation, and infrastructure. It also had a large economic toll, causing some to estimate that recovery could cost over \$5.0 billion.

Pakistan is also subjected to flooding during the monsoon season, when flooding has the potential to displace tens of thousands of people, damage infrastructure, and destroy croplands. In relation to climate change, flooding patterns might follow changes in monsoon seasons. A World Bank study has stated that between 1990 and 2008 natural disasters killed 60,000 and affected 750 million people in South Asia with \$45 billion in damages. In July and August of 2010, Pakistan experienced what have been described as the worst floods in the country's history. These floods reportedly killed over 1,100 and devastated large parts of the Swat Valley where the government of Pakistan is seeking to reassert its control after displacing Islamist militants. A Pew Research poll has found that only 17% of Pakistanis hold a favorable view of the United States. In August 2010, the United States announced \$10 million in assistance to aid those affected by the flooding. Such assistance may

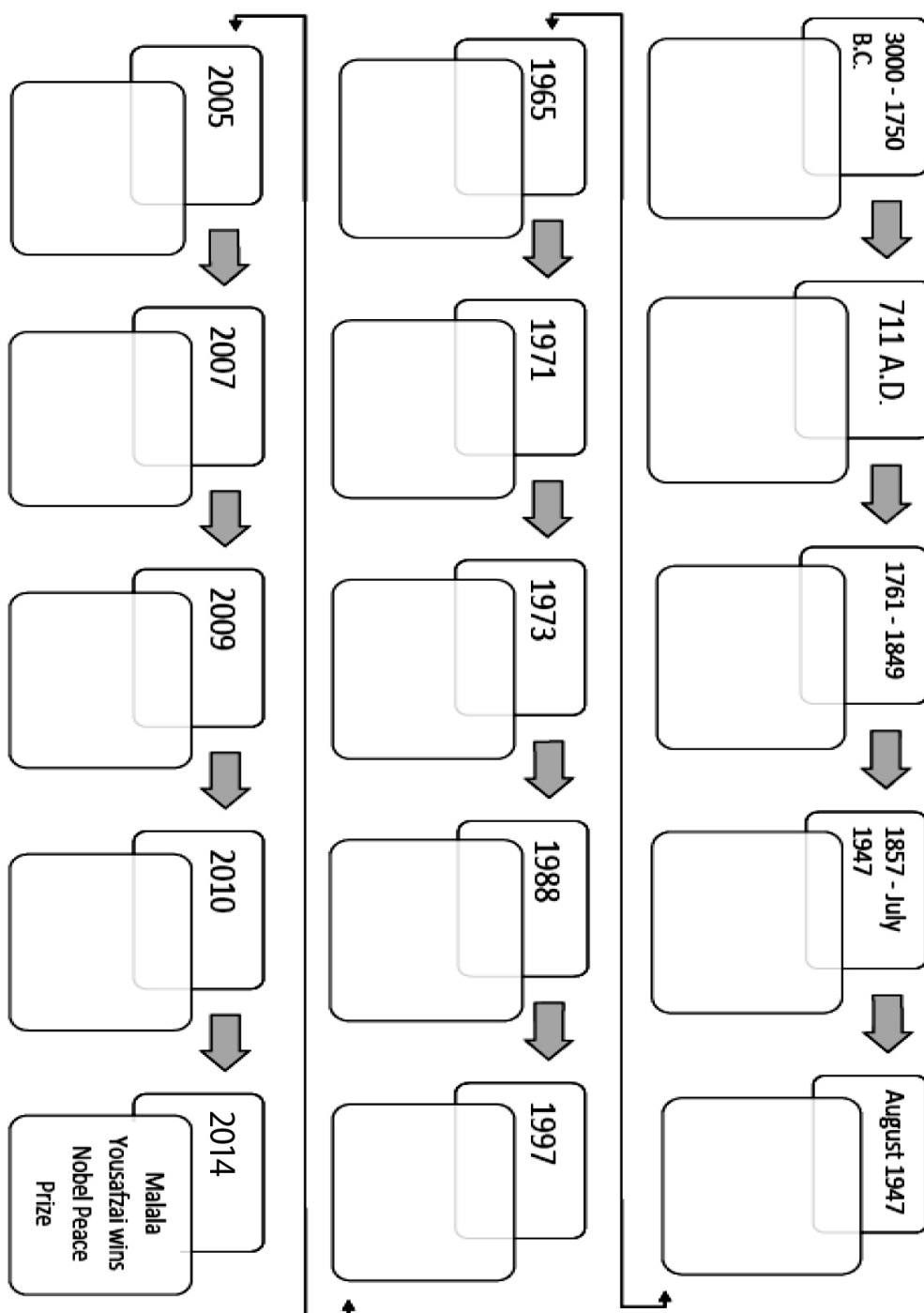
help improve Pakistanis' perceptions of the United States. Melting glaciers might lead to glacial lake outburst floods, which can affect communities and settlements downstream. A burst can discharge millions of cubic meters of water and debris in a few hours into downstream communities. There are over 2,500 glacial lakes in the Himalayan region of Pakistan; however, just a small fraction are considered dangerous.

Lesson 1 (SOCIAL STUDIES, GEOGRAPHY, WORLD HISTORY)

Handout 3

History of Pakistan

Directions: Fill in the event(s) that occurred during the years listed below.



NAME _____

DATE _____

Lesson 1

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



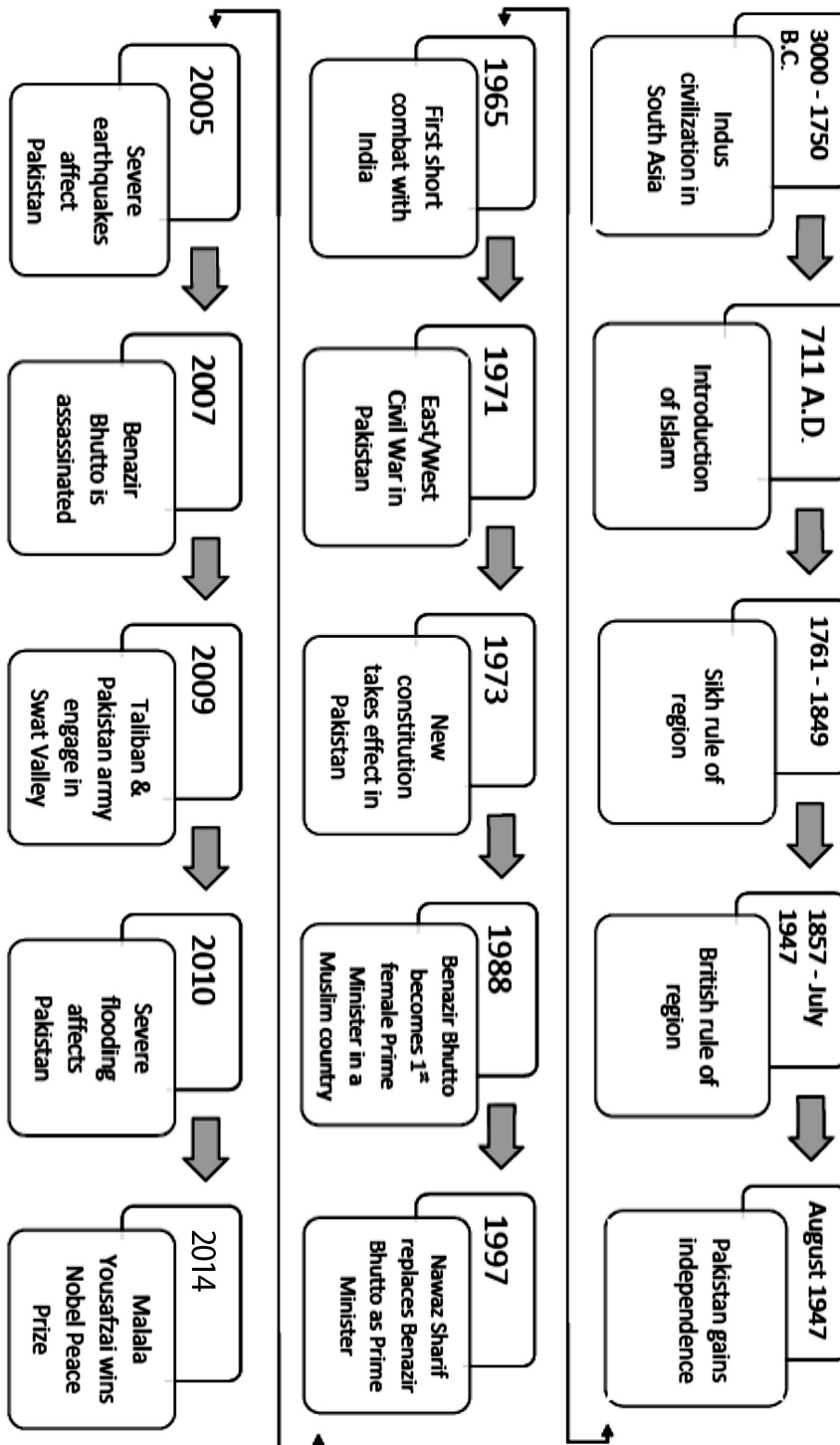
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Handout 3

ANSWER KEY

History of Pakistan

Directions: Fill in the event(s) that occurred during the years listed below.



NAME _____

DATE _____

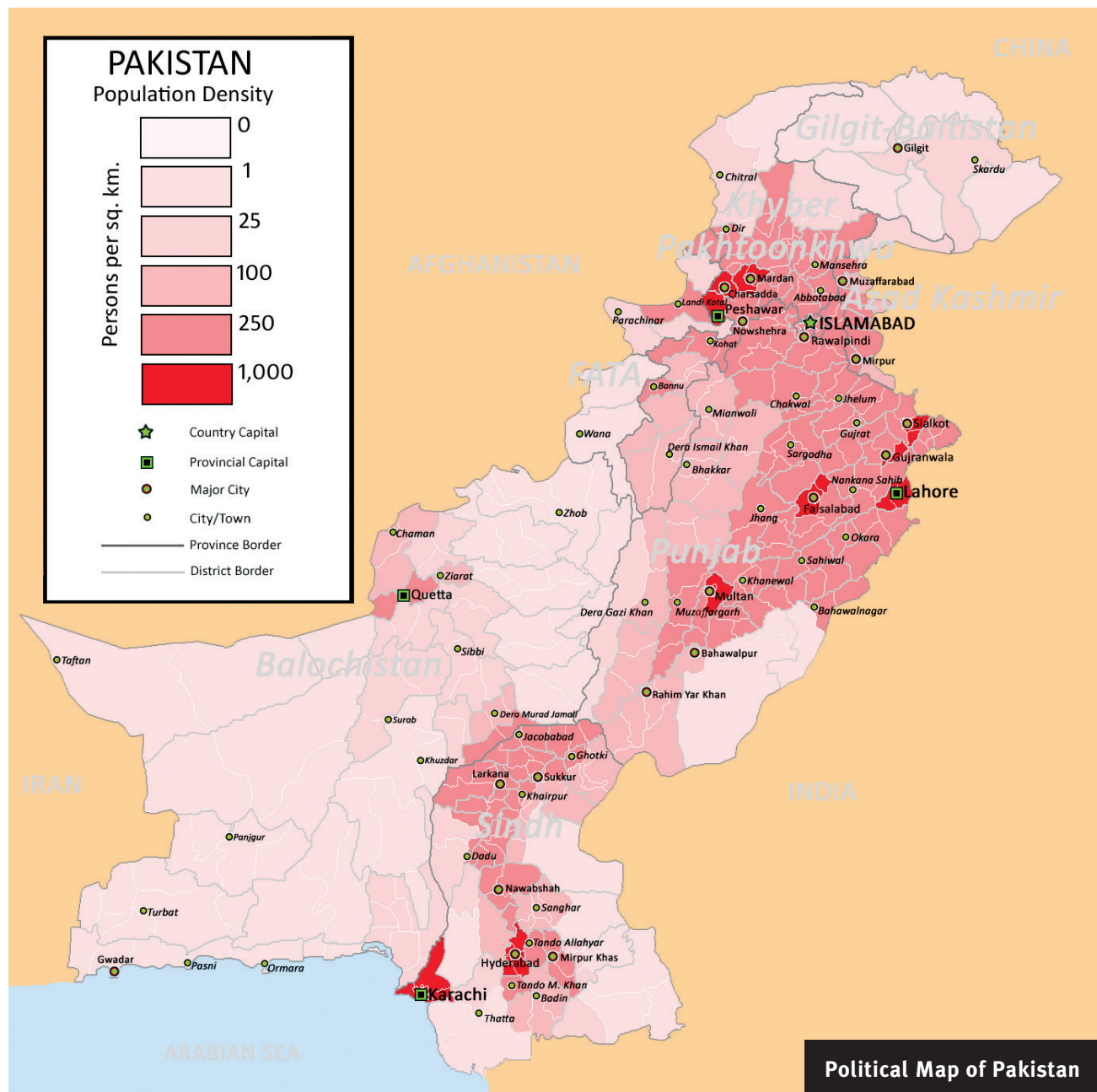
Lesson 1 (SOCIAL STUDIES, GEOGRAPHY, WORLD HISTORY)



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Handout 4 ► P.1

Demographic and Political Maps of Pakistan



Source: https://upload.wikimedia.org/wikipedia/commons/8/8e/Pakistan_population_density.png

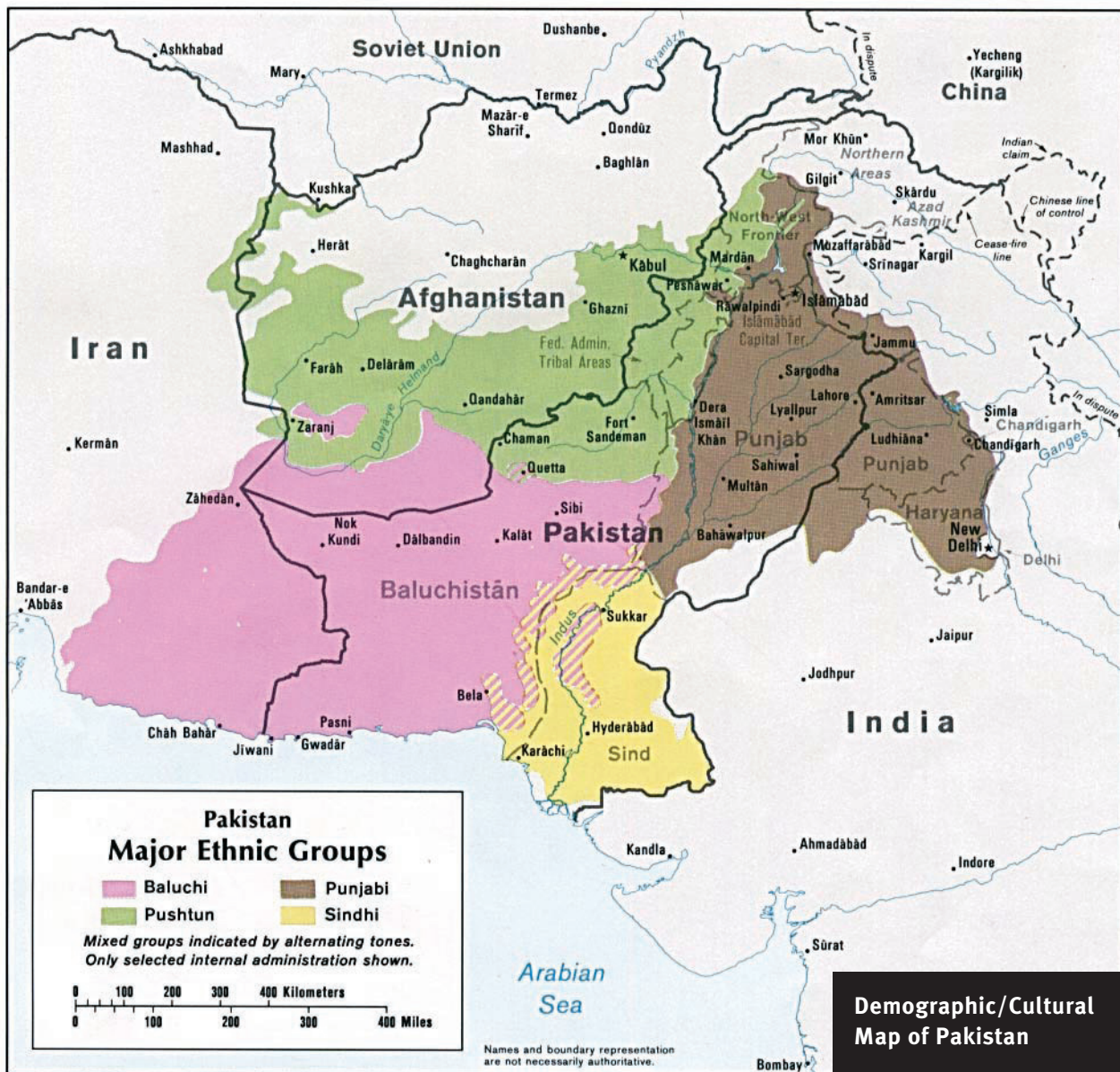
Lesson 1 (SOCIAL STUDIES, GEOGRAPHY, WORLD HISTORY)



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Handout 4 ► P.2

Demographic and Political Maps of Pakistan



504491 5-80 (545359)

Source: http://www.lib.utexas.edu/maps/middle_east_and_asia/pakistan_ethnic_80.jpg. Courtesy of the University of Texas Libraries, The University of Texas at Austin. Note that "Pushtun" is an alternate spelling of "Pashtun."

Lesson 1

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



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Handout 5

Geography and Culture



NAME _____ DATE _____

1. What countries border Pakistan?
2. Describe the ongoing border conflict between Pakistan and India. Consider major events from the readings, as well as the political and demographic/cultural maps.
3. Compare the two maps of Pakistan. What possible effect could cultural groups have on political boundaries, and vice versa?

Lesson 1

(SOCIAL STUDIES, GEOGRAPHY,
WORLD HISTORY)



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Handout 5

Geography and Culture



NAME Answer Key DATE

1. What countries border Pakistan?

- Iran, Afghanistan, China, India

2. Describe the ongoing border conflict between Pakistan and India. Consider major events from the readings, as well as the political and cultural maps.

- The Azad Kashmir area (or Azad and Kashmir regions) has been in dispute since both countries gained independence in 1947.
- The dispute has erupted in repeated short-term fighting.
- The Azad Kashmir area is predominantly Muslim, as is Pakistan; India is primarily Hindu.

3. Compare the political and cultural maps of Pakistan. What possible effect could cultural groups have on political boundaries, and vice versa?

- Pakistan/India conflict—When the UK divided British India, they partitioned the Punjab region in two. Western Punjab was assimilated into Pakistan and Eastern Punjab became part of modern-day India. This division has caused a boundary dispute in Kashmir.
- Pashtun culture divided between Pakistan and Afghanistan—Just as in the conflicts following the India–Pakistan partition, the partition of the Pashtun territory in 1947 has caused continual clashes between Pakistan and Afghanistan. Students may mention minor conflicts, disagreements on political control, division of allegiances, and frequent travel across borders.
- Baluchi culture divided among Pakistan, Afghanistan, and Iran—The partition of the Balochistan region in 1947 by the British has caused an ongoing border conflict between Pakistan, Iran, and Afghanistan.

Lesson 1 (SOCIAL STUDIES, GEOGRAPHY, WORLD HISTORY)



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Handout 6 ► P.1 Developing a Newscast

GROUP MEMBERS _____

TOPIC _____ DATE _____

Directions:

With your group, sign up to research a current event topic on Pakistan from the past few years. You may choose from this list or develop your own topic with your teacher's approval.

- The killing of Osama Bin Laden
- The jailing of Pakistani doctor Shakil Afridi
- Suicide bombings
- The arrest and trial of Gen. Pervez Musharraf
- The assault on the airport in Karachi
- The 2014 attack on the school in Peshawar
- Acquittal of eight Taliban suspects jailed for assassination attempt on Malala Yousafzai
- U.S. drone strikes in Pakistan
- The status of the Swat Valley today
- Refugee camps for Afghan refugees in Pakistan

Research your topic thoroughly, using multiple sources and being sure to evaluate the quality of your sources. Decide on roles for your group members: anchorperson, reporter in the field, expert consultant, etc.

After you have researched your assigned topic thoroughly, develop a two- or three-minute news report explaining your topic. Write a script for your newscast and practice it to be sure it is long enough. All members of your group must speak.

On the day of presentations, you will present the newscast to your classmates and then submit the script to your teacher. Be sure to dress appropriately for your role. Presentations do not need to be memorized, but try to speak with expression. The anchor will give the gist of the story and then call on the field reporter or consultant to elaborate on it. You may use a PowerPoint with pictures, maps, or graphs as appropriate, but be sure to tell your teacher ahead of time if you will need equipment to do so.

Use the rubric on the next page to evaluate your newscast. Your teacher may use the same rubric to evaluate your group and your individual presentations.

Lesson 1 (SOCIAL STUDIES, GEOGRAPHY, WORLD HISTORY)



Handout 6 ► P.2

Newscast Evaluation Rubric

NAME OF STUDENT _____ DATE _____

GROUP PRESENTATION	4 – EXCEEDS EXPECTATIONS	3 – SATISFACTORY	2 – DEVELOPING	1 – NEEDS IMPROVEMENT
TIMING	Presentation is within the 2–3 minute time frame	Presentation is less than 2 minutes or more than 3	Presentation is less than 1 minute or more than 4 minutes	No presentation is given
QUALITY OF INFORMATION	Presentation provides accurate information in an engaging and interesting manner	Presentation provides information with minimal errors	Presentation provides information with a few significant factual errors	Presentation includes many significant factual errors
INDIVIDUAL CONTRIBUTION	4 – EXCEEDS EXPECTATIONS	3 – SATISFACTORY	2 – DEVELOPING	1 – NEEDS IMPROVEMENT
RESEARCH	The individual was actively engaged in the research.	The individual was usually engaged in the research.	The individual sometimes participated in the research.	The individual rarely or never participated in research.
SCRIPTWRITING AND PRACTICE	The individual was actively engaged in the creation and practice of the script	The individual was usually engaged in the creation and practice of the script	The individual sometimes participated in the creation and practice of the script	The individual rarely or never participated in the creation and practice of the script
DELIVERY	Student delivered newscast with clear pronunciation, excellent expressiveness, and effective voice.	Student delivered newscast with clear pronunciation and effective voice	Student made a few pronunciation errors, or spoke too softly.	Student pronounced words incorrectly or was inaudible. No evidence of practice.

TOTAL GROUP SCORE: _____ TOTAL INDIVIDUAL SCORE: _____



The Story of Malala: Growing Up

Enduring Understandings

- Malala’s early life gave her a passion for education through her attachment to school, teachers, and friends.
- Malala became an advocate for the advancement of female education at a very early age.
- Learning new information through personal experience often leads to greater understanding of a topic.

Essential Questions

- How did Malala’s formative years make her so determined to get an education for herself and extend this right to other young women?
- What role might Malala’s family and other factors have played in affecting her desire for an education? What role does your own family play in affecting your attitude toward your education?
- How might obstacles play a role in determining the nature of an individual’s education?

Notes to the Teacher

Malalai of Maiwand was a Pashtun woman from Afghanistan, who lived in the latter half of the 19th century. She grew up in the village of Khig, where her father was a shepherd. Using primarily Indian troops, the British invaded Afghanistan in 1878 because they feared Russian influence in the area. In 1880, British and Indian troops engaged in the Battle of Maiwand against Afghan troops. Malalai’s father and husband were part of the army of Ayub Khan, and Malalai went along with other women who took care of the injured and provided water and food for the army. When the Afghan forces began to lose, according to accounts, she called out:

“Young love! If you do not fall in the battle of Maiwand, By God, someone is saving you as a symbol of shame!”

(Note that there are several different versions of Malalai’s rallying cry, since her story is part of Afghan oral tradition.)

According to legend, Malalai then seized a flag (or made one from her veil) and encouraged the Afghan troops, who won a great victory and sent the disgraced British Army back to Kandahar. She was killed during the battle, but was greatly honored in death.

(Your students might be interested to learn that the fictional Sherlock Holmes’s friend and companion, Dr. Watson, was wounded at Maiwand and therefore returned to London and, eventually, wound up on Baker Street in Sir Arthur Conan Doyle’s stories.)

Websites for background research on the Afghan stories of Malalai include:

<http://www.garenewing.co.uk/angloafghanwar/biography/malalai.php>

http://www.nytimes.com/2013/10/26/opinion/international/malalas-brave-namesake.html?_r=0

<http://www.afghan-web.com/bios/malalai.html>

In this lesson, students respond to the film’s initial animation about the Afghan folk heroine Malalai. They consider Malala’s early years and reflect upon their own early years: the meaning of their names, family influences, experiences in elementary education. Be sensitive to students who might not have siblings or a stable family situation at home. The goal is for students to consider this information in light of their own lives, families, and goals. Even negative influences can trigger positive outcomes.

If you plan to do the Extension Activity, look up your own given name and ascertain its meaning. If possible, find out why your parents chose this name for you. Was it to honor an older member of the family? Does the etymology of the name have any special meaning to you or your parents? Is it a name that was particularly popular in the year you were born? If so, can you figure out why?

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Lesson 2 (ENGLISH LANGUAGE ARTS, SOCIAL STUDIES)



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Duration of the Lesson

One 50–60 minute lesson plus time for viewing the film

Assessment

Completion of Reflections #1–4 (in a journal, on loose-leaf paper, or on a computer)

Completion of Name Poem

Positive contributions to class discussions

Materials

A computer with Internet access

Access to the film *He Named Me Malala*

Paper (either in a journal or loose-leaf notebook) or computer with a word processor

Writing instrument

Procedure

1. Tell students that they are about to view a documentary film about the youngest winner of the Nobel Peace Prize, a teenage girl who was almost assassinated for speaking up on behalf of educating girls. Tell them that her name is Malala Yousafzai and write the name on the board. Have them copy the name into their notebooks. Then show the film *He Named Me Malala*.
2. Begin the lesson by asking students what they recall about Malalai of Maiwand from the first part of the film. Use information from Notes to the Teacher to supplement their recollections.
3. Ask students to further consider the meaning of the name Malalai (“grief-stricken”) and ask them whether that meaning is appropriate for Malala Yousafzai.
4. Ask in what ways Malala Yousafzai resembles her namesake. What was Malala fighting for? (Education for girls) Why was it so important to her? What in her childhood prepared her for this fight? (Her father’s role as principal of a school; her own success in school; her father’s example of speaking out in favor of girls’ education and against the Taliban)

5. Place students in pairs. Have one student in each pair interview the other—and then have them reverse roles—using questions such as these and recording the answers in their notebooks.
 - What does going to school teach you?
 - How does going to school prepare you for the future?
 - What would you do if you were not allowed to go to school? (*Initially, students might rejoice at this prospect, but ask them seriously to consider what their reactions would be to being deprived of school.*)
 - What would happen to the community if students were not allowed to go to school? What would happen to the country as a whole?
6. Have students share some of their ideas with the whole group and record them on the board. (Students may respond to the third question above with “play video games all day” or “play outside.” Guide students to think about the results of not being able to learn from history or of not understanding math if one is to function as an adult in the real world. Ask students how not being allowed to learn, especially in a school setting, would be a detriment to society.)
7. Ask students to free-write in their notebooks for three to five minutes about any possible obstacles that could get in the way of their education. How do they anticipate overcoming these obstacles?
8. After this written reflection, ask students to share their thoughts with the class. Ask students to think about Malala’s barriers and the choices she had to make. (In Malala’s situation, her choice was between staying at

home or defying the Taliban and going to school, forcing her family and her to face the real threat that they could be killed if she did so.)

9. Assignment: Ask students to reflect on their personal lives in a short personal essay answering these questions: How has your life outside of school shaped your views about yourself? About your education, now and in the future? About the direction of your life after you finish your schooling? Has there been a particular person or group that has had a particular impact on your views in the way that Malala’s father had on her?

Extension Activities

Remind students that Malala’s name was one of the influences on her character. Ask students to think about their own names. What does their name mean? Why did their parents give them this name? Do they connect with the meaning of their name in any way? Use your own researched name as an example, if appropriate. Ask them to research their names for homework. On the following day, distribute **HANDOUT 1: NAME POEM** and ask students to complete it. After students finalize a good copy of their poems, ask for volunteers to share their poems with the class. (Because some of the poems might be highly personal, avoid requiring any student to read his or her poem.) Be sure to complete your own Name Poem and have it ready to read to the class, perhaps to break the ice.

Handout 1 ► P. 1 Name Poem Worksheet

Directions:

Answer the following questions. When you are finished, draft your poem in the appropriate places on the next page.

What is your first name? _____

Look up your name in an online directory or printed directory of baby names. After looking it up, write down the meaning of your name. If it does not appear in a directory, ask your parents where your name came from and what it means.

Write down the name(s) of your parent(s) or guardian(s):

Write down the name(s) of your sibling(s):

What have your parents/guardians and siblings given you? (This can be literal, like a material gift, or figurative, like a life lesson or moral that is important in your family, or something inherited, like a special ability.)

Write your full name: _____

Write three adjectives that honestly describe you:

Write down two goals that you wish to accomplish in your life:

Handout 1 ▶ P.2

Name Poem

(Your first name:) _____

means _____.

I am the daughter/son of _____

and the brother/sister of _____.

My family gave me _____

_____.

I am _____ , _____ ,

and _____.

And someday, I _____

My name is _____ ,

Now type up or write out a good copy of your poem on plain paper. Use a computer font that seems to fit you and the spirit of your poem. Incorporate pictures if you like, either inserted by computer, glued on, or drawn by hand. Consider graphics that might add to the overall appearance of your poem. When you are satisfied with the poem, print it out.

The Story of Malala: The Attack by the Taliban

Enduring Understandings

- The Taliban use brutal yet shrewd methods to achieve their goals.
- The attack on Malala was an orchestrated event with explicit goals.
- Surviving horrific events can make people and those around them stronger, as well as present opportunities for unification and betterment.

Essential Questions

- How did the Taliban get their start?
- What are the Taliban's goals, and how do the Taliban hope to achieve them?

Notes to the Teacher

Although Malala lived in Pakistan, the story of her attack begins in neighboring Afghanistan, with the formation and growth of the Taliban. This organization of extremists evolved from the mujahedeen who had opposed the Russians in a decade-long war in Afghanistan. They came to power in the 1990s, seizing the capital, Kabul, in 1996. Many Pakistanis had served with the Taliban and then later became their hosts in the Pashtun areas of northwest Pakistan. Beginning gradually, the Taliban slowly imposed their regime on the areas in Pakistan that they controlled. In recent years, the Taliban have violently attacked the Karachi airport, a Christian church, a children's school in Peshawar, and the Marriott Hotel in Islamabad, with hundreds of casualties.

The attack on Malala was clearly because of her vocal opposition to the Taliban policy of closing girls' schools. Ten men were arrested, tried for the attack on Malala Yousafzai, and sentenced to long prison terms. However, recent news reports state that eight of the 10 were secretly acquitted and released. The actual gunman and the leader who ordered the attack are still at large.

Part 1 of the lesson is a guided reading activity on the Taliban. The readings in **HANDOUTS 1** and **2** are U.S. State Department documents. (If you prefer to have students read them online, in school or for homework, the two URLs are provided on the handout, but you should be aware that the readings are longer than the excerpts on the handout.)

Although they are dated 2001, the information they contain is still valid today. For a more up-to-date view of the Taliban in Pakistan, a particularly useful source is the *New York Times* article at <http://www.nytimes.com/2014/12/17/world/asia/how-the-pakistani-taliban-became-a-deadly-force.html>. The attack on the Peshawar school, which killed 134 children, is described in another *Times* article at <http://www.nytimes.com/2014/12/17/world/asia/taliban-attack-pakistani-school.html>. Be sure to read these articles before beginning the lesson.

Part 2 puts the students in the shoes of citizens of Mingora as they write a script discussing the attack. The focus should be on creativity and critical thinking; the goal is an enlightened conversation or debate following the performances. You can easily vary this activity to accommodate a range of abilities. If technology is available, you could film the scenes. The more theatrically inclined groups could perform with costumes and props.

In Part 3, students read an excerpt from the film script. The excerpt tasks people to “pick up our books and our pens; they are our most powerful weapons.” It is this imperative on which Activity 3 focuses. Have students answer the questions on the handout and then write their responses, choosing from a variety of formats. This could be done during class or for homework. Because this may be a personal reflection, do not share an individual student’s response with the class unless the student is comfortable about that.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

Duration of the Lesson

Two to four class periods

Assessment

Group work
Research reporting
Participation
Final reflection paper

Materials

Part 1: **HANDOUTS 1 and 2**

Part 2: Computers or paper and writing utensils
A performance space (front of classroom would be fine)
(Optional)—video recording and editing equipment

Procedure

PART 1: Researching the Taliban

1. Divide class into groups of three to five students.
Distribute Handout 1: **THE TALIBAN’S WAR AGAINST WOMEN** and **HANDOUT 2: NOTE-TAKING SHEET FOR GUIDED READING**. Give students ample time to read for the information they need for completing Handout 2.
2. Hold a class discussion about the answers they have found. Fill in additional information as necessary from your own reading and the Notes to the Teacher.

Suggested answers:

- a. Why and how did the Taliban begin? (The Taliban emerged in the mid-1990s—roughly 1994—in Afghanistan. They developed in the leadership vacuum left by the withdrawing Soviets.)
- b. How did the Taliban restrict the rights of women in Afghanistan when they came to power? (They forced women to quit their jobs, imposed strict dress regulations, closed girls’ schools and the women’s university. Even medical care for women became inadequate.)

- c. Do all Muslim societies treat women the same way as the Taliban? (No. In some other predominantly Muslim countries, women have the right to vote and to hold public office. They may work outside the home and have good access to education, sometimes even better than that of men.)
 - d. What targets are on the Taliban's list, in addition to Malala? (Answers will vary widely. Targets exist the world around, including individuals who differ from the Taliban in their beliefs, schools, political and military officials, police stations, and major targets in Europe and the United States.)
 - e. What are the Taliban's ultimate goals? (Answers may vary from a desire to seize power to the belief that they should impose strict Islamic beliefs everywhere.)
 - f. What methods do the Taliban use to achieve those goals? (Answers may range from public executions, assassinations, floggings, and amputations to political action and the use of social media.)
3. Point out that the reading is from 2001. Ask students, based on their knowledge of the Taliban as portrayed in the film *He Named Me Malala*, whether there has been a significant change in Taliban goals or methods since that time. Have them provide evidence from the film to back up their assertions.

PART 2: Why Malala?

1. With the same groups or with newly formed ones, distribute **HANDOUT 3**. Explain to your students that they are going to write a script for a short scene (less than five minutes) in which they play residents of Mingora discussing the recent attack on Malala. Students should rely on their prior reading and discussion and the information they have gained from the film to inform the content of the scene.
2. Give students time to write the script.
3. If times permits, you can have students perform their scenes as appropriate. Videotape if desired.
4. Conduct a class discussion after the scenes have been performed. What did students learn from this activity? Did they acquire any additional insight into the thinking of the Taliban? Did they understand Malala's position better? Were they able to imagine the reaction of Pakistani citizens or were they using their own Western sensibilities?
5. Optional extension activities:
 - Give Malala Awards for best scene, best script, best actor/actress, etc.
 - Hold a class discussion about which scenes seemed most effective, and why.
 - If your scenes were filmed, have a mini-festival with other students/classes/faculty and mediate a discussion on the topics.
 - If scenes are performed for other classes, have a follow-up session where actors take questions from the audience.



PART 3 Reflections on Survival

1. Pass out **HANDOUT 4** and go over the directions. Have a student read aloud the excerpt from the speech delivered by Malala to the United Nations.
2. Give students time to fill in their answers to the three questions on the handout.
3. When students have finished writing, ask them to volunteer one thing that they wrote on the handout, allowing them to choose what they wish to share.

Possible answers:

1. Do you believe that pens are our most powerful weapons? If you do, do you have an example? Explain.
(Students may point out that, despite war and other violent confrontations, most conflicts are ultimately resolved by the use of words—in a surrender, in a truce, and such. They may also acknowledge that some of the most closely held tenets are those that are written down. As examples, students may mention Magna Carta, the Gettysburg Address, the Declaration of Independence, the Qur'an, the Bible, the Torah, etc.)
2. Have you survived something and come back stronger than before? It does not have to be as dramatic as Malala's experience. Have you witnessed such a survival or do you know of someone else's? Explain.
(Answers will vary)

3. Is there a cause or a situation around you or in the world that you feel needs to be changed for the better? If so, what is it? What would you change? Why should it change? Whom would it benefit? Who could change it? (Possible answers could include issues from the political realm, e.g., guns, abortion, corporate money; societal issues, e.g., religious discrimination, income disparity, sexism, ageism; or local or school concerns, such as school rules, curfews, school uniforms.
4. Allow students time to choose a writing topic, complete a first draft, have a writing conference, and do a second draft. It is not recommended that you use a peer editing technique, since the subject a student writes about may be sensitive.

Handout 1 ▶ P. 1

The Taliban's War Against Women³

Report on the Taliban's War Against Women

Bureau of Democracy, Human Rights and Labor

November 17, 2001

The day was much like any other. For the young Afghan mother, the only difference was that her child was feverish and had been for some time and needed to see a doctor. But simple tasks in Taliban-controlled Afghanistan today are not that easy.

The mother was alone and the doctor was across town. She had no male relative to escort her. To ask another man to do so would be to risk severe punishment. To go on her own meant that she would risk flogging.

Because she loved her child, she had no choice. Donning the tent-like burqa as Taliban law required, she set out, cradling her child in her arms. She shouldn't have.

As they approached the market, she was spotted by a teenage Taliban guard who tried to stop her. Intent on saving her child, the mother ignored him, hoping that he would ignore her. He didn't. Instead he raised his weapon and shot her repeatedly. Both mother and child fell to the ground. They survived because bystanders in the market intervened to save them. The young Taliban guard was unrepentant — fully supported by the regime. The woman should not have been out alone.

This mother was just another casualty in the Taliban war on Afghanistan's women, a war that began 5 years ago when the Taliban seized control of Kabul.

Abuses of an Oppressive Regime

Prior to the rise of the Taliban, women in Afghanistan were protected under law and increasingly afforded rights in Afghan society. Women received the right to vote in the 1920s; and as early as the 1960s, the Afghan constitution provided for equality for women. There was a mood of tolerance and openness as the country began moving toward democracy. Women were making important contributions to national development. In 1977, women [made up] over 15% of Afghanistan's highest legislative body. It is estimated that by the early 1990s, 70% of schoolteachers, 50% of government workers and university students, and 40% of doctors in Kabul were women. Afghan women had been active in humanitarian relief organizations until the Taliban imposed severe restrictions on their ability to work. These professional women provide a pool of talent and expertise that will be needed in the reconstruction of post-Taliban Afghanistan.

³ <http://www.state.gov/j/drl/rls/6185.htm>

Handout 1 ▶ P. 2

The Taliban's War Against Women

Islam has a tradition of protecting the rights of women and children. In fact, Islam has specific provisions which define the rights of women in areas such as marriage, divorce, and property rights. The Taliban's version of Islam is not supported by the world's Muslims. Although the Taliban claimed that it was acting in the best interests of women, the truth is that the Taliban regime cruelly reduced women and girls to poverty, worsened their health, and deprived them of their right to an education, and many times the right to practice their religion. The Taliban is out of step with the Muslim world and with Islam.

Afghanistan under the Taliban had one of the worst human rights records in the world. The regime systematically repressed all sectors of the population and denied even the most basic individual rights. Yet the Taliban's war against women was particularly appalling.

Women are imprisoned in their homes, and are denied access to basic health care and education. Food sent to help starving people is stolen by their leaders. The religious monuments of other faiths are destroyed. Children are forbidden to fly kites, or sing songs... A girl of seven is beaten for wearing white shoes.

— *President George W. Bush, Remarks to the Warsaw Conference on Combating Terrorism, November 6, 2001*

The Taliban first became prominent in 1994 and took over the Afghan capital, Kabul, in 1996. The takeover followed over 20 years of civil war and political instability. Initially, some hoped that the Taliban would provide stability to the country. However, it soon imposed a strict and oppressive order based on its misinterpretation of Islamic law.

The assault on the status of women began immediately after the Taliban took power in Kabul. The Taliban closed the women's university and forced nearly all women to quit their jobs, closing down an important source of talent and expertise for the country. It restricted access to medical care for women, brutally enforced a restrictive dress code, and limited the ability of women to move about the city.

The Taliban perpetrated egregious acts of violence against women, including rape, abduction, and forced marriage. Some families resorted to sending their daughters to Pakistan or Iran to protect them.

Afghan women living under the Taliban virtually had the world of work closed to them. Forced to quit their jobs as teachers, doctors, nurses, and clerical workers when the Taliban took over, women could work only in very limited circumstances. A tremendous asset was lost to a society that desperately needed trained professionals.

As many as 50,000 women, who had lost husbands and other male relatives during Afghanistan's long civil war, had no source of income. Many were reduced to selling all of their possessions and begging in the streets, or worse, to feed their families.

Denied Education and Health Care

Restricting women's access to work is an attack on women today. Eliminating women's access to education is an assault on women tomorrow.

Handout 1 ▶ P. 3

The Taliban's War Against Women

The Taliban ended, for all practical purposes, education for girls. Since 1998, girls over the age of eight have been prohibited from attending school. Home schooling, while sometimes tolerated, was more often repressed. Last year, the Taliban jailed and then deported a female foreign aid worker who had promoted home-based work for women and home schools for girls. The Taliban prohibited women from studying at Kabul University.

“The Taliban has clamped down on knowledge and ignorance is ruling instead.”

— *Sadriqa, a 22-year-old woman in Kabul*

As a result of these measures, the Taliban was ensuring that women would continue to sink deeper into poverty and deprivation, thereby guaranteeing that tomorrow's women would have none of the skills needed to function in a modern society.

Under Taliban rule, women were given only the most rudimentary access to health care and medical care, thereby endangering the health of women, and in turn, their families. In most hospitals, male physicians could only examine a female patient if she were fully clothed, ruling out the possibility of meaningful diagnosis and treatment.

These Taliban regulations led to a lack of adequate medical care for women and contributed to increased suffering and higher mortality rates. Afghanistan has the world's second worst rate of maternal death during childbirth. About 16 out of every 100 women die giving birth.

Inadequate medical care for women also meant poor medical care and a high mortality rate for Afghan children. Afghanistan has one of the world's highest rates of infant and child mortality. According to the United Nations International Children's Emergency Fund (UNICEF), 165 of every 1000 babies die before their first birthday.

Further hampering health, the Taliban destroyed public education posters and other health information. This left many women, in a society already plagued by massive illiteracy, without basic health care information.

In May 2001, the Taliban raided and temporarily closed a foreign-funded hospital in Kabul because male and female staff allegedly mixed in the dining room and operating wards. It is significant to note that approximately 70% of health services had been provided by international relief organizations — further highlighting the Taliban's general disregard for the welfare of the Afghan people.

“The life of Afghan women is so bad. We are locked at home and cannot see the sun.”

— *Nageeba, a 35-year-old widow in Kabul*

The Taliban also required that windows of houses be painted over to prevent outsiders from possibly seeing women inside homes, further isolating women who once led productive lives and contributing to a rise in mental health problems. Physicians for Human Rights reports high rates of depression and suicide among Afghan women. One European physician reported many cases of burns in the esophagus as the result of women swallowing battery acid or household cleaners — a cheap, if painful, method of suicide.

Handout 1 ▶ P. 3

The Taliban's War Against Women

Fettered by Restrictions on Movement

In urban areas, the Taliban brutally enforced a dress code that required women to be covered under a burqa — a voluminous, tent-like full-body outer garment that covers them from head to toe. One Anglo-Afghan journalist reported that the burqa's veil is so thick that the wearer finds it difficult to breathe; the small mesh panel permitted for seeing allows such limited vision that even crossing the street safely is difficult.

While the burqa existed prior to the Taliban, its use was not required. As elsewhere in the Muslim world and the United States, women chose to use the burqa as a matter of individual religious or personal preference. In Afghanistan, however, the Taliban enforced the wearing of the burqa with threats, fines, and on-the-spot beatings. Even the accidental showing of the feet or ankles was severely punished. No exceptions were allowed. One woman who became violently carsick was not permitted to take off the garment. When paying for food in the market, a woman's hand could not show when handing over money or receiving the purchase. Even girls as young as eight or nine years old were expected to wear the burqa.

The fate of women in Afghanistan is infamous and intolerable. The burqa that imprisons them is a cloth prison, but it is above all a moral prison. The torture imposed on little girls who dare to show their ankles or their polished nails is appalling. It is unacceptable and insupportable.

— King Mohammed VI of Morocco

The burqa is not only a physical and psychological burden on some Afghan women, it is a significant economic burden as well. Many women cannot afford the cost of one. In some cases, whole neighborhoods share a single garment, and women must wait days for their turn to go out. For disabled women who need a prosthesis or other aid to walk, the required wearing of the burqa makes them virtually homebound if they cannot get the burqa over the prosthesis or other aid, or use the device effectively when wearing the burqa.

Restrictions on clothing are matched with other limitations on personal adornment. Makeup and nail polish were prohibited. White socks were also prohibited, as were shoes that make noise as it had been deemed that women should walk silently.

Even when dressed according to the Taliban rules, women were severely restricted in their movement. Women were permitted to go out only when accompanied by male relatives or risk Taliban beatings. Women could not use public taxis without accompanying male relatives, and taxi drivers risked losing their licenses or beatings if they took unescorted female passengers. Women could only use special buses set aside for their use, and these buses had their windows draped with thick curtains so that no one on the street could see the women passengers.

One woman who was caught with an unrelated man in the street was publicly flogged with 100 lashes, in a stadium full of people. She was lucky. If she had been married, and found with an unrelated male, the punishment would have

Handout 1 ▶ P. 5

The Taliban's War Against Women

been death by stoning. Such is the Taliban's perversion of justice, which also includes swift summary trials, public amputations and executions.

Violation of Basic Rights

The Taliban claimed it was trying to ensure a society in which women had a safe and dignified role. But the facts show the opposite. Women were stripped of their dignity under the Taliban. They were made unable to support their families. Girls were deprived of basic health care and of any semblance of schooling. They were even deprived of their childhood under a regime that took away their songs, their dolls, and their stuffed animals—all banned by the Taliban.

The Amman Declaration (1996) of the World Health Organization cites strong authority within Islamic law and traditions that support the right to education for both girls and boys as well as the right to earn a living and participate in public life.

Indeed, the Taliban's discriminatory policies violate many of the basic principles of international human rights law. These rights include the right to freedom of expression, association and assembly, the right to work, the right to education, freedom of movement, and the right to health care. What is more, as Human Rights Watch has noted, "the discrimination [that Afghan women face] is cumulative and so overwhelming that it is literally life threatening for many Afghan women." This assault on the role of women has not been dictated by the history and social mores of Afghanistan as the Taliban claim.

Nor are the Taliban's restrictions on women in line with the reality in other Muslim countries. Women are serving as President of Indonesia and Prime Minister of Bangladesh. There are women government ministers in Arab countries and in other Muslim countries. Women have the right to vote in Muslim countries such as Qatar, Iran, and Bahrain. Throughout the Muslim world, women fill countless positions as doctors, teachers, journalists, judges, business people, diplomats, and other professionals.

A large and increasing number of women students ensures that in the years to come, women will continue to make an important contribution to the development of their societies. In Saudi Arabia, for example, more than half the university student body is female. Although Muslim societies differ among themselves on the status of women and the roles they should play, Islam is a religion that respects women and humanity. The Taliban respects neither....

Handout 1 ▶ P. 6

The Taliban's War Against Women

The Taliban in Their Own Words⁴

"It's like having a flower, or a rose. You water it and keep it at home for yourself, to look at it and smell it. It [a woman] is not supposed to be taken out of the house to be smelled."

— Syed Ghaisuddin, Taliban Minister of Education, when asked why women needed to be confined at home

"If we are to ask Afghan women, their problems have been solved."

— Qudratullah Jamal, Taliban Minister of Culture

"We have enough problems with the education of men, and in those affairs no one asks us about that."

— Qari Mullah Din Muhammad Hanif, Taliban Minister of Higher Education

"If a woman wants to work away from her home and with men, then that is not allowed by our religion and our culture. If we force them to do this they may want to commit suicide."

— Mullah Nooruddin Turabi, Taliban Minister of Justice

"We do not have any immediate plans to give jobs to (women) who have been laid off. But they can find themselves jobs enjoying their free lives."

— Moulvi Wakil Ahmad Mutawakel, Taliban Minister of Foreign Affairs

And in Their People's Words

"Because of the Taliban, Afghanistan has become a jail for women. We haven't got any human rights. We haven't the right to go outside, to go to work, to look after our children."

— Faranos Nazir, 34-year-old woman in Kabul

"Approximately 80% of women and men agreed that women should be able to move about freely and that the teachings of Islam do not restrict women's human rights."

— Physicians for Human Rights, "Women's Health and Human Rights in Afghanistan: A Population-Based Assessment"

"'Indignity is our destination,' says Seema, 30, who used to work at a health center and now roams the streets in Kabul begging to support her children."

— Time, November 29, 2000

"When we are together, everyone here is talking about how the Taliban has destroyed our lives. They won't let us go to school because they want us to be illiterate like them."

— Nasima, 35-year-old Kabul resident

⁴ <http://www.state.gov/j/drl/rls/6186.htm>



Handout 2 ▶ P.1

Note-taking Sheet for Guided Reading

Directions:

Together with your group, read Handout 1 carefully to find the answers to the questions below. Write your answers as fully as possible in the space provided. Add other information that you learn from your teacher, classmates, or other sources.

A. Why and how did the Taliban begin?

B. How did the Taliban restrict the rights of women in Afghanistan when they came to power?



Handout 2 ▶ P.2

Note-taking Sheet for Guided Reading

C. What targets are on the Taliban's list, other than Malala?

D. What are the Taliban's ultimate goals?



Handout 2 ▶ P.3

Note-taking Sheet for Guided Reading

E. What methods do they use to achieve those goals?

Handout 3

Scriptwriting

Directions:

You are going to write a script for a short scene in which characters from Malala's home town of Mingora react to the recent shooting of the teenage girl. Consider what this event means for these characters' own lives and how they feel about it. Use the following questions to brainstorm for your scriptwriting. When you and your group are ready, write dialogue and stage directions for a script for your scene. (Scenes should be less than five minutes.)

1. How many characters will be in the scene? (No more than the number of members in your group) _____
2. Are they ordinary citizens? Schoolchildren? Taliban operatives or sympathizers? Taliban opponents? List their names here.
3. Is there a leader of the group or are they equals in the scene? If there is a leader, what is his or her name?
4. Where does the scene take place? Describe the setting in a sentence or two.
5. What main points will each of your characters make? What are their reasons?
6. How does your scene start?
7. How does your scene end?



Handout 4 ▶ P.1

Malala's Speech at the United Nations

Directions:

Read the excerpt below. Then answer the questions and complete one of the assignments that follow.

It is an honor to me to be speaking again after a long time. Thank you to every person who has prayed for my fast recovery in a new life.

The Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullet would silence us. But nothing changed except this: weakness, fear, and hopelessness died. Strength, power, and courage was born.

I am the same Malala. My ambitions are the same. My hopes are the same. And my dreams are the same. We realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. We believe in the power and the strength of our words. Today is the day of every woman, every boy, and every girl who have raised their voice for their rights. Let us pick up our books and our pens, they are our most powerful weapons. One child, one teacher, one book, and one pen can change the world.

1. Do you believe that pens are our most powerful weapons? If so, do you have an example? Explain.

Malala's Speech at the United Nations

- After reflecting on your answers above to #1 and #2, choose one of the following assignments:

1. Write a poem on the subjects of survival, inspiration, and change.
2. Write a reflection essay about your own survival and how you can make a difference in the world as a result of that survival.
3. Write a letter or business email to someone who can make a difference in the cause or situation you stated in #3.
Be sure to cite reasons why the recipient should do what you're asking him or her to do.

The Story of Malala: A New Life of Global Advocacy

Enduring Understandings

- Many girls around the world do not have access to education, and their lives are profoundly shaped by this lack.
- Advocating on behalf of others can help the lives of those being helped as well as advance society as a whole.

Essential Questions

- For which groups of students does Malala advocate? What are the challenges facing these groups?
- How do news organizations represent the events surrounding these groups?
- Why is advocacy like Malala's important in our society?

Notes to the Teacher

Since her recovery from the assassination attempt, Malala Yousafzai has been involved in advocating for girls' education in many parts of the world. Because of her courage, she has become a leading figure in pressing for change.

In this lesson, students conduct research to find out about girls' access to education, especially secondary education, but it is important to understand that simple access is not sufficient. The quality of education is also critical. The education girls receive must be relevant to their lives, giving them the skills they need to meet their potential and succeed in a 21st century world. An excellent example of this is the NairoBits Trust project in Kenya, in which 300 out-of-school girls aged 16–18 from slums in Nairobi will study technology and entrepreneurship.

Before the lesson, print copies of news articles about one of the five populations the Malala Fund supports: the Nigerian girls kidnapped by Boko Haram, girls in Kenya without access to education or technology, girls in Pakistan whose education the Taliban threatens, Syrian refugees, and children in Sierra Leone whose schools closed due to the Ebola outbreak. (See list of articles below.) Be sure you have enough copies so that each student at a station to be assigned has one, even if some are duplicates. If desired, print a few extra copies for each station to allow flexibility for students who are more advanced to read more than one article. Feel free to add similar articles to update information.

This lesson is based on a jigsaw activity in which students become “experts” and then teach what they have learned to others. If you are not familiar with this type of cooperative learning, a simple explanation of it can be found at <https://www.jigsaw.org/>.

Arrange five stations in your room, each with enough chairs to accommodate a fifth of your class. Put up a sign labeling each station with the name of one of these countries: Nigeria, Pakistan, Sierra Leone, Kenya, and Syria. Equip each station with copies of news articles about one of these populations; see the list of articles under Resources. You may wish to search for more recent news articles as conditions change or new information becomes available. If you have a large class, make a few duplicates or locate additional articles to print.

At the start of the lesson, students will discuss Malala’s life after the assassination attempt and her transition to a global leadership role. Students will read an article about a group she supports and analyze it. After sharing the information with their “expert” group, students will move to a “home” group to teach other students what they have learned. Finally, students will reflect more broadly on the power of education and advocacy by reacting to a quotation from *He Named Me Malala* in a short, persuasive essay that incorporates evidence from the film, history, or their own lives.

Students may be interested in knowing that the United Nations designated July 12, Malala’s birthday, as Malala Day in 2013, when she addressed the UN. Malala Day 2014 found Malala in Nigeria, where she spoke to demand the return of the schoolgirls kidnapped by Boko Haram. On her birthday in 2015, Malala opened a new girls’ school in Lebanon. Each year, the Malala Fund encourages children

and adults to engage in activities and to sign petitions to show their support for education. In 2015, for example, Malala Day marked the culmination of a campaign for #BooksNotBullets, urging governments worldwide to fund education fully.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Duration of the Lesson

Two or three 45–60 minute class periods

Assessments

Guided Article Analysis (**HANDOUT 1**)
Group collaboration and presentation
Quotation response essay

Materials

Student access to the Internet or a selection of articles printed for each student group
Copies of **HANDOUTS 1** and **2** for each student
Projector or copies of this posting from The Malala Fund to hand out to students: <http://community.malala.org/malala-fund-giving-2014-who-yo-931752930.html>

Procedure

PART 1: Reading About a Population in a Malala Project

- 1.** Have the students sit in five groups (“home” groups).
Ask students to think back to the scenes in the film that occurred in the time after Malala was shot. Start a general discussion using questions such as these:
 - a.** How did she survive? (She was rushed first to a military hospital in Pakistan and then to a hospital in Birmingham, England.)
 - b.** What permanent injuries did she have? (Damage to her ear and facial nerves)
 - c.** Why did her family stay in England? (Too dangerous for her to go back to Pakistan, where the Taliban said they would kill her)
 - d.** What has she done in the years after she was shot? (Pursued her own education; given speeches for numerous causes around the world; spoken upon her acceptance of the Nobel Peace Prize.
 - e.** Ask students to recall scenes in *He Named Me Malala* that show her interacting with the students on whose behalf she advocates. What groups do they remember her visiting? (Kenyan girls’ school, Syrian refugees, parents of girls taken by Boko Haram, Nigerian politicians)
 - f.** What sorts of things do they remember her doing? (Visiting schools to encourage young women, meeting with children who are not in school, delivering speeches, accepting awards, meeting with world leaders, meeting with the families of children)

Lesson 4 (ENGLISH LANGUAGE ARTS, SOCIAL STUDIES)



Journeys in Film™
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2. Explain to students that they will now gather information on one of the populations Malala works with to present to the class. Project the webpage from The Malala Fund that briefly describes groups of girls for whom Malala advocates: <http://community.malala.org/malala-fund-giving-2014-who-yo-931752930.html>.
3. Send members of each “home” group to the previously arranged stations to form new “expert” groups. Be sure there is at least one member of each “home” group at each “expert” station.
4. Hand out the articles you have printed for each group and have each group divide the articles among their group members. Each student should have one article to analyze.
5. Distribute and have students individually complete

HANDOUT 1: GUIDED ARTICLE ANALYSIS.

6. Give students an opportunity to share their work from the Guided Article Analysis with their group in the chronological order in which the articles were written, so that they understand the sequence of events. After each student has shared his or her reading, write the following questions on the board and ask them to discuss:
 - a. Why doesn’t this population have access to regular education?
 - b. Who are the students most affected by this? In what ways are they affected?
 - c. Has the students’ access to education improved at all since the issue arose? If so, what steps were taken to foster improvement?

- d. What do you think the future holds for this population of students?
- e. What might students in our class do to help?

PART 2: Teaching the “home” group

1. Have students assemble back in their “home” groups.
2. Once the “home” groups are reassembled, have each student teach about the population his or her “expert” group studied.
3. When all students have given their presentations to the “home” group, pull together the entire class and lead a general discussion of advocacy. Consider the following questions:
 - a. What is the purpose of advocating for a group of which you are a part? (People are typically passionate about groups of which they are a part, and their stories can be both captivating and influential.) What about a group of which you are not a part? (Those outside of the group are sometimes better positioned to advocate on behalf of a group because they are seen as unbiased.)
 - b. What are some examples of this sort of advocacy from your own lives? (Answers will vary.)
 - c. Do you believe that speaking out is advocacy enough? What about protests? What is the role of violence in this sort of work? (Answers will vary, but encourage students to see the power of words and nonviolent action.)

- d. Should boys be involved in advocating for girls' education? (Encourage students to see that boys have a vested interest in seeing that girls are educated, and vice versa.)
4. Explain to students that, now that they have looked at these specific cases, they will broaden their reflection on advocacy to a general level by responding to a quotation from the movie. Pass out **Handout 2**, essay topics for students
5. Have students write an essay that responds to a quotation from *He Named Me Malala*, listed on **Handout 2**.

Extension Activities

- Have each student compose and deliver an impassioned speech on a topic of his or her choosing.
- Have students write a letter advocating for equal rights to education for all students. They can focus on access for female students or choose another group of students to support.

Resources

All groups should reference The Malala Fund's website for a summary of the issues for which she fights: <http://community.malala.org/malala-fund-giving-2014-who-yo-931752930.html>

Nigerian Girls Kidnapped by Boko Haram:

April 21, 2014: <http://www.usatoday.com/story/news/world/2014/04/21/parents-234-girls-kidnapped-from-nigerian-school/7958307/>

April 14, 2015: <http://www.npr.org/sections/goatsandsoda/2015/04/14/399440165/campaigners-refuse-to-let-kidnapped-nigerian-girls-be-forgotten>

April 28, 2015: <http://www.foxnews.com/world/2015/04/28/200-girls-3-women-rescued-from-nigerian-forest-national-armed-forces-say/>

June 29, 2015: <http://www.bbc.com/news/world-africa-33259003>

July 9, 2015: <http://www.foxnews.com/world/2015/07/09/boko-haram-willing-to-release-chibok-girls-in-exchange-for-detainees/>

Lesson 4 (ENGLISH LANGUAGE ARTS, SOCIAL STUDIES)



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Syrian refugees:

December 2, 2013: <http://www.theguardian.com/global-development/2013/dec/02/syrian-refugees-strain-on-jordan-schools>

March 14, 2014: <http://www.brookings.edu/blogs/education-plus-development/posts/2014/03/14-syria-educating-refugees-ackerman-jalbout-peterson>

June 22, 2015: <http://www.al-monitor.com/pulse/originals/2015/06/iraq-displaced-camps-kurdistan-education.html>

June 29, 2015: <http://www.news.com.au/technology/gadgets/young-syrians-share-selfies-and-stories-of-how-is-has-destroyed-their-lives/story-fn6vihic-1227419426308>

June 29, 2015: <http://www.cnn.com/2015/06/26/middleeast/jordan-malala-of-syria/>

Adolescent girls in Pakistan:

October 9, 2013: <http://blogs.wsj.com/indiarealtime/2013/10/09/in-swat-battle-for-girls-education-continues/>

January 16, 2014: <http://www.wsj.com/articles/SB10001424052702304049704579318592003912998>

December 16, 2014: <http://www.un.org/apps/news/story.asp?NewsID=49616#.VZNs7hOrS7o>

February 28, 2015: <http://www.csmonitor.com/USA/Foreign-Policy/2015/0228/Many-girls-in-Africa-and-the-Middle-East-are-under-pressure-to-leave-school>

June 10, 2015: https://sports.vice.com/en_us/article/the-girl-who-escaped-from-the-taliban-and-became-a-soccer-star

Children in Sierra Leone, where schools closed to stop the spread of Ebola:

November 13, 2014: <http://www.nytimes.com/2014/11/14/opinion/ebola-and-the-lost-children-of-sierra-leone.html>

November 14, 2014: <http://www.irinnews.org/report/100838/school-lessons-by-radio-in-sierra-leone-liberia>

November 17, 2014: <http://allafrica.com/stories/201411171964.html>

June 20, 2015: <http://www.thesierraleonetelegraph.com/?p=9548>

June 24, 2015: <http://www.theguardian.com/global-development/2015/jun/24/sierra-leone-ban-pregnant-girls-school-attendance-access-education>

Kenyan Girls:

July 16, 2012: <http://www.npr.org/2012/07/16/156840541/kenyas-free-schools-bring-a-torrent-of-students>

December 3, 2012: <http://www.npr.org/2012/12/03/166400491/a-battle-for-the-stolen-childhoods-of-kenyan-girls>

October 11, 2013: <http://www.theguardian.com/global-development-professionals-network/2013/oct/11/day-of-the-girl-early-pregnancy-education-kenya>

November 10, 2013: <http://www.cnn.com/2013/03/14/world/africa/cnnheroes-ntaiya-girls-school/>

March 22, 2014: <http://www.commdiginews.com/world-news/government-and-private-groups-work-to-educate-kenyas-girls-12851/>



Handout 1 ► P.1 Guided Article Analysis

Your name _____

Title of article _____

Author _____

Name of publication _____ Date of publication _____

1. What kind of a publication is it?

2. What sort of bias do you suspect this publication may have in light of the issue you're researching?

3. Write a four- or five-sentence summary of the article.

4. Write out the three most interesting things you learned from this article.
 - a.

 - b.

 - c.



Handout 1 ► P.2 Guided Article Analysis

5. Does the author of the article take a stance? If so, describe the author's stance. If not, why do you think the author refrains from doing so?

6. Do you agree with all of the information in the article? Why, or why not?

7. What questions do you have about this subject after reading the article?

Handout 2

Essay Topics

Directions:

Write an essay that responds to one of the quotations below from the documentary *He Named Me Malala*. Give specific references from the film, your research, the research done by your classmates, and your own life experience and knowledge to support your response.

1. Malala: “We realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. We believe in the power and the strength of our words. Today is the day of every woman, every boy, and every girl who have raised their voice for their rights.”
2. Malala: “Let us pick up our books and our pens; they are our most powerful weapons. One child, one teacher, one book, and one pen can change the world.”
3. Ziauddin (Malala’s father): “If I keep silent, I think, then you lose the right to exist, the right to live. If my rights are violated and I keep silent, I should better die than to live.”
4. Malala: “I tell my story not because it is unique, but because it is not. It is the story of many girls. I am Malala, but I am also Shazia, I am Kainat, I am Kainat Sonro, I am Mozoun, I am Amina, I am those sixty-six million girls who are deprived of education. I am not a lone voice, I am many. And our voices have grown louder and louder.”

Working for Change

Enduring Understandings

- Students have the power to effect change.
- Differences in age, gender, race, socioeconomic status, and culture lead to diverse ways of approaching and solving the problems of limited education for women and children around the world.
- It is important to understand differences among various nonprofit organizations and to learn to assess the quality of those organizations.

Essential Questions

- Who are the current world leaders in promoting women's education?
- What organizations are making the most progress in the promotion of women's education?
- How can students help promote the importance of women's education in their communities?
- How are men helping to promote the education of women?
- Why is it important for all people to receive a complete education?

Notes to the Teacher

This lesson is designed to empower students who have seen the film *He Named Me Malala* to take action. Students will be asked to think critically and analytically about the effectiveness of the people and organizations they are researching to assess their effectiveness in their pursuit of providing education to women. Students may find the most beneficial aspects of this experience will come from having leaders in their community come speak with them about how they are working to promote the education of women.

Some international organizations working to promote girls' education:

ActionAid
CARE
Educating Girls Matters
Girls Learn International
Global Campaign for Education
Global Education First Initiative
Global Partnership for Education
Half the Sky
Let Girls Learn: USAID and Peace Corps
Save the Children
Teachers Without Borders
The Working Group on Girls
United Nations Girls' Education Initiative

Encourage your students to find other organizations, as well.

Students will work individually or in pairs to research an organization that is working to promote women's education. Students should use PowerPoint, Prezi, Explain Everything, or some other presentation format to report their findings. Be sure to assign appropriate deadlines for completing research. Students should be expected to explore multiple avenues of research and assessment of their organization. You may wish to provide a separate deadline for a Works Cited page if desired; your school librarian may be a helpful resource.

You may choose to have students brainstorm additional research questions with a focus on how the students themselves can engage with the organization or one similar to it in their community.

For the Works Cited page, follow your school's usual format or see MLA style at a website such as the Purdue Online Writing Lab at <https://owl.english.purdue.edu/owl/resource/747/01/>. EasyBib citation generator at <http://www.easybib.com/> may also be useful to your students.

You may wish to invite local community leaders in women's education to come hear the presentations. This may encourage your students to see that their voice truly does matter to the leaders of their community.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Lesson 5 (SOCIAL STUDIES/COMMUNITY SERVICE)



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Duration of the Lesson

This lesson will require one class period for explanation and to prepare the students to begin their research. Additional time in class or the school library may be used for research, or you may require the students to complete this on their own time. One or two class periods will be needed for students to present their findings to the class.

A field trip could be arranged, if practical, for students to visit an organization in their community that is working to educate women and children. A representative from an organization in the community could also be sought out to speak with the students about what they do and how the students could get involved with their work.

Assessments

HANDOUT 1 research notes

Oral presentation about an organization that is working to promote women's education.

Works Cited page

Materials

Computers, laptops, tablets

Internet access

PowerPoint, Prezi, or other presentation software

Procedure

1. After viewing the film, lead a class discussion about what Malala's goals are for women and children around the world, listing students' ideas on the board.
2. Ask students if this is a women's issue only or whether it is an issue that men and boys should care about as well. (Try to elicit the concepts that if women are more educated, societies as a whole will be healthier, families will have greater earning power, and there will be a stronger labor force for economic development. Also discuss the issue of basic human rights.) Why is it important for males to help ensure that girls have equal access to education?
3. Ask students to write down the names of any people or organizations they know of that are pursuing Malala's goals. Students may need a few minutes for this. If they are struggling to come up with names, allow them to use their phones, laptops, or other resources to do a quick search. If none are available, use the list of organizations provided in Notes to the Teacher.
4. Distribute **HANDOUT 1** and review the directions with your students. Encourage students to consider additional research that may allow them to reflect on how they might engage with a similar organization in their community.
5. Review your preferred methods and the correct format for creating a Works Cited page. See Notes to the Teacher for additional information.

6. Assign separate deadlines for completion of research, for the Works Cited page, and for the presentation. Allow time for research in the classroom, in the school library, or at home.
7. Review the rubric on **HANDOUT 2** with your students so that they understand how they will be graded. You may also wish to prepare your own rubric to fit the needs of your curriculum. Be sure students know how grades will be assigned based on rubric scores.
8. Have students rehearse their presentations. If you wish, you may have students do their own preliminary assessment of their rehearsal.
9. Allow time in class for research presentations and score using the rubric.
10. Conclude with a class discussion: Why is it important for all people to receive a quality education?

Extension Activity

Have students design and host a community fair that allows nonprofit and education centers in their communities to explain and demonstrate their work. Students should be responsible for working in small groups to contact a local organization, work with that organization over the course of a few weekends, and then prepare a visual to present at the community fair. Leaders from the organizations should be asked to come with the student presenters to help provide information to supplement what the students learned and to provide resources about how others in the school and community at large can get involved.

Additional resources

Educating Girls Matters

<http://www.educatinggirlsmatters.org/howtohelp.html>

Partners for Prevention

<http://www.partners4prevention.org>

TEDTalk — Ziauddin Yousafzai https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala?language=en

TEDTalk — Kakenya Ntaiya

https://www.ted.com/talks/kakenya_ntaiya_a_girl_who_demanded_school

TEDTalk — Shabana Basij-Rasikh https://www.ted.com/talks/shabana_basij_rasikh_dare_to_educate_afghan_girls



Handout 1 ▶ P. 1

Research Project on Girls' Education

STUDENT NAME(S) _____

RESEARCH TOPIC _____

Directions:

You are going to research an individual or organization that is working to promote women's education. Work individually or with a partner, as your teacher assigns, to do your research. When you have thoroughly studied the individual or organization, prepare a presentation using PowerPoint, Prezi, Explain Everything, or some other presentation format.

Your presentation should be approximately six to eight minutes long and should show teamwork and cooperation, if done as a pair.

As you research, take notes about the following topics:

1. A brief history of the organization or individual
2. Goals and mission statement
3. How does the organization raise the necessary funds?



Handout 1 ▶ P.2

Research Project on Girls' Education

4. How does the organization measure its success?
5. How does the organization or individual promote their mission? (Social media, sponsorships, radio, etc.)
6. Where is this organization or individual based?
7. Does the government support or oppose the work of this group or individual? Why does the government support or oppose the work? How is the support or opposition to this work put into effect?
8. How does the organization or individual encourage and empower people to take action?
9. Other research question:

Handout 2 ▶ P.1

Presentation Rubric: Working for Change

STUDENT NAME(_____)

CATEGORY	10	7	4	1
RESEARCH	Student accurately quotes, cites, and references researched material. Contains an MLA formatted Works Cited page at the end of the presentation.	Student mostly quotes, cites, and references researched material. Contains an MLA formatted Works Cited page at the end of the presentation.	Student attempts to quote, cite, and reference researched material. Contains an attempted Works Cited Page at the end of the presentation.	Student makes no attempt to quote, cite, and reference researched material. Does not contain an MLA formatted Works Cited page at the end of the presentation.
CONTENT	Demonstrates comprehensive knowledge of the topic and answered all research questions.	Demonstrates some knowledge of the topic and answered at least five research questions.	Demonstrates knowledge of the topic and answered at least three research questions.	Has little to no understanding of the topic and did not answer the questions.
ANALYSIS	Presentation clearly assessed the success of the organization or individual in working toward women's education.	Presentation mostly assessed the success of the organization or individual in working toward women's education.	Presentation attempted to assess the success of the organization or individual in working toward women's education.	Presentation did not assess the success of the organization or individual in working toward women's education.

Handout 2 ▸ P.2

Presentation Rubric: Working for Change

CATEGORY	10	7	4	1
PRESENTATION	Presenters were engaged and enthusiastic about their topic. Engaged their classmates through interactive, creative activities.	Presenters were mostly engaged and enthusiastic about their topic. Engaged their classmates through interactive, creative activities.	Presenters struggled to be engaged and enthusiastic about their topic. Attempted to engage their classmates.	Presenters were not engaged and enthusiastic about their topic. Did not engage their classmates through interactive, creative activities.
LENGTH	Presentation is at least 6–8 minutes long.	Presentation is at least 5 minutes long.	Presentation is at least 4 minutes long.	Presentation is less than 4 minutes long.
INVOLVEMENT	Presentation clearly shows how other students can engage with the organization to help promote the education of women and children.	Presentation attempts to show how other students can engage with the organization to help promote the education of women and children.	Presentation mentions, but does not show, how other students can engage with the organization to help promote the education of women and children.	Presentation does not mention or show how other students can engage with the organization to help promote the education of women and children.
CHECK POINTS	Group met all deadlines assigned.	Group met most of the deadlines assigned.	Group met at least one assigned deadline.	Group did not meet any deadlines.

Total score: _____

Comments:

Grade: _____

Global Violence Against Women and Girls

Enduring Understandings

- Violence against women is not unique to any one race, religion, culture, or creed.
- Many people, men as well as women, are working to end violence against women.

Essential Questions

- How widespread is the global trend of violence against women and girls?
- What efforts are being made to stem the violence against women and girls?

Notes to the Teacher

In the film *He Named Me Malala*, Malala Yousafzai tells an audience, “I tell my story not because it is unique, but because it is not. It is the story of many girls. I am Malala.... I am those sixty-six million girls who are deprived of education. I am not a lone voice, I am many. And our voices have grown louder and louder.” In her home in the Swat Valley, the Taliban tried to end education for Muslim girls. Some believe the Taliban’s goal was to deny the next generation of women the skills needed to function in a contemporary society. Such a goal is sometimes erroneously attributed to Islamic beliefs as a whole. However, a 2001 U.S. State Department report suggested differently:

Islam has a tradition of protecting the rights of women and children. In fact, Islam has specific provisions which define the rights of women in areas such as marriage, divorce, and property rights. The Taliban’s version of Islam is not supported by the world’s Muslims.⁵

In some areas under Taliban rule, girls over the age of eight were prohibited from attending school. As you have seen in the film, schools were bombed and women remained illiterate. As the Taliban clamped down on knowledge, ignorance prevailed and women continued to be marginalized within their communities.

Malala and other girls like her have been denied the fundamental right of education. But their oppressors went further, sometimes denying women access to medical care. Inadequate access to medical care contributed to more suf-

fering and higher infant mortality rates. Additionally, Muslim women have been locked away at home, able to leave only if they are accompanied by a male relative and wearing a thick cloth burqa, covering them from head to toe. In some areas, the Taliban required the windows of houses to be painted over, in order to prevent the outside world from seeing in. This has been linked to reports of higher rates of depression and suicide for many Muslim women.

Thanks to voices like Malala's, women around the world have increasingly asserted their fundamental rights as equal human beings. Raising their voices in protest has come with a cost for many of these women. Many have faced unspeakable violence in return for standing up for their rights.

In this lesson, students will be assigned two readings that will introduce them to violence against women and girls on a global scale. You could show a video of Michelle Obama speaking about the same subject; several versions can be found on YouTube by searching "Michelle Obama" and "bring back our girls." The students then are assigned in pairs to research individuals and groups that are working to end violence against women. They will complete a brief guided research sheet, which will form the basis for an in-class discussion and follow-up essay.

Before the lesson, make copies of **HANDOUTS 1** and **3** for

each student. Make as many copies of **HANDOUT 2** as you need in order to distribute one "card" to each student. The activists and groups listed on **HANDOUT 2** have been selected to explore a wide range of issues confronting women.

Consider the maturity of your students in deciding which cards to hand out; many of these issues are sexual in nature and profoundly unsettling, especially if you have students who have been victims of violence or witnessed it in their own families. (If you wish, you can find other "heroes" in the online magazine *SAFE* at http://issuu.com/safemag/docs/safe_issue_2. It is a publication of Together for Girls; you can find more information at <http://www.togetherfor-girls.org/safe-magazine-new-issue/> about this magazine and the organization publishing it.) You may give the cards out randomly, have students draw cards, or use the cards to organize research teams. Be sure to keep track of students and assignments.

Please note that, because of the sensitive content, this lesson is designed for older, more mature students.

Lesson 6 (SOCIAL STUDIES/SOCIOLOGY)



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COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as words) in order to address a question or solve a problem

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on discipline-specific content

WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases

WHST.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

CCSS.ELA-LITERACY.WHST.11-12.0

Draw evidence from informational texts to support analysis, reflection, and research

Duration of the Lesson

One to three class periods plus time to research

Assessments

HANDOUT 3: GUIDED RESEARCH

Participation in discussion

Final reflection essay

Materials

Photocopies of **HANDOUTS 1** and **3** for each student.

Card from **HANDOUT 2** for each student

Video of speech by Michelle Obama, if desired

Computer access for research projects

Procedure

1. Ask students: Is denying education an act of violence? (Student opinion will vary. Encourage them to see the connection between overt physical acts of violence, like beating female students and burning schools, and the violence that consists of depriving someone of an innate right, even if this is done by unjust laws.)
2. Tell students that today in this lesson they will read and research about violence against women around the world. Distribute **HANDOUT 1** and tell students to read it carefully, underlining key ideas and writing comments and questions in the margin. (This may be done in class or for homework.) When students have had a chance to read both excerpts, hold a class discussion to be sure that everyone understands the idea expressed in the handout.
3. Distribute the cut-apart cards from **HANDOUT 2**, keeping track of student assignments. If students are going to work in groups, have each group identify itself.
4. Instruct students to complete **HANDOUT 3** independently, being careful to evaluate their sources and use only those they trust. Tell them to be prepared to summarize their findings for the class. Explain that the class period after the research is completed will be dedicated to a class discussion.
5. After students have completed their research, begin the discussion by having students report on their findings by turn. Students should take notes and record facts about each of the issues discussed, actions of the activist individuals or groups, and the impact of those actions so far.

Lesson 6 (SOCIAL STUDIES/SOCIOLOGY)



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6. Expand to a more comprehensive discussion. Some possible discussion questions:
 - a. How effective can social media be in helping to solve these problems?
 - b. How important is education in solving or preventing these problems?
 - c. What is the role of men and boys in helping address these issues?
 - d. What else could be done?
 - e. Is this a problem or issue in our community? If so, to what extent? For example, is dating violence an issue?
 - f. Does our community have shelters or counseling for victims of domestic violence?
 - g. Does bullying or harassment constitute a type of violence against women? What policies does our school have in place to prevent this?
 - h. What can you do to prevent violence against women?
7. Assignment: Write a three- to five-paragraph essay reflecting on the most important things you have learned in this lesson.

Handout 1 ▶ P. 1

What Is Violence Against Women?

Directions:

Read the following excerpts carefully, underlining key ideas and writing comments and questions you have in the margins.

Excerpt 1: The United Nations’ Definition of Violence Against Women⁶

Since the late 1990s, the United Nations (U.N.) organization has increasingly recognized violence against women (hereinafter VAW) as a global health concern and violation of human rights. Ongoing U.N. system efforts to address VAW range from large-scale interagency initiatives to smaller grants and programs implemented by non-governmental organizations (NGOs), national governments, and individual U.N. agencies. A number of U.N. system activities address VAW directly; however, many are also implemented in the context of broader issues such as humanitarian aid, peacekeeping, global health, and human rights. Most U.N. entities do not specifically track the cost of programs or activities with anti-VAW components. Therefore, it is unclear how much the U.N. system, including individual U.N. agencies and programs, spends annually on programs to combat violence against women.

The U.N. General Assembly was the first international body to agree on a definition of violence against women. On December 20, 1993, the General Assembly adopted the Declaration on the Elimination of Violence Against Women (DEVAW). The Declaration, which was supported by the U.S. government, describes VAW as “any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.” Though non-binding, DEVAW provides a standard for U.N. agencies and NGOs urging national governments to strengthen their efforts to combat VAW, and for governments encouraging other nations to combat violence against women. Specifically, the Declaration calls on countries to take responsibility for combating VAW, emphasizing that “states should condemn violence against women and should not invoke any custom, tradition or religious consideration to avoid their obligations with respect to its elimination. States should pursue by all appropriate means and without delay a policy of eliminating violence against women.”

Despite the international adoption of DEVAW, governments, organizations, and cultures continue to define VAW in a number of ways, taking into account unique factors and circumstances. How VAW is defined has implications for policymakers because the definition may determine the types of violence that are measured and addressed.

⁶ Excerpted from the *United Nations System Efforts to Address Violence Against Women*, by Luisa Blanchfield, July 12, 2011, at fpc.state.gov/documents/organization/169058.pdf.

Handout 1 ▶ P. 2

What Is Violence Against Women?

Excerpt #2 – “Remarks by the First Lady”⁷

...Now, one of the issues that I care deeply about is, as John alluded to, girls’ education. And across the globe, the statistics on this issue are heartbreaking. Right now, 62 million girls worldwide are not in school, including nearly 30 million girls in sub-Saharan Africa. And as we saw in Pakistan, where Malala Yousafzai was shot in the head by Taliban gunmen, and in Nigeria where more than 200 girls were kidnapped from their school dormitory by Boko Haram terrorists, even when girls do attend school, they often do so at great risk.

And as my husband said earlier this week, we know that when girls aren’t educated, that doesn’t just limit their prospects, leaving them more vulnerable to poverty, violence and disease, it limits the prospects of their families and their countries as well.

Now, in recent years, there’s been a lot of talk about how to address this issue, and how we need more schools and teachers, more money for toilets and uniforms, transportation, school fees. And of course, all of these issues are critically important, and I could give a perfectly fine speech today about increasing investments in girls’ education around the world.

But I said I wanted to be honest. And if I do that, we all know that the problem here isn’t only about resources, it’s also about attitudes and beliefs. It’s about whether fathers and mothers think their daughters are as worthy of an education as their sons. It’s about whether societies cling to outdated laws and traditions that oppress and exclude women, or whether they view women as full citizens entitled to fundamental rights.

So the truth is, I don’t think it’s really productive to talk about issues like girls’ education unless we’re willing to have a much bigger, bolder conversation about how women are viewed and treated in the world today. (Applause.) And we need to be having this conversation on every continent and in every country on this planet. And that’s what I want to do today with all of you, because so many of you are already leading the charge for progress in Africa.

Now, as an African American woman, this conversation is deeply personal to me. The roots of my family tree are in Africa. As you know, my husband’s father was born and raised in Kenya (applause) — and members of our extended family still live there. I have had the pleasure of traveling to Africa a number of times over the years, including four trips as First Lady, and I have brought my mother and my daughters along with me whenever I can. So believe me, the blood of Africa runs through my veins, and I care deeply about Africa’s future. (Applause.)

⁷ Excerpted from First Lady Michelle Obama’s speech at the Summit of the Mandela Washington Fellowship for Young African Leaders, July 30, 2014, The Omni Shoreham Hotel, Washington, D.C. at <https://www.whitehouse.gov/the-press-office/2014/07/30/remarks-first-lady-summit-mandela-washington-fellowship-young-african-le>.

Handout 1 ▶ P. 3

What Is Violence Against Women?

Excerpt #2 – “Remarks by the First Lady (Continued)”

Now, the status of women in Africa is also personal to me as a woman. See, what I want you all to understand is that I am who I am today because of the people in my family—particularly the men in my family—who valued me and invested in me from the day I was born. I had a father, a brother, uncles, grandfathers who encouraged me and challenged me, protected me, and told me that I was smart and strong and beautiful. (Applause.)

And as I grew up, the men who raised me set a high bar for the type of men I’d allow into my life (applause)—which is why I went on to marry a man who had the good sense to fall in love with a woman who was his equal (applause)—and to treat me as such; a man who supports and reveres me, and who supports and reveres our daughters, as well. (Applause.)

And throughout my life—understand this—every opportunity I’ve had, every achievement I’m proud of, has stemmed from this solid foundation of love and respect. So given these experiences, it saddens and confuses me to see that too often, women in some parts of Africa are still denied the rights and opportunities they deserve to realize their potential.

Now, let’s be very clear: In many countries in Africa, women have made tremendous strides. More girls are attending school. More women are starting businesses. Maternal mortality has plummeted. And more women are serving in parliaments than ever before. In fact, in some countries, more than 30 percent of legislators are women. In Rwanda, it’s over 50 percent—which, by the way, is more than double the percentage of women in the U.S. Congress. Yes. (Applause.)

Now, these achievements represent remarkable progress. But at the same time, when girls in some places are still being married off as children, sometimes before they even reach puberty; when female genital mutilation still continues in some countries; when human trafficking, rape and domestic abuse are still too common, and perpetrators are often facing no consequences for their crimes—then we still have some serious work to do in Africa and across the globe.

Handout 2

Research Assignments

<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Jimmie Briggs, Man Up Campaign (Encourages young men to get involved to prevent all forms of violence against women)</p>	<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Ibrahim Abdullahi, Twitter hashtag #BringBackOurGirls (kidnapping of schoolgirls by Boko Haram in Nigeria)</p>
<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Elba Cabrera and Emelin Velásquez Hernandez, Let Girls Lead (advocacy program for girls' health and education in Guatemala)</p>	<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Panmela Castro (street artist advocating for women in Brazil)</p>
<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Helen Clark, Chair of the United Nations Development Group (women's and girls' rights and women's security in conflict and post-conflict situations)</p>	<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Jaha Dukureh and Fahma Mohamed (fighting against female genital mutilation)</p>
<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Mahfuza Folad, executive director of Justice for All (works with imprisoned women in Afghanistan to help them with their cases)</p>	<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Shannon Galpin, founder of Combat Apathy (art projects, advocacy for women in prison, education for children imprisoned with their mothers)</p>
<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Global Girl Media (gives teenage girls professional media training)</p>	<p>YOUR RESEARCH ASSIGNMENT:</p> <p>HELP USA (provides safe havens and scholarships for survivors of domestic violence in the United States)</p>
<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Anthony Keedi, Engaging Men and Boys Programme of the Abaad-Resource Center for Gender Equality (works with males in Lebanon to raise awareness of gender-based violence)</p>	<p>YOUR RESEARCH ASSIGNMENT:</p> <p>Emma Watson, UN Women's HeForShe campaign</p>

Handout 3

Researching Violence Against Women

Directions:

After you have your research topic, use multiple sources of information to fill in the table below. Be careful to evaluate whether your sources are reliable, whether there is a hidden agenda, and whether the writers were in a position to know what is true. Fill in the chart below with your findings. Use the back of this page if necessary.

Your Name:	Date:
Where does this individual or group work?	What prompted the individual or group to get involved?
Discuss the nature of the problem being addressed.	
What steps has the individual or group taken to resolve the problem?	
Where did you find this information?	What questions do you still have about this subject?



‘Let this end with us’: Malala’s Nobel Peace Prize Address

Enduring Understandings

- Depriving children of education is a way of enslaving them and crippling their potential.
- One individual can speak out and make a difference.
- Shared goals can unite people of diverse cultures.
- A single speech can be so powerful that it can strongly affect future events.

Essential Questions

- What were the main ideas Malala expressed in her Nobel Peace Prize speech?
- How can Malala’s actions and insights, as expressed in the Nobel speech, affect listeners and readers?
- How does Malala use rhetorical devices to convey her ideas?

Notes to the Teacher

The 2012 attack on Malala Yousafzai drew worldwide attention to Pakistan and the Taliban’s brand of fundamentalist Islam. Nightly news programs broadcast her condition and chances for recovery, which at first seemed slim. The poised and articulate young woman we see in the Nobel address makes it clear that she has not only recovered, but remains passionately committed to her beliefs, regardless of danger. Her courage, her vision, her articulateness, her resilience, and her determination have led to celebrity, and she is a sought-after public speaker.

In 2014 she was a co-recipient of the Nobel Peace Prize along with Kailash Satyarthi from India, who has spent much of his life rescuing enslaved children. As Malala mentions in her speech, there is significance in the choice of a Hindu Indian man and a Muslim Pakistani woman to share the prize because of their commitment to children’s rights.

Malala’s Nobel address is neither lengthy nor esoteric. She begins with expressions of gratitude and then states her main purpose: to stand up for children’s right to an education, “one of the blessings of life—and one of its necessities.” She speaks of events that led to the Taliban attack on her in Pakistan. She then asserts her union with children around the world, especially girls, whose wings are clipped by denial of educational opportunities. She voices a commitment to provision of good schools and ends with an impassioned plea for action.

The speech, directed to an international and multi-generational audience, is conversational in tone and incorporates effective rhetorical devices. It includes several allusions and makes effective use of repetition and parallel structures.

Although most people recognize the phrase “Nobel Prize,” students may know little about its significance. This lesson begins with an introduction to its history and nature. Students then view Malala’s Nobel Peace Prize acceptance speech and go on to analyze its content. They learn about rhetorical devices and investigate their use and significance in the speech.

Malala’s speech and this lesson can be used in a variety of contexts, including as an extension of a full unit on her experiences, which demonstrate so much about human potential. The speech can also be used effectively in communication classes as a model of persuasive rhetoric, as well as in writing courses. In addition, Malala’s Nobel address can be a powerful catalyst in service learning, as students look around to see issues in their own schools and neighborhood that need attention.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSELA-LITERACYCCRAR.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSELA-LITERACYCCRAR.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSELA-LITERACYCCRAR.8

Determine and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSELA-LITERACYCCRAW.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSELA-LITERACYCCRAW.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSELA-LITERACYCCRASL.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

CCSELA-LITERACYCCRASL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Lesson 7

(ENGLISH LANGUAGE ARTS, SOCIAL STUDIES,
SPEECH/COMMUNICATION)



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Duration of the Lesson

Two to three class days, including about 30 minutes to view and read the speech

Assessment

Short essay nominating someone for a school peace prize

Completion of **HANDOUT 2**

Analysis of rhetorical devices in Malala's speech

Paragraph about the impact of rhetorical devices

Participation in small-group and class discussions.

Materials

Video and print copies of Malala's Nobel speech, available at www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-lecture.html

The video is also available at www.malala.org

HANDOUT 1: WHAT IS A NOBEL PEACE PRIZE?

HANDOUT 2: A CLOSE LOOK AT MALALA'S NOBEL PEACE PRIZE SPEECH

HANDOUT 3: RHETORICAL DEVICES

Procedure

PART 1: The Nobel Peace Prize

1. Ask students to brainstorm what they know about the Nobel Prize. Point out that few awards are as highly prized in terms of both prestige and monetary award. Distribute **HANDOUT 1: WHAT IS A NOBEL PEACE PRIZE?** and ask students to read the information.
2. Conduct a discussion based on the following questions.
 - What makes the responsibility of deciding the winner(s) of the Nobel Peace Prize difficult? (The Swedish committee has to be cognizant of numerous global concerns, which are both complex and diverse, as well as ways individuals and groups attempt to deal with these concerns. Sometimes it may seem as if there are many worthy candidates; at other times, it may seem as if no one is doing anything significant. The committee sometimes faces criticism for its choices, and occasionally decides to make no award in a category in a particular year.)
 - What are some issues or concerns for which a person or group might receive the Nobel Peace Prize today? (Terrorism, global warming, poverty, famine, human trafficking, nuclear weapons, war, societal injustice, abuse of power, air and water pollution) In what way are some of these issues related to peace?
 - If your school decided to award an annual peace prize, what topics or issues might your deciding committee discuss? (Cliques, violence, bullying, graffiti, cafeteria food, neighborhood concerns, etc.)

3. Assign students to write short essays nominating an individual or group in the school for a peace prize. The essays should give specific reasons for the nominations. Provide an opportunity for students to read their essays to the class and discuss them. If a student can think of no deserving candidate within the school, he or she can choose someone from the community.

PART 2: Malala's Nobel Peace Prize Speech

1. If necessary, review background information about Malala Yousafzai. (In 2012 the Pakistani high school student was shot in the head by the Taliban. She had been an enthusiastic and vocal supporter of women's right to education, which the Taliban sought to prohibit. Two years later she was a co-recipient of the Nobel Peace Prize, the youngest winner ever.)
2. Have students view the video of Malala's Nobel Peace Prize acceptance speech (about 30 minutes).
3. Allow a few minutes for students to voice responses (e.g., amazement at her recovery from such a serious wound; observations about the speech itself or about the audience; comments about her poise and facility with language).
4. Distribute print copies of the speech, or have students access it online. Direct small groups to complete **HANDOUT 2**, and explain that it will be used for assessment purposes. Follow with a class discussion.

Suggested Responses:

1. The opening sets a serious and reverent tone. It establishes the speaker's religious commitment.
2. Malala recognizes the audience members in a kind of hierarchical order and emphasizes attitudes of gratitude and a combination of pride and humility.
3. She suggests that the award is not so much for her personally as it is for her as a representative of a cause to which others are equally committed. She seems to suggest that she received the prize not so much for what she has done as for what she represents.
4. Most people would not dispute the necessity of education, especially at the elementary and secondary levels. The ability to read and write is fundamental in our society; a limited education often results in a lifetime of minimum-wage dead-end jobs, as well as societal marginalization. Sometimes education might seem more a duty than a blessing (e.g., the joy of a snow day!); often people do not recognize blessings until they lose them.
5. Malala does not claim to have been particularly brave. Either way, with silence or with speaking out, the consequence seemed to be fatal.
6. In naming friends, she refers to some audience members and to people she knew in Pakistan. This is part of her recognition that the prize is not just for her.
7. She donated the prize money, more than half a million dollars, to the Malala Fund, which is committed to promoting free education for all children, beginning with those in her home country of Pakistan.

Lesson 7

(ENGLISH LANGUAGE ARTS, SOCIAL STUDIES,
SPEECH/COMMUNICATION)



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8. Steps are good, but they can be slow. She is urging action of a bigger and bolder scale.
9. She pleads for educational and lifetime opportunities for all children everywhere. The idealism in the conclusion is redolent of Martin Luther King, Jr.'s famous "I Have a Dream" speech. Confronting societal problems requires a certain amount of idealism.
5. To assess the activity, collect the handouts and use students' contributions to the discussion.

PART 3: Analysis of Rhetorical Style

1. Explain that public speakers use many tools common in writing, but they also have the advantages of physical presence, such as tone of voice, gestures, eye contact, and immediate recognition of audience responses. They should exude confidence and poise, as well as a certain amount of authority about the subject at hand.
2. Acquaint the class with the term *rhetorical devices*, and explain that it refers to effective ways to use language in both speech and writing. Distribute **HANDOUT 3**, and have students read the information aloud. Clarify each example. For example, a speech about chemistry might compare the science to a labyrinth. One about politics might allude to *Macbeth*. One might refer to controlled chaos in the school cafeteria.)
3. Ask students to use print or online copies of Malala's speech to identify examples of her uses of rhetorical devices. (Note: Small groups can do this most effectively.)
4. Follow with class discussion.

Sample Responses:

1. Repetition and parallel structures are important devices throughout the speech: "a thirst for education...a thirst for education"; "I am...I am"; "the world can no longer...the world can no longer"; "let this be...let this be."
2. The speech opens with a quotation from the *Qur'an* and includes several allusions, including those to Nelson Mandela and Mother Teresa.
3. The rhetorical device called apostrophe appears in the questions that begin, "Do you not know..."
4. She uses occasional metaphors: "Thank you to my father for not clipping my wings and for letting me fly." "We have already taken many steps. Now it is time to take a leap."
5. It seems contradictory (paradoxical) that we can provide guns but find it difficult to provide books, that we are capable of creating expensive realities like war, but not peace.
6. She makes an anecdotal reference to her grandfather's use of her name.
7. Irony is not dominant in the speech, but may be glimpsed in "let's begin this ending," which really means "let's begin this beginning."
5. Have students write a paragraph in response to the following prompt: What do rhetorical devices contribute to a formal speech? (They provide polish and elegance, establish emphases, enforce the speaker's authority, provide textures/levels of meaning, evoke listeners' interest.)

Extension Activities

1. Examine the Nobel lecture of another Peace Prize recipient such as Kailash Satyarthi (2014), Nelson Mandela (1993), Elie Wiesel (1986), Mother Teresa (1979), or Martin Luther King, Jr. (1964). Write an essay in which you discuss the speaker's main ideas and use of rhetorical devices. The Nobel Prize site provides the Nobel addresses: www.nobelprize.org.
2. Malala Yousafzai was keenly aware of a problem in the world around her—the systemic curtailing of women's rights. She decided not to keep silent, but to speak up and take action. Identify a problem in the world around you, and devise an action plan to address it.
3. Research and report on the purpose and work of the Malala Fund (www.malala.org).
4. Research the use of restrictions of education in order to subjugate people in another context (e.g., antebellum American South, apartheid South Africa, anti-Semitic policies in Nazi Germany). Report on similarities to and differences from Malala's experiences at her home in Pakistan.
5. Write and deliver a persuasive speech about a critical issue that is important to you.
6. Write a letter to Malala in which you respond to her Nobel address. Include at least three references to specific sections or moments of the speech. Such a letter need not be sent, but read instead to the class for feedback.



Handout 1 ▶ P. 1

What Is a Nobel Prize?

Who was Alfred Nobel?

Alfred Nobel was a 19th century Swedish scientist, inventor, and businessman. One of his inventions, dynamite, was immensely useful in his family's mining business and later, in war and construction. During his lifetime Nobel became immensely wealthy and decided to make his money a bequest to the world by creating international annual awards in physics, chemistry, medicine, and literature, as well as one that would be called a Peace Prize. A sixth prize, funded later by another bequest, is awarded in the area of economics. Over the years the awards have been given both to individuals and groups; sometimes they are shared by two or more winners.

What is the Nobel Peace Prize?

In his will Alfred Nobel said that the Peace Prize was to be awarded "to the person who shall have done the most or the best work for fraternity between nations." It, like the other prizes, was first awarded in 1901. The winner is determined by the Swedish Academy, whose members are selected by the Swedish government. Worldwide, the Nobel Peace Prize is one of the most highly respected awards a person or group can receive. The peace award is given on December 10, the anniversary of Alfred Nobel's death, in Oslo; the prize includes the Nobel medal, a diploma, and a cash award of more than a million dollars, as well as enormous international prestige. The other prizes, which include the same benefits, are given in Stockholm. During years when the Academy believes that no one has measured up to the high purpose of the award, none is given.

Who are some of the most famous recipients of the Peace Prize?

Because the awards are international, many winners are better known in their own regions than in other parts of the world. The academy pays special attention to human rights issues, to resolution of conflict, and to global threats. Here are some previous winners:

In 2007 Al Gore shared the award with the International Panel on Climate Change (IPCC) to recognize efforts to understand and mitigate causes of undesirable climate change.

In 2002 Jimmy Carter, former U.S. President, received the award not so much for his work from the White House as for his ongoing personal efforts to promote peace, human rights, and social development.

In 1994 Yasser Arafat, Shimon Peres, and Yitzhak Rabin shared the award "for their efforts to create peace in the Middle East."

In 1993 Nelson Mandela and Frederik Willem de Klerk shared it for their roles in freeing South Africa from apartheid.

In 1986 the award was won by Elie Wiesel, famous for his work to ensure that the Holocaust will not be forgotten.

In 1979 Mother Teresa, a Catholic nun, received it in recognition of her tireless work and leadership working with the desperately poor and sick in India.

Lesson 7

(ENGLISH LANGUAGE ARTS, SOCIAL STUDIES,
SPEECH/COMMUNICATION)



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Handout 1 ► P. 2

What Is a Nobel Prize?

What do winners of the Nobel Peace Prize have to do?

Winners are invited for recognition at festivities in Oslo, where they also have the opportunity to address a large international audience in a formal speech. Many winners use the monetary awards to advance causes to which they have dedicated their lives, but this is not required.

Why did Malala Yousafzai and Kailish Satyarthi receive the Nobel Peace Prize in 2014?

The Nobel committee said that the award was “for their struggle against the suppression of children and young people and for the right of all children to education.” As a young teenager, Malala spoke out on the right to education and nearly lost her life as a result. Kailish Satyarthi has spent decades combating child servitude and child labor (which is defined as work that is too difficult or dangerous for children or that interferes with their education and general well-being). He has rescued many enslaved children and created ways to successfully educate and rehabilitate them. Although at opposite ends of the age spectrum, both recipients address the same issue: helping children to reach their full potential.

Lesson 7

(ENGLISH LANGUAGE ARTS, SOCIAL STUDIES,
SPEECH/COMMUNICATION)



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Handout 2 ▶ P.1

A Close Look at Malala's Nobel Peace Prize Speech

Directions:

View the address and examine the text to answer the following questions.

1. Malala opens with a quote from the Qur'an and a translation. What effect does this have?
2. How does the speech begin? What attitudes does she express?
3. In what sense in the Nobel Peace Prize not just for her?
4. Is education both a blessing and a necessity? Why, or why not?

A Close Look at Malala's Nobel Peace Prize Speech

- JOURNEYS IN FILM: HE NAMED ME MALALA

Lesson 7

(ENGLISH LANGUAGE ARTS, SOCIAL STUDIES,
SPEECH/COMMUNICATION)



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Handout 3

Rhetorical Devices

Rhetoric is the art of using language effectively in either speech or writing. Literary handbooks list scores of rhetorical devices, which are tools for effective communication and are especially useful when the speaker's goal is persuasion or argumentation. Often these devices are given names that are unfamiliar to the average person. Listed below, in accessible language, are some frequently used tools for effective rhetoric.

After you read the information below, review Malala's Nobel Peace Prize speech. Find and record examples of Malala's uses of rhetorical devices in her speech.

Figurative language

Similes, metaphors, and personification. Creative comparisons to something familiar can add color and sparks of originality that help to keep an audience's interest.

Allusion

A reference to history, art, or literature that is particularly useful with educated audiences. Allusions reinforce the speaker's authority and add texture to the communication.

Repetition

This tool is particularly useful in oral communications to highlight the speaker's main points. For example, the repetition in Martin Luther King's "I Have a Dream" speech continually reinforces his main ideas about his vision for a better future.

Parallel structure

Parallel structure is repetition of a pattern of words and is an important element of many famous and important speeches. One noteworthy example is President John F. Kennedy's injunction, "Ask not what your country can do for you—ask what you can do for your country." Parallel structure adds formality and balance in both speech and writing.

Apostrophe

With apostrophe, the speaker or writer addresses someone or something that is not present, as if that person or thing could respond. For example, a famous poem by John Donne begins, "Death, be not proud."

Anecdote

Anecdotes are short narratives and can be used for a variety of purposes. They help to focus audience attention and sometime incorporate humor.

Verbal irony

Verbal irony makes its point by saying the opposite of what is meant and is frequently used in all levels of communication. For example, a series of interruptions and inconveniences might lead a person to exclaim, "Oh, great!" or "Yeah, right!" when he or she means the exact opposite.

Hyperbole and understatement

These two opposites can be used to make a point. Hyperbole is exaggeration. For example, "She was grinning from ear to ear." The speaker means that the girl or woman had a very wide smile. Understatement says less than one means. For example, "I was a little disappointed when the flood washed my house away."

Paradox

A paradox is an apparent contradiction that is nonetheless true. Examples: "The pen is mightier than the sword." "Truth is stranger than fiction."

The United Nations and the Rights of Women and Children

Enduring Understandings

- The United Nations has been attempting to improve access to education for girls and young women for decades.
- The United Nations' current focus on access to education for girls and young women has been met with unprecedented international support; this global attentiveness presents a tremendous opportunity for young people to get involved.

Essential Questions

- What does the UN say about access to education for girls and young women?
- How does the UN encourage nations to focus on these issues and enforce the statements of their Conventions? How effective is enforcement of UN policies on these issues?
- How are nongovernmental organizations and individuals addressing this issue? What are young people saying and doing about this issue?

Notes to the Teacher

Malala has often said that education is a right. The United Nations fully agrees and has codified that belief in several important documents. The United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted in 1979. Article 10 addresses gender equity in education. The Convention of the Rights of the Child (CRC) was adopted in 1990. UNICEF states that the “Convention on the Rights of the Child is the most widely and rapidly ratified human rights treaty in history.” Articles 28 and 29 address gender equity in education. Currently, the United States is the only member nation that has not ratified the CRC or the CEDAW, although the United States is a signatory to both Conventions. Students may not be aware that the United States Constitution requires that even though a treaty has been signed by the President or his representative, two-thirds of the Senate must “advise and consent” if a treaty is to be ratified and go into effect.

The Committee on the Elimination of Discrimination Against Women monitors the progress of women’s rights in CEDAW nations. Every four years, these nations submit reports on the steps that they have taken to improve the condition of women. The committee meets twice a year to review and comment on these reports; the committee also identifies problems that predominantly affect women and makes recommendations to members of CEDAW on how to address them.

The Committee on the Rights of the Child monitors the implementation of the CRC. The committee meets in Geneva and holds three sessions a year. Every five years, CRC states and parties must submit reports on the conditions affecting children in their territory. The committee reviews these reports and in turn makes recommendations to CRC states and parties.

In addition to these documents, the United Nations set up Millennium Development Goals for 2000–2015 that included calls for equal access to education. Good progress has been made in the area of primary education, with many countries reporting similar enrollment rates for boys and girls. In secondary education, however, the gender disparity increases radically. The Sustainable Development Goals (SDG) authorized in 2015 call for equal access to secondary education as well. The SDG targets include the following:

- Ensure that all girls and boys complete free, equitable, and quality primary and secondary education.
- Ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education.
- Ensure equal access for all women and men to affordable quality technical, vocational, and tertiary education, including university.
- Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.⁸

These SDG targets are some of the global development goals that governments, including that of the United States, have been and will be working to achieve. An organization known as Project Everyone (<http://www.project-everyone.org/>) has made an effort to “make the SDGs famous” so that all students can better understand these global commitments and start to hold their governments accountable.

In developing nations, roughly two-thirds of the 130 million children not in school are girls. Girls and women make up the same proportion of the more 700 million people across the world who are illiterate. Approximately 60 percent of the world’s 120 million illiterate 15- to 24-year-olds are female. Right now, about 30 million primary school-aged girls are not in school. However, educated mothers are more than twice as likely to send their daughters to school—so the problem can be addressed.

In Pakistan, poor girls in rural areas are 16 times less likely to be in secondary school than boys from the wealthiest households in rural areas. In Syria, more than 500,000 refugee children are not participating in educational activities. In Kenya, fewer than 50 percent of girls enroll in secondary school.

⁸ United Nations Sustainable Development Goals at <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

In this lesson, your students will use computers to research CEDAW and CRC. If your school uses computer labs, you may want the class to meet in a lab instead of your classroom. **HANDOUT 1, THE UN ON ACCESS TO EDUCATION FOR GIRLS AND YOUNG WOMEN**, has all the links students will need. You are encouraged to preview the links before class. If students are going to access the handout electronically, post it to a location that can be accessed from both school and home. Do this before class. If students are going to access the handout in hard copy, make as many copies as needed before class.

If time restraints or the makeup or size of your class make completing the entire lesson difficult, differentiate the lesson by having students complete the small group portions of the lesson individually, or in a separate class period. Students who are better suited to work individually than in small groups can complete the entire lesson on their own. If you have students who are better suited to research with partners or in small groups, you can encourage that in the first portion of the lesson.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

GRADES 6–8

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

GRADES 9–10

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

GRADES 11–12

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Lesson 8 (SOCIAL STUDIES)



Duration of the Lesson

One or two class periods

Assessment

Independent research on the Convention on the Elimination of All Forms of Discrimination Against Women and the Convention on Rights of the Child.

Active participation in small-group or class brainstorming sessions on enforcement and individual involvement regarding gender equity in education.

Materials

Internet access (preferably one computer for each student).

Student notebooks, pens, and pencils

HANDOUT 1: THE UN ON ACCESS TO EDUCATION FOR GIRLS AND YOUNG WOMEN (one electronic or hard copy for each student)

Chalkboard, whiteboard, or smartboard

If possible, a number of different colors of chalk or marker—six to 10 should be enough.

Procedure

1. Write the following statement on the board before class:
“In this school, girls and boys have equal chances of success.”
2. As students come in, tell them to consider silently the gender equity statement on the board for a minute or two. Ask them to decide whether they agree or not, and to come up with at least one example to support their decision. If you are meeting in a computer lab, have students log in as your school requires and then consider the statement. In this way, computers will be ready when needed later in the lesson.
3. After time to consider the statement, have some students share their thoughts. You can do this in different ways, depending on the tone you want to set:
 - To ensure gender equality, have the same number of girls and boys share their thoughts.

- To get students thinking about gender inequality, allow only the boys—or only the girls—to participate in the discussion for two or three minutes—enough to make the point without unduly offending one gender or the other. If you choose this method, include some time for students of both genders to give their thoughts on this process at the end. (Students might comment on the unfairness of gender exclusion, the ways that gender exclusion makes discussion less valuable because opinions aren't as diverse, or, if it has happened, the ways that individual students ignored the rule and participated anyway.)
4. After a few minutes of discussion, distribute **HANDOUT 1**, or if the UN handout is to be used electronically, have them access it and tell students that they are going to do some research. Show them that all the links and procedures they will need are on the handout and tell them how much time they will have for individual research before meeting in small groups. Once you clarify any questions, have students begin their individual research. As students work individually to complete the UN handout, move around to answer questions, help them focus their work, and prompt or engage them as needed. Occasionally remind students of the time left for individual work, especially toward the end of the allotted time. Note: If computer lab time is limited, the rest of the lesson can be completed without Internet access.
 5. After the allotted time for individual work has expired, point out to students that they have listed individual ideas for enforcement and looked at ways the Conventions are actually being enforced; this information is recorded in #6 and #7 of the handout. Have students move into small groups and discuss their ideas for enforcement.
 6. After the groups have had a few minutes to discuss enforcement ideas, have them select a student to report the group's discussion and findings to the class. While students are reporting, write notes for each group on the board. If possible, write the notes for each group in a different color.
 7. Once all groups have reported on enforcement, guide students to look at all the ideas on the board. (Possible suggestions: UN proclamations or resolutions; military or peacekeeping presence; trade assistance or restrictions including agreements, embargoes, and sanctions; economic incentives [loans, loan forgiveness, etc.]) Allow some discussion. Point out some ideas that you think are noteworthy and frame questions and share information about UN policies from the Notes to the Teacher section.

Lesson 8 (SOCIAL STUDIES)



8. Once that discussion ends, have students move back to their groups to consider what they can do about gender equity in education.
 - a. If you want students to focus on what they can do in their own school, tell them to think back to the discussion at the beginning of class. Tell them to come up with some concrete ideas for increasing gender equity in their own school, as well as concrete ideas to ensure that existing equity remains in place. Examples to guide them might include identifying types of courses/levels at which girls are underrepresented (STEM, honors, advanced physical education) and ways in which that can be addressed, or identifying any possible gender disparity between after-school activities or extracurricular opportunities and ways in which that can be addressed.
 - b. If you want students to focus on what they can do globally, tell them to think about the blog posts they read. Tell them to come up with concrete ideas for involvement. Examples to guide them might include fundraising efforts (Who will raise money? How? Where will it go?) and awareness campaigns (Who is the intended audience? What methods would work?).
9. After the groups have had a few minutes to discuss what they can do, have them select a different student to report the group's discussion and findings to the class. Again, while students are reporting, write notes for each group on the board.
10. After each group has reported, lead the students in looking at the full list of ideas. If there are specific ideas that seem to generate real student interest, suggest that a group of students who are most interested come together and create a proposal.

The UN on Access to Education for Girls and Young Women

1. Read Article 10 of the UN Convention on the Elimination of All Forms of Discrimination Against Women (<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>). In one or two sentences, summarize Article 10 below. Your summary should state the purpose of the Article. What is it trying to do? What problems is it trying to address and solve?

2. Now, consider what education might look like if Article 10 had been fully observed after it was written in 1799. In the space below, write a few sentences (or make a sketch) to show how schools and society might look if girls and young women had the same access to education as boys and young men. Be specific. Try to “paint a picture” using the details of the article to help you.

Handout 1 ▶ P.2

The UN on Access to Education for Girls and Young Women

3. Analyze the UN Convention on Rights of the Child (Articles 28 and 29) at <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>. Write three specific phrases that stand out from Article 28 and three specific phrases that stand out from Article 29; explain what each phrase means with respect to the UN's goals on educational equity.

Article 28 Phrases/Meanings:

Article 29 Phrases/Meanings:

4. Consider the dates of both conventions (CEDAW and CFC). When were they adopted? What do those dates tell you about the problem of gender equity in education? Why do you think the UN has been trying for so long? Why do you think the world hasn't solved this problem yet?

Handout 1 ▶ P.3

The UN on Access to Education for Girls and Young Women

5. Look at how the UN enforces the Convention on the Rights of the Child. In the space below, list and elaborate on some possible ways the UN could enforce the CRC. These are *your* ideas or predictions—consider trade incentives, economic sanctions, military intervention, social and media campaigns, the roles of nongovernmental organizations, and so on. Be as specific and creative as you can.

The UN on Access to Education for Girls and Young Women

- between them?

Blog Post 1 Notes (include name of author and the title of post):

Handout 1 ► P.5

The UN on Access to Education for Girls and Young Women

Blog Post 2 Notes: (include name of author and the title of post):

Summing Up: How Nongovernmental Organizations and Individuals Can Help:

Women's Education, Health, and Economic Development

Enduring Understandings

- Girls have an intrinsic right to an education that can help them secure the future they dream of for themselves.
- Improving girls' educational opportunities will improve health, especially for children.
- Improved education will result in better employment opportunities and therefore benefit poor communities.
- The United States is beginning a major initiative to improve girls' education globally.

Essential Questions

- How does the lack of girls' education affect health and economic development?
- Why is the United States interested in supporting education for girls around the world?

Notes to the Teacher

The Center for Global Development reports, "Educated mothers are 50 percent more likely to immunize their children than mothers with no schooling." A child born to a literate mother is 50 percent more likely to survive past the age of five. The World Bank has determined that an extra year of education enables a girl to earn up to 20 percent more as an adult and reinvest 90 percent of her income into her family. Over the past 40 years (particularly from 2000 to the present), women's education has prevented more than 4 million child deaths.

Girls' education improves family health, which in turn keeps girls in school longer, resulting in a constructive cycle of family and community welfare. Culturally astute, locally led education and public health campaigns have reduced or prevented the transmission of disease, created and maintained sources of clean water, and saved lives.

However, a faulty or inadequate education can be a public health nightmare of staggering proportions. Public health professionals must confront female genital cutting, child marriage, poor maternal care, HIV-AIDS transmission, human trafficking, gender-based attacks, and limited access to health services, protections, or mechanisms to advocate for girls and women.

In several parts of the world, any successes in education have evaporated where public health education campaigns are insufficient and where women are not empowered. The

World Health Organization (WHO) estimates that over 40 million children below the age of 15 are victims of abuse and neglect, many of whom are denied access to health and social care. In sub-Saharan Africa, women between the ages of 15 and 24 are at much higher risk of living with HIV and 30 percent more likely to be infected with HIV than men.

In the economic arena, poor families may not comprehend the longer-term financial benefits of removing girls from the task of carrying water so that they may attend school, especially when families are required to pay school fees for uniforms or supplies. Investing in girls' education can boost agricultural output in sub-Saharan Africa by 25 percent; nevertheless, UN Women reports that sub-Saharan African women continue to be more likely than men to live in poverty. Despite performing 66 percent of the work in the world and producing 50 percent of the food, women earn only 10 percent of the income and own just one percent of the assets.

In this lesson, students read and analyze information about the links between women's education and health around the world, including HIV, fertility, and infant mortality. They also study materials on the significance of women's education for overall economic development. They make poster presentations about the connections between girls' education, health, and economic development. Finally, they watch a video to learn about the U.S. program for improved girls' education around the world. (If you do not have time to watch the 23-minute video or your school does not permit the use of YouTube, there is a fact sheet about the Let Girls Learn initiative available at <http://go.wh.gov/jRYTSe>.) As a final assignment, students write a reflective journal entry about their contemporaries' views on the importance of education.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Lesson 9 (SOCIAL STUDIES/HEALTH/ECONOMICS)



Journeys in Film™
EDUCATING FOR GLOBAL UNDERSTANDING
In Partnership with USC Rossier School of Education

Duration of the Lesson

Three class periods

Assessments

Class discussions

Poster presentation

Journal entry

Materials

HANDOUT 1: AN UNFAIRLY DISTRIBUTED FUTURE

Access to “Keeping the Promise: Five Benefits of Girls’ Secondary Education,” at <http://files.eric.ed.gov/fulltext/ED500794.pdf>.

Poster board or large sheets of construction paper and markers

Video on Let Girls Learn (23 minutes) at <https://www.youtube.com/watch?v=AuFQz1zbNog>.

Student notebook or journal

Procedure

PART 1: Assessing Global Health

1. The day before the lesson, ask students to locate and read an article online about health issues in one developing country. Suggest that they look at country profiles from the World Health Organization or Commonwealth Health Online. Tell them to be sure to include fertility rates (the number of babies born per woman) and child mortality rates.
2. On the day of the lesson, ask students to share what they found in their reading. What seem to be commonalities among poor countries? (High fertility rates, high rates of child mortality, high rates of disease) Ask them to speculate: What could cause high child mortality? (Poor food, lack of clean water, little access to doctors, low rates of vaccination, poor maternal care before birth) Why would there be such high fertility rates? (Lack of access to birth control, fear of losing children because of high mortality rates)
3. Ask students to hypothesize: Would increasing the number of girls attending school have any effect on these health problems? Why, or why not? Hold a class discussion on this topic, sharing information from Notes to the Teacher.
4. Distribute **HANDOUT 1: AN UNFAIRLY DISTRIBUTED FUTURE**. Explain to students that this is an excerpt from *The State of the World’s Children in 2015*, a report published by UNICEF. Work through the list of statements in this excerpt, asking students if improving access to girls’ education would alter the situation for poorer countries. If so, how? If not, why not?

PART 2: Poster Presentations

1. Divide the class into five groups. Assign each group to read and discuss one of the following sections of *Keeping the Promise: Five Benefits of Girls' Secondary Education*.
Group 1: pages 32–34 (on improving primary education)
Group 2: pages 36–38 (on social benefits)
Group 3: pages 40–44 (on health benefits)
Group 4: pages 46–56 (on combating HIV-AIDS)
Group 5: pages 59–64 (on alleviating poverty)
2. Distribute poster board or construction paper and markers. Have student groups each design one or more informative posters to use for a presentation about the impact of girls' education, using the information that they gleaned from *Keeping the Promise*. Give them time to design the poster and plan the presentation.
3. Have students present their posters in the classroom or before another student audience.
3. What would Malala say about the Let Girls Learn initiative? After students have offered their opinions, tell them that she visited the United States in the summer of 2015 and urged Congress to support the First Lady and the Let Girls Learn program.
4. Ask students to write a journal entry on the following topic: In general, do U.S. students feel that their education is important? Give examples from your experience to support your opinion. How do you feel about your own education?

PART 3: What Next?

1. Show the video about the Let Girls Learn initiative at <https://www.youtube.com/watch?v=AuFQz1zbNog>. Before you start the video, ask students to listen carefully for the reasons the United States is launching this initiative, how the program will be implemented, and the implications for students in the United States.
2. Conduct a class discussion about what students learned from the video about the program, the reasons for launching the Let Girls Learn initiative, and what First Lady Michelle Obama says about students in this country. Ask what students like or dislike about this initiative. Do they think it will work? What suggestions would they offer to improve it?

Handout 1

An Unfairly Distributed Future⁹

Directions:

As you read each of the statistics below comparing the lives of citizens in the richest and poorest countries, think about how improving girls' education might help either (a) health or (b) economic development.

- The richest 20 percent of the world's women are 2.6 times more likely than the poorest 20 percent to have a skilled attendant present at delivery. In South Asia, the richest women are 3.5 times more likely than the poorest to have this benefit.
- Worldwide, 78 percent of the richest children under the age of 5 have their births registered but only 49 percent of the poorest enjoy the right to an official identity. And while 79 percent of children living in cities are registered, registration is done for only 50 percent of those living in the countryside.
- The poorest 20 percent of the world's children are about twice as likely as the richest 20 percent to be stunted by poor nutrition and to die before their fifth birthday. Children in rural areas are at a disadvantage compared with those who live in urban areas.
- Nearly 9 in 10 children from the wealthiest 20 percent of households in the world's least developed countries attend primary school—compared with only about 6 in 10 from the poorest households. The gap is most dramatic in countries in West and Central Africa. In Burkina Faso, for example, 85 percent of children in the wealthiest households attended school, compared with 31 percent of children in the poorest households.
- Regardless of wealth, girls continue to be held back from schooling. For every hundred boys enrolled in primary school in West and Central Africa, only 90 girls are admitted. The exclusion is worse in secondary school, where only 77 girls are enrolled for every hundred boys.
- Girls are much more likely to be married or in union during adolescence than their male counterparts, and less likely than boys to have comprehensive knowledge of HIV. In South Asia, boys are twice as likely as girls to have this knowledge with which to protect themselves.
- Of the estimated 2.5 billion people without improved sanitation in 2012, most of these people—1.8 billion, or 70 percent—live in rural areas. Disparities persist even within rural areas: in half of the countries with data, increases in rural coverage since 1995 have not been equitably distributed, with the wealthy gaining most of the benefits of improved sanitation.

⁹ UNICEF, The State of the World's Children 2015: Reimagine the Future at <http://sowc2015.unicef.org/report/part-2/>

Viewing a Documentary Film

Enduring Understandings

- Documentary films present the filmmaker's own vision of reality; it is essential for the viewer to watch actively rather than passively to judge the credibility of the film.
- Documentary filmmakers use many distinctive techniques, including photographs, interviews, animation, and re-enactment, as well as film of actual events, to convey their ideas.

Essential Questions

- How does one judge the validity of a documentary?
- What biases on the part of the filmmaker and the viewer can affect the way a film is perceived?

Notes to the Teacher

The goal of this lesson is to teach not only about the filmmaker's techniques used in this particular film but also to help students become active, critical viewers of documentary film, in a world where images are often substituted for extended written information.

He Called Me Malala uses several different source-types of film footage, mixing them without comment or explanation: (a) present-day film footage (both staged and unstaged); (b) still shots from the past; (c) film footage from the past; (d) present-day re-enactments of past events; (e) animated sequences; (f) voice-overs narration or commentary, and (g) filmed interviews.

Following the front credits, we hear Malala telling the story of her namesake, Malalai, an Afghan heroine, shown in animation. We switch to footage of Malala after she was seriously wounded. The film then proceeds to tell the story of Malala's youth, the coming of the Taliban to her village in the Swat Valley, and the rise of their leader Mullah Fazlullah (the "radio Mullah"), whose arrival was easily accepted with his promise of greater freedom, especially for women. Over time, his regime becomes increasingly more restrictive of everyone's freedoms. Finally, all women are barred from any kind of education. Many young women continue attending school secretly.

Malala is given an opportunity she gladly accepts and becomes an outspoken critic of the regime. The Taliban begins blowing up schools and entire villages. In the summer of 2012, a Taliban gunman stops the school bus carrying Malala and her schoolmates. She is singled out and

shot in the head; two of her friends are also wounded. Near death, she is rushed to a hospital. Gradually, she recovers. As she is more and more celebrated, she moves out into the world, becoming a spokesperson for women's education and visiting places of oppression. Then, in 2013, at age 16, she addresses the United Nations and, in 2014, is awarded the Nobel Peace Prize (this is shown intercut into the end credits).

The filmmaker, Davis Guggenheim, has chosen to present this story in an episodic manner, moving backward and forward in time, interweaving views of her family life, the Taliban's destructiveness, her recovery, her celebrity, and her humanitarian efforts. He does this in such a way that the viewer focuses on the simple, unassuming, and forthright courage and determination of this remarkable young woman. We become less concerned with the chronological order of the political strife she faced than we are with her strength in standing up to her opposition. We observe her in several settings following her recovery—with little regard for chronological sequence, again focusing on her remarkable poise and maturity.

Show the first 10 minutes of the film to acclimate the students to the use of quickly changing scenes. Stop the film to review **HANDOUT 2** on the structure of the first 10 minutes and **HANDOUT 3**, a film glossary, to enable students to review the opening, applying critical thinking and analysis. They should then be better equipped to approach not only the opening, but also the entire film, in a similar manner.

Duration of the Lesson

Three or four 50-minute class periods

Assessment

Quiz on film terms (optional)

Written or oral assignment taken from assignments in **HANDOUT 4**

Participation in class discussion

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Materials

DVD of *He Named Me Malala*

DVD player and monitor or screen

Copies of **HANDOUTS 1–4** for each student

Procedure

Part 1:

1. Distribute **HANDOUT 1: ACTIVE VIEWING**. Tell students they will be watching the film *He Named Me Malala* after reading the handout. Read through the handout together, discussing as appropriate and encouraging students to ask questions.
2. Show the first 10 minutes of the film (to the shot of Malala being frightened by a dog and attempting to run away.) Let this shot finish and stop the film.
3. Distribute **HANDOUT 2: REVIEWING THE OPENING** and **HANDOUT 3: A GLOSSARY OF FILM TERMS**. Rewind the film and watch the first 10 minutes again, pausing frequently to read through each section of **HANDOUT 2** with your students, and referring them to terms on **HANDOUT 3** as necessary.
4. Have students read through **HANDOUT 3** and go over the vocabulary as you deem necessary to be certain your students are familiar with each term.
5. Finally, distribute **HANDOUT 4: ASSIGNMENTS**, asking your students to select one (or more) of the assignments to keep in mind (and take notes on) as they view the film in its entirety. You may wish to have students sign up for the various assignments, perhaps forming teams that will pool their observations prior to reporting. Students wishing to select more than one assignment should be encouraged to do so and allowed to handle the combination in any suitable manner (or to select the one deemed more useful for a report) after viewing the film. You may wish to consult **HANDOUT 4: TEACHER'S VERSION** well in advance of any class discussions.

Lesson 10 (FILM LITERACY)



Part 2:

1. Show the film, either from the beginning or from wherever it was stopped, as you prefer and as time permits.
2. Since this film is nearly 90 minutes long, it will take an additional day to complete the viewing. It might be good to look for a stopping place any time in the last few minutes of the period and ask for feedback. Students may wish to point out special things they have observed and ask questions about the observations of others. As noted, you may wish to consult **HANDOUT 4: TEACHER'S VERSION** well in advance of any class discussions.

Part 3:

1. Remind the class that they will be writing or speaking about their observations on the chosen assignment(s). Give the due date for any writing you will be collecting and the due date and format for oral presentations. Announce the date of a vocabulary quiz on the film terms if you intend to give one.
2. Show the remainder of the film. Give students time to discuss their observations, if possible.

Part 4:

1. Ask for oral reports in whatever structure you have established, or, after reading the written reports on the film, ask a few students to read theirs aloud. Allow for class discussion following the reading of each.
2. If desired, review the Glossary (**HANDOUT 3**) in preparation for a vocabulary quiz to be given at a later date.

Handout 1

Active Viewing of a Documentary Film

Documentaries have become an important and exciting way to experience narrative. The evolution of documentaries from hard news, nature films, and travelogues to dynamic story-telling experience has taken place over time so that the documentary can be experienced and critiqued in much the same manner as the fiction film.

The filmmaker's point of view

The first question an active documentary film viewer should ask is, "What is the filmmaker's point of view on the subject of the film?" That should lead to, "Does it lead to distortion? How much faith can the viewer put in the film's perspective on the subject?"

This is not to say we should never trust a documentary film; only that we should examine the filmmaker's, hence the film's, perspective to gauge the degree to which we might accept or reject this depiction of reality. Becoming aware of intentional or unintentional distortion requires the focused attention of an active viewer. Passive viewing—not thinking about the filmmaker's role—does not lead to the kind of critical thinking we should be trying to develop.

We call the source of the film the "filmmaker." This might be the director, producer, or distributor, that is, whoever controls and influences the film's statement most. Perhaps the director is just a skilled person hired to create a film designed by someone else. In a documentary, however, the film's director often has chosen the subject because of what he or she wants to say about the subject.

Consider, for example, films used at political conventions to introduce candidates. Notice the role of personal bias in each of these different instances. (1) Some of the people working on the film may not even care for the candidate, having a personal bias against him or her. Still they are pro-

fessionally responsible for providing what is asked of them. (2) It is not the intention or expectation of the filmmaker that this film will persuade those of the opposition to support the candidate, knowing their personal biases would be too much to overcome. (3) The film serves its purpose if it creates a unifying excitement among the viewers at the convention, whose personal biases are in favor of either the candidate himself or herself or at least the principles of the party that has chosen the candidate.

Opening ourselves to new possibilities

If we have determined that the conscious intentions of the filmmaker are genuine, perhaps even noble, we can begin to watch the film with a high degree of confidence in its message. We may, however, notice a clash between the beliefs offered by the film and our own. Being aware of this difference might allow us to begin to question previously held "certainties" in the light of new information. It is up to the viewer to be as aware as possible of any conflicting biases in order to think critically about the film, its point of view on the subject, and the information presented.

Calling to mind the fact that others may disagree with the conclusions we reach is a good way to try opening ourselves to the possibility that there is more to be considered on any given subject than we had previously thought.

Handout 2 ▶ P.1

He Named Me Malala: Opening Scenes

The following is a description of the first 10 minutes of the film. You will be viewing the first 10 minutes again; pay close attention to the structure of these first 10 minutes. Note the use of voice-overs, panning shots, intercutting, montage sequences, and split edits, etc. (These terms and those in bold are defined in Handout 3.) It may be useful to think “this shot shows...” as each appears on screen. This will help you understand the nature of a documentary film as an assemblage of images on a chosen subject. Note: If it is not clear what you’re seeing, try to figure out why the film’s director wanted you to be momentarily confused.

Following the **front credits**, the screen goes to black and we hear an off-screen voice (Davis Guggenheim, the director) preparing Malala for a recording session. The black screen gradually becomes an animated **sequence**, illustrating Malala’s story of her Afghan namesake, Malalai. Note the predominance of darkness and muted colors used throughout, with the exception of Malalai’s clothing.

Pay attention to the way light appears and its special use as Malalai speaks. At the end of the sequence, as the banner is falling, the screen again grows dark, followed by an **abrupt cut** to an unconscious, wounded Malala being carried away. The camera pans to the right, following Malala, leading to the beginning of a **montage sequence** with several shots of Malala being attended to. We then hear Malala, in a **voice-over (v.o.)**, telling of her terrible dream while in a coma.

The **montage** shifts to a series of shots of people keeping vigil for Malala, and the **v.o.** shifts to what seems to be television announcers reporting about her. The **montage** finishes with an **abrupt cut** to an out-of-focus pale blue screen, then coming into focus showing a hospital room as seen by someone lying in bed, followed by views of hospital equipment in a **montage** suggesting Malala’s **point of view**.

This sequence ends with a shot of a tabletop with cell phone and glasses, the camera **panning** left to **discover** Ziauddin in dark profile. We hear him in voice-over, “We were thinking ‘what Malala will be thinking...’” [Note: This shot of Ziauddin and the two shots following the title are repeated in the same order at the end of the film, during which the quote, “We were thinking...” is expanded.] The film’s title, *He Called Me Malala*, follows the shot of Ziauddin and is followed by a shot showing a pen-in-hand writing in a spiral notebook, then a shot of a window with cards and teddy bears and Malala, writing, reflected in the window. In a **v.o.**, Malala says, as if to herself, “It is an honor for me to be speaking again.” She will use these words later in the film.

In a **split or sound edit** we hear Ziauddin calling loudly, “Come, Malala, come!” A new **scene** begins with Malala saying, “I lost my shoes” and we see her walking, in a new setting, the next shot revealing their new home in Birmingham, England. It is breakfast time and Malala is talking about her brothers to someone off-screen. The younger brother is Atal, “a good boy,” and the older, Khushal, “the laziest one.” A second scene, showing Malala and Khushal arm-wrestling, is **intercut** with the breakfast scene until finally, Malala wins.

Handout 2 ▶ P.2

He Named Me Malala: Opening Scenes

We go back to what appears to be the same morning, following breakfast, in another room (Atal's?) where Malala and Ziauddin argue with him about her love for him... and what a slap means. An **abrupt cut** to an empty hospital therapy room, accompanied by the sudden sounds of a running electric motor, where we see Malala slowly entering the scene from the bottom of the picture, being raised on a therapy table. At the end of the sequence between Malala and her therapist, we hear a sound suggesting a helicopter in another **split edit**.

The following sequence begins with a shot of well-worn foreign black shoes below loose white trousers. This is the first shot in a **montage sequence** followed by a Taliban flag, the steering wheel of a bus, a burning truck, girls on a bus (two girls playing cat's-cradle, one reading), a dark night with someone pointing a flashlight toward the camera, wheel (of the bus) coming to a stop.

Then, an **abrupt cut** to a shot of many reporters crowded together, all talking at once. The camera pans right, discovering Malala, looking composed at a news conference, leading to her autographing her book, then walking down a hall where a dog appears, frightening her. As she runs back down the hall, the camera follows her, unintentionally **discovering** the soundman and two additional men who had been out of view behind her. This **shot**, which could have been omitted, is clearly a reminder to the viewer of the camera crew's presence in the recording of the film.

HANDOUT 3 lists many familiar words, which have special uses or meanings in the film industry. Becoming familiar with them will help you express yourself when you discuss or write about this film as well as other films in the future, fiction films, or documentaries.

Handout 3 ► P. 1

Glossary of Film Terms

Abstract (adj.):

the quality of a picture or scene that is in some significant way removed from everyday reality.

Action

(1) activity or movement recorded on film; (2) word called out to begin a take.

Audio:

the sound track, usually consisting of at least one or more of the following: dialogue, background sounds, sound effects, music (background or natural).

Audio cut:

(see “split edit”).

Available light:

natural light at a location.

Back-story:

relevant events that happened prior to the time setting of the film

Boom:

a long pole, usually counterbalanced, on which a microphone, camera, or light is attached, allowing an operator to place the instrument appropriately. Often, a boom “travels,” or is moved as needed.

Camera angle:

the angle of the camera as it records a scene to suggest a particular emotion or attitude. For example, an *extremely low angle*, looking up, suggests the strength and dominance (sometimes evil) of the subject; a *slight low-angle*, looking up, suggests the strength and nobility of the subject; an *extreme high-angle*, looking down on the subject, suggests the weakness, perhaps pitifully so, of the subject; a *moderate high-angle*, looking down, suggests disdain for the subject.

Camera movement:

when the camera changes location or angle during filming.

- **Pans or panning shot:**

rotates horizontally on a stationary base (“pan” is derived from “panoramic”);

- **Dollies or a dolly shot:**

camera moves in (forward) or out (backward) on a subject, usually by means of being mounted on a dolly (a wheeled cart);

- **Booms:**

raises or lowers by being placed on the end of a boom (see above).

Close-up:

a shot of one subject, usually of just head and shoulders. *Extreme close-up:* so close that only a portion of the person or object is shown on the screen.

Credits:

listing of the names of those involved in the making of the film.

- **Front credits:**

production and distribution company logos shown prior to the beginning of the film.

- **Opening Credits:**

listing of the names of members of the production staff (and in fiction films, names of the leading actors) often **intercut** with the opening shots.

- **End credits:**

credits shown at the end of the film, sometimes including added bits of information, listing all persons (and businesses) who had some role in making the film.

Handout 3 ► P.2

Glossary of Film Terms

Crew:

all of the people needed to get the motion picture and sound recorded and edited, other than those being filmed.

Cut:

(1) a change in what has been recorded on the screen (from one shot to the next); can be *smooth, gentle*: the new scene, somewhat similar to the former scene in tone, light intensity, and/or sound, or *abrupt*: the new scene strongly contrasts with the former scene in tone, lighting, and/or sound; (2) word called, usually by the director, to end the filming of a particular **take**.

Discovery shot:

when the camera moves, usually by **panning**, during a shot and unexpectedly shows (“discovers”) a person or significant prop that was present from the beginning of the scene but not in the camera’s view or focus.

Editing:

the process of assembling the **footage** from the many and various **takes** into an effective narrative form (note: in fiction film, the film editor is usually

not the same person as the director; in documentary film, the director often serves as his or her own editor).

Fast motion:

recording the scene with the camera running slower than 24 frames-per-second (fps) so the projected motion is faster than normal (e.g., if shot at 6 fps, then 4 seconds of action is shown in each second.)

Focus:

the sharpness of the image. In normal filming, the subject is in “clear focus”; part or all of a shot may be deliberately out of focus for a special effect. *Soft focus*: deliberately filming with the camera slightly out of focus on the main character.

Footage:

refers to what has been recorded on film (e.g., the footage of one particular press conference is shown several different times in the film). *Staged footage*: the director sets up an interview or a re-enactment; *unstaged footage*: the film crew records an event that is taking place the best way they are able.

Frame (n):

(1) a single image, in sequence with many other single images on a single strip (formerly of celluloid film, now on digital recording). Similar to a photo but meant to be shown with numerous similar frames recorded in sequence to create a “motion picture.” If reproduced as a single photograph, it is known as a “still.” (2) the same as when we discuss what is in the picture-frame, that is, what is included within the pictures borders.

Intercutting:

repeatedly alternating back and forth between two scenes.

Key lighting:

the main, or primary, light on a subject in a frame; *high-key*: brightly lit; *mid-key* (medium key): medium light; *low-key*: little or no light; frame is dark.

Montage:

(from French for “editing”) usually used to mean a series of rather short shots put together to create a coherent sequence.

Handout 3 ► P.3

Glossary of Film Terms

Off-screen (adj. phrase):

refers to dialogue or sound coming from a source not seen but understood to be nearby.

Point of view (p.o.v.) (n. phrase)

(1) a shot taken to suggest the perspective (including relative height and direction of view) from a character's position; seeing things as if through their eyes. Usually a **p.o.v. shot** follows a shot showing a character looking in a particular direction. (2) Beliefs or mental attitude of a person on a given subject.

Re-enactment:

the portrayal of an event after the fact, generally using actors; e.g., if no **stock footage** is available, for example, showing a "booted soldier" (Taliban) walking toward a vehicle (the school bus), the moment is then duplicated by re-enactment.

Scene (n):

consists of a series of shots usually taken in a single location, relating some portion of the story.

Sequence (n):

a series of **shots** or **scenes** united by the same idea. Might be the same as a scene, if successive scenes have different themes so that each is a sequence itself, or may consist of more than one scene, if they share a common theme.

Shot (n):

constant sequence of **frames**, uninterrupted by **cuts** or **editing**.

Split edit:

when the audio and visual portions of a shot do not end simultaneously. Usually, the sound from an upcoming shot is heard before the shot appears on the screen. Normally used when transitioning to a new scene.

Stock footage:

film shot previously, not for use in any specific film, kept in a film library and available for use whenever appropriate.

Take:

a single, continuously filmed bit of action that produces a **shot**. The same action filmed again because the previous "take" was unsatisfactory in some way, is referred to as "take 2," "take 3," etc., of the same shot so the film editor has a choice of which works best. Documentary filmmakers prefer to avoid "retakes" since the opportunity doesn't exist when life's ordinary events are being filmed; doing retakes during interviews is generally regarded as violating the documentary code. (One infamous WWII general lost much of his troops' respect as they watched him insist on retaking his wading ashore from a landing craft several times to make sure the cameras got good shots of the event.)

Voice-over (v.o.):

an off-screen narrator, not actively present in the scene, speaking or commenting on the action; can be the same person or character as in the scene, but the comments are recorded separately from the filming.

Handout 4 ► P. 1

Techniques and Film Devices to Watch for...

1. Reminders to the audience that there were real persons making this film.

While we are viewing the titles, we hear Davis Guggenheim, the film director, checking with Malala to see if she is ready to record the story of her namesake, Malalai. The filmmaker uses this to deliberately inform or remind the audience that he has had a hand in shaping the film's content. Later in the film, there is a scene in which Malala, frightened by a dog, begins to run away. The camera follows her as she passes the soundman (with a microphone on a **boom**). No doubt this was a spontaneous and unplanned event that Guggenheim could have omitted but, again, he uses it to remind the viewer that this film was created by a crew of people to tell a story.

Assignment: Watch for other moments when the viewer is, somehow, reminded that the film is not some “magic capturing of reality” but a conscious assemblage of moments based on reality.

2. Using animation to illustrate a story

During the telling of the story of Malala's namesake, the scene is primarily dark. Watch for the appearance of light. What do you think the filmmaker is suggesting? Notice that, in the animation, we see Malalai struggle and stumble her way up the mountain. Why do you think the filmmaker chose to make that happen?

Assignment: Watch for other moments where the filmmaker uses animation instead of live action and make notes on several of the animated sequences: What is depicted?

How effective are these sequences? What else could be done in their place if the filmmaker had been opposed to using animation?

3. Using a montage as an intrusion

Following our first visit with the Yousafzai family in Birmingham, we see a few shots suggesting the presence of the Taliban military—their flag, the chaos of conflict, etc. The next **sequence** begins with Malala walking down a hall (the shot in which the dog scares her, above).

Assignment: What is the effect of including the Taliban **sequence**, especially since there is no dialogue or **voice-over** narration? Watch for other times when the Taliban's presence is shown in a similar manner.

4. Using montage as storytelling

An early **montage sequence** shows Malala after the Taliban's attack and another shows many people keeping a vigil as we hear the television reports of it. Do these **sequences** adequately tell you enough about the closeness of her death and the world's reaction to her shooting? Notice the transition out of the **montage** we are given to show that Malala is recovering.

Assignment: Watch for other **montage sequences** and be ready to describe several. Do you think each is effectively used in telling this story?

Handout 4 ► P.2

Techniques and Film Devices to Watch for...

5. Highlighting relationships

Upon waking from her coma, Malala immediately asks about her father, Ziauddin. Throughout the film, we are shown the importance of their relationship in a number of ways.

Assignment: Contrast that relationship with what we see of the relationship with her mother, Toor Pekai. Describe the difference between the relationships, as you understand them *from the film*. Consider the reasons for this difference in terms of both cultural expectations and family values, as they are presented. Would you expect Malala to have a different mother–daughter relationship should she have a daughter of her own? Why, or why not?

6. Repetition of a sequence

Twice in this film, near the beginning and again near the end, we hear Malala’s father say (in a **voice-over**), “We were thinking, ‘What Malala will be thinking?’” On both occasions, we see the same three shots in succession: first, Ziauddin in dark silhouetted profile against an out-of-focus window, providing an abstract background, split horizontally (top half light, bottom dark). (The first time these three **shots** are shown the title, *He Named Me Malala*, comes between the first and second **shot**.) The second **shot** is of a hand holding a pen, writing on a notepad, and the third, a window ledge with cards and stuffed animals, Malala reflected in the window.

Assignment: Notice that the second time, Ziauddin’s speech is longer and more complete, just one of the small differences. Why does the filmmaker choose to repeat the **sequence**? Include any other differences you may have noticed. Pay particular attention to the first of these **shots**, described above. In what way is this depiction most appropriate?

7. Creating “reality” for the camera

Notice the first sequence showing the family at home in Birmingham, England.

Assignment: To what extent does the presence of the camera and film crew control the family’s behavior? Are they “putting on a show” or being themselves in this situation? Do you think the filming changes family dynamics or merely reveals them?

8. Abrupt transitions

Davis Guggenheim frequently uses very abrupt **cuts** as transitions (moving from one scene or sequence to the next). Sometimes these are accompanied by an abrupt change in the sound level (such as Ziauddin’s “Come Malala, come!!”) or the loud noise of the press conference following the peaceful scene of Malala with a speech therapist).

Assignment: Look for other examples of abrupt transitions, visual or sound. Why is this technique particularly effective for this story?

Handout 4 ► P. 3

Techniques and Film Devices to Watch for...

9. Re-creating an event

Notice the subject of the various **shots** used to depict the arrival of the Taliban in the Swat Valley in 2007.

Assignment: Since the filmmaker was obviously not even thinking of making this film at that time, what does he use to depict the event?

10. Interrupting a sequence

Notice that the **sequence** telling of the Taliban's attempt to kill Malala is broken or interrupted by a sequence with Malala doing a card trick for her friends Shazia and Kainat.

Assignment: What is the purpose of this interruption? What effect does this have on your reaction to the entire story of Malala?

11. Using re-enactment

To show the threat of the Taliban, we see **shots** such as their booted feet as though we are looking under a vehicle. These were probably actors in costume, representing the Taliban, since it is highly unlikely that this kind of footage of the Taliban walking would be available.

Assignment: Does this representation of reality, a **re-enactment**, intrude on your belief in the documentary? A similar technique is frequently used in fictional films; does it belong only in fictional films? If it bothers you, why?

12. Ironic Juxtaposition

Juxtaposition means placing two things next to one another to call attention to their similarities or differences. The **sequence** following Malala relating the story of her shooting is a **montage** of the radio mullah, Fazlullah, telling the women of Swat he will bring them the greater rights and freedom promised to women in the Qur'an. Notice the effect gained by presenting this out of chronological order, as this promise was made when the Taliban arrived, yet it is placed after the Taliban's attempt on Malala's life for simply going to school. Many scenes throughout the film are presented out of chronological order.

Assignment: Look for several **sequences** that gain strength by being out of order. What is gained by the juxtaposition of two **sequences**? Be prepared to describe the sequences and the effect of the ordering on the story.

13. A Fitting Conclusion

At the end of the film we see Malala addressing the UN, following a **scene** of the Yousafzai family at home, playing a child's card game, which Ziauddin apparently loses. In the final **sequence**, Malala is asked if her father has forced her choice on her and she quietly and confidently claims that the choice was hers.

Assignment: Why does the filmmaker choose to conclude the film with these three sequences? What does the family game reinforce for the viewer?

Handout 4 ► P.4

Techniques and Film Devices to Watch for...

14. A More Fitting Conclusion

During the **end credits** we see a special event in Malala's life (which, in fact, did take place after her book had been published). Then again we hear Malala speaking of her role and commitment.

Assignment: Assume that this **sequence** could have been included in the film prior to the end credits (that is, suggesting it happened before the film had been edited into its final form): What reasons might the filmmaker have for placing it where he does?

15. Summary Evaluation of the film

Did you manage to follow the story of Malala despite the director's decision to tell it out of chronological order?
What problems did this approach pose for you?

Assignment: Did this approach clarify the events and their relationship for you? If not, why do you think the director chose to use this technique instead of being straightforward with time sequencing and the relating of facts?

16. Reviewing a Film

Assignment: Write a review of the film as if for your school paper. Would you recommend this to your fellow students? Why, or why not?

Handout 5 ► P. 1

TEACHERS VERSION

Techniques and Film Devices to Watch for...

Most of the assignments suggested below can be completed in a very short essay. Some students will be tempted to write just one paragraph, perhaps only a single declarative sentence, to answer the question posed. You might suggest that they think of a friend or relative, living in some other city, as the “audience” for this essay; that way, there will need to be an introduction (“Recently in school we watched...”) and a stated reason for writing (“I noticed something interesting I want to tell you about...”). It might even be useful to have your students mail a copy of their essay to the “audience” chosen, asking for feedback.

1. Reminders to the audience that there were real persons making this film.

While we are viewing the titles, we hear Davis Guggenheim, the film’s director, checking with Malala to see if she is ready to record the story of her namesake, Malalai. The filmmaker uses this to deliberately inform or remind the audience that he has had a hand in shaping the film’s content. Later in the film, there is a scene in which Malala, frightened by a dog, begins to run away. The camera follows her as she passes the soundman (with a microphone on a **boom**). No doubt this was a spontaneous and unplanned event that Guggenheim could have omitted but, again, he uses it to remind the viewer that this film was created by a crew of people to tell a story.

Assignment: Watch for other moments when the viewer is, somehow, reminded that the film is not some ‘magic capturing of reality’ but a conscious assemblage of moments based on reality.

Any of the many montage sequences might serve this purpose, since it is obvious that the various shots do not necessarily follow one another but were assembled by someone for a particular purpose. Abrupt transitions offer the same. The presence of Davis Guggenheim, interviewing one member of the family, might also be considered.

2. Using animation to illustrate a story

During the telling of the story of Malala’s namesake, the scene is primarily dark. Watch for the appearance of light. What do you think the filmmaker is suggesting? Notice that, in the animation, we see Malalai struggle and stumble her way up the mountain. Why do you think the filmmaker chose to make that happen?

Assignment: Watch for other moments where the filmmaker uses animation instead of live action and make a note of several of the animated sequences: what is depicted? How effective are these sequences? What else could be done in their place if the filmmaker had been opposed to using animation?

Davis Guggenheim makes extensive use of animation in telling us about Malala’s childhood. Clearly he doesn’t have much footage from this time and only a few photographs, so, if he wants to present it visually, his only other choice might be re-enactment, which would probably become tedious. Notice how, in re-enacting the attack, he keeps the faces of the girls blurred. With animation he can emphasize whatever elements he cares to and control the tone and color.

Handout 5 ▶ P.2

TEACHERS VERSION

Techniques and Film Devices to Watch for...

3. Using a montage as an intrusion

Following our first visit with the Yousafzai family in Birmingham, we see a few shots suggesting the presence of the Taliban military—their flag, the chaos of conflict, etc. The next **sequence** begins with Malala walking down a hall (the shot in which the dog scares her, above).

Assignment: What is the effect of including the Taliban **sequence**, especially since there is no dialogue or **voice-over** narration? Watch for other times when the Taliban’s presence is shown in a similar manner.

The intrusion of the Taliban here is a suggestion that we never can know when or where they’ll turn up. This is a gentle suggestion of the way Malala and her family had to live prior to the attack. The repetition of similar shots, prior to the actual attack, reminds the viewer that the Talibs might show up anywhere. (Note: Originally a “Talib” was a student, often of religion. Now, the term covers that collection of men following one kind of teaching about a very strict religious way of life.)

4. Using montage as story telling

An early **montage sequence** shows Malala after the Taliban’s attack and another shows many people keeping a vigil as we hear the television reports of it. Do these **sequences** adequately tell you enough about the closeness of her death and the world’s reaction to her shooting? Notice the transition out of the **montage** we are given to show that Malala is recovering.

Assignment: Watch for other **montage sequences** and be ready to describe several. Do you think each is effectively used in telling this story?

There are a good many montage sequences to be considered. Answers may vary.

5. Highlighting relationships

Upon waking from her coma, Malala immediately asks about her father, Ziauddin. Throughout the film, we are shown the importance of their relationship in a number of ways.

Assignment: Contrast that relationship with what we see of the relationship with her mother, Toor Pekai. Describe the difference between the relationships, as you understand them from the film. Consider the reasons for this difference in terms of both cultural expectations and family values as they are presented. Would you expect Malala to have a different mother–daughter relationship should she have a daughter of her own? Why, or why not?

The father’s importance and dominance was an expectation for Muslim families. Those in Western countries may notice how little attention is paid to Toor Pekai throughout the film, but it is unlikely that most traditional Muslims would think it out of the ordinary. When appropriate, Malala does credit her mother, as well as her father, for her upbringing and the freedom she is used to. It seems likely that Malala, being free of the old repression, would have a different relationship with any daughters she may have.

Handout 5 ► P. 3

TEACHERS VERSION

Techniques and Film Devices to Watch for...

6. Repetition of a sequence

Twice in this film, near the beginning and again near the end, we hear Malala’s father say (in a **voice-over**), “We were thinking, ‘What Malala will be thinking?’” On both occasions, we see the same three shots in succession: first, Ziauddin in dark silhouetted profile against an out-of-focus window, providing an abstract background, split horizontally (top half light, bottom dark). (The first time these three **shots** are shown the title, *He Named Me Malala*, comes between the first and second **shot**.) The second **shot** is of a hand holding a pen, writing on a notepad, and the third, a window ledge with cards and stuffed animals, Malala reflected in the window.

Assignment: Notice that the second time, Ziauddin’s speech is longer and more complete, just one of the small differences. Why does the filmmaker choose to repeat the **sequence**? Include any other differences you may have noticed. Pay particular attention to the first of these **shots**, described above. In what way is this depiction most appropriate?

Ziauddin, shown alone in a dark room, thinking and wondering, had to be feeling somewhat responsible for the attack that nearly killed his daughter. It was his set of beliefs, taught to her throughout her life, that led to her willingness to confront the Taliban that led in turn to the shooting. He has to wait a long time for Malala to recover sufficiently to reassure him that she has been free to choose her own way; his way was not forced on her. The viewer doesn’t have to wait long in this sequence of three shots to see a recovering Malala, writing a draft of a future speech.

7. Creating “reality” for the camera

Notice the first sequence showing the family at home in Birmingham, England.

Assignment: To what extent does the presence of the camera and film crew control the family’s behavior? Are they “putting on a show” or being themselves in this situation? Do you think the filming changes family dynamics or merely reveals them?

While it is clear the family is playing to the camera to some extent, their spontaneity is such as to convince the viewer that the relationships shown are very much the ones they live with. The children often show a degree of self-consciousness but don’t seem to be hesitant to reveal themselves.

8. Abrupt transitions

Davis Guggenheim frequently uses very abrupt **cuts** as transitions (moving from one scene or sequence to the next). Sometimes these are accompanied by an abrupt change in the sound level (such as Ziauddin’s “Come Malala, come!!” or the loud noise of the press conference following the peaceful scene of Malala with a speech therapist).

Assignment: Look for other examples of abrupt transitions, visual or sound. Why is this technique particularly effective for this story?

Handout 5 ► P.4

TEACHERS VERSION

Techniques and Film Devices to Watch for...

The abrupt and jarring transitions might be considered a way to suggest the changes that Malala has experienced. From Swat Valley, Pakistan, to Birmingham, England, by way of an attempt on her life, followed by her arduous recovery, have to have been extremely disorienting for Malala and her entire family. Consider the chaos she has been through as you observe her poise and mature outlook. Notice what it is that can show her somewhat nonplussed: discussing boy/girl relationships and the sudden appearance of a barking dog.

9. Re-creating an event

Notice the subject of the various **shots** used to depict the arrival of the Taliban in the Swat Valley in 2007.

Assignment: Since the filmmaker was obviously not even thinking of making this film at that time, what does he use to depict the event?

Guggenheim uses shots of loudspeakers and radio antennas. These are appropriate since Mullah Fazlullah used radio broadcasts to spread his teachings.

10. Interrupting a sequence

Notice that the **sequence** telling of the Taliban's attempt to kill Malala is broken or interrupted by a sequence with Malala doing a card trick for her friends Shazia and Kainat.

Assignment: What is the purpose of this interruption? What effect does this have on your reaction to the entire story of Malala?

Guggenheim chooses to interrupt the dramatization of the attempt on Malala's life with a scene showing her doing a card trick for her friends to heighten the suspense, delaying the "inevitable" so that we are reminded that she is a fun-loving young woman, as well as an outspoken opponent of all that had happened to her people.

11. Using re-enactment

To show the threat of the Taliban, we see **shots** such as their booted feet as though we are looking under a vehicle. These were probably actors in costume, representing the Taliban since it is highly unlikely that this kind of footage of the Taliban walking would be available.

Assignment: Does this representation of reality, a **re-enactment**, intrude on your belief in the documentary? A similar technique is frequently used in fictional films; does it belong only in fictional films? If the re-enactments bother you, why?

Responses may vary, but we would expect most students to experience the re-enactments as an effective way of presenting these parts of Malala's story. Although we don't see their faces clearly, the threatening presence of the Taliban and of their destructiveness is made quite clear. Having actors play roles with dialogue would probably strike too many of us as a fictional approach.

Handout 5 ► P. 5

TEACHERS VERSION

Techniques and Film Devices to Watch for...

12. Ironic Juxtaposition

Juxtaposition means placing two things next to one another to call attention to their similarities or differences. The **sequence** following Malala relating the story of her shooting is a **montage** of the radio mullah, Fazlullah, telling the women of Swat he will bring them the greater rights and freedom promised to women in the Qur'an. Notice the effect gained by presenting this out of chronological order, as this promise was made when the Taliban *arrived*, yet it is placed *after* the Taliban's attempt on Malala's life for simply going to school. Many scenes throughout the film are presented out of chronological order.

Assignment: Look for several **sequences** that gain strength by being out of order. What is gained by the juxtaposition of two **sequences**? Be prepared to describe the sequences and the effect of the ordering on the story.

Answers will vary. There are a great many such sequences. Malala's book, I Am Malala, tells her story in chronological order and is filled with much detail of the step-by-step events leading to the attempted assassination, but with very little to say about the events that follow. With this film we get less information about the period of her resistance but far more about her use of her fame. We are presented with a clear picture of a level-headed young woman, mature beyond her years, emerging triumphant from a dreadful ordeal.

13. A Fitting Conclusion

At the end of the film we see Malala addressing the UN, following a **scene** of the Yousafzai family at home, playing a child's card game, which Ziauddin apparently loses. In the final **sequence**, Malala is asked if her father has forced her choice on her and she quietly and confidently claims that the choice was hers.

Assignment: Why does the filmmaker choose to conclude the film with these three sequences? What does the family game reinforce for the viewer?

We are shown that Malala is capable of addressing this august body forcefully without (apparent) nervousness or fear; that she is still a girl, enjoying simple moments at home, with her family; and, finally, that she has made her own choices, conscious of the possible consequences, accepting the outcome with her simple belief in doing what is right and not being especially proud of the courage others see in her.

Handout 5 ► P.6

TEACHERS VERSION

Techniques and Film Devices to Watch for...

14. A More Fitting Conclusion

During the **end credits** we see a special event in Malala's life (which, in fact, did take place after her book had been published). Then again we hear Malala speaking of her role and commitment.

Assignment: Assume that this **sequence** could have been included in the film prior to the end credits (that is, suggesting it happened before the film had been edited into its final form): What reasons might the filmmaker have for placing it where he does?

When Malala, who was one of the finalists, was passed over for the Nobel Peace Prize in 2013, she carried on, undisturbed by missing this honor. Placing the 2014 awarding of the prize to her as an afterthought puts it in the proper perspective. It is something that did happen to her, but it is not what her life has been about.

15. Summary Evaluation of the film

Did you manage to follow the story of Malala despite the director's decision to tell it in fragmented scenes and sequences and out of chronological order? What problems did this approach pose for you?

Assignment: Did this approach clarify the events and their relationship for you? If not, why do you think he chose to use this technique instead of being very straightforward with time sequencing and the relating of facts?

The composure and equanimity Malala has possessed throughout her life, her love of learning and fierce determination to make education available everywhere despite the chaos brought into her life by the Taliban, are made compellingly clear in this presentation of her story. A step-by-step recounting of the events in her life is better suited to a book such as her I Am Malala, than it would be to the screen. The film becomes a song of praise for this remarkable young woman.

16. Reviewing a Film

Assignment: Write a review of the film as if for your school paper. Would you recommend this to your fellow students? Why, or why not?

Suggest that students bring in copies of some film reviews and establish what the expected format for such an essay might be.



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