

Key Question

How has Malala Yousafzai impacted the lives of girls around the world?

Vocabulary

Academic vocabulary: *challenges (n.), goal (n.), receive (v.), region (n.), support (v.), version (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

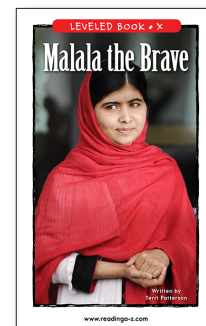
Story words

- *activist (n.), dedication (n.), empowerment (n.), human rights (n.), Muslim (adj.), nominated (v.)*

Enrichment words

- *blogging (v.), fundamentalist (adj.), prime minister (n.), Taliban (n.), terrorism (n.), United Nations (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Malala the Brave*.



Ask and answer questions

Before reading, have the students locate the table of contents on page 3. Review the headings listed in the table of contents. Ask: *Why are these headings listed? What information would you expect to find under each of the headings? Why do the page numbers in the table of contents skip certain numbers?*

Graphic organizer: Ask and answer questions

Have students generate questions they have about each section of the book and list them in the second column of the lesson [graphic organizer](#). Discuss the questions as a group. As students read, have them find answers to their questions and highlight supporting evidence for those answers in their books. Have them write the answers in the third column of the graphic organizer.

Text features: Timelines

Discuss with students how timelines show important events in chronological order or time order. Have students study the “Malala Timeline” on page 13. Have students discuss what they notice about the timeline with a partner. Ask them to share the important information that can be learned by analyzing the timeline.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What is the significance of Malala’s name? (level 2)*
- *How does the author describe the Swat District? (level 3)*
- *For what reasons did Malala become famous around the world? (level 2)*
- *What major event happened to Malala on October 9, 2012? (level 1)*
- *What was the impact of this event on Malala and others? (level 3)*
- *What goal does Malala want to fulfill someday? (level 1)*
- *What important accomplishments has Malala already achieved? (level 3)*

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Write questions you have about *Malala the Brave* in the first column before and during your reading. Write the answers you find in the second column as you read.

Section	What I Want to Know	What I Found Out
Malala's World		
Malala's Work		
The Attack		
A Global Voice		