

I Am Malala

1. Question

Malala Yousafzai defied the Taliban in Pakistan and demanded that girls be allowed to receive an education. She was shot in the head by a Taliban gunman in 2012 but survived and went on to receive the Nobel Peace Prize. Many cultural factors contributed to the struggle of Malala, and many other young girls like her.

[This article](#) gives a brief introduction to Malala's story, and the factors that led to her winning the Nobel Peace Prize.



Image Source: SIRS Discoverer

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

What cultural factors would impact a young girl in Pakistan in 2012?

2. Information Sources

When required, see your teacher/librarian for login information.

SLIDE NAVIGATION

1

2

3

4

5

6

Next

Men's and Women's Roles/ Human Rights

[Pakistan World Report – Human Rights Watch](#)

[US should cut aid to Pakistan for its 'War of Terror' on Women](#)

[Country Reports on Human Rights Practices](#)

Media

[Pakistan: Threats, Deaths, Impunity – No Hope for Free Press](#)

[Abducted and Tortured for Reporting the News](#)

[Situation Worsens for “Free Media” in South Asia](#)

Extremism

[Pakistan's Education System and Links to Extremism –](#)

[Council on Foreign Relations](#)

[Taliban massacre of children](#)

[Pakistan: Partner against Terrorism](#)

Economy

[Top 10 Facts About Poverty in Pakistan](#)

[40 percent of Pakistanis live in poverty](#)

[Pakistan's Indebted Economy Careens Toward Another IMF](#)

[Bailout – Bloomberg](#)

[Pakistan Index of Economic Freedom](#)

Government

[Pakistan: A political timeline](#)

[Pakistan Government – Britannica](#)

[Countries in Crisis: Pakistan](#)

Overview/History/Statistics (Information that may be apply to any of the categories)

[Countries in Crisis – Pakistan](#)

[Pakistan – World Book](#)

[CIA World Factbook - Pakistan](#)

[CultureGrams – Pakistan](#)

3. Student Activity

You will use the student resources on slide two to help you answer our inquiry question: What cultural factors would impact a young girl in Pakistan in 2012.

The class will be split into five groups. Each of the topics on slide two will be a station:

- Men's and Women's roles
- Media
- Economy
- Extremism
- Government

You will have 10-15 minutes at each station to read the resources at that station and take individual notes . Then, as a group, decide important information that needs to be added or clarified on the chart paper at that station using a marker with a color exclusive to your group.



Image Source: Wikimedia

4. Assessment Activity

What cultural factors would impact a young girl in Pakistan in 2012?

Using the information on the chart papers hanging around the room, write a response where you determine what you consider the most important cultural factors that would have impacted young girls like Malala in 2012.

Justify your response with evidence from the charts.



Pakistani girls attending school

Image Source: Wikimedia Commons

5. Enrichment Activities



Image Source: CultureGrams, by subscription

CultureGrams feature [interviews](#) (see your teacher/librarian for login information) with various Pakistani citizens who tell about their way of life. Read several of the interviews and look at the [data](#) on the main Pakistan CultureGrams page.

Write a brief personal essay where you compare their lives with your life, and the lives of Americans. You may also use [American data](#) from CultureGrams.

Consider how climate, geography, economy, family responsibilities, religion, gender, age, and other influences can affect a person's employment, food consumption, leisure time, community involvement, etc. shape your life in comparison and contrast to a Pakistani life.

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

Common Core State Standards for English Language Arts & Literacy

Reading: 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.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Objective: Students will be conduct brief, focused research in order to determine the most significant cultural factors that would impact a young girl in Pakistan.

Time Frame: Two 45-minute or one 90-minute lessons

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)