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Please enjoy this complimentary excerpt from *30 Big-Idea Lessons for Small Groups* by Michael Rafferty, Colleen Morello, and Paraskevi Rountos. This lesson helps students practice summarizing, analyzing, illustrations, and meaning, as well as discussing biases.

LEARN MORE about this title, including Features, Table of Contents, and Reviews.


Text and Topics

Who Is Malala Yousafzai? by Dinah Brown (Who Is/Who Was Series)

Prejudice/Persistence


Phase 1: Engaging

When to Do It: Before Reading | Duration: 5–10 minutes
Grade Level: Fourth and Up (Level P)
Level of Thinking: Inferential

<p>Strategic Behavior</p>	<p>Generate expectations of the text based on topic and issues.</p>																		
<p>Engaging</p> <div style="text-align: center;">  </div> <p>Tool: Tactile Chart</p> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">Women</th> <th style="font-size: 8px;">Both Equally</th> <th style="font-size: 8px;">Men</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </tbody> </table>	Women	Both Equally	Men							<p>Preparation</p> <ul style="list-style-type: none"> Have the following Tactile Chart for each group of students. <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #0056b3; color: white; padding: 5px;">Women</th> <th style="background-color: #0056b3; color: white; padding: 5px;">Both Equally</th> <th style="background-color: #0056b3; color: white; padding: 5px;">Men</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Prepare sticky notes with these words for each group: football players scientists submarine captains ballet dancers Navy Seals teachers soccer players chefs presidents of countries doctors lawyers <p>Teaching Moves</p> <ul style="list-style-type: none"> Say, “We are going to read about a remarkable young woman, Malala Yousafzai, but first we are going to do some thinking about how societies treat men and women differently.” Continue by saying, “On the sticky notes are some jobs and activities that people do. Are they mostly done by women, men, or both? After you separate the notes into the columns on the Tactile Chart, I will talk with your group about what you see.” Circulate as students work, and prompt them to explain any endeavors weighted toward women (e.g., teaching) or men (e.g., presidents of countries). Ask, “Why does this happen?” Have students discuss. <p>Options/Extensions</p> <p>You can deepen the conversation by prompting with questions: “Is there still bias against women doing certain jobs or sports? How about girls versus boys right here at school, or in this community? Is there a bias against men in some</p>	Women	Both Equally	Men						
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

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	fields? How does this still happen? How do you feel about it? Do you think there are any jobs you cannot do?"
<p>Coaching Corner</p> 	As you teach and confer with readers, point back to this lesson. Bring it in whenever you want a student to consider the forces working “against” a person in a novel, biography, or work of nonfiction. Social studies abounds with connections. Ask, “Are there people in this text whose voices are not heard?”

Phase 2: Discussing

When to Do It: During Reading | Duration: 10 minutes
Level of Thinking: Literal and Inferential

Strategic Behavior	Read closely to determine what the text says or suggests. Make logical inferences from the text and cite evidence.								
<p>Discussing</p>  <p>Tool: Tactile Chart</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #0056b3; color: white; font-size: 8px;">Strengths</th> <th style="background-color: #0056b3; color: white; font-size: 8px;">Obstacles</th> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> <p>Tool: Sticky Notes</p> 	Strengths	Obstacles			<p>Preparation</p> <ul style="list-style-type: none"> Review the Tactile Chart groups made in Phase 1. Give each student a copy of pages 1–6 of <i>Who Is Malala Yousafzai?</i> Have a pile of sticky notes for your small groups to use to record their thinking. Prepare the following Tactile Chart: <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="background-color: #0056b3; color: white; padding: 5px;">Strengths</th> <th style="background-color: #0056b3; color: white; padding: 5px;">Obstacles</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table> <p>Teaching Moves</p> <ul style="list-style-type: none"> Say, “When characters face challenges, most have things going both for and against them. Today we will read a part of a text about Malala Yousafzai to see if we can track what she has going for her and what is working against her.” Ask students to “work in your groups to read and record some talking points around Malala’s challenges and strengths. When you have two lists, can you decide as a group which is her biggest strength and which her biggest obstacle? If you can’t agree, you can have two answers. If you finish early, please go to your independent reading.” <p>Options/Extensions</p> <p>If you want, you can have students read the first six pages individually with a few sticky notes and come back with a list of Malala’s strengths and a list of obstacles or challenges for her. Have them think about which one is the biggest strength or challenge.</p>	Strengths	Obstacles		
Strengths	Obstacles								
Strengths	Obstacles								
<p>Coaching Corner</p> 	You may want to consider letting your students individually or cooperatively annotate a copy of the text according to the focus question. This acts as a formative assessment of their work as individuals or as partners/groups.								

Phase 3: Deep-See Thinking

When to Do It: After Reading | Duration: 10–15 minutes

Level of Thinking: Analytical and Evaluative

Strategic Behavior

Analyze the structure of texts and **analyze and evaluate content** presented in diverse formats.

Deep-See Thinking



Tool: Tactile Chart

Illustration (Page/Topic)	What We Notice in the Illustration	Why It Was Drawn This Way

Tool: Sticky Notes



Preparation

- Students should have the text to review the illustrations in the first chapter.
- Provide the following **Tactile Chart** and some **sticky notes** for each small group.

Illustration (Page/Topic)	What We Notice in the Illustration	Why It Was Drawn This Way
Cover/Malala as a person	Walking away, has a backpack, slight smile, serious eyes	To show how she cared about school, she was happy and focused

Teaching Moves

- Model a think-aloud about the illustration right inside the front cover. Ask students to discuss, “Look at how Malala’s face is drawn. Why is she depicted facing backward? What does her expression communicate? (Happy but serious.) How is this image linked to the topic of the page?”
- Say, “Think about how you might use illustrations in a text you write. What do they help a reader understand better than words can? Where are the best places for them in a text?”
- Have groups look at the illustrations of Malala on pages 1, 3, and 5. They can use the chart to capture their discussion. If some groups finish ahead of others, encourage them to turn to their independent reading books.

Options/Extensions

Ask your students to create a new illustration for this book that they think represents Malala even better than the one in the book—for example, showing her with her father or friends.


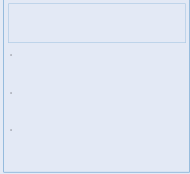

Coaching Corner



Paying attention to the illustrations is important for readers of both fiction and nonfiction. Authors and illustrators often synthesize important points and emotional facets of a topic in the illustrations and captions that all too many readers merely glance at as opposed to carefully considering. Images and graphics can also convey different information that isn’t in the main text!

Phase 4: Connecting

When to Do It: After Reading | Duration: 10 minutes
Level of Thinking: Analytical

<p>Strategic Behavior</p>	<p>Make judgments about characters based on specific text evidence. Analyze how specific word choices shape meaning and tone.</p>
<p>Connecting</p>  <p>Tool: Box and Bullets</p>  <p>(optional)</p>	<p>Preparation</p> <ul style="list-style-type: none"> Students should be ready to return to pages 5–6 in <i>Who Is Malala Yousafzai?</i> <p>Teaching Moves</p> <ul style="list-style-type: none"> Remind your students that “on page 5, Malala states, ‘I speak—not for myself, but all girls and boys. I raise up my voice—not so I can shout, but so that those without a voice can be heard.’” Say, “I have two questions for you. I need you to think, talk, and then share your thinking with me later. First, what do you think Malala means when she says she speaks for ‘all girls and boys’? Second, why did she use dashes twice on page 5? What is the purpose behind that punctuation?” <p>Options/Extensions</p> <p>Turn this into a Box and Bullets written response on how students think Malala, who was only trying to go to school, is a voice for all girls and boys. Ask your students to consider how they would convince somebody in the United States that her story is important.</p> <p>Conferring Tip</p> <p>As an ending to your work, ask students to think about their development as readers across the phases. Can they apply their thinking and opinions to one of the texts they are reading? Does their book address a similar theme or topic? Can they compare the approaches the authors take?</p> <p>Try posing the following question when you confer with students about their independent reading:</p> <p>“Is there a character or group that is being discriminated against? What is this person or group trying to achieve? Are people treating the character or group fairly? Unfairly? Why? What events can you point to in your text that proves that the treatment is fair or unfair?”</p>
<p>Coaching Corner</p> 	<p>This lesson lends itself to any area of social studies study. You can also connect it to science in some interesting ways. For example, there are battling forces in nature. Floods wipe out crops, eradicate species, and rearrange habitats. Humans’ efforts to put out wildfires (Smokey Bear) in order to save forests have some experts contending this action has actually created unnatural conditions that make the land prone to massive fires in the West. Many topics can be seen through this lens of people presuming without really knowing. You may want to conduct some read-alouds or review topics of recent study as possible links to this text.</p> <p>Finally, here is Malala’s challenge to world leaders: “In eight days we spend as much on making war as it would take to ensure that every young person can receive 12 years of quality education” (Yousafzai, 2015).</p>