

LEE & LOW BOOKS

Teacher's Guide

Malala Yousafzai: Warrior with Words

written by Karen Leggett Abouraya,

illustrated by Susan L. Roth

About the Book

Genre: Juvenile Nonfiction/ Biography and Autobiography

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Interest Level: Grades K-8

Guided Reading Level: S

Accelerated Reader® Level/Points:
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Lexile™ Measure: 870L

*Reading level based on the Spache Readability Formula

Themes: Biography/Memoir, Breaking Gender Barriers, Courage, Discrimination, Dreams and Aspirations, Education, Empathy/Compassion, Families, Heroism, Home, Leadership, Nonfiction, Overcoming Obstacles, Peace, Persistence/Grit, Respect/Citizenship, Responsibility, Tolerance/Acceptance, War, Muslim/Muslim American Interest

Resources on the web:

leeandlow.com/books/malala-yousafzai

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

SYNOPSIS

Growing up in the Swat Valley of Pakistan, Malala Yousafzai loved books and school. But in 2007, the Swat Valley became the center of a war between the Taliban and the government of Pakistan, and as the Taliban gained power they claimed that it was against Islam for girls to attend school. In 2009, Malala, just eleven years old, wrote a blog about the right of all children to receive an education.

Soon fighting broke out and Malala's family fled the Swat Valley. After the fighting ceased, they returned home, and Malala continued to speak out. That's when she was shot by a Taliban gunman, but her life-threatening injury only strengthened Malala's resolve. In 2013, nine months after being attacked, Malala addressed the United Nations about the right of every child to receive an education, and in 2014, she was awarded the Nobel Peace Prize. At age seventeen, she was the youngest person ever to receive this honor.

This book is more than a biography of a brave, outspoken girl who continues to fight for the millions of children worldwide who are not able to go to school. It is also a testament to the power of education to change the world for girls and boys everywhere.

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BACKGROUND

Backmatter from Karen Leggett Abouraya

The backmatter in *Malala Yousafzai: Warrior with Words* contains several different sections, as provided below.

Pakistan

The territories that are now Afghanistan, Pakistan, and India were once part of the British Empire. The British Parliament voted to end British control over India in 1947. Muhammad Ali Jinnah, a politician and lawyer, united Muslims in India and worked hard to create an independent homeland for his people. Later in 1947, the Islamic Republic of Pakistan was established as a majority Muslim country, and the Republic of India became a majority Hindu country.

At first Pakistan consisted of two areas, West Pakistan and East Pakistan, with India in the middle. There have been several wars between India and Pakistan, usually because of disagreements about borders. In 1971, as a result of another devastating war, East Pakistan became the independent nation of Bangladesh. West Pakistan then became known simply as Pakistan.

Malala Yousafzai and her family are Pashtun. Pashtuns are a mainly Muslim people who belong to about sixty different tribes living in Pakistan and Afghanistan.

The Taliban

Talib is the word for "student" in Arabic and Pashto, the language spoken by Pashtuns. The Taliban are Pashtuns who come from religious schools that teach a very strict, conservative form of Islam. Along with other groups, the Taliban fought to end control of Afghanistan by the former Soviet Union (now Russia). The conflict lasted from 1979 until 1996, when the Taliban took power in Afghanistan. They also wanted to control the parts of Pakistan where Pashtun Muslims lived, especially northern areas such as the Swat Valley.

In July 2009, the Pakistan Army announced that it had defeated the Taliban in Swat. People returned to Mingora and the Swat Valley. As of 2016, tourists were also returning to the valley to vacation and ski, but Pakistani soldiers still operate checkpoints going into and out of the area. There has also been some progress for girls and women. Swat has its first woman lawyer, and there is a women's-only jirga, a traditional decision-making assembly of leaders, to help ensure justice for girls and women.

In spite of these developments, the Taliban remain in the Swat Valley and in other areas of Pakistan and Afghanistan.

The Malala Fund

The Malala Fund was founded in 2013 by Malala and her father, Ziauddin Yousafzai. Since then the fund has gained worldwide support from people of all ages and backgrounds.

The fund works "for a world where every girl can learn and lead without fear." The first director of the fund was Shiza Shahid, another young Pakistani woman. She graduated from Stanford University in

the United States and once organized a summer camp for Malala and other girls in the Swat Valley. Shiza has said, "Teaching someone you know who isn't going to school or helping someone who is suffering or focusing your career on what you believe will make a difference in the future. We all have ways to make a difference."

On the Malala Fund's website, it says that 130 million girls were out of school in 2017. One way the fund is trying to improve this situation is through its Gulmakai Network. It is named after Gul Makai, the name Malala used when she blogged for the BBC in 2009. The network supports and gives grants of money to "Gulmakai champions," people who are working hard to help more girls go to high school in developing countries around the world. Gulail Ismail was one of the first Gulmakai champions. When she was sixteen years old, she co-founded Aware Girls with her sister. Gulalai used her grant to strengthen girls' leadership skills, research barriers to girls' education, and advocate for changes to help make twelve years of schooling available to all girls in Pakistan.

Another way the Malala fund is helping girls' education is through the building of schools. In 2018, a new school for girls opened in the Shangla district of Pakistan. The school building as well as books, students' uniforms, and teachers' salaries were paid for with Malala's Nobel Peace Prize money.

Also in 2018, the computer company Apple Inc. became the Malala Fund's first corporate partner. With Apple's support, the fund will double the number of grants given through the Gulmakai Network. The partnership will also help the Malala Fund expand its efforts to India and Latin America by providing enough financing for 100,000 girls to go to high school (<https://www.malala.org/>).

Taking Action

About 263 million children and teenagers are not in school around the world, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO). These are the children Malala and the Malala Fund are helping. Many other organizations, such as those listed below, are also working to help girls and boys get to school, and several offer opportunities for you to get involved. Some of the organizations were even started by young people!

The Swat Relief Initiative (SRI) works in the Swat Valley of Pakistan to improve health, educational, environmental, and economic opportunities for children and women. It is led by Zebu Jilani, granddaughter of the last ruler of Swat before it became a province of Pakistan. The SRI's goal is to place 20,000 children who are not in school in classes by the year 2020 (<http://swatreliefinitiative.org/index.html>).

The Youth Activism Project, founded in 1992, supports community action led by young people. Anika Manzoor, who was also involved with School Girls Unite, is now the executive director of this organization. Anika says she was inspired to take action by Malala's "eloquence, her bravery, and steadfast commitment to education in the face of fire." The Youth Activism Project promotes leadership and encourages groups led by young people of all ages in the United States and abroad to work together, locally and globally, to find solutions to problems about which they care deeply (<https://youthactivismproject.org/>).

Malala Yousafzai: Warrior with Words

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School Girls Unite (SGU) is an initiative of the Youth Activism Project. It was started in 2004 by middle school girls in Maryland who talked with young women from the African country of Mali about the unfair treatment of girls in many poor countries. To encourage other girls to take action, SGU has created two guides: *Girls Gone Activist!* and *The Activist Gameplan* (<https://schoolgirlsunite.org/>).

Theirworld is an organization that works to create “a brighter future for every child” around the world. Members work in underdeveloped countries to save the lives of babies and improve their health. They also provide educational opportunities for refugee children (<https://theirworld.org/>).

Girl Up, a United Nations Foundation campaign, started in 2010 as a movement to offer girls in the United States a chance to become world leaders. It has since taken on an international focus. Girl Up provides money to programs in developing countries that support the education, health, safety, and leadership efforts of girls (<https://www.girlup.org/>).

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Have you heard of Malala Yousafzai? What do you know about her?
- What do you think the phrase “Warrior with Words” means?
- What does education mean to you? What does it mean to have the right to an education? Do people have a legal right to an education? Who in the world today still does not have the right to an education?
- What does it mean to be brave? Think about a time when you had to be brave. What did you do? How did you feel?
- What does it mean to stand up for what you believe is right? What are some instances in history where people stood up for what they believed in even though they encountered adversity and opposition?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Malala Yousafzai: Warrior with Words*. Ask students why they think the subtitle “Warrior with Words” is an important part of the title. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- Read Karen Leggett Abouraya and Susan L. Roth’s biographies: Read about author Karen Leggett Abouraya and illustrator Susan L. Roth prior to engaging with the book.
- Encourage students to stop and jot down thoughts and questions in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction, have an idea, have a question, or hear new words.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote down that feeling and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- who Malala Yousafzai is and how she became an important figure
- how education influenced Malala's life
- how Malala overcame the obstacles she faced
- who helped Malala throughout her life so she could pursue her activism
- why Malala demonstrated persistence and courage in the face of danger and life-threatening situations
- what Malala's impact is on education and girls'/women's rights today

Encourage students to consider why the author, Karen Leggett Abouraya, would want to share this story about Malala Yousafzai with young people.

Students may also write down some questions of their own that they think the story might answer.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

Content Specific

United Nations, Mingora, Swat Valley, Pakistan, Maiwand, Taliban, Urdu, British Broadcasting Corporation (BBC), Gul Makai, Shangla, National Youth Peace Prize, Birmingham, Malala Fund, Nobel Peace Prize, Kailash Satyarthi, University of Oxford, Girl Power Trip

Academic

nation, valleys, shimmering, blog, destruction, weep, chaos, destroyed, miraculously, hopelessness, ambitions, voiceless, denied

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. How did Malala celebrate her sixteenth birthday?
2. What event took place in July 2013? Where was Malala and what was she doing?
3. Where was Malala born?
4. Who was Malala named after?
5. What did Malala like to do as a young girl?
6. What was the Swat Valley like?
7. What was happening in the Swat Valley in 2007?
8. What did the Taliban leaders say about girls going to school?
9. How did Malala's father react to the Taliban's restrictions? What did he encourage Malala to do?
10. What was Malala's blog name? Why did she use this name instead of her own name?
11. Why were Malala and her classmates told to not wear colorful clothes?
12. What did the Taliban require of women in the community? What did Malala write about it?
13. What happened just before January 15, 2009?
14. Why did Malala's family leave the Swat Valley? Where did they go?
15. How had the Swat Valley change by the time Malala and her family returned?
16. What did Malala win in 2011? What did she say when she won?
17. What happened to Malala on October 9, 2012?
18. What did Malala say when she spoke at the United Nations in 2013?
19. In what country did Malala go back to school?
20. What is the Malala Fund? Who started it?
21. What prize was Malala awarded in 2014? How was this award significant? What did she say when she won the award?

22. Where did Malala travel to before her studies at the University of Oxford began? Whom did she meet with and how did these meetings inspire her work?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. After reading the book, what do you think is the significance of the title *Malala Yousafzai: Warrior with Words*?
2. Why does Malala believe that education will lead to a better future? How does education change and improve the lives of children everywhere? Why do you think Malala is inspired to help efforts to provide education to children all over the world?
3. What was the role of family and community in helping Malala recover and dedicate her life to education?
4. How were Malala's mother and father influential in her life? How did they support and inspire her from the time she was a young girl?
5. How would you describe Malala to a person who had never heard of her before? What are some qualities you would use to describe Malala? What are the most important things to say when explaining Malala's life and mission?
6. Explore the structure of the text. Was it written as chronology, comparison, cause/effect, or problem/solution? Why do you think the author made this choice? How does it compare to other picture book biographies or nonfiction texts you have read?
7. How did Malala demonstrate perseverance, despite her injury and the obstacles the Taliban placed in her way? Why do you think Malala continued to fight for what she believed in, despite the incredibly dangerous risks?
8. The quote on the back cover of *Malala Yousafzai: Warrior with Words* is a quote from Malala: "Education is our basic right." How did the meaning of education change for you after reading *Malala Yousafzai: Warrior with Words*? Why?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What do you think is the author's and Malala's message to the reader? Think about possible motivations behind Abouraya's intentions to write the book and Malala's own writings and current work. What do you think each person wanted to tell young readers?
2. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Malala's experiences, thoughts, and feelings mean to you? Have you fought for anything you believed in that was meaningful to you? What are some ways you express yourself after an emotional event? How do you stand up for yourself if you

feel like you've been wrongfully treated?

3. Have students make a text-to-text connection. Did you think of any other books you've read while you were reading *Malala Yousafzai: Warrior with Words*? Why did you make those connections?
4. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world or on the news? Why did *Malala Yousafzai: Warrior with Words* make you think of that?
5. How has reading *Malala Yousafzai: Warrior with Words* impacted your understanding of education and basic rights? What are some other ways people define education? How would you define education? Why is education important?
6. Malala's father and mother were supportive of her throughout her life. What does community mean to you? Think of the people in your life who you look to for guidance and support. How do these people support and help you? How have these people helped you overcome obstacles and challenges?
7. Is there a change that students would like to see in their school or community? How can students begin advocating for that change? Students can write a response, and then can work with a partner or in small groups in initiating that change. What do they need in order to get started? How can they be effective in making change?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about why Malala Yousafzai is an important figure and why they admire her.
5. Have students illustrate a goal or dream of their own and why it's important to them.
6. Have students give a short talk about what they think Malala's message is.
7. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of a word or phrase in their own words, draw a picture of the meaning of the word,

list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

8. Link concepts of persistence, such as Malala continuously seeking to find ways to ensure everyone has the right to an education, to the student's learning of a new language.
9. Complete frequent checks of understanding.
10. Read aloud a sentence and have students repeat the sentence after you, pointing to each word as they speak.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Malala experienced sexism because she is a female who wanted an education. How do you respond to sexism when you experience it yourself and/or when you see it happening to others?
2. In what ways was Malala able to be persistent and resilient to continue reaching her ultimate goal? Show evidence from the book and track the different steps she has taken to advocate for education rights for all people across the world.
3. Which illustration in *Malala Yousafzai: Warrior with Words* best shows an emotion? Explain which emotion you think it is. How does it portray that emotion?
4. How did Malala overcome her injury and dedicate her life to helping others? How did people in Malala's life support her when she needed help? What did you learn about dealing with violence and pain from Malala's experience?
5. Choose an emotion that interests you: happiness, sadness, fear, anxiety, frustration, hope, perseverance, and so on. Illustrate or act out what that emotion looks like in *Malala Yousafzai: Warrior with Words*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3; Presentation of Knowledge and Ideas, Strands 4–6)

- **Conduct a unit on other biographies about inspiring women.** What do students notice about the writing style that is used to convey the person's life? How do the authors' styles compare? How do the illustrations add to the story and the description of the person's life? How does the author use descriptive language to write about the person's legacy? Why do you think the author chose to write this biography? Other Lee & Low biographies about women include *Seeds of Change: Planting a Path to Peace* (<https://www.leeandlow.com/books/seeds-of-change>), *Catching the Moon: The Story of a Young Girl's Baseball Dream* (<https://www.leeandlow.com/books/catching-the-moon>), *Zora Hurston and the Chinaberry Tree* (<https://www.leeandlow.com/books/zora-hurston-and-the-chinaberry-tree>), *Shining Star: The Anna May Wong Story* (<https://www.leeandlow.com/books/shining-star>), *Midnight Teacher: Lilly Ann Granderson and Her Secret School* (<https://www.leeandlow.com/books/midnight-teacher>), *Irena's Jars of Secrets* (<https://www.leeandlow.com/books/irena-s-jars-of-secrets>) and *In Her Hands: The Story of Sculptor Augusta Savage* (<https://www.leeandlow.com/books/in-her-hands>). Have students share their findings in a written format of their choosing.
- **Consider also creating a Malala Yousafzai unit featuring different books about Malala Yousafzai in your classroom or library, if applicable.** After reading all the books about Malala, create a graphic organizer with the title of each book at the top and have students generate ideas about the different things they learned about Malala from each text. After students look at the findings across the texts, have them share in writing what they learned from the experience of reading different kinds of books about the same person. How did each book make them think about Malala? How did each format (whether it was a picture book or chapter book) help them understand something new about Malala?
- **As a follow-up activity, using what students learned from the biography study, have them select a woman of color and write their own biography about the person.** What did students learn about descriptive language from the biographies that they can demonstrate in their own writing? What kind of resources did the authors collect about the person, and how did students choose the information they wanted to share with their readers? Students may then present their biographies during a writing celebration.
- **Have students select one of Malala's quotes from *Malala Yousafzai: Warrior with Words*.** Some examples include: "We will bring change through our voice." "Our words can change

the world." "Education is our basic right." Each students may then write what the quote means to her or him after reading *Malala Yousafzai: Warrior with Words*. How do Malala's initiatives and goals inspire students? Students can connect Malala's quotes with their own passions and how they may want to change the world.

- **Have students read the interview with Malala entitled "In fighting for girls' education, UN advocate Malala Yousafzai finds her purpose"** (<https://news.un.org/en/story/2017/10/567872-interview-fighting-girls-education-un-advocate-malala-yousafzai-finds-her>) **and then write a written response in reaction to the interview.** What was it like to read an interview with Malala Yousafzai as opposed to reading a picture-book biography of Malala? What did students learn from reading the interview as opposed to reading the picture book? Students may create a graphic organizer and use columns to compare what it was like reading a primary source document, such as an interview, versus a picture-book biography. Encourage students to think about writing a nonfiction article, such as an interview, about Malala versus a picture-book biography. How would those processes be different? Students can share their findings with a partner, a small group, or the whole class.
- **As a follow-up activity, tell students to imagine they will be interviewing Malala for a local newspaper or talk show.** Ask students to develop a list of five interview questions they want to ask that weren't answered in the interview they read for the previous activity. What do students want to learn about the Malala's work now? Lead a class discussion, creating a combined list of questions and then narrowing that list down to ten questions.
- **Encourage students watch Malala's Nobel Peace Prize Speech** (<https://www.youtube.com/watch?v=MOqIotJrFVM&t=1281s>). What were students' takeaways from watching her speech? What lessons does Malala have to share, and what did students learn from her? How does Malala inspire them to live their own lives, interact with their families, and advocate for others in need, especially in the effort to access education? Students can share their findings in writing and with a partner, a small group, or the whole class.
- **Have students come up with a list of questions to ask author Karen Leggett Abouraya.** Have students brainstorm a list of interview questions for Karen. What do students want to know about the process behind writing a children's book? Why did she want to write a book about Malala Yousafzai? How did she conduct her research on Malala Yousafzai? Where did Karen get the inspiration for her other picture book, *Hands Around the Library: Protecting Egypt's Treasured Books*? Consider getting a copy of *Hands Around the Library* to read aloud to students in your classroom or library (<https://www.handsaroundthelibrary.com/hands-around-the-library.html>). Afterward, you may wish to contact Karen and invite her to your school, library, or other setting for an author visit in person or online (<http://childrenslit.com/2014/11/05/karen-leggett-abouraya/>) (<https://www.handsaroundthelibrary.com/visits.html>).

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10)

- **Create protest signs with students.** First provide students with index cards with Malala's quotes and phrases from her books, speeches, or interviews. Students can add their own cause or goal to the signs. What are they passionate about that they could include on their signs? How do Malala's words and students' own goals relate? For more ideas and to inspire students, encourage them to visit Author Karen Leggett Abouraya's website: Hands Around the Library and the Resources for Young Writers page (<https://www.handsaroundthelibrary.com/for-young-writers.html>).
- **Have students select an organization from the Taking Action section of the book's backmatter to learn more and provide inspiration to get involved with action that's possible in their community.** What are the goals of this particular organization? How does the organization relate to Malala's work? What is the organization doing to improve education and life for children all over the world or in one particular place? How can students get involved with this organization and enact change in their own community? In small groups or with the whole class, students can share their findings, in a visual format of their choosing, highlighting the organization and how it inspires them to do similar work in their area.
- **Divide students into small groups and have them research other young activists today.** Students can answer the following questions: What are their causes? What did they accomplish and what does their current work look like? How did they raise awareness about the particular causes they are passionate about? Why did they become activists about these issues? You may wish to consult these articles to find out more about young activists today: (<https://www.cnn.com/2018/03/08/these-7-young-female-leaders-are-changing-the-world.html>) and (<https://www.theguardian.com/world/2013/oct/18/teenagers-changing-world-malala-yousafzai>). In writing and/or with videos, students can share their findings about the person of their choosing, including photographs and a description of the person, with a partner, a small group, or the whole class.
- **Have students map the places Malala lived throughout the book.** Ask students to create and write their own postcards from one of those places using the Postcard Creator from ReadWriteThink.org (<http://www.readwritethink.org/classroom-resources/student-interactives/postcard-creator-30061.html>). How were these places impactful in Malala's life? What was happening in these places during the specific time period when Malala lived there? On their postcards, students may wish to use bullet points to highlight the most important moments from Malala's life and the historical events that occurred.
- **Ask students to research the Swat Valley in Pakistan in more detail.** What was going on socially and politically in the 21st century? What challenges did the Swat Valley face? How did the Taliban affect the Swat Valley and neighboring areas? Students can refer to the Backmatter for more information about Pakistan and the Taliban and present their findings in a visual format of their choosing (<https://www.bbc.com/news/world-south-asia-12965779>) (<https://www.npr.org/sections/parallels/2018/06/02/601521263/once-ruled-by-taliban->

[residents-of-pakistans-swat-valley-say-army-should-leave](#)).

- **Create a timeline of Malala's life.** On a large timeline, have students work in groups to mark each monumental event in Malala's life. How did all of the events lead up to her work as an activist and advocate for global education? Display the timeline in a large space in the classroom or library so students may refer to it easily.

Arts/Performing Arts

(Reading Standards, Key Ideas and Details, Strands 1-3, Craft and Structure, Strands 4-6, Integration of Knowledge & Ideas, Strands 7-9, Range of Reading of Text Complexity, Strand 10) (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7-9, and Range of Writing, Strand 10) (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Have students come up with questions for an interview with the book's illustrator, Susan L. Roth.** What is the process behind creating the illustrations for a children's book? What medium did she choose to create the illustrations? Why? How did she select the images that appear throughout the book? How does her work showcase the themes of the book? Visit Susan's website for more information about her and her work (<http://susanlroth.com/>).
- **Have students create collage illustrations that represent causes about which they are passionate.** Students can study Susan L. Roth's style and arrange paper as best they see fit to encapsulate the ways they want to advocate for change about their particular topic. Students can create collages using materials such as construction paper, old newspapers, magazines, cloth, and other recycled materials.
- **Consider having students conduct an illustrator study about Susan L. Roth.** Other Lee & Low titles Susan L. Roth has illustrated include: *Parrots Over Puerto Rico* (<https://www.leeandlow.com/books/parrots-over-puertorico>), *The Mangrove Tree* (<https://www.leeandlow.com/books/the-mangrove-tree>), *Prairie Dog Song* (<https://www.leeandlow.com/books/prairie-dog-song>), and *Every Month Is a New Year* (<https://www.leeandlow.com/books/every-month-is-a-new-year>). Display the books for students to examine the illustrations and have students talk about how Susan L. Roth's artwork is similar across the books, and how it differs per book.
- **Encourage students to select an illustration from *Malala Yousafzai: Warrior with Words* that resonated with them the most.** Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?

School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)
 (Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)
 (Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Ask students to create portraits of people who are their personal role models through drawing, collage, or photographs.** In writing, students should describe what actions and qualities they admire about the people. How do the people inspire them?
- **Have students interview a parent, a guardian, or an adult mentor about her or his**

experiences fighting for something she or he believes in or about going through a hardship. How did the person react to and handle the situation when she or he was faced with obstacles? What does the person remember about the political climate during her or his youth? What advice does the person have for someone trying to take up a cause and stand up for justice today?

- **If resources are accessible, have students and families research other titles featuring women activists.** What did they find? What women activists did they know about before, and who did they discover in their research? How did their legacy and impact affect others?

ABOUT THE AUTHOR

Karen Leggett Abouraya is also the author of *Hands Around the Library: Protecting Egypt's Treasured Books*, which received the Arab American Book Award and a Notable Social Studies Trade Books award, along with recognition as a Notable Book for a Global Society. About why she wrote this book, Abouraya says, "Reading is such a wonderful way to learn about what's important in other people's lives." She and her husband live in Silver Spring, Maryland. You can find out more about her online at childrenslit.com/2014/11/05/karen-leggett-abouraya/.

ABOUT THE ILLUSTRATOR

Susan L. Roth creates unique mixed-media collage illustrations that have appeared in numerous award-winning children's books, many of which she also wrote. The book *Parrots Over Puerto Rico*, which she illustrated, won the Robert F. Sibert Informational Book Medal in 2014. *The Mangrove Tree*, also illustrated by Roth and released in 2011, addressed Dr. Gordon Sato's mangrove tree-planting project and won the Jane Addams Children's Book Award. Roth lives in New York. You can find her online at susanroth.com.

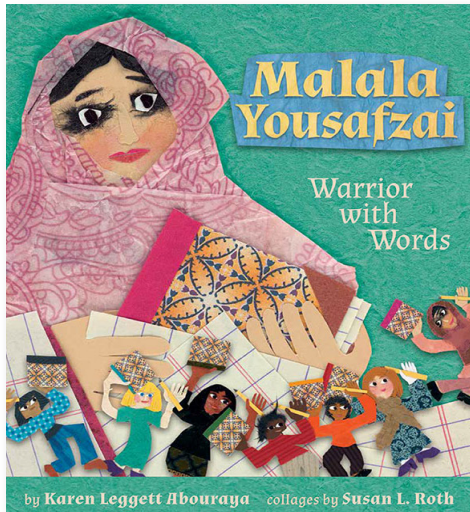
REVIEWS

VERDICT "Available in both English and Spanish, this contemporary biography is excellent for conversations about the power of words, resilience, and the ability of one person to inspire meaningful change." —*School Library Journal*, **starred review**

"A superior telling of Yousafzai's life and work thus far." —*Kirkus Reviews*

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.



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