

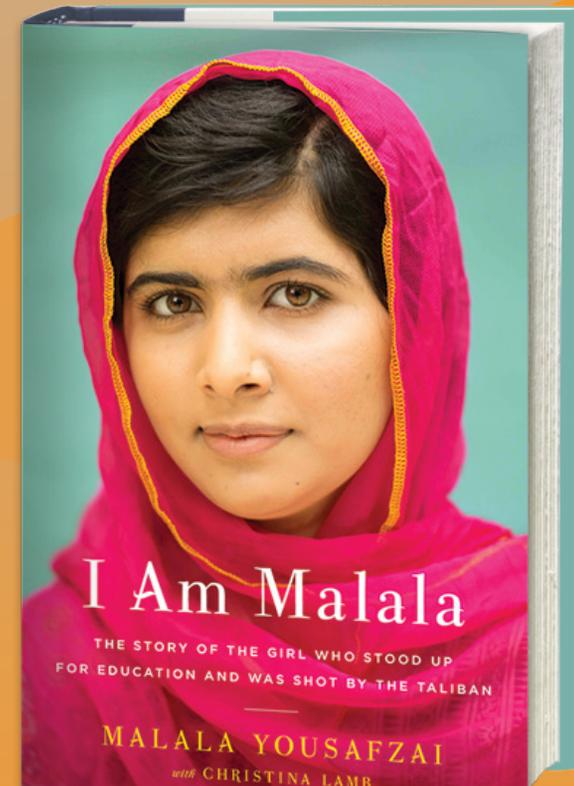
Visit our website  
[www.uwplatt.edu/campus-read](http://www.uwplatt.edu/campus-read)  
for information about additional resources.  
Watch for announcements about our panel  
presentation in October  
to discuss *I Am Malala* with the campus  
community.

**Acknowledgement:** The contents of this brochure were provided by Club Campus Read for *I Am Malala*. This group met in June and July to discuss the book, create the questions and assignments, and find the resources listed here. We hope you find the suggestions useful and thought-provoking.

**Contact:** The Campus Read committee is currently chaired by Morgan Spitzer (WATR) and Dr. B. J. Reed (T&LC). Our sincere thanks are extended to members of the Campus Read committee for their work throughout the year.

# Teaching with *I Am Malala*

2014-15, Campus Read, UW-Platteville



UNIVERSITY OF WISCONSIN  
**PLATTEVILLE**  
TEACHING AND LEARNING CENTER

## Activity Starters, Chs. 1-8

Activity starters are designed to spark discussion, reflection, and critical thinking. Use these to inspire yourself and your class!

**Chapter 1** “O Malalai of Maiwand/ Rise once more to make Pashtuns understand the song of honor/ Your poetic words turn worlds around/ I beg you, rise again,” Malala’s father sang to her. What is the meaning of these words? How would you express this poem to a peer?

**Chapter 2** Malala describes significant historical events her father and grandfather experienced. What would your historical timeline look like and how would it compare to Malala’s? Would your historical timeline follow a similar path? What events in your life helped develop the person you are today?

**Chapter 3** Malala explains that her grandfather had career expectations for her father and “as one of just two sons, he expected him to contribute to the household budget.” Is this a common expectation in Pakistan? What other values do Pakistani families share? How do their family values compare to yours?

**Chapter 4** Malala wrote, “The women spent their days looking after the children and preparing food to serve to the men in their *hujra* upstairs. I slept with my cousins Aneesa and Sumbul in a room which had a clock in the shape of a mosque and a cabinet on the wall containing a rifle and some packets of hair dye.” Just in this short passage, how many differences and similarities in lifestyle do you note between your home and the one

Malala describes?

**Chapter 5** Malala describes a speech competition: “I started writing my own speeches and changing the way I delivered them, from my heart, rather than from a sheet of paper.” In what ways does formal education encourage or impede your attempts to communicate from your heart? How might you develop a strategy like Malala’s?

**Chapter 6** Malala wrote, “There was really only one subject — 9/11. It might have changed the whole world, but we were living right in the epicenter of everything.” Some might say that is an ethnocentric perspective. How might a person alter an ethnocentric perspective of events? How can you broaden your global knowledge and understanding?

**Chapter 7** Malala explains the difference between Sunnis and Shias. She wrote that Sunnis followed the group favoring Abu Bakr as the religious leader, while Shias followed Ali as a member of the prophet’s family. What parallels can you draw with other religions?

**Chapter 8** A devastating earthquake occurred and some of the relief efforts undertaken in Pakistan seemed less than useful, according to Malala’s account. When infrastructure fails (like roads or communication systems), what can the global community do to help those in need? What are the specific differences between developed and under-developed nations when disaster relief is needed? How are the wealthy impacted differently than the poor by natural disasters?

## Recommended Assignments

**Assignment One** Ask two students to read *1984*, two students to read *Fahrenheit 451*, and two others to read *A Call to Action*. These six students should then help draw parallels between what they read and *I Am Malala* during discussions in class (or online). Note: Students besides the original six should read *I Am Malala*. Each student could provide a one-page summary (500 words) of the text he or she read for review.

**Assignment Two** Develop a debate with a group of students taking the “pro” side of Malala’s position on the education of women, while another group takes the “con” side. Include in this debate how education should be funded, as well as whether education should provide a non-secular view of the world and human condition. At the conclusion of the debate, ask the class to discuss the strengths of the arguments made and how education could be made affordable and available to all who want it.

**Assignment Three** Malala has a passion for education for all and created a charity to support that passion. Ask students to consider their passion and what kind of charity they would establish. Establish groups to choose a charity after each student in the group shares his or her ideas. The group should create a “business plan” for their selected charity. Encourage students to investigate how to establish and promote a charity. The groups should present their business plan to the full class. Ask the class (or a panel of guests) to determine which charity has the most appeal and why.

**Assignment Four** Establish teams and ask the teams to investigate women’s rights around the world, creating a map of countries that do not provide education for women, allow limited education for women, and those that have no restrictions on education based on gender. Then compare that information to rights allowed for various social groups — religion, ethnicity, and other categories. Discuss the trends noted across the globe for human rights in general.

**Assignment Five** Read the poem by Martin Niemoller on page 140. In a journal, describe the implications of that poem for how you live your life. What other historical figures can you name, besides Malala and her father, who have risked wealth, reputation, and even life to “speak up” about injustice? What cause strikes at your heart and encourages you to “speak up”?

**Assignment Six** Millions of people around the globe have embraced technology as a means to provide education and information, as well as entertainment. In what ways does technology threaten political and religious institutions? How might a balance be obtained between the desire to know and the desire to control what others think, do, and say? Find examples to present in class.

# Useful Resources

## Texts on Related Topics

Read *A Call to Action* by Jimmy Carter, which discusses global prospects for women's rights.

## Related Websites

The Office of the UN Special Envoy for Global Education, go to <http://educationenvoy.org/>

The Malala Fund, go to <http://malalafund.org/>

The George Washington University, Global Women's Institute, developing *I Am Malala* curriculum (due out in Fall 2014). Go to <http://gwtoday.gwu.edu/global-women's-institute-develop-'i-am-malala'-curriculum>

The PBS site for a short video featuring Malala and questions for discussion: [http://www.pbs.org/newshour/extra/daily\\_videos/malala-now-i-am-living-a-second-life/](http://www.pbs.org/newshour/extra/daily_videos/malala-now-i-am-living-a-second-life/)

C-SPAN2 features an interview with Malala Yousafzai, which was broadcasted in November 2013: [https://archive.org/details/CSPAN2\\_20131102\\_173000\\_Book\\_Discussion\\_on\\_I\\_Am\\_Malala](https://archive.org/details/CSPAN2_20131102_173000_Book_Discussion_on_I_Am_Malala)

Keen University organized a panel discussion and their promotional website offers numerous news articles about Malala, a link to her diary, and other resources: <http://sgei.kean.edu/i-am-malala>

Malala's speech before the UN in July 2013 can be found at this site: [http://www.youtube.com/watch?v=k\\_sIP08PZ6I](http://www.youtube.com/watch?v=k_sIP08PZ6I)

# Reflection Across Chapters

**These reflection questions are designed to be used as inspiration for discussion, reflective writing, essays, or in-class activities.**

**Read More or Less?** Malala loved to read and to surround herself with books. At age 11, she read "A Brief History of Time" by Stephen Hawking. Also at a young age, she read "The Alchemist" by Brazilian author Paul Coelho and "Anna Karenina" by Russian author Leo Tolstoy. Other favorites included Jane Austen's novels and "The Wizard of Oz." Describe the impact that reading such a variety of books had on Malala's intellect, attitudes, and world vision. How does this compare with the role reading plays in your life?

**Technology and Reading** How has technology influenced today's reading habits? How do you read -- via tablet, smartphone, computer, or with a printed book? Why?

**Social Control and Reading** Philosophically, what is the difference between insisting that someone read, even memorize, a certain book and burning it (or restricting access)?

**Religious Interpretation** Malala wrote, "We are dependent upon these mullahs to learn the Quran, [my father] said. 'But you just use him to learn the literal meaning of the words; don't follow his explanations and interpretations. Only learn what God says. His words are divine messages, which you are free and independent to interpret.'" What are the strengths and weaknesses inherent

in this philosophy? Do you agree with this philosophy? Why or why not? What other examples of this philosophy can you share?

**Censorship** Part of Malala's story is reminiscent of "1984" by George Orwell and "Fahrenheit 451" by Ray Bradbury. In a 1944 letter Orwell wrote, "All the national movements everywhere... seem to take non-democratic forms, to group themselves round some superhuman *fuhrer* [a German word meaning "leader"]... to adopt the theory that the end justifies the means... With this go the horrors of emotional nationalism and the tendency to disbelieve in the existence of absolute truth, all the facts have to fit in with the words and prophecies of some infallible *fuhrer*." Do you believe censorship is ever appropriate? How does that compare with parental control of TV, movies, books, and music? Who should be able to decide what you can read or hear?

**Changing Perspectives** Prior to the shooting, Malala's family viewed the army as corrupt and ineffective, perhaps even in collusion with the Taliban. However, the military took the lead in saving her life and ensuring the safety of her and her family. At that point, the generals, army medical staff, and the Yousafzai family communicated often and exhibited mutual respect. Why did the army make such a commitment to Malala and her family? Is the change in the family's opinion a natural outcome of the situation? If so, how could that apply in a broader context?

## Activity Starters, Chs. 9-15

**Chapter 9** Taliban leader Fazlullah had a right leg crippled by polio when he was a child. Yet, in 2000, he prevented health workers from giving polio vaccinations to children in Swat because, he said, this was “an American plot to make Muslim women infertile” (p. 120). By 2011, it was apparent that the CIA was involved in setting up a fake vaccination program to conduct spying. These and other issues resulted in a greater risk for polio in Pakistani children. How did this help Fazlullah’s propaganda? What are some of the steps the U.S. and Pakistan could take to increase trust between the two countries?

**Chapter 10** “First the Taliban took our music, then our Buddhas, then our history... When Fazlullah came there were no more school trips. Girls were not supposed to be seen outside,” Malala wrote. In what ways are the rights of women limited in other countries? How might this be changed (if you agree that the rights of women should be changed)?

**Chapter 11** In this chapter, Malala describes the “almost daily” bombings of schools and other buildings in Swat. When a young person lives in a war-torn area, how does that influence attitudes, beliefs, and emotions? Consider Malala’s account and others, such as *The Diary of Anne Frank* to examine the psychological impact on youth in war zones.

**Chapter 12** Malala wrote, “Both the army and the Taliban were powerful. Sometimes their roadblocks were less than a kilometer apart on the same main roads. They would stop us but seem

unaware of each other’s presence. It was unbelievable.” In armed conflicts, what occurrences allow the participants to behave in ways that are unfathomable to observers? We often see similar behaviors in diplomatic meetings. How might groups overcome their embedded distrust for each other and strive towards lasting harmony?

**Chapter 13** “I began to see that the pen and the words that come from it can be much more powerful than machine guns, tanks, or helicopters,” Malala wrote. What does she mean by this statement? How has Malala’s pen changed you? What has been the response around the world to the words from Malala’s pen?

**Chapter 14** The ineffective response from the army and government to the Taliban’s violent activities in Swat was a mystery and a grave disappointment to Malala and her family. Why would the government of Pakistan tolerate the Taliban in the country, when they were clearly causing numerous deaths, destruction to property, and fear among the residents in Swat?

**Chapter 15** While Malala loved school and spoke warmly of her teachers, she also shared criticism. Compare and contrast schools with which you are familiar to the schools Malala describes. What are their strengths and weaknesses? How does the educational system in any country shape the workforce and culture?

## Reflection Across Chapters

**This page presents several ideas for group work in a class reading *I Am Malala*. Perhaps these ideas will inspire you to create your own group assignments and reflections.**

### Setting the Stage

Very few students will know much about Pakistan. Divide the class into groups and give each group a task of researching some pertinent aspect of Pakistan. History, governmental structure, religion, culture, language, geography, economic structure and many other topics could be assigned to the groups. Ask each group to make a brief presentation in class before or while the class reads *I Am Malala*.

### In-Depth Study

Divide the class into groups. Ask one group to investigate and report on the Punjabis in Pakistan. Ask another group to investigate and report on the Pashtuns. These presentations should identify similarities and differences between these two groups. Another group should investigate the heroes in Pakistan — Malala mentions several in her book. What influence have those cultural heroes had on the development of society in Pakistan? Finally, one group could investigate the resources available in Pakistan. Where are they, what are they, and how are these resources managed? This group should also present in class.

### Group Challenge Questions

Divide the class into groups. The groups compete to answer questions. Here are a few questions to get you started. Students can help write these questions, as well! Use the question competition launch a more in-depth discussion of the issues in *I Am Malala*.

How did the people of Malala’s area react to Radio Mullah? [Answer: people got rid of TVs, DVDs, and CDs; see Chapter 9.] More in depth: What was the purpose of Radio Mullah? What other examples can you locate globally of this kind of communication and purpose?

Who was an outspoken opponent of the Taliban and assassinated in 2007? Why did this person impress Malala? [Answer: Benazir Bhutto; see Chapter 10.] More in depth: Name 10 heroes in the world. What makes a hero? How many are women? What are the characteristics of heroic people?

When Ziauddin could not pay the teachers back pay, who stepped in and provided the money to pay them? [Answer: General Abbas; see Chapter 16.] To what level should the government support education? Should the government or military be involved in education? To what extent?

## Activity Starters, Chs. 21-24

**Chapter 21** After the shooting, confusion seemed to be the most prevalent emotion. Doctors, dignitaries, the army, the family, and friends heard and shared different stories. Of course, some of this confusion was detrimental to Malala's medical treatment. At one point, Malala wrote about her father's feelings, "In our society if someone dies, you feel very honored if one dignitary comes to your home. But now he was irritated. He felt all these people were just waiting for me to die when they had done nothing to protect me." A similar emotion occurs when dignitaries visit a disaster site. Why do dignitaries become involved in dramatic events? Is this a benefit to anyone involved or a hindrance to disaster relief? What should dignitaries do to lend support and offer sympathy?

**Chapter 22** Malala wrote, "It was in one of Yaseem's newspapers that my father read for the first time some of the incredible international reaction to my shooting." Why and how did the international audience react? What was the purpose behind these reactions? Besides making feelings known, do statements to the media by government leaders have any value to the victim of a violent act? If government leaders want to make significant change, what might they do beyond voicing their concerns?

**Chapter 23** Malala mentions that her father had a visitor — a major for military operations in Swat. He called Malala "our daughter" because "now I was seen as the daughter of the nation." Why would the Pakistani people embrace

Malala figuratively this way after she was injured by the Taliban? Did they feel the same way about her before her injury? Now that she and her family live in England, do the Pakistani people still see her as their "daughter"?

**Chapter 24** When a person is injured to the degree that Malala was, we often focus on the moment the injury happened — even though the victim rarely has a clear memory of that event — instead of the rehabilitation that must occur after. What were Malala's physical challenges after the shooting? Have you ever worked to overcome a physical challenge? What was rehabilitation like? Taking care of the victim's emotional state is a delicate task. Who helped Malala emotionally? How did she develop the strength of character to maintain her bright outlook, regardless of the injury and its consequences? In your personal situation, who helped you emotionally? Have you developed that same strength of character? How?

## Reflection Across Chapters

**The Tough Decision** "When my parents finally got back to the hostel," Malala wrote, "it was with a very heavy heart. My father did not want me to come around in a strange country without my family there. He was worried about how confused I would be. My last memory would be of the school bus, and he was distraught that I would feel abandoned by them." Nonetheless, her parents made the decision to let Malala go by plane to England for necessary treatment of her serious wound. It was a difficult decision to make. Were they correct in making it? Beyond the treatment that Malala needed and received, the situation was charged with politics, religion, social values, and emotion. Would you have been able to make the same decision? Why or why not?

**Reactions** Often, when someone is hurt by another person, early thoughts are about revenge. Instead, Malala wrote, "My only regret was that I hadn't had a chance to speak to them before they shot me. Now they'd never hear what I had to say. I didn't even think a single bad thought about the man who shot me — I had no thoughts of revenge — I just wanted to go back to Swat. I wanted to go home." What would your reaction be? Would you want revenge or would you want a chance to talk to the people responsible for your injury to share your thoughts and to hear theirs? Since the injury occurred at "home," would you agree with Malala and still want to go back? Would you

be willing to live in another country, where your native language is rarely spoken and social norms are quite different? Why or why not?

**Multiple Perspectives** Throughout the book, Malala describes the beauty of her Swat valley, in the clean air and the clear water of the river. She provides a contrast, though, in the description of bombings, buildings with marks from bullets, and destruction. How can an individual see and reconcile such contrasts on a daily basis? What might this do to the person's perspectives on the value of life, the beauty of nature, and the potential for great harm in humankind?

**Profound Insight** Many who have read the book wonder how Malala could be such a profound thinker at such a young age. What shaped Malala's outlook? Compare what you learned about Malala in the book to speeches and interviews she has given (see "Useful Resources"). Does Malala seem as well-educated and thoughtful in these media representations as she does in the book? Why or why not?

**Sharing** Malala's parents seem to have been very giving people, even with the little they had themselves. What makes some people willing to share, while others are quite protective of their personal wealth? What is your philosophy on sharing what you have with others?

## Activity Starters, Chs. 16-20

**Chapter 16** Being paid was very important to the teachers at the schools in Swat, but while the families were gone from the area to avoid the violence, no fees were collected for the students. The teachers could not be paid. Is this situation possible in the U.S.? How might that situation develop here? What might we do to avoid such a situation? For something as important as teaching, should a better system be in place to cover wages? Why or why not?

**Chapter 17** The story of Osama bin Laden's death as Malala presented it is somewhat different than the way many Americans view the incident. Many people who have never been to Pakistan find believing the protestations from Pakistanis that they had no idea bin Laden was in the compound. What is your opinion about his presence in Pakistan? If the Pakistani army knew bin Laden was in the compound, what should they have done about it?

**Chapter 18** "If Christinas, Hindus, or Jews are really our enemies, as so many say, why are we Muslims fighting with each other?" Malala wrote. Explore historical conflicts and find at least two that involved religious preferences. What is your perspective on why some armed conflicts are based on the disagreements between religious groups? What can we do to encourage peace between these groups?

**Chapter 19** Malala wrote, "On 12 July I turned fourteen, which in Islam means you are an adult." We have many perspec-

tives on adulthood: biological, legal, social, and psychological. Some would add economic, but that is a controversial addition due to the recent global recession. What is your benchmark for defining adulthood? In what ways does society benefit from differentiating adults from adolescents or children?

**Chapter 20** Malala spoke about her favorite subject in school. She wrote, "I love physics because it is about truth, a world determined by principles and laws — no messing around or twisting things like in politics, particularly those in my country." This statement is followed by her sense of foreboding. Focusing on her description of physics and her dislike for political twists and turns, though, explains a lot about Malala's deeply felt beliefs. What do you enjoy learning and why? Does this define anything about your beliefs? If someone enjoys learning about a wide variety of subjects, does that indicate more acceptance of contradictory beliefs? Why or why not?

## Reflection Across Chapters

**Life-changing Experiences** Have you dealt with a traumatic or life-changing experience? How did you react in the aftermath of that incident?

**Mentors and Influence** Think of someone in your life who has been a mentor like Malala's father was for her. How did your mentor inspire you?

**Parenting** If you were Malala's parent, would you agree with her father (stand up for what you believe) or her mother (be quiet, since your life has been threatened)? What is your rationale for this position?

**Passion for Education** Malala has a passion for education. How might we instill that passion in our children? Do you have this passion? Why or why not? How might we develop this passion in ourselves and others?

**Women and Education** Do you perceive any threats to the education of women in the United States? How about other countries? Explain your response.

**Courage and Inspiration** Malala became an activist when she was very young. How did you feel when reading about her experiences? Would you react the same way she did in a similar situation? What or who inspires you? Are you a courageous person? Why or why not?

**Family Relationships** How would you compare the relationships Malala had and has with her mother and her father? How would you compare the relationships you have with your own parents? What part(s) of these relationships do you cherish and what part(s) would you change, if possible?

**Cultural Influence and Change** Describe the changes to Pakistan and Swat throughout the *I Am Malala* story. How does Malala respond to these experiences? How has her character been shaped by these experiences?

**Going Home** Malala describes her desire to return home to Swat valley. How is her relationship with the residents of that valley complicated by her role as an activist? Will she be able to return to the valley she remembers? Why or why not?

**Religion and Culture** How do changing attitudes in a culture impact the religions in that culture? How are changes brought about within religious groups? Has the Muslim religion changed in the past fifty years? Explain changes in another religion and how those changes have influenced a culture.

**Uprooted** Malala's family now lives in Birmingham, England. Have you ever been uprooted? What happened and how did you cope? How did that experience shape your cultural views and world perspective?