

10.2.3

Lesson 5

Introduction

In this lesson, students listen to Malala Yousafzai’s “Address to the United Nations Youth Assembly.” After listening to the sixteen-year-old Pakistani girl deliver her speech, students read paragraphs 1–6 of the transcript (from “In the name of God, the Most Beneficent” to “My dreams are the same”). In small groups, students analyze how Yousafzai uses rhetoric to advance her purpose. Students participate in a whole-class discussion and then work in pairs to analyze a paragraph independently. Finally, students annotate the text they have read before completing a Quick Write on the following prompt: How does Yousafzai use rhetoric in paragraphs 1–6 to advance her purpose? For homework, students read paragraphs 7–20 of the transcript of Yousafzai’s speech (from “Dear sisters and brothers, I am not against anyone” to “Education is the only solution. Education First”) and use the Rhetorical Impact Tracking Tool to record the impact of her use of rhetoric.

Standards

Assessed Standard(s)	
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Addressed Standard(s)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
L.9-10.4.a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How does Yousafzai use rhetoric in paragraphs 1–6 to advance her purpose?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a purpose advanced in Yousafzai’s speech (e.g., to speak “so that those without a voice can be heard” (par. 5) etc.). Identify an example of rhetoric (e.g., use of repetition when she uses “the same” in the final two sentences of paragraph 6; appeal to pathos when she describes the Taliban attack in paragraph 6; the use of parallel structure in paragraph 6: “Weakness, fear and hopelessness died. Strength, power and courage was born”; etc.). Explain how rhetoric advances the purpose (e.g., Yousafzai’s description of the shooting is an appeal to ethos that establishes her credentials as someone willing to risk her life in order to promote education; her use of the shooting is also an appeal to pathos because it creates sympathy for her as a young girl who is being shot by extremists).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> Taliban (n.) – a fundamentalist Islamic militia [originating] in Afghanistan
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RI.9-10.6, W.9-10.9.b, L.9-10.4.a Text: “Address to the United Nations Youth Assembly” by Malala Yousafzai, July 12, 2013 (http://secure.aworldatschool.org), “Malala Yousafzai Addresses United Nations Youth Assembly” video (http://webtv.un.org/watch/malala-yousafzai-addresses-united-nations-youth-assembly/2542094251001/) 	

Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Masterful Reading	3. 40%
4. Reading and Discussion	4. 30%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Copies of the Rhetorical Impact Tracking Tool for each student (refer to 10.2.1 Lesson 4)—Students will need blank copies of the tool for this lesson.
- Copies of Malala Yousafzai’s “Address to the United Nations Youth Assembly” for each student (with paragraphs numbered 1–20)
- Copies of the Argument Delineation Tool for each student (refer to 10.2.1 Lesson 5)—Students will need blank copies of the tool for this lesson’s homework.

① Consider numbering the paragraphs of the transcript of Yousafzai’s “Address to the United Nations Youth Assembly” before the lesson.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standard for this lesson: RI.9-10.6. In this lesson, students explore how Malala Yousafzai advances her purpose in the first half of her speech through the use of rhetoric. Students watch Yousafzai delivering her speech to the United Nations Youth Assembly on July

12, 2013. Students engage in evidence-based discussions as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to work in pairs to share their additions to the Argument Delineation Tool for Eleanor Roosevelt's "On the Adoption of *The Universal Declaration of Human Rights*."

- 🗨 See the Model Argument Delineation Tool at the end of this lesson for sample student responses.

- ① Remind students to maintain their Argument Delineation Tools for use on the End-of-Unit Assessment.

Instruct students to Turn-and-Talk in pairs about their sentences on the biographical information they found on Malala Yousafzai.

- 🗨 Student responses may include:
 - Malala Yousafzai is a Pakistani student and activist for education.
 - Prior to the shooting, when she was 11–12, Yousafzai had also kept a radio blog for the BBC describing the conditions under the *Taliban* and her efforts to attend school and promote education for girls.
 - A member of the *Taliban* who wanted to stop Malala Yousafzai's activism shot her in the head.
 - Malala Yousafzai gained international acclaim for her courage and her forgiveness in the aftermath of the shooting.

Activity 3: Masterful Reading

40%

Have students listen to a Masterful Reading of Malala Yousafzai's "Address to the United Nations Youth Assembly," delivered on July 12, 2013. Ask students to listen and record their initial thoughts and reactions about the speech.

- ▶ Students follow along, reading silently.
- ① If possible for the Masterful Reading, consider showing students the online video of Yousafzai delivering her speech (<http://webtv.un.org/watch/malala-yousafzai-addresses-united-nations->

[youth-assembly/2542094251001/](#)). The video not only provides context for the speech but also allows students to hear Yousafzai's own voice as well as the audience's reactions.

Instruct students to work in pairs to share their initial thoughts and reactions about the speech.

Activity 4: Reading and Discussion

30%

Instruct students to form pairs. Post or project each set of questions below for students to discuss.

Instruct students to stop to annotate the speech and take notes on the Rhetorical Impact Tracking Tool throughout the discussion, in preparation for the Quick Write assessment. Remind students that annotating helps them keep track of evidence they use later in the End-of-Unit and Performance Assessments, which focus on the development of central ideas.

① This focused annotation supports students' engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

Instruct student pairs to read paragraphs 1–6, from the greeting, “In the name of God, the Most Beneficent the Most Merciful,” to “My dreams are the same,” and annotate the text for examples of rhetoric and answer the following questions and before sharing out with the class.

What is the rhetorical impact of the thanks Yousafzai gives before beginning her speech?

☞ Student responses may include:

- The thanks are an appeal to ethos because it shows that Yousafzai shares similar values to those listening: “[T]hank you to every person who has prayed for my fast recovery and a new life . . . I have received thousands of good wish cards and gifts from all over the world” (par. 2).
- The thanks are an appeal to pathos because they include emotional phrases like “I cannot believe how much love people have shown me” and “Thank you to the children whose innocent words encouraged me” (par. 2).
- The repetition of “thank you” emphasizes that she has a lot of support and gratitude, making her appeal to ethos stronger.
- The thanks given to important people (Mr. Ban Ki-moon, the UN Secretary-General and Mr. Gordon Brown, the UN Special Envoy) show that Yousafzai is connected to powerful people, giving her words more weight.

① If necessary, remind students to consult their Rhetorical Impact Tracking Tools from 10.2.1, 10.2.2, and 10.2.3 for possible rhetorical devices and definitions.

In paragraph 5, what are Malala Yousafzai's stated purposes for addressing the United Nations Youth Assembly?

Student responses may include:

- Yousafzai says she is speaking not for herself, but for “all girls and boys” (par. 5).
- She says she is speaking “so that those without a voice can be heard” (par. 5).
- She expands the voiceless from “all girls and boys” to all “those who have fought for their rights” (par. 5).

What facts does Yousafzai provide about her experience in paragraph 6?

Student responses may include:

- She was shot on October 9, 2012.
- She was shot “on the left side of [her] forehead” (par. 6).
- The *Taliban* shot her.
- The *Taliban* also shot her friends.

Provide students with the following definition: the *Taliban* is “a Muslim fundamentalist group that originated in Afghanistan but is active in other countries as well.”

- ▶ Students write the definition of *Taliban* on their copy of the text or in a vocabulary journal.

According to paragraph 6, what did the *Taliban* hope to achieve by shooting Yousafzai?

Student responses may include:

- The *Taliban* wanted to “silence” the children (par. 6).
- The *Taliban* wanted to change the “aims” and “ambitions” of children (par. 6).

Based on your response to the last question, what can you infer about Yousafzai’s actions before the shooting?

Student responses may include:

- Yousafzai was one of “the hundreds of Human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace, and equality” (par. 4).
- Yousafzai was already working to “raise up [her] voice” (par. 5).
- Yousafzai had “ambitions . . . hopes . . . [and] dreams” that the *Taliban* did not support (par. 6).

What did the *Taliban*’s shooting actually accomplish?

Student responses may include:

- More people joined Yousafzai’s cause; she says “thousands of voices” came “out of that silence” (par. 6).

- The *Taliban* failed to change the “aims” and “ambitions” of Yousafzai and her coworkers. Yousafzai says she is “the same Malala” with the same “ambitions,” “hopes,” and “dreams” (par. 6).
- Instead of causing Yousafzai and her coworkers to become silent and afraid, the *Taliban*’s shooting made them more determined. Yousafzai says, “Weakness, fear and hopelessness died. Strength power and courage was born” (par. 6).

① **Differentiation Consideration:** Consider encouraging students to make inferences by asking the following question:

What inference can listeners make about Yousafzai’s actions from the fact that the *Taliban* hoped to “silence” her and change her “aims” and “ambitions”?

💬 Student responses may include:

- Yousafzai must have been speaking out against the *Taliban*.
- Yousafzai’s “aims” and “ambitions” must have been against the *Taliban*’s wishes.

What rhetorical devices does Yousafzai use in paragraph 6? What is the impact of these rhetorical devices?

💬 Student responses may include:

- Yousafzai’s appeal to ethos by showing her “[s]trength, power and courage” (par. 6) in the face of violence encourages her listeners to trust her as someone who knows first-hand what it is like to struggle to get an education despite grave threats.
- Yousafzai uses parallel structures when she states, “Weakness, fear, and hopelessness died. Strength, power and courage was born” (par. 6). The parallel structure emphasizes that for each hope the *Taliban* had, Yousafzai denied them their victory and emerged stronger.
- Yousafzai uses repetition by using the word *same* four times in the last two sentences: “I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same” (par. 6). The repetition emphasizes Yousafzai’s determination.

① **Differentiation Consideration:** If students struggle with this question, remind them to consult their Rhetorical Impact Tracking Tools for possible devices and definitions. If students continue to struggle, consider posing the following questions:

In paragraph 6 Malala Yousafzai states, “Weakness, fear, and hopelessness died. Strength, power and courage was born.” In what ways are these statements similar?

💬 The statements are grammatically similar. Each begins with three qualities and ends with a verb having to do with a state of being (life/death).

In what ways are the statements different?

- ☞ The statements express opposing ideas. The first statement is about three negative qualities, while the second is about three positive qualities. The first statement says the qualities died, while the second statement says the qualities were born.

What word does Malala Yousafzai repeat in the last two sentences of paragraph 6? What is the impact of this repetition?

- ☞ She repeats the word *same*, which emphasizes that despite the *Taliban's* efforts to change Yousafzai, she remains unchanged.

Lead a brief whole-class discussion of student responses. Then instruct students to use their Rhetorical Impact Tracking Tool to track and analyze Yousafzai's use of rhetoric in paragraphs 1–6.

Activity 5: Quick Write**10%**

Instruct students to respond briefly in writing to the following prompt:

How does Yousafzai use rhetoric in paragraphs 1–6 to advance her purpose?

Instruct students to look at their annotations and the Rhetorical Impact Tracking Tool to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses and to practice using specific language and domain-specific vocabulary. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ① Display the prompt for students to see, or provide the prompt in hard copy.
 - ▶ Students independently answer the prompt using evidence from the text.
- ☞ See the High Performance Response at the beginning of this lesson.

Activity 6: Closing**5%**

Display and distribute the homework assignment. For homework, instruct students to use an Argument Delineation Tool to trace Yousafzai's argument in paragraphs 1–6 of the speech (from "In the name of God, the Most Beneficent" to "My dreams are the same").

Also for homework, instruct students to read paragraphs 7–20 of the transcript of Yousafzai's speech (from "The wise saying, 'The pen is mightier than sword'" to "Education is the only solution. Education First") and use the Rhetorical Impact Tracking Tool to record the impact of her use of rhetoric.

- ▶ Students follow along.

Homework

Use an Argument Delineation Tool to trace Yousafzai’s argument in paragraphs 1–6 of her speech, (from “In the name of God, the Most Beneficent the Most Merciful” to “My dreams are the same”).

Also, read paragraphs 7–20 of the transcript of Yousafzai’s speech (from “The wise saying, ‘The pen is mightier than sword’” to “Education is the only solution. Education First”) and use the Rhetorical Impact Tracking Tool to record the impact of her use of rhetoric.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record the central claim from the text or excerpt (paragraph or section). Identify and record each claim that supports the central claim. Identify and record each piece of evidence that supports the supporting claims. Identify and record the reasoning that explains the relationships among claims and across evidence.

Text: "On the Adoption of *The Universal Declaration of Human Rights*" (paragraphs 10–16)

Central Claim: The United Nations Assembly should adopt the Universal Declaration of Human Rights "as a standard for conduct for all" (par. 16).

Supporting Claim:

The UDHR serves as "a common standard of achievement" (par. 10).

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
The document "is not a treaty; it is not an international agreement" (par. 10).	Signing the document will not impose new legal obligations on member nations.	The evidence is sufficient because it reviews the legal status of the document and its implications of countries signing the document.
Reasoning:		Explain whether the reasoning is valid:
Since the document does not have legal obligations, no country should feel uncomfortable signing it as a signal of agreement with its principles.		<p>The reasoning is valid because since the document is not legally binding, signing it is less significant than signing a legal document.</p> <p>OR</p> <p>The reasoning is not valid because member countries will still want the document to reflect their own beliefs and principles.</p>

Supporting Claim:		
The UDHR may be considered “the international Magna Carta of all men everywhere” (par. 11).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
None	N/A	N/A
Reasoning:		Explain whether the reasoning is valid:
By describing the UDHR as the “international Magna Carta” (par. 11) and comparing it to other important documents associated with promoting human rights, Roosevelt suggests that this document is part of a long history of improving human rights.		The reasoning is not necessarily valid since Roosevelt does not explain in detail how the UDHR is similar in content or in import to the documents she names.
Supporting Claim:		
The UDHR represents “[m]an’s desire for peace” (par. 12).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
58 states have found a “large measure of agreement” regarding human rights (par 12).	The 58 states to which Roosevelt refers are all members of the UN, and each will sign the document if it is adopted by the UN.	The evidence is sufficient; most listeners would recognize how much effort was needed to get 58 states to agree to a single document.
The document must reflect the UN’s “aspiration . . . to lift men everywhere to a higher standard of life” (par. 12).	Roosevelt directly refers to a document member nations have already signed.	The evidence is sufficient because signing the Charter was a necessary part of joining the UN.
Realizing that “the flagrant violation of human rights by Nazi and Fascist countries sowed the seeds of the last world war” (par. 12) makes it important for the UN to make a statement about human rights.	The listeners had just experienced the horrors of World War II and would be eager to avoid a similar situation.	World War II is a significant historical event that was in recent memory for Roosevelt’s listeners, so this evidence would have been sufficient for her listeners.

Reasoning:		Explain whether the reasoning is valid:
If 58 states have agreed to the contents of the document, it must contain principles that are universally recognized.		The reasoning is valid because it reflects the work of many participants and reflects joint effort.
The document merely supports what members have already agreed to in the Charter.		The reasoning is valid; member could easily review the language of the two documents.
Signing the document will help avoid another experience like World War II.		This reasoning is not valid; Roosevelt does not clearly establish a link between abusing human rights and World War II and some member nations might have identified other factors as more significant contributing causes.
Supporting Claim:		
“This Declaration is based upon the spiritual fact that man must have freedom” (par. 14).		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
Gladstone Murray says “we are equal in sharing the moral freedom that distinguishes us as men” (par. 13).	Murray was a recognized statesman at the time.	<p>The evidence is sufficient because Murray’s status would have lent support to Roosevelt’s position.</p> <p>OR</p> <p>The evidence is not sufficient because Murray’s words might have been taken out of context.</p> <p>“Spiritual facts” are not evidence because they cannot be proven.</p>

“The Declaration is based upon the spiritual fact that man must have freedom” (par. 14).	If freedom is a necessary element for man to develop his full stature, then the UDHR works to ensure that everyone has the necessary freedom.	
Reasoning:		Explain whether the reasoning is valid:
Roosevelt appeals to authority (the words of a respected statesman) and facts.		The reasoning is not valid because it is not clear in what context Gladstone was speaking and spiritual facts cannot be proven.
Supporting Claim:		
Secretary of UN, Marshall, called on General Assembly to approve the UDHR.		
Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
Language from Marshall’s opening statement.	Marshall is secretary of the UN.	Marshall’s position and clear statement is sufficient evidence.
Reasoning:		Explain whether the reasoning is valid:
Roosevelt uses an appeal to reason by citing the words of the secretary of the UN.		This reasoning is valid; Marshall has a position of authority and respect within the organization Roosevelt is addressing.

Model Rhetorical Impact Tracking Tool

Name:		Class:		Date:	
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Directions: In column 1, identify and record the author's use of a rhetorical device. If the device is new to you, record a definition in column 1 as well. In column 2, record the example of the rhetorical device from the text. (Include a paragraph or page reference.) In column 3, record the impact of the rhetorical device on the author's point of view or purpose.

Text: "Address to the United Nations Youth Assembly"

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
Appeal to Ethos	"Today, it is an honour . . . Thank you to my elders whose prayers strengthened me." (par. 1–3)	<p>Making it clear that it is an honor to speak to the assembly presents Malala Yousafzai as a humble person and generates goodwill. It establishes her credibility as a likeable person whose message listeners might want to hear. Similarly, thanking so many people presents Yousafzai as someone who is grateful and again establishes her as a sympathetic speaker.</p> <p>The opening phrases of thanks show that Yousafzai shares similar values to those listening: "Thank you to every person who has prayed for my fast recovery and a new life. . . I have received thousands of good wish cards and gifts from all over</p>

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
	“Dear Friends, on the 9 th of October, 2012, the Taliban shot me on the left side of my forehead.” (par. 6)	the world” (par. 3). A simple account of a horrifying act establishes Yousafzai as an eyewitness to the conditions in Pakistan about which she speaks.
Appeal to Pathos	“I cannot believe how much love people have shown me . . . Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me.” (par. 2) “Dear Friends, on the 9 th of October, 2012, the Taliban shot me on the left side of my forehead.” (par. 6)	Referring to the expressions of love and encouragement and to the prayers of her elders encourages listeners to feel sympathy and empathy toward Malala Yousafzai. Depicting a child being shot by <i>terrorists</i> creates a feeling of disgust toward the <i>terrorists</i> and sympathy for the victim (who is Yousafzai, the speaker).
Parallel Structure	“The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear, and hopelessness died. Strength, power and courage was born.” (par. 6)	The parallel structure shows how each of the <i>terrorists’</i> goals failed and contrasts the results of the <i>terrorist</i> attack with its aims.
Repetition	“But first of all, thank you to God . . . and thank you to every person . . . Thank you to all of them. Thank you to the children . . . Thank you to my elders . . . I would like to thank my nurses, doctors and all of the staff of the hospitals.” (par. 1–3)	The repetition of “thank you” emphasizes that she has a lot of support and gratitude, making her appeal to ethos stronger. The thanks given to important people (Mr. Ban Ki-moon the Secretary-General and UN Special Envoy Mr. Gordon Brown) show that Yousafzai is connected to powerful people, giving

Rhetorical device and definition	Examples of the rhetorical device in the text (with paragraph or page reference)	Impact of the rhetorical device on point of view or purpose
	"I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same." (par. 6)	her words more weight. The repetition of the word <i>same</i> demonstrates Yousafzai's strength of character and defines the ways in which she remains unchanged.