

10.2.3

Lesson 6

Introduction

In this lesson, students read paragraphs 7–20 of the transcript of Malala Yousafzai’s “Address to the United Nation Youth Assembly” (from “Dear sisters and brothers, I am not against anyone” to “Education is the only solution. Education First”), paying special attention to how Yousafzai develops and refines ideas she introduced in the first half of the speech. Students first work in pairs to answer a series of questions in Close Reading and Discussion. After a brief share-out, they form new pairs to conduct a silent discussion focusing on how Yousafzai uses paragraphs 10–20 of the speech to develop and refine ideas from paragraphs 1–9.

Students demonstrate their learning in a Quick Write at the end of the lesson on the following prompt: Select a passage from paragraphs 10–20. How does this passage develop and refine a claim from the text as a whole? For homework, students prepare for the End-of-Unit Assessment by reviewing the texts they read in 10.2.3 (“The Universal Declaration of Human Rights,” Eleanor Roosevelt’s “On the Adoption of *The Universal Declaration of Human Rights*,” and Malala Yousafzai’s “Address to the United Nations Youth Assembly”) as well as related notes and annotations to identify a claim that is common to all three texts from the unit. Students use an Argument Delineation Tool to delineate the claims in the authors’ arguments and prepare to evaluate those claims.

Standards

Assessed Standard(s)	
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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	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. 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.
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Assessment

Assessment(s)

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.

- Select a passage from paragraphs 10–20. How does this passage develop and refine a claim from the text as a whole?

High Performance Response(s)

A High Performance Response should:

- Identify an idea that is important to the text as a whole (e.g., education is an important human right, educating women is necessary to promote justice, etc.).
- Identify a passage in the selected excerpt that develops and refines the idea (e.g., paragraph 12 illustrates many of the problems that result from a lack of education: “[C]hildren are victims of child labour...Young girls have to do domestic child labour and are forced to get married at [an] early age.”).
- Identify evidence of where and how Yousafzai introduced and developed the idea earlier in the speech (e.g., paragraph 5 introduces the “right to be educated” as a basic right, similar to the rights “to live in peace,” “to be treated with dignity,” and “to equality of opportunity.” After describing how the Taliban shot her for promoting education, Yousafzai says, “I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists, especially the Taliban” (par. 7)).
- Explain how the selected passage develops and refines the idea (e.g., paragraph 12 develops the need for education by demonstrating what happens when this basic human right is denied; Yousafzai’s examples emphasize how denying girls an education harms them and prevents them from enjoying other basic human rights).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> terrorist (n.) – a person, usually a member of a group, who uses or advocates the use of violence and threats to intimidate or coerce, especially for political purposes Talib (n.) – in the context of this text: a member of the Taliban (Note that this word can also be transcribed as <i>taleb</i>; the literal translation of the word is <i>student</i> but when capitalized in English it generally refers to a member of the Taliban.) compulsory (adj.) – required
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> compassion (n.) – a feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering legacy (n.) – anything handed down from the past, as from an ancestor or predecessor conservative (adj.) – not liking or accepting changes or new ideas flourish (v.) – to be successful; prosper wage (v.) – to carry on (a battle, war, conflict, argument, etc.)

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.9-10.5, W.9-10.9.b, L.9-10.4.a, L.9-10.5.a Text: “Address to the United Nations Youth Assembly” by Malala Yousafzai, July 12, 2013 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Jigsaw Reading and Discussion Silent Discussion Quick Write Closing 	<ol style="list-style-type: none"> 5% 15% 40% 20% 15% 5%

Materials

- Copies of the Developing Claims Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.2.1 Lesson 1)

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 sharing the assessed standard for this lesson: RI.9-10.5. In this lesson, students work in pairs to analyze the second half of the speech. Students then hold silent discussions in pairs about how Yousafzai uses the second half of her speech to develop and refine one particular idea she introduces earlier in the speech. After a brief whole-class discussion, students complete a Quick Write to close the lesson.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to form pairs to share their Argument Delineation Tools and trace an argument Yousafzai makes in the first half of her speech.

- 💬 See the Model Argument Delineation Tool at the end of this lesson for possible student responses.
- ① Remind students to keep their tools throughout the unit so that they can use them for the End-of-Unit Assessment.

Instruct students to form new pairs to share their Rhetorical Impact Tracking Tools and discuss how Yousafzai used rhetoric in the second half of her speech to advance her purpose.

- 🗨 See the Model Rhetorical Impact Tracking Tool for Yousafzai at the end of this lesson for possible student responses.

Activity 3: Jigsaw Reading and Discussion

40%

- ① If necessary to support comprehension and fluency, consider using a Masterful Reading of the focus excerpt for the lesson before beginning discussion.

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

Explain to students that they are going to participate in a Jigsaw discussion. Assign students to analyze one of the following three sections in their pairs: paragraphs 7–9, paragraphs 10–13, or paragraphs 14–20. Ensure that the three sections of the excerpt are evenly distributed throughout the class. In other words, several pairs should read and analyze each section.

Instruct student pairs to annotate their texts as they read and discuss their questions. Remind students that annotating helps them keep track of evidence they use in the End-of-Unit Assessment, which focuses on the delineation of arguments.

- 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 7–9 (from “Dear sisters and brothers, I am not against anyone” to “we realised the importance of pens and books when we saw the guns”) and answer the following questions before sharing out with a jigsaw group.

Provide students with the following definition: *Talibs* (sometimes spelled *Talebs*) are “individual members of the group.” Although the word in Arabic and Farsi means *student*, when used in English it refers to members of the Taliban.

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

In paragraph 7, what reason does Yousafzai give for speaking? How does this connect to the events described in paragraph 6?

- 🗨 Yousafzai says she is speaking “for the right of education of every child” (par. 7). It is this stance that the Taliban sought to “silence” by shooting her (par. 6).

What is Yousafzai’s response to the Taliban?

- 🗨 Student responses may include:
 - She is not “against” them (par. 7).

- She does not want “personal revenge” (par. 7).
- She wants “education for the sons and daughters of all the extremists especially the Taliban” (par. 7).
- She does “not even hate the Talib who shot [her]” and she would not shoot him, “even if there is a gun in [her] hand and he stands in front of [her]” (par. 8).

Provide students with the following definition: *terrorist* means “a person, usually a member of a group, who uses or advocates the use of violence and threats to intimidate or coerce, especially for political purposes.”

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

Based on Yousafzai’s description of her feelings toward the Taliban, what can you infer about the meaning of the word *compassion*?

- 💬 Yousafzai says that her response is an example of compassion, so *compassion* must mean a feeling of goodwill or sympathy toward someone.
- ① Consider providing students with the following definition: *compassion* means “a feeling of sympathy and sorrow for another, accompanied by the desire to alleviate suffering.”
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

How does Yousafzai explain her feelings of compassion?

- 💬 Yousafzai says she learned compassion from “Muhammad—the prophet of mercy, Jesus Christ, and Lord Buddha” (par. 8).

How does the word *inherited* help you understand the meaning of the word *legacy* in the fourth sentence of paragraph 8, “This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah”?

- 💬 Inheriting something means receiving something from someone who lived earlier; a *legacy* must mean something that is received from someone who lived earlier.
- ① Consider providing students with the following definition: *legacy* means “anything handed down from the past, as from an ancestor or predecessor.”
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to determine meaning.

In his “Letter from Birmingham Jail,” Martin Luther King, Jr. states, “Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to

negotiate is forced to confront the issue” (King, paragraph 9). In what way is King’s definition of nonviolent direct action related to Yousafzai’s work?

- Yousafzai has used nonviolent direct action to force her local community, under the control of the Taliban, and the global community, who are observing what is happening in Pakistan, to confront the issue of education for girls under Taliban rule.

① Consider reminding students of their work with King’s “Letter from Birmingham Jail” in 10.2.1 in order to emphasize how Yousafzai’s reference to King strengthens her position as an advocate of non-violent change.

In what ways is Yousafzai’s refusal to accept the Taliban’s rules about the education of girls related to Martin Luther King, Jr.’s stance on “just and unjust laws” (King, paragraphs 12–18) as described in his “Letter from Birmingham Jail”?

- Martin Luther King, Jr. explained why it is necessary to disobey unjust laws. The Taliban’s laws about the education of girls are unjust, so Yousafzai feels morally obligated to disobey these laws.

What claim does Yousafzai present in paragraph 9?

- She claims that the need for education (“pens and books”) became obvious in the midst of the violence (when they “saw the guns”).

What rhetorical evidence does Yousafzai use to support this claim?

- Student responses may include:
 - She uses “pens and books” and “guns” to represent ideas.
 - She uses contrast (light/darkness; voice/silence) to emphasize the difference between the value of education (“pens and books”) and the evil of war (“guns”).
 - She uses parallelism to emphasize that “pens and books” are good, like light and voice, while guns are evil, like darkness and silence.

① **Differentiation Consideration:** If students have difficulty answering this question, consider asking the following question:

What does Yousafzai mean when she refers to “pens and books” and “guns” in paragraph 9?

- She means “education” and “war.”
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Instruct student pairs to read paragraphs 10–13 (from “The wise say, ‘The pen is mightier than [the] sword’” to “to be independent to fight for themselves”) and answer the following questions before sharing out with a jigsaw group.

Of what are the extremist *Talibs* afraid, according to Yousafzai’s statements in paragraph 10?

💬 Student responses may include:

- They are afraid education will give power to women: “The extremists are afraid of books and pens...The power of the voice of women frightens them” (par. 10).
- They are afraid education will bring change and promote equality, “Because they were and they are afraid of change, afraid of the equality that we will bring into our society” (par. 10).

In paragraph 11, why does the boy in Yousafzai’s school say the Taliban is afraid of education?

💬 The boy says the Taliban is afraid of education because they are uneducated themselves: “A Talib doesn’t know what is written inside this book” (par. 11).

① Remind students that when the word *Talib* appears with a capital *T* it refers to a member of the *Taliban*, a Muslim fundamentalist group.

According to Yousafzai, what do members of the Taliban believe will be God’s response to girls who go to school?

💬 According to Yousafzai, the Taliban believe God will “send girls to the hell just because of going to school” (par. 11).

How does Yousafzai end the previous paragraph (paragraph 10)?

💬 Yousafzai said that the Taliban “were and they are afraid of change, afraid of the equality that we will bring into our society” (par. 10).

Based on your responses to the last two questions, what does Yousafzai mean when she says that the *Talibs* “think that God is a tiny, little conservative being” (paragraph 11)?

💬 She means that the Taliban think that God does not want any change and will punish girls for trying to change society.

① Consider providing students with the following definition: *conservative* means “not liking or accepting changes or new ideas.”

① Some students may associate the word *conservative* with American politics; explain that without a capital letter the word does not refer to a political group but rather to the meaning given here.

How does this statement build on additional information from paragraph 7?

- ☞ This statement suggests that the Taliban shot Yousafzai because she did not share their *conservative* views; she was a girl who was speaking up “for the right of education of every child” (par. 7) and the Taliban did not want her to be speaking up; they wanted to “silence” her (par. 6) and stop her work.

What is the relationship between the specific conditions Yousafzai describes in paragraph 12 and the larger problems she mentions in the same paragraph?

- ☞ Student responses may include:
 - The specific conditions are examples of the larger problems Yousafzai names.
 - Yousafzai illustrates problems of poverty by saying, “innocent and poor children are victims of child labour” and “young girls have to do domestic child labour” (par. 12).
 - Yousafzai demonstrates problems of ignorance by saying, “terrorism, wars and conflicts stop children to go to their schools” and “[m]any schools have been destroyed in Nigeria” (par. 12).
 - Yousafzai shows the consequences of injustice by saying that it is not fair that girls are “forced to get married at [an] early age” (par. 12).

① **Differentiation Consideration:** If students have difficulty answering this question, consider posing the following questions:

In paragraph 12, what specific connections does Yousafzai establish between education and the lives of women and children?

- ☞ Student responses may include:
 - Without education “innocent and poor children are victims of child labour” and “[y]oung girls have to do domestic child labour” (par. 12).
 - Because girls have no education they are “being forced to get married” at an early age (par. 12).

What larger problems does she suggest result from a lack of education in this paragraph?

- ☞ Yousafzai suggests that “[p]overty, ignorance, injustice, racism and the deprivation of basic rights” result from a lack of education (par. 12).

How does paragraph 12 develop ideas that Yousafzai introduces in paragraph 5?

- ☞ Student responses may include:
 - In paragraph 5, Yousafzai explains that she is speaking for the voiceless: “I raise up my voice...so that those without a voice can be heard.” In paragraph 12, Yousafzai illustrates

who some of the voiceless are: children who cannot go to school because of “terrorism, wars, and conflicts”; “victims of child labour”; young girls who do “domestic child labor” and “are forced to get married at [an] early age.”

- In paragraph 5, Yousafzai lists the rights for which she and others are fighting: “to live in peace...to be treated with dignity...to equality of opportunity...to be educated.” In paragraph 12, Yousafzai shows the results of these rights being violated: children without schools and without opportunities.

Instruct student pairs to read paragraphs 14–20 (from “Dear sisters and brothers, now it’s time to speak up.” to “Education is the only solution. Education First”) and answer the following questions before sharing out with a jigsaw group.

What is Yousafzai’s stated purpose in paragraph 14?

- In paragraph 14 Yousafzai calls on world leaders to promote peace deals that “protect women’s and children’s rights” and to “ensure free compulsory education all over the world for every child.”

Explain that when Yousafzai refers to “free compulsory education” she means that governments should make it a law that all children be required to attend school for a set period of time.

Provide students with the following definition: *compulsory* means “required by law.”

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

How does Yousafzai’s statement that “[w]e cannot all succeed when half of us are held back” clarify the meaning of the word *flourish* in the second sentence of paragraph 14?

- “We cannot all succeed” clarifies that the word *flourish* means “succeed” (par. 14). If women have “freedom and equality” they will not be “held back,” so they will *flourish* (“succeed”).
- ① Consider drawing students’ attention to their work with L.9-10.4.a as they use context clues to determine the meaning of a word.
 - ▶ Students write the definition of *flourish* on their copy of the text or in a vocabulary journal.
- ① Consider providing students with the following definition: *flourish* means “to be successful; prosper.”

How does Yousafzai’s metaphor in paragraph 16 advance the purpose of her speech?

- The metaphor of “knowledge” as a weapon, and “unity and togetherness” as a shield advances Yousafzai’s purpose of encouraging people to struggle to ensure that education is available to all children.

What is the connection between the metaphor Yousafzai uses in paragraph 16 and the ideas she expresses in paragraph 15?

- In paragraph 15 Yousafzai stated that she and others would “bring change,” meaning “peace and education for everyone” through their voices and that their words will “change the world.” Here she is promoting the use of language and ideas to create change; she continues this idea in paragraph 16, saying that the words can be used as “weapons” to create change, but they are weapons that do not create violence.
- ① Consider drawing students’ attention to their application of standard L.9-10.5.a through the process of determining meaning and impact of figurative language.

How does Yousafzai’s choice of words in paragraph 18 develop ideas she presented in paragraphs 15 and 16?

- She continues the metaphor of conflict by encouraging listeners to “wage a global struggle” and refers to “books and pens” as “our most powerful weapons” (par. 15).
- ① Some students may notice Yousafzai’s use of rhetoric here: Yousafzai uses the language of war to promote peaceful change. Consider encouraging students to refer to their Rhetorical Impact Tracking Tool to identify this use of figurative language.

How does the imagery of conflict support an understanding of the word *wage* in the first sentence of paragraph 18: “So let us wage a global struggle against illiteracy”?

- Because Yousafzai is encouraging her listeners to participate in a “global struggle,” (par. 18) the word *wage* must mean to participate in a struggle or battle.
- ① Consider providing students with the following definition: *wage* means “to carry on (a battle, war, conflict, argument, etc.).”
- ▶ Students write the definition of *wage* on their copy of the text or in a vocabulary journal.

When pairs have completed their analysis of their section, direct them to split up and form a group with two other students, each of whom have analyzed a different section. In other words, students form groups of three to share their responses to their section of text.

Activity 4: Silent Discussion

20%

Instruct students to review the greetings and paragraphs 1–9 (from “In the name of God, the Most Beneficent, the Most Merciful” to “we realised the importance of pens and books when we saw the guns”) along with any notes and annotations related to the first half of the speech. Instruct student pairs from the previous activity to join with another pair, forming small groups of four.

Post or project the following questions for students to answer in their small groups. Remind students to annotate their texts as they discuss the question.

What claims does Yousafzai introduce and develop in paragraphs 1–9 of “Address to the United Nations Youth Assembly”?

☞ Student responses may include:

- Those without a voice need to be heard: “I speak – not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard” (par. 5).
- The Taliban do not deter Malala Yousafzai: “The terrorists thought that they would change my aims and stop my ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power, and courage was born. I am the same Malala” (par. 6).
- Nonviolence is at the heart of the world’s great traditions: “This is the compassion that I have learnt from Muhammed—the prophet of mercy...my soul is telling me, be peaceful and love everyone” (par. 8).
- Education is important: “We realised the importance of pens and books when we saw the guns” (par. 9).
- Yousafzai’s work is part of a larger effort by “hundreds of Human rights activists and social workers who are...struggling to achieve their goals of education, peace and equality” (par. 4).

Lead a brief whole-class discussion of student responses.

Distribute a copy of the Developing Claims Tool to each student. Explain to students that they are now going to participate in a Silent Discussion by following the instructions below:

Instruct students to choose one claim that Yousafzai develops in the first half of the speech and record this claim on the Developing Claims Tool. Then students provide evidence to show where Yousafzai introduces and/or develops the claim in paragraphs 1–9.

Instruct students to exchange tools with another student silently. After reading the claim and evidence the first student identified, the second student should silently reread the second half of the speech,

looking for evidence of how Yousafzai develops and refines this claim. Instruct students to record their notes on the tool and then return it to the original student, who reviews the evidence and records his or her final thoughts about the topic.

- See the Model Developing Claims Tool for possible student responses.

Lead a brief share-out of the Silent Discussion.

Activity 5: Quick Write

15%

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

Select a passage from paragraphs 10–20. How does this passage develop and refine a claim from the text as a whole?

Instruct students to look at their annotations and Developing Claims 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 prepare for the End-of-Unit Assessment by reviewing the three texts they read in this unit, along with their notes, annotations, Rhetorical Devices Tracking Tools, and Argument Delineation Tools. Identify a common central claim between all three texts.

- ▶ Students follow along.

Homework

Review the three texts you read in this unit, along with your notes, annotations, Rhetorical Devices Tracking Tools, and Argument Delineation Tools. Identify a common claim between all three texts.

Model Argument Delineation Tool

Name:		Class:		Date:	
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Directions: Identify and record each of the following elements of the author's argument in the text (or portion of text): central claim, supporting claims, evidence, and reasoning. Remember that evidence supports claims and reasoning connects evidence to a claim. Reasoning also may explain the relationship among claims or across evidence.

Text:	"Address to the United Nations Youth Assembly"
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Central Claim: Yousafzai's work is part of a larger effort to achieve human rights.

Supporting Claim:

Many other people are also currently working to promote human rights, including the right to an education.

Evidence:	Explain how the evidence is relevant:	Explain whether the evidence is sufficient:
<p>"There are 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)</p>	<p>By mentioning that "hundreds of human rights activists and social workers" are seeking "to achieve their goals of education, peace and equality" Yousafzai makes it clear she is not just a single individual but part of a larger community.</p>	<p>This is compelling evidence, but would be better if she had named a specific organization. "Hundreds of human rights activists and social workers" is a little vague.</p>

Reasoning:	Explain whether the reasoning is valid:
<p>Yousafzai uses logical reasoning: she cites facts that support her assertion that many other people are working for the same cause as she is, supporting the idea that she is part of a larger movement.</p>	<p>This reasoning is valid; noting that hundreds of other people are working for the same cause proves that Yousafzai is part of a larger effort.</p>

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	<p>Yousafzai cites famous leaders and thinkers in paragraph 8: "that I have learnt from Muhammad—the prophet of mercy, Jesus Christ and Lord Buddha...from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah...from Gandhi Jee, Bacha Khan and Mother Teresa" (par. 8)</p> <p>"The wise saying, 'The pen is mightier than sword' was true." (par. 10)</p> <p>"I remember that there was a boy in our school who" (par. 11)</p>	<p>Including important figures from around the world and from history emphasizes the shared values Yousafzai is promoting.</p> <p>By quoting a well-known saying, Yousafzai appeals to a shared belief system.</p> <p>By telling the story of the boy in her school, Yousafzai establishes her credibility as an eyewitness to the events she describes.</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
Contrast	"We realise the importance of light when we see darkness. We realise the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns." (par. 9)	Yousafzai first contrasts light and dark, then contrasts voicing ideas and silence, and finally contrasts the power of the pen and the power of guns. All three contrasting images present something good as the opposite of something bad.
Appeal to Pathos	"In many parts of the world . . . forced to get married at early age." (par. 12)	Yousafzai's words (<i>suffering, innocent, poor children, and victims</i>) and examples demonstrate the bad effects of war on children in the areas she names and motivates listeners to support her cause.
Appeal to Reason	<p>"And that is why...And that is why...That is why" (par. 10)</p> <p>"The terrorists are misusing the name of Islam and Pashtun society...rather it is their duty and responsibility." (par. 11)</p> <p>"And if we want to achieve our goal, then let us empower ourselves" (par. 16)</p>	<p>Stating "that is why" establishes a series of cause-and-effect relationships that supports Yousafzai's appeal to reason.</p> <p>Yousafzai states a claim and supports the claim with specific reasons when she says, "The terrorists are misusing the name of Islam and Pashtun society" (par. 11) and then goes on to explain why this claim is true.</p> <p>Using the if/then construction establishes a relationship between the desired ends ("to achieve our goal") and the necessary means "empower ourselves" (par. 16).</p>
Appeal to Conscience	"In many parts of the world...forced to get married at early age." (par. 12)	Yousafzai's description creates a sense of moral urgency.
Repetition	"The power of education frightens them...The power of the voice of women frightens them." (par. 10)	Repeating the phrase "frightens them" reinforces Yousafzai's point that the Taliban fighters are fearful men and makes them appear less powerful.

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
	<p>“And that is why...And that is why...That is why” (par. 10)</p> <p>“So today, we call upon...We call upon...We call upon...We call upon...We call upon...We call upon...We call upon...” (par. 14)</p> <p>“we must not forget that...We must not forget that...We must not forget that” (par. 17)</p> <p>“One child, one teacher, one pen, and one book can change the world.” (par. 19)</p> <p>“Education is the only solution. Education First.” (par. 20)</p>	<p>Repeating “that is why” emphasizes the series of cause-and-effect relationships that supports Yousafzai’s appeal to reason.</p> <p>Repeating the phrase “We call upon” reinforces the idea that Yousafzai wants many people to work together.</p> <p>Repetition reminds listeners of important issues Yousafzai wants the audience to remember.</p> <p>Repeating the word <i>one</i> makes it clear that each individual can make a difference.</p> <p>Repeating <i>education</i> in the final two sentences of the speech reinforces that promoting education is the goal of Malala Yousafzai’s speech.</p>
Parallel Structure	<p>“We realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns.” (par. 9)</p> <p>“We call upon the world leaders to change their strategic policies...We call upon all governments to ensure free compulsory education...We call upon the developed nations to support the expansion of</p>	<p>Yousafzai uses parallel structure to show that when she compares books to guns, it is similar to comparing light to darkness and voice to silence; it is a contrast between good and evil.</p> <p>Using parallel structure, Yousafzai asks different groups (from largest to smallest) to meet different challenges.</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
	educational opportunities...We call upon all communities to be tolerant...We call upon our sisters around the world to be brave" (par. 14)	
Word Choices	"So let us a global struggle against illiteracy...and let us pick up our books and pens. They are our most powerful weapons." (par. 18)	The verb <i>wage</i> is usually associated with war, so Yousafzai's choice of words helps advance the idea that she is encouraging people in a difficult conflict. Politicians frequently speak of the "war on terror" and Yousafzai is suggesting that promoting education is an important part of this war.
Metaphor	<p>"let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness" (par. 16)</p> <p>"So let us wage a global struggle against illiteracy . . . and let us pick up our books and pens. They are our most powerful weapons." (par. 18)</p>	<p>By comparing knowledge to a weapon, Yousafzai suggests that knowledge can be dangerous; by comparing unity and togetherness to a shield, she suggests that these qualities are protective.</p> <p>This paragraph continues the metaphor Yousafzai used in paragraph 16. She compares promoting education to waging a war through her choice of words and continues the metaphor by comparing books and pens to powerful weapons. This metaphor advances Yousafzai's purpose by presenting education as strong force.</p>
Synecdoche / Using Objects to Represent Ideas	"So let us wage a global struggle against illiteracy . . . and let us pick up our books and pens. They are our most powerful weapons." (par. 19)	In this passage, "books and pens" represents "education" (par. 19).

Developing Claims Tool

Name:		Class:		Date:	
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Directions: Form pairs. One student identifies a claim Yousafzai introduces in the first half of her speech (paragraphs 1–9). This same student records the claim, the paragraph reference, the actual quote for the claim, and an analysis of how Yousafzai introduces the claim. The second student then reads the first student’s work and identifies where Yousafzai develops the claim in the second half of the speech (paragraphs 10–20). The second student records the paragraph reference, the actual quote, and an analysis of how Yousafzai develops the claim.

Student 1 – Claim Yousafzai introduces in the **first half** of her speech:

Evidence from Par. 1–9	Yousafzai’s Words:	How Yousafzai introduces and develops this claim in the first half of the speech:

Student 2 – How Yousafzai develops and refines the claim in the second half of her speech:		
Evidence from Par. 10–20	Yousafzai’s Words:	How Yousafzai develops this claim in the second half of the speech:

Model Developing Claims Tool

Name:		Class:		Date:	
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Directions: Form pairs. One student identifies a claim Yousafzai introduces in the first half of her speech (paragraphs 1–9). This same student records the claim, the paragraph reference, the actual quote for the claim, and an analysis of how Yousafzai introduces the claim. The second student then reads the first student’s work and identifies where Yousafzai develops the claim in the second half of the speech (paragraphs 10–20). The second student records the paragraph reference, the actual quote, and an analysis of how Yousafzai develops the claim.

Student 1 – Claim Yousafzai introduces in the **first half** of her speech:

☞ Student responses may include:

- Those without a voice need to be heard. (A)
- The Taliban cannot deter Malala Yousafzai. (B)
- Nonviolence is at the heart of the world’s great traditions. (C)
- Education is an important human right. (D)

Evidence from Par. 1–9	Yousafzai’s Words:	How Yousafzai introduces and develops this claim in the first half of the speech:
(A) Par 4–5	“I speak—not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard.”	These lines make it clear that Yousafzai does not see herself as a unique victim but as a representative of a group of victims whose concerns need attention.
Par. 6	“They thought that the bullets would silence us...out of that silence came thousands of voices.”	Yousafzai contrasts having a voice with being silent and affirms that she will not be silent and neither will those whom terrorists try to scare into being silent.
Par. 7	“I am here to speak up for the right of education of every child.”	Yousafzai recognizes that she can represent all of the children who have a right to education.
(B) Par. 6	“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	Here Yousafzai illustrates how committed she is to her convictions and how useless violence is against someone whose beliefs are so strong.

Evidence from Par. 1–9	Yousafzai’s Words:	How Yousafzai introduces and develops this claim in the first half of the speech:
	was born. I am the same Malala”	
Par. 9	“Dear sisters and brothers, we realise the importance of light when we see darkness...when we saw the guns.”	This paragraph develops the idea that the Taliban’s efforts to deprive Yousafzai of her education only made it more clear to her how much she wanted that education.
(C) Intro	“In the name of God, the Most Beneficent, the Most Merciful.”	By invoking the merciful aspects of God at the beginning of her speech Yousafzai reminds listeners of her religion’s tradition of recognizing mercy and peace (not violence) as important qualities.
Par. 7	“I am not against anyone...especially the Taliban.”	This paragraph demonstrates what nonviolence “looks like.” Despite what the Taliban did to her, Yousafzai still wishes them well.
Par. 8	“This is the compassion that I have learnt from Muhammed—the prophet of mercy. . . . my soul is telling me, be peaceful and love everyone.”	Yousafzai draws strength from many world traditions and from history; everyone she mentions is admirable and someone most people would want to associate with (in contrast to the Taliban).
(D) Par. 5	“Their right to be educated.”	Yousafzai includes this as a basic human right.
Par. 7	“I am here to speak up for the right of education of every child. I want education for the sons and daughters of all the extremists, especially the Taliban.”	Yousafzai emphasizes that all children—especially those of people who are against education—deserve to be educated.
Par. 9	“we realised the importance of pens and books when we saw the guns”	Yousafzai appreciates the value of education, especially when violence threatened to take it away

Student 2 – How Yousafzai develops and refines the idea in the second half of her speech:		
Evidence from Par. 10–20	Yousafzai’s Words	How Yousafzai develops this claim in the second half of the speech:
(A) Par. 14	“So today, we call upon...we call upon...we want...we are all together . . . They are our most powerful weapons.”	In the second half of the speech Yousafzai uses the pronouns <i>we</i> and <i>our</i> to reflect that she is not just speaking for herself anymore. Most of the first half of the speech used the pronouns <i>I</i> and <i>my</i> .
Par. 12	“Women and children are suffering in many parts of the world in many ways.”	Yousafzai expands her concerns from her own personal experience to those of her schoolmates and fellow Pakistanis to people around the world. In the first half of the speech, Yousafzai told how she had suffered personally, but now she expands her speech to describe the suffering of others.
Par. 13	“There was a time when women social activists asked men to stand up for their rights...I am focusing on women to be independent to fight for themselves.”	Yousafzai doesn’t want to depend on men to speak up for the rights of men and children; she is willing to speak up, too, and encourages other women to speak up. In the very beginning of her speech, Yousafzai announced her intention to speak “for all girls and boys” and “so that those without a voice can be heard” (par. 5). Here she is demonstrating how a woman can effectively fight for rights.
Par. 17	“We must not forget that millions of people are suffering...We must not forget that our sisters and brothers are waiting for a bright peaceful future.”	Yousafzai reminds listeners of the many people for whom she is speaking. She does the same thing in paragraph 5: “So here I stand...one girl among many. I speak—not for myself, but for all girls and boys. I raise up my voice—not so that I can shout, but so that those without a voice can be heard,” and again in paragraph 7, when she says, “I am here to speak up for the right of education of every child.”
Par. 19	“One child, one teacher, one pen and one book can change the world.”	Yousafzai is an example of how one child can change the world because she is speaking for many. This echoes her statement in paragraph 5, “So here I stand...one girl among many.”
(B) Par. 11	“The terrorists are misusing the name of Islam...rather it is their duty and responsibility.”	Yousafzai does not let the Taliban’s interpretation of her beliefs change her own understanding of her religion’s principles. She began her speech “[i]n the name of God, the Most Beneficent, the Most Merciful,” which reminds listeners that Yousafzai’s

		beliefs have not necessarily been changed by the terrorists' attempts to impose their beliefs on her.
Par. 15	"No one can stop us."	Yousafzai is not discouraged and she is not afraid, even after what happened to her. She describes the events of October 9, 2012, in paragraph 6, but even the terrorists' attack on her personally cannot stop her from seeking her education. She also describes the work of the many other people seeking to establish human rights in paragraph 4, when she talks about "every woman, every boy and every girl who have raised their voice for human rights," and when she mentions the "hundreds of human rights activists and social workers" and the "[t]housands of people" who "have been killed by the terrorists" and the "millions" who "have been injured."
(C) Par. 10	"The wise saying, 'The pen is mightier than sword' was true."	Yousafzai uses a well-known expression that conveys the idea that ideas are more effective than weapons and warfare. She says something similar in paragraph 9 when she states, "we realised the importance of pens and books when we saw the guns."
Par. 11	"The terrorists are misusing the name of Islam...rather it is their duty and responsibility."	Yousafzai explains that Islam is part of the tradition of nonviolence she describes in paragraph 8. She even begins her address, "In the name of God, the Most Beneficent the Most Merciful," emphasizing the nonviolent aspects of God.
Par. 18–19	"So let us wage a global struggle...one book can change the world."	Yousafzai emphasizes the effectiveness of education and language as a tool for change as opposed to violence. She made the same point in paragraph 9 when she said, "we realised the importance of pens and books when we saw the guns."
(D) Par. 10	"The wise saying, 'The pen is mightier than sword' was true."	This paragraph reminds listeners of how important it is for people to have an education so that they can express themselves. The Taliban is afraid of letting people have this power, so they destroy schools and prevent education.
Par. 11	"I remember that there was a boy... 'A Talib doesn't know what is written inside this book.'"	This quote suggests that if the Taliban were more educated they might not be so fearful and eager to prevent others from gaining knowledge. It explains why Yousafzai said she wanted "education for the sons and the daughters of all the extremists, especially

		the Taliban” (par. 7).
Par. 12	“In many parts of the world, especially Pakistan and Afghanistan, terrorism, wars and conflicts stop children to go to their schools.”	This paragraph illustrates the negative effects of violence. Paragraph 6 dramatically illustrates how terrorists try to prevent children from going to school. Education must be something very important if so many people try to prevent it.
Par. 14	“We call upon all governments to ensure free compulsory education for every child all over the world...We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.”	Yousafzai’s direct requests emphasize that education is an important human right. In paragraph 5, she says she is speaking for those who have “fought for their rights” and then lists four specific rights. The last one she names is the “right to be educated.”
Par. 15–20	“we want schools and education...Education First.”	<p>The conclusion of Yousafzai’s speech restates the need for education for all children and makes it clear that education is one of the most important tools for ensuring human dignity. She names the right to education as a basic human right in paragraph 5.</p> <p>In paragraph 7 Yousafzai says she is speaking “for the right of education of every child” and goes on to say that she wants “education for the sons and the daughters of all the extremists especially the Taliban.” It is clear that Yousafzai values education in these lines.</p>