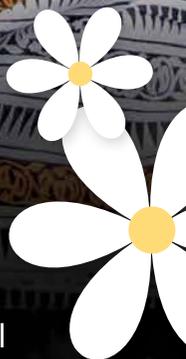




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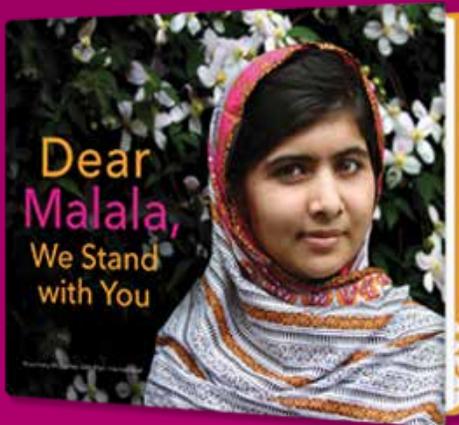
Dear Malala, We Stand with You

Rosemary McCarney with Plan International



EDUCATORS' GUIDE

INCLUDES COMMON CORE STANDARDS CORRELATIONS



About This Book

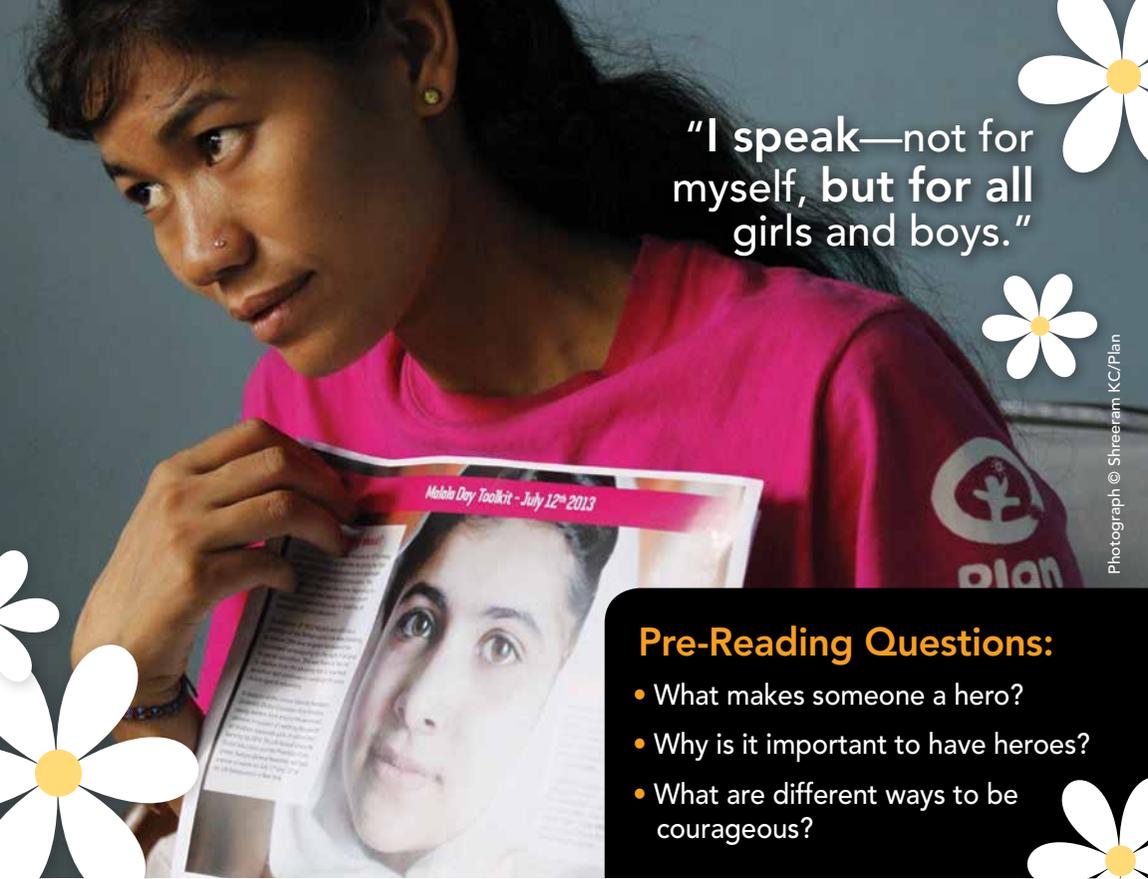
An inspiring letter to Malala Yousafzai, Nobel Peace Prize nominee, *Dear Malala, We Stand with You* is both a show of support and a call to action for girls around the world.

Malala became the youngest person ever to be nominated for the Nobel Peace Prize after she survived being shot in the head by the Pakistani Taliban for speaking out in favor of girls' right to an education. Since surviving this brutal attack, she has emerged as a powerful voice for social justice in the world. *Dear Malala, We Stand with You* captures the impact Malala has had on girls from all walks of life. Her bravery has shown that one person and one voice are enough to change the world. As United Nations Secretary-General Ban Ki-moon has said, terrorists are most afraid of "a girl with a book."

Author Rosemary McCarney has over twenty years of international development experience and runs the Canadian operations of Plan International as president and CEO.

NOTE TO EDUCATORS: The emphasis of this book is on Malala Yousafzai's continued courage in speaking out about girls and education. As she is a role model for children everywhere, her story will inspire students to talk about heroes and how to make the world a better place. But the text also addresses Malala's being shot and mentions other forces that silence girls around the world: early marriage, poverty, and discrimination. These difficult topics are accessible to children on different levels, depending on the age group. In reading the book with younger children, for example, you can use open-ended questions to explore your students' understanding of these subjects. You can reassure children by pointing out that Malala survived the shooting and that many people have rallied around her.

In a supportive classroom setting, students will feel comfortable asking questions and expressing worries about these painful subjects. Briefly explain early marriage and assure them that it isn't prevalent in the United States. Most children know something about poverty, gun violence, and discrimination. You can steer discussion of these topics to examples that children are familiar with, such as discrimination against—and bullying of—someone who's different, and the hunger and homelessness associated with poverty. Some students will have experienced these problems themselves. Consider if any of the subjects will trigger discomfort in specific students and plan how you will handle that, perhaps alerting them in advance.



"I speak—not for myself, but for all girls and boys."

Photograph © Shireen KC/Plan

Pre-Reading Questions:

- What makes someone a hero?
- Why is it important to have heroes?
- What are different ways to be courageous?

Questions for Group Discussion

1. Talk about how Malala showed courage and about the difference she is making in the world. Why is it important to speak out about topics like girls' getting access to education? Are there other topics that it takes courage to defend? Have your students had times in their lives when they needed to be courageous?

📍 *Correlates to Common Core Language Arts Anchor Standards for Reading 1 & 2.*

2. Have your class watch the one-minute video called "Malala Day" at globaleducationfirst.org/malaladay.html. (Teachers of young students may want to preview it.) Talk about

the video and especially the phrases "I am stronger than anger," "I am stronger than oppression," "I am stronger than ignorance," and "I am stronger than fear." How has Malala been stronger than these forces?

📍 *Correlates to Common Core Language Arts Anchor Standards for Reading 1, 2 & 7.*

3. When Malala spoke at the UN, she said, "I speak—not for myself, but for all girls and boys." Discuss why it's important to males as well as females that everyone get a good education. What is lost when girls or boys in any country are not educated? What would student's lives be like if no girls or women around them were educated?

📍 *Correlates to Common Core Language Arts Anchor Standards for Speaking & Listening 1.*



4. In a class discussion, talk about how the book provides a powerful voice and hope for girls around the world. In what ways are girls discriminated against? How does education help them achieve their potential? What is the effect on boys and men when in a society women are uneducated and powerless? Have students brainstorm ways they could help their community improve conditions for girls and boys.

 *Correlates to Common Core Language Arts Anchor Standards for Reading 1 & 2.*

5. The book is in the form of a letter, combining parts of letters written by girls around the world. Why do you think the author chose this format? What other format could she have used? Look carefully at how she uses these pronouns: *I*, *we*, *you*. What effect do these words have on readers and listeners?

 *Correlates to Common Core Language Arts Anchor Standards for Reading 4, 5 & 6.*

6. The narrative, including Malala's speech to the UN, has many references to speaking and writing. Find words that relate to these concepts throughout the book, and talk about the impact of using those words. In small groups, talk about different ways of expressing an opinion and trying to make an important change.

 *Correlates to Common Core Language Arts Anchor Standards for Reading 1 & 4.*



7. In addition to the words, the book is powerful because of the photographs. Pick one or two photographs to examine closely.

In small groups, students should talk about all the details they see in each photograph and why they think it was included in the book.

 *Correlates to Common Core Language Arts Anchor Standards for Reading 7.*

8. "We are raising our hands to stand with you," reads a line under photographs of children raising their hands. Find other references to hands in the text, and examine other pictures for what children are doing with their hands. Talk about the symbolism of hands and familiar phrases like "lend a hand" or "give them a hand." What does it mean to raise your hand for someone and to stand with them?

 *Correlates to Common Core Language Arts Anchor Standards for Reading 2, 4 & 7.*

9. Another powerful phrase in the book is "We are all Malala." What do your students think that means? How do other parts of the book convey the same message? How might it make Malala feel to hear that sentence?

 *Correlates to Common Core Language Arts Anchor Standards for Reading 2 & 4.*

10. While lack of education holds girls back, the text also mentions other ways that girls are silenced: early marriage, poverty, discrimination, and violence. Talk about what each of these words or phrases means, and look at the photographs that illustrate them. Discuss how these forces affect girls—and, in many cases, boys—and how such disadvantages keep them from success and a full life.

 *Correlates to Common Core Language Arts Anchor Standards for Reading 2 & 4.*



“I am stronger
than fear.”

Activities

1. As a class, make a list of special days, such as national holidays, Earth Day, Read Across America Day, and so on. Make a chart or have students make a chart of such days with four columns: (1) the day and date, (2) who celebrates it, (3) why it's celebrated, and (4) how it's celebrated. Include Malala Day and have your class brainstorm how they could celebrate it.

📍 *Correlates to Common Core Language Arts Anchor Standards for Speaking & Listening 1.*

2. Discuss what it means to be a hero. Have students choose someone they consider a hero. Have each student write, or dictate to you, a letter expressing why this person is

admirable. Use the exercise to review the features of a formal letter, such as the salutation and closing.

For a more advanced version of this activity, have each student identify a well-known person from the past or present who is heroic and do research about this figure. Each letter should incorporate details about the person's accomplishments and why he or she is considered a hero.

📍 *Correlates to Common Core Language Arts Anchor Standards for Writing 4 & 7.*

3. The photographs are labeled with country names. With your students, make a list of the countries. Together, locate them on a map or globe, putting a small sticky note on each place. Talk about why the author



Photograph © Shona Hamilton/Plan

chose to feature girls from around the world.

For a more advanced version of this activity, have pairs of students research basic facts about one of the countries, using print and online sources. Have them create a poster to share what they have found.

📌 *Correlates to Common Core Language Arts Anchor Standards for Reading 1 & 7 and Writing 7.*

4. Malala is the youngest person ever nominated for a Nobel Peace Prize. Share information with your class about the prize, found at the official website, which also lists past winners: nobelpeaceprize.org.

Discuss what peace means. Have students talk about what is

needed to promote peace on an international level and what they can do to promote peace in their lives and their community.

For a more advanced version of this activity, have each student or pairs of students research a person who has won the Nobel Peace Prize and write a short profile. Students will share their findings with the class in a short speech about the winner.

📌 *Correlates to Common Core Language Arts Anchor Standards for Writing 7 and Speaking & Listening 4.*

5. Malala made a speech to the UN in July 2013, which is quoted at the end of the book. Have upper elementary students watch the seventeen-minute online video of

the entire speech (bbc.com/news/world-asia-23291897). Have them discuss the speech in small groups, recalling and analyzing the content. Students should compare the experience of reading a speech to that of hearing and seeing it, noting the advantages and disadvantages of each format.

🕒 *Correlates to Common Core Language Arts Anchor Standards for Reading 7.*

6. Follow up the previous activity with a research project on the UN. First lead a discussion in which students contribute what they know about the UN. Then have them expand their knowledge through print and online sources, including the UN's extensive website (un.org). Once they've done basic research, gather as a group and discuss subtopics related to the UN, such as its history, structure, and headquarters, the International Court of Justice, agencies like UNESCO and UNICEF, and so on. Have students work in pairs or small groups to research one of these narrower topics, write a paper on it, and report back to the class.

🕒 *Correlates to Common Core Language Arts Anchor Standards for Writing 7.*

7. Make a class multimedia presentation or a class book in which students express their views about Malala or other issues raised by reading this book. Have students write or dictate a sentence or two modeled on the text of the book. The presentation could be a slide show (in a format like PowerPoint or Prezi) or a video (using video software such as a free online

video tool). A class book would have a page for each student. Combine the students' words with photographs of them or self-portraits they have drawn or painted.

🕒 *Correlates to Common Core Language Arts Anchor Standards for Writing 6.*

8. Join others on the Internet in supporting Malala by taking photographs of students reading a book and adding them to the Pinterest page #GirlwithaBook (pinterest.com/lenashareef/girlwithabook), which has "pictures of people worldwide reading books as a way to show solidarity with Malala Yousafzai." It includes pictures of boys as well as girls. Have students add captions to their photos.

🕒 *Correlates to Common Core Language Arts Anchor Standards for Writing 6.*

9. Girls Inc. is an organization whose motto is "Inspiring all girls to be strong, smart, and bold." Its Girls' Bill of Rights (girlsinc.org/about/girls-inc-girls-bill-rights/girls-inc-girls-bill-rights.html) lists six rights that every girl should have. After reading the Bill of Rights with your class, divide the students into six groups and assign one of the rights to each group. Have them discuss forces that keep girls from enjoying that right, and then compile a list of ten changes in society that would help girls exercise the right fully. Each group should share their results with the class.

🕒 *Correlates to Common Core Language Arts Anchor Standards for Speaking & Listening 1.*



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About the Author

Rosemary McCarney has over twenty years of international development experience and runs the Canadian operations of Plan International as president and CEO. Her skills and passion play a pivotal role in Plan's Because I am a Girl Initiative, which advocates for girls' rights everywhere.

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Random House Children's Books • School and Library Marketing
1745 Broadway • New York, NY 10019 • October 28, 2014

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