English Studies Year 12

Common Module – Texts and Human Experiences –resource booklet

*I Am Malala*

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# Resource 1 – reflection

Weekly reflection questions for students:

1. What is the purpose of my learning this week?
2. What do I now know?
3. How has my understanding of the concepts in this module changed or improved?
4. How could I improve my work?
5. Have I accomplished my weekly learning goals?

# Resource 2 – what makes us human?

View the [Official Trailer for HUMAN](https://www.youtube.com/watch?v=0-Retnj3TsA) (2:31) by Yann Arthus-Bertrand.

Then answer the following questions:

1. What is the purpose of this film trailer?
2. What type of documentary is this film?
3. Who is the film’s target audience?
4. How does the filmmaker use representation, light, filming techniques and sound to communicate aspects of human experience?

View the TED Talk where Yann Arthus-Bertrand captures fragile Earth in wide-angle.

[Yann Arthus-Bertrand’s TED talk](https://www.ted.com/talks/yann_arthus_bertrand_a_wide_angle_view_of_fragile_earth?language=en) (14:42) (Arthus-Bertrand 2009) shows 3 of his projects based on habitat and humanity, ‘The Earth Above the Ground’, ‘6 Billion Others’ and ‘Home’.

1. How does this TED Talk enhance your understanding of humanity and human experience?
2. What motivates Yann Arthus-Bertrand as a filmmaker?
3. How does the TED Talk use representation, light, filming techniques and sound to communicate aspects of human experience?
4. In your opinion, which text most effectively conveys human experience to you as a responder, the TED Talk or the film trailer? Why?

Use Plutchik’s Wheel of Emotions to convey the range of emotions experienced in this lesson.

See Theories of Emotion (Plutchik 1980)

Use coloured pencils to track your emotions at the following intervals in the lesson:

* beginning
* middle
* end.

## Additional viewing activities

View the film *HUMAN*.

*HUMAN* (Arthus-Bertrand, 2015) is a collection of stories and images of our world, offering an insight into what it means to be human. Through these stories, *HUMAN* brings us face to face with humanity, making us reflect on our lives. From stories of everyday experiences to accounts of the most unbelievable lives, these touching encounters underline who we are. They portray the dark and light side of human experience. Our Earth is shown through aerial images accompanied by moving music, resulting in a text that forces the responder to embrace humanity and to reflect on the meaning of their existence.

The collection is divided into 3 parts: the voice of the people, the voice of Earth articulated through a series of aerial photographic works and the voice of music created by Armand Amar to beautifully link the imagery presented through Yann Arthus-Bertrand’s work.

Students can additionally view the TED Talk: [What does it mean to be human?](https://www.youtube.com/watch?app=desktop&v=tnVL50Lbslk) (13:03) (Khan, 2017).

# Resource 3 – the module description

Use the following table to build understanding of key words and concepts in the module description.

Table 1 – working with the module description for Texts and Human Experiences

|  |  |  |
| --- | --- | --- |
| Rubric – Texts and Human Experiences (highlight key words) | Record highlighted words | Write focus questions |
| In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media. |  |  |
| Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts. |  |  |
| Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world. |  |  |

# Resource 4 – Sujata Bhatt background

## About the poet

Sujata Bhatt was born in Ahmedabad, India. In 1968, she immigrated with her family to the United States. Bhatt has lived in the United States, Germany and Bremen. Although Indian, she writes in English. She completed a master’s degree in Arts from the University of Iowa.

By 1992, she was a professor and writer in residence at the University of Victoria, Canada. Bhatt has been published in poetry magazines, anthologies and has produced numerous poetry collections. Bhatt’s poetry has been highly commended and has won many awards including the Forward Poetry Prize in 2008 and the Commonwealth Poetry Prize in 1989.

Sujata Bhatt is part of the Indian diaspora – an Indian person who lives outside of India. Malala also lives outside of her homeland Pakistan, when she is forced to live in Birmingham, England because her life is threatened by the Taliban.

## Activities

[Sujata Bhatt Interview](https://poetryarchive.org/interviews/interview-sujata-bhatt/) (9.10)

Students listen to Sujata Bhatt’s interview (Bhatt, n.d.) and answer the following questions:

1. According to Bhatt, how does poetry ‘enrich our inner being’?
2. How does she plan a new poem?
3. Why has she chosen to write in English?
4. What is the relationship between her speaking voice and her writing voice?
5. How do different cultures influence her work?
6. How do Bhatt’s compositional choices shape the emotional experiences and perceptions of the reader?
7. How does her poetry challenge responders to view, think and reflect differently about the world and themselves?
8. Does her poetry raise awareness about the anomalies, paradoxes and inconsistencies in human behaviour and motivations? How?
9. Students will independently research Sujata Bhatt’s life and describe the changes that have impacted on her.

Table 2 – research Sujata Bhatt

|  |  |  |  |
| --- | --- | --- | --- |
| Event in Bhatt’s life | Change from or to? | Catalyst | Resource used |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Extension activity – compose an imaginative diary entry as Sujata Bhatt describing how your life has changed after a specific event.

# Resource 5 – poem analysis

‘The One Who Goes Away’ by Sujata Bhatt

Table 3 – analysis of Sujata Bhatt’s poem

|  |  |
| --- | --- |
| Analysis of the poem | How meaning is created |
| Title: ‘The One Who Goes Away’ is taken from the third line of Eleanor Wilner’s poem ‘Emigration’. | Bhatt has used intertextuality – referring to Eleanor Wilner’s poem ‘Emigration’. Wilner’s poem advises the range of human experiences a person goes through when deciding to ‘go away’. It is proposed that some individuals prefer not to travel. |
| Lines 1–10:  The poem commences with a monologue. It starts with the conjunction, but Bhatt seems to be midway through a conversation. She is explaining that she is always the one who goes away. She then moves onto describing herself as speechless and unable to respond to those bidding her farewell, ‘those who stood waving’. The setting appears to be in India with reference to the word ‘Sari’. | * conjunction – ‘But’ opening word creates a voice speaking aloud. * first person, ‘I’ – This highlights the personal tone of Bhatt’s monologue. * emphasis on the adverb ‘always.’ Is Bhatt different, isolating herself or the one brave enough to seek new human experiences? * Bhatt uses shifting tense. The lines are in present tense and descriptions of the past events are in past tense, words like ‘stood’ and ‘was’ being used. * The word ‘most’ is repeated to emphasise that going away got easier over time. * The word ‘silent’ is used to highlight Bhatt’s emotional human experience. * The use of onomatopoeia ‘flapping’ of the Sari is symbolic of the loss of one’s motherland and one’s country. * The use of sibilance, ‘soft’ heightens Bhatt’s restrained inner emotional state. * The departure is both an individual and collective human experience. |
| Lines 11–21:  Describes Bhatt’s well-wishers throwing coconuts from Juhu Beach into the Arabian Sea. Beggars are visualised jumping into the sea. This act is questioned by Bhatt, ‘And in the end who gets the true luck from the sacrificed coconuts?’ the beggars or Bhatt?  Bhatt repeats lines 1–2 of the poem. | * A rich and exotic context is established in these lines with reference to ‘Juhu Beach’ and ‘The Arabian Sea’. * The use of dashes and conjunctions add to the conversational tone of the poem. * The rhetorical question and the repetition of the first 2 lines of the poem highlights a persona in deep thought who contemplates the sacrifices ahead of her and the shift in tense from past to present tense emulates this process. * Bhatt’s monologue allows her to evaluate her inner thoughts as a human being and allows her to contemplate what it is to be human. |
| Lines 22–34:  Introduces those people who question Bhatt about her motivations for travel. Bhatt is motivated by her own happiness and it will drive whether she stays permanently in a place or whether she will keep travelling. It is evident that within herself, Bhatt never leaves home. Bhatt’s memories keep her sustained. | * The questions posed to Bhatt by her farewell wishers challenge and move her. * The use of hyphens at the end of sentences indicate that she is reviewing her thought processes. * Once again, the conjunction, ‘but’, is used to create a conversational tone. * The word home is used as a metaphorical symbol of her homeland India. |
| Lines 35–42:  Bhatt will never find home outside of India. Her home is now an inner spiritual and intellectual one. Her family has left India with few possessions. | * The language continues to be colloquial, the pausing and continued use of the conjunction, ‘but’ introduces what Bhatt feels in her heart. * The extended metaphor of home is used to highlight Bhatt’s personal resilience. |
| Lines 42–52:  The departure scene set at the beach is re-introduced. The scene is absent of the sun and the moon, the scene is captivating. The scene cuts a parallel meaning, an ordinary beach at dusk masked and covered up. Life is not as beautiful when you see it in a new light. | * The word ‘deserted’ has a negative connotation. Shining a new light on Bhatt’s human experience. * The pausing and hyphens allow the responder to read between the lines. * The moon and sun are personified. The sun can turn ‘the waves gold’, and the moon can ‘catch the waves in silver mesh’. The unmasked beach was a false mask of beauty. They offer an alternative reading into human experience. * Bhatt’s comments about the beach illustrate inner turmoil. Is she rejecting home and is ready to leave? * By line 52 Bhatt has shown an inner emotional growth where she is able to reflect deeply about herself and her connection to her physical world. |
| Lines 53–71:  Suggest that Earth (India) is calling Bhatt back home. Bhatt answers her motherland but will continue to leave India. For the poet home is always changing. The poem concludes with the repetition of lines 1–2, 20–21, 56–57. For Bhatt, home is an emotional and intellectual place that does not, ‘fit with any geography’. Home sits inside of her. | * Earth becomes a universal symbol of home. * Earth and hearth are personified as individuals calling Bhatt home. * The repetition of the word ‘back’ emphasises Bhatt’s call to home. * The repetition of lines 56–57 indicate that Bhatt is strong. Her inner human spirituality and strength allows her to live beyond the geographical boundaries of her Motherland. * Lines 59–64 reflect a series of jumbled images of home, ‘where timbers and colours do not match’. For Bhatt, home is her interior. Her inner needs are all that she needs. The final line of the poem takes us back to Eleanor Wilner’s poem ‘Emigration’. The one that wants to travel and the one who wants to stay at home. For Bhatt she does go away from home because she always carries home inside her; therefore, she is always at home. |

# Resource 6 – KWHL table

Use a KWHL table like the one below to work out what you already know about Malala and her context, what you want to learn, how you aim to learn, and what you have learnt throughout the unit.

Table 4 – KWHL table

|  |  |  |  |
| --- | --- | --- | --- |
| What we know | What we want to learn | How we aim to learn it | What we have learnt |
|  |  |  |  |
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|  |  |  |  |

# Resource 7 – documentary ‘He Named Me Malala’

Trailer for [*He Named me Malala*](https://www.youtube.com/watch?v=vE5gSHJkusU) (2:30) (Guggenheim 2015). Questions for individual, pair or group consideration.

## Pre-viewing questions

1. Why do you believe Malala Yousafzai is important to so many people?
2. Discuss girls’ education in Australia. Are girls given equal access to education here? Has this always been the case?

## Viewing questions

1. In the opening scene of the documentary, Malala tells the origins of her name. What is the origin of her name, and why is it so important to her?
2. In what ways can an individual actively strive to make change without putting themselves in danger in Australia?
3. The film shows Malala interacting with her family in England. How is Malala portrayed in these scenes? Is this surprising to you?
4. What does Malala’s younger brother think of her?
5. Malala is shown tutoring her father in the use of social media such as Twitter. Can social media be used as a powerful tool for change? How so?
6. What occupation did Ziauddin (Malala’s Father) have in the Swat Valley?
7. In what ways did Ziauddin influence and shape Malala’s view of the world as she grew up?
8. What and where does Malala believe she would be if her mother and father were ‘ordinary’?
9. The Swat Valley is described as a ‘vacationer’s paradise’ and the ‘Switzerland of Asia’. Were you surprised when you first learnt this?
10. At the end of the documentary, Malala says that she actively shares her story because she is not special. Rather, there are millions of girls throughout the world who do not have equal access to education or basic human rights. Do you think this documentary is effective at conveying her message? Why or why not?

## Post viewing questions

After viewing the documentary ‘He Named Me Malala’ and considering Malala’s context.

1. Why is there a clear link between one’s education level, better health and higher levels of economic development in a country?
2. How have cultural and political factors impacted the livelihood of female students in Pakistan?
3. Why did the Taliban try to assassinate Malala?
4. If you were in Malala’s position when she was living in the Swat Valley, what would you do? Would you have given up, or would you continue to speak out? Why?
5. How do you think Malala’s fame has affected her? Use reference to the documentary to support your answer.

# Resource 8 – persuasive speech extension activity

Students are to use quotations from the [Nobel Peace Prize speech 2014](https://malala.org/newsroom/archive/malala-nobel-speech) (Nobel Prize 2020) transcript to compose a persuasive writing text:

* ‘Education is one of the blessings of life – and one of its necessities.’
* ‘Sometimes people like to ask me why girls should go to school… But I think the more important question is why they shouldn’t, why shouldn’t they have this right to go to school.’
* ‘Not everyone in the world is educated.’ Do you believe that education is a privilege or a right?

## Persuasive writing activity

1. You have been invited to speak at a TEDx Youth event and have been asked to respond to one of the above quotes and present your point of view on the topic of education. Write the speech that you would deliver.
2. Malala was inspired by the ‘great people, who brought change, like Martin Luther King and Nelson Mandela, Mother Teresa and Aung San Suu Kyi’. All these famous people had dreams to fulfil. Students are to research and listen to their speeches.

Select one of these famous speeches and deconstruct the language and structural devices used in the speech.

1. Create a Venn diagram to compare your selected speech to Malala’s speech and compare how effective the techniques are in conveying the personal experiences and emotions of the speaker.
2. Students could then compose an extended response, answering the following question: How have the speeches you have studied successfully conveyed the human experience?

# Resource 9 – big ideas and human experiences

Table 5 – big ideas and human experiences in *I Am Malala*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Big ideas | Example | Chapter/ page | Textual or language feature | Quote | Individual or collective human experiences |
| religion |  |  |  |  |  |
| culture |  |  |  |  |  |
| education |  |  |  |  |  |
| family |  |  |  |  |  |
| political turmoil |  |  |  |  |  |
| peace and harmony |  |  |  |  |  |
| activism |  |  |  |  |  |

**Extension:**

Use your notes and compose a structured extended response on the following:

How and why have Malala and the co-author used her autobiography to raise awareness about the nature of human behaviour and motivations?

The teacher may support you by:

* giving you sentence starters
* setting up an introduction scaffold
* providing you with a paragraph structure template.

# Resource 10 – close study questions

Close study of *I Am Malala* questions

Prescribed edition: Yousafzai M and Lamb C (2015) *I Am Malala*, Weidenfeld and Nicolson/Orion, GB. ISBN: 9781474602112

Close study questions

**Note to teachers:** this is a very extensive set of questions. You may wish to choose a selection of them to suit your class.

Photo of henna decoration:

* Describe this photo. Why do you think she used this at the beginning of her text?
* What can you predict about Malala’s character from this text?

Preface:

* Explain what is significant to the main characters, Malala Yousafzai, her mother, Toor Pekai, and her father, Ziauddin?
* What emotions do these characters experience and why?
* What do we learn about Malala’s character and dreams?
* What has changed? Explain the differences between life in England and Pakistan.
* What has stayed the same for Malala?
* What is the Malala Fund and explain its impact on the world?
* What does Malala mean when she says, ‘my life has changed but I have not’?

Prologue – The day my world changed:

* What did Malala experience that changed her world?
* Describe the day that everything changed?
* How has Malala contrasted the living environment and setting of England and Pakistan?
* What language device does Malala use to describe entering school?
* Describe school life for Malala and her friends.
* Describe Malala’s reaction to current fears for/of her family and the local people.
* Explain what this shows about Malala’s character.
* How was Malala different to other girls?
* Why does Malala repeat the gunman’s question? How is the tone different?
* Where was Malala’s injury?
* Others were injured. Who were they and where were their injuries?
* How has Malala described the gunman?

Part one – Before the Taliban:

* Explain the meaning of the extract from the traditional Pashto poem.

Chapter 1 – A daughter is born:

* How did people react when Malala was born? Why?
* Malala was named after which person? Recount this person’s story.
* Do you believe a person’s name has any impact on their life? Provide evidence or reasons.
* List all the language techniques and provide quotes that Malala uses throughout the chapter to describe the Swat Valley.
* What does this suggest about the landscape or setting of the autobiography?
* In what ways are Malala’s parents presented? Describe their heritage.
* Malala’s ancestors, the Yousafzai people or tribe, came from Kandahar. Where is Kandahar? Label it on a map.
* Outline the history of this tribe describing how they came to settle in the Swat Valley.
* What happened in the Swat Valley after the creation of Pakistan in 1949?
* How did Malala identify herself culturally?
* What was the usual game for children to play in their spare time and where did they play?
* Describe the expectations for girls living in the Swat Valley.
* What was different about Malala in relation to these expectations?

Chapter 2 – My father is a falcon:

* How does the autobiography reveal the qualities of Malala’s father, Ziauddin, as evident in this chapter?
* How did Malala’s grandfather influence her father, and ultimately herself?
* Pakistan has a history of military coups. How did General Zia ul-Haq seize power and consequently, explain how people felt.
* What were some of Ziauddin’s actions that influenced Malala the most?
* What happened when Ziauddin was 10 in 1979? Explain the impact.
* How did the Pashtuns react?
* General Zia followed strict policies. What were they and how did they impact on people?
* How did Ziauddin rise against family rivalry?
* Why did Ziauddin choose to keep the name of his clan?
* How do some of Malala’s qualities mirror that of her father or grandfather?

Chapter 3 – Growing up in a school:

* How did peer pressure affect Toor Pekai when she started school?
* How did she feel later in life about school?
* Why does Ziauddin describe himself as ‘lucky’?
* What was Ziauddin’s dream?
* When Ziauddin went to college, what significant historical event occurred in Pakistan?
* How did people react and what followed this event? Describe its importance to the people.
* At university, explain the discussions or debates in which Ziauddin took part.
* How does Ziauddin eventually achieve his dreams and ambitions?
* What is the name of the school Ziauddin established? Explain the reason for its name.
* Describe the difficulties Ziauddin had to overcome.
* How did Ziauddin maintain a healthy relationship with his new wife?
* What happened when there were financial difficulties and flash floods?
* What does Ziauddin’s actions show about his character?
* Why was Malala’s mother concerned about the gender of her baby?
* What was Ziauddin’s reaction?
* Describe the family’s new living conditions at the school.
* How did people react to the events of September 11 2001? What were the consequences?

Chapter 4 – The village:

* Describe the cultural tradition held on the seventh day of a child’s life.
* Compare Malala’s grandfather’s actions on the seventh day for Malala and her brothers.
* How have Malala’s grandfathers had an impact on Malala?
* What is Eid and what happens?
* Describe the landscape as the family travelled to the mountain peaks during Eid.
* How does Malala portray her enjoyment of village life?
* Compose a diary entry exploring life in the village and the surrounding landscape.
* During political election campaigns, how were the people instructed? Did gender inequality exist? If so, how?
* How did Malala’s cousins treat her?
* What did the children do when going up the mountains, either within a group or on family trips?
* How were marriages and funerals portrayed with respect?
* Describe the role of women in the village.
* How does Malala feel about the traditional code of conduct towards women? Provide examples.
* How did Ziauddin respond to Malala’s questions? Provide examples.
* Having been able to read the classics, what did Malala feel compared to other girls either in Pakistan or in other countries. Provide examples.

Chapter 5 – Why I don’t wear earrings and Pashtuns don’t say thank you:

* For the first time, Malala did not come first in her class. How did she feel?
* In a new house, Malala was forced to make new friends. Describe Malala’s reaction when she saw her new friend had a mobile phone like Malala’s.
* How did Toor Pekai cope with her stealing trinkets?
* Despite having little money, what did Malala’s father do to give the family a treat?
* What is the *Pashtunwali* code?
* How does Malala feel about it and why?
* Malala also explains the meaning of the proverb, ‘The stone of Pashto does not rust in water’. How does this proverb compare to the English custom of saying ‘thank you’?
* How did Ziauddin become known as ‘a respected man’ in the community?
* Explain how politicians acted at that time.
* Describe the political history before the turn of the 21st century and its impact on Swat.
* What did Malala promise herself after the stealing incident?
* How did she show her respect for all people she met?
* In a public speaking competition at school, what did Malala learn from delivering her speech on ‘Honesty is the best policy’?
* How did President Lincoln’s words inspire Malala?

Chapter 6 – Children of Rubbish Mountain:

* What did the increase in enrolled students at the Khushal school mean for the family?
* How did children benefit from the rubbish dump, located near Malala’s family?
* How did Malala respond to her father’s reply about the scavenger children?
* Describe what made Malala’s house a busy and full house?
* In Malala’s culture, what does it mean for a woman to leave her husband?
* Describe the outcome for some families as the school expanded, giving free places?
* What did Ziauddin do to try to encourage all children to attend school?
* As Ziauddin became popular, what did he do in trying to help the community?
* Ziauddin’s aspirations in literature were realised when, where and how?
* How did 9/11 affect Pakistan?
* Why were the Taliban disliked?
* Describe the political turmoil experienced in the Swat Valley.
* Being interested in politics, how did Malala respond to the political turmoil?

Chapter 7 – The *Mufti* who tried to close our school:

* Explain how Malala feels about her country and the Muslim religion.
* What is the difference between the Sunnis and the Shias?
* What is a *Mufti*?
* What was the complaint the *Mufti* made to the woman who owned the school premises?
* As a result, what did her son do?
* Eventually, the *Mufti* and his committee visited Malala’s family and asked Ziauddin to formally ask that the school be closed. Explain the reasons.
* How did Ziauddin respond and explain the outcome of the visit?
* What did ‘enlightened moderation’ introduced by General Musharraf, mean?
* Describe the contrast in Malala’s homeland, Pashtun.
* What did the government allow to happen? In particular, refer to the messages Malala saw.
* What happened in 2003 and 2004?
* What were the activists and the *Mufti* now doing? Explain how al-Qaeda militants are connected to the Swat Valley.
* Describe the warring unrest at the time.
* How did Ziauddin and his friends respond?

Chapter 8 – The autumn of the earthquake:

* Describe the terror Malala’s family faced during the tremors of 8 October 2005.
* What were the statistics following the earthquake?
* How were earthquake victims helped?
* How are orphans cared for in Malala’s culture?
* What did Malala’s father hear about male orphans from the earthquake?
* What did religious and political leaders believe the cause was? Describe their concerns.

Part two – The valley of death:

* What does the quote mean at the beginning of this section?

Chapter 9 – Radio Mullah:

* Describe the Taliban and explain their beliefs.
* The radio broadcasts were aimed at women. According to Malala, these beliefs contrasted to the Quran? How?
* What else did the leader of the Taliban proclaim on Radio Mullah?
* Eid is a religious festival held every year. What did the Taliban command at the checkpoint?
* On the return of Malala’s family, explain the details of the letter taped to the gate.
* How did this affect Ziauddin? Explain his response to this letter.

Chapter 10 – Toffees, tennis balls and the buddhas of Swat:

* What did the Taliban do to the people of the Swat Valley?
* Despite the rules for women, some women who supported the Taliban could be ‘vocal and visible’. How were these women ‘vocal and visible’? Provide examples.
* Who was Benazir Bhutto and how was she looked upon by the people of Pakistan?
* What happened to Benazir Bhutto?

Chapter 11 – The clever class:

* How does Malala feel about school?
* What were Malala’s goals and achievements at school?
* How do Pashtuns react in times of crisis?
* How did Ziauddin react to the political, social, educational and religious situations in his country?
* How did Malala react when in Peshawar on the BBC Urdu talk show with her father?
* What happened to schools by the end of 2008 and why?
* By the end of this chapter, what does Malala realise about education?

Chapter 12 – The bloody square:

* Why is this chapter named, ‘The bloody square’?
* In what ways and why has Malala described the example of the dancer?
* How did the local people react to this dancer and her death?
* Why did so few people protest during the reign of the Taliban?
* Describe the influence of the Taliban.
* What was Ziauddin’s reaction to education, politics and the Taliban?
* Describe Malala’s feelings towards the bombings, killings and the Taliban.

Chapter 13 – The diary of Gul Makai:

* How did Malala feel about writing a diary for the BBC about life under the Taliban?
* For these diary entries how did Malala hide her identity and why was this necessary?
* Describe Malala’s emotions while driving through the town from visiting her father’s friend, Dr Afzal, who oversaw a hospital.
* Describe Ziauddin’s advice and emotional reaction on the presence of the Taliban to Dr Afzal.
* What was significant about Wednesday 14 January?
* Explain Malala’s responses to the questions asked in the documentary.
* Describe Malala’s reaction to the school closure and her relationship with friends.
* Why did Toor Pekai suggest Malala should wear the veil when speaking with the media?
* Explain the issues Malala presented in her blog.
* International media reacted favourably to Malala and Ziauddin’s issues. Describe the outcome and their reaction.

Chapter 14 – A funny kind of peace:

* When boys were sent to school after winter, explain both Malala and her brother’s reaction.
* What did the government decide to do after people complained to the media about gender inequity in schools?
* How did this affect Malala and what was her reaction?
* Describe the setting of the town Mingora at the time.
* The human experience of learning about a peace deal was overwhelming. How did the people of Mingora react?
* Which overseas nation was unhappy about the peace deal and why?
* Why did Malala state in the text, ‘The peace deal was merely a mirage’?
* Describe the human experience under the rule of the Taliban.
* Why did the Taliban insist on women wearing a burqa, instead of a scarf?
* How did Toor Pekai react?
* Public floggings executed by the Taliban were shown through the media. Describe the people’s reaction.
* Ziauddin was in an activist group against the Taliban. Provide a quote spoken by a friend of Malala’s father which explains their belief at this time.
* Describe the peace and victory talk by Sufi Muhammad.
* How were the Americans correct in their assumption of the peace deal? Describe examples from the text to support your ideas on the human experience.
* What was the reason for President Obama sending 21,000 more troops to Afghanistan?
* What happened at the start of May?
* What was Malala’s family’s reaction to this Taliban invasion?

Chapter 15 – Leaving the valley:

* Explain Malala’s reactions to the possibility of having to leave Swat, which was discussed in the documentary.
* How did Malala and her family feel when this occurred?
* ‘On 5 May 2009 we became IDPs. Internally displaced persons.’ What does this term mean?
* Which members of Malala’s family left Swat?
* What did the children want to bring?
* What is the Quran and how significant is it in their daily lives?
* Why is Moses mentioned in the text?
* Describe the setting. How were people moving away from Swat?
* What were the Taliban doing in relation to so many people moving away in cars?
* Describe the travel to Mardan, indicating how the family were feeling and what they did.
* Detail other places the family travelled to as IDPs and describe the different places the family stayed.
* When they reached Shangla, how did the family react to the army’s instruction?
* Staying with relatives in the village called Karshat, describe Malala’s family and school life.
* What did the news reports reveal about Malala’s hometown, Mingora?
* When Ziauddin re-joined the family, when, where and why did the family decide to travel again?
* At a meeting on the conflict, Malala was given the chance to talk to the American Ambassador. Describe this discussion reflecting on Malala’s issues and beliefs.
* Friendship is significant in Malala’s life. What was Malala determined to do to make peace and how did she do this with her friend?
* As displaced persons, the family moved around frequently. How did this unrest within the family and her country affect Malala as a young girl turning 12? How did living in a war-torn country affect her hopes and dreams?

Part three – Three girls, three bullets:

* Explain your interpretation of the quote at the beginning of this section.

Chapter 16 – The valley of sorrows:

* How was the landscape described as Malala’s family returned to their homeland after 3 months absence?
* How did Malala respond to returning to their house?
* Describe the classrooms when they returned to Khushal school.
* How did Ziauddin respond to a letter left by the army? How did this make him feel?
* Who had been arrested by the Pakistan army? Explain their outcome.
* Name the Taliban leaders who were in custody. What did this mean in reality?
* Why was 1 August important for Malala?
* Because of the BBC diary, what commendation did Madam Maryam give Malala?
* Who was Shiza Shahid, and what did she do?
* What was the purpose of visiting the capital of Pakistan, Islamabad?
* Describe the differences between the capital and the Swat Valley.
* On a visit to Rawalpindi, how did the military leader, General Abbas, claim victory?
* How did the leader respond to the reconstruction of all the buildings and schools?
* How did the girls make it clear that they wanted the Taliban brought to justice, despite also not being convinced that it would happen?
* On the last day in Islamabad, what were the girls required to do?
* What did Malala and Madam Maryam do to help Ziauddin pay his teachers?
* What happened on 1 December 2009?
* Why was the District Child Assembly Swat important for Malala?
* From where and why did Malala start learning about journalism?
* When Malala turned 13 in July 2010, what happened and how did it affect the valley?
* How does Malala describe the damage to the Swat Valley?
* Why was the area called ‘The Valley of Sorrows’?
* Where did help to rebuild come from?
* When were foreign aid agencies concerned about their staff?
* What situation occurred to make the people in Swat scared again?
* Why was Malala inspired at this time to become a politician?

Chapter 17 – Praying to be tall:

* What did Malala do to try to change her appearance and why?
* What had happened to one of the girls in Malala’s class?
* Why did women come to Malala’s house?
* How did Ziauddin help one visitor, a rich businessman from Muscat in the Gulf?
* What was the Blasphemy Law? Describe an example how this law was enforced.
* Explain the consequence of the outrage this law caused around the world?
* Describe what happened on 4 January 2011 and the outcome.
* Why did Ziauddin receive a death threat?
* How was a death threat sent to Ziauddin ironic?
* What were the Americans responsible for?
* What was Malala doing when Navy SEALS killed Osama bin Laden?
* Explain Ziauddin’s response to bin Laden’s location.
* Why were American politicians furious?
* List some of the prizes Malala is nominated for in this chapter and the significance of the people who nominated her.
* How does Malala take advantage of the presentation ceremonies to spread awareness of social justice?
* Why has Malala used italics in certain parts of this chapter?
* Malala’s parents discussed Malala’s awards. What were their concerns and issues?
* How did Malala and Ziauddin spend the money she had earned?
* Describe the images which continued to inspire Malala to fight for education for girls and children.

Chapter 18 – The woman and the sea:

* What do people in Pakistan think when women want to be independent?
* How did Malala compare politics in Karachi to those of the Pashtuns?
* What did Malala do to continue her goals when she was in Karachi?
* How did the family spend their leisure time?
* Why was the museum and the mausoleum housing their leader and founder important?
* Despite fighting over religion, what were the practical issues Malala felt that needed drastic attention?
* How did Ziauddin discover that his daughter’s life was threatened?
* How did Malala feel about the threats when she found out about them?
* What did Ziauddin suggest doing to avoid the reality of these threats?
* What did Malala do at home to protect herself?
* How did achieving the awards impact Malala’s education?

Chapter 19 – A private Talibanisation:

* How did the girls describe the school excursion to the White Palace?
* Describe the contents of the propaganda letter signed anonymously.
* How did Ziauddin speak to the girls and what was the technique used?
* Name the strange events that occurred around Malala and her family.
* What is the significance of turning fifteen in the Islamic religion?
* In reality, who are the Taliban?
* Why was Ziauddin convinced the Taliban were after him?
* Why couldn’t Ziauddin leave the area?
* What did he continue to do?

Chapter 20 – Who is Malala?:

* What did Malala do to take precautions against the Taliban?
* Describe Malala’s academic intentions with her schooling.
* How was Malala feeling after her Pakistan Studies exam?
* What didn’t Malala do, that the other girls did when entering the bus?
* How did Atal disobey his parents?
* If Malala did see the 2 men who stopped the bus, what would she explain to them?
* Who and what did Malala distinctly remember until she was shot?

Part four – Between life and death:

* Why has Malala chosen this extract?

Chapter 21 – ‘God, I entrust her to you’:

* Describe the journey to the hospital.
* At the time of the shooting, where was Ziauddin and what was he doing?
* What had Ziauddin always thought the Taliban would do?
* Describe the emotion Ziauddin felt at his daughter’s hospital bedside.
* Where was Malala shot?
* Besides Malala, who else had been shot and where?
* What did the army do?
* Where was Toor Pekai and what had she been doing?
* Describe the cultural traditions in Pakistan when someone dies.
* What did Toor Pekai tell everyone to do?
* At the sign of the helipad/helicopter what did Toor Pekai do which was unusual?
* How did the doctor operate on Malala and why?
* As the Taliban assumed responsibility, what did they explain in their statement?
* When had the Taliban leader ordered the attack and what was their reason?
* Name the important statesmen who visited the hospital.
* What did Dr Javid Kayani and Dr Fiona Reynolds from Birmingham England tell Ziauddin about his daughter’s condition after surgery?
* Explain the purpose of the Interior Minister’s visit.

Chapter 22 – Journey into the unknown:

* When was Malala shot?
* When and why had 2 military doctors arrived?
* What happened on Thursday morning?
* What had Malala developed?
* What and why did Dr Fiona Reynolds do with her 2 nurses?
* Describe the environment in and around the new hospital.
* Describe the reaction around the world.
* How did Toor Pekai communicate with the English doctors?
* Why was the decision made to move Malala to the Birmingham hospital?
* Explain the dilemma which arose between the British and Pakistani governments.
* Describe the journey to the airport to fly to Birmingham, England.
* How did Malala’s parents feel?

Part five – A second life:

* Explain how this extract relates to Malala?

Chapter 23 – The girl shot in the head, Birmingham:

* In the confusion waking up, Malala had many questions swimming in her mind. What were they?
* What was Malala constantly concerned about?
* How did Malala communicate with her injuries?
* Describe the pain she felt.
* Describe Ziauddin’s feelings when he heard from the army general about Malala and her attempted murderers.
* How did it feel for Malala’s parents to be kept away for so long from their very sick daughter?
* What did Malala’s carers do to try to help Malala feel more comfortable in a new country?
* Describe the global reaction to Malala’s shooting by significant world leaders.
* What did the former Prime Minister of Britain do?
* What did Malala finally realise?

Chapter 24 – They have snatched her smile:

* Describe Malala’s reaction on hearing that her parents were coming to Britain.
* Why did Ziauddin question himself as being at fault for the shooting?
* Although the family found out who the attacker was, why did the family believe he would never be found?
* What did the United Nations announce?
* Describe Malala’s operation on 11 November.
* Describe the rehabilitation process and how Malala and her parents felt through this process.
* The President of Pakistan visited Malala. What news did he tell her?
* The President through the high commissioner offered Malala’s father a new job. Describe both this job and the one from the United Nations.
* When and how did Malala feel being released from hospital, and what did she do in the coming days?
* Explain the surgery that still had to be completed.
* How has this experience deepened Malala’s religious convictions?

Epilogue – One child, one chapter, one teacher, one book, one pen:

* How are cultural and environmental factors in the new rented house different to the life experienced for Malala’s family in Pakistan?
* Describe the emotional impact the move to England and Birmingham has made on Ziauddin?
* Malala in her new life in Birmingham is facing many emotional challenges. Outline these experiences and show how they have affected Malala emotionally.
* How did Malala’s world change after being released from hospital in England?
* Malala has received many awards. Name these awards and outline the issues Malala spoke about. Why is Malala passionate about these issues?
* Malala had far-reaching goals when presenting her speeches. Outline her purposes.
* Explain in your own words, what Malala meant when she spoke to leaders of the world.
* Describe how this speech emotionally and culturally affected Malala’s parents.
* How did Pakistan react to this speech?
* After Malala’s speech, how specifically did the leader of the Taliban react?
* Malala expresses her opinions on many issues and events towards the end of her story. Explain these and give examples.
* Despite current affairs in Pakistan describe Malala’s thoughts on her hometown.
* How does Malala feel about God and religion?

# Resource 11 – textual and language feature analysis

Table 6 – analysis of language features by chapter

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter | Technique and example | Meaning and effect | How does this feature convey human experiences? |
| Prologue – The day my world changed |  |  |  |
| Part one – Before the Taliban   1. A daughter is born |  |  |  |
| 1. My father the falcon |  |  |  |
| 1. Growing up in a school |  |  |  |
| 1. The village |  |  |  |
| 1. Why I don’t wear earrings and Pashtuns don’t say thank you |  |  |  |
| 1. Children of the rubbish mountain |  |  |  |
| 1. The *Mufti* who tried to close our school |  |  |  |
| 1. The autumn of the earthquake |  |  |  |
| Part two: The valley of death   1. Radio mullah |  |  |  |
| 1. Toffees, tennis balls and the buddhas of Swat |  |  |  |
| 1. The clever class |  |  |  |
| 1. The bloody square |  |  |  |
| 1. The diary of Gul Makai |  |  |  |
| 1. A funny kind of peace |  |  |  |
| 1. Leaving the valley |  |  |  |
| Part three: Three girls, three bullets   1. The valley of sorrows |  |  |  |
| 1. Praying to be tall |  |  |  |
| 1. The woman and the sea |  |  |  |
| 1. A private Talibanisation |  |  |  |
| 1. Who is Malala? |  |  |  |
| Part four: Between life and death   1. ‘God I entrust her to you’ |  |  |  |
| 1. Journey into the unknown |  |  |  |
| Part five: A second life   1. ‘The girl shot in the head, Birmingham’ |  |  |  |
| 1. ‘They have snatched her smile’ |  |  |  |
| Epilogue – One child, one teacher, one book, one pen… |  |  |  |

# Resource 12 – analysis of Emma Watson’s speech (related text)

‘We’ – this is a speech that explores gender roles, how they are stereotyped and the real effects this has on the individual lives. Watson’s rhetoric strives to create discussion over how human experience for some individuals can be inequitable simply based on societal values through her use of persuasive language.

‘Today we’ – inclusive language of ‘we’ utilises first-person, plural pronoun which sets the tone for this speech. Emphasising that this is something important and wide reaching. Another effect of this inclusive language is its ability to personalise Watson’s rhetoric, by assuming the responder’s attention and cooperation.

‘I’ – first and second person of ‘I’ and ‘you’ have been utilised to solidify a personalised relationship between Watson and her audience.

‘and to’ – conjunction. This creates an informal tone, which follows a thought-provoking declarative statement. The succinct simple sentence ‘we want to end gender inequality’ reaffirms an assumption that her audience agrees through this first-person pronoun.

‘galvanise’ – this emotive, aggressive and evocative verb enhances the sense of urgency Watson is encouraging. Establishing that this cause requires the participation of everyone, in order to make real change.

‘the more’ – the parallelism and repetition of ‘the more’ is accumulate rhetoric that emphasises her observation of societal pressures.

‘When’ – the repetition of ‘When at’ creates syntactic parallelism that assists Watson’s accumulation of urgency around the issue of gender equality.

‘too strong, too aggressive, isolating, anti-men and, unattractive’ – syntactic listing emphasises the accumulative negative connotations some people attribute to feminist values.

‘uncomfortable one?’ – rhetorical question/adjective of ‘uncomfortable’ also emphasises the negative connotations surrounding feminism.

‘I think’– anaphora of ‘I think’. This repetition creates an authentic sense of authority to Watson’s observations of our world.

‘I can’ – the change of ‘I think’ to ‘I can’ draws attention to Watson’s next sentence that uses information to help emphasise her point.

‘No country in the world can yet say they have achieved gender equality’ – this strong assertion conveys Watson’s strong opinion on the topic.

‘but’ – conjunction emphasises that the issue of inequality is very much a reality for many individuals.

‘privilege’ – strong emotive vocabulary.

‘hate’ – strong emotive language.

‘…participate in the conversation?’ – rhetorical questioning.

‘your issue too.’ – direct address to specific responders. Inclusive language to make her rhetoric more immediate.

‘father’s role’ – personalised story. Mentioning her father humanises her and makes her seem more approachable.

‘macho’ – colloquial vocabulary quoted to emphasise the problematic notion of the term.

‘All that is needed for the force of evil to triumph is for enough good men and women to do nothing’ – intertextuality creates authenticity and greater merit for her argument.

‘next 16 years’ – statistical information to solidify her main point.

‘applaud you’ – second person inclusive language creates a direct connection to the audience.

‘If not now, when?’ – powerful rhetorical questioning both creates closure for the speech and encourages her audience to take a self-reflective tone. Emphasising a sense of urgency and importance that is interdependent with this social movement.

# Resource 13 – student evaluation of the course

Students complete the following table to provide honest and useful feedback to the teacher.

Table 7 – student evaluation

|  |
| --- |
| Student evaluation |
| Unit name: |
| Student and class: |
| 1. In 2 or 3 sentences, explain what you believe this unit was about. What were you expected to learn about or learn to do? |
| 1. What activities did you enjoy doing in this unit? |
| 1. Which activities were not useful? |
| 1. In which ways did the teacher help you to learn new things in this unit? |
| 1. Are there any suggestions you have for the teacher to make the unit more successful next time they teach it? |
| 1. Are there any tips you would give future students studying this unit? In other words, do you think there are things you might do differently if you could do this unit again? |

# References

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