

#IamMalala

Why:

- Explore the power of social media in calling people to action for social change
- Understand various cultures and social issues that impact other parts of the world
- Develop empathy
- Create purposeful media that persuades the audience to act

Context:

- This lesson is part of a larger project called Global Issues Summit. Learners explore Syrian and Egyptian conflicts, their causes, their complexities, and the cultural connections/disconnections between countries. The final product of this project is groups of learners authentically representing various countries in support or against a scenario where Syria uses chemical weapons against its own people, breaks trade embargo with neighboring countries, and attacks Egypt's Golan Heights. This activity helped scaffold understanding of social causes in the region.

Texas State Standards for ELA:

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;

(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);

(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and

(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.

Timeframe:

- Learners were given this assignment on a Friday and submissions via email, on the Malala Fund website, and Twitter were to be submitted on that next Tuesday... so about 4 days (a weekend to allow for filming)

Samples of Learner Media Products:

- <http://www.youtube.com/watch?v=W2Hk68KvzDE>
- <http://www.youtube.com/watch?v=zjhPdDgmn6g>
 - (lyrics to Katy Perry's *Roar* rewritten by learners)
- http://www.youtube.com/watch?v=IF5Bw3cD_aw
- <http://www.youtube.com/watch?v=r9PfxkYTP5E>
- <http://www.youtube.com/watch?v=LCQniEoejkl&feature=youtu.be>
- <http://www.youtube.com/watch?v=ln7qJIVsQqc>

Activity Description (Posted for Learners)

Inspirational Model: [I am Malala \(official music video\)](#)

Objective/Goal: Your Global Issues Summit group will create 1 multi-media product to join Malala and "Speak Up On Why Education Matters."

By 8:30 Tuesday morning your group will upload this product online so that it can be accessed by anyone with the link, it should not be set to "private" or "restricted."

Technology [Click here for ideas and resources for hosting.](#)

By 8:30 Tuesday morning your group will have **one** learner share the final product on *ALL of these platforms* (this can be rotated to more than one learner, but only one learner should complete each item)

1. [The Malala Fund](#), click on the link "Share your story" in the textbox, write a brief description about your final product and include the URL link to the final product.
2. Tweet about and share your product using the hashtags: **#boydbence** and **#iammalala**

3. Share the final product on the Facebook page for "Class of 2017"
4. Email Boyd & Bence your product. Subject line: I am Malala, class period, and group number
Message: Summarize the message of your group's product and either include the hyperlink OR attach the file.
5. Your group will share with your peers in class as well :-)

See the rubric for how it will be scored and restrictions, this will be a group grade, if a group member is absent they will not have the opportunity for this group grade.

Content Resources to help your work:

- [United Nations Special Envoy for Global Education](#)
- [Huffington Post articles and media](#)
- [Fox News article on Malala](#)
- [BBC article and media on Malala](#)
- [Malala Yousafzai's friends wounded in Taliban attack continue education](#) from CBS