

Close-Reading Questions

"Malala the Powerful"

1. Why do you think the author begins the article with Malala's shooting? (text structure)

2. On page 6, what details help you understand the meaning of *oppressive* in the sentence "Those who live in areas under Taliban control are forced to follow oppressive religious rules"? (context clues)

3. In the section "School Ban," what can you infer about Malala's family from their decision to keep the school open? (inference)

4. The author calls Malala's voice a "weapon." How is it a weapon? (figurative language)

5. On page 9 you read that protesters, many of them kids, carried signs that said "I Am Malala." What did these signs mean? (inference)

Critical-Thinking Questions

"Malala the Powerful"

1. Based on the article and the infographic, what can you conclude about access to education in the United States versus some other parts of the world? Does this change your view of your own education?

2. What were the Taliban's two goals in attacking Malala? How have their actions toward these goals backfired?

3. What role has technology played in Malala's crusade?