

**“I Am Malala” End of Novel Projects**

***You will select one of the project ideas to complete by February 10th.*** This project will be worth a test grade and you will present your project to your fellow classmates, parents and staff during class on the 10th. Each of you will have a station and people will walk around to ask you about your project and allow you to present. You may select any of the ideas below, or create your own. **If you decide to create your own project, you need to have teacher approval by February 1st.**

<b><u>Project Element</u></b>	<b><u>4</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>
Directions	The student completed all parts outlined in the project ideas, or followed through on the project idea that they presented to the teacher.	The student completed the majority of the parts outlined in the project ideas, or followed through on parts of the project idea that they presented to the teacher.	The student completed the a few parts outlined in the project ideas, or followed through on some of the project idea that they presented to the teacher.	The student did not complete any of the parts outlined in the project ideas, or follow through on any of the parts of the project idea that they presented to the teacher.
Content	Product demonstrates that the student read “I Am Malala” and was able to support their project through their understanding of the plot.	Product mostly demonstrates that the student read “I Am Malala” and was able to support their project through their understanding of the plot	Product minimally demonstrates that the student read “I Am Malala” and was barely able to support their project through their understanding of the plot	Product does not demonstrate that the student read “I Am Malala” and was not able to support their project through their understanding of the plot.
Originality	All parts of the project show a large amount of original thought. Ideas are creative and innovative.	Most parts of the project show a large amount of original thought. Ideas are creative and innovative.	Some parts of the project uses other people’s ideas, but gives them credit. There is little evidence of original ideas.	Uses other people’s ideas, but does not give them credit.
Attractiveness	All parts of the project make excellent use of color, graphics, effects, or design to enhance the presentation.	Most of the project make excellent use of color, graphics, effects, or design to enhance the presentation.	There is some use of color, graphics, effects, or design to enhance the presentation.	Use of font, color, graphics, effects or design, etc. may distract from presentation content or little thought is given to attractiveness.
Mechanics	No misspellings or	3 or fewer misspellings and/or	Four misspellings and/or	More than 4 misspellings or

	grammatical errors.	grammatical errors.	grammatical errors.	grammatical errors.
--	---------------------	---------------------	---------------------	---------------------

SPEECH TO THE UNITED NATIONS

Watch Malala’s speech to the United Nations. Then, write your own speech, focusing on an issue that’s important to you. If you had the attention of the world’s leaders, what would you say? *What’s your message to the world?* You must turn in a written version of your speech, or you may record yourself delivering the speech to have at your presentation space on February 10th.

GRAPHIC NOVEL / COMIC

Create your own graphic novel / comic book adaptation of Malala’s story. Choose the major events of the book and do an “abridged” graphic novel version, OR choose a major scene / event and illustrate it in graphic novel format. You need to make sure that your audience knows which parts of the book you are illustrating.

NEWSPAPER ARTICLE:

Choose an event from the book and “report” on this event in the style of a newspaper article. (Stretch your imagination on this. Although Malala’s shooting is a powerful and emotional moment in her life, there are many other significant moments in the book that you could use as inspiration.) Your article should be written in the style of professional news articles. (Read articles in *The San Diego Tribune, New York Times, or Los Angeles Times* for examples. Think of the Who, What, When, Where, and Whys.)

VIDEO BOOK TRAILER:

Create a “book trailer” (similar to a movie trailer) that promotes the book *I am Malala*. Use live actors, puppets, stop-motion, or a “slide show” format. Upload your finished video to YouTube, and email it to your teacher. Make sure that you request technology for the day of the presentation, so that you have it at your station.

COLLAGE OF PICTURES AND WORDS:

Create a collage that portrays a character or theme from the novel. The collage should be larger than 8” X 10” and should provide insight into the

personality and development of a character, or illustrate a major theme (the power of education, social justice, etc.) of the book.

TIMELINE:

Create a timeline outlining major events of the book and their significance. The timeline should have at LEAST 10 events and include photos, drawings, clipart, or other graphics that help illustrate the events you choose to include.

DRAWING / PAINTING:

Create a drawing or painting inspired by the book. This could be a scene from the book, a thematic response (focusing on education, social justice, response to terrorism, etc.), or something else that sparks your creativity.

POEM / SONG / RAP:

Write a poem, song, or rap inspired by the book. You could re-tell part of Malala’s story, or write a “social message” piece that helps further her message about the importance of education or individual rights, or do something else connected to the book. Record a performance of your piece and upload it to YouTube.

WEBSITE:

Create a website inspired by Malala’s story or her commitment to educational opportunities and social justice. Your website could call attention to her work, provide ideas for teens to get involved in their own communities, or focus on another area of the book that you found interesting or important. Weebly is a great platform for Website creation.

CREATE A 3-D SCENE

Choose an important scene, or setting, from the story and create a model of that scene using clay, a shoebox, balsa wood, or other materials of your choice. Write a minimum of one paragraphs explaining your creation and citing textual evidence from the book that helped you complete the 3D scene.