



# ALTERNATE ENDING: HISTORICAL LEADERS

*History helps map challenge responses*

## OBJECTIVES

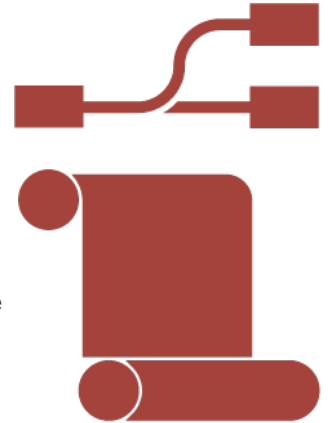
- Students will analyze a leader's response to a life challenge
- Students will identify which character strengths were utilized to overcome challenge

## MATERIALS

- Alternate Ending Graphic Organizer (one per pair)
- Choosing Challenge Leader Bios
  - Frederick Douglass--Choosing Challenge
  - Shirley Chisholm--Choosing Challenge
  - Malala Yousafzai--Choosing Challenge
  - Helen Keller--Choosing Challenge
  - Nelson Mandela--Choosing Challenge
- Leadership Qualities list (from a previous session)  
OR Leadership Qualities Handout (several copies for the group)

## TIME

- 30 min



## LESSON INTRO

This activity walks students through the process of analyzing leaders' choices and responses to challenging situations.

Students are asked to identify leadership traits that are exhibited in those responses. Lastly, students think through an alternate response that the leader could have chosen based on contrasting characteristics.

## LESSON STEP BY STEP

1. Preface the activity with reading and posting the essential question: why do some people overcome challenge with grace and courage, while others become bitter and give up?
2. The teacher will model the activity with a bio on one leader. Choose a bio that you will use as the class example.
3. Before you begin, encourage students to be on the lookout for a challenge that the leader is faced with. If students have a print version of the text, they can mark as they read.
4. Be sure your "Leadership Qualities" handout is accessible as a resource, or the "Leaders are..." list from a previous session is posted in the classroom.



5. Draw a blank template of the Alternate Ending Graphic Organizer on the board. You will use this as you model the process with your class.
  6. Next, read your chosen bio aloud, or have students read aloud.
  7. Model your thinking as the text is read to help students identify the challenge that the leader faces. Walk through the organizer, following the arrows, helping students identify how that leader responded to his/her challenge. Be sure to find textual evidence!
    - **WHAT WAS THE CHALLENGE:** Model for students a life challenge that the leader overcame. Write a short description of the challenge in the appropriate box.
    - **HOW DID THEY RESPOND TO THE CHALLENGE:** Model for the students how the leader responded to the personal challenge. Write a short description in the appropriate box.
    - **CHARACTERISTICS:** Model for the students by choosing 3 positive characteristics that the leader used in their response to challenge.
- Use the Leadership Characteristics list as a resource to find the most nuanced descriptors. To model reflective thinking, don't use general characteristics like teamwork or communication.
- **OPPOSITE CHARACTERISTICS:** Contrast the three positive characteristics with three negative characteristics that the leader might have used in an alternate reality. These should be the negative alternates to the three positive characteristics. Emphasize that this is an imaginary exercise. They are thinking in an alternate universe for the next section of the flowchart.
  - **RESPONSE WITH OPPOSITE CHARACTERISTICS:** Create a hypothetical reaction that could have happened from those traits. Infer how the leader could have responded if they were to use the opposite characteristics that you listed.
  - **NEW OUTCOME WITH OPPOSITE CHARACTERISTICS:** Inferring from the imaginary response, write in the fictional outcome of the original outcome that the leader faced.
8. Discuss the idea that character traits (values/characteristics) lead to specific actions and responses.
  9. Next, you will invite students to complete their own Alternate Ending graphic organizer with a different leader text.
  10. Break students into pairs to work together.
  11. Assign or let students choose another leader of choice.

Frederick Douglass  
Shirley Chisholm  
Malala Yousafzai

Helen Keller  
Nelson Mandela



12. Allow time for pairs to work through the Alternate Ending graphic organizer.

## VARIATIONS

1. Any material/video/data/documents you can supply as supplements will only diversify the formats from which your students are learning. If you decide to use leaders that are more relevant to your student group, simply remember that as long as the leader encountered a challenge and responded to it using characteristics you would like your students to value, it would fit!

## FACILITATOR TIPS AND NOTES

1. You can begin with a circumstance where a person either responded effectively or NOT effectively to a challenge--and think through the logic of an alternate ending either way – try both!
2. Multiple groups can take their separate look at the same leader bios – their various points of view will naturally find them gravitating to different focal points in the bios. It may be interesting for you to see which group focuses on which ‘challenge’ points from the lives of the leader studied. Are they the same? different? What does that say about the groups doing the read?

## REFLECTION & WRAP UP

1. Students can share their findings with the class or in small groups. Record conclusions and notice any similarities or differences between investigations.

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## NOTES

- **Educational Standards:** CASEL: Social Awareness CASEL: Responsible Decision-Making P21: Critical Thinking and Problem Solving P21: Social and Cross-Cultural Skills P21: Leadership and Responsibility CCRS:SL2 Integrate and Evaluate Information CCRS:SL3 Evaluate Perspective and Evidence



## CHARACTER CURRICULUM

<b>What was your Challenge?</b>	<b>New outcome with opposite characteristics</b>
<b>Characteristics</b> 1. 2. 3.	<b>Opposite Characteristics</b> 1. 2. 3.
<b>How did you respond to the challenge?</b>	<b>Response with opposite characteristics:</b>

Diagram illustrating the Character Curriculum process flow:

- What was your Challenge?** (Top Left)
- New outcome with opposite characteristics** (Top Right)
- Characteristics** (Middle Left, numbered 1, 2, 3)
- Opposite Characteristics** (Middle Right, numbered 1, 2, 3)
- How did you respond to the challenge?** (Bottom Left)
- Response with opposite characteristics:** (Bottom Right)

Arrows indicate the flow: A downward arrow from the Challenge box to the Characteristics box. An upward arrow from the Response box to the Characteristics box. A rightward arrow from the Characteristics box to the Opposite Characteristics box. A downward arrow from the Opposite Characteristics box to the Response box. An upward arrow from the Opposite Characteristics box to the New outcome box.

## **Nelson Mandela: Choosing Challenge**

Nelson Mandela was born Rolihlahla Mandela on July 18, 1918, in a rural village in the Transkei region of South Africa. His name means “troublemaker” in the Xhosa language. A teacher at a Christian mission school later gave him the name Nelson. Mandela rose from a humble village of mud huts into a comfortable life as the adopted son of a Tembu chief.

As a young man, Mandela attended university, but was dismissed because he took part in a student protest, his first act of civil rights activism. In the 1940s, Mandela entered into the turbulent world of South African racial politics by joining in the liberation movement known as the African National Congress (A.N.C).

### **The Origins of Apartheid**

Since the arrival of the Dutch and British colonists in the 1600 and 1700s, black South Africans – and all people of color in South Africa – had steadily been pushed out of power. Racist policies of the European-dominated governments took away their basic human rights. By 1950, Afrikaners (South African whites of Dutch descent) had control of the government and enacted the modern form of apartheid. Under this system, black South Africans could not have a voice in the government, socialize with whites, or travel outside their living area without government approval.

### **Mandela’s Activism and Imprisonment**

Mandela was a founding member of the African National Congress's Youth League and later become second-in-command. Through this group, Mandela was able to take organized political action against apartheid. In the 1950s, he was the leader of the African National Congress. The South African government considered him an enemy.

In 1963, the government put Mandela on trial for treason, condemning him to a lifetime sentence. Throughout his imprisonment, Mandela continued his work to end apartheid by sending secret messages from his cell on Robben Island. While in prison, Mandela studied Afrikaner history to understand his oppressors better, and encouraged other ANC prisoners to do so too.

### **Leader of a New South Africa**

On February 2, 1990, 27 years after Mandela was imprisoned, South Africa’s president Frederik Willem de Klerk removed the ban on the A.N.C and released Mandela. Three years later, Mandela and de Klerk were jointly awarded the Nobel Peace Prize. Mandela used the joint award to show forgiveness, and that reconciliation was possible in the deeply politically and racially divided South Africa. His release was a global news event, watched by millions across the world.

The period after 1990 was marked by a major escalation in violence and fighting amongst rival political and ethnic groups. As the situation worsened, Mandela’s call for calm revealed him as a key advocate of reconciliation and a respected voice of leadership.



In 1994, Mandela became South Africa's first democratically elected president. He focused his presidency on building peace and unity in his country. In 1999, at the end of his term as president, Mandela chose not to seek re-election. He remained politically active, however, working to promote peace throughout Africa and to draw attention to social injustice and the spread of HIV and AIDS.

**Source Credits:**

<http://www.bbc.co.uk/timelines/ztd26sg>,

<https://www.scholastic.com/teachers/articles/teaching-content/biography-nelson-mandela/>

**MANDELA:**

Video

<https://www.youtube.com/watch?v=FlNkm66utSg>

Speech

<https://www.youtube.com/watch?v=x0w7EnExt5U&t=34s>



## **Frederick Douglass: Choosing Challenge**

Frederick Augustus Washington Bailey was born into slavery in Talbot County, Maryland, and was named by his mother, Harriet Bailey. His birthplace was likely his grandmother's shack east of Tappers Corner and west of Tuckahoe Creek. Years later, after escaping to the North, he took the surname Douglass, having already dropped use of his two middle names. The exact date of Douglass's birth is unknown. He later chose to celebrate it on February 14. The exact year is also unknown. He was of mixed race, which likely included Native American on his mother's side as well as African and European.

### **Early Separation From His Family**

He spoke of his earliest times with his mother:

"My mother and I were separated when I was but an infant.... It [was] common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age."

"I do not recollect ever seeing my mother by the light of day... She would lie down with me, and get me to sleep, but long before I waked she was gone."

After this early separation from his mother, young Frederick lived with his maternal grandmother, Betty Bailey. Meanwhile, at the age of seven, he was separated from his grandmother and moved to the Wye House plantation, where Aaron Anthony worked as overseer. Douglass's mother died when he was about ten. After Anthony died, the boy was given to Lucretia Auld, wife of Thomas Auld, who sent him to serve Thomas' brother Hugh Auld in Baltimore.

### **Douglass' Education**

When Douglass was about twelve years old, Hugh Auld's wife Sophia started teaching him the alphabet, although Maryland state law prohibited teaching slaves to read. Douglass described her as a kind and tender-hearted woman, who treated the boy the way one human being ought to treat another. When Hugh Auld discovered her activity, he strongly disapproved, saying that if a slave learned to read, he would become dissatisfied with his condition and desire freedom. Douglass later referred to this as the "first decidedly antislavery lecture" he had ever heard. In his autobiography, Douglass related how he learned to read from white children in the neighborhood and by observing the writings of men with whom he worked. One day Mrs. Auld saw Douglass reading a newspaper; she ran over and snatched it from him, with her face showing that education and slavery were incompatible with each other.

Frederick heard his friends read from a collection of great speeches, assigned in school. He took 50 cents that he had hoarded, went to Knight's Bookstore, and bought his own copy of *The Columbian Orator*. The book was full of great speeches by Marcus Tullius Cicero, William Pitt the Elder, Richard Brinsley Sheridan, and Charles James Fox, among others. Alone, behind the shipyard wall, Frederick read aloud. Laboriously, studiously, at first, then fluently, melodically, he recited great speeches. With *The Columbian Orator* in his hand, with the words of great speakers coming from his mouth, he was rehearsing.

The book included a Dialogue between "Master and Slave", in which the slave tells the master he wants not kindness but liberty. There was also a short play, *Slave in Barbary*, where the ruler Hamet declares:



“Let it be remembered, there is no luxury so exquisite as the exercise of humanity, and no post so honorable as his, who defends the rights of man.”

Douglass continued, secretly, to teach himself how to read and write. He later often said, "knowledge is the pathway from slavery to freedom." As Douglass began to read newspapers, pamphlets, political materials, and books of every description, this new realm of thought led him to question and condemn the institution of slavery. In later years, Douglass credited *The Columbian Orator*, an anthology which he discovered at about age twelve, with clarifying and defining his views on freedom and human rights.

When Douglass was hired out to William Freeland, he taught other slaves on the plantation to read the New Testament at a weekly Sunday school. As word spread, the interest among slaves in learning to read was so great that in any week, more than 40 slaves would attend lessons. For about six months, their study went relatively unnoticed. While Freeland remained complacent about their activities, other plantation owners became incensed about their slaves being educated. One Sunday they burst in on the gathering, armed with clubs and stones, to disperse the congregation permanently.

### **After Freedom**

After the Civil War, Douglass continued to work for equality for African-Americans and women. Due to his prominence and activism during the war, Douglass received several political appointments. Meanwhile, white insurgents had quickly arisen in the South after the war, organizing first as secret vigilante groups, including the Ku Klux Klan. In an effort to combat these efforts, Douglass supported the presidential campaign of Ulysses S. Grant in 1868. In 1870, Douglass started his last newspaper, the *New National Era*, attempting to hold his country to its commitment to equality.

In 1872, Douglass became the first African American nominated for Vice President of the United States, as Victoria Woodhull's running mate on the Equal Rights Party ticket. He was nominated without his knowledge. In that year, he was presidential elector at large for the State of New York, and took that state's votes to Washington, DC. However, during that year his home on South Avenue in Rochester, New York, burned down; arson was suspected. A complete issue of *The North Star* was lost. Douglass then moved to Washington, D.C.

Throughout the Reconstruction era, Douglass continued speaking, and emphasized the importance of work, voting rights and actual exercise of suffrage. Douglass's stump speech for 25 years after the end of the Civil War emphasized work to counter the racism that was then prevalent in unions. In a speech delivered on November 15, 1867, Douglass said: "A man's rights rest in three boxes. The ballot box, jury box and the cartridge box. Let no man be kept from the ballot box because of his color. Let no woman be kept from the ballot box because of her sex."

Source: [http://en.wikipedia.org/wiki/Frederick\\_Douglass](http://en.wikipedia.org/wiki/Frederick_Douglass) ; <http://fee.org/freeman/detail/frederick-douglass-heroic-orator-for-liberty>





## **Helen Keller – Choosing Challenge**

Helen Adams Keller was born on June 27, 1880, in Tuscumbia, Alabama. She was an American author, political activist, and lecturer. She was the first deafblind person to earn a Bachelor of Arts degree. The story of how Keller's teacher, Anne Sullivan, broke through the isolation imposed by a near complete lack of language, allowing the girl to blossom as she learned to communicate, has become widely known through the dramatic depictions of the play and film *The Miracle Worker*.

### **Beginnings**

Helen Keller was born with the ability to see and hear. At 19 months old, she contracted an illness described by doctors as "an acute congestion of the stomach and the brain", which might have been scarlet fever or meningitis. The illness left her both deaf and blind. At that time, she was able to communicate somewhat with Martha Washington, the six-year-old daughter of the family cook, who understood her signs; by the age of seven, Keller had more than 60 home signs to communicate with her family.

In 1886, Keller's mother, inspired by an account in Charles Dickens' *American Notes* of the successful education of another deaf and blind woman, Laura Bridgman, dispatched young Helen, accompanied by her father, to seek out physician J. Julian Chisolm, an eye, ear, nose, and throat specialist in Baltimore, for advice. Chisolm referred the Kellers to Alexander Graham Bell, who was working with deaf children at the time. Bell advised them to contact the Perkins Institute for the Blind, the school where Bridgman had been educated, which was then located in South Boston. Michael Anagnos, the school's director, asked 20-year-old former student Anne Sullivan, herself visually impaired, to become Keller's instructor. It was the beginning of a 49-year-long relationship during which Sullivan evolved into Keller's governess and eventually her companion.

### **Learning**

Anne Sullivan arrived at Keller's house in March 1887, and immediately began to teach Helen to communicate by spelling words into her hand, beginning with "d-o-l-l" for the doll that she had brought Keller as a present. Keller was frustrated, at first, because she did not understand that every object had a word uniquely identifying it. In fact, when Sullivan was trying to teach Keller the word for "mug", Keller became so frustrated she broke the mug. Keller's big breakthrough in communication came the months later, when she realized that the motions her teacher was making on the palm of her hand, while running cool water over her other hand, symbolized the idea of "water"; she then nearly exhausted Sullivan demanding the names of all the other familiar objects in her world.

Determined to communicate with others as conventionally as possible, Keller learned to speak, and spent much of her life giving speeches and lectures. She learned to "hear" people's speech by reading their lips with her hands—her sense of touch had become extremely subtle. She became proficient at using braille and reading sign language with her hands as well.



## Action

After college, Keller set out to learn more about the world and how she could help improve the lives of others. News of her story spread beyond Massachusetts and New England. She became a well-known celebrity and lecturer by sharing her experiences with audiences, and working on behalf of others living with disabilities. Throughout the first half of the 20th century, Keller tackled social and political issues, including women's suffrage, pacifism and birth control. She testified before Congress, strongly advocating to improve the welfare of blind people. In 1915, along with renowned city planner George Kessler, she co-founded Helen Keller International to combat the causes and consequences of blindness and malnutrition. In 1920, she helped found the American Civil Liberties Union.

When the American Federation for the Blind was established in 1921, Keller had an effective national outlet for her efforts. She became a member in 1924, and participated in many campaigns to raise awareness, money and support for the blind. She also joined other organizations dedicated to helping those less fortunate, including the Permanent Blind War Relief Fund (later called the American Braille Press).

Keller went on to become a world-famous speaker and author. She is remembered as an advocate for people with disabilities, amid numerous other causes. In 1915 she and George Kessler founded the Helen Keller International (HKI) organization. This organization is devoted to research in vision, health and nutrition. Keller traveled to 40-some-odd countries with Sullivan, making several trips to Japan and becoming a favorite of the Japanese people. Keller met every U.S. President from Grover Cleveland to Lyndon B. Johnson and was friends with many famous figures, including Alexander Graham Bell, Charlie Chaplin and Mark Twain. Keller was considered to have radical political views at the beginning of the 20th century, and as a consequence, her political views have been forgotten or glossed over in popular perception.

During her remarkable life, Keller stood as a powerful example of how determination, hard work, and imagination can allow an individual to triumph over adversity. By overcoming difficult conditions with a great deal of persistence, she grew into a respected and world-renowned activist who labored for the betterment of others.

Source: [http://en.wikipedia.org/wiki/Helen\\_Keller#Early\\_childhood\\_and\\_illness](http://en.wikipedia.org/wiki/Helen_Keller#Early_childhood_and_illness),  
<http://www.biography.com/people/helen-keller-9361967#social-activism>



## **Shirley Chisholm: Choosing Challenge**

Shirley Anita St. Hill was born in Brooklyn, New York, to immigrant parents. She had three younger sisters. Her father, Charles Christopher St. Hill, was born in British Guiana and arrived in the United States via Antilla, Cuba, on April 10, 1923, aboard the *S.S. Munamar* in New York City. Her mother, Ruby Seale, was born in Christ Church, Barbados, and arrived in New York City aboard the *S.S. Pocone* on March 8, 1921. He was a worker in a factory that made burlap bags and she was a seamstress and did domestic work.

### **Early Life**

At age three, Shirley was sent to Barbados to live with her maternal grandmother, Emaline Seale, in Christ Church, where she attended the Vauxhall Primary School. She did not return until roughly seven years later when she arrived in New York City on May 19, 1934, aboard the *S.S. Narissa*. As a result, she spoke with a partial West Indian accent throughout her life. In her 1970 autobiography *Unbought and Unbossed*, she wrote: "Years later I would know what an important gift my parents had given me by seeing to it that I had my early education in the strict, traditional, British-style schools of Barbados. If I speak and write easily now, that early education is the main reason."

Beginning in 1939, Shirley attended Girls' High School in the Bedford-Stuyvesant neighborhood of Brooklyn, a highly regarded, integrated school that attracted girls from throughout Brooklyn. She earned her Bachelor of Arts from Brooklyn College in 1946. There, she won prizes for her debating skills. She was a member of the Delta Sigma Theta sorority.

### **Political Career**

Chisholm was the only new woman to enter Congress in 1969. Her welcome in the House was not warm, due to her immediate outspokenness. "I have no intention of just sitting quietly and observing," she said. "I intend to focus attention on the nation's problems." She did just that, lashing out against the Vietnam War in her first floor speech on March 26, 1969. Chisholm vowed to vote against any defense appropriation bill "until the time comes when our values and priorities have been turned right-side up again." She was assigned to the Committee on Agriculture, a decision she appealed directly to House Speaker John McCormack of Massachusetts. McCormack told her to be a "good soldier," at which point Chisholm brought her complaint to the House Floor. She was reassigned to the Veterans' Affairs Committee that, though not one of her top choices, was more relevant to her district's makeup. "There are a lot more veterans in my district than trees," she quipped.

From 1971 to 1977 she served on the Committee on Education and Labor, having won a place on that panel with the help of Hale Boggs of Louisiana, whom she had endorsed as Majority Leader. She also served on the Committee on Organization Study and Review (known as the Hansen Committee), whose recommended reforms for the selection of committee chairmen were adopted by the Democratic Caucus in 1971. From 1977 to 1981, Chisholm served as Secretary of the Democratic Caucus. She eventually left her Education Committee assignment to accept a seat on the Rules Committee in 1977, becoming the first black woman—and the second woman ever—to serve on that powerful panel. Chisholm also was a founding member of the Congressional Black Caucus (CBC) in 1971 and the Congressional Women's Caucus in 1977.



Chisholm continued to work for the causes she had espoused as a community activist. She sponsored increases in federal funding to extend the hours of daycare facilities and a guaranteed minimum annual income for families. She was a fierce defender of federal assistance for education, serving as a primary backer of a national school lunch bill and leading her colleagues in overriding President Gerald R. Ford's veto on this measure. However, Chisholm did not view herself as a "lawmaker, an innovator in the field of legislation"; in her efforts to address the needs of the "have-nots," she often chose to work outside the established system. At times she criticized the Democratic leadership in Congress as much as she did the Republicans in the White House. She was an explorer and a trailblazer rather than a legislative artisan.

"She was our Moses that opened the Red Sea for us," Robert E. Williams, president of the National Association for the Advancement of Colored People in Flagler County, said of Chisholm in an interview with *The Associated Press*. William Howard, Chisholm's longtime campaign treasurer, expressed similar sentiments. "Anyone that came in contact with her, they had a feeling of a careness," Howard said, "and they felt that she was very much a part of each individual as she represented her district."

In 2004, she said about herself, "I want history to remember me not just as the first black woman to be elected to Congress, not as the first black woman to have made a bid for the presidency of the United States, but as a black woman who lived in the 20th century and dared to be herself."

Source: [http://en.wikipedia.org/wiki/Shirley\\_Chisholm](http://en.wikipedia.org/wiki/Shirley_Chisholm);  
<http://history.house.gov/People/Listing/C/CHISHOLM,-Shirley-Anita-%28C000371%29/http://www.biography.com/people/shirley-chisholm-9247015#political-career-and-african-american-firsts>; <http://womenshistory.about.com/od/congress/p/shirleychisholm.htm>



## **Malala Yousafzai: Choosing Challenge**

Malala Yousafzai was born in the Swat Valley region of Pakistan on July 12, 1997. She grew up in the city of Mingora with her two younger brothers. Her family practiced the religion of Islam and was part of an ethnic group known as the Pashtuns.

### **Her Father's Schools**

Malala's early childhood was one of happiness and peace. Her father was a teacher who ran several schools. Many Pakistani girls did not attend school, but this was not the case with Malala. Her father ran a school for girls where Malala attended. Malala loved learning and going to school. She dreamt of one day becoming a teacher, a doctor, or a politician. She was a bright girl. She learned three different languages including Pashto, English, and Urdu. Her father always encouraged her to learn more and taught her that she could accomplish anything.

### **The Taliban Take Control**

Around the time Malala was ten years old, the Taliban began to take over the region where she lived. The Taliban were strict Muslims who demanded that all people follow Islamic Sharia law. They said that women were to stay at home. If a woman left her home, she was to wear a burqa (a garment that covers the body, head, and face) and must be accompanied by a male relative.

### **Girls Schools are Shut Down**

As the Taliban gained more control, they began to enforce new laws. Women would not be allowed to vote or have jobs. There would be no dancing, television, movies, or music. Eventually, the Taliban demanded that the girls schools be shut down. Girls schools that were not shut down were burned or destroyed.

### **Writing a Blog**

About this time, Malala's father was approached by the BBC to get a female student to write about her life under Taliban rule. Despite being worried about the safety of his family, Malala's father agreed to let Malala write a blog for the BBC. The blog was called Diary of a Pakistani Schoolgirl. Malala wrote under the pen name "Gul Makai", a heroine from a Pashtun folktale. Malala soon became famous for writing her blog. She also began to speak in public about the treatment of the Taliban. War broke out in the Swat region as the Pakistani government began to fight back against the Taliban. Eventually, the government took back control of the area and Malala was able to return to school.



## Getting Shot

The Taliban were not happy with Malala. Even though the fighting had ended and the schools were open again, there were still Taliban throughout the city. Malala was told to stop speaking out and received numerous death threats. One day after school, on October 9, 2012, Malala was taking the bus home. Suddenly, a man with a gun boarded the bus. He asked "Who is Malala?" and said he would kill them all if they didn't tell him. Then he shot Malala. The bullet struck Malala in the head. She woke up a week later in a hospital in England. The doctors weren't sure if she would live or have brain damage, but Malala had survived. She still had to have a number of surgeries, but was attending school again six months later.

## Continuing to Work

Getting shot didn't stop Malala. On her sixteenth birthday Malala gave a speech to the United Nations. In the speech she spoke about wanting all girls to get an education. She didn't want revenge or violence on the Taliban (even the man who shot her), she just wanted peace and opportunity for all. Malala's fame and impact has continued to grow. She has received a number of awards including being the co-recipient of the Nobel Peace Prize in 2014.

### Biography Source Credits:

[http://www.ducksters.com/biography/women\\_leaders/malalayousafzai.php](http://www.ducksters.com/biography/women_leaders/malalayousafzai.php)

### MALALA:

Video

<https://www.youtube.com/watch?v=FnloKzEAX7o>

Speech

[https://www.youtube.com/watch?v=UrasFcGqM\\_s](https://www.youtube.com/watch?v=UrasFcGqM_s)

