

Lesson 3

Non-Fiction Feature Detective – Part 1

In the last lesson, you were introduced to nonfiction text features. There are many useful tools that help you to understand what is written, to find information efficiently, and to understand what is important.

Here is a video to expand on your understanding of these features and their purposes: [Non-Fiction Text Features](#)

Table of Contents

Later in this lesson, you are going to go on a search for nonfiction features to see how many you can find. First, let's look closely at a few of them. Using some excerpts from nonfiction books, we'll see what we can find. The table of contents gives the heading and the beginning page number of each section of a book.

Imagine you are an eleven-year-old girl, and the people in control say you may not go to school. What would you do? Would you go anyway? Would you speak out against your treatment? Would you risk your life for an education? Malala Yousafzai did all these things. She was born in 1997. She was shot in 2012, but survived and went on to be the youngest person to receive the Nobel Peace Prize - at only age 17 (in 2014). She is a very inspiring young person!

Here is one Table of Contents from a recently published biography on Malala.

Use it to answer the following questions:



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1. On what page can you find the glossary? _____ (The glossary helps you to find the meaning of important vocabulary. These words are sometimes **bold**.)

2. What is the name of the chapter that starts on page 19?

3. On what page does the chapter called "Living Among the Taliban" begin?

More Features

More important text features include:

- Bibliography - A list of books the author and resources used by the author to gather information.
- Bold print / coloured print - Draws attention to vocabulary. If a book has a glossary, the bold words are new and important words that can be found there.
- Bullets - Bullets can be dashes, circles (like the ones at the start of each idea on this list), letters, or numbers. Bullets organize and separate ideas in a list.
- Caption - The words next to or under a picture that tell what the picture is about.
- Graphic aids - all help the reader to visualize the text.
 - Maps
 - Diagrams (pictures, often labelled, that show parts of something)
 - Charts
 - Graphs
 - Illustrations (hand drawn pictures)
- Heading - Tells the reader what a section or article is about.
- Photograph - Shows how something looks in "real life".
- Sidebar - Gives extra information usually in a box to one side of the page. (The orange arrow below points to a sidebar.)

- Subheading - Helps the reader "chunk" ideas into smaller parts that are related to the heading.

Get a Grip
Take a look at a pet cat's paws. Now imagine them at least 10 times bigger — that's tiger-sized. A tiger can bring down its prey with a single bat of its paw. First, it grips with its long, sharp claws. Then, for a tighter hold, it pulls its claws in. Ouch!

That's Weird!
Thump! & cassowary is a bird with a mighty kick. This beastly bird can't fly, so its only defense is to kick box its way out of trouble. It has three dagger-sharp claws on each foot, which it uses to slash its enemies. It lives in the Australian rain forest. Eeek!

What do crabs use claws for?
Many crabs have big, blunt claws like hammers for smashing shellfish. Others use jagged claws like knives, to slice up their food. Eeek!

Rubber crabs live on land. They climb up coconut trees, then use their huge claws as nutcrackers to pry open the tasty coconuts. Eeek!

Sea anemones are underwater animals with stinging tentacles. Boxer crabs grab a fistful of them and use them as boxing gloves to punch enemies! Eeek!



*Extraordinary
Dangerous
Animals
Anita Ganeri*

Identify and Define Each Feature

Identify each feature (A, B, C, and D) and write a definition for each.

*Sir de pa lowara tega kegda
Praday watan de paki nishtha
balakhtona*

O Wayfarer! Rest your head on
the stony cobblestone
It is a foreign land—not the
city of your kings!

Chapter
1
Nightmare

A.

B.

Malala Yousafzai

Malala Yousafzai slowly opened her eyes. Her lids felt heavy. The fifteen-year-old was tempted to drift back to sleep on the soft bed, but she forced herself to look around.

What she saw terrified her. Nothing looked familiar. Instead of clothes strewn about her bedroom in Mingora, Pakistan, she saw white walls. Strangers wearing some type of uniforms—medical?—moved about. They spoke with British accents. Malala had studied the English language at her school in Swat Valley, so she understood them.

She sensed they were doctors and nurses and she was in a hospital. Where was her family?

Panic rose in Malala's throat. She didn't remember anything. How long had she lain there?

Her shoulder throbbed and the left side of her face ached. Lifting a hand, Malala felt her head. It was swathed in bandages. What had happened to her?

She opened her mouth to ask questions but no sound came out. A man who she thought might be a doctor hurried to her side. He explained she was a patient at Queen Elizabeth Hospital in Birmingham, England. A breathing tube in her neck prevented her from speaking.

IDENTIFY: DEFINE:

A. _____ - _____

B. _____ - _____



Medical staff at Queen Elizabeth's Hospital cared for Malala after she was shot.

Malala's mind raced. Why was she in England? No one in her family—father, Ziauddin; mother, Tor Pekai; and brothers, 13-year-old Khushal and 8-year-old Atal—had ever left Pakistan. One needed a passport to leave the country, and they didn't own passports.

When she thought of her family, her heart filled with fear. She knew they loved her and would never leave her. Were they alive?²

Malala's hospital room had no windows, but she could hear muted sounds of traffic. Thankfully, one thing she didn't hear was gunfire.

Malala had been born on July 12, 1997, at her family's home in Swat Valley in northwestern Pakistan. It was a beautiful place with snowcapped mountains and green fields.

Her father had founded Khushal School for Girls and was its principal. Malala attended the school, while her two younger brothers were enrolled in another one. (In Pakistan, girls and boys attend separate schools.) Malala's mother cared for the family at

home. Malala loved her home. In summer, birds devoured fruit from a plum tree in the family's front yard. Grapes, guavas, and persimmons grew in their garden.

All her life Malala had heard about the conflicts in Pakistan. Ever since the country was created in 1947, wars had taken place there and many leaders had attempted to rule. Malala's favorite, Benazir Bhutto, served as Pakistan's first female prime minister from 1988 to 1990. She served a second term from 1993 to 1996. "She symbolized the end of dictatorship and the beginning of democracy," Malala wrote in her book, *I Am Malala*.³



Benazir Bhutto served as Pakistan's first female prime minister.

C.



Pakistan was created in 1947 as an independent Muslim nation.

D.

Bhutto left the country in exile in 1999 but returned in 2007. A few months later, she was assassinated.

The unstable Pakistani government made it easy for enemies to take control. When Malala was ten years old, a terrorist group called the Taliban invaded. Seeing them on the streets of Mingora, carrying guns with

IDENTIFY: DEFINE:

C. _____ - _____

D. _____ - _____
