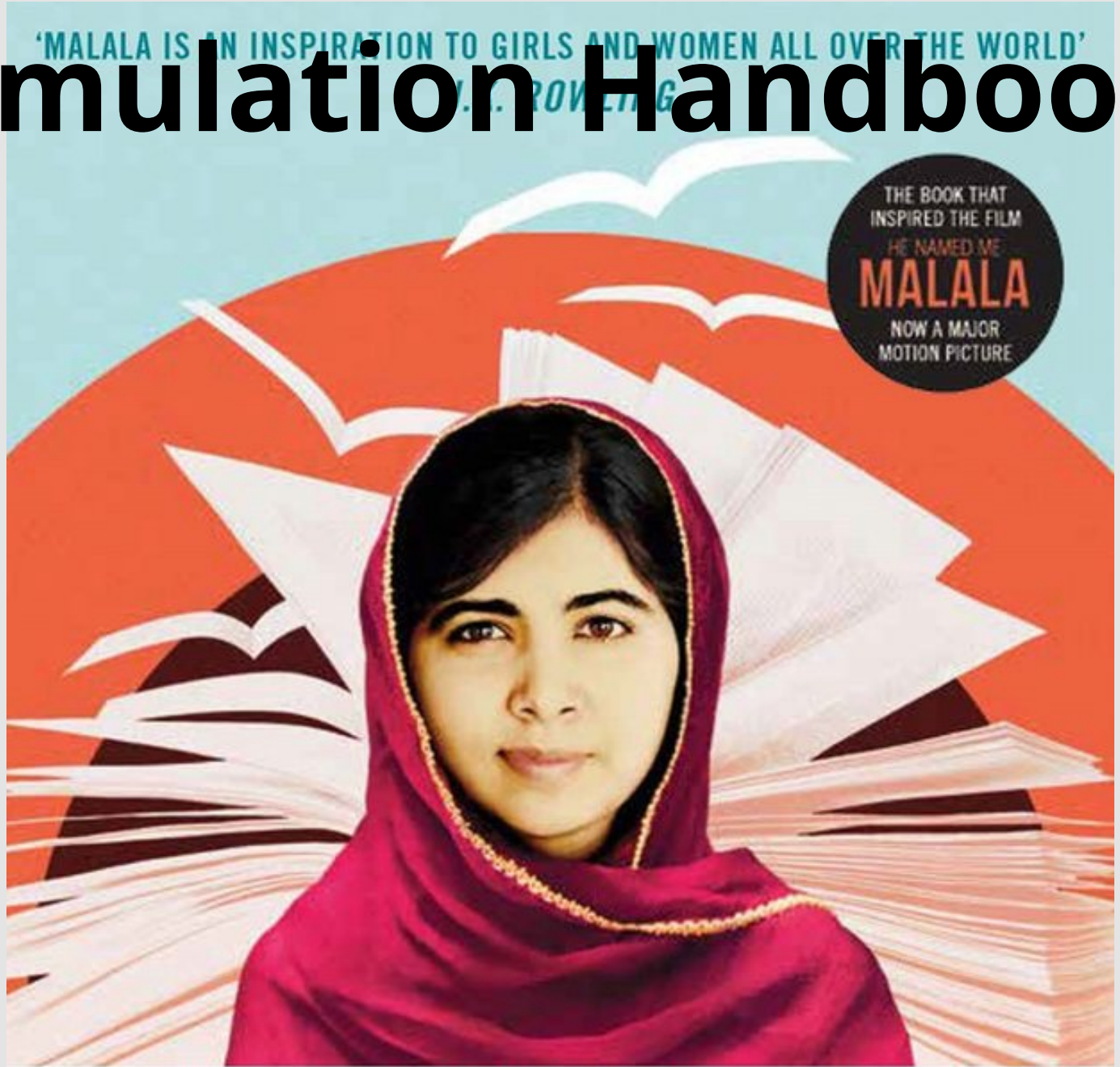


# Emulation Handbook



TEEN EDITION RETOLD BY MALALA FOR HER OWN GENERATION

# I AM MALALA

HOW ONE GIRL STOOD UP FOR EDUCATION AND CHANGED THE WORLD

MALALA YOUSAFZAI  
*with* PATRICIA MCCORMICK

**Book Title: I Am Malala**

**Author Name: Malala Yousafzai**

## **Basic Plot**

**Malala is a girl living in the Swat valley of Pakistan. Her father was an outlier for their area in the way he respected women and believed in their right to an equal education. Throughout Malala's upbringing he established a sense of equality with Malala to the males in their area. This was a belief and way of upbringing that wasn't seen very often in Pakistan, especially under dangerous Taliban rule. Malala shadows these beliefs by fighting for her education and those of girls after Taliban control banned it. In this story Malala walks the reader through her life describing hardships and hope. She leads the reader through her father's role in forming her beliefs, to the way that she teaches women in her region the disparity they are experiencing, all the way to closer to current day and being the youngest person to win a Nobel Peace Prize.**

# Component #1 - Reference of language

**“One girl commanded, *“Assaan Bash!”* or *“Stand at ease!”* and we clicked our heels and responded, *“Allah.”* Then she said, *“Hoo she yar!”* or *“Attention!”* and we clicked our heels again. *“Allah.”*”**

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## **What's this element?**

The author includes pieces of the language spoken in the setting of the book, Pakistan. The author also defines the language used right after so that the reader can understand why the words were used.

## **Why does it matter?**

I think that it's important to the book overall because it further establishes a deeper environment by not making the reader feel so disconnected from the setting. By including pieces of the language, the reader feels more connected and present while the event is taking place, because the characters aren't speaking English while the events were occurring. By taking the time to define it it shows that the narrator is giving meaning to their environment within the story.

## **What's the impact on the reader?**

I think that this element makes the reader feel more established and involved in the story, it gives the reader a closer view rather than a distant perception of a far away person. I think it also helps the reader realize how the event would have actually sounded with the language that was actually being spoken. The author has also chosen the design to have the words of the language italicized so that more attention is drawn to them.

# Component #2 - First person tense

**“When I was born, people in our village commiserated with my mother and nobody congratulated my father.”**

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## **What's this element?**

The author writes the book in the first person, as it is about her life. She uses the first person to narrate her everyday life and ideas about her environment, government, and overall views.

## **Why does it matter?**

The fact that the story is written in the first person gives the book a more personal and relatable feel, even though the reader can't really relate to the events. It helps the reader feel the emotions that would've been felt at the time. Since the story is an autobiography, it makes sense that it's written in the first person.

## **What's the impact on the reader?**

I think that the element of it being written in the first person makes the reader feel closer to the events and understand the pain and joy that different parts bring. It makes the reader see things in the way that the author sees them, because it's written the way the author sees them through her eyes.

# Component #3 - Moments through sentences

“People liked to hear him talk, and I loved the evenings when guests visited. We would sit on the floor around a long plastic sheet which my mother laid with food, and eat with our right hands, as in our custom, balling together rice and meat. As darkness fell we sat by the light of oil lamps, batting away the flies as out silhouettes made dancing shadows on the walls. In the summer months there would often be thunder and lightning crashing outside and I would crawl closer to my father’s knee.”

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## What's this element?

The author writes in long sentences that each describe pieces of relevant information or a short moment that helps the author understand the larger point being described. She narrates in a way that she both touches on her personal emotions and opinions while also describing people, places, and things. In this passage we see her first describe what the moment looks like by creatively touching on the environment of what’s around them. She also talks about who’s there, her mother, her father, and guests there to see her father. Throughout her story of this moment she bring in the ways that she's feeling. She talks about how she loves when guests come and when there was lightning her actions hinted to her being scared and looking to her father for protection.

# Component #3 - Moments through sentences part 2

## Why does it matter?

The element of long sentences makes the book work in the way it's a collection of tons of little moments that make up the author's life, without being a bunch of different chapters. The element of including feelings and information paves the tone for the story of a more real life, while the writer makes the reader feel like it's being told in an honest way. By including both, it is beneficial to give the reader a full sense of the moments, rather than just knowing her feelings, of just seeing what's happening.

## What's the impact on the reader?

The way the author writes in long sentences brings a sense of natural tone to the reader, as we as people talk in long run on phrases rather than short ideas. The way that feelings and information is put together makes a more fluid piece where as a reader one gets a full picture of how the event is seen through the narrator's eyes, it makes the reader feel closer to the people in the book.

# My Emulation: First moments of Kindergarten

When I walked into my kindergarten classroom, Spanish surrounded me, as if I should've already known the language. I was the first to leap into my first day of kindergarten, my other classmates hadn't arrived yet. *La maestra*, the teacher, looked at me, "*¿Chica encuentras su silla?*" meaning, "have you found your seat," a term I now know. I observed her blankly having no clue what she had just said to me. However, I was anxious to learn what all of these terms meant and be able to say more than just, *Hola, Hi*. *La maestra* looked at me once again, "*Olvidé de que no comprendes lo que estoy diciendo,*" she repeats, "I forgot that you don't understand what I'm saying to you." She then holds my hand, walks me to a table with a bunch of names on it, and we find my seat, with the label "Rebecca." I then realized she probably said something to me about finding my seat, "*Silla!*" About five minutes later my other classmates, soon to be friends, arrived. I was sitting next to Mateo, Helena, and Eliza. We all looked at each other in fear, not knowing any familiarity. *La maestra* began to speak again, "*Hay alguien aquí que si puede entenderme?*" meaning, "Is there anyone here that can understand me?" A short girl named Fernanda stood up, "*Si maestra, puedo entenderte, hablo español en casa,*" "Yes teacher, I can understand you, I speak Spanish at home." All of my peers and I looked up at Fernanda in shock that she actually understood the words that would soon become familiar to us.

# Annotations

Through my scene I use pieces of Spanish that I italicize. This element makes the reader feel more in the classroom and understand my confusion when first entering. By using Spanish, I am mirroring element #1, where Malala uses and italicizes the language that is spoken where the book is set.

My scene is written in first person, since it's a scene from my life, similar to the way Malala writes her scenes.. I think that it makes the story feel more realistic and relatable. This style of narration refers back to my analyzation of element #4, first person point of view.

I wrote my sentences with more commas than I usually do, to give a more full explanation of parts of scenes. This is also the way that Malala explains what's happening and portrays her feelings. This style gives a more detailed view for the reader to understand the full situation. This sentence structure reflects on element #3.



# About The Authors

**Malala Yousafzai** is a Pakistani activist for promoting women's rights in Pakistan, specifically her home region, the Swat Valley. She has made advocacy for the right for women to attend school, which has been banned at times by The Taliban. She is also the youngest Nobel Peace Prize winner.



**Rebecca Snyder** is a 10th grade student at Science Leadership Academy in Philadelphia, Pennsylvania. She loves experiencing new cultures, which is part of the reason she loved reading and emulating *I Am Malala*. Rebecca plans on traveling and using her life to do similar things as Malala, in promoting basic human rights in regions where it might be harder.