

Olentangy Local School District Literature Selection Review

Teacher:	Schubert	School:	SMS
Book Title:	I Am Malala	Genre:	Literary Nonfiction (Memoir)
Author:	Malala Yousafzai	Pages:	266
Publisher:	Orion Publishing Group	Copyright:	2013

In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.

Book Summary and summary citation: (suggested resources include book flap summaries, review summaries from publisher, book vendors, etc.)

"When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. On Tuesday, October 9, 2012, when she was fifteen, she almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive. Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she has become a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize. I Am Malala is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons. I Am Malala will make you believe in the power of one person's voice to inspire change in the world." - Publisher's description.

Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum map(s): (Curriculum maps may be referenced by grade/course and indicator number or curriculum maps with indicators highlighted may be attached to this form)

Team 801 at SMS plans to use this novel as a choice text for a literary nonfiction unit. Each of the novels selected for this unit showcase real "characters" who overcome obstacles on the way to creating their own legacies. The following CCSS will be addressed during our reading:

RI 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI 8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI 8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Include two professional reviews of this title: (a suggested list of resources for identifying professional reviews is shown below. Reviews may be “cut and pasted” (with citation) into the form or printed reviews may be attached to the form)

Review #1

Although billed as a “young readers edition” of Yousafzai’s 2013 book of the same name for adults, co-written with Christina Lamb, the designation does the book a disservice, as this is no simple redaction. With the capable assistance of co-author McCormick, the account has been effectively rewritten specifically for children. The story is straightforward, related chronologically and covering Yousafzai’s growth in activism, her shooting and her recovery in England. Yousafzai’s voice is appealingly youthful, though it often tells rather than shows and frequently goes over the top: In her school, she writes, “we flew on wings of knowledge.” Still, young Western readers will come to understand the gulf that separates them from Yousafzai through carefully chosen anecdotes, helping them see what drives her to such lyrical extremes. Unfortunately, much is lost in the translation from the adult book, presumably sacrificed for brevity and directness; most lamentable is social and political context. Although readers will come away with a good understanding of Yousafzai’s immediate experiences, the geopolitical forces that shape her culture go largely unmentioned except in a closing timeline that amounts to a dizzying list of regime changes.

Though Yousafzai’s memoir never transcends her story, that story is a powerful and inspiring one; supplemented by contextualizing information, it should pack quite a wallop (Kirkus Reviews).

Review #2

October 9, 2012 started out like most school days in the life of fifteen-year-old Malala Yousafzai. She attended class at the school founded by her father and had taken exams for most of the day. Her school was within walking distance from her home but Malala rode the bus, as her parents felt it was safer than walking. On her way home, the bus was ambushed by two men who asked for her and then shot her in the head at point-blank range. "I Am Malala" is the amazing story of young Malala's inspirational life and her remarkable recovery from the gunshot wounds.

Malala and her family lived in the Swat Valley of northern Pakistan, an area that had been in the grasp of the Taliban since 2007, but was proclaimed by the Pakistani prime minister to be Taliban-free since the middle of 2009. Her family took precautions nonetheless, as the Taliban opposed schooling for girls and Malala was attending and thriving in school.

The oldest of three children and her parents' only daughter, Malala loved learning and understood the value of an education. Her parents were champions of education for both girls and boys; her father had allowed a number of poor children to attend his schools for free. He often spoke out publicly against the Taliban and criticized the unwillingness of the Pakistani government to fight the Taliban. Malala was encouraged by her parents to write and speak in favor of education for all children and had been interviewed by the BBC and other national and international news organizations to promote education for girls. In 2011 she won Pakistan's National Youth Peace Prize and was a nominee for the International Children's Peace Prize for her courage in speaking out for education. While traveling to a speaking engagement in 2011, Malala saw a young girl selling oranges and keeping track of what she sold by scratching marks on a piece of paper as she could not read or write. "I took a photo of her and vowed I would do everything in my power to help educate girls just like her," Malala declared.

All the publicity from her speaking engagements had attracted attention and death threats from the Taliban toward Malala and her father; the Taliban still had an obvious presence in their village. As a result, Malala no longer walked anywhere alone, and rode a rickshaw to school and a bus home from school. Still, she continued to attend classes every day, up until the day she was shot. The bullet that shot Malala went through her left eye socket and out under her left shoulder. She was

immediately taken to the nearest hospital, but was quickly transported by helicopter to a hospital with better facilities. On October 15, Malala was flown to the Queen Elizabeth Hospital in Birmingham, England so that she could get the extensive rehabilitation she needed.

News of Malala's shooting soon reached all corners of the world. Malala became a symbol of hope and inspiration to all who heard her story. Since recovering, she has addressed the United Nations, and called on the world's leaders to provide free education to every child in the world.

"I Am Malala" is a book that teens and adults will find meaningful. It offers a glimpse into the lives of a Pakistani teenager and her family and the difficulties of living in a country that is in the clutches of extremists. It certainly will make readers a bit more thankful for the educational opportunities we are afforded in this country. The book demonstrates what can happen when one small voice speaks up to inspire change in our world (CSBSJU Review).

What alternate text(s) could also fulfill the instructional requirements?

<u>Title:</u> Unbroken, Laura Hillenbrand	<u>Author:</u>
<u>Title:</u> They Call Me a Hero, Daniel Hernandez	<u>Author:</u>
<u>Title:</u> The Diary of a Young Girl, Anne Frank	<u>Author:</u>
<u>Title:</u>	<u>Author:</u>
<u>Title:</u>	<u>Author:</u>
<u>Title:</u>	<u>Author:</u>

Document any potentially controversial content:

Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)

Gifted/Accelerated Regular At Risk

GRADE LEVEL(S): 6 7 8 9 10 11 12

Reading level of this title (if applicable): 1000L

Date Submitted to Department Chair: 2/24/2016

Suggested Professional Literary Review Sources:

School Library Journal

Horn Book

Bulletin of the Center for Children's Books

VOYA (Voice of Youth Advocates)

Library Journal

Book Links

Publisher's Weekly

Booklist

Kirkus Review

Wilson Library Catalog

English Journal (and other resources of the National Council of Teachers of English)

The Reading Teacher (International Reading Association)

Literature for Today's Young Adults