

# Emulation Handbook



## ***Maud Martha by Gwendolyn Brooks***

***by Cianni Mack***

*"This book is very relatable in  
so many ways*

*-Cianni*

## **Plot Summary:**

**Maud Martha is the main character of the book. She is not the narrator of the story. The book is made up of vignettes about Maud Martha's life, through her good times and hardship of growing up. Maud faces obstacles and hurdles in every vignette**

# Component #1- Point of View

## What's this element?

The element i'm focusing on is point of view. The point of view is whose perspective we are getting the book from. Here Brooks is telling Maud Martha's life from an unidentified persons perspective. Brooks is making an unbiased perspective for us to fully understand all aspects of the hardships and good times Maud goes through. The book is being told in third person so there is "I, me or we" unless it's dialogue.

### *description of Maud Martha*

WHAT she liked was candy buttons, and books, and painted music (deep blue, or delicate silver) and the west sky, so altering, viewed from the steps of the back porch; and dandelions.

She would have liked a lotus, or China asters or the Japanese Iris, or meadow lilies—yes, she would have liked meadow lilies, because the very word meadow made her breathe more deeply, and either fling her arms or want to fling her arms, depending on who was by, rapturously up to what-

## Why does it matter?

The book starts by describing what Maud likes and what type of person she is. We don't know who is telling the story. It is important because we are not sure if the narrator is being as truthful as they can or not. So the author is leading the reader on to find out who the narrator is and if they are truthful

## What's the impact on the reader?

This element makes the us think about if the narrator is really reliable or not. As we continue to read the book it makes the reader question if the things being described to us are really true or not. We know that whoever is telling the story is not the main character and we also know that the narrator is not in the story. But it makes us curious on how they know so much so we start to make assumptions like is it Maud conscious that is telling the story.

# Component #2-Sentence Length

## What's this element?

Brooks uses only a few sentences in the book per paragraph. It kind of makes it like a poem. Brooks is using short sentences to make her point get across about what is going on in Maud's life. The shorter sentences make it easy to understand what is going on with having extra unnecessary details.

## Why does it matter?

This element is important because it makes reading and grasping the problem at hand in Maud life obvious and how she felt about it. If the sentences were longer it would make the readers get blindsided by things that don't really matter, it would move the focus on the details and not the main point at hand.

## What's the impact on the reader?

This makes the reader feel like they are aware of all the things that are happening in the book. Also it makes us think about what we would do or how we would feel when we read about what Maud is going through. This element makes the reader relate to the book easily. This element makes the reader relate to the book easily. It makes us feel like we are close with Maud because we can clearly visualize how she is like.

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*spring landscape: detail*

THE school looked solid. Brownish-red brick, dirty cream stone trim. Massive chimney, candid, serious. The sky was gray, but the sun was making little silver promises somewhere up there, hinting. A wind blew. What sort of June day was this? It was more like the last days of November. It was more than rather bleak; still, there were these little promises, just under cover; whether they would fulfill themselves was anybody's guess.

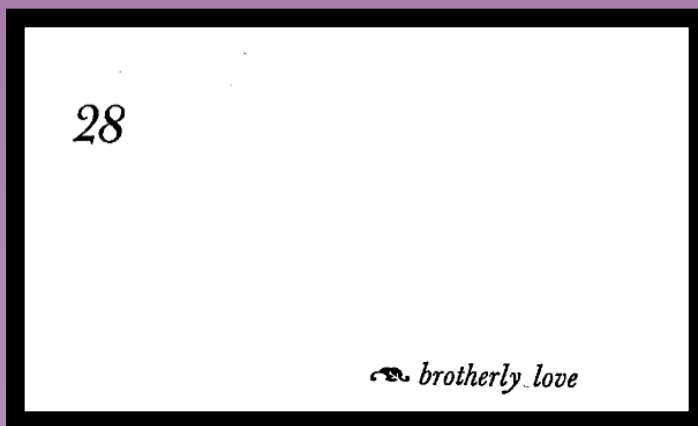
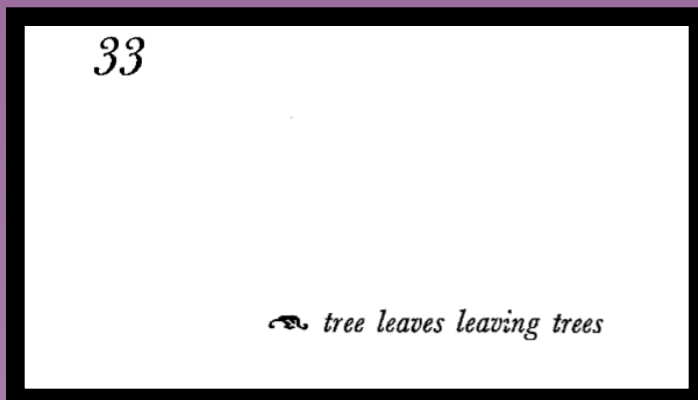
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# Component #3-Chapter Organization

## What's this element?

The author is titling the chapters with a couple words that have to do with the chapter without giving it away total. This element is chapter organization.

Chapter organization focuses on the length of chapters, title of chapters, and number of chapters. Gwendolyn Brooks chooses specific words that relate to Maud Martha's life. Also Brooks does not capitalize any of the chapter titles.



## Why does it matter?

By Brooks doing this it creates an engagement for the reader because as we continue to read and go on the title will start to make sense and we will see where it comes into play. For example, the chapter "low yellow" ends up being about Maud Martha's future husband, Paul perception of what beauty is and how Maud does not look anything like the females that tell Paul he can do better.

## What's the impact on the reader?

Before reading the chapter it makes the reader curious because we don't understand what the chapter will fully be about. By time we get to the end of the short chapter we fully understand why the chapter is the one or two words it is. Because the chapter doesn't give us any clues on what it is about it makes us want to read it to find out.

# My Emulation: ghost town

Monica woke up hoping to feel different. She felt the exact same when she closed her eyes. It was a Monday morning that she would forget by next week. Today was Monica's 16th birthday. Monica usually wakes up to a crying baby, but not today.

It was silent, silent enough she could hear a pin drop. She followed her normal routine without any traffic, it was a ghost town. Her mother, brother, and stepfather all were gone. Monica wondered where they could have gone at 7:30 on a Wednesday morning. No birthday pancakes she always received every year, no obnoxious children's show keeping her baby brother distracted. Monica started to wonder about the things that could've happened, but then the door rang.

When she went to the door there was no one there. She thought it would be her family trying to surprise her but instead it was flowers, it was tulips. Monica was highly allergic to tulips. The note in the flowers read "Happy Birthday, I know how much you like tulips". It was no one around, Monica was scared. Her family disappeared and somebody left her flowers, deadly flowers. Monica was going to be late so she grabbed her bag and left.

On the way to school everything was normal. The group of kids that she seen on her corner waiting for the bus were there. Her neighbor Mrs. Parker was outside in her garden. Monica got to school looking for her best friend, DJ. DJ wasn't there either, it was unlike DJ to not come to school without telling Monica that she wouldn't be there. Monica was really worried now. All her loved ones had disappeared on her 16th birthday!

## Annotations:

I used chapter organization by trying to mislead or let the reader assume what my story was about by naming it ghost town. By titling my story ghost town it will make the readers more interested in actually finding out what the story is about and make them want to read it.

I only used a couple sentences in each paragraph. I am hoping that the readers will understand how the Monica feels by the little sentences. The effect I hope to have on the reader is that they understand easily what is going on without having to read between too many detail to be interested.

In the story it is not clear who the narrator is. The effect I am hoping to have on the reader is that they will want to keep reading to find out who the narrator is or making educated guesses about who the person is telling the story about Monica



# About The Authors



**Gwendolyn Brooks** was an African American poet from Topeka , Kansas. Brooks won many awards in her lifetime including the Pulitzer prize for Poets in 1950. She was the first African American to win the Pulitzer. She wrote her first poem at the age of 13. By time she was 16 she had 75 published poems. Brooks attended Wilson Junior college and continue to write poems. She received praise from other poets such as Langston Hughes and Richard Wright. Brooks died on December 3, 200 at the age of 83. She lived an amazing life and will always be remembered as a great poet.



**Cianni Mack** is an African American student from Philadelphia Pennsylvania. Mack is a sophomore at Science Leadership Academy. Her literary interests are anything she can relate to or enjoy. She has read all type of the things like The Giver which is science fiction to Maud Martha which includes vignettes about a Black female growing and experiencing life. In her past year of writing she has gotten compliments and good reviews on her writing from her teachers. Mack is a wonderful student and peer. She is admired by her classmates and teachers.