



Society Childrens Literature

Ann Lucas



Society Childrens Literature:

Teaching Multicultural Children's Literature in a Diverse Society AnnMarie Alberton Gunn,Susan, V.

Bennett,2023-03-28 This textbook is a comprehensive resource for teaching multicultural children s literature Providing foundational information on how and why to integrate diverse children s literature into the classroom this book presents a necessary historical perspective on cultural groups in the United States and context for how to teach children s literature in a way that reflects and sustains students rich cultural backgrounds The historical insights and context on diverse cultural groups at the heart of the book allow readers to deepen their understanding of why teaching about cultural diversity is necessary for effective and inclusive education Part I offers foundational information on how to teach children s literature in a diverse society and Part II overviews pedagogy resources and guidance for teaching specific culturally and linguistically marginalized groups Each chapter contains book recommendations discussion questions and additional resources for teachers With authentic strategies and crucial background knowledge embedded in each chapter this text is essential reading for pre service and in service teachers and is ideal for courses in children s literature literacy methods instruction and multicultural education *Special Collections in Children's Literature* Association for Library Service to Children.

Committee on National Planning for Special Collections,1995-07 This reference contains the addresses of US institutions listed by collection and by subject which presents children s literature holdings listed in various formats A directory of international collections describing the holdings of 119 institutions in 40 countries is also included **Children's**

Literature and the Fin de Siècle Roderick McGillis,2003-11-30 The close of a century invites both retrospection and prognostication As a period of transition it also brings a sense of uncertainty finality and apocalypticism These feelings stem from various events such as political turmoil scientific advancements and social change As might be expected literature reflects such changes and the feelings they engender But perhaps more surprisingly children s literature is especially sensitive to such matters and fiction for children often struggles with dark and unpleasant issues This book examines fin de si cle tensions in 19th and 20th century children s literature from around the world Each chapter is written by an expert contributor and the volume ranges over a disparate variety of topics These include poetry series books pacifist fiction gender issues religion and literature eco criticism minority experiences humor and the Holocaust fantasy and science fiction and computer culture In exploring these issues in relation to children s literature the contributors reveal the shifting nature of our values and the world in which we live Global in nature the chapters look at children s literature from such places as Germany Holland the United Kingdom Australia and the United States **Children's Literature & Story-telling** Ernest

Emenyonu,Patricia Thornton Emenyonu,Jane Bryce,Maureen N. Eke,Stephanie Newell,Charles E. Nnolim,Alphonse Kwawisi Tekpetey,Iniobong I. Uko,Obi Nwakanma,Chimalum Moses Nwankwo,2015 Contributors analyse the theories behind children s literature its functions and cultural significance and suggest the new directions this literature is taking in terms of its craft

themes and intentions Africa's encounter with the West and its implications and consequences remain far reaching and enduring in the craft and thrust of its creative writers The contributors to ALT 33 analyse the connections between traditional stories and myths that have been told to children as well as the work of contemporary creative writers who are writing for children in order that they understand this complex history Some of these writers are developing traditional myths folk tales and legends and are writing them in new forms while others focus on the encounter with the West that has dominated much modern African literature for adults The previous neglect of the cultural significance study criticism and teaching of children's literature is addressed in this volume How can the successes and or failures of stories and story telling for children in Africa be measured Are there models to be followed and what makes them models What is the relationship between the text and the illustration of children's books What should guide the reader or critic of children's literature coming out of Africa globalism transculturality or internal regionalism What problems confront teachers students publishers and promoters of children's books in Africa Ernest Emenyonu is Professor of Africana Studies at the University of Michigan Flint USA the editorial board is composed of scholars from US UK and African universities Reviews Editor Obi Nwakanma HEBN Nigeria

Children's Literature Elizabeth Lennox Keyser, Julie Pfeiffer, 2002-01-01 Annual of The Modern Language Association Division on Children's Literature and The Children's Literature Association ARTICLES Perry Nodelman Speculations on the Characteristics of Children's Fiction Roderick McGillis The Pleasure of the Process Thomas Travisano Of Dialectic and Divided Consciousness Margaret R Higonnet A Pride of Pleasures Perry Nodelman The Urge to Sameness Kenneth Kidd Boyology in the Twentieth Century Marilyn Olson Turn of the Century Grotesque Peter Hollindale Plain Speaking Hamida Bosmajian Doris Orgel's The Devil in Vienna Joseph Stanton Maurice Sendak's Urban Landscapes VARIA Andrea Immel James Pettit Andrews's Books 1790 Penny Mahon Things by Their Right Name Phyllis Bixler The Lion and the Lamb IN MEMORIAM R H W Dillard In Memoriam Francelia Butler 1913 1998 John Cech In Mansfield Hollow For Francelia Eric Dawson Francelia's Dream REVIEWS Anita Tarr Still so much work to be done Gillian Adams A Fuzzy Genre Kenneth Kidd Crosswriting the School Story Raymond E Jones A New Salvo in the Literary Battle of the Sexes Stephen Canham From Wonderland to the Marketplace Jan Susina Dealing with Victorian Fairies Gregory Eiselein Reading a Feminist Romance Anne K Phillips The Wizard of Oz in the Twentieth Century June Cummins Where the Girls Are and Aren't Deborah Stevenson Letters from the Editor Hamida Bosmajian Dangerous Images Roberta Seelinger Trites The Transactional School of Children's Literature Criticism DISSERTATIONS OF NOTE Mary Mayfield and Rachel Fordyce

Popular Children's Literature in Britain Julia Briggs, Dennis Butts, Matthew Orville Grenby, 2008 Responding to the astonishing success of J K Rowling and other contemporary authors the editors of this timely volume take up the challenge of assessing the complex interplay of forces that have generated and sometimes sustained the popularity of children's books Ranging from eighteenth century chapbooks to the stories of Enid Blyton and Roald Dahl and from science schoolbooks to Harry Potter these essays show how

authorial talent operates within its cultural context to make a children's classic

The Gothic in Children's Literature Anna Jackson, Roderick McGillis, Karen Coats, 2013-10-11 From creepy picture books to Harry Potter, Lemony Snicket, the Spiderwick Chronicles, and countless vampire series for young adult readers, fear has become a dominant mode of entertainment for young readers. The last two decades have seen an enormous growth in the critical study of two very different genres: the Gothic and children's literature. The Gothic, concerned with the perverse and the forbidden, with adult sexuality and religious or metaphysical doubts and heresies, seems to represent everything that children's literature as a genre was designed to keep out. Indeed, this does seem to be very much the way that children's literature was marketed in the late eighteenth century at exactly the same time that the Gothic was really taking off, written by the same women novelists who were responsible for the promotion of a safe and segregated children's literature. This collection examines the early intersection of the Gothic and children's literature and the contemporary manifestations of the gothic impulse, revealing that Gothic elements can in fact be traced in children's literature for as long as children have been reading.

Children's Literature Pat Pinsent, 2016-04-08 This invaluable Guide surveys the key critical works and debates in the vibrant field of children's literature since its inception. Leading expert Pat Pinsent combines a chronological overview of developments in the genre with analysis of key theorists and theories and subject-specific methodologies.

Children's Literature and British Identity Rebecca Knuth, 2012-04-12 Children's Literature and British Identity: Imagining a People and a Nation is the story of the development of English children's literature, focusing on how stories inspire children to adhere to the values of society. Such English authors as Lewis Carroll, J. R. R. Tolkien, and J. K. Rowling have entertained, inspired, confronted social wrongs, and transmitted cultural values, functions previously associated with folklore. Their stories form a new folklore tradition that grounds personal identity, provides social glue, and supports a love of England and English values. This book examines how this tradition came to fruition.

The Routledge Companion to Children's Literature David Rudd, 2012-07-26 The Routledge Companion to Children's Literature is a vibrant and authoritative exploration of children's literature in all its manifestations. It features a series of essays written by expert contributors who provide an illuminating examination of why children's literature is the way it is. Topics covered include the history and development of children's literature, various theoretical approaches used to explore the texts, including narratological methods, questions of gender and sexuality, along with issues of race and ethnicity, realism and fantasy as two prevailing modes of story telling, picture books, comics, and graphic novels, as well as young adult fiction and the crossover novel, media adaptations, and neglected areas of children's literature. The Routledge Companion to Children's Literature contains suggestions for further reading throughout, plus a helpful timeline and a substantial glossary of key terms and names, both established and more cutting edge. This is a comprehensive and up-to-date guide to an increasingly complex and popular discipline.

Children's Literature in China: From Lu Xun to Mao Zedong Mary Ann Farquhar, 2015-04-22 This book introduces the major works and debates in Chinese children's literature within the

framework of China's revolution and modernization. It demonstrates that the guiding rationale in children's literature was the political importance of children as the nation's future.

Understanding Children's Literature Peter Hunt, 2005. Edited by Peter Hunt, a leading figure in the field, this book introduces the study of children's literature, addressing theoretical questions as well as the most relevant critical approaches to the discipline. The fourteen chapters draw on insights from academic disciplines ranging from cultural and literary studies to education and psychology and include an essay on what writers for children think about their craft. The result is a fascinating array of perspectives on key topics in children's literature as well as an introduction to such diverse concerns as literacy ideology, stylistics, feminism, history, culture, and bibliotherapy. An extensive general bibliography is complemented by lists of further reading for each chapter, and a glossary defines critical and technical terms, making the book accessible for those coming to the field or to a particular approach for the first time. In this second edition, there are four entirely new chapters; contributors have revisited and revised or rewritten seven of the chapters to reflect new thinking, while the remaining three are classic essays widely acknowledged to be definitive. *Understanding Children's Literature* will not only be an invaluable guide for students of literature or education but it will also inform and enrich the practice of teachers and librarians.

Irish Children's Literature and Culture Keith O'Sullivan, Valerie Coghlan, 2011-03-17. What constitutes a national literature is rarely straightforward, and it is especially complex when discussing writing for young people in an Irish context. Until recently, there was only a slight body of work that could be classified as Irish children's literature, whatever the parameters, in comparison with Ireland's contribution to adult literature in the twentieth century. This volume looks critically at Irish writing for children from the 1980s to the present, examining the work of many writers and illustrators and engaging with all the major forms and genres. Topics include the gothic, the speculative, picturebooks, poetry, post-colonial discourse, identity, and ethnicity, and globalization. Modern Irish children's literature is also contextualized in relation to Irish mythology and earlier writings, thereby demonstrating the complexity of this fascinating area. The contributors, who are leading experts in their fields, examine a range of texts in relation to contemporary literary and cultural theory and also in relation to writing for adults, thereby inviting a consideration of how well writing for a young audience can compare with writing for an adult one. This groundbreaking work is essential reading for all interested in Irish literature, childhood, and children's literature.

Critical Multicultural Analysis of Children's Literature Maria José Botelho, Masha Kabakow Rudman, 2009-05-07. Children's literature is a contested terrain, as is multicultural education. Taken together, they pose a formidable challenge to both classroom teachers and academics. Rather than deny the inherent conflicts and tensions in the field, in *Critical Multicultural Analysis of Children's Literature: Mirrors, Windows, and Doors*, Maria José Botelho and Masha Kabakow Rudman confront, deconstruct, and reconstruct these terrains by proposing a reframing of the field. Surely, all of us—children, teachers, and academics—can benefit from this more expansive understanding of what it means to read books.

Sonia Nieto. From the Foreword. Critical multicultural analysis provides a

philosophical shift for teaching literature constructing curriculum and taking up issues of diversity and social justice It problematizes children s literature offers a way of reading power explores the complex web of sociopolitical relations and deconstructs taken for granted assumptions about language meaning reading and literature it is literary study as sociopolitical change Bringing a critical lens to the study of multiculturalism in children s literature this book prepares teachers teacher educators and researchers of children s literature to analyze the ideological dimensions of reading and studying literature Each chapter includes recommendations for classroom application classroom research and further reading Helpful end of book appendixes include a list of children s book awards lists of publishers diagrams of the power continuum and the theoretical framework of critical multicultural analysis and lists of selected children s literature journals and online resources

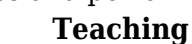
Children's Literature in Context Fiona McCulloch, 2011-09-22 Featuring close readings of commonly studied texts this book takes students of Children s Literature through the key works their contexts and critical and popular afterlives

Keywords for Children's Literature, Second Edition Philip Nel, Lissa Paul, Nina Christensen, 2021-01-12 Introduces key terms global concepts debates and histories for Children s Literature in an updated edition Over the past decade there has been a proliferation of exciting new work across many areas of children s literature and culture Mapping this vibrant scholarship the Second Edition of Keywords for Children s Literature presents original essays on essential terms and concepts in the field Covering ideas from Aesthetics to Voice an impressive multidisciplinary cast of scholars explores and expands on the vocabulary central to the study of children s literature The second edition of this Keywords volume goes beyond disciplinary and national boundaries Across fifty nine print essays and nineteen online essays it includes contributors from twelve countries and an international advisory board from over a dozen more The fully revised and updated selection of critical writing more than half of the essays are new to this edition reflects an intentionally multinational perspective taking into account non English traditions and what childhood looks like in an age of globalization All authors trace their keyword s uses and meanings from translation to poetry taboo to diversity and trauma to nostalgia the book s scope clarity and interdisciplinary play between concepts make this new edition of Keywords for Children s Literature essential reading for scholars and students alike

The Family in English Children's Literature Ann Alston, 2008-06-03 From the trials of families experiencing divorce as in Anne Fine s Madame Doubtfire to the childcare problems highlighted in Jacqueline Wilson s Tracy Beaker it might seem that the traditional family and the ideals that accompany it have long vanished However in The Family in English Children s Literature Ann Alston argues that this is far from the case She suggests that despite the tales of family woe portrayed in children s literature the desire for the happy contented nuclear family remains inherent within the ideological subtexts of children s literature Using 1818 as a starting point Alston investigates families in children s literature at their most intimate focusing on how they share their spaces their ideals of home and even on what they eat for dinner What emerges from Alston s study are not so much the contrasts that exist

between periods but rather the startling similarities of the ideology of family intrinsic to children's literature. *The Family in English Children's Literature* sheds light on who maintains control, who behaves, and how significant children's literature is in shaping our ideas about what makes a family good.

The Presence of the Past in Children's Literature Ann Lucas, 2003-09-30. Time is one of the most prominent themes in the relatively young genre of children's literature for the young like adults want to know about the past. This book explores how children's writers have treated the theme and concept of time. The volume starts with the application of literary theory and additionally analyzes examples of the juvenile historical novel. In doing so, it also examines changing fashions in criticism and publishing and the pressure they exert on writers. It then considers literary adaptations of myths and archetypes, constructions of history in children's literature, colonial and postcolonial children's fiction, and the treatment of the past in the postmodern era. The book looks at literature from around the world, and the expert contributors are from diverse countries and backgrounds. While the book looks primarily at literature of the 19th and 20th centuries, it considers a broad range of historical material treated in works from that period. Included are discussions of such topics as Joan of Arc in children's literature, the legacy of Robinson Crusoe, colonial and postcolonial children's literature, the Holocaust, and the supernatural. International in scope, the volume examines history and collective memory in Portuguese children's fiction, Australian history in picture books, Norwegian children's literature, and literary treatments of the great Irish famine.

The Oxford Handbook of Children's Literature Julia Mickenberg, Lynne Vallone, 2012-11-29. Remarkably well researched, the essays consider a wide range of texts from the U.S., Britain, and Canada and take a variety of theoretical approaches including formalism and Marxism and those related to psychology, postcolonialism, reception, feminism, queer studies, and performance studies. This collection pushes boundaries of genre, notions of childhood.  Back cover of book.

Teaching Children's Literature Christine H. Leland, Mitzi Lewison, Jerome C. Harste, 2022-11-17. Now in its third edition, this indispensable text offers a critical perspective on how to integrate children's literature into the curriculum in effective, purposeful ways. Structured around three mantras that build on each other: Enjoy, Dig deeply, Take action, the book is rich with real examples of teachers implementing critical pedagogy and tools to support students' development as enthusiastic readers and thinkers. The materials and practical strategies focus on issues that impact children's lives, building from students' personal experiences and cultural knowledge by using language to question the everyday world, analyze popular culture and media, understand how power relationships are socially constructed, and consider actions that can be taken to promote social justice. Each chapter features classroom vignettes showcasing the use of literature and inviting conversation, three key principles elaborating the main theme of the chapter, and connecting theory with practice and related research on the topics and their importance for curriculum. Thoroughly revised, the third edition includes new recommendations for teaching with a critical edge and exploring alternative approaches to standardized assessment. With more attention to culturally and linguistically diverse learners and addressing new topics such as

censorship and controversial texts the new edition is essential for courses on teaching children s literature and English Language Arts methods and for every preservice elementary and middle school English teacher A companion website to enrich and extend the text includes an annotated bibliography of literature selections suggested text sets resources by chapter ideas for professional development and recommendations for further reading

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