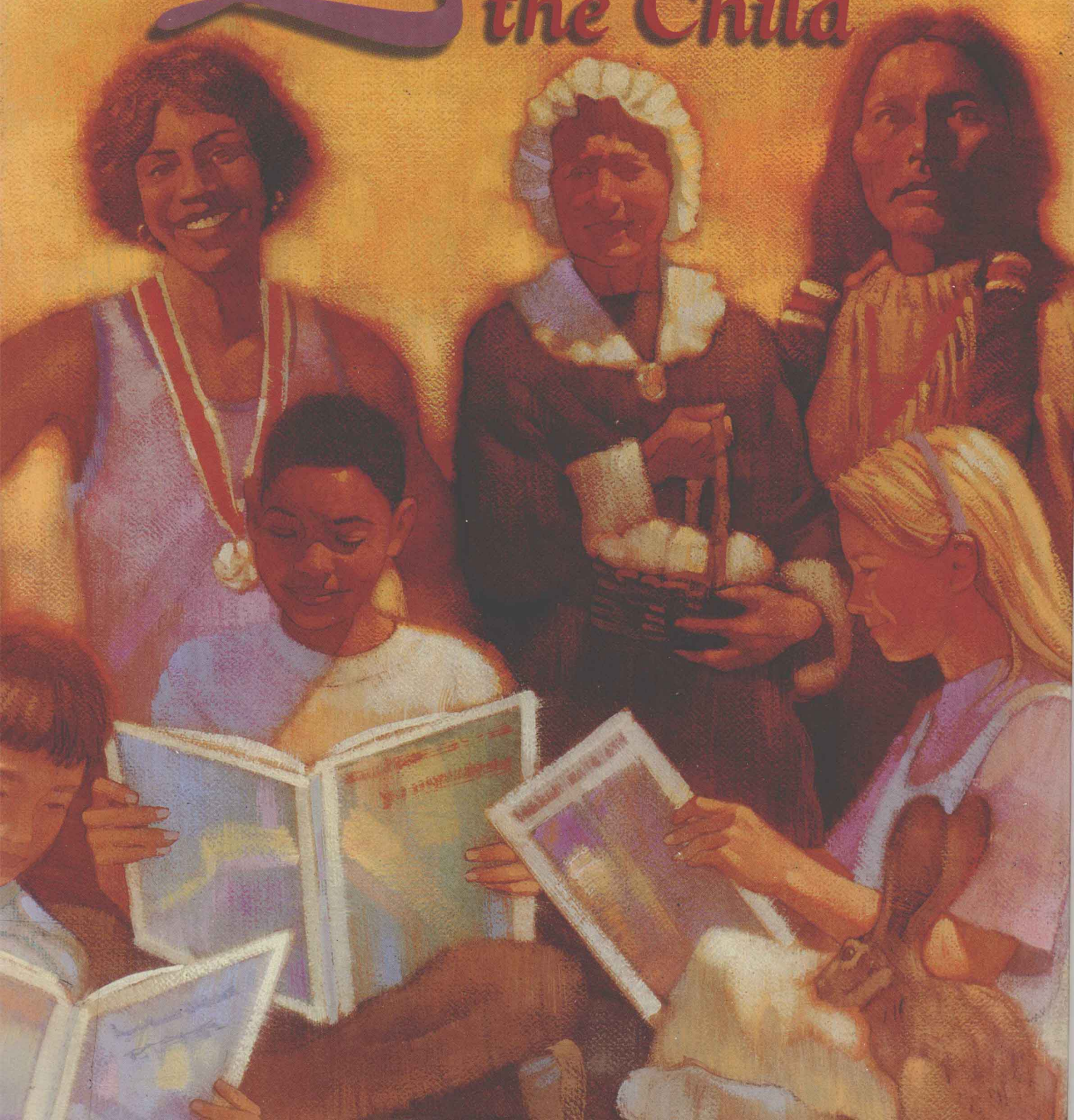


BERNICE E. CULLINAN

LEE GALDA

FOURTH EDITION

Literature and the Child





FOURTH EDITION

*Literature and
the Child*

BERNICE E. CULLINAN

NEW YORK UNIVERSITY

LEE GALDA

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To Charlotte S. Huck, who taught many teachers, including us, to love literature.

To Morgan Kerry Woelflein, our youngest reader.

And to Marguerite Chapman, a new writer in the family.

preface

ABOUT CHILDREN'S LITERATURE

The field of children's literature continues to grow and change as exciting new books are published each year. Of course, tried and true books remain good reading fare (they are new to each child who reads them) but current popular material cannot be ignored. Sixteen years after the first edition, *Literature and the Child* finds us rewriting, rethinking, and fine-tuning a message that grows in importance for classrooms around the world: Give children books! When we finish saying what we have to say about existing books, there are new books to discuss. Many people, concerned about young people's literacy levels, fear that visual media will attract children away from books. Teachers, librarians, parents, and community members need to work together to ensure that every child has a mentor or a reading partner, access to books, and a quiet place to read them.

The number of children's books in print increases annually. The 1996 edition of *Children's Books in Print* lists 100,875 children's books in print available from 6,307 U.S. publishers. The number of children's books in print today has quadrupled since 1968, when there were only 24,000 books in print. With this wealth of books from which to choose, you, as a teacher or librarian, need to know how to select wisely. The fourth edition of *Literature and the Child* can help you become a knowledgeable and critical consumer of children's books.

ABOUT THE FOURTH EDITION

We have added some new features to the fourth edition and refined others we had introduced in the third edition. For example, we extend booklists to call attention to more books on specific topics without increasing the text page count. We update author profiles, add new teaching ideas, and refine the checklists of criteria for evaluating each genre. We strengthen the history of children's literature and shape it into a straightforward chronological sequence.

We include books about culturally diverse groups throughout the text and accentuate a new stance on culturally diverse literature in a separate chapter. In this edition, we concentrate on literature that illuminates the culture of four major groups: African Americans, Asian Americans, Latinos, and Native Americans. We also introduce each chapter with children's writing to show the connection between what children read and what they write.

CONTENT

The image of a patchwork quilt guides the framework of our text because we see a patchwork as an apt metaphor for our country and its literature for children. We divide the text into three parts: Part 1, The Framework of Children's Books; Part 2, The Patterns of Children's Books; and Part 3, The Threads That Bind Children and Books. Part 1 begins with The Story of Children's Literature (Chapter 1), which introduces the types of children's books, traces the sequential history of children's literature, and identifies current trends in its development. Chapter 2, Children Reading Literature, describes the theoretical stance we take on the interaction between children and books. It also includes the research base we use to document our philosophical position. We present Louise Rosenblatt's transactional reader response theory to describe how readers read, create meaning, and interact with text as readers and writers. We describe how children read to respond, read to learn, and read to enjoy.

Part 2 describes specific genres: picture books, poetry, folklore, fantasy and science fiction, contemporary realistic fiction, historical fiction, biography, and informational books. In each chapter, 3 through 10, we define one genre, present a checklist of criteria for evaluating books of that type, show how the genre functions in the lives of children, and point out highlights of specific books. In each of the genre chapters,

we take a close look at one or two books discussing the examples according to literary criteria at length.

Part 3 weaves the threads that bind children and books. Chapter 11 features children's literature from diverse cultures. In Chapter 12 we describe how teachers use literature in the classroom to extend children's learning in academic content areas as well as literacy learning.

Similar to the three earlier editions, this text discusses exemplary children's books. We ask ourselves: What are the good children's books and what do teachers do with them? We use a code to identify age/grade level for each title: N = Nursery, for children from birth to approximately age 4; P = Primary, ages 5 to 9 or grades kindergarten to grade 3; I = Intermediate, ages 10 to 12 or grades 4 through 6; and A = Advanced, ages 12 to 15 in grades 7 through 9. The designations are merely suggestions because children of many ages enjoy the same books.

INSTRUCTIONAL FEATURES

Special features in each chapter build on the philosophy of the book. A chapter outline gives an overview to orient readers to the content. Writing is an integral part of responding to literature; therefore, we open each chapter with a piece of children's writing to show the connection between children's writing and books. Genre chapters include a checklist of evaluation criteria to use in selecting books. Booklists provide suggestions for wide reading with titles coded by theme, topic, or age level. Children need to know the people who create their literature, so author/illustrator profiles introduce significant people who contribute to children's books and lead to author studies. The teaching ideas suggest effective ways to stimulate the use of books in the classroom.

The back matter contains a wealth of material that serves as a primary resource and reference tool. You will find a list of children's books cited, professional references, glossary of literary terms, copyrights and acknowledgments, and illustration credits. Separate subject and author/title indexes make it possible to locate material quickly. Appendixes include children's book awards and prizes, resources, publishers of children's books, and a list of children's magazines and newspapers. The Instructor's Manual supports and extends the concepts presented in *Literature and the Child*.

ACKNOWLEDGMENTS

Our special thanks to illustrator Greg Shed, whose art graces the cover and part openers of *Literature and the Child*, Fourth Edition, as well as its companion vol-

ume, *Language, Literacy and the Child*, Second Edition. Greg's watercolors in earth tones reflect the subtle beauty and bronzed faces of children from many ethnic groups. He offers a fresh view of children's faces that shine with discovery of good books. Our work was made lighter by the generous support of friends and colleagues. At the University of Georgia: Joel Taxel, Linda DeGroff, Janet Lawrence, Maureen Boyd, Ira Aaron, Anita Peck for careful typing and checking references, Cynthia Johnson for her prowess with Galileo as she checked countless book titles. At New York University: Angela Jaggar, Willavene Wolf, Lenore Ringler, John Mayher, Gordon Pradl, Trika Smith-Burke, Harold Vine, Steve Weiss, Mark Alter, Graduate Assistants Lisa Simon, Jenni Vogel, Gretchen Collins, Jaqueline Sokolow, Diana Cerutti, Lori Berman Wolf. At Agnes Scott College: Jane West. At The Ohio State University: Rudine Sims Bishop, Janet Hickman, Evelyn Freeman, Barbara Lehman, Patricia Scharer. At Valdosta State College: Elizabeth Dodd. At C. W. Post College: Gail Starkie, Phyllis Povell, Carol Hittleman. At University of North Alabama: Gregory P. Risner, Janice Nicholson, Janice Myhan, Nancy Upchurch. At University of North Texas: M. Jean Greenlaw. At Michigan State University: Patricia Cianciolo. At Indiana University: Roger Farr, Carolyn Burke, Jerome Harste. At Rutgers University: Dorothy Strickland, Lesley Morrow. At Rider University: Susan Glaser. At Teachers College Columbia: Barbara Kiefer, Lucy Calkins, Laurie Pessah. At University of Arizona: Kathy Short, Ken Goodman, Yetta Goodman. At Hofstra University: Maureen Miletta, Nancy Becker. At Jersey City State College: Allan DeFina, Michael Strickland. At Boise State University: Lee Dubert, Stan Steiner. At Brigham Young University: Nancy Livingston, Michael Tunnell, James Jacobs. At University of Pittsburgh: Maggie Kimmel. At Framingham State University: Diane Lowe. At University of Florida: Linda Lamme, Margaret Early. At San Diego State University: Diane Lapp, James Flood. At University of Texas: Nancy Roser, Julie Jensen. At Long Island University: Diane Person. At Pace University: Carole S. Rhodes. At Boston University: Lee Indrisano, Miriam Marecek. At University of Minnesota: Dianne Monson, Richard Beach. At University of Findlay: Jerry Mallett. At Kent State University: Richard Vacca, Joanne Vacca, Timothy V. Rasinski. At Texas Christian University: Luther Clegg. At University of South Carolina, Aiken: Maggie Corboy. At Washington State University: Inga Kroman-Kelly.

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*Bernice E. Cullinan
Lee Galda*

about the authors and illustrator



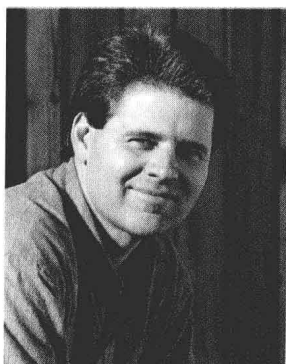
Bernice E. Cullinan

Bernice E. Cullinan is Professor of Reading at New York University, where she has taught for the last 28 years. Her teaching career began in the elementary school grades before she began teaching teachers. A past president of the International Reading Association, she was inducted into the IRA Reading Hall of Fame and was awarded the Arbuthnot Award for Outstanding Teacher of Children's Literature. Recently, she was awarded the Indiana University Citation for Outstanding Contribution to Literacy and was inducted into the Ohio State University Hall of Fame. Dr. Cullinan is an author for Harcourt Brace's *Signatures*, a reading program of high quality literature, as well as an author for *Passports*, a multicultural literature program with selections from around the world. Other publications include *Language, Literacy, and the Child*, Second Edition, and *A Jar of Tiny Stars*.



Lee Galda

After teaching in the elementary and middle schools for a number of years, Lee Galda received her Ph.D. in English Education from New York University. She is now a professor in the Department of Language Education at the University of Georgia. Dr. Galda received two College of Education Awards for Excellence in Teaching and is an active volunteer in the Athens-Clarke County Public Schools. She is a member of the National Reading Conference, the National Council of Teachers of English, and the International Reading Association and sits on the review boards of many professional journals. Dr. Galda was the Children's Books Department Editor for *the Reading Teacher* from 1989 to 1993 and is coauthor with Bernice Cullinan and Dorothy Strickland of *Language, Literacy, and the Child*, Second Edition, published by Harcourt Brace, as well as author of numerous articles and book chapters.



Greg Shed

Greg Shed has illustrated several books for children, including *The Language of Doves* by Rosemary Wells, *Dandelions* by Eve Bunting, and *Casey Over There* by Staton Rabin, which was praised for its "luminous, impressionistic" paintings. A self-taught artist, Greg lives in his hometown of San Diego, California.

PART 1

The
Framework
of
Children's
Books



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PART 1

The Framework of Children's Books

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c h a p t e r

1



The Role of Literature in Children's Lives

Types or Genres of Literature for Children

Picture Books

Poetry and Verse

Folklore

Fantasy

Science Fiction

Realistic Fiction

Historical Fiction

Biography

Nonfiction

Children's Literature and Curriculum

Literary Elements in Children's Books

Setting

Characterization

Plot

Theme

Style

The History of Literature for Children

The Evolution of Childhood

Children's Literature Through the Sixteenth
Century

Seventeenth and Eighteenth Century

Children's Literature

Nineteenth Century Children's Literature

Twentieth Century Children's Literature

Current Trends in Children's Literature

Keeping Up With Children's Books

Review Journals

Awards for Children's Books

Electronic Databases for Children's Literature

Summary

The Story of Children's Literature



Real

The book, *The Velveteen Rabbit*, reminds me of my own bunny whose name is Bunny. He is ten years old. I got him my first Easter, and he's been special ever since.

Last night, just before dusk, I was sitting outside in my backyard and saw a familiar rabbit hop into my sight. I watched it for about twenty minutes, realizing he looked just like my special bunny. I ran upstairs to my room and got my favorite stuffed animal. Together we sat down by the kitchen window. I held up my loved bunny to the window. Outside the little rabbit's head swished around. I wondered if he could really see us. Cautiously he hopped closer. I guess it was too close because Susie, my cat, appeared out of nowhere, and the wild rabbit hopped off into the dusk. I couldn't help wonder if Bunny had also become REAL, even for just that moment.

Stephen McManus, age 11



During a sustained silent reading period, third grade teacher Ginnie Schroder considers her students' reading accomplishments thus far this year—reflecting on changes and savoring a few victories. Ginnie herself is reading ***Our Solar System***, a new photo essay by Seymour Simon, for the class science unit on outer space. As she glances around the classroom, she takes delight in the 27 heads lowered over books they have chosen themselves. The worlds they explore are just as *real* as Stephen's Bunny.

Ginnie first notices Laurie. She recalls when Laurie, who enjoys family stories, became emotionally involved with a book and wrote the following letter to its author to carry on a dialogue about a situation real to her.