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This book is the result of understanding literature as a central part of children's education. Fiction and nonfiction literary works constitute a source to open young minds and to help them understand how and

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Why people – themselves included – live as they do, or to question through critical lenses whether they could live otherwise. By integrating philological, cultural, and pedagogical inquiries, Thinking through Children's Literature in the Classroom approaches the use of literature as a crucial factor to motivate students not only to improve their literacy skills, but also to develop their literary competence, one that prepares them to produce independent and sensible interpretations of the world. Of course, the endeavor of forming young readers and fostering their ability to think begins primarily by having well-read teachers who are enthusiastic about teaching and, secondly, by having students who are willing to learn. To

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encourage and sustain them through the critical turns of their own thinking processes, educators must surely display a sound pedagogic knowledge apart from deep literary expertise.

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Featuring close readings of commonly studied texts, this book takes students of Children's Literature

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through the key works, their contexts and critical and popular afterlives.

Focusing on questions of space and locale in children's literature, this collection explores how metaphorical and physical space can create landscapes of power, knowledge, and identity in texts from the early nineteenth century to the present. The collection is comprised of four sections that take up the space between children and adults, the representation of 'real world' places, fantasy travel and locales, and the physical space of the children's book-as-object. In their essays, the contributors analyze works from a range of sources and traditions

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by authors such as Sylvia Plath, Maria Edgeworth, Gloria Anzaldúa, Jenny Robson, C.S. Lewis, Elizabeth Knox, and Claude Ponti. While maintaining a focus on how location and spatiality aid in defining the child's relationship to the world, the essays also address themes of borders, displacement, diaspora, exile, fantasy, gender, history, home-leaving and homecoming, hybridity, mapping, and metatextuality. With an epilogue by Philip Pullman in which he discusses his own relationship to image and locale, this collection is also a valuable resource for understanding the work of this celebrated author of children's literature.

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The last thirty years have witnessed one of the most fertile periods in the history of children's books. A fascinating reference guide to the world of children's literature, this volume covers every genre from fairy tales to chapbooks; school stories to science fiction; comics to children's hymns

From Struwwelpeter to Peter Rabbit, from Alice to Bilbo—this collection of essays shows how the classics of children's literature have been transformed across languages, genres, and diverse media forms. This book argues that translation regularly involves transmediation—the telling of a story across media and vice versa—and that transmediation is a specific

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form of translation. Beyond the classic examples, the book also takes the reader on a worldwide tour, and examines, among other things, the role of Soviet science fiction in North Korea, the ethical uses of Lego Star Wars in a Brazilian context, and the history of Latin translation in children's literature. Bringing together scholars from more than a dozen countries and language backgrounds, these cross-disciplinary essays focus on regularly overlooked transmediation practices and terminology, such as book cover art, trans-sensory storytelling, écart, enfreakment, foreignizing domestication, and intra-cultural transformation.

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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.

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