

Crossover Picturebooks Sandra Beckett Ebook

Challenging and Controversial Picturebooks
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Challenging and Controversial Picturebooks

A concise, engaging, practical overview of children's

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literature that keeps the focus on the books children read. This brief introduction to children's literature genres leaves time to actually read children's books. Written on the assumption that the focus of a children's literature course should be on the actual books that children read, the authors first wrote this book in 1996 as a "textbook for people who don't like children's literature textbooks." Today it serves as an overview to shed light on the essentials of children's literature and how to use it effectively with young readers, from PreK to 8th grade. The authors use an enjoyable, conversational style to achieve their goal of providing a practical overview of children's books that offers a framework and background information, while keeping the spotlight on the books themselves.

Children's Fiction about 9/11

A global study of modern adaptations for readers of all ages of Little Red Riding Hood.

Multidisciplinary Perspectives on Play from Birth and Beyond

Sandra Beckett's book explores the contemporary retelling of the Red Riding Hood tale in Western children's literature.

Beyond Babar

Launching the landmark Performing Landscapes series, *Performing Mountains* brings together for the first time Mountain Studies and Performance Studies

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in order to examine an international selection of dramatic responses to mountain landscapes. Moving between different registers of writing, the book offers a critical assessment of how the cultural turn in landscape studies interacts with the practices of environmental theatre and performance. Conceived in three main parts, it begins by unpicking the layers of disciplinary complexity in both fields, before surveying the rich history and practice of rituals, playtexts and site specific works inspired by mountains. The last section moves to a unique analysis of mountains themselves using key concepts from performance: training, scenography, acting and spectatorship. Threaded throughout is a very personal tale of mountain research, offering a handrail or alternative guide through the book.

Hindus Under Siege

Containing forty-eight chapters, *The Routledge Companion to Picturebooks* is the ultimate guide to picturebooks. It contains a detailed introduction, surveying the history and development of the field and emphasizing the international and cultural diversity of picturebooks. Divided into five key parts, this volume covers: Concepts and topics – from hybridity and ideology to metafiction and emotions; Genres – from baby books through to picturebooks for adults; Interfaces – their relations to other forms such as comics and visual media; Domains and theoretical approaches, including developmental psychology and cognitive studies; Adaptations. With ground-breaking contributions from leading and emerging scholars

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alike, this comprehensive volume is one of the first to focus solely on picturebook research. Its interdisciplinary approach makes it key for both scholars and students of literature, as well as education and media.

Anything Goes

Offers a history of American musical theater from the 1920s through to the 1970s, and includes such famous works as "Oklahoma!," "The Red Mill," and "Porgy and Bess."

Revisoning Red Riding Hood around the World

The definitive biography of Edward Gorey, the eccentric master of macabre nonsense. From *The Gashlycrumb Tinies* to *The Doubtful Guest*, Edward Gorey's wickedly funny and deliciously sinister little books have influenced our culture in innumerable ways, from the works of Tim Burton and Neil Gaiman to Lemony Snicket. Some even call him the Grandfather of Goth. But who was this man, who lived with over twenty thousand books and six cats, who roomed with Frank O'Hara at Harvard, and was known--in the late 1940s, no less--to traipse around in full-length fur coats, clanking bracelets, and an Edwardian beard? An eccentric, a gregarious recluse, an enigmatic auteur of whimsically morbid masterpieces, yes--but who was the real Edward Gorey behind the Oscar Wildean pose? He published over a hundred books and illustrated works by Samuel

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Beckett, T.S. Eliot, Edward Lear, John Updike, Charles Dickens, Hilaire Belloc, Muriel Spark, Bram Stoker, Gilbert & Sullivan, and others. At the same time, he was a deeply complicated and conflicted individual, a man whose art reflected his obsessions with the disquieting and the darkly hilarious. Based on newly uncovered correspondence and interviews with personalities as diverse as John Ashbery, Donald Hall, Lemony Snicket, Neil Gaiman, and Anna Sui, *BORN TO BE POSTHUMOUS* draws back the curtain on the eccentric genius and mysterious life of Edward Gorey.

Red Riding Hood for All Ages

Praise for the previous edition of the Encyclopedia of Translation Studies: 'Translation has long deserved this sort of treatment. Appropriate for any college or university library supporting a program in linguistics, this is vital in those institutions that train students to become translators.' - Rettig on Reference

'Congratulations should be given to Mona Baker for undertaking such a mammoth task and successfully pulling it off. It will certainly be an essential reference book and starting point for anyone interested in translation studies.' - ITI Bulletin 'This excellent volume is to be commended for bringing together some of [its] most recent research. It provides a series of extremely useful short histories, quite unlike anything that can be found elsewhere. University teachers will find it invaluable for preparing seminars and it will be widely used by students.' - The Times Higher Education Supplement 'a pioneering work of reference' - Perspectives on Translation The

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Routledge Encyclopedia of Translation Studies has been the standard reference in the field since it first appeared in 1998. The second, extensively revised and extended edition brings this unique resource up-to-date and offers a thorough, critical and authoritative account of one of the fastest growing disciplines in the humanities. The Encyclopedia is divided into two parts and alphabetically ordered for ease of reference. Part One (General) covers the conceptual framework and core concerns of the discipline. Categories of entries include: central issues in translation theory (e.g. equivalence, translatability, unit of translation) key concepts (e.g. culture, norms, ethics, ideology, shifts, quality) approaches to translation and interpreting (e.g. sociological, linguistic, functionalist) types of translation (e.g. literary, audiovisual, scientific and technical) types of interpreting (e.g. signed language, dialogue, court). New additions in this section include entries on globalisation, mobility, localization, gender and sexuality, censorship, comics, advertising and retranslation, among many others. Part Two (History and Traditions) covers the history of translation in major linguistic and cultural communities. It is arranged alphabetically by linguistic region. There are entries on a wide range of languages which include Russian, French, Arabic, Japanese, Chinese and Finnish, and regions including Brazil, Canada and India. Many of the entries in this section are based on hitherto unpublished research. This section includes one new entry: Southeast Asian tradition. Drawing on the expertise of over 90 contributors from 30 countries and an international panel of consultant editors, this volume offers a comprehensive overview

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of translation studies as an academic discipline and anticipates new directions in the field. The contributors examine various forms of translation and interpreting as they are practised by professionals today, in addition to research topics, theoretical issues and the history of translation in various parts of the world. With key terms defined and discussed in context, a full index, extensive cross-references, diagrams and a full bibliography the Routledge Encyclopedia of Translation Studies is an invaluable reference work for all students and teachers of translation, interpreting, and literary and social theory. Mona Baker is Professor of Translation Studies at the University of Manchester, UK. She is co-founder and editorial director of St Jerome Publishing, a small press specializing in translation studies and cross-cultural communication. Apart from numerous papers in scholarly journals and collected volumes, she is author of *In Other Words: A Coursebook on Translation* (Routledge 1992), *Translation and Conflict: A Narrative Account* (2006) and *Founding Editor of The Translator: Studies in Intercultural Communication* (1995), a refereed international journal published by St Jerome since 1995. She is also co-Vice President of the International Association of Translation and Intercultural Studies (IATIS). Gabriela Saldanha is Lecturer in Translation Studies at the University of Birmingham, UK. She is founding editor (with Marion Winters) and current member of the editorial board of *New Voices in Translation Studies*, a refereed online journal of the International Association of Translation and Intercultural Studies, and co-editor (with Federico Zanettin) of *Translation Studies Abstracts and Bibliography of Translation Studies*.

Learning from Picturebooks

Translating Picturebooks examines the role of illustration in the translation process of picturebooks and how the word-image interplay inherent in the medium can have an impact both on translation practice and the reading process itself. The book draws on a wide range of picturebooks published and translated in a number of languages to demonstrate the myriad ways in which information and meaning is conveyed in the translation of multimodal material and in turn, the impact of these interactions on the readers' experiences of these books. The volume also analyzes strategies translators employ in translating picturebooks, including issues surrounding culturally-specific references and visual and verbal gaps, and features a chapter with excerpts from translators' diaries written during the process. Highlighting the complex dynamics at work in the translation process of picturebooks and their implications for research on translation studies and multimodal material, this book is an indispensable resource for students and researchers in translation studies, multimodality, and children's literature.

Expanding the Boundaries of Transformative Learning

The picturebook is now recognized as a sophisticated art form that has provided a space for some of the most exciting innovations in the field of children's literature. This book brings together the work of expert scholars from the UK, the USA and Europe to

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present original theoretical perspectives and new research on picturebooks and their readers. The authors draw on a variety of disciplines such as art and cultural history, semiotics, philosophy, cultural geography, visual literacy, education and literary theory in order to revisit the question of what a picturebook is, and how the best authors and illustrators meet and exceed artistic, narrative and cultural expectations. The book looks at the socio-historical conditions of different times and countries in which a range of picturebooks have been created, pointing out variations but also highlighting commonalities. It also discusses what the stretching of borders may mean for new generations of readers, and what contemporary children themselves have to say about picturebooks. This book was originally published as a special issue of the *New Review of Children's Literature and Librarianship*.

Routledge Encyclopedia of Translation Studies

Picturebooks, understood as a series of meaningful text-picture relations, are increasingly acknowledged as an autonomous sub-genre of children's literature. Being highly complex aesthetic products, their use is deeply embedded in specific situations of joint attention between a caregiver and a child. This volume focuses on the question of what children may learn from looking at picturebooks, whether printed in a book format, created in a digital format, or self-produced by educationalists and researchers. Interest in the relationship between cognitive processes and

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children's literature is growing rapidly, and in this book, theoretical frameworks such as cognitive linguistics, cognitive narratology, cognitive poetics, and cognitive psychology, have been applied to the analysis of children's literature. Chapters gather empirical research from the fields of literary studies, linguistics and cognitive psychology together for the first time to build a cohesive understanding of how picturebooks assist learning and development. International contributions explore: language acquisition the child's cognitive development emotional development literary acquisition ("literary literacy") visual literacy. Divided into three parts considering symbol-based learning, co-constructed learning, and learning language skills, this cross-disciplinary volume will appeal to researchers, students and professionals engaged in children's literature and literacy studies, as well as those from the fields of cognitive and developmental psychology, linguistics, and education.

The Routledge Companion to Picturebooks

Spatiality has risen to become a key concept in literary and cultural studies, with critical focus on the 'spatial turn' presenting a new approach to the traditional literary analyses of time and history. Robert T. Tally Jr. explores differing aspects of the spatial in literary studies today, providing: An overview of the spatial turn across literary theory, from historicism and postmodernism to postcolonialism and globalization Introductions to the

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major theorists of spatiality, including Michel Foucault, David Harvey, Edward Soja, Erich Auerbach, Georg Lukács, and Fredric Jameson Analysis of critical perspectives on spatiality, such as the writer as map-maker, literature of the city and urban space, and the concepts of literary geography, cartographics and geocriticism. This clear and engaging study presents readers with a thought provoking and illuminating guide to the literature and criticism of 'space'.

The Role of Translators in Children's Literature

This book situates the picturebook genre within the widespread international phenomenon of crossover literature, examining an international corpus of picturebooks — including artists' books, wordless picturebooks, and celebrity picturebooks — that appeal to readers of all ages. Focusing on contemporary picturebooks, Sandra Beckett shows that the picturebook has traditionally been seen as a children's genre, but in the eyes of many authors, illustrators, and publishers, it is a narrative form that can address any and all age groups. Innovative graphics and formats as well as the creative, often complex dialogue between text and image provide multiple levels of meaning and invite readers of all ages to consider texts that are primarily marketed as children's books. The interplay of text and image that distinguishes the picturebook from other forms of fiction and makes it a unique art form also makes it the ultimate crossover genre. Crossover picturebooks are often very complex texts that are challenging for

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adults as well as children. Many are characterized by difficult "adult" themes, genre blending, metafictional discourse, intertextuality, sophisticated graphics, and complex text-image interplay. Exciting experiments with new formats and techniques, as well as novel interactions with new media and technologies have made the picturebook one of the most vibrant and innovative contemporary literary genres, one that seems to know no boundaries. *Crossover Picturebooks* is a valuable addition to the study of a genre that is gaining increasing recognition and appreciation, and contributes significantly to the field of children's literature as a whole.

Multimodal Pedagogies in Diverse Classrooms

Transcending Boundaries: Writing for a Dual Audience of Children and Adults is a collection of essays on twentieth-century authors who cross the borders between adult and children's literature and appeal to both audiences. This collection of fourteen essays by scholars from eight countries constitutes the first book devoted to the art of crosswriting the child and adult in twentieth-century international literature. Sandra Beckett explores the multifaceted nature of crossover literature and the diverse ways in which writers cross the borders to address a dual readership of children and adults. It considers classics such as *Alice's Adventures in Wonderland* and *Pinocchio*, with particular emphasis on post-World War II literature. The essays in *Transcending Boundaries* clearly suggest that crossover literature is a major,

widespread trend that appears to be sharply on the rise.

Through the Looking Glass

This open access collection offers a detailed mapping of recent Nordic literature and its different genres (fiction, poetry, and childrens literature) through the perspective of spatiality. Concentrating on contemporary Nordic literature, the book presents a distinctive view on the spatial turn and widens the understanding of Nordic literature outside of canonized authors. Examining literatures by Danish, Norwegian, Swedish, and Finnish authors, the chapters investigate a recurrent theme of social criticism and analyze this criticism against the welfare state and power hierarchies in spatial terms. The chapters explore various narrative worlds and spaces from the urban to parks and forests, from textual spaces to spatial thematics, studying these spatial features in relation to the problems of late modernity.

Performing Mountains

In *Crossover Fiction*, Sandra L. Beckett explores the global trend of crossover literature and explains how it is transforming literary canons, concepts of readership, the status of authors, the publishing industry, and bookselling practices. This study will have significant relevance across disciplines, as scholars in literary studies, media and cultural studies, visual arts, education, psychology, and

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sociology examine the increasingly blurred borderlines between adults and young people in contemporary society, notably with regard to their consumption of popular culture.

Transcending Boundaries

Two-time Newbery medalist Lois Lowry has crafted a beautiful picture book about the power of longing and the importance of reconnection between a girl and her father in post-WWII America. This is the story of young Liz, her father, and their strained relationship. Dad has been away at WWII for longer than she can remember, and they begin their journey of reconnection through a hunting shirt, cherry pie, tender conversation, and the crow call. This allegorical story shows how, like the birds gathering above, the relationship between the girl and her father is graced with the chance to fly.

Crossover Fiction

In this new collection, children's literature scholars from twelve different countries contribute to the ongoing debate on the importance of picturebook research, focusing on aesthetic and cognitive aspects of picture books. Contributors take interdisciplinary approaches that integrate different disciplines such as literary studies, art history, linguistics, narratology, cognitive psychology, sociology, memory studies, and picture theory. Topics discussed include intervisuality, twist endings, autobiographical narration, and metaliterary awareness in picturebooks. The essays

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also examine the narrative challenges of first-person narratives, ellipsis, and frame-breaking in order to consider the importance of mindscape as a new paradigm in picturebook research. Tying picturebook studies to studies in childhood, multimodality, and literacy, this anthology is a representative of the different opportunities for research in this emerging field.

Reflections of Change

This collection gathers essays by Selma Lanes on the masters of children's literature that she most admires: Maurice Sendak, William Steig, Edward Gorey, L. Frank Baum, Tomi Ungerer, Jack Keats, Margot Zemach, and one editor of genius, Ursula Nordstrom. What concerns Ms. Lanes most is the integration of text and image, the abilities of authors and artists of picture books to somehow change our perceptions. In a larger sense, she asks, What makes some children's books work and others fail? How does art for the young reflect, distort or create a social perspective? No popular medium in our time has been as experimental, inventive, and simply alive as children's books.

Crossover Picturebooks

How Picturebooks Work is an innovative and engaging look at the interplay between text and image in picturebooks. The authors explore picturebooks as a specific medium or genre in literature and culture, one that prepares children for other media of

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communication, and they argue that picturebooks may be the most influential media of all in the socialization and representation of children. Spanning an international range of children's books, this book examines such favorites as *Curious George* and *Frog and Toad Are Friends*, along with the works of authors and illustrators including Maurice Sendak and Tove Jansson, among others. With 116 illustrations, *How Picturebooks Work* offers the student of children's literature a new methodology, new theories, and a new set of critical tools for examining the picturebook form.

Picturebooks: Representation and Narration

Across various time periods, audiences, aesthetics, and cultural landscapes, *Little Red Riding Hood* is a universal icon, and her story is one of the world's most retold tales. In *Revisioning Red Riding Hood Around the World: An Anthology of International Retellings*, Sandra L. Beckett presents over fifty notable modern retellings, only two of which have appeared previously in English. The tales include works published in twenty-four countries and sixteen languages, in texts that span more than a century, but with the majority written in the last fifty years. They include retellings for children, adolescents, and adults, as well as crossover works intended for an audience of all ages. The tales in this volume progress from works that recast the story of *Little Red Riding Hood* from traditional perspectives through more playful versions to more unconventional approaches.

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Seven sections are arranged thematically: Cautionary Tales for Modern Riding Hoods, Contemporary Riding Hoods Come of Age, Playing with the Story of Red Riding Hood and the Wolf, Rehabilitating the Wolf, The Wolf's Story, The Wolf Within, and Running with the Wolves. Beckett provides an interpretative introduction to each text and insightful information on its author and/or illustrator. A variety of genres are represented, including fairy tale, short story, novella, novel, poetry, illustrated books, and picture books. More than 90 illustrations, both color plates and black-and-white images, reveal further narrative layers of meaning. The number and diversity of retellings in Revisioning Red Riding Hood demonstrate the tale's remarkable versatility and its exceptional status in the collective unconscious and in literary culture, even beyond the confines of the Western world. This unique anthology contributes to cross-cultural exchange and facilitates comparative study of the tale for readers interested in fairy-tale studies, cultural studies, and literary history.

Contemporary Nordic Literature and Spatiality

It is often assumed that picturebooks are for very young readers because of their emphasis on the illustrations and their scarcity of text; however, there are increasing numbers of picturebooks where the age of the implied reader is questionable. These are picturebooks whose controversial subject matter and unconventional, often unsettling style of illustration challenge the reader, pushing them to question and

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probe deeper to understand what the book is about. In addition to the book challenging the reader, the reader often challenges the book in an attempt to understand what is being said. These increasingly popular picturebooks work on many different levels; they are truly polysemic and worthy of in-depth analysis. They push the reader to ask questions and in many instances are intrinsically philosophical, often dealing with fundamental life issues. Challenging and Controversial Picturebooks examines these unconventional, non-conformist picturebooks, considering what they are, their audience and their purpose. It also considers: Children's and adults' thoughts on these kinds of picturebooks. How challenging and unsettling wordless picturebooks can play with the mind and promote philosophical thought. What creates non-conformity and strangeness is it the illustrations and their style, the subject matter or a combination of both? Why certain countries create, promote and accept these picturebooks more than others. Why certain picturebooks are censored and what factors are in play when these decisions are made. The role of publishers in translating and publishing these picturebooks. Children's creative and critical responses to strange, unsettling and often disturbing visual texts. This inspiring and thought-provoking volume explores the work of a number of highly respected, international picturebook experts and includes an exclusive interview with the legendary Klaus Flugge, Managing Director of Andersen Press, one of the few remaining independent children's book publishers in England. It is an indispensable reference for all interested in or working with picturebooks,

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including researchers, students in higher and teacher education, English advisors/inspectors, literacy consultants and classroom teachers.

Recycling Red Riding Hood

Beyond Babar: The European Tradition in Children's Literature examines in depth eleven of the most celebrated European children's novels in substantial, critical essays written by well-known international scholars. This approach provides a comprehensive discussion of the selected works from a variety of theoretical perspectives. Each essay offers a critical introduction to the text that can serve as a point of departure for literary scholars, professors of children's literature, primary and secondary school teachers, and librarians who are interested in texts that cross languages and cultures.

How Picturebooks Work

A collection of twenty-one essays which cover such topics as the new genres of literature including horror and multicultural works, and the effects of postmodernism on the content and form of literature

Children's Literature, Briefly

The 'Get to Know Me' series is aimed at children with additional needs and those who support them in the classroom. Developed by child psychologist Dr Louise Lightfoot and illustrated by Catherine Hicks, the resources in this series include activities specific to

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anxiety, depression and Obsessive Compulsive Disorder (OCD). This book, *Silver Matilda*, has been designed to support the individual child but also to be used in whole class teaching, to encourage an empathetic and inclusive environment. In this book, we meet Silver Matilda, a bird with silver feathers known for her beauty and graceful flight. The story follows Matilda as she loses her bright feathers and ashamed, hides away from the world until one day an owl comes and sits with her. The owl shows Matilda empathy and stays with her whilst she recovers and watches as she becomes stronger through her experience. This book was written with children with depression in mind, providing an opportunity to relate to Matilda's thoughts, feelings, behaviours and experiences. However, children with a range of needs may benefit from the story. The book is written in a narrative style, so it does not use diagnostic labels and is not intended for this purpose. Instead the focus is on creating a common language which children can understand and use to make sense of how they are feeling. A practitioner guidebook (ISBN 9780815349433) and draw along version (ISBN 9780815349464) are also available.

Neo-Imperialism in Children's Literature About Africa

In the spirit of their last collaboration, *Apartheid and Racism in South African Children's Literature, 1985-1995*, Yulisa Amadu Maddy and Donnarae MacCann once again come together to expose the neo-imperialist overtones of contemporary children's

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fiction about Africa. Examining the portrayal of African social customs, religious philosophies, and political structures in fiction for young people, Maddy and MacCann reveal the Western biases that often infuse stories by well-known Western authors. In the book's introductory section, Maddy and MacCann offer historical information concerning Western notions of Africa as "primitive," and then present background information about the complexity of feminism in Africa and about the ongoing institutionalization of racism. The main body of the study contains critiques of the novels or short stories of eleven well-known writers, including Isabel Allende and Nancy Farmer--all demonstrating that children's literature continues to mis-represent conditions and social relations in Africa. The study concludes with a look at those short stories of Beverley Naidoo which bring insight and historical accuracy to South African conflicts and emerging solutions. Educators, literature professors, publishers, professors of Diaspora and African studies, and students of the mass media will find Maddy and MacCann's critique of racism in the representation of Africa to be indispensable to students of multicultural literature.

Translating Picturebooks

Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships

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with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awarenenses; our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy. The editors of this collection make several challenges to the existing field of transformative learning - the first is to theoreticians, who have attempted to describe the nature of transformative learning without regard to the content of transformative learning. The editors argue that transformative learning theory cannot be constructed in a content-neutral or context-free way. Their second challenge, which assumes the importance content for transformative learning, is to educators as practitioners. The editors argue that transformative learning requires new educational practices consistent with the content. Arts-based research and arts-based teaching/learning practices are one example of such new educational practices. Education for the soul, or spiritual practices such as meditation or modified martial arts or indigenous peoples' forms of teaching/learning, is another example. Each article in the collection presents a possible model of these new practices.

Theodor Geisel

While firmly acknowledging the importance of play in early childhood, this book interrogates the assumption that play is a birthright. It pushes beyond traditional understandings of play to ask questions such as: what is the relationship between play and

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the arts – theatre, music and philosophy – and between play and wellbeing? How is play relevant to educational practice in the rapidly changing circumstances of today’s world? What do Australian Aboriginal conceptions of play have to offer understandings of play? The book examines how ideas of play evolve as children increasingly interact with popular culture and technology, and how developing notions of play have changed our work spaces, teaching practices, curricula, and learning environments, as well as our understanding of relationships between children and adults. This multidisciplinary volume on the subject of play combines the work of some of the world’s leading researchers in the field of early childhood education with contributions from distinguished and emerging scholars in areas as diverse as education, theatre studies, architecture, literature, philosophy, cultural studies, theology and the creative arts. Reconsidering the common focus on play in early education, to investigate its broader impact, this collection offers a refreshing and valuable addition to studies on play, reconceptualizing it for the 21st century.

The Handbook of Creative Writing

Dr. Seuss's infectious rhymes, fanciful creatures, and roundabout plots not only changed the way children read but imagined the world. And to Think That I Saw It On Mulberry Street, Green Eggs and Ham, The Cat and the Hat, these and other classics have sold hundreds of millions of copies and entertained children and adults for decades. After graduating from

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Dartmouth, Theodor Geisel used his talents as an ad-man, political provocateur, and social satirist, gradually but irrevocably turning to children's books. Theodor SEUSS Geisel tells the unlikely story of this remarkable transformation. In this compact and engrossing biography, Donald Pease reveals the evolution of Dr. Seuss's creative persona while offering an honest appraisal of his life. The book also features many of Dr. Seuss's lesser-known illustrations, including college drawings, insecticide ads, and wartime political cartoons—all of which offer a glimpse of his early artistic style and the visual origins of the more famous creatures that later populated his children's books. As Pease traces the full arc of Dr. Seuss's prolific career, he combines close textual readings of many of Dr. Seuss's works with a unique look at their genesis to shed new light on the enduring legacy of America's favorite children's book author.

Born to Be Posthumous

The book represents an earthquake in genocide studies, particularly in the field of Armenian Genocide research. A unique feature of the Armenian Genocide has been the long-standing efforts of successive Turkish governments to deny its historicity and to hide the documentary evidencesurrounding it. This book provides a major clarification of the often blurred lines between facts and truth in regard to these events. The authenticity of the killing orders signed by Ottoman Interior Minister Talat Pasha and the memoirs of the Ottoman bureaucrat Naim Efendi

have been two of the most contested topics in this regard. The denialist school has long argued that these documents and memoirs were all forgeries, produced by Armenians to further their claims. Taner Akçam provides the evidence to refute the basis of these claims and demonstrates clearly why the documents can be trusted as authentic, revealing the genocidal intent of the Ottoman-Turkish government towards its Armenian population. As such, this work removes a cornerstone from the denialist edifice, and further establishes the historicity of the Armenian Genocide.

Picturebooks

This volume discusses the aesthetic and cognitive challenges of modern picturebooks from different countries, such as Denmark, France, Germany, Norway, Spain, Sweden, United Kingdom, and USA. The overarching issue concerns the mutual relationship between representation and narration by means of the picturebooks' multimodal character. Moreover, this volume includes the main lines of debate and approaches to picturebooks by international leading researchers in the field. Topics covered are the impact of paratexts and interpictureorial allusions, the relationship between artists' books, crossover picturebooks, and picturebooks for adults, the narrative defiance of wordless picturebooks, the representation of emotions in images and text, and the depiction of hybrid characters in picturebooks. The enlargement of the picturebook corpus beyond an Anglo-American picturebook canon opens up new

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horizons and highlights the diverging styles and genre shifts in modern picturebooks. This tendency also demonstrates the influence of specific authors and illustrators on the appreciation of the picturebook genre, as in the case of Astrid Lindgren's picturebooks and the picturebooks created by renowned illustrators, such as Anthony Browne, Wolf Erlbruch, Stian Hole, and Bruno Munari. This book will be the definite contribution to contemporary picturebook research for many years to come.

Draw Along With Sammy Sloth

This book offers a historical analysis of key classical translated works for children, such as writings by Hans Christian Andersen and Grimms' tales. Translations dominate the earliest history of texts written for children in English, and stories translated from other languages have continued to shape its course to the present day. Lathey traces the role of the translator and the impact of translations on the history of English-language children's literature from the ninth century onwards. Discussions of popular texts in each era reveal fluctuations in the reception of translated children's texts, as well as instances of cultural mediation by translators and editors. Abridgement, adaptation, and alteration by translators have often been viewed in a negative light, yet a closer examination of historical translators' prefaces reveals a far more varied picture than that of faceless conduits or wilful censors. From William Caxton's dedication of his translated History of Jason to young Prince Edward in 1477 ('to

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thentent/he may begynne to lerne read Englishsh'), to Edgar Taylor's justification of the first translation into English of Grimms' tales as a means of promoting children's imaginations in an age of reason, translators have recorded in prefaces and other writings their didactic, religious, aesthetic, financial, and even political purposes for translating children's texts.

New Directions in Picturebook Research

In this new edition 54 chapters cover the central pillars of writing creatively: the theories behind the creativity, the techniques and writing as a commercial enterprise. With contributions from over 50 poets, novelists, dramatists, publishers, editors, tutors, critics and scholars, this is the essential guide to writing and getting published. DT A 3-in-1 text with outstanding breadth of coverage on the theories, the craft & the business of creative writing DT Includes practical advice on getting published & making money from your writing New for this edition: DT Chapters on popular topics such as 'self-publishing and the rise of the indie author', 'social media', 'flash fiction', 'song lyrics', 'creative-critical hybrids' and 'collaboration in the theatre' DT New and updated exercises to help you practice your writing DT Up-to-date information on teaching, copyright, writing for the web & earning a living as a writer DT Updated Glossary of Terms

Keywords for Children's Literature

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Multimodal Pedagogies in Diverse Classrooms examines how the classroom can become a democratic space founded on the integration of different histories, modes of representation, feelings, languages and discourses, and is essential reading for anyone interested in the connection between multimodality, pedagogy, democracy and social justice in diverse classrooms. Pippa Stein combines theory with material taken from post-apartheid classrooms in South Africa where students from different language and cultural backgrounds negotiate the ongoing tensions between tradition and modernity, Western and African intellectual thought, as well as the apartheid-past of their parents, and their own aspirations for the future. This insightful book argues that classrooms can become 'transformative' sites in which students can develop curricula and pedagogies which speak to the diversity of global societies, and looks at: How multimodality can be used to promote social justice and democracy in diverse classrooms; The forms of representation through which students make meaning in classrooms; How those forms contribute to the building of democratic cultures; The cultural resources available to students, and how they are used for learning; Difference as a productive energy for learning. Dealing with issues such as democracy, politics of difference, diversity, multicultural and multilingual classrooms, this book is as pertinent to readers across the globe as it is to those in South Africa, and will be invaluable and fascinating reading for anyone working or interested in this field.

Spatiality

The study of children's literature and culture has been experiencing a renaissance, with vital new work proliferating across many areas of interest. Mapping this vibrant scholarship, this work presents 49 original essays on the essential terms and concepts of the field with scope, clarity, and interdisciplinary play between concepts. From Aesthetics to Young Adult, a multidisciplinary cast of scholars explores the vocabulary central to the study of children's literature. Following the growth of his or her word, each author traces its branching uses and meanings, often into unfamiliar disciplinary territories. Award-winning novelist Philip Pullman writes about Intentionality, Education expert Margaret Meek Spencer addresses Reading, literary scholar Peter Hunt historicizes Children's Literature, Psychologist Hugh Crago examines Story, librarian and founder of the influential Child Lit litserv Michael Joseph investigates Liminality. In the spirit of Raymond Williams' seminal Keywords, this book is a snapshot of a vocabulary of children's literature that is changing, expanding, and ever unfinished.

Crossover Picturebooks

Children's Literature

In this pioneering and timely book, Lampert examines the ways in which cultural identities are constructed within young adult and children's literature about the

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attacks of September 11, 2001. Looking at examples including picture books, young adult novels, and a selection of DC Comics, Lampert finds the co-mingling of xenophobia and tolerance, the binaried competition between good and evil and global harmony and national insularity, and the glorification of both the commonplace hero and the super-human. Specifically, Lampert identifies three significant identity categories encoded in 9/11 books for children--ethnic identities, national identities, and heroic identities--arguing that their formation is contingent upon post-9/11 politics. These shifting identities offer implicit and explicit accounts of what constitute good citizenship, loyalty to nation and community, and desirable attributes in a Western post-9/11 context. Lampert makes an original contribution to the field of children's literature by providing a focused and sustained analysis of how texts for children about 9/11 contribute to formations of identity in these complex times of cultural unease and global unrest.

Crow Call

This book situates the picturebook genre within the widespread international phenomenon of crossover literature, examining an international corpus of picturebooks — including artists' books, wordless picturebooks, and celebrity picturebooks — that appeal to readers of all ages. Focusing on contemporary picturebooks, Sandra Beckett shows that the picturebook has traditionally been seen as a children's genre, but in the eyes of many authors, illustrators, and publishers, it is a narrative form that

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can address any and all age groups. Innovative graphics and formats as well as the creative, often complex dialogue between text and image provide multiple levels of meaning and invite readers of all ages to consider texts that are primarily marketed as children's books. The interplay of text and image that distinguishes the picturebook from other forms of fiction and makes it a unique art form also makes it the ultimate crossover genre. Crossover picturebooks are often very complex texts that are challenging for adults as well as children. Many are characterized by difficult "adult" themes, genre blending, metafictional discourse, intertextuality, sophisticated graphics, and complex text-image interplay. Exciting experiments with new formats and techniques, as well as novel interactions with new media and technologies have made the picturebook one of the most vibrant and innovative contemporary literary genres, one that seems to know no boundaries. Crossover Picturebooks is a valuable addition to the study of a genre that is gaining increasing recognition and appreciation, and contributes significantly to the field of children's literature as a whole.

Silver Matilda

Children's Literature: Criticism and the Fictional Child is an original and lucid study of the figure of the 'child' as it is presented in the rapidly expanding field of the criticism of children's literature. The book argues that in fact this same body of criticism - through often contradictory versions of the 'child' - reveals the realm of 'childhood' as one constructed by adult

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critics. Karin Lesnik-Oberstein demonstrates that both this criticism and the texts it studies are underpinned by the narratives of the liberal arts' educational ideals and their attendant socio-political and personal ideologies. The author sets literary discussion into the context of current wider debates about childhood psychology and psychotherapy. This lively polemic represents a significant rethinking of 'childhood' and approaches to children's literature.

Killing Orders

The 'Get to Know Me' series is made up of resources aimed at children with additional needs and those who support them in the classroom. Developed by child psychologist Dr Louise Lightfoot and illustrated by Catherine Hicks, the series includes activities specific to anxiety, depression and Obsessive Compulsive Disorder (OCD). This book, *Draw Along Sammy Sloth*, is an activity-based picture book story, in which individual children are encouraged to interact with the story in a creative way - through writing, drawing, scrap booking, collage, activities etc. Active engagement helps children to understand and process information, and aids long-term recall. It has been designed to support the individual child and encourage an empathetic and inclusive environment. In this book, we meet Sammy, a sloth who lives in a beautiful tree by the sea. The story follows Sammy as he wakes up one day to find he feels funny and strange. He can't sit still and does not feel like his usual happy and relaxed self. After pacing up and down he meets Anna the Armadillo who tells Sammy

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that he is silly and has no right to be sad when his life is good. Sammy hears this and feels embarrassed and ashamed of how he has been feeling. Sammy hides away until he meets a kind lizard who shows him kindness and empathy. This book was written with children with anxiety in mind, providing an opportunity to relate to Sammy's thoughts, feelings, behaviours and experiences. However, children with a range of needs may benefit from the story. The book is written in a narrative style, so it does not use diagnostic labels and is not intended for this purpose. Instead the focus is on creating a common language which children can understand and use to make sense of how they are feeling. A practitioner guidebook is also available (ISBN 9780815349419).

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