

ED PS 4330 - 002

International Children's and Adolescent Literature (ICAL) Spring 2014

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on Canvas)

Class Information: **Thursday, 10:45 a.m. – 1:45 p.m.**
MBH 309

Course Description/ Content Overview:

This course focuses on the growing body of international children's and adolescent literature and on the issues that surround this literature. As children's literature researcher Laura Apol (1998) explained, "Children's literature is a form of education and socialization, an indication of a society's deepest hopes and fears, expectations and demands. It presents to children the values approved by adult society and (overtly or covertly) attempts to explain, justify, and even impose on its audience what could be considered 'correct' patterns of behavior and belief." Examining children's literature from communities around the globe helps us to identify and better understand many of the political, social, and economic issues various countries face and how they respond and understand these issues in ways both similar and different from how other countries might.

We will begin by examining the different definitions of what constitutes international children's and adolescent literature. We will explore and become familiar with the international literature currently being published in different parts of the world for children and adolescents as well as the international literature that is available in the United States. We will explore the major issues that surround global children's and adolescent literature, such as cultural authenticity (Who has the "right" to write about a particular culture? What makes a particular book an accurate representation of a certain culture, and who should be the judge of that?) and the differences from country to country in using children's and adolescent literature in school settings. We will also consider the new wave of global children's literature published simultaneously in several countries and what effect this new global interdependency might have on the future of children's and adolescent literature. We will examine the current trends in each genre, comparing and contrasting countries' and regions' different approaches to popular topics and the prevalence of particular styles. We will also discuss ways to integrate and use international children's and adolescent literature in United States classrooms.

Throughout the course, we will further work to deepen your understanding of the field of children's literature in general, what it includes, what makes it

unique, and, especially, what makes a particular book from any country a strong example of exemplary children's or adolescent literature.

Course Objectives:

This course meets the University of Utah's International Requirement. Accordingly, the course's primary focus is both international and comparative, focusing on cross-border phenomena and examining either contemporary issues or how historical issues relate to current ones. Specifically, in this course students will:

1. Read, examine, and critically compare a wide variety of children's and adolescent books from all genres and many authors and illustrators from around the world.
2. Compare how countries around the world address, present, and explain both contemporary and historical social, political, and economic issues to their youngest generations through the medium of their children's and adolescent literature.
3. Learn to critically evaluate the literary and artistic merit of all children's books, with a particular emphasis on the evaluation of international children's and adolescent books.
4. Think critically about the issues in the field of international children's and adolescent literature, such as cultural authenticity, translation, and award-giving.
5. Develop the ability to select high quality international children's and adolescent books to use across the curriculum in K-12 settings, with particular attention to the use of books in the Common Core State Standards Language Arts curriculum.
6. Learn various instructional methods for introducing K-12 students to quality international and domestic children's and adolescent books. Using Common Core strategies to compare informational and narrative texts.
7. Be encouraged to become an enthusiastic and knowledgeable literature educator who reads widely and is curious and passionate about literature for all children.

International Reading Association Literacy Core Standards

This course meets the following standards for reading professionals:

*2.2 (Bullet 4): Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

*2.3 (All): Candidates use a wide range of texts from traditional print, digital, and online resources

*3.3 (Bullet 1): Candidates use assessment information to plan and evaluate instruction

*4.2 (Bullet 2): Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity

*5.1 (All): Candidates design the physical environment to optimize students' use of traditional print, digital and online resources in reading and writing instruction.

*5.2 (Bullet 1 and 2): Candidates design a social environment that is low risk and includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.

*5.3 (Bullet 1 and 2): Candidates use routines to support reading and writing instruction (e.g, time allocation, transitions from one activity to another, discussions, and peer feedback.)

*6.2 (Bullet 1): Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Required Text and Course Materials:

1. The following texts are required for this course. They are available at the University of Utah bookstore or may be found at online stores:

Freeman, E. & Lehman, B. (2001). ***Global perspectives in children's literature***. Boston, MA: Allyn & Bacon. ISBN: 0-205-30862-7

Lehman, B. & Freeman, E. & Scharer, P. (2010). ***Reading globally, K-8***. Thousand Oaks, CA: Corwin. ISBN: 978-1-4129-7392-2

1a. The following text is *not* required but would be useful for this course. It is available at the University of Utah bookstore (under Section 001):

Galda, L., Sipe, L., Laing, L., & Cullinan, B. (2009). *Literature and the child, Eighth edition*. Belmont, CA: Wadsworth/Cengage Learning.

2. You will be reading an assortment of international children's and adolescent books. On the first day of class, you will be placed in a group that is assigned a particular set of books to read this semester. These selections will be available at local libraries, bookstores and Internet bookstores. Two copies of most books are also on reserve at the Marriott Library. You are welcome to read all the class books, but you are only required to read your assigned set. See booklist and group assignments at the end of the syllabus.

3. You will be reading a variety of domestic children's literature or adolescent books, as well, as a basic indication of the material currently being published in our country. *Everyone* will read three domestic choices at the beginning of the semester to establish definitions of literature categories. ***Please be advised that some of the adolescent books assigned during this class may contain adolescent content (mild sex, diverse lifestyles, and violence). This is important to help you navigate through literature and suggest the appropriate literature for the audience. If you are not comfortable reading these entries, please contact the instructor for possible other options. The books on an adolescent level are marked with a red (*) after each book's information.***

4. Finally, you will also be reading articles and chapters from several publications that relate to the topics covered in the course. These readings will be available online (Canvas for this course).

Course Assignments and Assessments:

The instructor reserves the right to adjust the assignments for this course with prior notification to the students. Since this is a 4000 level course, and provides international credit, your written essay work will lose points if you submit a poorly written document with writing mistakes.

The final grade for this course is determined by **point total only**. The sum of the points you receive in the course dictates the grade received (see grading scale). There are no averages or percentages that determine final grades, only points. Please ignore the percentage totals listed on Canvas.

Participation

Since you are divided into discussion groups and interaction is an important part of this course, you will receive points for participation. You will receive 10 points per week. **MAKE SURE TO SIGN THE ROLL EACH WEEK AND ARE PREPARED WITH NOTES FROM YOUR ASSIGNED READINGS. *Hard copy notes will be submitted for every group discussion in order to receive points.*** If you do not attend a class period, you will lose your 10 points for that week. *You can receive 5 of the participation points if you provide your group with your notes PRIOR to class on the day of your absence. If you miss class because of extenuating circumstances, please contact the instructor and he will discuss your possibilities.* The instructor *may* opt to provide a make-up assignment one time for a missed class. However, that option is only good for 1 week after the missed class period. These points cannot be 'made up' later in the semester. If you miss class, you are responsible to check with another student or the instructor for content information discussed in your absence. (Possible Total: **150 points**)

Quizzes

There will be 5 quizzes, worth 20 points each, during the semester. The quizzes serve to help you think critically about the implications of what you are reading, highlight the most important concepts to understand about each issue, and extend your understanding of issues in international children's and adolescent literature. The quizzes are **tentatively** scheduled the following dates:

Quiz 1: 1/30

Quiz 2: 2/13

Quiz 3: 2/27

Quiz 4: 3/20

Quiz 5: 4/10

(Possible Total: 100 points)

Reader Response Journal

You must submit your Reading Response Journal twice during the semester. Each submission can receive up to 25 points. While reading your selections, both international and domestic, you will keep a response journal of your questions, predictions, thoughts about craft, personal connections to the books, connections to other books you have read, ideas for discussion (either with children or your peers), thoughts about any particular international children's literature issues raised by the book, prompts you could use when reading the books with children, and any other responses you have while reading. You will want to specifically address the similarities and differences in the ways the particular theme/topic is treated by particular regions/countries. *You will use these notes in your group discussions each week and the group leader will verify notes.*

Your responses should also include analysis of the six literary elements that we will use in class to determine the quality of each book.

These reading responses are a formal summary of your responses and thoughts and should be submitted on the dates indicated below as a formal essay. Please double space and use 12+ font for this paper. Papers will be submitted on Canvas.

Your Reader Response Summaries, submitted on Canvas, are tentatively due:

Qualifying Books, Picture Books, Folklore, Realistic Fiction: 2/20

Poetry, Historical Fiction, Science Fiction/Fantasy, Biography: 4/3

Possible Total: 50 points (25 per summary)

Hans Christian Andersen Medal Winning Author Study:

With a partner or by yourself, choose an international children's or adolescent author who has won the international Hans Christian Andersen Medal (the most prestigious international children's book award).

http://en.wikipedia.org/wiki/Hans_Christian_Andersen_Award

Part 1: Select and briefly critically annotate 5 books you feel are representative of his/her work. First, list complete bibliographic information including author, title, illustrator, publisher, copyright date, country of origin, and genre. Then write 3-5 sentences to highlight the books' qualities that meet the criteria of excellence discussed in class, and 1-2 sentences describing how you think the book will invigorate and engage readers. (Be sure that your annotations primarily refer to the way the book is written and/or illustrated— its literary and artistic merits – and not just to what the book is about.)

Part 2: Compare and contrast the books you have selected. Describe the author's style, any recurrent themes and other distinguishing characteristics of the author's work. What generalizations would you like PreK-12 students to be able to make about the books?

Part 3: Determine the best that you can what is the relationship between the author's life experiences and the author's books. Special emphasis

should be placed on how the author's home country has influenced and shaped the themes/topics, issues, and style in his books. What would you like PreK-12 students to know about the author's background and how her background has influenced her books? Use at least two sources, and remember to include complete bibliographic information for the sources at the end of this section.

Part 4: Design two activities that will help PreK-12 students look carefully at the author and his books. (Indicate what the appropriate PreK-12 grade or grades you have chosen for the two activities.)

Part 5: Engage in sharing your project with your classmates on March 18th and reflecting on others' projects.

Possible Total: 40 points Date Due: 3/27

Written Paper Criteria for ALL Assignments: All written assignments are to be submitted electronically on Canvas by 5:00 p.m. on the due date listed in this syllabus. Canvas will not block submissions entered late, but will mark them as turned in after the required time. The instructor may make adjustments to the score when assignments are submitted late.

This assignment will evaluate your ability to analyze your interpretation of class material and reading assignments. You will be responsible for responding to what has been discussed and read previous to the assignment. *The criteria for receiving full points = exceptionally strong evaluation of the reading assignments and superior use of evidence from texts and lectures to support assertions. You will also need to demonstrate superior academic writing style with no mechanical errors (a requirement for a 4000 level course). Use of APA format for all documented references expected.*

The instructor reserves the right to assign any point total between 0 and total points possible to give full credit for efforts made.

Final Project:

Global Children's and Adolescent Literature- Special Topics Annotated Bibliography. Due: April 17 (tentative).

(This assignment can be done with a partner or by yourself.)

Work with a partner or by yourself to research global children's and adolescent literature around an essential question. You are to create an annotated bibliography of 8 books, aimed at a particular age group (primary – PreK-2, intermediate – grades 3-6, middle school – grades 7-9, high school 10-12). The books should comprise a “curricular text set” that will help answer the essential question, across all the major world region groupings we have used in class. (Remember that for this class, we are using Asia, Africa, Central and South America, Europe, Australia/Canada/United Kingdom, and United States as our groupings.) For example, for an essential question about dealing with homelessness, you can gather a group of books that relate to the homeless.

Special Rules:

*You may use up to 5 books that are listed on the whole class reading list.

*You may use up to 2 books that you personally were assigned to read this semester, within your group or during your HCA Study.

*You must have at least one book from each region group (1 Asia, 1 Africa, 1 Central and South America, 1 Europe, 1 Australia/Canada/United Kingdom, 1 United States.)

*Make sure your international and multicultural books are culturally authentic.

*If you use a Domestic International book for one of the regions, be sure to mark it as such. (Example: When My Name is Keoko by Linda Sue Park. Asia-Domestic International.)

Part 1: Write an introduction to your bibliography that explains your essential question and why you chose that topic. Then explain how the books were selected, how they complement (both how they compare and how they contrast) one another, and how each is representative of its particular region.

Part 2: Write an annotation for each book in your bibliography. First, list complete bibliographic information including author, title, illustrator, publisher, copyright date, country of origin, and genre. Then write a brief annotation of the book. Be sure that your annotations primarily refer to the way the book is written and/or illustrated– its literary and artistic merits – and not just to what the book is about. (This is the same way you annotated the books for the HCA project.)

Part 3: Design two activities that will help PreK-12 students look carefully at the overall topics explored in the bibliography and the group of books. (Indicate what particular PreK-12 grade or grades for which you designed the two activities. Remember that these activities are to involve the group of books rather than individual titles.) The activity should center around the essential question.

Part 4: (1) Create a 1-2 pg. handout that lists the title of your annotated bibliography, a short description of why it is important to have a bibliography for this topic/theme and this age group, and a list of all the books with bibliographic information. Be prepared to give copies of your handout (or an electronic file to be uploaded in Canvas) to all class members on Dec. 2nd.
(Possible Total = 30 points)

Assignments are due on the date indicated on this syllabus schedule. Except in the case of extraordinary personal hardship, late assignments will only be accepted up to one week after deadline, with a possible 3-point deduction for each day the assignment is late.

Grading Scale for Final Grade:

The final grading scale for this course is as follows:

A = 370-354	B+ = 341-332	C+ = 302-293	D+ = 272-258
A- = 353-342	B = 331-318	C = 292-282	D = 257-246
	B- = 317-303	C- = 281-273	D- = 245-230
	Less than 230 = E		

This class is graded by *point total only*. Although Canvas may give you a percentage designation, it is the total number of points you acquire that determines your final grade.

Class notes and assigned articles are found on Canvas during the assigned week.

Cell Phones: Ringing cell phones are not acceptable in class and may result in a deduction of points. The instructor prefers that **cell phones be turned off** as some phones are audible and disruptive even when adjusted to 'vibrate.' There will be NO TEXTING during class time.

Computers: The use of computers in the classroom is acceptable for note-taking and finding references during group discussions only.

Accommodations and ADA:

If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services (<http://www.sa.utah.edu/ds/>). Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs. Further,

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Academic Honesty:

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in **ALL** your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Student Code of Academic Conduct available at:

<http://www.admin.utah.edu/ppmanual/8/8-10.html>

(please refer to sections IV, V, and VI)

This syllabus may be subject to adjustments throughout the semester to accommodate thorough learning of the material.

Course Schedule and Assignments

- 1/9** *Topic: Overview of Course; Defining International Children's Literature; The Value and Importance of International Children's Literature; The Past and Present of International Children's Literature*
Group Assignments
- 1/16** *Topic: Issues in International Children's Literature: Selecting and Evaluating International Children's Literature and Awards*
- Readings Due
* Chapter 1 and 2, plus pgs. 34-42, "Selecting and Evaluating Global Children's Literature," *GPCL* (Global Perspectives in Children's Literature)
*Chapter 1, "The Need for Global Literature" *RG* (Reading Globally)
**"The Printz Perspective" & "Slippery Slopes" (article on Canvas)
The Guardian, "Writing Book Reviews"
- 1/23** *Topic: Issues in International Children's Literature: Cultural Authenticity*
- Readings Due:
* Pgs. 26-28, "Authenticity in Global Children's Literature," *GPCL*
*Chapter 7, "How Should I Evaluate Global Books" *RG*
* Article: "Authenticity and Accuracy: The Continuing Debate."
"Prizes and Paradoxes" (on Canvas)
- Read and Response Journal for "Everything on A Waffle" and "Three Times Lucky." – Children's Literature**
- 1/30** *Topic: Trends in International Children's and Adolescent Literature: Picture Books*
- Readings Due:
* Pgs. 43-53 "Picture Books," *GPCL*
* Articles: "Living in Sami's and Ahmed's Worlds: Picture Books Explore Children's Lives in Other Countries" by Judith Heide Gilliland & "Outside Over Where?"
- Read and Response Journal for International Picture Books**
- Read and Response Journal for "Ask the Passengers" or "Dead to You" - Adolescent Literature**

Quiz 1

2/6 *Topic: Trends in International Children's and Adolescent Literature: Folklore*

Readings Due:

* Pgs. 83-90 "Folklore," GPCL

* Article: "Regional Overview Handout"

* International/United States Children's Folklore book your group is assigned.

Read and Response Journal for International Folklore Book

2/13 *Topic: Issues in International Children's Literature: Cultural Authenticity, and Translation and Availability*

Readings Due:

* Pgs. 25-26, 28-34, "Availability of Global Children's Literature" and "Translation of International Children's Books", GPCL

* Assorted Articles: "But Will They Buy Them?: A Bookseller's Point of View" by Sally Oddi. "Storyselling" by Daniel Hade

* "Building Bridges From Both Sides" by Kathleen T. Isaacs

* "Picture Books Go Digital" by Daisy Smeets and Adriana Bus

* *Aristotle and Dante Discover the Secrets of the Universe* by B.A. Saenz *

Read and Response Journal for Aristotle & Dante – Parallel Cultures

Assignments Due: ICAL Quiz 2

2/20 *Topic: Trends in International Children's and Adolescent Literature: Contemporary Realistic Fiction, Censorship*

Readings Due:

* Pgs. 53-63 "Fiction," GPCL

* Articles: "Censorship of Children's Books" by Amy McClure

"Here's Why it is Censorship" by Roger Sutton

"Justifying Violence in Children's Literature" by Carl Tomlinson

* Davis Articles

Read and Response Journal for International Cont. Realistic Fiction Book

Assignments Due: Reading Response # 1

2/27 *Topic: Connecting Children and International Children's and Adolescent Literature*

Readings Due:

* Chapter 5 "Sharing International Books across the Curriculum," GPCL

* Chapter 2-3 "Literacy Theme Studies and an Integrated Curriculum" RG

**Read and Response Journal for Chapter Readings
Assignments Due: Quiz 3**

3/6 *Topic: Fantasy and Science Fiction: Trends in International Children's and Adolescent Literature*

Readings Due:

* Pgs. 53-63 "Fiction," GPCL

* Newbery Award Winning Speech – Neil Gaiman

* International/United States Children's Fantasy or Science Fiction book (from your group assignment)

Read and Response Journal for International Fantasy/Science Fiction Book

3/20 *Topic: Trends in International Children's and Adolescent Literature: Historical Fiction*

Readings Due:

* Articles: "Pol Pot's Reign of Terror: Why Write About it for Children?" by Allan Baillie

* International/United States Children's Historical Fiction Book your group is assigned.

**Read and Response Journal for International Historical Fiction Book
Assignments Due: Quiz 4**

3/27 *Topic: Trends in International Children's and Adolescent Literature: Poetry and Verse*

Readings Due:

* Pgs. 77-83 "Poetic Language and Forms," GPCL

* International/United States Children's Poetry Book (Choose one from the two global collections)

*Find and be prepared to share a United States children's or adolescent poem (*specifics of this assignment will be given in class*)

Oral presentations on HCA Study

Read and Response Journal for Poetry & Verse and one poem to share

Assignments Due: Hans Christian Andersen Medal Winning Author Study

4/3

Topic: Applications of Connecting Children to ICAL – Intro to Biography (Narrative)

Readings Due:

* Pgs. 63-77 "Informational Books" and "Biography" GPCL

*Choose one:

Chapter 4 "Social Studies," RG

Chapter 5 "Science and Mathematics," RG

Chapter 6 "The Arts," RG

*Article: "The Printz Retrospective"

Read and Response Journal for International Biography book

Assignments Due: ICAL Reader Response #2

4/10

Topic: Trends in International Children's and Adolescent Literature - Nonfiction Informational

Readings Due:

* Articles: "Fourth Graders Read, Write, and Talk about Freedom" by Susan Lehr

Children's Nonfiction Informational book your group is assigned

Read and Response Journal for International Informational book

Assignments Due: ICAL Quiz 5;

4/17

Annotated Bibliography Entries and oral reports

Final Evaluation

To Be Determined

Spring 2014 Complete Book List by GENRE & REGION

See the Assigned Booklist by Groups (from our first class) to determine which books you are required to read this semester. You will be reading one book per genre. You are assigned a particular region for each genre so that by the end of the class you will have read at least one book from each region. This list is provided give you a resource of other books you may want to read in the future but will not read in class. You will hear about all the books in class so you will learn about books from all regions in each genre.

All books are available at local libraries, local bookstores and Internet bookstores such as Amazon.com, and the University of Utah Marriott library on reserve. (Note that picture books and shorter selections have a 2-hour loan period; longer selections have a one-day loan period so please plan accordingly.) Some books are written by international authors and have been translated into English or were written originally in English. All are award-winners in their original countries or globally, and all are currently in print. (There are a few exceptions to the international authors rule and these are starred to indicate they were written by an immigrant of the region to the US or by an author with accepted cultural authenticity. We will talk more about this issue in class.)

- - Designates the book may have adolescent content (see page 3 above).

Picture Books

Asia:

Elephants Never Forget by Anushka Ravishankar
My Mother's Sari by Sandhya Rao (Illus. by N. Sabnani)

Africa:

Jamela's Dress by Niki Daly
I Lost My Tooth in Africa by Penda Diakite (illus. by Baba Wague Diakite)

Central and South America:

**Wolf Wanted* by Ana Maria Machado
My Diary From Here to There by Amanda Irma Perez

Europe:

In the Town All Year 'Round by Rotaut Susanne Berner (Trans. By Neeltje Konings and Nick Elliot)
Big Wolf and Little Wolf by Nadine Brun-Cosme (Illus. by O. Tallec)

UK/Canada/Australia:

Wolves by Emily Gravett
**Fog Island* by Tomi Ungerer

United States:

Extra Yarn by Mac Barnett
A Sick Day for Amos McGee by Phillip Stead
Each Kindness by Jacqueline Woodson

Folklore

Asia:

**Lon Po Po: A Red Riding Hood Story from China* by Ed Young
Gobble You Up! By Gita Wold (illus. by Sunita)

Africa:

How the Leopard Got His Claws by Chinua Achebe & John Iroaganachi (Illus. by E. O Sanchez)

OR

Nelson Mandela's Favorite African Folktales edited by Nelson Mandela

Central and South America:

**The Golden Flower: A Taino Myth from Puerto Rico* by Nina Jaffe
(Illus. by Enrique O. Sanchez)

OR

**The Great Snake: Stories from the Amazon* by Sean Taylor (Illus. by Fernando Vilela)

Europe:

The Complete Fairy Tales of the Brothers Grimm All-New Third Edition translated by Jack Zipes

OR

Thumbeline translated by Anthea Bell (Illus. L. Zwerger)

UK/Canada/Australia:

Stories from the Billabong by James Vance Marshall (Illus. by Francis Firebrace)

When Apples Grew Noses and White Horses Flew: Tales of Ti-Jean by Jan Andrews (Illus. D. Petricic)

United States:

The Lion and the Mouse by Jerry Pinkney

OR

Swamp Angel by Anne Isaacs (illus. by Paul O. Zelinsky)

Contemporary Realistic Fiction

Asia:

The Friends by Kazumi Yumoto (Upper elementary/MS)

Africa:

Anna Hibiscus by Atinuke (Elementary)

OR

Akissi by Marguerite Abouet (trans. By J. Taboy; illus. by M. Sapin)

Central and South America:

**The Color of My Words* by Lynn Joseph (MS)

OR

**Journey of the Sparrows* by Fran Leeper Buss (HS)

Europe:

Benjamin Dove by Fridrik Erlings (MS)

OR
Wanting Mor by Rukhsana Khan (MS/HS)*
 UK/Canada/Australia:
Postcards from No Man's Land by Aidan Chambers (MS-HS)*
 OR
The London Eye Mystery by Siobhan Dowd (MS)
 United States:
The Fault in our Stars by John Green *
Counting by 7s by Holly Goldberg Sloan

Science Fiction and Fantasy

This week is handled slightly differently due to difficulty in obtaining English translated versions of children's science fiction and fantasy novels from Africa and Central/South America.

(Asia) *Moribito: Guardian of the Spirit* by Nashoko Uehashi

(Europe) *The Thief Lord* by Cornelia Funke

(UK/C/A) *The Graveyard Book* by Neil Gaimen

(UK/C/A) *Artemis Fowl* by Eoin Colfer

(UK/C/A) *Skellig* by David Almond

(United States)

When You Reach Me by Rebecca Stead (MS)

OR

Miss Peregrine's Home for Peculiar Children by Ransom Riggs
 (MS-HS)

OR

The True Blue Scouts of Sugarman Swamp by Kathi Appelt

Historical Fiction

All historical fiction selections below are generally Upper Elementary/MS range except The Book Thief.

Asia:

**When My Name was Keoko* by Linda Sue Park

Africa:

**Journey to Jo'burg* by Beverly Naidoo

OR

Son of a Gun by Anne de Graaf (upper MS/HS)*

Central and South America:

Before We Were Free by Julia Alvarez

OR

Hurricane Dancers: The First Caribbean Pirate Shipwreck by Margarita Engle (MS/HS)

Europe:

The Island on Bird Street by Uri Orlev

OR

Between Shades of Gray by Ruta Sepetys (this book is NOT part of the 50 Shades of Grey series-so relax)*

UK/Canada/Australia:

The King of Shadows by Susan Cooper

OR

The Book Thief by Marcus Zusak (advanced MS/HS) *

United States:

Moon Over Manifest by Clare Vanderpool

OR

Dead End in Norvelt by Jack Gantos

OR

Prisoner 88 by Leah Pileggi

Poetry

Global:

This Same Sky: A Collection of Poems From Around the World by Naomi Shihab Nye (MS/HS)

OR

Street Rhymes Around the World by Jane Yolen (Elementary)

[Or can read *Sleep Rhymes Around the World* by Jane Yolen (Elementary)]

Central and South America:

Sopa de Frijoles/Bean Soup by Jorge Argueta (Illus. by R. Yockteng)

Pio Peep! Traditional Spanish Nursery Rhymes by Alma Flor Ada, F. Isabel Campoy and Alice Schertle (Illus. by V. Escriva)

UK/Canada/Australia:

Bubble Trouble by Margaret Mahy

Domestic (US)

Any compilation by Jack Prelutsky, Mary Anne Hoberman, etc.

Nonfiction and Biography

Asia

Informational - *Going to School in India* by Lisa Heydlauff

Biographical - *Red Scarf Girl* by Ji-Li Jiang (Memoir)

Africa

Informational - *Ashanti to Zulu: African Traditions* by Margaret Musgrove

Biographical - *Facing the Lion: Growing up Maasai on the African Savanna* by Joseph Lemasolai Lekuton (Memoir)
Central and South America
Informational – *The Black Book of Colors* by Menena Cottin (Trans. By Elisa Amado)

Biographical - *Under the Royal Palms: A Childhood in Cuba* by Alma Flor Ada (Memoir)
OR
**The Queen of Water* by Laura Resau and Maria Virginia Farinango (Fictionalized Memoir; Memoir/Cont. Real. Fiction) (MS/HS) *

Europe
Informational – *Dinosaurs?* By Lila Prap

Biographical - *The Upstairs Room* by Johanna Reiss (Memoir)
OR
The Wall: Growing Up Behind the Iron Curtain by Peter Sis (memoir -upper elementary/MS)

UK/Canada/Australia
Informational - *The New Way Things Work* by David MacCaulay

Biographical - *Boy: Tales of Childhood* by Roald Dahl (Memoir)
OR
Fatty Legs: A True Story by Christy Jordan-Fenton, Margaret Pokiak-Fenton, and Liz Amini-Holmes (Memoir – MS)

United States
Informational - *Kakapo* by Sy Montgomery & Nic Bishop (Nonfiction –all)

Biographical - *Lincoln: A Photobiography* by Russell Freedman
OR
Abraham Lincoln and Frederick Douglass – by Russell Freeman

Spring 2014 Assigned Booklist by Groups

All Groups

Everything on a Waffle by Polly Horvath OR *Three Times Lucky* by Sheila Turnage
Ask the Passengers by A.S. King* OR *Dead to You* by Lisa McMann*
Aristotle and Dante Discover the Secrets of the Universe by B. A. Saenz*

GROUP 1

General: *Everything on a Waffle* by Polly Horvath

Ask the Passengers by A.S. King*

Aristotle and Dante Discover the Secrets of the Universe by B.A. Saenz*

Picture Book: Asia

Elephants Never Forget by Anushka Ravishankar

My Mother's Sari by Sandhya Rao (Illus. by N. Sabnani)

Folklore: Africa

How the Leopard Got His Claws by Chinua Achebe & John Iroaganachi

Nelson Mandela's Favorite African Folktales edited by Nelson Mandella

Contemporary Realistic Fiction: Central and South America

The Color of My Words by Lynn Joseph (MS)

OR

Journey of the Sparrows by Fran Leeper Buss (HS)

Science Fiction and Fantasy: United States

When You Reach Me by Rebecca Stead

OR

The True Blue Scouts of Sugarman Swamp by Kathi Appelt

Historical Fiction: UK/Australia/Canada

The King of Shadows by Susan Cooper

OR

The Book Thief by Marcus Zusak (advanced MS/HS)*

Poetry: Global

This Same Sky: A Collection of Poems From Around the World by Naomi Shibab Nye (MS/HS)

OR

Street Rhymes Around the World by Jane Yolen (Elementary)

Any poetry collection by Mary Ann Hoberman or Jack Prelutsky

Nonfiction and Biography: Europe

Informational – *Dinosaurs?* By Lila Prap

Biographical - *The Upstairs Room* by Johanna Reiss (Memoir)

OR

The Wall: Growing Up Behind the Iron Curtain by Peter Sis

GROUP 2

General: *Everything on a Waffle* by Polly Horvath

Ask the Passengers by A.S. King*

Aristotle and Dante Discover the Secrets of the Universe by B.A. Saenz*

Picture Book: Africa

Jamela's Dress by Niki Daly
Diakite)

Folklore: Central and South America

The Golden Flower: A Taino Myth from Puerto Rico by Nina Jaffe (Illus. by Enrique O. Sanchez)

OR

The Great Snake: Stories from the Amazon by Sean Taylor (Illus. by Fernando Vilela)

Contemporary Realistic Fiction: Europe

Benjamin Dove by Fridrik Erlings (MS)

OR

Wanting Mor by Rukhsana Khan (MS/HS)*

Science Fiction and Fantasy: Asia

Moribito: Guardian of the Spirit by Nashoko Uehashi

Historical Fiction: Domestic

Moon Over Manifest by Clare Vanderpool

OR

Dead End in Norvelt by Jack Gantos

OR

Prisoner 88 by Leah Pileggi

Poetry:

This Same Sky: A Collection of Poems From Around the World by Naomi Shibab Nye (MS/HS)

OR

Street Rhymes Around the World by Jane Yolen (Elementary)

Any poetry collection by Mary Ann Hoberman or Jack Prelutsky

Any poetry collection by Mary Ann Hoberman or Jack Prelutsky

Nonfiction and Biography: UK/Australia/Canada

Informational - *The New Way Things Work* by David MacCaulay

Biographical - *Boy: Tales of Childhood* by Roald Dahl (Memoir)

OR

Fatty Legs: A True Story by Christy Jordan-Fenton, Margaret Pokiak-Fenton, and Liz Amini-Holmes (Memoir – MS)

GROUP 3 (Note: Because of the lack of global fantasy, this group misses a book selection from Africa but has two selections for Central/South America.)

General: *Everything on a Waffle* by Polly Horvath

Ask the Passengers by A.S. King*

Aristotle and Dante Discover the Secrets of the Universe by B.A. Saenz*

Picture Book: Central and South America

Wolf Wanted by Ana Maria Machado

My Diary From Here to There by Amada Irma Perez

Folklore: Europe

The Complete Fairy Tales of the Brothers Grimm All-New Third Edition
translated by Jack Zipes *

Thumbeline translated by Anthea Bell

Contemporary Realistic Fiction: UK/Canada/Australia

Postcards from No Man's Land by Aidan Chambers (MS-HS) *

OR

The London Eye Mystery by Siobhan Dowd (MS)

Science Fiction and Fantasy: Europe

The Thief Lord by Cornelia Funke

Historical Fiction: Asia

**When My Name was Keoko* by Linda Sue Park

Poetry: Central or South America:

Sopa da Frijoles/Bean Soup by Jorge Argueta (Illus. by R. Yockteng)

Pio Peep! Traditional Spanish Nursery Rhymes by Alma Flor Ada,

F. Isabel Campoy and Alice Schertle (Illus. by V. Escriva)

Nonfiction and Biography: United States

Informational - *Lizards* by Nic Bishop

Biographical - *Lincoln: A Photobiography* by Russell Freedman

OR

Abraham Lincoln and Frederick Douglass – by Russell Freeman

GROUP 4

General: *Three Times Lucky* by Sheila Turnage

Dead to You by Lisa McMann*

Aristotle and Dante Discover the Secrets of the Universe by B.A. Saenz*

Picture Book: Europe

In the Town All Year 'Round by Rotaut Susanne Berner

Big Wolf and Little Wolf by Nadine Brun-Cosme

Folklore: UK/Canada/Australia

Stories from the Billabong by James Vance Marshall (Illus. by Francis Firebrace)
When Apples Grew Noses and White Horses Flew: Tales of Ti-Jean by Jan Andrews
 Contemporary Realistic Fiction: United States
The Fault in our Stars by John Green *
 OR
Counting by 7s by Holly Goldberg Sloan (MS,HS)
 Science Fiction and Fantasy: UK/Canada/Australia
The Graveyard Book by Neil Gaimen
 Historical Fiction: Africa
**Journey to Jo'burg* by Beverly Naidoo
 Poetry: Global
This Same Sky: A Collection of Poems From Around the World by Naomi Shibab Nye (MS/HS)
 OR
Street Rhymes Around the World by Jane Yolen (Elementary)
 Any poetry collection by Mary Ann Hoberman or Jack Prelutsky
 Nonfiction and Biography: Asia
 Informational - *Going to School in India* by Lisa Heydlauff (Nonfiction)

 Biographical - *Red Scarf Girl* by Ji-Li Jiang (Memoir)

GROUP 5

General: Three Times Lucky by Sheila Turnage
Dead to You by Lisa McMann*
Aristotle and Dante Discover the Secrets of the Universe by B.A. Saenz*

 Picture Book: UK/Canada/Australia
Wolves by Emily Gravett
Fog Island by Tomi Ungerer
 Folklore: United States
The Lion and the Mouse by Jerry Pinkney
 OR
Swamp Angel by Anne Isaacs
 Contemporary Realistic Fiction: Asia
The Friends by Kazumi Yumoto (Upper elementary/MS)
 Science Fiction and Fantasy: UK/Canada/Australia
Artemis Fowl by Eoin Colser
 Historical Fiction: Central and South America
Before We Were Free by Julia Alvarez
 Poetry: UK/Canada/Australia
Bubble Trouble by Margaret Mahy
 Nonfiction and Biography: Africa

Informational - **Ashanti to Zulu: African Traditions* by Margaret Musgrove

Biographical - *Facing the Lion: Growing up Maasai on the African Savanna* by Joseph Lemasolai Lekuton (Memoir)

GROUP 6

General: *Three Times Lucky* by Sheila Turnage

Dead to You by Lisa McMann*

Aristotle and Dante Discover the Secrets of the Universe by B.A.

Saenz*

Picture Book: United States

Extra Yarn by Mac Barnett

A Sick Day for Amos McGee by Phillip Stead

Each Kindness by Jacqueline Woodson

Folklore: Asia

Lon Po Po: A Red Riding Hood Story from China by Ed Young

Gobble You by Gita Wold

Contemporary Realistic Fiction: Africa

Anna Hibiscus by Atinuke (Elementary)

Akissi by Marguerite Abouet

Science Fiction and Fantasy: UK/Canada/Australia

Skellig by David Almond

Historical Fiction: Europe

My Family for the War by Anne C. Voorhoeve

OR

Between Shades of Gray by Ruta Sepetys *

Poetry: Global

This Same Sky: A Collection of Poems From Around the World by Naomi

Shibab Nye (Upper elementary/MS/HS)

OR

Street Rhymes Around the World by Jane Yolen (Elementary/All Ages)

Any poetry collection by Mary Ann Hoberman or Jack Prelutsky

Nonfiction and Biography: Central and South America

Informational – *The Black Book of Colors* by Menea Cottin

Biographical - *Under the Royal Palms: A Childhood in Cuba* by Alma Flor

Ada

OR

**The Queen of Water* by Laura Resau and Maria Virginia Farinango

(Fictionalized Memoir; Memoir/Cont. Real. Fiction) (MS/HS)