

Name of Department: Applied Arts

Name of Program: Early Childhood Education

Code EP 105-3, 1975?

D

Name of Course: Children's Literature. 15 weeks, 3 hours per week

Grade Level: First Year College

Student Characteristics: Grade 12 diploma; average to high ability;
future in nursery schools, day care centres,
prekindergartens.

Course Goals

The student will:

1. formulate and express an opinion on current issues and trends in children's literature;
2. demonstrate a knowledge of the history of children's literature;
3. examine procedures and problems in book selection and evaluation;
4. demonstrate a knowledge of types of awards, award books, and the criteria for the selection of award books;
5. acquire a knowledge of literary criticism and literary critics significant to children's literature
6. demonstrate a knowledge of the various genre, and literature within the genre;
7. study the Canadian contributions in the various genre;
8. develop an appreciation for children's literature and film;
9. develop an inquiring, questioning mind;
10. develop an understanding of self and others through children's literature;
11. express creativity through the development of an individual creative project.

Goal #1

The student will formulate and express an opinion on current issues and trends in children's literature.

Terminal Objectives

After completion of the learning activities for Goal #1 the student will be able to:

1. identify and describe five areas of influence producing change in children's literature.
2. show evidence of supplementary reading by producing at least five annotated cards for the card file (explained elsewhere). Hornbook should be a primary source.
3. take a position on sex-role stereotyping in children's books and defend that position in an informal debate setting. (Criteria for informal debate stated in another course to be applied in this situation.)
4. compare and contrast the sex roles of children in five recent non-sexist children's books with five traditional children's books such as the Dick and Jane series.

Learning Activities

Activities necessary to achieve the objectives for Goal #1 are:

- Individual - read chapter 1 in text
- read current issues of Hornbook magazine available in college library
 - read American Journal of Sociology, Vol. 77, no. 6, May 1972, pp. 1 - 26, "Sex-Role Socialization in Picture Books for Preschool Children."
 - read Only Connect, chapter 6, "The Present State of English Children's Literature."
 - read "Dick and Jane as Victims"

Large Group - view CBC video-tape "Women and Men" (3 hrs. in length)

- Small Group
- brainstorm - exchange ideas and concepts on current issues
 - question and challenge each other's ideas and ideas of published authors and essayists
 - take an opinion poll on sex roles in literature - college population only

Evaluation

Goal #1 and objectives

- informal debate in small group settings (criteria for informal debates stated in another course)
- card file on "readings" e.g. Hornbook articles
- short objective test
- essay question on objective #1

Goal #2

The student will demonstrate a knowledge of the history of children's literature.

Terminal Objectives

After completing the learning activities for Goal #2 the student will be able to:

1. with the use of the text make a time line of the historical development of children's literature from the early English period through the twentieth century period by indicating fifteen authors and/or influences of significance in each historical period.
2. describe in a paragraph of 100 words why the eighteenth century was a "turning point" in children's literature.
3. compare and contrast morality as reflected in five selected writings of the early English period and the twentieth century literature. The student may use the method of his or her choice to show the comparison.
4. demonstrate the primitive methods of illustrating children's literature in the early English period by attempting a simple-woodcut design for reproduction.
5. demonstrate a knowledge of a vocabulary of useful historical terms (at least thirty) as they relate to children's literature by answering short identification questions and by use of the terms in class discussions.
6. demonstrate a sense of the past in children's literature through a role play situation; e.g. student/teacher interaction in the moral/didactic period of children's literature. (Detailed requirements to be stated on a work sheet.)

Learning Activities

Individual - read chapter 2 in text

- read Only Connect, chapter 1, "The Golden Age of Children's Books", Kelly Pub. New York, 1969
- read selected excerpts from "Curiosities of Street Literature", Seven Dials Press, London, 1969.
- read and view replicas of a hornbook and a battledore available in college library (sent for from Horn Book, Inc., 583 Boylston Street, Boston, Massachusetts.)
- read Hornbook Magazine articles significant to history of children's literature

Large Group - Invited guest artist discusses ancient woodcut method of illustrating. Students will attempt a simple woodcut design for reprinting. Time and tedious effort involved will develop an appreciation for early illustrations.

Small Group - Students will discuss historical influences such as "chapbooks", "Battledore", "Hornbook", "New England Primer", "John Newbery", "Puritanism", Charles Perrault, Mother Goose, didacticism, Rousseau, Emile, and many others.

- Students will use newly acquired vocabulary in class discussions.

A/V

Small Group - with the use of a video tape machine the student will role-play. Situation: teacher/student "interaction" in the puritan or moral/didactic period; Situation: teacher/student interaction in the 18th century period; Situation: teacher/student interaction in 20th century Canada, international women's year. Students must create a sense of the past or present through their role situations.

*Oct. 1st
in class.
Worse for VTR.*

Evaluation

- make an historical time line noting significant dates, influences; literature from early English period through 20th century
- an objective/essay test will test objectives #2,3,5
- role-play videotapes viewed and critiqued by instructor and students (self and peer group evaluation)
- add to card file on selected readings

6

Goal #3

The student will examine procedures and problems in book selection and evaluation.

Terminal Objectives

After completion of the learning activities for Goal #3 the student will be able to:

1. give a precis of not more than 50 words stating the criteria (at least six of which must be included) for the selection of a good book.
2. describe in a 5-minute oral presentation to the class the suitability or non-suitability of three selected preschool books noting the format, binding quality, writing style, and illustrations.
3. demonstrate a knowledge of the three special problems in book selection by presenting orally - 5 minute time limit - a book series where these problems exist, in the small class group setting.
- *4. identify at least ten book selection aids, given an individualized module of study.
5. recognize bias in book selection in a test situation, given a "brainstorm" session on bias terms or words in relation to children's books.

Learning Activities

Individual - read chapter 3 in text

- read selections significant to this chapter from "Hornbook", "In Review: Canadian Books in Review"
- locate in the library book selection aids such as basic collections, specialized guides, periodicals and journals
- read Only Connect "Children's Reading and Adult Values"
- find at least two examples of good books for each age group: preschool, primary, secondary
- individualized learning module on book selection aids

Large

Small Group - select series books and classics: discuss the special problems - vocabulary, adaptations, cost

Brainstorm - jot down on the board as quickly as possible terms or words that strike up an image of "bias"

- discuss "bias" in relation to the children's book selection

Evaluation

- objective test for objectives 1 - 4.
- in class demonstration: each student will select a "good" book and tell why she selected it using learned criteria, and relating special problems if any. (No more than 3 minutes each) Hopefully the student will not demonstrate bias in her selection.

Goal #4

The student will demonstrate a knowledge of types of awards, award books, and the criteria for the selection of award books.

Terminal Objectives

After the completion of the learning activities for goal #4, the student will be able to:

1. list at least five award-winning books in each of the following award categories: Caldecott, Newbery, Book-of-the-year.
2. describe in less than five sentences the criteria for the selection of award books in the categories listed in objective #1 as stated in Hornbook medals.
3. identify the names of award winning books in a list of 100 children's books with at least 75 per cent accuracy.
4. indicate a preference for award books through her card file of predominantly award literature.
5. describe, in a 5-minute in-class presentation, the background of a selected award-winning author and relate his background to one or more selected works by that author.
6. show appreciation for the film "The Incredible Journey" by expressions of emotion during the showing and by recommending it to someone.

affective

Learning Activities

Individual - read text, appendix pp. 387-391

- read The Republic of Childhood pp. 267-270
- scan Newbery Medal Books
- scan Hornbook Medal Books
- read acceptance speeches of at least five award authors or illustrators
- read as many award books as possible in this semester - no less than twenty in your annotated card file of readings

Large Group - view 16 mm. film of Canadian award-winner "Incredible Journey"

- take note of movies of award winning books which appear at local theatres or on television

Small Group - discussion of ten types of children's literature awards

Bring 2 award books

Goal #5

The student will acquire a knowledge of literary criticism and critics significant to children's literature.

Terminal Objectives

The student will be able to:

1. identify from a selection of twenty, at least four literary publications which have in their format, a book review section.
2. show concern about the influence a book review board has on the future of children's literature by writing to the review board of "In Review: A Canadian Publication" and asking the make-up of the board and criteria for selection of people on the board - and also the criteria for selecting books.
3. describe, in one sentence each, the five literary elements as stated in the text and in an additional three summary statements, describe the criteria listed in the text, for their evaluation in children's literature.
4. list at least three historical aspects of children's literature criticism from 1918 to the present.
5. in a paragraph of 50 words or less, compare the format and substance of a book "review" from the Hornbook to a "critical edition" Norton's Alice in Wonderland.
6. write a paragraph of not more than 50 words stating the changing emphasis in the writing and criticism of children's literature using information obtained from Sheila Eggof's essay in Only Connect.

Learning Activities

Lecture/note-taking on literary elements:

- theme, plot, characterization, setting, style
- universal standards for children's literature
- historical aspects of criticism in children's literature from its modest beginning in 1918 - The Three Owls - to the present.
- present such examples of literary criticism as "The Pooh Perplex" or the critical edition of Alice in Wonderland

Library: (could be individualized module)

- examine book review section of publications such as The Bookman, The New York Times Book Review, Hornbook Magazine, In Review
- read T.S. Eliot, "Huckleberry Finn: A Critical Essay" Only Connect
- read "Changing Emphasis in the Writing and Criticism of Children's Literature" Only Connect

Talk about text

Oct 26
writing

Evaluation

- objective testing of items 1 - 3
- objective #5 evaluated through in-class oral presentation
- affective objective #4 will be as card file of acquired readings is handed in
- objective #6 through expression and conversation following the movie

- Small Group - in depth discussion of prejudice evident in "recommended" and "not recommended" reviews in In Review: Canadian Books in Review
- questioning (by letter) the selection of the review board for In Review
 - questioning (perhaps survey of northern librarians) the influence of the recommendations in In Review on the purchase of such books for children's library

Evaluation

- objective testing for objectives #1, 3, 4.
- short essay for #5, 6
- through the small group discussion it will become evident that the student is concerned about the obvious prejudice evident

Goal #6

The student will demonstrate a knowledge of the various genre and literature within the genre.

Terminal Objectives:

1. the student will demonstrate a knowledge of the genre "picture books" by:
 - a) identifying a distinguishing characteristic in each of 5 illustrator's works
 - b) selecting 10 Caldecott award winners and describing in 50 words or less the criteria, as stated by Hornbook Medal Winners, for the selection of the book
 - c) citing 20 picture book characters common to children of preschool age from a list of 40 characters related and not related to preschool literature
 - d) naming the techniques of illustration under 10 examples of illustrations.
2. The student will demonstrate a knowledge of the genre "Folk Tales" by
 - a) identifying from a list of mixed genre titles, the titles of traditional folk tales
 - b) stating and describing in one sentence each the motif(s) in 10 selected folk tales
3. In a 50-word paragraph the student will compare the three characteristics of myths and the three characteristics of epics according to the text.
4. The student will show an ability to select, according to criteria stated in the assigned readings, a story appropriate to preschool children, tell the story and hold the attention of a group of preschool children by doing so in the Nursery Lab of the Program. (A checklist will be used for evaluation.)
5. The student will demonstrate a knowledge of the genre "Poetry" by:
 - a) identifying 10 traditionally famous poets and poems for children in a test situation
 - b) writing one or more nonsense rhymes following the text form of nonsense rhymes.
6. The student will demonstrate a knowledge of the genre "Fantasy" by:

- a) identifying 10 Fantasy story titles in a list of mixed genre titles
 - b) writing a precis of 50 words or less stating the characteristics of Fantasy as described in the text
 - c) relating qualities in "Narnia" to those common to the genre Fantasy as stated in the text, in a written 300-word essay.
7. The student will be able to compare and contrast 10 characteristics of realistic fiction and 10 characteristics of fantasy in a 500-word essay using at least 3 comparative examples from at least 3 of the required readings.

Learning Activities

Picture Books:

- read chapter 4 in text book
- scan Picture-Book World, Bettina Hurlimann
 - 1) read 10 or more Caldecott award books
 - 2) read examples of various kinds of picture books: Mother Goose, alphabet books, number books, concept books, books that tell stories
 - 3) take note of picture book characters - Petunia, Madeline, Curious George, Lyle crocodile, etc.
 - 4) take note of famous illustrators - Blair Lent, Marcia Brown, Sendak, McCloskey, Tasha Tudor (see text for comprehensive list)
 - 5) note modes of illustrations: woodcuts, watercolor, collage, photographs, cartoons, crayon, charcoal, pencil, ink drawings, etc.
- read text book bibliography before selecting books to read
- keep an annotated card file on books read
- read Only Connect - Illustration, pp. 347-384
- read Anthology of Children's Literature, Johnson, Sickels, Sayers, Appendix C, pp. 1171-1180, Illustrators of Children's Books.

Small Groups - Picture Book Review: Student presents a well-chosen picture book to present to the class giving an oral review using criteria for reviews studied in previous unit

- class discussions on material read about picture books and illustrators
- Library Resource Centre: supervised library time - students will be spending several hours in the children's section of the library

Evaluation

- Picture Books:

- objective (identification) test and short essay on kinds of picture books, picture book characters, illustrators, types of illustrations
- examine annotated card file
- observe student's use of location, abilities, and their "industrious" attitude towards the accomplishment of the reading requirements
- mini-seminar "Picture Book Review" - student presents a selected picture book to the class using criteria for a good review studied in previous unit

Learning Activities

Traditional Literature:

- read chapter 6 in text
- read selected Folk Songs and Ballads in Anthology of Children's Literature, Johnson, Sickles, Sayers

Large
Small

- invite second year ECE student (musician/guitar/singer) to sing (group sing) some folk songs and ballads
- note characteristics of folk songs and ballads
- read selected folk tales in Anthology - Cinderella, Sleeping Beauty, Snow White, Three Little Pigs, Three Billy Goats Gruff, Hansel and Gretel, Rumpelstiltskin
- note motifs evident in folk tales - magic of little folks (genie, mermaids, goblins, elves), poor girl who makes good, simpleton stories, exchange of non-magical item for magical one, love overcomes evil, tall tales (concept of hero)
- read selected folk tales from other countries (also in Anthology)
- group discussion on motifs in folk tales
- read Only Connect Tolkien, "Children and Fairy Stories"
C.S. Lewis, "On Three Ways of Writing for Children"
- Mythology - read selected myths and epics in Anthology

A/V - NFB film on myths and epics

Storytelling - textbook - pp. 168-171
- Anthology - Appendix A, pp. 1141-1146

Guest Speaker - Librarian - story telling to children

Evaluation

- Traditional Literature

- objective and essay testing on objectives #3 & 4
- affective - note the involvement in the sing and the general expression during the singing of the Folk Songs and Ballads
- observation checklist during the "Storytelling" assignment

Learning Activities

Poetry:

- read chapter 7 in text
- wide reading in anthologies and single editions. 100 poems would be reasonable
- read a variety of poets - extensive list in text, p. 196.
- note devices of good poetry reading - rhythm, mood, alliteration, symbolic language
- read a wide selection of nonsense poetry
- read story telling poems

Library - much time should be spent simply reading poetry for children

Larg

Small Groups - share "new discovery" poems with each other
- create nonsense rhymes and limericks. Share them with class.

Small Group - dramatize a story-telling poem

Evaluation

- Poetry

- student(s) dramatization of story-telling poem (e.g. Casey at the Bat) using all the devices possible to demonstrate an understanding of poetry reading techniques. Check list of devices will be used.
- creative poetry writing - in-class project
- card file on poetry read. If in excess of required number, perhaps we can assume that student appreciates poetry to a significant degree
- poetry reading period to preschool class remembering the do's and don'ts of poetry reading as stated in the text

Learning Activities

Fanciful Reading:

- read chapter 8 in text
- read selections from Anthology
- read excerpts from the Chronicles of Narnia
- read selected Fantasy: Rabbit Hill, The Borrowers, The Wild Swans, The Ugly Duckling, The Wind in the Willows
Science Fiction - "A Wrinkle in Time"
Personified Animals - Paddington Bear Series
- film: "The Borrowers"
- card file: annotated card on each selected reading
- library: expose yourself to many, many illustrated fantasy books
- read Only Connect, "News from Narnia"

Small Group - share "new discoveries" in fantasy

Evaluation

- Fantasy
 - objective/essay test
 - check annotated card file entries

Learning Activities

Realistic Fiction:

- read chapter 9 in text
- read excerpts on Realism from Anthology
- stories to be discussed in some detail:
Realistic animal stories - The Incredible Journey
Gentle Ben
Gay Neck
Big Red
- read Only Connect, "The Animal Story: A Challenge in Technique"

Evaluation

- Realistic Fiction:
 - 200-word essay comparing and contrasting realistic fiction and fantasy
The student will be expected to recall elements of fantasy.

Goal #7

The student will study the Canadian contributions in selected genre.

Terminal Objectives

The student will be able to:

1. identify at least 5 significant Canadian authors and name at least one book written by each
2. describe in 100 words or less the significant position that Canadian realistic animal stories have in the overall development of children's literature.
3. Following the Canadian unit of the course, the student will have a healthy respect for Canadian children's literature. One year after graduation from the program a questionnaire will go to the students who have found employment in Day Care Centres and Nursery Schools. Questions will be asked which will indicate that students from this course will have had an influence in the selection of books for the library - an increased number of quality Canadian books should be evident.

Learning Activities

- read chapters 4 and 5 in The Republic of Childhood: A Critical Guide to Canadian Children's Literature in English

read Canadian authors - Mowat, Roberts, Seton, Berton plus at least 3 of the student's choice

Small Group - discuss Canadian authors of Children's literature. Compare them with authors from other countries. Discuss lack of Canadian literature in our own libraries.

Evaluation

- essay test - primarily expostulating on Canadian position in children's literature

Goal #8

The student will develop an appreciation for children's literature and films.

Terminal Objectives

Note: The goal is inherent in previous goals and objectives.

1. The student will select films and organize a children's film festival. Selections will be made by applying learned criteria from previous units, discussions and readings. A check list will be used noting selections, organization, rapport with children, etc.

CHILD IN LITERATURE

SYLLABUS

Sept. 8 Week 1 - "Who has seen the Wind" - W. O. Mitchell

- Day 1 - cpt. 1-10
- 2 - Discussion
- 3 - cpt. 11-21

15 Week 2 -

- Day 1 - Discussion
- 2 - cpt. 22 - end
- 3 - Discussion

22 Week 3 -

- Day 1 - Library review - Mitchell
- 2 - Student discussion - lead by students
- 3 - Student attendance at Mitchell Reading and Workshop (Fall Festival)

29 Week 4 -

- Day 1 - Final discussion of Mitchell "live"
- 2 - "A Day's Wait" - Hemingway
- 3 - "Adventures of Huck Finn" - Twain

Oct. 6 Week 5 -

- Day 1 - Huck Finn - cpt. -discussion
- 2 - Huck Finn - cpt. "
- 3 - Huck Finn - cpt. "

14 Week 6 -

- Day 1 - Huck Finn - cpt. -discussion
- 2 - Huck Finn - cpt. "
- 3 - Huck Finn - readings "

20 Week 7 -

- Day 1 - Huck Finn - readings
- 2 - " " "

EVALUATION

- 3 - Test
- Paper Topic approved
- 20 readings finished - annotated cards

27 Week 8 -

- Day 1 - Robert Frost - Selected Poems
- 2 - " " " "
- 3 - " " " "

November 3 Week 9 -

Day 1 - Robert Frost - Readings
2 - Lord of the Flies - Golding - cpt. 1-6
3 - Lord of the Flies - Discussion

10 Week 10 -

Day 1 - cpt. 11-12 - Golding
2 - readings - discussion
3 - the Exorcist - Part I

17 Week 11 -

Day 1 - Exorcist - Part II
2 - Discussion
3 - Exorcist - Part III - discussion

24 Week 12 -

Day 1 - Exorcist - Part IV - discussion
2 - Review - "Flies" and Exorcist - discussion
3 - Selected Poems - Ciardi

December 1 Week 13 -

Day 1 - Selected Poems - Ciardi
Day 2 - " " - Blake
Day 3 - " " - "

8 Week 14 -

Day 1 - Film - "Island of the Blue Dolphins"
2 - Discussion
3 - Paper DUE

15 Week 15 -

Day 1 - Raisins and almonds - all cpts. discussion
2 - " " " " "
3 - TEST

