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Imagining a People and a Nation

Rebecca Knuth

Children S Literature And British Identity Children S Literature And British Identity

Hazel Sheeky Bird



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Children's Literature and British Identity Rebecca Knuth, 2012-04-12 Children's Literature and British Identity
Imagining a People and a Nation is the story of the development of English children's literature focusing on how stories inspire children to adhere to the values of society. Such English authors as Lewis Carroll, J. R. R. Tolkien and J. K. Rowling have entertained inspired confronted social wrongs and transmitted cultural values functions previously associated with folklore. Their stories form a new folklore tradition that grounds personal identity provides social glue and supports a love of England and English values. This book examines how this tradition came to fruition. **Children's Literature and British Identity**,

Children's Literature and National Identity Margaret Meek Spencer, 2001 This is a collection of views on children's literature and national identity answering question such as how do young readers see themselves and others in the texts they are encouraged to read or find on their own. How are their sympathies recruited in tales of war and conflict? Where do their loyalties lie? How do they approach and interpret books in translation? How do writers in other European countries portray UK adults and how universal are fairy tales? Books for children and young adults are embedded in the culture and language of their origins. Although the multicultural nature of the UK is now more positively reflected in children's books the Englishness of English books is still strong. The questions of national identity and children's literature are considered by European writers from their own perspectives so highlighting what is often taken for granted about others in relation to ourselves and vice versa. **Children's Literature and British Identity** Rebecca Knuth, 2012-04-12

For more than 250 years English children's literature has transmitted values to the next generation. The stories convey to children what they should identify with and aspire to even as notions of goodness change over time. Through reading children absorb an ethos of Englishness that grounds personal identity and underpins national consciousness. Such authors as Lewis Carroll, J. R. R. Tolkien and J. K. Rowling have entertained motivated confronted social wrongs and transmitted cultural mores in their works functions previously associated with folklore. Their stories form a new folklore tradition that provides social glue and supports a love of England and English values. In *Children's Literature and British Identity: Imagining a People and a Nation* Rebecca Knuth follows the development of the genre focusing on how stories inspire children to adhere to the morals of society. This book examines how this tradition came to fruition exploring the works of several authors including Robert Baden Powell, Robert Ballantyne, J. M. Barrie, Enid Blyton, Angela Brazil, Frances Hodgson Burnett, Randolph Caldecott, Lewis Carroll, Roald Dahl, Daniel Defoe, Charles Dickens, Maria Edgeworth, Kenneth Grahame, Kate Greenaway, G. A. Henty, Thomas Hughes, Charles Kingsley, Rudyard Kipling, C. S. Lewis, A. A. Milne, Hannah More, E. Nesbit, John Newbery, George Orwell, Beatrix Potter, Arthur Ransome, Frank Richards, J. K. Rowling, Anna Sewell, Robert Louis Stevenson, J. R. R. Tolkien, P. L. Travers, Sarah Trimmer, Charlotte Yonge. Evaluating the connection between children's literature and the dissemination and formation of identity this book will appeal to both general readers and academics who are interested in librarianship, English culture and children's literature.

Class, Leisure and National Identity in British Children's Literature, 1918-1950 Hazel Sheeky Bird, 2014-10-07

This book places children's literature at the forefront of early twentieth century debates about national identity and class relations that were expressed through the pursuit of leisure. Focusing on stories about hiking, camping and sailing, this book offers a fresh insight into a popular period of modern British cultural and political history. *Children's Literature and British Identity* Rebecca Knuth, 2012-04-12 For more than 250 years English children's literature has transmitted values to the next generation. The stories convey to children what they should identify with and aspire to, even as notions of goodness change over time. Through reading, children absorb an ethos of Englishness that grounds personal identity and underpins national consciousness. Such authors as Lewis Carroll, J. R. R. Tolkien and J. K. Rowling have entertained, motivated, confronted social wrongs and transmitted cultural mores in their works, functions previously associated with folklore. Their stories form a new folklore tradition that provides social glue and supports a love of England and English values. In *Children's Literature and British Identity: Imagining a People and a Nation*, Rebecca Knuth follows the development of the genre, focusing on how stories inspire children to adhere to the morals of society. This book examines how this tradition came to fruition, exploring the works of several authors, including Robert Baden-Powell, Robert Ballantyne, J. M. Barrie, Enid Blyton, Angela Brazil, Frances Hodgson Burnett, Randolph Caldecott, Lewis Carroll, Roald Dahl, Daniel Defoe, Charles Dickens, Maria Edgeworth, Kenneth Grahame, Kate Greenaway, G. A. Henty, Thomas Hughes, Charles Kingsley, Rudyard Kipling, C. S. Lewis, A. A. Milne, Hannah More, E. Nesbit, John Newbery, George Orwell, Beatrix Potter, Arthur Ransome, Frank Richards, J. K. Rowling, Anna Sewell, Robert Louis Stevenson, J. R. R. Tolkien, P. L. Travers, Sarah Trimmer, Charlotte Yonge. Evaluating the connection between children's literature and the dissemination and formation of identity, this book will appeal to both general readers and academics who are interested in librarianship, English culture and children's literature. *Children's Literature and National Identity* Margaret (Ed) Meek, 2000-12 How do young readers see themselves and others in texts they read? How are their sympathies recruited in tales of wars and conflicts? Where do their loyalties lie? How do they approach and interpret books in translation? How do writers in other European countries portray UK adults? How universal are fairy tales? Books for children and young adults are fairly deeply embedded in the culture and language of their origins. Although the multicultural nature of the UK is now more positively reflected in children's books, and the fact that there are many Englishes, the Englishness of books is still strong. The questions of national identity and children's literature are considered by European writers from their own perspectives, so as to highlight what is often taken for granted about other in relation to ourselves and vice versa. *Class, Leisure and National Identity in British Children's Literature, 1918-1950* Hazel Sheeky Bird, 2014-10-07 This book places children's literature at the forefront of early twentieth century debates about national identity and class relations that were expressed through the pursuit of leisure. Focusing on stories about hiking, camping and sailing, this book offers a fresh insight into a popular period of modern British cultural and political history. *Language, Identity and Diversity in Picturebooks*

Nicola Daly, 2024-10-28 This book presents a range of perspectives on the way language diversity and identity are reflected in New Zealand children's literature based on the published research of Nicola Daly an associate professor in the Division of Education of the University of Waikato and her colleagues The book is organised into two sections The first section examines the use of Te Reo Māori and English in the text of New Zealand picturebooks exploring the linguistic landscape of Māori English bilingual picturebooks The second section The Pedagogical Potential of Picturebooks explores how picturebooks featuring Māori English New Zealand Sign Language NZSL and Pacific languages reflect identity and support diversity in society Research from several educational contexts ranging from kindergarten to university where picturebooks are used to support learning language and learning about language is also discussed Themes of language identity and diversity are explored throughout the two sections and brought together in the concluding chapter's discussion of the power of picturebooks This book will be of interest to scholars in children's literature and education it may also be relevant to scholars in linguistics library and information studies cultural studies and media and communication studies **Kipling's Children's**

Literature Sue Walsh, 2016-04-22 Despite Kipling's popularity as an author and his standing as a politically controversial figure much of his work has remained relatively unexamined due to its characterization as children's literature Sue Walsh challenges the apparently clear division between children's and adult literature and poses important questions about how these strict categories have influenced critical work on Kipling and on literature in general For example why are some of Kipling's books viewed as children's literature and what critical assumptions does this label produce Why is it that Kim is viewed by critics as transcending attempts at categorization Using Kipling as a case study Walsh discusses texts such as Kim The Jungle Books the Just So Stories Puck of Pook's Hill and Rewards and Fairies re-evaluating earlier critical approaches and offering fresh readings of these relatively neglected works In the process she suggests new directions for postcolonial and childhood studies and interrogates the way biographical criticism on children's literature in particular has tended to supersede and obstruct other kinds of readings

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