

# POTENT FICTIONS

CHILDREN'S LITERACY AND THE  
CHALLENGE OF POPULAR CULTURE

Edited by  
MARY HEELON



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# Potent Fictions Childrens Literacy And The Challenge Of Popular Culture

**Marsha Kinder**



## **Potent Fictions Childrens Literacy And The Challenge Of Popular Culture:**

*Potent Fictions* Mary Hilton,2012-11-12 Today s children spend more time than ever before watching television playing computer games and reading comic and pulp fiction Many of these are directly designed by the toy and media industry Are children therefore simply being manipulated There is widespread concern that because of these kinds of popular fiction children do not read quality literature resulting in lower standards of literacy There is also the further fear that because many of these popular media portray highly stereotyped gendered images this too will have a damaging effect on children Mary Hilton s fascinating book proves that there is another side to the argument We do not have to view popular culture as a threat to our children or their education The writers of this collection show how used carefully alongside other types of literature popular culture can actually help teachers to develop literacy in a broad and positive sense **Desirable**

**Literacies** Jackie Marsh,Elaine Hallet,1999 The book demonstrates the importance of providing meaningful purposeful opportunities for children to develop explore and enjoy the full range of literacy experiences and offers plenty of practical ideas for how this can be achieved offers a very stimulating and even inspiring read to anyone involved in early years education Literacy and Language This book will help develop professional knowledge and expertise in the area of language and literacy in the early years It relates current practices to relevant research and theory in a range of areas It provides a framework for the planning and delivery of an early years language and literacy curriculum with references to the Desirable Outcomes **Young Children's Literacy Development and the Role of Televisual Texts** Naima Browne,2005-06-22 In

response to the government s focus on improving numeracy and literacy in primary schools this book explores the ways in which very young children s developing literacy can be helped by watching TV and videos **Planning Creative Literacy Lessons** Andrew Lambirth,2013-05-13 This book builds on the guidance given by the Primary Strategy for Literacy By filling in the gaps that the planning documentation leaves the book provides teachers with the structures and ideas to plan creatively and effectively for their children whilst following and enhancing the recommendations of the strategy It includes clear and practical ways to plan units of work that embrace reading writing speaking and listening in exciting and active ways examples of effective practice using children s work that highlight the effects of creative planning suggestions for texts and resources that can be included in half termly and termly planning Written by a team of leading educationalists and teacher educators in the primary literacy field this edited collection is a must have for primary teachers wishing to inject creativity into the planning of their literacy lessons **Reclaiming Reading** Richard J. Meyer,Kathryn F.

Whitmore,2012-03-22 This book examines how the teaching of reading can be reclaimed from government mandates scripted commercial programs and high stakes tests via intensive reconsideration of learning teaching curriculum language and sociocultural contexts **Finding the Force of the Star Wars Franchise** Matthew Kapell,John Shelton Lawrence,2006

Textbook **Handbook of Early Childhood Literacy** Nigel Hall,Joanne Larson,Jackie Marsh,2003-10-18 This volume

examines early literacy research on a global scale and puts social cultural and historical analyses in the front seat without losing sight of individual and family level matters in the process It is comprehensive ground breaking and provocative and should help literacy researchers to think differently about the field Marjorie Faulstich Orellana School of Education and Social Policy Northwestern University No other publication that I am aware of brings together views from such diverse disciplines contributing to a comprehensive statement about early childhood literacy The Handbook not only reviews the current field of situated literacy but presents some important and exciting new research It is a significant resource that promises to become a landmark text Eve Bearne University of Cambridge Faculty of Education U K This handbook brings together an astonishing array of writers who explore contemporary political cultural and cognitive understandings of early childhood literacy Literacy and literacy acquisition are broadly defined here to encompass not just traditional notions of reading and writing but multimodalities multiliteracies and critical literacies It is rich and comprehensive an invaluable resource for scholars educators and students of early childhood literacy Elsa Auerbach Professor of English University of Massachusetts Boston This book is unique in its broad consideration of topics and its global focus I particularly appreciate how the editors have situated current research in an historical context They have also included development issues pedagogy research and the newest areas of interest critical literacy and popular culture Diane Barone University of Nevada Reno In recent years there has been a virtual revolution in early childhood studies with a mass of books and papers seeking to re examine and reposition childhood At the same time an equally significant area has developed within literacy studies reflecting a growing interest in the nature of literacy as a socially situated phenomenon There is increased interest in literacy as a multimodal concept in which symbolic meaning is a central concept rather than more conventional and narrower notions of literacy The Handbook of Early Childhood Literacy is central in providing access to all these different perspectives The Handbook offers a way through the vast diversity of publications on early childhood literacy by providing comprehensive and up to date reviews of research and thinking in early childhood literacy The arrangement of chapters reflects a contemporary perspective on research into early childhood literacy Major sections include the global world of early childhood literacy childhood literacy and family community and culture the development of literacy in early childhood pedagogy and early childhood literacy and researching early childhood literacy Contributions by leading authorities focus on literacy as a socially situated and global experience one that is evolving in relation to changes in contemporary culture and technological innovation

*Popular Culture in the Classroom* Donna E. Alvermann, Jennifer S. Moon, Margaret C. Hagood, 1999 Examines the importance of developing within children and adolescents a critical awareness of the social political and economic messages arising from the different forms of popular culture

**Beyond Princess Culture** Katherine A. Foss, 2019 *Beyond Princess Culture Gender and Children's Marketing* explores the impact of a post princess space examining potential agency and empowerment in the products users while acknowledging that at least some alternatives continue to perpetuate

components of the rigidly gender coded princess culture This book collectively critiques the commodification of the post princess child consumer through analysis of historical and contemporary toys video games clothing websites and other popular culture phenomena Guided by theories from feminist and gender studies *Beyond Princess Culture* demonstrates how the marketing of children s products has and continues to perpetuate and challenge hegemonic notions of gender race ethnicity ability and other positions of intersectionality as situated in the social economic and historical contexts **Mass Media**, 2006 *Beats, Rhymes, and Classroom Life* Marc Lamont Hill, 2009-04-23 Discusses the importance of identity to students and examines the potential effects of introducing elements from the hip hop culture in the classroom and covers hip hop text and context narratives memory and more **Kids' Media Culture** Marsha Kinder, 1999 A collection of feminist cultural studies essays on children s television **Pikachu's Global Adventure** Joseph Tobin, 2004-02-05 *DIV* Pokemon in a transnational and multidisciplinary perspective **Media and Development in Asia** Indrajit Banerjee, Madanmohan Rao, 2008 This collection of papers from the AMIC Conference in Bangkok 2004 provides a wealth of case studies as well as breaking new ground in highlighting emerging frontiers of media development discourse in Asia The three main themes are media and development new narratives and political discourse and media impacts and capacity building **The Television Genre Book** Toby Miller, John Tulloch, Glen Creeber, 2001 No Marketing Blurb *Theory of Media Literacy* W. James Potter, 2004-05-05 Our society has become characterized by aggressive media Information is constantly at our fingertips whether it be through the books newspapers and magazines we read the television we watch the radio stations to which we listen or the computers that connect us to the world in a matter of seconds We can try to limit our media exposure but it is impossible to avoid all media messages As a result we psychologically protect ourselves by automatically processing the media to which we are exposed *Theory of Media Literacy A Cognitive Approach* comprehensively explains how we absorb the flood of information in our media saturated society and examines how we often construct faulty meanings from those messages In this book author W James Potter enlightens readers on the tasks of information processing By building on a foundation of principles about how humans think *Theory of Media Literacy* examines decisions about filtering messages standard schema to match meaning and higher level skills to construct meaning A central theme of Potter s theory is the locus that governs the degree to which a person is media literate The locus is enriched by developing skills as well as good knowledge structures on five topics media effects media content media industries real world parameters and the self Key Features Presents the first social scientific theory of the process of media literacy Explores a broad range of literature on media literacy written over the past two decades Focuses on how the human mind works especially in this mass media saturated society *Theory of Media Literacy* is an essential resource to a wide audience within the media discipline The book provides empirical researchers with direction to test the theory and extend our understanding of how the media affect i

Negotiating Masculinities and Bodies in Schools Kevin G. Davison, 2007 Explores gender and the body in relation to the

postmodern condition challenging the stability of modernist understandings of gender and making a case for viewing gender as a pedagogical tool rather than as a threat      *The Use of Multiple Media Tools to Facilitate Preschool English Learners' Second Language and Literacy Development* Mattanee Palungtepin,2005      *If Kids Could Vote* Sally Sugarman,2007

Preparing children to become citizens of a democracy requires recognition of the different ways in which children learn about politics Kids in the United States currently spend most of their lives in controlled situations such as schools where the dependency they experience in their homes is reinforced Besides teachers books films television and video games influence how children think about democracy Interviews and surveys of children during three Presidential elections and two non Presidential years show how some sixth graders in a Vermont town react to the political issues raised in those elections Besides presenting the children s voices Sugarman also examines some aspects of the media and of the school situation to see how they effect the children s thinking Changes that might improve the children s understanding and knowledge of democracy are also suggested This book should be of interest to parents teachers those involved in media literacy popular culture and child development      *Understanding Science Lessons* Michael Jonathan Reiss,2000 This text reports the findings of a study into pupils learning of science The results are interpreted with respect to such factors as the behaviours of girls and boys in lessons importance of the teacher purpose of investigations in science education and the effects of the National Curriculum

## The Enigmatic Realm of **Potent Fictions Childrens Literacy And The Challenge Of Popular Culture**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Potent Fictions Childrens Literacy And The Challenge Of Popular Culture** a literary masterpiece penned with a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of people who partake in its reading experience.

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