

Abstracts

Children's Literature: Democracy and Political Literacy in Early Childhood Education

Dr. Celina Mashiach

The starting point of this article is the fact that children's and young adult literature is inherently political, as its intended audience—infants and young readers—navigate political power structures much like adults. There are no children outside of politics.

Despite this reality, no detailed practice for political reading in children's and young adult literature has been formulated. Such a practice would provide a framework for literary analysis and interpretation from a political perspective, examining the nature of politics while promoting education for democracy and political literacy. Accordingly, this article introduces, for the first time, a model for political reading in children's literature, with a focus on democracy as a shared political way of life. In addition to outlining a framework for literary interpretation, political reading aims to legitimize young readers' "political self," fostering their self-awareness as political subjects who live in a democratic society and are engaged—willingly or necessarily—in politics.

The first part of the article reviews various definitions of democracy, education for democracy, politics, and political literacy. The transition from theory to practice is described in the second, applied section of the article, which presents a practical methodology for political reading in three stories for early childhood (kindergarten and first–second grades).

This method includes literary interpretation from a political perspective and discussion questions that integrate literature, politics, and democracy. The purpose of these questions is to initiate discussions about politics and democratic values, as well as concepts such as childism, power relations, conflict, political interest, freedom, equality, compassion, human rights, responsibility, ethical and moral dilemmas, and more.

Keywords: Democracy, Politics, Political Literacy, Ethics and Morality, Compassion, Power, Conflict, Interest, Poverty, Economic Inequality.

The Aspiration for Law in Wonderland: A Proposal for Discussing Two Works of Israeli Children's Literature

Dr. Talia Diskin

This article examines the intersection of children's literature and law through a close reading of two Hebrew works that engage with legal edge cases.

The first, *What Is the Yishuv Tax? A Call to the Youth* (1940) by Emanuel Harussi, is a rhymed poem published during the British Mandate in Palestine. It advocates compliance with voluntary local taxation in the absence of binding legal authority, using literary means to enlist children—and, through them, their parents—in support of a collective national effort. The second work, *Anna and the Hunters* (2009) by Reuven Miran, written in a diary format for readers aged 12 and up, tells the story of a young girl, the daughter of illegal migrant workers in Israel, who is forced into hiding to escape deportation. The narrative offers a critique of the existing legal order and sheds light on the lived experience of legal exclusion.

Together, these works offer contrasting literary engagements with legal distress: one promotes voluntary regulation in lieu of formal law; the other challenges the legitimacy of the law itself. Through a joint legal-literary reading, the article proposes a new analytical framework for understanding how Israeli children's literature can mediate, reflect, or critique, legal norms in their historical and social contexts.

Keywords: Law and Literature; Legal Literacy; Rule of Law; Democracy; Obedience and Civil Disobedience; Emmanuel Harussi, *What Is Kofér HaYishuv?* Reuven Miran, *Anna and the Hunters*

On “Little Karashindos” and Lieux de Mémoire in Devora Omer's work

Dr. Esther L Raizen

The gnome Karashindo, who led the journey to the planet-of-dreams in Dvora Omer's *Everything That (Perhaps) Was and Everything That (Almost) Happened to Karashindo and Me* (1970), was a vital presence in Omer's life and work as is well

documented in the different versions of the Karashindo story and in multiple interviews with Omer and her family members.

Karashindo was invented and developed by Omer's father, the writer Moshe Mosenzon, and appeared as a lively presence in Mosenzon's letters written during World War II, where it was fashioned as a double of Mosenzon, an imaginary friend of both father and daughter, and go-between mediating the fraught relationship between the two.

In the paper I suggest that Karashindo played a crucial role in Omer's training as a storyteller, a process initiated by her father during her early childhood. I anchor Omer's use of the gnome's and of motifs associated with it (such as flying up high, observing the world from above, and travel via the imagination) in themes that appeared regularly in Mosenzon's letters and in stories that he used to tell his young daughter. Referencing Pierre Nora's concept of lieux de mémoire and applying it to the preservation of Omer's life story, I describe her adherence to Karashindo and the repeated use of motifs drawn from her childhood days as an expression of deep fear of oblivion as it pertained to her life and her relevance as a writer.

Keywords: Dvora Omer, Karashindo, Moshe Mosenzon, Imaginary Friend, Pierre Nora Lieux de Mémoire

The Restoration of the Good Object – A Few Examples from Children's Literature in Hebrew

Dr. Naftali Israeli

Intergenerational relationships, and especially parent-children relationships, are the narrative framework of children's books for preschoolers (Dar, 2007). Developmentally, this is the age when the parental object is internalized and the good object takes shape in the inner world of the child.

This article claims that children's books for preschoolers reflect a variety of ways to restore the good object after destruction, loss or a defect discovered in it. Three mental mechanisms that are identified in the article enable this restoration through a change in the self; a shared "good" experience; or a change in the object. A fourth mechanism,

which characterizes books of the last generation, does not allow the restoration of the good object because it denies the dependence on it in various ways.

The article demonstrates these four mechanisms in several children's books for preschoolers in Hebrew from recent generations. It also refers to illustrations in children's books for preschoolers, which make it possible to distinguish between internal objects in the child's mind and external objects in the world he lives in, thus symbolizing mental processes that the article demonstrates also on a non-verbal level.

Keywords: Children's Literature, Psychoanalysis, The Good Object, Parent-Child Relationships

Poetic and Narrative Elements in the Picturebook – A Multimodal Meeting between Poetry, Narrative and Visual Text

Dr. Sarit Ifrach

This article introduces one of the main qualities of the picturebook as an intersection where poetic elements and narrative elements meet.

The methodology behind this article is multimodal text analysis. This methodology assumes that accepted linguistic analysis in literature doesn't contain most of the interpretations that can be obtained from multimodal text (Hallet, 2018) such as picture books. Therefore, multimodal analysis is constructed from interactions that exist in different modalities (Elkad-Lehman, 2022) in the picturebook genre.

For that purpose, I did a close reading of the verbal text. I also did a close reading of the visual text which included illustrations, page layouts, and the characters' position on the page. I extracted elements from poetry and prose to show how their appearances contributed to a layered meaning.

I found that between the verbal text which contained poetic and narrative elements and the visual texts, there exists a relationship that contributes to a deeper meaning, where the whole far exceeds the sum of its parts.

Keywords: Picturebook, Multimodality, Narrative, Poetry, Multimodal Text Analysis

"I Learned to Transform Book Reading in Kindergarten from Flat and Passive Reading to Shared Reading which Encourages Emotional Discourse": The Contribution of Three Theoretical Models to Promoting Social-Emotional Learning Skills in Early Childhood Through Literary Texts Among Pre-Service Teachers

Dr. Rivka Kadosh, Dr. Liat Mayrav

This study aimed to examine the contribution and application of three theoretical models for promoting social-emotional learning skills through literary texts that promote these skills among teacher trainees.

The study population included 35 teacher-trainees in their third year of college studies specifying in tender-age mainstream education and tender-age special education. All the participants in the study were currently taking the courses: "Equality, Diversity and Multiculturalism in Children's Literature" and "Children's Literature and Bibliotherapy".

In the first stage of the study, the trainees answered a questionnaire that examined knowledge, attitudes, and previous experience in leading social-emotional learning processes in kindergarten.

In the second stage, the trainees studied three theoretical models in the abovementioned courses: The CASEL (2013) model for imparting social-emotional skills, the Livnat and Baram-Eshel (2014) model for informed selection of literary texts, and the Koubovi (2008) dialogical-bibliotherapy model.

In the third and applied stage of the study, the trainees were instructed to teach literary texts dealing with social-emotional content in kindergartens, as part of the clinical experience days. The trainees were asked to base the preparation and conduction of the meetings on the three models they had learned.

In the fourth stage of the study, the trainees wrote reflective reports on the meetings they conducted. In analyzing the reflective reports, it was found that knowledge of the theoretical models contributed to the trainees' ability to promote social-emotional learning with the help of literary texts among the children in the kindergartens where they experienced it.

Keywords: Social-Emotional Learning, Informed Choice of Literary Texts, Bibliotherapy.