Children's Literature Research Collections: Valuable Resources for the Everyday Classroom

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University of Utah
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Taking the Kerlan into the Classroom

- What is available?
  - And how can I get it?

- How have these materials been used?

- What are other suggestions for using these materials?
Taking the Kerlan into the Classroom: What is available?
What is available?

• Author and Illustrator Holdings

• Resources for Teachers
  1. Audiovisual Kits
  2. Portfolios
     - Digital
     - Non-digital
Kerlan Website

http://special.lib.umn.edu/clrc/kerlan/index.php

All the materials, resources, and information about who to connect to get these resources can be found at this website.
WELCOME TO THE CHILDREN'S LITERATURE RESEARCH COLLECTIONS

The CLRC, an internationally recognized resource in the field of children’s literature, contain six core collections and several related collections. They are the Kerlan Collection of Children’s Literature, the Hess Collection of Dime Novels, Story Papers, and Related Materials, the Paul Bunyan Collection, the Laura Jane Musser Collection of Oziana materials, and the Illustrated Treasure Island Collection. The CLRC is continually expanding its holdings in historical and other areas.

All the material is accessible to anyone, who needs to consult it, but use by readers is confined to the reading room, where they can bring requested material. A card catalogue as well as an on-line catalogue of holdings is kept in the reading room (not always up to date on the on-line catalogue). To search for material, using the on-line catalogue, you must use the University of Minnesota's main on-line catalogue, MNCAT, is a catalogue for the all of the University's libraries. Our location is Room 333, Children's Lit.

The collections are available for the use in the Andersen Library under certain restrictions. Inquires may be made to the Children's Literature Research Collections.

Grimm’s Fairy Tales - “Ashenputtel”
Illustrated by Arthur Rackham
New York: Doubleday, Page & Company, 1912
WELCOME TO THE KERLAN COLLECTION

The Kerlan Collection at the University of Minnesota is one of the world’s great children’s literature research collections. The Collection includes books, original manuscripts and illustrations, and many related materials. The materials in the Collection are studied by teachers, librarians, students, authors, illustrators, translators, and critics who come from Minnesota and other states as well as from many foreign countries.

The Kerlan Collection presently contains more than 100,000 children’s books as well as original manuscripts, artwork, gargles, and color proofs for more than 12,000 children’s books. One-eighth of the books are inscribed by the author or illustrator. The Collection includes books that are significant in the history of children’s literature, award books, classics, and representative books from Great Britain, Australia, Denmark, Japan, the Netherlands, Germany and others.

Also included are over 300 periodical titles and more than 1,200 reference titles as well as many other items including letters, posters, toys, photographs, audiovisuals, publishers’ catalogs, and even a figurine collection.

In addition to securing and preserving materials and maintaining a research collection for scholarly use, the Kerlan Collection sponsors lectures and programs. It also mounts exhibits locally and loan materials for exhibits nationally and internationally. A portion of its catalog of original materials has been entered into our website.

All the material is accessible to anyone, who needs to consult it, but use by readers is confined to the reading room, where attendants bring requested material. A card catalogue as well as an on-line catalogue of holdings is kept in the reading room (not all of our material is on the on-line catalogue). To search for material, using the on-line catalogue, you must use the...
AUTHOR & ILLUSTRATOR HOLDINGS & LINKS

This list contains more than 1,800 authors and illustrators whose original materials are held in the Kerlan Collection. The highlighted names provide links to the author or illustrator’s own web page. The “Finding Aid” link will redirect you to the collection’s finding aid (inventory) available on the web. Finding Aids are a traditional archival document that lists the contents of a given collection. Most archives group their holdings into smaller collections. The Kerlan Collection organizes their collections by Author or Illustrator.

Many of these finding aids were made possible by grants funded by the National Endowment for the Humanities.

If you are a Kerlan Collection Author or Illustrator who would like us to create a link to your web page, please contact us at dro@umn.edu or at 612-524-4576.

The Kerlan Collection published a checklist containing all of the original materials held in the collection up until 1985. A pdf of this publication is available below. The print version is still available for purchase at a special $10 price.

Browse below by Author or Illustrator’s Last Name, or use your computer’s “Find” function (Ctrl+F) to search by first or last name.

Please visit our notable holdings page that provides categorized lists of award-winning material housed in the Kerlan Collection.

A

Aardema, Verna - Finding Aid
Aaron, Chester - Finding Aid
Aas, Tonnie S. - Finding Aid
Allen, Marjorie - Finding Aid
Altman, Elaine Joan - Finding Aid
Ambros, Victor G. - Finding Aid
Arno, Enrico - Finding Aid
Arnold, Caroline - Finding Aid
Arnold, Olga - Finding Aid
KERLAN COLLECTION NOTABLE HOLDINGS

The Kerlan Collection collects award-winning children's literature manuscripts and illustrations. We have created some browsable lists of notable holdings. For a complete listing of all the collections, please visit our finding aid page.

Categories

Manuscripts for Newbery Award Books in the Kerlan Collection
Manuscripts for Newbery Honor Books in the Kerlan Collection
Illustrations for Caldecott Award Books in the Kerlan Collection
Illustrations for Caldecott Honor Books in the Kerlan Collection
Illustrations for Newbery Award and Honor Books in the Kerlan Collection Listed by Illustrator
Manuscripts for Caldecott Award and Honor Books in the Kerlan Collection Listed by Author
Batchelder Award Manuscripts
Minnesota Book Award Manuscripts and Illustrations

MANUSCRIPTS FOR NEWBERY AWARD BOOKS IN THE KERLAN COLLECTION

For more information on the Newbery Award, please visit the ALA website by clicking here.

Kate DiCamillo Papers
Finding Aid Written By: John Barneson and Jim Eyer

Collection Summary

**Creator:** DiCamillo, Kate
**Title:** Kate DiCamillo Papers
**Date:** 2000-2008
**Abstract:** The DiCamillo collection contains print production material for 14 published titles.
**Quantity:** 3 cubic ft. (127 folders)
**Collection Number:** CLRC-457
**Location:** Materials are housed in the Andersen Library caverns. Please allow 30 minutes for retrieval.
**Repository:** University of Minnesota Libraries Children's Literature Research Collections [clrc]

Biographical Sketch

Kate DiCamillo was born March 25, 1964 in Merion PA. She currently lives in Minneapolis, MN. In 1998 she received a McKnight fellowship for writers, and in 2000 received the Newbery Honor Book Award for her first book, *Because of Winn-Dixie*. Her third publication, *The Tale of Despereaux* won the Newbery Medal in 2004.

Ms. DiCamillo says she was a sickly child, missing a lot of school, and having to stay inside sneezing or coughing while her friends were outside playing. In retrospect she sees this as a blessing, in that she learned to rely upon her imagination for her entertainment. When she was still a young child her family moved to central Florida in hopes that the climate would improve her health. While there she absorbed the local culture with its speech patterns and cadences, knowledge which she later used as background in her writing.
Collection Contents

_Because of Winn-Dixie_, published Cambridge: Candlewick Press, 2000 18 folders

(Box MF 2994)
Contains: typescript (79 p.); corrected typescript, first draft (30 p.); corrected typescript, second draft (63 p.); typescript, third draft (122 p.); corrected typescript, third draft (122 p.); typescript, fourth draft (142 p.); corrected typescript, fourth draft (172 p.); incomplete corrected typescript (28 p.); front matter (2 p.); correspondence (6 p.); notes (2 p.)

_Bink and Gollie: Marvelous Companions_ 1 folder

(Box MF 4267)
Contains: corrected page proof (26 p.)

_Correspondence_ 1 folder

(Box MF 4267)
Contains: correspondence (61 p.)
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HISTORY
**NEW** Karen Hesse, *Author* (Digital)

The newest digital portfolio created by Beth Brendler explores the research process of Hesse in preparing her book, *Letters from Rifka*.

*Censorship Portfolio* (Digital) - The new censorship portfolio presents an overview of censorship using well-known children's and young adult books, and includes exercises on writing and research. Thanks to PhD. candidate Beth Brendler for compiling this wonderful teaching tool. This portfolio is all digital. Go to the Censorship Portfolio.

*Walter Dean Myers Portfolios* (Digital) - Portfolios for both *Monster* and *Bad Boy* present teachers with a rich set of teaching ideas. Most of these portfolios include student response forms. This portfolio is all digital. Go to the Walter Dean Myers Portfolios.
Portfolios were prepared by Kerlan volunteers Carmel Conry (CC), Mary Lou Voigt (MLV), Donna Swindal (DS) and Karen Ritz & Lyn Lacy (KR/LL). Written permission to publish was secured from the participating authors, illustrators, and publishers by the Kerlan staff. Funding for most of these projects was provided by the Kerlan Friends.

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AUDIOVISUAL KITS

The audiovisual kits are available for loan at no charge to educators who are able to pick them up at the Kerlan Collection on Mondays or Tuesdays and return them on or before Thursday between the hours of 9:00 A.M. and 4:00 P.M.

Kerlan Collection I
This tape-slide kit for primary grades on the theme that books come from ideas, includes about 90 slides, a 15-minute audiocassette tape, a notebook containing the slides and follow-up activities, and the following author/artist materials: Ellen Raskin's drafts and sketches for Franklin Stein (1972), Charles Mikołajczak's drafts and sketches for An Alexander Graham Bell for the President (1972), Katherine Paterson's outline for Bridge to Terabithia (1977) and correspondence with her editor.

Kerlan Collection II
This videocassette for junior/senior high students includes a 12-minute VHS cassette, a notebook with suggested follow-up activities, and laminated photocopies of materials: Carol Ryrie Brink's Caddie Woodlawn (1935).

Both kits were developed by Kerlan volunteer Diana Swanson with funding provided by grants from the Grotto Foundation and the Sven and C. Emil Berglund Foundation.

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PORTFOLIOS

All of the non-digital educational portfolios are available for a two-week loan period for a nonrefundable advance payment of $25. This fee will be your receipt. Portfolios must be reserved in advance by calling the Kerlan Collection at 612-624-4576 and be picked up and returned. A fee may be charged if the portfolio is returned damaged and/or with pieces missing. Portfolios can be sent by US mail, FedEx or UPS and return postage is included.

**NEW** Karen Hesse, Author (Digital)
The newest digital portfolio created by Beth Brendler explores the research process of Hesse in preparing for her book, Letters from Rifka, and is available in two formats. Go to the Kerlan Collection website

Censorship Portfolio (Digital) - The new censorship portfolio presents an overview of censorship using well-known children’s and young adult books and their authors. This portfolio is all digital. Go to the Kerlan Collection website

Walter Dean Myers Portfolios (Digital) - Portfolios for both Monster and Bad Boy present teachers with a rich set of teaching ideas. Most of the material from these portfolios is available only in this format. Go to the Kerlan Collection website

Barbara Esbensen, Author & Poet
The Barbara Esbensen Poetry Portfolio is a multi-media learning tool that uses the work of Barabara Esbensen to highlight her versatility as a writer. Teachers can request a fully functional “hands-on box” kit from the Kerlan Collection (pick-up only, call 612-624-4576 or e-mail collection@umn.edu) or download all of the supplementary material in PDF format from the Kerlan Collection’s web site. You can print out the “hands-on box” kit from the Kerlan Collection. Just ask for the Esbensen “books only” box. Go to Esbensen Web page

Marion Dane Bauer, Author
Featuring Touch the Moon (1987). Included is correspondence with Bauer’s editor at Clarion Books, James Cross Giblin, and his assessment of the novel. Teachers can find these materials useful for making comparative analyses of this “realistic fantasy” and, in the process, they will become aware of the publisher and the work of Northern Lights. (CC)

Tomie dePaola, Author/Illustrator
For use at all grade levels, this portfolio contains original manuscripts and illustrations of three books by this prolific writer/artist: The Kid’s Kit (1985), The Bride of the Water God (1984), and The Man Who Dreamed of Dragons (1984). (CC)
KAREN HESSE - LETTERS FROM RIFKA

Research for the Book | Teaching Idea 1 | Teaching Idea 2 | CLRC Home

About the Author:

Honoring the complexities of our lives: An interview with Karen Hesse. Voices from the Middle, 4, (2), 38-49.

Download a printable bibliography of the articles and websites referenced on this page.

About the Book:

Letters from Rifka lesson plan
http://www.teacherlink.usu.edu/TLresources/units/byrnes-literature/RAdair.html
A lesson plan for 4th and 5th grade students, designed by Rachelle Adair.

Book talks for Letters from Rifka
http://nancykeane.com/booktalks/hesse_letters.htm
This link to the Nancy Keane book talk web site contains two talks to get students interested in the book.
KAREN HESSE - LETTERS FROM RIFKA

Rifka Portfolio Home | Teaching Idea 1 | Teaching Idea 2 | CLRC Home

Teaching Idea 2:

Have students research an historical incident or person and write a story based on that research.

In the classroom, use:

- Karen Hesse's Historical Research for the Book as an example of historical research
- Karen Hesse's Notes About the Book as an example of how to develop a story line using historical research
- Karen Hesse's Notes on Characters as an example of how to develop characters using historical research
- Karen Hesse's Research on the Setting to show how to create a believable and accurate setting

Links to other sites have been provided because these sites may have information of interest. The Children's Literature Research Collection does not necessarily endorse the views expressed or the facts presented on these sites or any commercial products that may be advertised on these sites.
The book is about Morris and Sarah's immigration to America.

- Morris - farm boy with dark eyes and hair, apprenticed to a tailor. His life endangered because of Russian Army induction. Honest, kind, doesn't really want to leave home - loves his family. Last will probably die if he doesn't get out before soldiers come for him.

- Sarah - reddish brown hair and eyes - beautiful little girl with a major smile. Very used to farm things, her father a professor. Family decides to go to America for opportunities. But once there, father cannot find work. Sarah must help support family.

Beginning

Morris leaned his head against Baba, the cow, and sang her a Russian Lullaby as he tended the milking and her little vessel filled the barn.
Taking the Kerlan into the Classroom:
How have these materials been used?
How have these materials been used?

• In 2001, I conducted a study on teacher’s perceptions of using the Kerlan Collection circulating portfolios in their classrooms

• At the time, the Kerlan only offered 9 circulating portfolios and the 2 audiovisual kits.
  – The two most popular portfolios checked out from the Kerlan were Tomie dePaolo (checked out 27 times) and Phyllis Reynolds Naylor- Shiloh (checked out 25 times) according to Kerlan records.

• I chose to focus on users of the Shiloh portfolio and interviewed the teachers and librarians on how they used this particular resource in their classroom

• In addition to these interviews, I conducted a case study of two co-teachers using the Shiloh portfolio in their classroom
Using the *Shiloh* Portfolio

- The teachers using the *Shiloh* portfolio were elementary school teachers, with the exception of one librarian.
- All but one reported learning about the portfolio through a local university class; the other learned about it from a member of the Kerlan Friends.
- At the time, the portfolio contained the following materials:
  - Video entitled “Talk with Phyllis Reynolds Naylor”
  - Audiotape of Naylor reading her original ending of *Shiloh*
  - 7 copies of the novel
  - 17 folders of copied and laminated materials (10 containing original manuscript related materials)
    - Guidelines for teachers (suggestions for overall use of portfolio)
    - Naylor’s research for *Shiloh*
    - Dated letters to and from editor and Naylor
    - Handwritten pages from the first and second draft
    - Typewritten pages from the 3\textsuperscript{rd}, 4\textsuperscript{th}, 5\textsuperscript{th}, 6\textsuperscript{th} draft
    - Author’s galley proofs
    - Art work sketches (jacket cover)
    - USA and West Virginia maps
    - Answer sheet for the suggested questions in Folder One
    - Evaluation forms for teachers
What did the teachers do with it?

- The Writing Process:
  
  "Authors don’t write a story in a week and publish it the week after."
  - An “exposure piece” (writing as a long process)
  - Comparing drafts to the finished novel (numerous drafts)
  - Discussing research
  - Reference throughout the year vs. specific writing at the time of rental

- Credibility and the pain and struggle of revising:

  "It gives what I’m teaching validity for them. It just makes it more valid when they see actual people who make money and books they’ve read - those authors do the same thing."

  "I can’t remember how many different [drafts] were in there, but for [the students] to see that. With their writing classes, they think if they do their prewriting, and check it for grammar and all that stuff, and then rewrite it, they’re done. They don’t see the point of actually doing a revision a lot of times."

- “Students do not revise”
- Authentic examples illustrate a purpose behind the writing process
What did the teachers think about their experience using it?

- Teachers’ perceptions of high student engagement
  “How did you get that?”

- **All** stated they would recommend using the portfolio to others
  “I once told [a colleague] that I’m not sure I could teach somewhere if this collection weren’t available to me. It brings so much life and an added dimension that isn’t there [without it.]”
  
  - However, at the time only half had checked out the portfolio more than once themselves

- Teachers did mention some reservations:
  - Problems with getting the portfolio, cost, and safety
  - Advertising a well-kept secret
The Kerlan in One Classroom

- Checked out specifically for use as a literature unit (studying the novel *Shiloh*) and to help teach/review the writing process
  - Used in a small private K-8 school 4th grade; early career teachers

- Teachers primarily followed the lessons in the portfolio
  - Jacket covers
  - Rural West Virginia vs. urban Minnesota
  - Writing Process: Brainstorming ideas, Revising and Drafts
  - Research and details
  - Ending
What did the teachers think about their experience using it?

- Teachers’ reflections on using the portfolio
  - Positive student experience: lively discussions; students “more open to editing”; overall perceived high engagement
  - Time issues: Not enough time to plan how to use it, and use it, in just two weeks
  - Some changes in student reactions to revising papers
    - Co-teacher 1 noted in interview prior to use of portfolio that revising often had “kids devastated, tears, crying, arguments, when we suggest they make changes…So many of them feel that if you make suggestions that it’s like a negative ploy against them when you’re just trying to help. Plus the kids aren’t very good at making changes on their own- they don’t even proofread it when they turn it in. They just type it and turn it in.”
    - After the use, co-teacher 1 noted: “I think in all it just kind of opened the whole group’s eyes…just analyzing the fact of how we do the writing process and what do you need to do personally in order to help yourself out.” Co-teacher 2 mentioned one student in particular who seemed more open to editing on the folktales the students were working on during this time: “[The student] was much more apt to take his writing and sit down, look through it.”
Taking the Kerlan into the Classroom:
What are other suggestions for using these materials?
Using a fantastic resource

- Follow the lesson suggestions in the portfolios
  - Note that some are more general and might be used with materials from other portfolios
- Use specific digital resources…
  - to focus on the writing process or elements of it
  - when studying a particular text or author
  - when discussing awards in children’s literature
- Link the use of a portfolio to an author visit
- Ask students to brainstorm research questions that use the materials and conduct small studies

Note: The Kerlan recently conducted an online survey re the use of the portfolios which may yield further suggestions or new availability of resources.
Visit

http://special.lib.umn.edu/clrc/kerlan/index.php

and take the Kerlan into your classroom!