

## Abstracts

***The voice of war and the voice of peace reflected in children's literature  
written against the background of the conflicts in the Gaza Strip***

*Lea Baratz*

This article reviews the children's books written about children living in the Gaza region in the shadow of security threats and in the shadow of five rounds of fighting in the region. War is a violent thing, so presenting it as a pleasant narrative experience is a literary challenge. Through children's books about the subject, it is possible to examine the complex realities of the war through the experiences of the literary characters, engage in cognitive processing as a way to promote political literacy, as well as educate for diverse ideological concepts that are built in the shadow of the sounds of war, and the stories also serve as a platform for a therapeutic emotional processing of the war experience. Using an interpretive approach, two central themes describing social and cultural processes were found: the first is spoken in the voice of the older narrator who conveys an ideological statement referring to the situations arising from the war as well as to the attitude towards the "other" on whose feet the war breaks out and the second theme is delivered in the voice of a child dreaming of days of peace and quiet, referring to his Arab neighbours.

**Keywords:** Israeli–Palestinian conflict; children's book; peace; war; Gaza region.

***The place and description of the woman (daughter) in children's literature  
Hebrew and Arabic: A comparative reading in a gender-stylistic aspect***

*Mirvat Grayeb Monayer*

This article examines how the female character, mainly the daughter, but also the mother, is presented in children's books. The uniqueness of the article is its focus on the original works of Arabic children's literature written in Israel by Arab women writers and its comparison with Hebrew children's literature while examining intercultural differences between the two peoples, the Jewish and the Arab in Israel. Two stories that are close to each other in their contents were chosen, and the written text was examined alongside the illustrated text in each work through a comparative reading of the stories that represent a gender-stylistic aspect. On the one hand, the article analyzes a textual analysis in each of the languages, and on the other hand, it compares the two works by following the development of the woman's figure in the timeline and the culture axis.

The article provides an overview of the development of Arabic and Hebrew literature in Israel, and mentions studies that examined gender in Arabic and Hebrew children's literature. We will analyze the written text from the stylistic-gender point of view and deal with the illustrated text. In the article there is a comparison between the stories according to the categories that focused on some of the linguistic-stylistic characteristics that were studied, which indirectly reveal and express the didactic approach of the authors of the stories towards the subject. The research deals with a few literary elements in the stories that seem meaningful and relevant for comparison and show gender attribution. The study also presents the hidden and visible messages presented in the stories and indicates gender and the influence of culture on the presentation of the gender side while examining intercultural differences between the Hebrew works and the Arab works.

The research revealed differences in the portrayal of the daughter character linked to culture and also a development in the portrayal of the mother and daughter character in the later work. The results of the study show that the role of children's literature is important not only in presenting and reflecting the social and cultural norms of these two nations, but in promoting social change built on the principle of gender equality, when this responsibility rests on the authors of this genre in shaping the face of the future through the shaping of the consciousness of future generations.

**Keywords:** children's literature; gender; designing the character of the daughter through children's literature; the status of women; children's literature – a tool that perpetuates social norms.

***Is math the whole story?  
(or Abigail's story)***

*Pircha Hamo, Bat-Sheva Ilany and Orit Elgavi-Hershler*

This article presents a case study tracing the changing emotional, cognitive and behavioral attitudes of Abigail, a student at an educational college, about mathematics and its teaching, following her participation in an academic course on teaching mathematics in kindergarten that included the use of children's literature. We asked to learn about the process that Abigail went through during the course, and about the role that children's books played in her professional development - according to her perception. The analysis is based on questionnaires before and after the course, reflective writing in a blog following her experience teaching children, recordings of the course meetings, and the final assignment.

From the analysis of the different content units, nine themes emerged that describe the development of Abigail's attitudes from the start to the end of the course. Approaching mathematics through children's literature helped Abigail to become more engaged with mathematics as a discipline, and softened the emotional and cognitive dichotomy between it and kindergarten mathematics. Thanks to the opportunity to engage in mathematics through children's literature, Abigail developed a rich and discourse focused mathematical pedagogy, with a focus on children's ways of thinking rather than on their knowledge. As a teacher, Abigail was careful to not let mathematics encroach on the reading experience, and came to the pedagogical understanding that it's not enough to just ask math related questions during the reading, but it's important to create game like activities that connect to the story.

Our results indicate that Abigail's professional development following the course went beyond teaching mathematics, to promoting meaningful learning and the optimal utilization of resources for developing educational discourse. These research findings have implications for pre-service teacher training.

**Keywords:** early childhood education; mathematics; children's literature; mathematical discourse; best practice; pre-service teachers; attitudes; self-efficacy.

***Why is he writing in Hebrew? The stylistic characteristics of Naim Aridi in his Hebrew poetry and in his children's stories in Arabic (Part II)***

*Hamsa Sarsour*

The writing phenomenon of Arab filmmakers in Israel and around the world in a foreign language that is not their mother -in -law is a universal phenomenon in the history of Arab literature. The poet Na'adi, the Arab- Israeli minority and Druze origin, who died in October 2015, wrote poetry mainly in Hebrew and only towards the end he wrote children's literature in Arabic.

In recognition and tribute to the poet, the present research focuses on his works in Arabic and several relevant songs in Hebrew to answer the question of why he wrote mainly in Hebrew, and how he shapes his dual identity, as an Arab who belongs to a minority and writes in the Jewish majority. In his poems, he avoids providing a clear answer.

Hebrew songs were selected from the "All Seasons" collection, and their content was compared to short songs and stories for children in Arabic. It turned out that Irdi developed a special style of poetry in the Hebrew and another style in the prose for children.

In addition, I had a meeting with the poet's family and an interview with the aim of finding out the issue of writing in Hebrew and Arabic and its causes.

The findings indicate a fundamental difference between the works and both languages - content, style, linguistic levels, of course some of the results also depend on the different target audience. Moreover, no conclusive answer was found on his preference for writing in Hebrew. I found in research that circumstantial evidence of his life, alongside personal, mental, and cultural factors and even others, shaped his personality and dual identity as a poet he wrote in the language of the ruling majority.

**Keywords:** various genres to the author's stories; story analysis; levels of linguistic forms; layering; the usage of colors; intercontextuality; a third-person narration; onomatopoeia.

***The Flutist from Hamelin: Is it a Naïve Children Story?***

*Ariela Krasney (Landau)*

In this study, I should like to examine the movement between chaos and order, as it is described in the story and its various versions.

I'll even examine, if it shatters into the chaos or eventually restores order.

I should like to show how zeit geist affects the story and its versions, once it gets a folk formulation through the initial story and its different versions, and also how the stories relate to cultural patterns prevalent in the Middle Ages.

In addition, I will try to understand how such a frightening and tragic macabre story develops from the darkness of the Middle Ages into children's literature.

**Keywords:** the flutist from Hamelin; comparative study; the dance of death; the clown archetype; plagues in the middle ages; Calvary.