

Five stories endings' model in Israeli children's literature

Shai Rudin

This study examined the assumption that children's stories conclude with a happy End and found five different types of Ends in Israeli children's literature: the happy End, the happy-enough End, the ambivalent End, the open End, and the bad End. In addition to the Bibliotherapeutic Approach whereby children should be exposed to realistic texts that do not enhance escapism, additional approaches also exist. The open, ambivalent, and bad Endings enable the emergence of more complex themes, together with multi-layered poetics, that challenge children's thinking and turn children's stories into a complex art medium rather than a didactic one.

Keywords: children's literature; Endings; bibliotherapy; capitalism; realism; illustrations.

***Reading politically: Children's literature and political literacy –
Theory and practice***

Celina Mashiach

The article's working premise is that children, like adults, are political beings by nature and that, also like adults, they have a political "I" that consolidates and matures through political interactions within the family, in educational institutions and in peer groups.

Political literacy includes both critical thinking and taking an ethical position. These coincide with a new trend in children's literature research, mainly, a positive view of a didactic aspect that encourages critical thinking. In light of these insights, the article offers educators a practice for attending political discourse and political thinking in kindergarten and elementary grades. This practice is based on familiarity with the main characteristics of the concept of politics – power, conflict and interest – and on asking guiding questions designed to stimulate critical thinking and discourse that links between fiction and extra-textual reality.

The article offers a political reading of three selected texts – "Raspberry Juice" by Haya Shenahav, "Theodore and the Talking Mushroom" by Leo Lioni, and "Nobi and Goby" by Yitzhak Damiel (Schweiger). The reading illustrates how a political point of view shifts the center of gravity from the personal to the collective/public. From a literary interpretation centered on "I", as an individual immersed in his personal world, to "I" as a political subject, aware of being a partner in a social relationship.

Keywords: instrumentalism; politics; political literacy; power relationship; interest; struggle; ethics.

Representing Russian immigrants in Israeli children's literature through the School Story model

Rima Shikhmanter

This article analyzes the representation of the assimilation of immigrants from Russia in Israeli children's and youth literature from the 1960s onward, with a focus on the model of school stories. In these narratives, the classroom is depicted as a dynamic social arena in which processes of identity formation, group cohesion, and gender socialization unfold. The article argues that this literary model serves not only as a narrative framework but also as an ideological construct: Russian immigrant children are portrayed as gifted yet vulnerable figures whose integration enables the class to unite, mature, and conform to traditional gender roles. Rather than challenging existing social hierarchies, the encounter with immigrants reinforces and legitimizes them. While certain twenty-first-century texts incorporate partial adaptations to contemporary discourses on gender and identity, the model continues to operate primarily as a stabilizing force. This study highlights the role of children's literature in shaping collective consciousness and maintaining cultural power structures in Israeli society.

Keywords: Israeli children's and youth literature; school stories; Russian immigrants; gender socialization; literary model.