



Library Lovers' Month

Saskatchewan School Library Association

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SASKATCHEWAN SCHOOL LIBRARY ASSOCIATION

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All you need is love. - The Beatles

In February, celebrate libraries--with Library Lovers' Month. Crushes, flirting, infatuation, first love, romance, and all the angst that goes with it, often preoccupies teens. Introduce students to the genre of teen romance – novels that describe the joy and intensity of young love. Not refined to just “chick lit”, romance novels now feature male protagonists who fall under love’s spell, obsess over cherished ones, and endure bruised hearts. Form book clubs to discuss love, loyalty, and relationships present in the different romance novels.

Further the celebration by taking on the role of a matchmaker. Inspire a touch of romance by helping students fall in love with the right books. Match teens with the right books using a bibliophile love interest guide.

Setting The Stage

There is only one happiness in life: to love and be loved. - George Sand

Decorate the library with “love”-ly book themed Valentine messages: *My Love Speaks Volumes*; *We're Like Book-Ends*; *You're the Best Chapter in My Life*; *Read Roses for You...*; *We're Bound for Each Other*; *You Can Tell a Book by its Lover*; *I Have Stacks and Stacks of Love for You*; *You're High on My Shelf*; *Finding You Was Overdue...*; *Books are Sweet*; and/or *You can Book on My Love*.

Exhibit thematic posters, bookbags and paraphernalia from *Highlands* (<http://www.highsmith.com/upstart/pages/valentine>) that compliment the study.

Display a range of language, prose (fiction and non-fiction), poetry, and plays (scripts) as well as human, video, and art resources related to the romance genre. Spread Hersey kisses, candy hearts, thematic bookmarks, and Valentine cards amongst the books.

Heartthrobs – Teen Romance Novels

Love means never having to say you're sorry. - Love Story

Teen romance novels embed young love, first kisses, and heartache. Romance blended with fantasy, contemporary, historical, and suspense plots, charming protagonists, and evocative settings has remained effervescent and charming for centuries. “Romance stories from different places may hold different style of storytelling but the effervescence and charm of romance remains the same. This feeling is above any discrimination, boundary, caste or creed even these famous love stories of the world has hailed innumerable times against barriers of religion and status” (*My Dear Valentine*).

Through booktalks, introduce students to non-fiction and novels related to the theme. A reading list of teen romance novels is appended. The list is not intended to be exhaustive, but to provide suggestions for classic and contemporary novels, as well as romances with male protagonists, paranormal relationships, time travel, and fantasy.

How Do I Love Thee?

There is no remedy for love but to love more. - H.D. Thoreau

Using the literature as a vehicle, invite students to think more deeply about the relationships that affect their lives and the role that loyalty and love play in those relationships using the following focus questions:

1. Why do people need each other?
2. What does it mean to be a loyal and true friend?
3. What does it mean to belong and to be loyal to our family?
4. What does it mean to be in love?

(Saskatchewan English Language Arts Curriculum, 2008)

Return to the focus questions throughout the students' reading. Facilitate informal discussions of their reflections and insights.

Consider the following ideas as additional responses students could employ to enhance their understanding of their reading. Students could record their thinking on online postcards from [Library Lovers' Month](http://www2.postcards.org/postcards/cards/0101/) (<http://www2.postcards.org/postcards/cards/0101/>)

- Students locate quote(s) of examples of striking details and powerful diction that exemplify love and loyalty in their current reading. Students explain what it is saying about love and their agreement or discord with the viewpoint.
- Students evaluate the love of the characters in their story – is it fleeting or boundless, realistic or fantastical, conditional or absolute, doomed to a tragic fate or eternal?
- Characterize the nature of love described in your reading.
 - Love and romance
 - Love and altruism
 - Love and friendship
 - Love and the divinity (divine love)
 - Love and the community (love for a group of people who share common goals or interests, such as a sports team or love of a hometown)

<http://www.themysteryoflove.org/index.php>

- Students discuss the following:
 - A person should only marry someone if he/she is of the same skin colour and racial origin. Parents should have a say in choosing a marriage partner.
 - Adolescents are not really capable of having a “true love”.
 - It is important to be loyal to the person you love, even if he/she breaks the law.
 - Which story best illustrates your understanding of “true” love?

(Saskatchewan English Language Arts Curriculum, 2008)

Matchmaker

I never loved another person the way I love myself. (Mae West)

Match readers with the book that they will love using one or more of the following ideas:

Love Letters

Similar to an online dating service, students create a profile for a read novel in hopes of encouraging potential readers' eyes immediately. Students design a booktalk, written, oral, or multimedia, that presents the book in its best light while giving would-be suitors a glimpse of what it will take to win its heart.

About the One I Am Looking For:

I am romantic and suspenseful. I am looking for someone who is extremely loyal and is willing to endure a desperate sacrifice to save one's true love. My potential reader would need to be open to my unpopular and, by some standards, horrific choice of friends - a family of vampires. As a love story with bite, my suitors must enjoy riveting action and the agonizing sense of inherent danger. If you are interested in discovering eternal love and its bonds within the confines of an unconventional relationship (human and non-human), please contact *Twilight* by Stephanie Meyers.

Love Guru

Capitalize on students' interests and strategies by enhancing patrons' selection strategies of independent reading choices. "Students who can effectively choose appropriate texts will be less likely to abandon books they choose and more likely to spend more time in engaged reading" (Wutz & Wedick, 2005). Design a reader survey to match readers with that "just right" book, and simultaneously challenging students to try new genres and authors using:

- An online poll maker, such as SurveyMonkey (<http://www.surveymonkey.com/>)
- A published readers' interest survey, such as BOOKMATCH (Wutz & Wedick, 2005).
- A teacher-created survey, such as Denise Hildebrand's Readers' Interest Survey (http://www.ala.org/ala/mgrps/divs/yalsa/teenreading/tipsenc/reading_interest_survey.pdf)

Conduct mini-lessons on book-matching strategies to help students select appropriate books independently: observing a teachers' selection of books (think-aloud), developing a personal book-selection criteria, self-questioning when previewing, effective use of subject headings, and monitoring comprehension (Fountas & Pinnell, 2001; Grimes, 2006).

Communal Love

Students' book selections are influenced by social interactions: the relationship between students and teachers and/or librarians, peer recommendations, and informal book discussions (Palmer, Codling & Gambrell, 1994; Kragler & Nolley, 1996). To capitalize on students' interests, teachers should consider the use of literature circles, book clubs, or discussion forums. During these activities, students are given time to share what they know, what they have read, discuss books read in common and recommend new titles.

"Knowing that I loved my books, he furnished me,

From mine own library with volumes that

I prize above my dukedom."

- William Shakespeare (1564-1616), The Tempest

SAMPLE READING LIST

Contemporary

Avi. *Romeo and Juliet Alive Together At Last*.
Brashares, Ann. *Sisterhood of The Travelling Pants Series*.
Cabot, Meg. *The Princess Diaries; All American Girl*.
Collins, Suzanne. *Hunger Games*.
*Crutcher, Chris. *Running Lose*.
Dessen, Sarah. *This Lullaby or the Truth About Forever*.
Draper, Sharon M. *Romiette and Julio*.
Frank, Lucy. *Oy, Joy*.
Hopkins, Cathy. *Mates, Dates and Designer Divas Series*.
Myers, Walter Dean. *What They Found: Love on 145th Street*.
*Paulson, Gary. *The Schernoff Discoveries*.
Pearson, Mary. *The Adoration of Jenna Fox*.
Plummer, Louise. *The Unlikely Romance of Kate Bjorkman*.
Rennison, Louise. *Angus Thongs And Full-frontal Snogging*.
Sones, Sonya. *What My Mother Doesn't Know*.
*Sones, Sonya. *What My Girlfriend Doesn't Know*.
*Spinelli, Jerry. *Stargirl*.
*Spinelli, Jerry. *Love, Stargirl*.
Tracy, Kristen. *Lost It*.

*Male protagonist

Paranormal Romance

Anything supernatural with a love story – vampires, ghosts, werewolves, witches, spirits, angels, etc.

Cabot, Meg. *Mediator Series*.
Chandler, Elizabeth. *Kissed by an Angel*.
Meyer, Stephanie. *Twilight Saga*
Wrede, Patricia. *Sorcery and Cecelia, or, the Enchanted Chocolate Pot*

Fantasy

Draws heavily from myth, legend and fairy tales and magic plays a big part in the romances.

Haddix, Margaret Peterson. *Just Ella*.
Kindl, Patrice. *Owl in Love*.
Levine, Gail Carson. *Ella Enchanted*.
Loggia, Wendy. *Ever After*.
McKinley, Robin. *Beauty; Rose Daughter; Spindle's End*.

Time Travel

Characters are transported from one time period to another with the hero and heroine usually from different time periods.

Cooney, Caroline B. *Both Sides of Time; Out of Time; Prisoner of Time; For All Time*.

Period Romances

Holder, Nancy. *The Rose Bride*.

Jordan, Sherryl. *Raging Quiet*.

Moore, Margaret. *Gwyneth and the Thief*.

Voigt, Cynthia. *Jackaroo*.

Classics

Brontë, Charlotte. *Jane Eyre*.

Brontë, Emily. *Wuthering Heights*.

Shakespeare, William. *Romeo and Juliet*.

Edited from a compilation from Debby Boyce, Dina Wyatt, and Suzanne Huff

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