

Celebrating the 40<sup>th</sup> Anniversary of Mildred Taylor's *Roll of Thunder, Hear My Cry*

Faculty of Education, University of Cambridge

PROGRAMME (PROVISIONAL)

**FRIDAY 23<sup>RD</sup> SEPTEMBER**

9.30-10.00: Welcome

10.00-11.30: Keynote address: **Michelle Martin**

**Mildred Taylor: combatting "the danger of the single story" through  
the Logan family novels**

11.30-12.00: Tea/coffee

12.00-13.00: Paper session 1: Time and place

- Tammy Mielke – Constructing the future by rewriting the past: a post-Civil Rights view of the 1930s in Children's Literature
- Danielle Cameron – Navigating landscapes of fear in *Roll of Thunder, Hear My Cry*

13.00-14.00: Lunch

14.00-15.00: Paper session 2: Intertexts and translations

- Dawn Sardella-Ayres – Narrative as family economy in the *Little House* books and Mildred Taylor's *The Well*
- Bahar Eshraq – Yuri Lotman's semiotic theory in translation criticism: a case of *Roll of Thunder, Hear My Cry* translated into Persian

15.00-15.30: Break

15.30-16.30: Workshop: Film and adaptation

16.30-17.00: Discussion led by Maria Nikolajeva

*Exhibitions: Roll of Thunder in translation / Roll of Thunder in the classroom*

*Poster presentations: TBC*

*Bookshop provided by [Norfolk Children's Book Centre](#)*

18.30: Dinner at Bill's (places limited, please book when registering)

Visit <https://www.educ.cam.ac.uk/events/conferences/rollofthunder40/>  
for more information and booking.

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**SATURDAY 24<sup>TH</sup> SEPTEMBER**

9.30-10.00: Welcome

10.00-11.30: Keynote address: **Gabrielle Cliff-Hodges**

**Past histories/contemporary texts: what young readers learn through engaging with rich narratives about social justice and human rights**

11.30-12.00: Tea/coffee

12.00-12.30: Paper session 3: Education in and with *Roll of Thunder*

- Sarah Hardstaff – “I expect you’d best just forget about teaching altogether”: teaching and politics in *Roll of Thunder, Hear My Cry*

12.30-13.00: Discussion

13.00-14.00: Lunch

14.00-15.00: Teaching workshop

- Jen Aggleton – Judging a book by its cover: using cover art in the classroom to stimulate critical and creative responses to texts

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