



APA citation	Blume, J. (1974). <i>Blubber</i> . Yearling
Number of pages	153
Illustrator's name	Sweet, M.
Genre	Fiction
Age range	Grades 4 – 7
Brief summary	<p><i>Blubber</i> presents the all-too-familiar scenario of childhood/adolescent cruelty. Linda, an overweight classmate, becomes the victim of relentless bullying from her fifth-grade class. The story is told from the perspective of Jill Brenner, one of the girls who follows the class ringleader, Wendy. Ultimately, Jill acknowledges how important it is to be fair – ironically at a “mock trial” staged to determine whether Linda told on Jill and her friend, Tracy, for a neighborhood prank on Halloween night. Jill stands up to Wendy and “for the first time...looked right into Wendy’s eyes and...didn’t like what [she] saw” (p.132). Judy Blume realistically presents this common situation with strong character development, a carefully constructed plot, and concludes with a reversal of bullying whereby Jill becomes the object of the class’s taunts. Blume crafts an excellent story, accurately depicting the vicious nature of mockery and the appeal of following the dominant crowd but doesn’t not moralize or preach. <i>Blubber</i> ends with an unresolved situation where both Jill and Linda are outcasts. While the reader is able to draw her/his own conclusion about the fate of the fifth-grade class, more importantly s/he can empathize with both of the girls and evaluate her/his own behavior in light of the situations recounted as well as the consequences.</p>
Brief evaluation	<p>13/18</p> <p>Judy Blume carefully handles the subject matter of bullying in <i>Blubber</i>. While I particularly like the open-ended conclusion of the book, leaving the reader left to imagine what becomes of Jill and Linda, the dialogue throughout the book is a bit contrived. Perhaps for the age level, this is an appropriate device but I think the young reader should be challenged to understand more of the plot through narration and inference rather than forced dialogue about the events of the story.</p>
Awards	Outstanding Book of the Year, New York Times

Literature for Children & Young Adults
EDST 6301 NA
Rubric for Book Title Evaluation

Criteria for Evaluation	0 Does not meet curriculum standards	1 Acceptable but not a first choice	2 Satisfactory	3 Right on target!
Plot	The plot is not interesting.	The plot holds the reader's attention and engages the reader.	The plot is intriguing and enjoyable.	The plot is engaging and provides a story line that invites the reader to turn to the next page!
Issue/Theme	The issue/theme is not pertinent to and/or inappropriate for the intended age group.	The issue/theme is engaging but is not handled in an impressive manner and/or does not thoroughly address the issue/theme.	The book carefully and effectively addresses a critical issue/theme for the intended age group.	The book appropriately covers relevant matters and enables the reader to critically think about his/her position on the issue/theme.
Characters	The characters are undeveloped.	The reader gets a sense of the characters and is somewhat able to get inside their thoughts and motivation but character development could be stronger.	The characters are well-developed. The reader is able to understand their motivation and behavior.	The character development is strong. The reader is able to empathize with their situations, understand their actions and reactions, and critically think about how s/he would behave in the characters' situation.
Dialogue	The dialogue is not effective and does not flow.	The dialogue strengthens the story and character development but is, at times, misplaced and overused.	The use of dialogue is appropriate and effectively provides character attributes, motivation, and assists with story development.	The dialogue is strong and the author makes careful word choices, effectively telling the story while letting the story tell itself.
Writing Style	The writing style is poor, the story line unclear. It is difficult to follow the progression of events.	The writing style and fluency is acceptable. The reader may be confused on occasion as to sequence of events.	The writing style is enjoyable and the story flows in a natural, coherent progression.	The book is well-written, clearly relays critical information, and exemplifies exceptional mechanics of writing.
Reaction & Response	The book does not provide insight or provoke independent thought, opinions, or ideas.	The book causes the reader to think about the story, characters, and theme but may send conflicting messages that are too confusing for the intended age group.	The book effectively evokes a personal reaction to the text.	The book elicits some sort of a strong emotional reaction while provoking further contemplation of the theme and guiding the reader to independent thought.