This project explores how literature, theater, and film convey ideologies of childhood. How does temporal context shape the conception and reception of art forms for the young? How does memory shape our understanding of the past? The Children’s Literature Association’s award of the Phoenix studies these questions in designating annual nominees. Granted to a book published twenty years earlier, this prize enables the text to rise from ashes of obscurity and to touch another generation of young readers. I collected, researched, and read an array of children’s and YA novels. Publication dates reveal when a book was progressive for its time; or, an older text could be more relevant nowadays and be worthy of recognition for its contemporary importance. Furthermore, memory of one’s own childhood reading informs speculation about a nominated book’s potential. To consider how language and arts integration influence memory, I presented a filmed adaptation of my fourth grade’s performance of Paddle to the Sea, Holling C. Holling’s 1941 classic picture book and Caldecott winner. My presentation for Dr. Goodenough’s class, “Growing Up Near the Great Lakes,” demonstrated how active learning enhances memory in classroom settings. I also created a slide presentation, “Young Readers Meet Death,” to accompany her December lecture on how mortality has been portrayed in children’s literature since 1671. My survey included Jeffrey Eugenides’ novel The Virgin Suicides, set in 1970’s Grosse Pointe; and Sofia Coppola’s 2000 film of the same name. I followed a production of Peter and the Starcatcher, a 2009 Broadway prequel to James Barrie’s 1904 play, Peter Pan. This analysis of books, plays, and movies reveals art’s changing impact on people over time; its evolution in various forms dramatizes contexts of memory, both individual and collective.