

ENGL3021

British

Children's Literature

What did the instructor hope to achieve through the task/strategy?

My Aim: for students to think about how children's literature is not just **textual**

- Books are written texts, but are also **material** objects
- Children's books are often read aloud: they are **verbal**, and therefore **communal**
- Children's books are not only often read aloud, they are also acted out: **somatic**
- This enactment may involve **physical props**

So,

To understand children's literature we should not simply approach it from an adult perspective on the **text**, but experience the **material, verbal, communal, somatic, and physical** aspects:

material – books

verbal – reading/speaking aloud

communal – Study Group reports

somatic – movement

physical – props

In other words, read these books both as an adult but also as a child

We need to participate **actively**

Props



How did the students respond to the task/strategy?

Let's see...

Somatic Participation

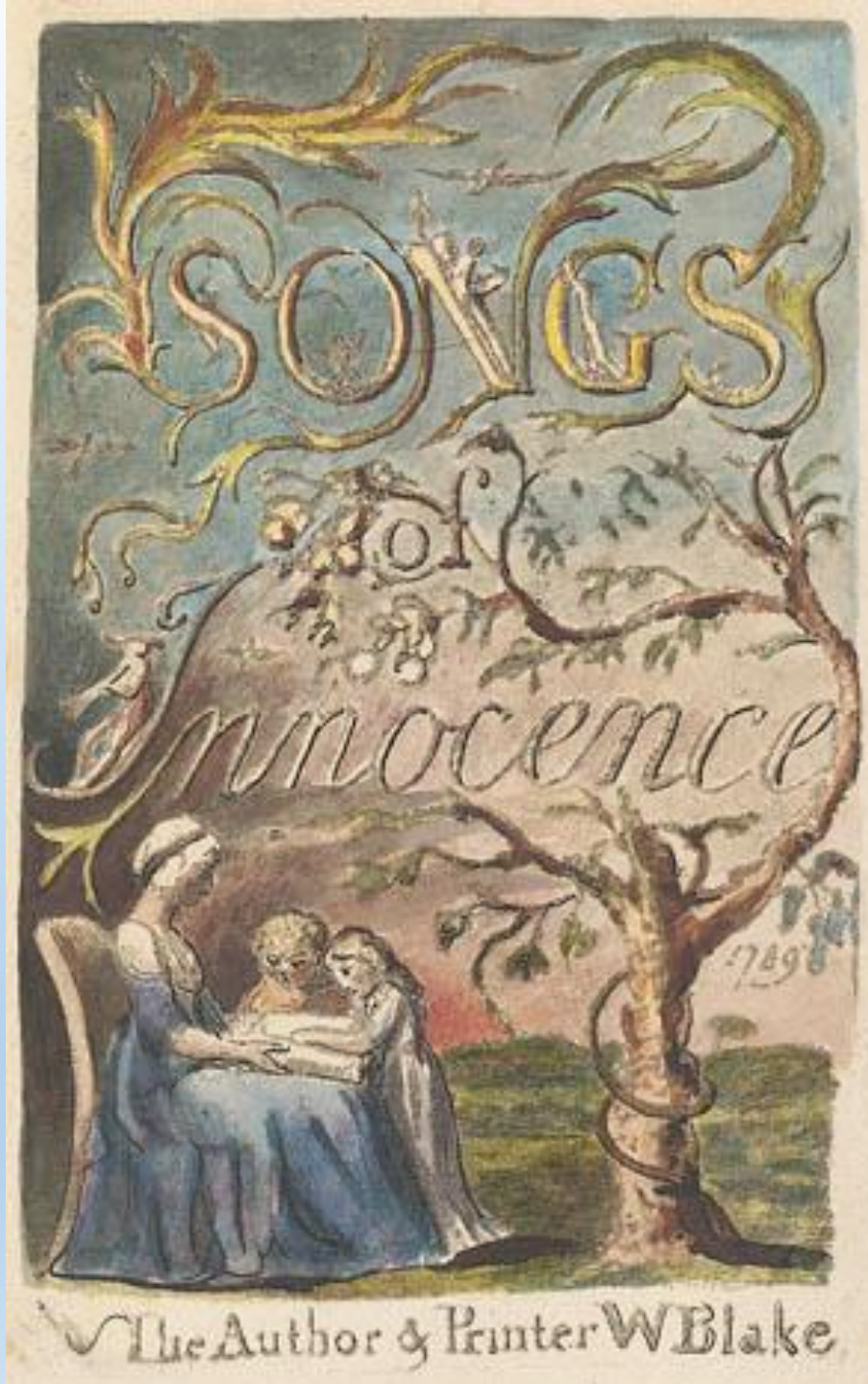
Only clap when I clap



What are some of the teaching and learning implications afforded by this task/strategy?

To introduce different attitudes to reading and education in the history of Children's Literature

William Blake,
Songs of Innocence
(1789)



William Blake,
Songs of Experience
(1794)

Introduction

Piping down the valleys wild
Piping songs of pleasant glee
On a cloud I saw a child,
And he laughing said to me:

'Pipe a song about a Lamb:
So I piped with merry cheer,
'Piper, pipe that song again.'
So I piped, he wept to hear.

'Drop thy pipe, thy happy pipe;
Sing thy songs of happy cheer!
So I sung the same again,
While he wept with joy to hear.

'Piper, sit thee down and write
In a book that all may read.'
So he vanished from my sight;
And I pluck'd a hollow reed.

And I made a rural pen,
And I stained the water clear,
And I wrote my happy songs
Every child may joy to hear.

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Piping songs of pleasant glee,
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And he laughing said to me:

'Pipe a song about a Lamb!'
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Verbal, Somatic, Communal Learning



To understand children's literature we should not simply approach it from an adult perspective on the **text**, but experience the **material**, **verbal**, **communal**, and **somatic** aspects

Fishing Song

Have you ever been a-fishing on a bright and sunny day?
All the little fishes swimming up and down the bay;
With your hands in your pockets and your pockets in your pants;
All the little fishes do the hootchie-kootchie dance.

La la la-la la-la, La la la-la; La la la-la la-la, La la la-la;
Hands in your pockets and your pockets in your pants,
All the little fishes do the hootchie-kootchie dance.

Result?

Active engagement improves memory through physical experience

