



ES2660 COMMUNICATING IN THE INFORMATION AGE

T3:THE NEW TORTOISE AND THE HARE

TO DO, TODAY

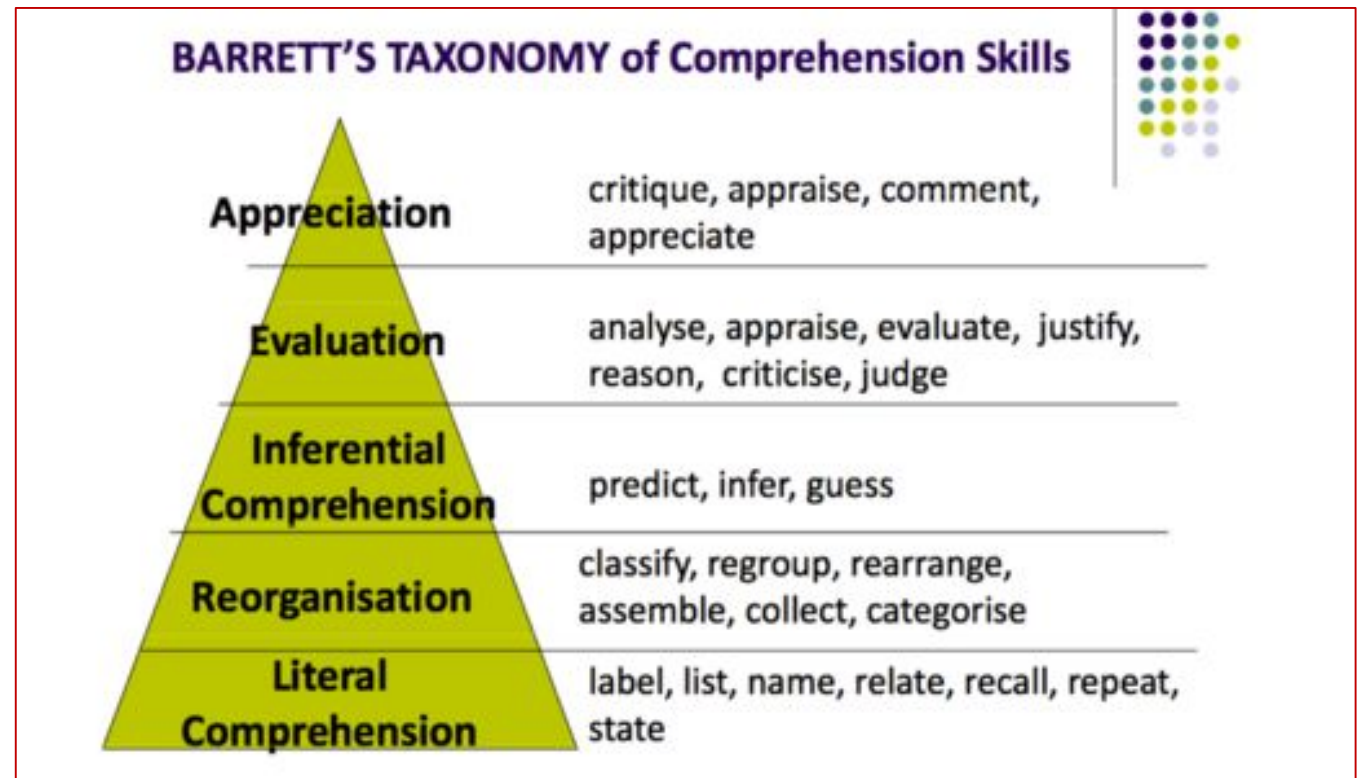
- Identifying assumptions and deconstructing arguments
- Unmasking assumptions using Barrett's taxonomy of comprehension levels
- Applying Ennis' CT skills & dispositions and constructing arguments

HOMEWORK – USING BARRETT'S ON ENNIS (2011)



Wild card practice #2 – Plan and deliver a 1-2 minute talk.

Using Barrett's taxonomy, what are five questions you could ask about Ennis, 2011? Which questions would be essential to get answers to and why?



FAIRY TALES?! 5 LEVELS OF QUESTIONS

- What is a fairy tale?
- How do they usually begin and end?
- What can be inferred by the typical fairy tale ending?
- What do you think of fairy tales?
- **How have fairy tales endured for centuries?**

Source and picture credit - BBC <https://www.bbc.com/news/uk-35358487>

Fairy tale origins thousands of years old, researchers say

🕒 20 January 2016

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Researchers found Beauty and the Beast was about 4,000 years old

"There is a very interesting reason why a prince could not turn into a frog. It is statistically too improbable,"
Richard Dawkins

Fairy stories help children to read and boost their understanding of the world, adds Dominic Wyse, a professor of early childhood and education at the Institute of Education, whose research is on creativity in the curriculum. Little Red Riding Hood, he says, is "essentially about telling young girls to stay away from strange men".

"A degree of magical content supports imaginative development," says Prof Yvonne Kelly of University College London, "and the transmission of the story is important as it creates intimacy, routine and a bonding experience."

Source: Dawkins debate: Should children listen to fairytales?
<https://www.bbc.com/news/blogs-magazine-monitor-27715735>

JACK AND THE BEANSTALK



Watch these two versions of a well-known English fairy tale

Make notes on which elements in the story:

- Are the same
- Are different

JACK AND THE BEANSTALK

Watch these two versions of a well-known English fairy tale



Jack and the Beanstalk read by Chazz Palminteri

<https://www.youtube.com/watch?v=XshNxXORZ38>



Jack and the Beanstalk – Debbie and Friends

<http://www.youtube.com/watch?hl=en-GB&gl=SG&v=pf9cVnfyhjM>

JACK AND THE BEANSTALK – GROUP DISCUSSION

GOOGLE IMAGES USED



In groups of 4, discuss and then present your responses to these questions:

- What elements are the same?
- What elements are different?
- Why are there differences between the two versions?
- What values do children learn from this story?
- What kind of boy is Jack?
- What underlying assumptions are there?
- Which video should be labelled “PG”?



ANALYSE

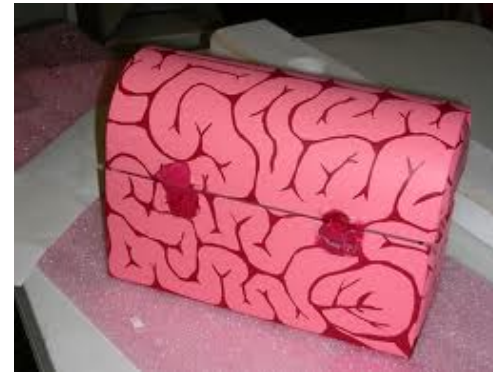


- What claims there are in the videos
- What values are being promoted
- What assumptions underlie the concepts of:
 - Giants
 - Fairies
 - Property
 - Death

CRITICAL THINKING



- Let's talk about how you unpacked the meaning of the story



Your mental toolbox

- Assumptions
- Claims
- Credibility
- Interpretation
- Opinions
- Values
- Viewpoints
- World view

WOULD YOU AGREE?



Mental Tools	Illustrated by
Assumptions	Jack is the hero. Mothers are not always right. Sons look after mothers. Giants are bad. It's ok to kill baddies. It's ok for heroes to live happily ever after. Older people (mother, bean seller) and supernatural beings are credible (fairy). Cheerful music = something positive. Fairy tales are ok for children.
Claims	Bean seller claims the beans are magic. Fairy claims that Jack is the true heir of the castle. Fairy claims that it is not stealing from the giant, to steal the hen and the harp, because Jack cannot steal from himself.
Credibility	Jack believes the bean seller. Jack believes the fairy. But what are his reasons for believing them?
Interpretation	Version #2 is a "sanitized" version because Jack is exonerated of murder, whereas in version #1 he is justified in taking back his family's property.
Opinions	Jack has an opinion about the beans. You have an opinion about this story and the two versions of it.
Values	Wealth and happiness go together, wealth is more deserved by the poor, the wealth of giants and other baddies is meant to be redistributed, being different showing initiative, being adventurous are good traits.
Viewpoints	Jack's viewpoint of who is the owner of the hen that lays gold eggs and the singing harp is different from the giant. Your viewpoint of Jack may differ if you have a different world view or cultural values.
Worldviews	Do you share the world view that Jack shows an admirable adventurousness, is enterprising/shows initiative, is courageous in taking on the giant? Or do you think he is a lazy and disobedient boy? A thief and a murderer? Do you think it is wrong to kill giants just because they are giants or is there some underlying racism?

A CRITICAL LOOK AT OTHER FAIRY TALES



If you watched the movie or read the book on which it was based, do you know how Angela Carter re-interpreted Little Red Riding Hood? Or you may have watched the reinterpretation of Sleeping Beauty or Into the Woods – a compilation of several fairy tales that were filmed a few years ago?

<https://www.youtube.com/watch?v=zN4l0PWj7OI>

Trailer – Maleficent – the witch in Sleeping Beauty

Picture_credits <http://www.imdb.com/title/tt2180411/>

© Disney © WBA



A CRITICAL QUESTION

GOOGLE IMAGES USED



You overhear this exchange between two mothers:

Mother A: “I have to take my child into work tomorrow, I don’t know how to keep her quiet so the boss doesn’t get upset.”

Mother B: “Oh just take her in and put her on your iPad to watch some YouTube videos. There’s lots of stories like fairy tales you can put on to keep her quiet for ages!”

What thoughts run through your mind?

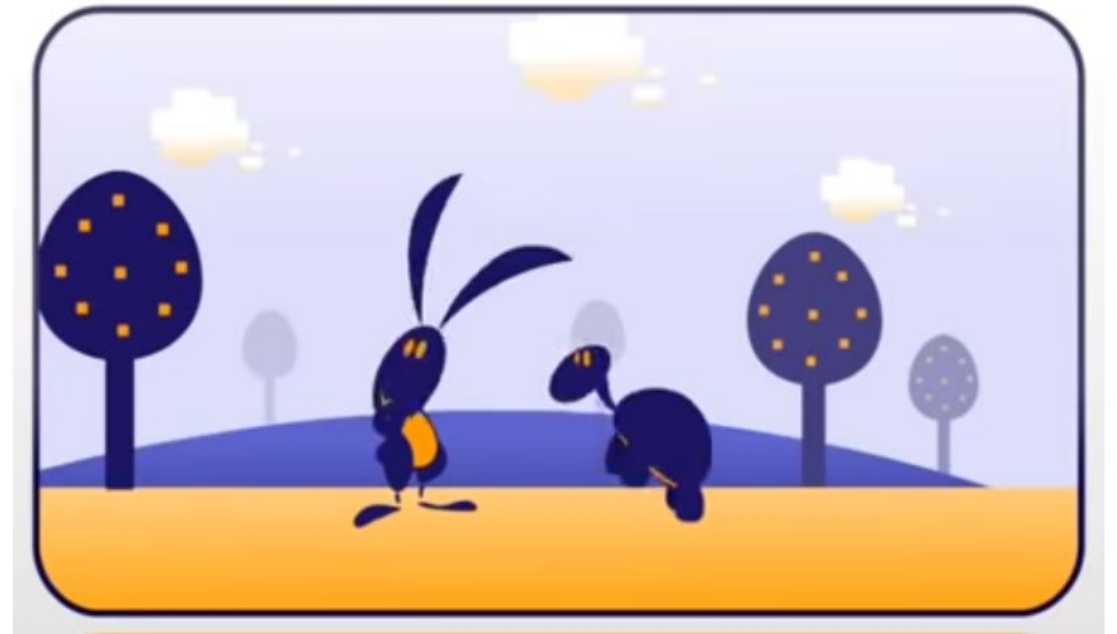


THE NEW TORTOISE AND THE HARE

The Story of Turtle and Rabbit

<http://www.youtube.com/watch?v=GXTeFa43730>

- What do you need to understand about an old way of doing before you can come up with a new way of doing something, e.g. a fairy tale?



RETELL A TALE IN YOUR TEAMS – CA I

Task description

The Jaq and the Beanstalk activity in class models how a critical thinker may integrate comprehension skills with critical thinking skills and dispositions to deconstruct and evaluate an argument. In this follow-up activity, students are encouraged to **choose an old story to interrogate a narrative, and retell it**. Each group chooses a fairy tale/myth/folklore/familiar story. Your group should **present your re-telling of the ‘story’ to the class**. The format you chose is entirely up to your imagination. It could be a traditionally told story illustrated with drawings, or it could be a live or videotaped skit; it may be in song, rap or poetry or parody. Whatever the format, **all group members must have had an equal or as near equal part to contribute**. The presentation **must not exceed 10 minutes**. There should be an equal emphasis on **substance** as on **style**.

RETELL A TALE IN YOUR TEAMS – CA I

- What's the moral of your story? Or what is your message?
- Write out your storyline.
- Think of how to present it in the next tutorial – e.g. illustrated and or animated PowerPoint? Powtoon? Live action skit? Recorded skit?
- Tutorial activity to be completed as homework

RETELL A TALE IN YOUR TEAMS - CA I

Communication Learning Objective:

- By the end of the course, you should be able to (a) develop and use a framework to ask questions which mine for meaning, and (b) develop skills and strategies for thinking and speaking on your feet.

Specific aims:

- Marry Barrett's and Ennis' taxonomies
- Demonstrate how claims and assumptions may be interrogated
- Question common conclusions (e.g. in myths and fairy tales)
- Question status quo
- Draw reasonable inferences
- Show creativity and imagination, e.g. in the telling of the tale, the inferences drawn and the implications or ramifications foreseen.

RETELL A TALE IN YOUR TEAMS – CA I (5%)

Component	Criteria for Success
Story	<ul style="list-style-type: none">• Interesting and relevant story chosen• Recognizable as a well-known story• Clearly a new interpretation• Original twist to the tale
Comprehension	<ul style="list-style-type: none">• Systematic exploration and or expression of the different levels of comprehension possible, could show understanding of Barret's taxonomy of comprehension, seen in choice of words, inferential meaning, literal and metaphorical understanding.
Critical thinking	<ul style="list-style-type: none">• CT skills and dispositions shown throughout the retelling, especially creativity and imagination

SUMMARY

1. A framework for asking questions that 'mine for meaning' is one way of systematically making sure one understands a text. The framework we will be using in this course is [Barrett's taxonomy of comprehension levels](#).
2. In questioning the status quo of anything, one is identifying and challenging the underlying [assumptions](#).
3. In the exercises on the fairy tales, one realizes two things:
 - firstly, that fairy tales are [an agent of socialization](#) and
 - secondly, they can also be used as [a vehicle to effect change](#).
4. What do you feel must be taken into consideration when telling or retelling tales?

Q AND A

- Please ask any questions.
- Form your groups.