Three Little Pigs Vs A. Wolf

Summary

Topic
Many students read without questioning a text or analyzing the author's viewpoint. This lesson encourages sixth- through eighth-grade students to question what they are reading by providing them with the language and skills needed to analyze a text. Students learn to look at the author's purpose and viewpoint, and also recognize gaps in the text. The lesson will conclude with a mock trial of the Wolf.

Concepts/Theories Used
Schema Theory may influence instructional design in the area of both reading and listening. This theory implies that students are assisted in breaking down complex material into meaningful parts if they are given hooks (schemata) on which to organize the material mentally (Richgels, 1982; Carrell, 1993; Ommagio, 1986). Webbing, semantic mapping, categorization, and classification activities may be incorporated into the design to assist students in this process. Schema Theory also supports other kinds of reading or listening activities. Pre-reading, advance organizing activities would help direct students' attention to the meaningful elements of the reading and provide the background information that some students may lack to comprehend the reading.

In the first activity students are asked to listen and view the content of the House paper from a certain point of view. When asked to recall facts from the reading the facts are organized around the particular schema they were assigned. This exercise gives students an overt experience with using a schema.

The second exercise is another schema exercise intended to create dissonance between what students "thought" the Three Little Pigs was about and the story from the point of view of the wolf. The intent is to build the ability to switch to a schema that may be different than the one first accessed. In other words being able to put your self in another's shoes or to see and understand another point of view.

The third exercise is a chance for the students to attempt changing one of their schemas about a fairytale. In effect practicing taking on another view point and expanding on it.

Time Frame
2 class periods of 90 minutes each

Group Size
Large Groups

Intended Learning Outcomes
Students will:
- Describe key information of a text from a prescribed viewpoint
- Discuss differing viewpoints
- Discover the importance of viewpoint in a text
- Compose alternative viewpoints of a selected text

Instructional Procedures
1. Introductory Activity
Divide the class into two groups. Explain that they are going to be reading a short piece of text and their task is to remember as many details as possible from the text.
Tell one half of the class that they are burglars and the other half of the class that they are real estate agents, without divulging the roles to the opposite groups.
Turn on the overhead of The House and read it aloud to your students. While you are reading, students should not be taking notes.
Once the reading is complete, turn off the overhead and ask students to list as many details as they can remember about the house from the text (e.g., descriptions of rooms, items located in the house, layout of house).
This part of the activity should be limited to 2-3 minutes. Students then share their lists within their group. (For larger classes, students can be broken into 4 groups, 2 for each prescribed role.)
Distribute chart paper to each group so that students can record their lists. Hang both sheets of chart paper on the front wall of the classroom.
Discuss the similarities and differences between the two lists, and allow students to guess the viewpoint of the other group.
Discuss whether the lists would be different from another viewpoint (e.g., child, interior decorator, pet dog).

2. Three Little Pigs
   - Before Reading
     Activate students’ prior knowledge by asking for volunteers to retell the story of The Three Little Pigs. Most of your students will have some background knowledge of this popular fairy tale; however, each student will have a slightly different recollection of the story.
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   - Read Aloud
     Read aloud the Three Little Pigs. The traditional story. Read aloud The True Story of the Three Little Pigs by A. Wolf.
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   - Discuss
     Use this time to discuss the students reactions to the two stories. Is the wolf’s story believable? Are all the events supported by facts in the original story? If you are doing the Mock Trial activity then begin preping for that now.

3. Writing Activity
   Students are to select one fairy tale and rewrite the tale from the viewpoint of a different character or object within the tale (i.e., a "twisted tale"). Students can use the books selected from the library or online Web resources to help make their selection. Although you may encourage students to use a favorite fairy tale from their childhood, they may also choose a new tale that they have never read before.

Extensions
Mock Trial
Use The True Story of the Three Little Pigs by A. Wolf as a model for this activity. Students volunteer for different roles (e.g., judge, jury, lawyers, 3 pigs, wolf). Most students are familiar with courtroom
proceedings from television programs. Some guidelines should be developed ahead of time. For example, lawyers are limited to "time on the floor" to present their arguments and the judge and jury make the final ruling.

**Assessment Plan**

1. **Reflection Paper**
   Students will write a reflective paper on their assigned view of "The House". It should include descriptions of rooms, items located in the rooms, a layout of the house and any other thing the students find relevant to the point of view they have been asked to take. The students will be provided the attached rubric before starting so they will know what is expected of their writing.

2. **Writing Activity**
   Students are to select one fairy tale and rewrite the tale from the viewpoint of a different character or object within the tale (i.e., a "twisted tale"). Students can use the books selected from the library or online Web resources to help make their selection. Although you may encourage students to use a favorite fairy tale from their childhood, they may also choose a new tale that they have never read before.

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**Rubrics**

**Writing Assignment**

**Authors**

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