

What does the big bad wolf say?

- Perspective

EXPLANATION:

Concepts of perspective, 'point of view', and empathy are explored via a storybook inquiry about *The True Story of the Three Little Pigs!* by Jon Scieszka. Traditionally readers sympathise with the three pigs. In the retelling of the three little pigs, the author changes the point of view of the story and shares the wolf's story. The story also investigates themes relating to truth. Which version of the Three Little Pigs depicts the truth? Could each version be true?

YEAR LEVELS: Years 4–6

STUDENT GROUPING: Whole group discussions and small group activities

ACTIVITY LENGTH: 40–60 mins

LINK TO CURRICULUM:

English: Sequence of content F–6

Strand: Language:

- Language variation and change – How English varies according to context and purpose, including cultural and historical context.

Strand: Literature:

- Personal responses to the ideas, characters and viewpoints in texts – An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences.

See also Personal and Social Capability learning continuum sub elements:

- Appreciate diverse perspectives
- Communicate effectively
- Become confident, resilient and adaptable

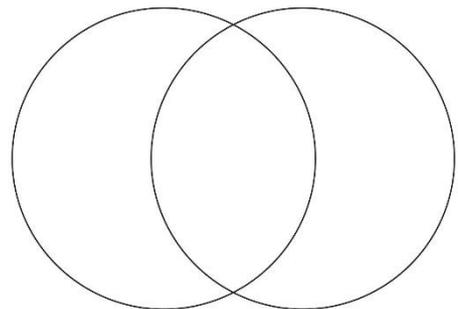
SCOPE OF TASK

1. Activate the prior knowledge of students by asking for volunteers to share their recollections of the traditional version of *The Three Little Pigs*
2. Read a version of the original *Three Little Pigs*

3. Write the key elements of the story on chart paper as shared by the students
4. Explain that you will read another version of the story: *The True Story of The Three Little Pigs!* or click on the link to hear the story narrated:



5. Discuss how this story is told by the wolf and the original story is told by the pigs – two different perspectives of the same story
6. Break students into small groups to create a Venn diagram listing the different points of views that the wolf and the pigs have in the different versions of the stories.
7. Small groups share their findings with the whole group and a class list of the different points of views can be constructed. Questions that might prompt the class conversation:



- Which perspective do you agree with? Why?
- Do you think the wolf is trustworthy? Why?
- Why do you think the author chose to tell it from that point of view?
- Who else might have a point of view in the story?
- How would the story change if it was told from another point of view (e.g. Little Red Riding Hood)?

8. The inquiry can be completed with a discussion as to why it is important to consider the perspectives of others. Do the students have personal examples as to how they felt when considering others or being considered?

Extension: Students explore alternate perspectives in other fairy tales e.g. Cinderella, Goldilocks and the three bears.

RESOURCES

- Chart paper
- Pens for each group.

Scieszka, J. (1989). *The True Story of the 3 Little Pigs!*
Harper & Row Publishers

Online video: The Kindness Curriculum- The True Story of
the Three Little Pigs, Read by Erin Burns sourced from
<https://youtu.be/QSSIC5NBgCg>

