

What Does the Big Bad Wolf Say? - Perspective

EXPLANATION:

Concepts of perspective, point of view, and empathy are explored via a storybook investigation of *The True Story of the Three Little Pigs!* by Jon Scieszka. Traditionally, readers sympathise with the three pigs. In this 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?

GRADE LEVELS: 4–6

STUDENT GROUPING: Whole group discussions and small group activities

ACTIVITY LENGTH: 40–60 minutes

CASEL CORE COMPETENCY: *SOCIAL AWARENESS*

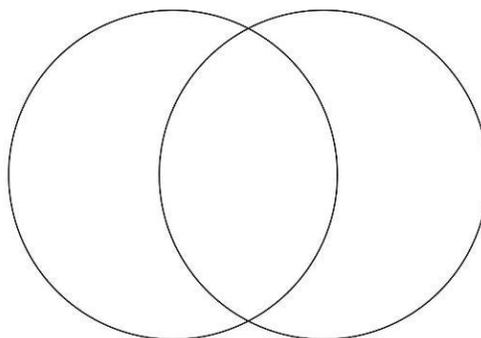
- Taking others’ perspectives
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- You can learn more about the CASEL framework [here](#)

SCOPE OF TASK:

1. Activate students' prior knowledge by asking for volunteers to share their recollections of the traditional version of "The Three Little Pigs."
2. Read an original version of "The Three Little Pigs."
3. Write the key elements of the story, as shared by students, on chart paper.
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 include:
- Which perspective do you agree with? Why?
 - Do you think the wolf is trustworthy? Why or why not?
 - Why do you think the author chose to tell the story from that point of view?
 - Who else might have a point of view in the story?
 - How would the story change if it were told from another point of view (e.g. “Little Red Riding Hood”)?
8. The investigation 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 they considered others’ perspectives or when someone else considered their perspective?

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>

