

LESSON PLAN

Who's Afraid of the Big Bad Wolf? A Comparison in American Culture

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Grade: 5th—8th

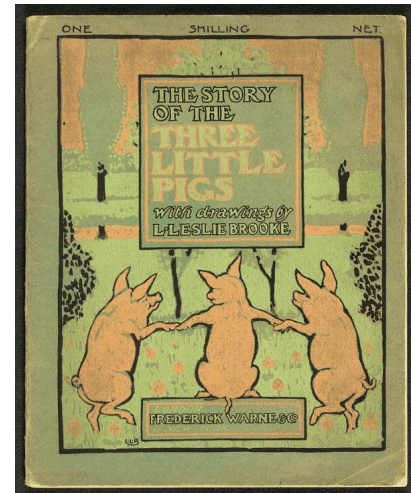
Subject: Reading/Language Arts, Social Studies

Time required: 1 to 2 class periods (50–60 min.)

MATERIALS USED

Library of Congress primary sources:

- ***The Three Little Pigs*, L. Leslie Brooke, illustrator** (see image at right)
http://lcweb2.loc.gov/cgi-bin/ampage?collId=rbc3&fileName=rbc0001_2003juv81093page.db
- **Progressive Era to New Era 1900-1929 overview**
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/progress.html>
- **Assassination of President McKinley**
<http://www.loc.gov/pictures/item/96521677/>
- **The Titanic**
<http://www.loc.gov/pictures/item/2001704326/>
- **President Roosevelt speaking from his train at Colorado Springs, Col.**
<http://www.loc.gov/pictures/item/91722486/>
- **Typical Night Scene in an Indiana Glass Works**
<http://www.loc.gov/pictures/item/ncl2004000108/PP/>
- **Great Fall of the Yellowstone River**
[http://memory.loc.gov/cgi-bin/query/r?ammem/consrvbib:@field\(NUMBER+@band\(cph+3a18915\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/consrvbib:@field(NUMBER+@band(cph+3a18915)))



OVERVIEW

This lesson analyzes how contemporary values and attitudes are reflected in literature.

GOAL

Students will understand how contemporary culture is reflected in children's literature.

OBJECTIVES

Students analyze an early 20th century version of the *Three Little Pigs* to determine how contemporary culture and values affect a story.

INVESTIGATIVE QUESTION

What does a book tell us about the people who wrote it and the people who read it?

MATERIALS USED *CONTINUED*

- **Theodore Roosevelt and John Muir on Glacier Point, Yosemite Valley, California, in 1903**
<http://memory.loc.gov/service/pnp/cph/3a10000/3a11000/3a11200/3a11256r.jpg>
- **USS Maine, Havana**
<http://www.loc.gov/pictures/item/ggb2004009667/>
- **This little girl like many others...** (see below right)
<http://www.loc.gov/pictures/item/ncl2004002557/PP/>
- **Gutter toy merchant, New York City, A.**
[http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field\(NUMBER+@band\(det+4a05615\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a05615)))
- **Italian bread peddlers, Mulberry St., New York.**
[http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field\(NUMBER+@band\(det+4a29640\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a29640)))
- **Family in an attic home with drying laundry**
<http://www.loc.gov/pictures/item/ggb2004009667/>
- **Suffragists Mrs. Stanley McCormick and Mrs. Charles Parker, April 22, 1913.**
[http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field\(NUMBER+@band\(cph+3b39728\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field(NUMBER+@band(cph+3b39728)))
- **Landing at Ellis Island**
<http://www.loc.gov/pictures/item/97501086/>

Optional Resources

- Several contemporary versions of *The Three Little Pigs*

CURRICULUM STANDARDS

Grades 5-8 Reading

- **5.1.12 i.** Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.
- **6.1.tpi.23.** Identify how culture, ethnicity, and historical eras are represented in literary texts.
- **7.1.tpi.24.** Demonstrate how time periods and cultures affect plots and characters in literature.
- **8.1.spi.22.** Recognize and identify words within context that reveal particular time periods and cultures.
- **8.1.spi.23.** Determine the influence of culture and ethnicity on the themes and issues of literary texts.

Grade 5 Social Studies

- **5.1.02** Discuss cultures and human patterns of places and regions of the world.
- **5.1.02 a.** Explain how art, music, and literature reflected the times during which they were created.



PROCEDURE

- Step 1** Before the lesson print one copy of Progressive to New Era overview for each student. Divide students into groups of 3 or four. Either print one copy of L. Leslie Brooke's *Three Little Pigs* for each group or arrange for each group to have access to a computer to read the book online. Print one copy of each of the other resources (3- 15) and its corresponding bibliographic entry.
- Step 2 Connect** Randomly distribute the primary sources and bibliographic entries to the students. Instruct the students to walk around and find the document that corresponds to their own.
- Step 3 Construct** Ask each pair to describe their primary source to the class using details in the picture as well as the bibliographic information. Encourage other students to add additional information if possible.
- Step 4 Investigate** Give each student a copy of Progressive Era to New Era overview. Have each pair discuss how their primary source relates the ideals of the Progressive Era.
- Step 5 Construct** Allow each pair to share and discuss their responses with the class. Create a web of concepts and ideas related to Progressivism on the board based on the discussion.
- Step 6 Investigate** Divide students into groups and distribute one copy of L. Leslie Brooke's *Three Little Pigs* to each group. Ask them to carefully read and discuss both the text and illustrations. Students should identify ways in which the story does or does not reflect the concepts of Progressivism.
- Step 7 Construct** Have students share their observations in class discussion. Possible observations include:
- Value of hard work (Pig who build with brick is successful)
 - Death and injury commonplace (Pigs and wolf die)
 - Value creativity and problem solving (Pig outsmarts the wolf)
 - Good guys win (The wolf is ultimately defeated)
 - Realism is valued (See illustrations)
- Step 8 Construct** Ask students to describe what they value. Create web of concepts and ideas.

(Continued)

PROCEDURE, CONT.

Step 9 **Express** Instruct each group to create a modern “teen” version of the *Three Little Pigs* that expresses some of the concepts and ideas they value. Encourage creativity with both the text and illustrations of the story. Allow students to share and discuss their stories when complete.

EVALUATION

Students will be evaluated on their participation in group work and class discussion using the following rubric:

Participates in class discussion	25 possible points
Shares ideas with group	15 possible points
Listens to group members	15 possible points
Compromises appropriately	20 possible points
Completes work on time	25 possible points
Exceptional final product	15 bonus points

EXTENSIONS

Give each group a copy of a contemporary version of *The Three Little Pigs*. Ask them to compare and contrast the values portrayed with those in L. Leslie Brooke’s version.

Show students *The Children’s Object Book*, published in the 1880s, available at <http://read.gov/books/object-book.html>. Discuss the changes in technology that have occurred in the past 130 years. Assign each student a page and challenge them to create a similar illustration for the objects of today.