

**Connections**  
**Information Skills**  
**Grade 4**

**Objectives**

**1.01** Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.

**1.04** Acknowledge ownership of ideas.

**Activity 1**

**Read Aloud:** *The True Story of the Three Little Pigs*

Read *The True Story of the Three Little Pigs*, by Jon Scieszka. Discuss the story soliciting children's ideas. Could the wolf be innocent? What makes you think he's telling the truth? What makes you think he's lying? Using language experience techniques, write down on chart paper the reasons children give for their opinion.

**Author unknown:**

<http://webinstituteformteachers.org/2000/teams/onceupon/3littlepigs.html>

**Connections****Information Skills****Grade 4****Objectives****3.03 Identify bias and stereotypes****Activity 2**

1. Discuss stereotyping as a whole class.
2. In small groups, prepare a list of stereotypes they have heard that do not show respect for other people. Brainstorm possible alternatives for each.
3. With a partner look at one of the fairy tales. Find the stereotypes in your chosen fairy tale. Discuss how you think the story would change if, for example, one of the main characters wasn't rich, or the princess wasn't nice.
4. Then decide whose point of view the fairy tale is written from. Imagine how the story would change if the point of view changes. For example, read *The True Story of the Three Little Pigs* (from the wolf's point of view) or *The Paper Bag Princess* (variation of Rapunzel).

Created by Elizabeth Tumblin and Carol Fitzpatrick

[http://www.edu.pe.ca/journeyon/resources\\_pages/lesson\\_plans/lesson\\_plans\\_1-3/stereotype\\_fairytale/default.htm](http://www.edu.pe.ca/journeyon/resources_pages/lesson_plans/lesson_plans_1-3/stereotype_fairytale/default.htm)

**Connections**  
**Information Skills**  
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**Objectives:**

**3.03:** Identify bias and stereotypes.

**3.05:** Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events.

**Activity 3**

1. Divide students into groups of 3 or 4 and give each group a book in which a wolf is a main character. Some groups should have books in which the wolf is the protagonist, and others should have books in which the wolf is the antagonist. A protagonist is the main character of a story. An antagonist opposes or seeks to harm the protagonist.
2. Groups read their book aloud and determine whether the wolf is a protagonist or antagonist.
3. Groups list words or passages from the story that support their opinion of the wolf's role in the story.
4. Groups share their impressions of a wolf, based on the story, and teacher records their impressions on a classroom chart.
5. Teacher polls students to see how many believe each impression is scientifically accurate.
6. Closing remarks should spark excitement about returning to the Media Center to discover which impressions are accurate

Books may include but are not limited to the following titles:

- *The Three Little Pigs* by Paul Galdone
- *Little Red Riding Hood* by Trina Schart Hyman
- *Peter and the Wolf* retold by Michele Lemieux
- *The True Story of the Three Little Pigs* by Jon Scieszka
- *Wolf!* by Becky Bloom
- *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas
- *Suddenly!* by Colin McNaughton

Created by Vanessa Olson: <http://www.learnnc.org/lessons/VanessaOlsen2112003168>

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**Activity 4**

Read the *True Story of the Three Little Pigs* to your class:

- How do the characters of the wolf and pigs differ from the usual version of this story?
- What are some other stories or movies that you can think of where the wolf "gets a bum rap." (bum' rap' is a *Slang* that means an unjust accusation, verdict, or punishment: *He was sent to prison on a bum rap.* An adverse opinion or judgment considered undeserved or unjust: *The review was a bum rap, but I liked the play.* )
- Even animals can be stereotyped. Can you name some other animals that have been labeled as evil in movies? In real life, do animals of the same type have different "personalities?"
- What animals are traditionally labeled as good?
- What qualities in animals determine how they may be stereotyped? (We tend to designate animals that we fear or animals that we find unattractive as being evil: wolves, lions, snakes, etc. The more domestic or attractive the animal, the more likely it is to be designated as good: dogs, cats, rabbits, horses, baby animals of almost any kind.)
- Do we do the same things with people? (Look at villains. When we are at war with a country, our villains tend to come from that culture - look at the proliferation of Arab villains since the Gulf War Crisis. In the 1960s, cartoon villains usually had Russian accents, which reflected Cold War tensions. Check out the accents of the "bad guys" in kid's cartoons.)
- Have your class brainstorm stories where there are traditional or stereotypical portrayals of characters. Fairy tales such as *Red Riding Hood*, *Cinderella*, *Snow White*, *Jack and the Beanstalk* are good examples.
- Divide class into groups

- Each group is to choose a story from those that the class has brainstormed. Stories that are chosen should be relatively straightforward, with clearly defined characters.
- Each group is to act out the story that they have chosen without using stereotypes. For example, they could perform *Cinderella* with Cinderella as a well meaning, but somewhat flawed character and the wicked stepmother and stepsisters as victims. They could portray the giant in *Jack and the Beanstalk* as a nice guy minding his own business who is robbed by Jack, the juvenile delinquent.

Created by Jane Talim:

[http://www.mediaawareness.ca/english/resources/educational/lessons/elementary/gender\\_portrayal/once\\_upon\\_a\\_time.cfm](http://www.mediaawareness.ca/english/resources/educational/lessons/elementary/gender_portrayal/once_upon_a_time.cfm)

**Connections****Information Skills****Grade 4****Objective:**

**2.06** Recognize the power of media to influence

**Activity 5**

Read *The True Story of the Three Little Pigs*. Compare with the traditional *Three Little Pigs* story. Discuss the role of the media in the two versions. Elicit from students the forces that shape the news we hear and the elements they must keep in mind as they read an article. Discuss what affects the "truth" we get and how we can read between the lines to find the truth.

Author unknown: <http://www.eed.state.ak.us/tls/frameworks/sstudies/part2i.htm>

**Connections**  
**Information Skills**  
**Grade 4**  
**Objectives:**

**4.05:** Gather information.

**4.07:** Organize and use information.

**Activity 5**

**Day 1**

Prepare an Animal Report handout and go over the outline students will follow in writing their reports. Give students several examples of writing as an introduction using interesting facts about wolves and pigs. Show students how to write the fact in a riddle (question/answer) form. For example: What animal may be the strongest? Allow students time to research facts about their animal and practice writing riddles.

Discuss animals' bodies and sizes. Have students write sentences about their animal. Let students share about their animals.

Have students continue to research and write about their animals focusing on the animal's habitat, location, and type of home.

Students need to continue researching and writing about their animal's living habits.

Discuss an ending paragraph and items that will help students write conclusions to their reports. Have students read their rough drafts in groups and proofread for mistakes. Assign the rewriting of the report for homework and give a due date. Also, discuss the possibilities the students may have to do for extra credit. Below is a copy of the Animal Report handout and things students can do for extra credit.

## **Animal Report Handout**

### Writing an Animal Report

Directions: Write a separate paragraph about all of the items 1-5 in your animal report. Use the checklist to proofread your report. Your animal report should be at least one page. If you choose, do one or more of the extra credit items.

1. Choose an animal.

\_\_\_\_\_ -Write a riddle using an interesting fact about your animal for your introduction.

2. Write about the animals' body.

\_\_\_\_\_ -Size  
-Color and type of covering (fur, feathers ...)  
-Special or interesting body parts (teeth, legs, beak ...)

3. Write about the animals' habitat.

-Location (state, countries, continents)  
-Type of habitat (forest, ocean ...)  
-Type of home (nest, cave ...)

4. Write about the animals living habits.

-Eating  
-Sleeping  
-Movement  
-Other facts

5. Write an ending paragraph.

-Tell what group your animal belongs to (mammal, reptile ...)  
-Tell why you picked this animal and what you liked most about it.

Checklis

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- \*Did you use complete sentences?
- \*Did you use your own words and did not copy from a book?
- \*Do you have an introduction?
- \*Is there a paragraph describing the animals body?
- \*Is there a paragraph describing the animals habitat?
- \*Is there a paragraph describing the animals habits?
- \*Is there an ending paragraph?
- \*Do all your sentences start with capitals and end with periods or question marks?
- \*Is each paragraph indented?
- \*Are there any misspelled words?

## Extra Credit

\*Choose one or more to do about your animal and/or animals related to it.

- ~Draw and color a poster.
- ~Cut, paste, and label pictures on a poster.
- ~Write a poem.
- ~Memorize a poem.
- ~Make a model.
- ~Make a diorama or peephole box of the animal and its habitat.
- ~Make a booklet of animals related to yours.
- ~Draw and label parts of the animal and its habitat.
- ~Make a booklet on ways your animal is helpful or harmful.
- ~Write a fiction or nonfiction story about you and your animal.

Author unknown: <http://www.learnnc.org/lessons/EDSITEment11202002684>

## **Connections**

### **Information Skills**

#### **Grade 4**

#### **Objectives**

**4.09** Present information in a variety of formats (print, graphical, audio, video, multimedia).

#### **Activity 6**

Read *The True Story of The Three Little Pigs* by John Scieszka.

Have students fill out the Character Map on *The True Story of the Three Little Pigs* by John Scieszka. Show students the main functions of how to use Inspiration software and the template for comparing and contrasting. Have students use that template to compare and contrast the two stories. Print work. Discuss points of view and how it affects the way a story is told. Ask what other point of view could tell the story of the *Three Little Pigs*. Brainstorm this and write responses on the board. Some responses may include the mother pig, the sales men, a fly on the wall, the sun, a spider in a crack, etc...

Show students the main functions of PowerPoint that will be evaluated.

Have students pick a different point of view to write a picture book in PowerPoint. Have them include sound, graphics, and animation. Share the rubric with students as a guideline for assessment.

Created by Jodie Roberts:

[http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session\\_Stamp=&LPID=9546](http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session_Stamp=&LPID=9546)

**Connections**  
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**Objectives**

**5.01** Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g. print, multimedia).

**Activity 7**

As a class we will discuss their answers to the do now, brainstorming possible reasons for the wolf's behavior. Next we will read aloud *The True Story of the Three Little Pigs*. I will ask for student volunteers to get up and act out each part. Once they have read the story students will each be assigned a position in the court by randomly selecting a card. The available positions will include a judge, jury members, prosecution and defense teams, the wolf, and each of the three pigs. The class will then be divided up into a courtroom, and each group will need to support their side. The wolf will be suing the pigs for libel and slander -- giving him a bad name. The pigs will be counter suing for the cost of their destroyed property. The students will compile their cases and will need to coach their party in order to convince the judge and the jurors. The trial process may take a few class periods, depending on how long you see the students.

Closure

In closing, the jurors will deliberate and reach a verdict. We will discuss point of view as a class. Students will be given two homework assignments throughout the trial. First, in writing they should think of a time when they heard a story from two different points of view: how did the points of view differ, which did they assume was the more accurate, and why? The second assignment will be to take a fairy tale they know or have read in this class and retell it from another point of view.

Assessment

Students will be graded based on their participation and homework assignments

Created by Sara E.

Thomas: <http://www.yale.edu/ynhti/nationalcurriculum/units/2006/3/06.03.01.x.html>