

# Big Bad Wolves –Fact or Fiction?

## Overview

Students will read fairy tales in which wolves are stereotyped. Students will then compare the stereotype to facts about wolves. Finally, they will rewrite a fairy tale from the wolf's point of view.

## Objectives

Students will...

- analyze the stereotyping of wolves in children's literature and compare the stereotype to facts about wolves.
- describe the characterization of the "big, bad wolf"
- rewrite a fairy tale from the wolf's point of view.

## Vocabulary

- **Stereotype:** a widely held but fixed and oversimplified image or idea of a particular type of person or thing.
- **Fairy tale:** a fabricated story, especially one intended to deceive.

## Background Information

Wolves in North America: <http://www.wolf.org/>

Wolves in Oregon: <http://www.dfw.state.or.us/wolves/>

## Activity

**Intro:** Have students brainstorm ideas about their preconceptions of wolves and record them on a chart. *What do you think of when you hear the word "wolf"?* Show pictures of real wolves to spark some ideas if needed. Then show them pictures of wolves in fairy tales and have them brainstorm more ideas. Discuss why they have these preconceptions. Discuss the idea of stereotyping.

**Activity:** Read the children's fairy tales "Three Little Pigs" and "Little Red Riding Hood" aloud to the students. Ask them if they noticed any stereotyping of the wolf being "big and bad" in the stories. Students should note how the wolves are portrayed incorrectly.

Read and discuss the book "The True Story of the Three Little Pigs" which tells the story from the wolf's point of view while claiming his innocence.

Subject

Language Arts

Grade

6<sup>th</sup> – 8<sup>th</sup>

Time

60-90 minutes or 2-3 class periods

Materials

- Fairy tales about wolves – The Three Little Pigs, Little Red Riding Hood, The True Story of the Three Little Pigs, and The Three Little Wolves and the Big Bad Pig.
- Pictures of wolves.

Set Up

General classroom set up.

Standards

Language Arts

- MS.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- MS.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- MS.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



Next, read and discuss the book “The Three Little Wolves and the Big Bad Pig” in which the roles are reversed, and the wolves are the victims.

Reread the book “Little Red Riding Hood” if necessary and then have the students rewrite the story from the wolf’s point of view. Be sure they use the writing process of composing, editing and revising. Optional: have the students create the cover art for their story.

## Conclusion

Students will share their stories with the class either by reading aloud or combine into a class book of new version of the fairy tale. Discuss their point of views on wolves and how that has changed over the course of the writing process.