

Which Is The True Story?

Timing of Presentation: Day 4, Listening To Perspectives

Purpose:

- Students will look at the same story from two different perspectives and make a decision on what the true story is.

PASS:

Materials:

- The True Story of the Three Little Pigs By Jon Scieszka
- Any traditional version of The Three Little Pigs
- All students' names on strips of paper, or on clothes pins from which to draw.

Instruction:

1. Ask students: Have you ever been in a fight with someone and an adult believes the other person, but you didn't get to tell your side of the story?
2. Today we are going to read a story that you know very well: The Three Little Pigs. These pigs had a big fight with the Big Bad Wolf. Let's read to find out what the problem is.
3. Read the story The Three Little Pigs.
 - a. After reading, ask the students who told the story.
 - b. Then ask the students whose side of the story was not heard.
 - c. Who do you think named him The Big Bad Wolf? Is he really a big, bad wolf?
4. Ask students to raise their hands if they believe that the three little pigs were right.
5. Now ask the students if they want to hear The Big Bad Wolf's side of the story.
6. Read The True Story of the Three Little Pigs.
 - a. After reading, ask the students who told the story.
 - b. Ask the students whose side of the story was not heard in this book.
7. Ask students to raise their hands if they believe that the wolf was right.
8. Divide the class into three groups by pulling clothes pins or strips of paper. One group will be arguing in favor of the wolf's story. One group will be arguing in favor of the pigs' story, and one group will be the judges. The class will simulate a court judging whose story is true.
 - a. Talk to the kids about doing a simulation. They are actors playing a role and when it's over, nobody should be mad about anything that is said because it was their characters talking, not them.

9. Give each group a piece of chart paper. Have them list parts of their characters story that would persuade the judge to rule in their favor.
10. Have each group share their arguments.
 - a. Give the Judge group time to talk about it. Then make a verdict.
 - i. If they rule in favor of one story, ask them why they chose that one and not the other one.
 - ii. If they can't decide talk about how sometimes both sides are true just told in a different way from a different perspective.
11. End the simulation and remind them the rules of the simulation.
12. What lesson did you learn from listening to both sides of a story?
 - a. It is important to hear all sides of a story before making a decision about what you believe is true.
 - b. Sometimes people have a hard time seeing other people's perspectives (like the pigs and the wolf) and then we fight. Perspectives are how people see things. Give examples.
13. How can we as everyday superheroes help stop fighting?
 - a. Guide students to understand that when we see others' perspectives, we understand other people's feelings, and even if we don't agree, we can respect how they feel and not fight about it.
14. Ask students if they think that perspective taking is a superpower?
 - a. It helps make the world a better place.
15. For today's page in the We Are Superheroes big book, ask students to write "Perspective taking is a superpower because _____."
16. By listening to accounts of the Oklahoma City Bombing from rescue workers, survivors, family members, and children, we can hear the whole story about what happened and how each person was changed by this event. Listening to different perspectives helps us see the whole picture, like the picture drawn by the crayons in yesterday's book.
17. Tell the students that tomorrow a survivor/rescue worker from the Oklahoma City Bombing will be coming to your classroom to share their story.

Assessment:

- Give examples of stories that involve more than one perspective. Ask students to identify the perspectives. Continue to encourage perspective taking at recess, in class meetings, in reading texts, and in history.

Extensions and Alternatives:

- Instead of doing a class Big Book for this unit, use each day's writing topic to prompt each student to write their own individual page each day to contribute to a class book. Allow them to write about the topic more freely, elaborating.
- Rewrite another classic story from the perspective of one of the unheard voices. Start by reading the story to the students and having them

identify the unheard voice. Brainstorm how that character might feel and what they may think. Then write from their perspective.

