

THE WOLF'S PERSPECTIVE: BUILDING COMMUNITY THROUGH DESIGN

GRADE: 3-8

TIME: Two 60-minute sessions

When designing a home, architects must consider how the home is experienced from the inside as well as from the outside. What elements make for an approachable, welcoming home? How can a welcoming home still be protective, sturdy, and provide shelter for its inhabitants? How can the design of a home foster or discourage community building? In this lesson, students revisit the classic story of *The Three Little Pigs* by investigating the story from the wolf's perspective. After reading *The True Story of the 3 Little Pigs* by Jon Scieszka and looking to Frank Lloyd Wright's buildings for inspiration, students design a new home for the three little pigs that builds community between the pigs and the wolf while keeping all characters safe.

INTEGRATED SUBJECTS: Language Arts, Visual Arts

OBJECTIVES

MATERIALS | RESOURCES

The True Story of the 3 Little Pigs by Jon Scieszka

Printed or projected images of Frank Lloyd Wright building interiors & exteriors, such as the Robie House, the Home and Studio, or Fallingwater.

Post-it notes

Paper

Pencil

Model making materials (optional) such as glue, scissors, cardboard, Model Magic modeling clay, etc.

1. Consider a story and building from multiple perspectives.
2. Explore the relationship between design and community building.
3. Express and support an opinion.
4. Apply creative thinking and design skills to design a safe and welcoming home.

ESSENTIAL QUESTIONS

1. How does understanding all of the perspectives in a community lead to better design within that same community?
2. What are the key features of a good house?
3. How can design foster community?

LESSON PROCEDURE

EXPLORE

Session One

- **Challenge students to retell the classic story of *The Three Little Pigs*. Afterwards, encourage students to consider:** Who are the good and bad characters in this story? **Ask students to provide support for their opinion.**
- **As a class, read *The True Story of the 3 Little Pigs* by Jon Scieszka. This retelling of *The Three Little Pigs* is told from the wolf's point of view. In the story, the wolf is looking for a cup of sugar to bake a cake for his grandmother and accidentally blows the pigs' houses down because he has a bad cold. Afterwards, encourage students to consider:** Who are the good and bad characters in this story? **Ask students to provide support for their opinion. Take note of any changes in opinion.**
- **Challenge students to consider what role architecture and design played in both versions of the story. While most discussion will center on use of materials, note that the pigs experienced the events from the inside of their homes while the wolf experienced the events from the outside of each home. Remind students of the wolf's motivations and interests in his retelling. Ask:** What are the key features of a good house from the pigs' perspective? What are the key features of a good house from the wolf's perspective? Did anything about the design of the various homes make it difficult for the wolf and pigs to understand each other's points of view? **As discussion unfolds, list student opinions for easy reference.**

ENGAGE

Session One

- **Introduce Frank Lloyd Wright as an architect who sought to design a better world for all.**
- **Set up a gallery walk with both interior AND exterior images of various Frank Lloyd Wright homes.**
- **Instruct students to quietly observe the designs and use Post-it notes to mark their observations and state with evidence whether or not it is a good home. Use one color to make observations from the pig's perspective and another color to make observations from the wolf's perspective.**
- **Discuss findings as a group. Have students consider:** How were materials used? What features made homes welcoming or unwelcoming? What features created shelter or safety for the inhabitants? How did these homes encourage or discourage community building? How are the homes entered and what impact does that have on the design?

DESIGN

Session Two

- **Challenge students to design a new home for the pigs that provides protection and fosters positive dialogue between the pigs and the wolf. Ideas can be planned in sketchbooks. Encourage students to consider incorporating any inspiring features observed in the Frank Lloyd Wright gallery walk from Session 1.**
- **Ask students to pick one design for further revision and encourage them to complete the design.**
 - **Optional:** With available time and resources, ask students to begin constructing a small-scale model of their design.

CRITIQUE & INTERPRET

Session Two

- **Ask students to share their work and cite any influence Frank Lloyd Wright had on their design. Challenge them to explain how and why their home design is a successful design for the pigs and the wolf.**
- **Challenge students to retell the story of *The Three Little Pigs*, incorporating their home design in the story. Have students consider:** Do the pigs survive? Do the homes survive? Does the wolf get his cup of sugar? Why or why not?