

Grandmother, What a Big Culture You Have!

Cultural Characteristics

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Grade Level	3rd Grade	**Time Frame**	4-5 class period(s)
Subject	English/Language Arts, Social Studies	**Duration**	200 minutes
Course	American Literature, World Literature		

Essential Question

How do the characteristics of a culture show up in the stories from the region? How do these characteristics affect the ways in which people live?

Summary

Students will explore the cultural characteristics that appear in various versions of the story "Little Red Riding Hood." Additionally, students will compare and contrast how the cultural characteristics appear in each story and how American authors have revamped the story to mirror popular culture in American society.

Snapshot

Engage

Students determine what cultural characteristics are by using a Word Splash activity.

Explore

Students engage in an interactive activity that will alert them to cultural characteristics included in the story "Little Red Riding Hood" by The Brothers Grimm.

Explain

Students analyze each page of the story "Honestly, Red Riding Hood Was Rotten!" by Trisha Speed Shaskan and identify the different cultural characteristics present in the pages, images, dialogue, and text.

Extend

Students read a new version of "Little Red Riding Hood" and analyze the text independently, and then collaboratively.

Evaluate

Students compare and contrast the cultural characteristics found in all three versions of the "Little Red Riding Hood" story that they read and respond to the essential question either in a paragraph or through

the use of a Padlet.

Standards

Oklahoma Academic Standards (Social Studies Practices (4th Grade))

4.3.2A: Identify the characteristics of culture (language, customs, beliefs, food, clothing, shelter) and compare the cultural characteristics of different regions of the United States.
4.3.2B: Explain how the characteristics of culture affect the ways in which people live.

Oklahoma Academic Standards for English Language Arts (Grade 3)

3.6.R.2: Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.

Oklahoma Academic Standards for English Language Arts (Grade 3)

4.7.R.2: Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.

Oklahoma Academic Standards for English Language Arts (Grade 3)

5.3.R.7: Students will compare and contrast texts and ideas within and between texts.

Attachments

- Cultural Characteristics T-Chart - Grandmother What a Big Culture You Have.docx
- Cultural Characteristics T-Chart - Grandmother What a Big Culture You Have.pdf
- Cultures Snap-Clap-Pop Posters.pdf
- Discussion Questions - Grandmother What a Big Culture You Have.docx
- Discussion Questions - Grandmother What a Big Culture You Have.pdf
- Gallery Walk Sample Responses - Grandmother What a Big Culture You Have.docx
- Gallery Walk Sample Responses - Grandmother What a Big Culture You Have.pdf
- Lesson Slides - Grandmother, What a Big Culture You Have!.pptx
- Venn Diagram Comparing Three Stories - Grandmother What a Big Culture You Have.docx
- Venn Diagram Comparing Three Stories - Grandmother What a Big Culture You Have.pdf
- Venn Diagram Comparing Three Stories of Your Choice - Grandmother What a Big Culture You Have.docx
- Venn Diagram Comparing Three Stories of Your Choice - Grandmother What a Big Culture You Have.pdf
- Venn Diagram Comparing Two Stories - Grandmother What a Big Culture You Have.docx
- Venn Diagram Comparing Two Stories - Grandmother What a Big Culture You Have.pdf
- Venn Diagram and Essential Questions Rubric - Grandmother What a Big Culture You Have.docx
- Venn Diagram and Essential Questions Rubric - Grandmother What a Big Culture You Have.pdf

Materials

- Chart paper
- Sticky notes in multiple colors
- Pencils
- World map
- Lesson Slides - Grandmother, What a Big Culture You Have!
- Cultures Snap-Clap-Pop Posters (one set)
- Cultural Characteristics T-Chart (13 copies, one per page of Honestly, Red Riding Hood Was Rotten!)
- Gallery Walk Sample Responses (one copy)
- Discussion Questions (one copy)
- Venn Diagram handout (one per student)
- Venn Diagram and Essential Questions rubric (one per student)
- Tablets, computers, or personal devices
- Internet access

- Little Red Riding Hood (or Little Red Cap), by The Brothers' Grimm
- Honestly, Little Red Riding Hood was Rotten, by Trisha Speed Shaskan
- Additional Book List (You may not have access to all of the books listed below, but you will need to have at least one of them for the lesson):
- Lon Po Po: A Red-Riding Hood Story from China, by Ed Young
- Pretty Salma: A Little Red Riding Hood Story from Africa, by Niki Daly
- Petite Rouge: A Cajun Red Riding Hood, by Mike Artell
- Little Red Cowboy Hat, by Susan Lowell
- Little Red Riding Hood Stories Around the World, by Jessica Gunderson
- Little Red Hot, by Eric A. Kimmel
- Ninja Red Riding Hood, by Corey Rosen Schwartz
- Isabel and the Hungry Coyote, by Keith Polette
- Little Roja Riding Hood, by Susan Middleton Elya
- Into the Forest, by Anthony Browne

Engage

Teacher's Note: Lesson Prep

Prior to beginning the lesson, prepare the **Engage** activity Word Splash by selecting 5–7 of the words/phrases listed below and either writing them on the board or updating **slide 2** to hide the words that you don't plan to use. (Depending on how you choose to conduct the activity, you might set up the slide to display an initial set of words and reveal additional words one at a time.)

- Customs
- Traditions
- Heritage
- Way of Life
- Habits
- Beliefs
- Food
- Clothing
- Shelter
- Language
- Family Structure

Teacher's Note: Lesson Prep (Cont.)

Print the **Cultures Snap-Clap-Pop Posters** for the **Explore** activity and hang them in a location that is easily visible to students. Additionally, prepare a copy of each page and the cover of the book *Honestly, Little Red Riding Hood Was Rotten!* to set up for the Gallery Walk that will take place during the Explain activity. Tape each page to the top of the T-chart with the left side labeled "Cultural Characteristics" and the right side labeled "Examples." (You can also use printed copies of the **Cultural Characteristics T-Chart** from the attachments.) Prior to beginning the **Explain** activity, hang the pages and T-charts around the classroom in a random order, as students will be looking at each page in isolation

Use the attached **Lesson Slides** to guide the instruction. Begin the lesson by telling students they will be engaging in a Word Splash activity to activate their prior knowledge and make predictions about the lesson and what the topic might be. Display slide 2 or refer students to the words you wrote on the board. Give students time to gather their thoughts about the displayed words, and encourage them to think about how the words might fit together. Once students have had a few minutes to think about the words on their own, have them share out their thoughts with an Elbow Partner and come to a consensus about what the topic for today's lesson might be. After all pairs have had a chance to discuss their ideas, have a few share with the class.

Set The Stage To Engage

If you want to add another level of engagement or suspense to your lesson, try introducing one word at a time, and have students "popcorn" out their ideas. Each new word added will narrow their thinking and build the excitement as they get closer to the actual topic of the lesson.

Possible Student Responses

During this activity, you are looking for students to determine the topic based on the words provided. Student responses should include phrases like "culture," "characteristics of culture," or "cultural characteristics." If your students are struggling to make the connection between the 5-7 words you provided, you can begin adding additional words to their list. Adding more can help narrow their focus and steer their thinking in the correct direction. If you find that students are still struggling to make the connections to culture, then you might need to define it for them and provide some clarification.

Once your students have determined the topic of the lesson, share the essential questions with them on **slide 3**. Make sure to let them know that they will be answering these two questions at the end of the lesson.

Share the lesson objectives on **slide 4.**

Explore

in the Explore activity, students will use a variation of the Snap-Clap-Pop strategy to identify cultural aspects revealed within a story. Tell students that you are going to read them a version of the Little Red Riding Hood story that comes from Germany, and when they identify a cultural reference in the story they will perform a different and new physical action and explain why they chose the action. If your students haven't heard the story before, consider reading it once just for enjoyment, then a second time for the activity. Display **slide 5** and explain each of the different physical actions:

- Customs - Pretend to play a musical instrument (e.g., flute).
- Traditions - Dance in your seat.
- Heritage - Make a tree pose.
- Way of Life - Make a heart shape with your hands.
- Habits - Stack your hands on top of each other to demonstrate “building.”
- Beliefs - Put your hands over your eyes.
- Food - Pretend you are eating out of a bowl.
- Clothing - Stand up and pretend you are putting on pants.
- Shelter - Make a roof over your head with your hands.
- Language - Put your hands over your mouth.
- Family Structure - Hug yourself.

Read Little Red Riding Hood (or Little Red Cap as it was originally titled) by the Brothers Grimm to your students, encouraging students to perform the corresponding actions from the list as you read. After the read-aloud, take a moment to visit your world map. Point out where Germany is on the map compared to your location.

Track Your Class's Literary Travels

Consider putting pins or sticky notes containing the book titles on your classroom map to show where all the different stories you have read throughout the year come from.

Explain

Display slide 6. Now that students have had an opportunity to explore how authors can incorporate cultural characteristics into their stories, they will take some time to explain how Trisha Speed Shaskan incorporates them in her story Honestly, Red Riding Hood Was Rotten! They will participate in a Gallery Walk to observe each of the individual pages. For this activity, it is important that the students look at the text, images, dialogue, and pages in isolation. It isn't so much about the story right now as it is about identifying the cultural characteristics within the story.

Teacher's Note: Analyzing The Pages In Isolation

It is important that your students analyze the pages in isolation so their focus is on the language, the writing style, the images, and the overall look and style of the page rather than the story itself. If your students are focused on the story, they might miss the cultural characteristics that are hidden within.

Alternate Strategy

Instead of a gallery walk, consider using a Jigsaw activity in which small groups analyze one or two assigned pages and report out to the whole group when they're done. While the gallery walk provides them with an opportunity to analyze more of the pages, the Jigsaw requires them to analyze one or two pages in detail and then take on the role of teacher, thus ensuring they solidify the content. Students can record their findings on an individual T-chart (provided in the attachments).

To begin the gallery walk, group students in teams of 3–4, and assign each group to a starting page. Give students a few minutes per page to analyze the images, read the text, and record their findings on the T-chart. On the left side of the T-chart, students should list any of the cultural characteristics from the list presented in the Explore activity that they see on that particular page. On the right side, students should provide examples from the page that led them to choose those cultural characteristics.

Once the time is up, or when you notice that all of the groups have contributed something to their pages, call time, and have them rotate to the next page. When the students arrive at a new poster, remind them to read the previous groups' responses first, and then look for new examples of culture that haven't already been mentioned.

Teacher's Note: Equal Coverage

Depending on how many groups you have, it might be difficult to ensure that all pages receive equal attention. If coverage becomes an issue, you might choose to assign to a specific group pages that either haven't been looked at yet or have very little added. You might also choose to target students' attention to one aspect of the page. (For example, if comments have been made about the images only, challenge the group to focus on the language used.)

Sample Responses

A list of example student responses can be found in the attachments. (Keep in mind these are examples of possible student responses and should only be used to help inform the direction of your instruction.)

After students have had an opportunity to analyze each of the pages individually, take some time to read the story from start to finish as a whole class. Pause to point out some of the observations that you noticed they made during the gallery walk, and ask a few questions to spur discussion throughout the reading. Refer to the Discussion Questions attachment for a list of possible questions, organized by page.

Discussion Questions During The Read-Aloud

Don't feel that you need to ask all of the questions. Choose a few that are your favorites or some that you believe need to be addressed based on your own classroom culture. Write these questions on sticky notes and place them in your book on the corresponding pages so you won't forget to ask them!

Optional Modification For Distance Learning

If conducting this lesson in an online or distance learning environment, you may choose to omit the Gallery Walk activity. You can substitute with a website such as VoiceThread. With VoiceThread, you can upload images of each page of the book to the site beforehand. Then, students can choose whether they would like to make a quick video, a voice memo, or a written note to add their observations to the thread.

Extend

After students have had an opportunity to read and discuss both *Honestly, Red Riding Hood Was Rotten!* and Little Red Riding Hood, share with them that the Red Riding Hood story has been retold and rewritten many times over hundreds of years. Each time the story has been introduced to new cultures, it has been rewritten to match the values, customs, and beliefs of that culture. Similar adaptations can be seen in many fairy tales, folk tales, myths, and legends, which often makes identifying the original version of the story difficult.

Display **slide 16**. Students now have the chance to choose which version of the Red Riding Hood story they would like to read on their own and will use the Affinity Process strategy to identify themes and compare themes across stories. As students are reading, they should analyze the text for examples of and differences in how the author addresses cultural characteristics. To facilitate this, provide your students with sticky notes so that they can make annotations in the text as they read. Consider assigning each book its own color of sticky note, as, later on, all of the students will be combining their notes together, and the variations in colors from book to book will provide a good visual of similarities and differences.

Teacher's Note: Voice And Choice

Allowing your students to have voice and choice in selecting a story will get them to "buy-in" to what you're teaching. It will increase their overall engagement throughout the lesson and help to extend their knowledge.

Brief descriptions of the stories for students to choose from appear along with visuals of the book covers starting on **slide 7.**

1. *Lon Po Po: A Red-Riding Hood Story from China,* by Ed Young
2. *Pretty Salma: A Little Red Riding Hood Story from Africa,* by Niki Daly
3. *Petite Rouge: A Cajun Red Riding Hood,* by Mike Artell
4. *Little Red Cowboy Hat,* by Susan Lowell
5. *Little Red Riding Hood Stories Around the World,* by Jessica Gunderson
6. *Little Red Hot,* by Eric A. Kimmel
7. *Ninja Red Riding Hood,* by Corey Rosen Schwartz
8. *Isabel and the Hungry Coyote,* by Keith Polette
9. *Little Roja Riding Hood,* by Susan Middleton Elya
10. *Into the Forest,* by Anthony Browne

Teacher's Note: Differentiation

For older students or those who excel in reading comprehension, consider having them read three versions of the story rather than just the one. Later on, when they are comparing and contrasting, they will do so with three alternate books from their peers. For younger students or those who struggle with reading comprehension, consider having them work with a partner throughout the lesson (partner reading).

Display **slide 17**. Once all of the students have completed the reading and documented their ideas on sticky notes, have those who read the same version of the story come together as a small group to pool their sticky notes. Group members should collaborate to combine similar notations and examples for each of the cultural characteristics the class has been discussing.

Display **slide 18**. Combine groups and have students combine their notations. This might involve pairing pairs, grouping tables together, or another method that works for your classroom setup. Repeat this process of combining groups until the whole class forms one large group with an agreed-upon set of themes.

Beyond The Lesson

Consider taking the students' annotated sticky notes and creating a class Anchor Chart that shows the cultural characteristics portrayed in each version of the story and how they link back to the book Honestly, Red Riding Hood Was Rotten! This would be a good time to point out that, although we might have been born in a specific place or live in a specific place now, our cultural backgrounds stem from other places. If you decided earlier to pin each book origin on your world map, point out the locations of each story now.

Evaluate

Show **slide 19** and pass out copies of the Venn Diagram Comparing Three Stories handout. Tell students they will now use a Venn diagram to compare and contrast the version of the Red Riding Hood story that they just read on their own with the first two versions that we read as a class. Use **slides 20–22** to show students how to fill in a Venn diagram if they have never done so before or might need a refresher.

Teacher's Note: Differentiation

Three Venn diagram options have been provided in the attachments to allow you to vary the activity based on the level of students in your classroom. The Venn Diagram Comparing Three Stories attachment includes circles for *Honestly, Red Riding Hood Was Rotten!* and Little Red Riding Hood along with a blank circle in which students can write the title and author of the book they chose. The Venn Diagram Comparing Three Stories of Your Choice attachment has all three circles blank for the students to fill in three titles that they chose. The Venn Diagram Comparing Two Stories has just two circles for students to compare *Honestly, Red Riding Hood Was Rotten!* with the book that they chose.

Display **slide 23**. To wrap up the lesson, students will write a Two-Minute Paper to respond to the essential questions: "How do the characteristics of a culture show up in the stories from the region? And, how do these characteristics affect the ways in which people live?" In the paper, students should reflect on their learning experiences in this lesson and how those experiences pertain to the essential question.

Optional Tech Integration

Consider having your students use an app on their devices, such as Canva, Lucidchart, PowerPoint, Notability, Prezi, or Displayr to complete the two-minute paper. Using one of these tech tools, students can take a photo of the class-created anchor chart and respond to the essential question prompt underneath. Alternatively, a Two-Minute Documentary made using a digital tool such as Padlet would allow your students to verbalize their thoughts and respond later to their peers. These apps will allow students to be a little more creative in the application of their work and submit it to you digitally!

A Venn Diagram and Essential Questions Rubric is included in the attachments that you can use as a guide for reviewing students' work on the two evaluation activities.

Resources

- Grimm, J., Grimm, W., & Rackham, A. (2015). Little Red Riding Hood. Grimm's complete fairy tales. New York: Barnes & Noble, Inc., 132-137.
- Gunderson, J., Fari´as C., Madden, C. M., & Montanari, E. (2014). Little Red Riding Hood stories around the world: 3 beloved tales. North Mankato, MN: Picture Window Books.
- K20 Center. (n.d.). Affinity Process. Strategies. https://learn.k20center.ou.edu/strategy/87
- K20 Center. (n.d.). Anchor Charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Canva. Tech Tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Gallery Walk/Carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Snap-Clap-Pop. Strategies. https://learn.k20center.ou.edu/strategy/190
- K20 Center. (n.d.). Two-Minute Documentaries. Strategies. https://learn.k20center.ou.edu/strategy/177
- K20 Center. (n.d.). Two-Minute Paper. Strategies. https://learn.k20center.ou.edu/strategy/152
- K20 Center. (n.d.). Word Splash. Strategies. https://learn.k20center.ou.edu/strategy/199
- Larsson, C. (1881). Little Red Riding Hood and the wolf in the forest. https://commons.wikimedia.org/wiki/File:Carl_Larsson_-_Little_Red_Riding_Hood_1881.jpg
- Parsons, A. (n.d.). Anchor chart. Strategies. https://learn.k20center.ou.edu/strategy/64f2b35101a470dda36d44421900af08
- Parsons, A., & McHale, S. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/ccc07ea2d6099763c2dbc9d05b00c4b4
- Shaskan, T. S., & Guerlais, G. (2011). Honestly, Red Riding Hood was rotten! The story of Little Red Riding Hood as told by the wolf. North Mankato, MN: Picture Window Books.