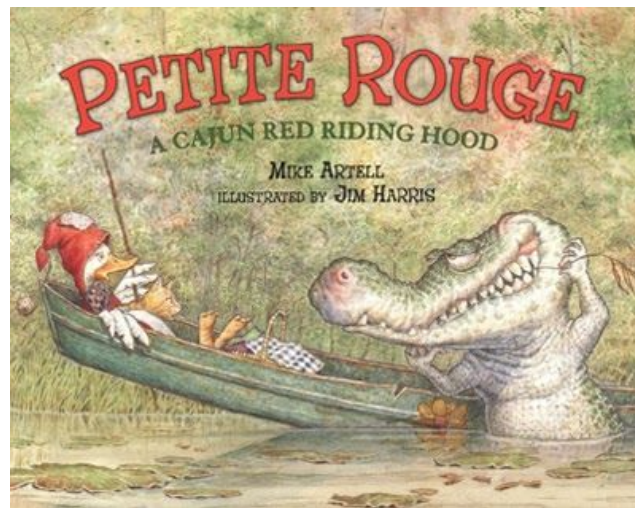


Once Upon a Time: Exploring Fairytales and Folktales (Lesson 5)

Comparing Multiple Versions of *Little Red Riding Hood*

Lesson Overview: This lesson will focus on multiple versions of the folktale *Little Red Riding Hood*. Dating back to the 10th century, this European classic tells the story of a young girl who is befriended by a wolf while traveling to the woods to visit her grandmother who is ill. While the original version of the story possesses dark undertones, many of the retellings welcome the lighter side of the tale to surface. In this lesson, your students will read the 1857 version by the Brothers Grimm, and then will compare it to the Cajun version of the folktale: *Petite Rouge Riding Hood*. Focusing on the mood and tone, students will compare and contrast the two versions of the folktale. Extension activities invite your student to further explore the tale by listening to a poetic adaptation by Roald Dahl, and viewing both a theatrical and animated version of the story.



Part I: Brothers Grimm *Little Red Riding Hood*

1. **Pre-reading:** Before reading the version by the Brothers Grimm, introduce your student to some of the vocabulary used in the story.
 - League (noun): a unit of distance of about 3 miles.
 - Gravely (adverb): in a serious manner
 - Devour (verb): to eat or consume quickly
 - Scarcely (adverb): barely, hardly
 - Appease (verb): to satisfy or relieve (a demand or feeling)
 - Sinner (noun): someone who does something wrong according to religious or moral law
 - Revive (verb): to restore life, strength, or consciousness

- Entice (verb): to tempt someone to do something by offering them something pleasant
- Trough (noun): a channel or container used to hold liquid, such as water

2. **Reading:** Read the Brothers Grimm version of the tale here: [*Little Red Riding Hood*](#)

3. **Post-reading: Discussion Questions**

- Explain to your student what the term *moral* means. A moral is the lesson being taught in a story. Morals relate to the difference between what is right and wrong.
 - Can you identify a moral in this story? What do you think this story was trying to teach children at the time? Does it still provide a valid lesson today?
- Next, ask your student to describe the tone of this story. The tone is the attitude, as conveyed by the writer, about the subject matter of the story.
 - What is the tone of this story? Is it dark? Light? Upbeat? Angry? Humorous?
- In literature, mood is a literary element that evokes certain feelings or vibes in readers through words and descriptions. Usually, mood is referred to as the Atmosphere of a literary piece, as it creates an emotional setting that surrounds the readers.
 - What is the mood of this story? Is it cheerful? Gloomy? Whimsical?
- How does the setting impact the story? Talk to your student about what they notice about the setting. When do they think this story takes place?

Reading Part II: Mike Artell's *Petite Rouge: A Cajun Riding Hood*

4. **Pre-reading:** Before reading the version by Mike Artell, introduce your student to some of the vocabulary used in the story. Along with words such as “petite” which means “little” and “rouge” which means “red”, the picture book contains a glossary which is shown below:

GLOSSARY

In this story, you may find some words that are new to you. Here's what they mean:

Adieu—pronounced “ah DYUH,” this word means “good-bye.”

Boudin—pronounced “BOO dan,” it is a kind of Cajun sausage.

Etouffé—pronounced “ay too FAY,” this word literally means “smothered.” Food that is prepared in this manner is covered with liquid while it cooks.

Filé—pronounced “FEE lay,” it is a seasoning made of ground sassafras root.

Grand-mère—pronounced “gawnd mare,” it is the French term for Grandmother.

Gumbo—pronounced “GUM bo,” it is a kind of Cajun soup that includes okra, chicken, sausage, or seafood. The word gumbo is an African Bantu word that means “okra.”

Mais oui—pronounced “may WEE,” it is the French term for “yes.”

Pirogue—pronounced “PEE rowg,” it is a narrow, flat canoe that is pushed or paddled through the bayou, marsh, or swamp.

Si'l vous plaît—pronounced “seal voo PLAY,” it is the French term for “If you please.”

5. **Reading:** Read the Cajun version by Mike Artell here: [*Petite Rouge: A Cajun Riding Hood*](#)

6. **Post-Reading: Discussion Questions**

- Can you identify a moral in this story? Is it the same as the one in the Grimm version?
- What is the tone of this story? How does it differ from the Grimm version?
- What is the mood of this story? How does it differ from the Grimm version?
- How does the setting impact the story? Talk to your student about what they notice about the setting.
- What does your child notice about the cast of characters in this version? Have them check out this website to learn more about the illustrator of this picture book?
<https://jimharrisillustrator.com/ChildrensBooks/Books/PetiteRouge.html>

7. Discuss with your student the dialect that the author uses in *Petite Rouge*. A dialect is any particular form of a language spoken by some group of people, such as southern English, Black English, Appalachian English, or even standard English. In literature, “dialect” means a form of writing that shows the accent and way people talk in a particular region. In this story, Artell writes in a Creole dialect, which is a blend of French and English. Here is a brief description of Cajun culture that is included in the preface of the storybook.

A BRIEF HISTORY OF THE CAJUN PEOPLE

In the mid-1750's, a group of French-speaking people lived in an area of Canada known as French Acadia, which was then ruled by the English government. Officials of the English government informed the Acadians that they were required to pledge their allegiance to the King of England. Being loyal to France, the Acadians refused. As a result, the Acadians were forced by English officials to board boats that would take them to America. About 800 or 900 of the Acadians boarded the boats and landed near Washington, D.C. Most, however, made the long trip to Louisiana, which had a large French-speaking population at the time. Many of these “Cajuns” (a corruption of the word “Acadians”) moved inland and settled along the shores of Bayou Teche near Lafayette, where they can be found to this day.

DEDICATIONS

Through the years, the culture of the Cajun people has continued to grow rich in food, music, religious tradition, and the love of life. Both of my parents were born and raised in southwest Louisiana, my mother in Lafayette, and my father in Melville, near Opelousas. As a young boy, I heard many wonderful stories about the Cajun people and their legendary sense of humor. I dedicate this book to all those who continue to preserve and enhance that very special culture. —M.A.

To Little Brookie and her beloved cat. —J.H.

Extension Activity 1: Listen to storyteller Roald Dahl read his poetic version of this tale. Invite your student to pen their own version of this folktale in poetic form.

<https://childrens.poetryarchive.org/poem/little-red-riding-hood-and-the-wolf/>

Extension Activity 2: Watch Shelly Duvall’s adaptation of this folktale in her theatrical production of *Little Red Riding Hood*. Have your student compare the live version from Faerie

Tale Theatre to the other genres in this lesson. What is gained from watching the story as opposed to listening to the story? Ask them to draw their favorite scene from the film.

➤ <https://www.youtube.com/watch?v=AmV28hfJQmo>

Extension Activity 3: After watching the live theatrical version of *Little Red Riding Hood*, have your student watch Walt Disney's Silly Symphony version of the tale. What do they notice about the animated retelling of the story? How does it compare to the live production by Faerie Tale Theatre?

➤ <https://www.youtube.com/watch?v=e4Lx5Bmpojw&t=337s>