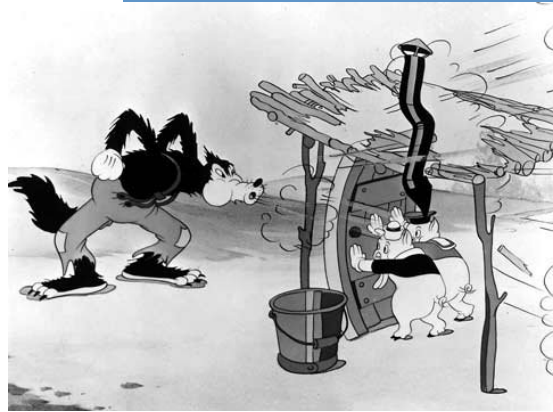


# Video Brief



## Re-Interpret the “Three Little Pigs”

Generate a novel or unique interpretation of the “Three Little Pigs.” This folktale roots in the nineteenth century and the version with which we are most familiar was written and illustrated in 1879 by children’s literature author Clara Doty Bates and visual artist Boz. The extremely popular story was remediated by Disney in 1933. Already then in 1934 was what we’ll call the ‘conventional interpretation’:

few of us follow the story to its conclusion and sequel, and consider what was really the fate of the third pig. Except for the feeling of virtuous satisfaction at having performed his Boy Scout's "good turn" and eliminated the Big Bad Wolf, what did he get out of it all? First, the necessity of hard work in order to make his economic household impregnable against the Wolf's attacks. Second, the privilege of housing and feeding his weaker and more foolish brethren at inconvenient times when the Wolf happened to blow their houses in. The third pig was the forgotten pig. (Nolte, 1934, p. 127)

In a book on the wisdom of technology, Prensky (2012) reiterates the complementary conventional interpretation:

Technology-based wisdom is something we teach to all our children, starting at a very young age. The almost universally known children’s story (at least in western culture) of the three little pigs teaches that those who are wise use better technology. (The wise pig employs the more advanced technology of baking clay bricks, rather than the earlier construction technologies of wood and straw). (p. 47)

Surely, alternative, unique interpretations are not only possible but also necessary for educators in their pedagogical relation with students.

## Key Concepts:

- 1 Interpretation
- 2 Remediation
- 3 Representation