



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Pigman

based on the book by

Paul Zindel

Written by

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A FEW NOTES ABOUT THE AUTHOR
PAUL ZINDEL

ZINDEL, PAUL Paul Zindel was born in 1938 in Staten Island, New York. When he was two, his father left his family to live with a woman he had met on his police beat. As a practical nurse and with a few side jobs, Mr. Zindel's mother, Beatrice, made enough money to raise him and his older sister.

Paul Zindel contracted tuberculosis during his junior year at Port Richmond High School. He was sent to a sanatorium for treatment and could not return to school for eighteen months. He did complete his high school education and went on to receive a B. S. in chemistry and an M. S. in education from Wagner College.

Mr. Zindel's working career began at Allied Chemical Company, where he was a technical writer. Later, he taught chemistry and physics at Tottenville High School on Staten Island. After the success of his play *The Effect of Gamma Rays on Man-in-the-Moon Marigolds*, he left teaching to devote all of his time to writing.

Some of Mr. Zindel's most noteworthy works are *The Effect of Gamma Rays on Man-in-the-Moon Marigolds* (first produced in 1965, won Pulitzer Prize in 1971), *The Pigman* (1968), *My Darling*, *My Hamburger* (1969), *I Never Loved Your Mind* (1970), *Pardon Me, You're Stepping on My Eyeball* (1976), *Confessions of a Teenage Baboon* (1977), *The Undertaker's Gone Bananas* (1978), *The Pigman's Legacy* (1980), *Harry and Hortense at Hormone High* (1984), and *The Amazing and Death-Defying Diary of Eugene Dingman* (1987).

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Pigman* by Paul Zindel. It includes seventeen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through a bulletin board activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer required or multiple choice-matching-true/false. The short answer version of the study questions comes in two styles: a short style which leaves no room for student responses (Students write answers on their own paper to conserve school supplies.) or a long style which does leave room for student responses. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice-matching-true/false version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a review of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

The **group activity** which follows the discussion questions has students working in small groups to discuss the main themes of the novel. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are **three writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students explain to a classmate how to do a hobby. The second assignment is to persuade: students attempt to persuade a friend/acquaintance not to carry out a particular plan of action. The third assignment is to express personal opinions: students explain what an individual's responsibility to society is.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Pigman*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make oral presentations about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice public speaking.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for upper level students.

In a **project assignment**, students must give a five minute presentation in which they describe and briefly demonstrate their hobbies.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

UNIT OBJECTIVES - *The Pigman*

1. Students will discuss the ideas of death/life, lying/truth, and individualism/conformity as well as the roles of parents, friends and others in our lives.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will define their own viewpoints on the aforementioned themes.
4. Students will learn about many different hobbies, constructive things they can do in their spare time.
5. Students will study the character development of John and Lorraine as they learn about life.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Pigman* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *The Pigman*

Date Assigned	Chapters Assigned	Completion Date
	1-2	
	3-6	
	7-9	
	10-12	
	13-15	

UNIT OUTLINE - *The Pigman*

1	2	3	4	5
Introduction PV 1-2	Read 1-2 PV 3-6	Study ?s 1-2 Read 3-6 PVR 7-9	Library	Study ?s 3-6, 7-9 PVR 10-12
6	7	8	9	10
Study ?s 10-12 Writing Assignment 1 PVR 13-15	Study ?s 13-15 Vocabulary	Extra Discussion ?s	Quotations	Writing Assignment 2
11	12	13	14	15
Group Activity	Reports & Discussion	Project Presentations	Project Presentations	Writing Assignment 3
16	17			
Review	Test			

Key: P = Preview Study Questions V = Vocabulary Prereading Worksheets R = Read

LESSON ONE

Objectives

1. To introduce *The Pigman* unit
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-2
4. To familiarize students with the vocabulary for chapters 1-2

NOTE: Prior to this lesson, students should have been assigned to bring in some thing (or a picture or representative item) important to them in their lives. It can be anything that can be stapled or tacked to the bulletin board. It should be something that won't be missed if it is stolen from the bulletin board if you live in an area where that would be a consideration.

Activity #1

Ask students one by one to show or describe the things they brought to represent something important in their lives and to explain the significance. After each student finishes explaining his item, he/she should staple it up on the bulletin board you have prepared titled, THE PIGMAN: WHAT IS IMPORTANT IN LIFE? Let students write their names next to the things they post on the board if they want to.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

WRITING ASSIGNMENT #1 - *The Pigman*

PROMPT

You have been paired with another student in your class. This is not a group assignment; rather, you are to use the other person you are paired with as the audience for your composition. Your partner has just heard about your hobby and is interested in it. He/she has asked you to tell him/her more about your hobby, how to begin having this as a hobby, and what to do. Your assignment is to write a composition in which you explained these things to your classmate.

PREWRITING

What is your hobby? Jot it down on the top of a piece of paper.

Make a few notes describing exactly what your hobby is.

Make a list of things a person would need to get started doing your hobby.

Make a list of things one does after one learns the basics of your hobby. What kinds of things does one who is advanced in this hobby do?

Make a list of reasons why you enjoy this hobby.

DRAFTING

Write an introductory paragraph in which you thank your partner for his/her interest in your hobby and for asking you about it.

Write one paragraph (at least) describing your hobby. Exactly what *is* it? Give details. Refer to your notes for guidance.

Write one paragraph (at least) explaining how one gets started in this hobby, including mentioning any equipment, materials, or memberships that are necessary.

Write one paragraph (at least) explaining what one does after one has begun and has learned the basics of the hobby.

Write a concluding paragraph in which you explain why you enjoy this hobby and wish your partner well if he/she decides to pursue this hobby.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.