



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Pigman's Legacy

based on the book by

Paul Zindel

Written by

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Table of Contents - The Pigman's Legacy

Introduction	6
Unit Objectives	9
Reading Assignment Sheet	10
Unit Outline	11
Study Questions (Short Answer)	15
Quiz/Study Questions (Multiple Choice)	26
Pre-reading Vocabulary Worksheets	47
Lesson One (Introductory Lesson)	61
Nonfiction Assignment Sheet	63
Oral Reading Evaluation Form	64
Writing Assignment #1	67
Writing Assignment #2	72
Writing Assignment #3	84
Vocabulary Review Activities	86
Extra Writing Assignments/Discussion ?s	88
Unit Tests	97
Unit Resource Materials	123
Vocabulary Resource Materials	139

A Few Notes About The Author

Paul Zindel

Paul Zindel is an author who understands and enjoys his audience. Not only does he say in interviews that he likes teenagers and feels a special proclivity for them and their lives, but again and again his voice speaks out for teenagers in his books. He has a sense of fun and authenticity about him that young people seem almost universally to respond favorably to.

Zindel was born on Staten Island in New York City in 1936. About the time that he was two years old, his father left the family. Zindel was raised by a single mother.

The fact that they were forced to move a great deal during his childhood may have deprived him of some of the close relationships that children often form. But having so many experiences so young apparently provided him with a storehouse of knowledge gained by observing situations and people along the way. According to Zindel himself, all of his books started with some experience in his own life.

After attending public elementary school in New York, he went on to Port Richmond High School in the same city. It was there that he published his first story collaboratively with a schoolmate. "A Geometric Nightmare" was, not surprisingly, a story that describes a geometry teacher who frightened Zindel and the other student.

Zindel graduated from Wagner College and became a high school chemistry teacher. He taught for ten years before his play, *The Effect of Gamma Rays on Man-in-the-Moon Marigolds* was produced in 1965. At that point he began to dedicate full time to his writing.

Zindel currently lives in Manhattan. He is married and the father of two post-teenage children. He has always had a variety of pets in his life.

Some of Zindel's most noteworthy works, in addition to *Gamma Rays*, for which he won the 1971 Pulitzer Prize and the New York Critics Circle Award, are **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).

The Bantam paperback edition of **The Pigman's Legacy** used for this unit plan quotes *Publishers Weekly* on the book's success: "The Zindel style that makes you laugh through tears results in frenzied adventures, enthralling examples of four people armed by love, forcing hard luck to say 'uncle.'"

Perhaps of more genuine interest to young readers, the same paperback says that "Paul Zindel enjoys television, movies, dream interpretation, swimming, and fattening foods—particularly Hunan cuisine and ice cream. He also likes new experiences and teenagers who need someone to confide in."

A great wealth of information is available about Zindel on the internet. Interested readers can even hear a recording of the author's voice. This is a most accessible writer.

Introduction

The Pigman's Legacy

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

The **introductory lesson** introduces students to one of the themes of the novel (sharing with others and leaving a legacy) through a bulletin board activity. Subsequent lessons focus on such themes as concerns of America's aging population, parent-child relationships, pet ownership, the responsibility of pet ownership, adolescence, and love.

The **reading assignments** are approximately 12 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 7 to 10 vocabulary words they will encounter in their reading. You may want to ask them to do the vocabulary exercises along with their reading so that they can try to understand the words in context.

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 or multiple choice. 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 version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to or along with each reading assignment, students will complete a two-part worksheet for approximately 7 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 all of the words as they are used 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 extra discussion questions, 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 reading of the book, two lessons are 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. These questions may be done as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students may 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 book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. The first assignment is to write from personal experience: is true love possible at age sixteen? This assignment helps students to relate at least one of the ideas in **The Pigman's Legacy** to their own lives. It also helps them to express logical views on a topic that generally is approached only emotionally. The second assignment gives students the opportunity to inform. Derived from the Colonel's Game of Life in **The Pigman's Legacy**, students are to devise their own game of life and to inform readers of how to play it. This assignment will underscore what students have already read and cause them to move from the text to their own ideas about life. The third assignment is to give students a chance to persuade: students are given six choices of possible arguments. All are based on the book.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to **The Pigman's Legacy**. 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, but it also gives students the opportunity to practice public speaking.

There is an optional **class project** (Project Aging) through which students gain first-hand knowledge of the situation of America's aging population and are offered ways to take part in helping to do something about the concerns of this group of citizens.

The **review lesson** pulls together all 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 three separate formats:

matching/short answer/essay/vocabulary (2 tests)

matching/multiple choice/essay/vocabulary (2 tests)

matching/short answer critical thinking/essay/vocabulary (1 advanced test)

Also in this unit is a **resource section** with suggestions for an in-class library, crossword and word search puzzles related to **The Pigman's Legacy**, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could use to enhance the unit or as a substitution for an exercise the teacher feels is inappropriate for his or 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 copyright. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

Unit Objectives - The Pigman's Legacy

1. Through reading Paul Zindel's **The Pigman's Legacy**, students will gain better understanding of some of the themes of the book: friendship, concerns of growing older in America, trust, caring for pets, concerns of adolescence, death and dying, and different types of love.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will define their own viewpoints about the aforementioned themes and will be encouraged to examine character motivation and development.
4. Students will be exposed to some of the concerns of America's aging population, spending some time thinking about how older people feel about themselves and are treated by others as well as the societal concerns that impact on their later years.
5. Students may undertake a project designed to help them to better understand aging in America and perhaps to contribute to solving some of the problems facing older people.
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's Legacy**.
8. Students will enrich their vocabularies and improve their understanding of the book through the vocabulary lessons prepared for use in conjunction with the book.
9. The writing assignments in this unit have several purposes:
 - a. To have students demonstrate the ability to inform, to persuade, and/or to express their own ideas.

Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information; to persuade by choosing a strong purpose for arguing a point of view, by selecting and organizing information, and by designing appropriate strategies for conveying their main points; and to express personal ideas by evaluating characters, situations, and/or plot from their own points of view.
 - b. To check students' reading comprehension
 - c. To make students think about the ideas presented in the book they are reading
 - 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's Legacy

Section of the Text Assigned	Date Assigned	Date to be Completed
The Promise + Chapters One and Two		
Chapters Three and Four		
Chapter Five		
Chapter Six		
Chapters Seven and Eight		
Chapters Nine and Ten		
Chapter Eleven		
Chapter Twelve		
Chapters Thirteen and Fourteen		

Unit Outline The Pigman's Legacy

<p>1 Introduction Distribution PV "Promise" & Ch 3 & 4</p>	<p>2 Read "Promise" & Ch 1 & 2 PV 3 & 4</p>	<p>3 Review Ch 1 & 2 Read Ch 3 & 4 PVR Ch 5 WA#1 (opinion)</p>	<p>4 Review Ch 3, 4, 5 PV Ch 6 Assign R Ch 6 Group activity</p>	<p>5 Review Ch 6 PV Ch 7 & 8 WA#2 (inform)</p>
<p>6 Review 7 & 8 PVR Ch 9 & 10 Prep for reading assign.</p>	<p>7 Nonfiction Reading Assign.</p>	<p>8 Review Ch 9 & 10 PVR 11 Set up Project Aging</p>	<p>9 PVR 12 Review through Ch 12</p>	<p>10 Role playing exercise</p>
<p>11 PVR Ch 13 & 14</p>	<p>12 Review through Ch 14 Project updates or MC quizzes WA#3 (persuade)</p>	<p>13 Vocabulary review</p>	<p>14 Extra Discussion Questions/Wrtg Assign. Discussion Critical thinking Relate book to own lives</p>	<p>15 Review ideas through use of Quotations Worksheets</p>
<p>16 Project updates or Brainstorming exercise</p>	<p>17 Report on NF Reading Assign. Broaden knowledge of topics Prep for Unit Tests</p>	<p>18 UNIT TESTS</p>		

Lesson One

Objectives

1. To introduce the unit on **The Pigman's Legacy**
2. To distribute books and other related materials (study guides, reading assignments, etc.)
3. To preview the study questions for The Promise (introduction) and Chapters One and Two
4. To familiarize students with the vocabulary for The Promise and Chapters One and Two
5. To begin consideration and discussion of one theme in **The Pigman's Legacy**, namely sharing with others and leaving a legacy

NOTE: Prior to this lesson, students should have been assigned to bring in the item they own that they most value (or a written physical description, photograph, or drawing of that item). Borrowing from the situation in **The Pigman's Legacy** in which the Colonel gives his cherished medallion to Dolly Racinski, students should be encouraged to think about what they have that would mean as much as the Colonel's medallion to give away to someone they love. You will have prepared ahead of time a bulletin board that has the title MY LEGACY: THE BEST I HAVE TO GIVE. You may want to place pictures on the board. Remember to include pictures of both tangible and intangible things. For instance, you might have some valuable possessions pictured but will also want to show pictures of people embracing, people getting medical checkups, people in school, people in religious setting, etc. The point, of course, is that our most cherished possessions might include good health, a spiritual relationship, and friendship as well as the things we own.

Activity #1

Ask students individually to explain the significance to them of their most valuable possession. If they can, they might also explain who they would give the item to if they were giving it away. After they have explained this, each student should go to the bulletin board and either write a few words to describe their chosen item or, if they have a picture, post a picture of the item on the board. Students should be encouraged to keep all valuables with them and not leave them lying around in the classroom.

Activity #2

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

Study Guides Students should read the study guide questions for each reading assignment before beginning the 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.

Writing Assignment #1 - The Pigman's Legacy (Writing to Express a Personal Opinion)

PROMPT

It is clear early in the book that John and Lorraine are becoming romantically attracted to each other. They write secret passages in the book about how they are or are not romantically involved. Lorraine says that they talk platonically, but she makes a big point of explaining how she likes to hold John's hand and walk alone with him. But the two characters are sixteen years old. The question is, is it possible for two people to love each other deeply and lastingly when they are sixteen? Your assignment is write a composition in which you express your personal opinion about whether true love is possible at age sixteen.

PREWRITING

Think about what you know personally about love, what you have observed about people in love, and perhaps what you have read about love. Think about whether it is possible to have a real loving relationship with a person when you both are sixteen. Think, for example, if it is possible for a couple to fall in love at sixteen and then be together for the rest of their lives and remain in love with each other.

DRAFTING

Write an introductory paragraph in which you state that you have been asked your opinion about whether it is possible to really be in love at sixteen. Then state your opinion about whether or not it is possible and give three reasons to back up your opinion.

Write at least one paragraph explaining and supporting each of your reasons. Make sure that you give the reader all of the information needed to understand your point of view fully.

Write a concluding paragraph in which you summarize what you have said in the essay .

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. The other student is not reading it to see if he or she agrees or disagrees with your main point but only to see if your main point is clearly and convincingly expressed. After reading your rough draft, he or she should tell you what he or 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.