

Teacher Guide

Grades 7–8

The Pigman

Paul Zindel

NOVEL UNITS[®]



NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING



Novel Units® Single-Classroom User Agreement for Non-Reproducible Material

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use these materials for a single classroom (or home) only.

Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.

Reproduction of any part of this Teacher Guide is strictly prohibited.

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact customercare@ecslearningsystems.com.

THE PIGMAN

by
Paul Zindel

Teacher Guide

Written by
Gloria Levine, M.A.

Note

The text used to prepare this guide was the Bantam Starfire softcover, published by arrangement with Harper and Row, Inc., ©1968 by Paul Zindel. The page references may vary if other editions are used.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

ISBN 978-1-60878-479-0

Copyright infringement is a violation of Federal Law.

© 2012 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

Publisher Information
For a complete catalog, contact—

Novel Units, Inc.
P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

For more digital resources, visit:
ecslarningsystems.com

Table of Contents

Novel Units: Rationale	3
Plot Summary	5
Background on the Novelist.....	6
Initiating Activities.....	8
Fifteen Chapters	10
Chapters contain: Vocabulary Words and Activities, Discussion Questions, Supplementary Activities, Predictions	
Post-reading Discussion Questions	28
Post-reading Extension Activities	29
Cooperative Groups as a Strategy with the Novel Units Approach.....	32
Evaluation: Rubric for Essay-Writing	38
Assessment for <i>The Pigman</i>	39

Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details, comparing
and contrasting

Literary Elements

First person narration, irony,
realism vs. fantasy, theme,
mood, climax

Vocabulary

Synonyms, analogies,
context clues

Comprehension

Predicting, sequencing,
cause/effect, inference

Writing

Dialogue, dialogue journal,
narrative, descriptive, letter,
poem, newspaper report

Listening/Speaking

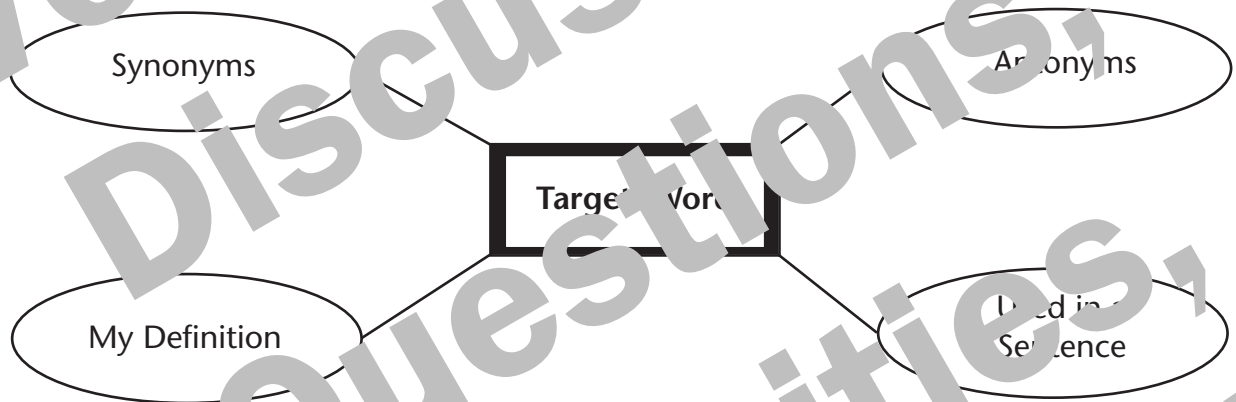
Participation in Reader's
Theatre, role play, participate
in discussion and
cooperative groups

“The Oath” and Chapters 1-2, Pages 1-13

Vocabulary

memorial epic (“The Oath”)	avocation (2)	nostalgia (2)	innocent (2)
recessed (2)	phony (2)	optical illusion (3)	commemorative (3)
opinionated (4)	subliminally (7)	thrombosis (6)	repress (6)
infantile (7)	destructive (7)	flirt (7)	distorts (8)
compassion (8)	abominable (8)	compulsive (10)	impressionable (10)
sclerosis (10)	phantasy (10)		

Vocabulary Activity: Word mapping is an activity that lends itself to any vocabulary list. For words that have clear antonyms, the following framework is suitable:



Students might enjoy coming up with variations on this framework. For example, instead of listing antonyms, students could provide line drawings to illustrate the target word.

Cooperative Learning Activity: You may want to have all students examine examples of word maps for all target vocabulary words, even when the list is too lengthy to expect one student to map all words. One way to circumvent the problem is to assign small groups responsibility for several words; each group selects a reporter who describes the group’s word maps to the large group, using an overhead projector.

Discussion Questions

1. Why are Lorraine and John writing this story? (It is a “memorial epic” to record their experiences with Mr. Pignati before they are repressed; therefore, Mr. Pignati must be dead and some upsetting events must have preceded his death.)
2. What are John and Lorraine like? Begin a tribute web—described on the next page—for each. (John—hates school, discipline problem, wisecracker, lies, friends with Lorraine, tall, blue-eyed, drinks, sports—Lorraine—interested in psychology, a sophomore, not beautiful, mother is a nurse and father is overweight, stoop-shouldered, long and kinky hair, moved into John’s “multi-class” neighborhood a few years ago, likes big words but some times misuses them—e.g. “sclerosis” instead of “cancer.”)
3. Why was John known as the “Bathroom Bomber”? What was the “supercolossal fruit roll”? (He used to set off bombs in the bathroom at school and orchestrate rolling of chairs to annoy substitutes.)
4. How does Lorraine seem to feel about John? (Teacher can list responses on the T-chart below.)

JOHN	
GOOD THINGS	BAD THINGS
extremely handsome six feet tall fantastic blue eyes loves his hair takes care of everything has deep compassion	curses drinks and smokes distorts things and lies bathroom bomber doesn't know he has compassion

5. How do you think John feels about himself? How do you think Lorraine feels about herself? (Students may point out that while Lorraine expresses more self-doubt, John too may be hiding some insecurity or self-esteem with all his bragging.)
6. Have you ever known a guy like John? Why do you think that person did things that got him into trouble? Have you ever known anyone like Lorraine? Can you identify with either of these characters?
7. Why do you think the detail about the fire postman was included? That is, what does it show you about John? How do you think John enjoyed annoying some

substitutes, but not others? (John does have some sympathy for others when he feels they show an interest in him; he didn't have the heart to interrupt the substitute's reminiscences about the old days; unlike the substitutes who had study periods "so they didn't have to do any work" the postman obviously enjoyed the students.)

- 8. What is Lorraine's mother like? Would you like to have her for a mother? What does Lorraine mean when she says that she doesn't feel like saying more about her family because she just ate lunch? (Her mother is a nurse and nags a lot; Lorraine implies that talking about her mother makes her feel nauseated.)
- 9. Why does Lorraine feel sorry for Miss Stewart, the town teacher? (She keeps her invalid mother in a bed in the living room.)
- 10. When Lorraine moved into town, why did she feel homesick? For students who have never moved—did you experience anything similar to Lorraine? How did John help Lorraine feel better? Did he do so on purpose? (The other kids ignored her; John happened to sit next to her and started laughing to himself, but she laughed with him.)

PREDICTION: What sort of relationship will develop between Lorraine and John? Just how much of a "lunatic" will he turn out to be?

Writing Activity: Suppose Lorraine's mother were your mother. Write a dialogue in which you respond to her comments that you're putting on too much weight and "you wear your clothes funny."

Literary Analysis: Introduce students to the term **first-person narration** and elicit from students the point that the narration shifts between Lorraine and John, from chapter to chapter.

Evaluating Characters: The amount of responsibility Lorraine and John take for their actions varies at different points in the story. To help students see how these characters grow in their sense of control over their own lives, have students rate each character after reading each section, on the following scale:

	1	2	3	4	5	6	7	8	9	10
BLAMES										AND
OTHERS										RESPONSIBILITY

(Teachers and students are encouraged to create other scales for the story, such as how HAPPY/SAD a character is, how much they LIKE/DISLIKE a particular character, how SERIOUS/COMIC the author's tone is, etc.)

Reading Assignment: _____ Name: _____ Date: _____

LITERARY ENHANCER: Guides discussion of author’s technique/purpose

Section	Reason (1-5)	Plan for Sharing-Finding

Choices could include:

1. Good dialogue between characters
2. Vivid description
3. Setting a mood
4. Example of author’s craft: (a) simile/metaphor; (b) foreshadowing; flashback
5. Other: _____

Reading Assignment: _____ Name: _____ Date: _____

VOCABULARY ENHANCER: Clarifies word meanings and pronunciations

Page	Word	Description	Plan

Presentation plan possibilities:

1. Have group find the word and use context clues
2. Use dictionary. Choose the correct meaning.
3. Use thesaurus. Substitute a synonym in the story.
4. Create analogies using the word.
5. Other: _____