

## Rationale for Unit:

*The Pigman*, written by Paul Zindel, is read by numerous eighth grade students in North Carolina. It is a novel in which the reader can evaluate and compare their life to that of the characters in the book. It is designed for all ability levels and types of readers. There are many activities that can be created or designed based upon the ability in the classroom. This unit will allow students to read, listen, and respond to the work assigned. The main focus of the lessons is on reading and comprehension of those readings. Students will communicate and reflect with the teacher and their peers to ensure successful comprehension and completion of *The Pigman*. After completing this unit, students should feel comfortable in their achievement and understanding of the novel.

## Objectives for the Unit:

After completing this unit, *students will be able to:*

- describe literary elements in the novel (theme, plot, setting, character, point-of-view, etc.)
- determine various conflicts in the novel
- discuss the author and his style of writing/effects of that style
- locate geographical locations by using a map
- execute basic computer skills
- compare and analyze similarities/differences between characters
- define and use key terms and concepts
- demonstrate an understanding of setting in relation to the mood, tone, and meaning of text
- trace adventures of characters
- draw conclusions/make predictions about characters based on readings

## Materials for Unit:

- class copy of *The Pigman*
- predetermined vocabulary list
- various handouts and exercises
- blank map of New York
- access to computers/Internet
- predetermined bookmarks/sites
- jeopardy game board
- blank charts and graphs
- notebooks/binders
- pens, pencils, colored markers, paper
- overhead projector, chalkboard, chalk

## Day 1 - Introduction of author, Paul Zindel

**Objectives:** After completing this unit, *students will be able to:*

- establish a connection between the author and his works
- make predictions about the plot based on the author's biographical sketches
- explain how the author used his literature to teach there readers a lesson

**Materials:**

- handout on Paul Zindel (biography)
- blank sheet of notebook paper

**Procedures:**

1. **Anticipatory:** Students will be asked what a *biography* is and its purpose in literature. We will examine and discuss its meaning and relevance. Students will discuss how a biography can be useful in relationship to an author's work.
2. **Activities:** Students will be given a biographical sketch of Paul Zindel. They will read the article silently and then we will discuss, as a class, our findings. Students will make Venn Diagram in their notes to compare the author to his works. After this has been completed, a copy of *The Pigman* will be handed out and we will preview the book.
3. **Focus:** Students will establish a connection between the author and his works. An introduction to *The Pigman* will also be given.
4. **Closure:** During the last 15 minutes of class, students will write a journal entry on whether or not they will possibly like/dislike the author's work based on the sketch we did.
5. **Evaluation:** An overall journal grade will be given at the end of the unit.

Resource: *The Pigman*: Portrals to Literature. Pages 4-5. Reproducible Activity Book by Sandra Connor and Joy Ingersoll.

## Day 2 Discussion of setting and characters

**Objectives:** After today's lesson, *students will be able to:*

- locate (on a map) where the story took place in order to locate setting
- examine pertinence of setting (place, time, customs) in relation to the mood, tone, and meaning of the text by exploring New York on a virtual field trip

**Materials:**

- blank map of New York
- blank sheet of paper
- access to Internet
- predetermined bookmarks for sites listed

**Procedures:**

1. **Anticipatory:** I will begin by asking students what *setting* means. The meaning will be written on the board and I will probe students into discussing how the setting can determine the mood of a story.
2. **Activities:** Discussion of setting in relationship to *The Pigman* will be discussed. We will discuss New York City and its attributes. Students will then receive a blank map of New York in which they can record and map the travels of the main characters John, Lorraine, and Mr. Pignati. Before actually reading the story, students will locate the boroughs of New York including: Staten Island, Empire State Building, Statue of Liberty, etc. After discussing the location and features, we will go to the computer lab and visit the following sites on the Internet:
  - Downtown Manhattan (<http://info.admin.umass.edu/user/flak/dtnyc.htm>)
  - New York City Skating Guide (<http://www.skatecity.com/nyc/maps/im.manhattan.html>)
  - Manhattan Art Guide (<http://www/menus/net/Menus/manmap.htm>)
  - Time Square (<http://kane.x-zone.canon.co.jp/WebView-E/sites/eimessquare2.htm>)
  - Statue of Liberty (<http://www.sccorp.com/cam/>)

- Guggenheim Museum (<http://www/thais/it/Guggenheim/uk.htm>)
- Manhattan Transfer (<http://www/mt.com/webcam/>)

While visiting these sites, students will give description of each site on the blank sheet of paper they carried with them.

3. **Focus:** During this activity, students will become familiar with the term *setting* its relevance to the story. They will later use their map to trace the characters adventures throughout the story.

4. **Closure:** After completing this activity, students will go back to class and write in their journals about their adventures on the Internet. They must include specific locations and express why they liked or disliked the sites provided.

5. **Evaluation:** An overall journal grade will be given at the end of the unit.

Resource: *The Pigman*, Paul Zindel. Unit by Linda Taggart-Fregoso.

(<http://www.sdcoe.k12.ca.us/score/pigman/pignatg.html>)

### Day 3 - Vocabulary Introduction, Reading, and Discussion Day

**Objectives:** After today's lesson, *students will be able to:*

- define meaning by using context clues
- list and discuss the main character of chapters 1-4
- describe and list differences in characters

**Materials:**

- Venn Diagram
- novel
- predetermined vocabulary words

**Procedures:**

1. **Anticipatory:** I will begin the class by discussing the terms *narrator* and *character*. We will define what they mean and then give examples from the novel of their usage. Students will also be introduced to the vocabulary words from chapters 1-4.

2. **Activities:** We will brainstorm a list of possible meanings on the board. After we have generated student answers, the correct meaning will be given. A handout of vocabulary, taken from novel, will then be distributed to class. Students will try to generate meaning through context clues given by teacher. After discussing the possible meanings of words, I will give the correct meaning. Reading of the novel will begin immediately after this and a handout of what to look for in the chapters will accompany reading (key points). After allotted time, we will discuss what they read while focusing on the similarities and differences between the two main characters, John and Lorraine. We will explore the characters through the use of a Venn Diagram. Discussion of paired lettering/narrating (*epistolary*) will also be addressed.

3. **Focus:** During this activity, students will be able to define meaning through context clues and teacher hints. They will also explore the difference in personalities among characters.

4. **Closure:** Students will answer the following questions for homework:

- What kind of reputation does John have among his friends?

- How do you feel about this behavior? Why?
- What do you think of John's system of cursing? Is it appropriate?
- Based on John and Lorraine's first meeting, what prediction would you make about their relationship?
- In your opinion, who tells the story more accurately? Who do you prefer? Why?

5. **Evaluation:** A grade on homework will be taken.

## Day 4 - Character Conclusions

**Objectives:** After today's lesson, *students will be able to:*

- distinguish between the characters' personalities
- define *first-person point of view*
- describe the "*two person*" narrator system

**Materials:**

- handout on both Narrators' Personalities
- copy of novel, pen, and pencil

**Procedures:**

1. **Anticipatory:** I will begin lesson by asking student to define *first-person point of view*. We will discuss the meaning, and I will ask students if they think one or two people are telling the story of The Pigman. I will then ask if there could possibly be a particular word to describe this? (two narrator system) Students are to copy the definition of *first person point of view/ two narrator system* in their notes.

2. **Activities:** Students will be given handout (chart) on John and Lorraine's personalities. We will review our Venn Diagram from yesterday's lesson and discuss the differences between the two characters and how the difference could effect the telling of the story. We will then begin the worksheet together. An example will be completed together as a guide for the students. After completing the chart in class, we will go over the information to make sure its accurate and complete. This chart will be used for future testing and should be placed in their binders/notebooks.

3. **Focus:** During this activity, students will become familiar with the two narrator system and be able to distinguish between the characters' personalities. Students will comprehend how using this system can effect the story.

4. **Closure:** For homework, students will answer the following questions:

- What strengths does John offer as a narrator?
- What strengths does Lorraine offer?
- How do the two narrators offset each other?
- By using the two narrator system, what can you think of in terms of advantages?
- Are there any weaknesses you can see by having two people telling the story?
- Would you prefer only one person telling the story? Why or why not?
- Do you find it confusing reading the story with two narrators?

5. **Evaluation:** Participation grade will be given.

Resource: Portrals to Literature. Pgs. 13-15. Reproducible Activity Book by Sandra Conner and Joy Ingersoll.

## Day 5 - The Relationship of Pets

**Objectives:** After today's lesson, *students will be able to:*

- define the relationship between Mr. Pignati and his pet friend, Bobo.
- define symbolism and give an example from Chapters 5-6
- reflect their comprehension of Chpts. 5-6 by creating a visual representation

**Materials:**

- sheet of paper, pen, pencil, markers

**Procedures:**

1. **Anticipatory:** I will begin this lesson by asking students if they ever felt a pet was better to have as a friend than a human. We will brainstorm a list of advantages/disadvantages of having a pet. We will then discuss how a pet, sometimes, gives an elderly person the incentive to live (someone to care for, communicate with, etc). Students will then write in their journals, why they feel having a pet is an advantage/disadvantage in regards to the elderly.

2. **Activities:** After discussing and writing about pets, I will introduce their vocabulary for Chpts. 5-6. We will go over vocabulary words, and they will fill out a worksheet on Vocabulary Builder for homework. The remainder of the class will be spent reading the chpts. 5-6. After reading these chapters, we will discuss and write in our notes, the meaning of *symbolism* and site examples from the book. Two examples are: Mr. Pignati's pig collection and his pet friend, Bobo. We will discuss how each example directly relates to each other. The pig collection and Bobo are used as companionship for Mr. Pignati. He has nothing else to do with his time so he uses these things as a cure for loneliness. We will discuss the aging process and the loneliness elderly people face once their mate or family dies. Students will then discuss the advantages of having a pet for companionship and why it would make a person want to go on with their life and live. Hobbies and pets are used as a means to replace companionship! After reading this chapter, students will respond to the following for homework:

- What does Mr. Pignati collect and why?
- Where does Mr. Pignati want to take John and Lorraine? Why?
- When mentioning his wife, what does Mr. Pignati say and how does he react?
- Who is Bobo and what is his relationship to Mr. Pignati?
- What are the impressions of Mr. Pignati's house? Mr. Pignati?
- Do John and Lorraine like Mr. Pignati? Why or why not? List 3 reasons.
- What happens at their adventure at the zoo? List 3 things.

3. **Focus:** After reading these chapters, students should be able to describe the relationship between Mr. Pignati and his pig collection. They will also establish a relationship between the aging process and companionship.

4. **Closure:** Students will be asked to draw a visual representation of Mr. Pignati's home (inside or out) how they imagine it. They will also need to draw ,on a separate sheet of paper, a picture of John, Lorraine, and Mr. Pignati (physical descriptions). They will have to label each picture and write one sentence describing what they've drawn OR what the characters (John, Lorraine, or Mr. Pignati) might be saying. Students will begin this assignment during class time and will finish for homework if not complete.

5. **Follow-up:** Students will share their drawings at the beginning of class tomorrow. A vocabulary worksheet will also be sent home for homework.

6. **Evaluation:** Students will receive grade on their picture. The grade will be based on the amount of effort, time, creativity, and neatness they put into their pictures.

## Day 6 - Vocabulary Review

**Objectives:** After today's lesson, *students will be able to:*

- correctly define and spell vocabulary
- know and use their vocabulary words correctly in a creative story
- use cooperative learning and teamwork effectively to answer questions

**Materials:**

- jeopardy game board
- predetermined teams (based on # of students in each class period)
- vocabulary word bank

**Procedures:**

1. **Anticipatory:** Students will be given 10 minutes to review vocabulary list from chapters 1-6 and to get in their assigned groups (teacher prepared groups). They may use their notes and the worksheet from last night's homework to prepare for the game.

2. **Activities:** Students will be divided into 2 teams. Each team will assign a spokesperson to answer all questions when called upon. The game will be played like regular Jeopardy. I will call out the word and the students must ask the question (definition) of the word. After time has been called, whoever has the most points wins. The team that has won, will receive 3 extra credit points on their vocabulary test. The opposing team, will receive 1 point for their effort in playing the game. After completing the game, students will take a quick vocabulary test on chapters 1-6. Once completed, they will write a creative short story with 10 of the 20 vocabulary words. The story will be a topic of their choice; however, it they must demonstrate an understanding of the vocabulary words. Each word must be used correctly in the story and be logical in the sentences. Students will have 10-15 minutes to plan their stories and then will have time to begin them in class. It will be completed for homework.

3. **Focus:** After completing today's lesson, students should be able to correctly identify and define vocabulary words from chapters 1-6. They will demonstrate a understanding of the words by writing a creative short story, in which, they include 10 vocabulary words.

4. **Closure:** A vocabulary worksheet will be handed out for tonight's homework (chpts. 7-8). The story must also be completed for homework. The worksheet will be reviewed tomorrow at the beginning of class. We will also share some of our stories.

5. **Evaluation:** Students will receive a vocabulary quiz grade. They will also fill-out a self-evaluation of their effort in the Jeopardy game.

## Day 7 - Conflict and Plot Summary

**Objectives:** After completing today's lesson, *students will be able to:*

- define and apply *conflict*
- understand and identify five types of *conflict*
- make a prediction about resolving the *conflict*

**Materials:**

- overhead
- pens, pencils, paper

**Procedures:**

1. **Anticipatory:** I will begin this lesson by asking students if they have or have ever had any *conflicts* with their family, friends, or teachers. We will discuss how *conflicts* arise in literature and how they play a vital part in fiction, serving to move the plot forward or develop the character(s).
2. **Activities:** After discussing and defining *conflict* in our notes, students will read chapters 7-8. After the allotted time, we will again discuss *conflict*. I will ask students if they can give me any examples of *conflict* in the chapters they just completed. We will discuss the *conflict* the characters are facing in these chapters and write them in our notes. Then, we will discuss the five types of *conflict* (character vs. character, character vs. self, character vs. society, character vs. nature, character vs. fate). We will then decide (as a class) what type of *conflict* the characters are facing in these chapters of the book (7-8). We will make a chart on the overhead to list our answers and this should also be included in their notes. (I will provide an example before beginning) Each character will be divided into sections and we will go through and list his/her conflicts individually. After we have listed each character's *conflict*, we will try to predict a possible solution to his/her problem.
3. **Focus:** Today's lesson will reflect students reading and comprehension of the novel.
4. **Closure:** I will quickly walk around the room and view students notes and chart to make sure they have completed it correctly. Discussion of previous night's homework will be reviewed.
5. **Evaluation:** Students will receive a participation grade for completing their charts/notes.

## Day 8 - Vocabulary Importance/Reading Day

**Objectives:** After completing today's lesson, *students will be able to:*

- correctly define and spell vocabulary words
- name 2 things they learned from chapters 9-10

**Materials:**

- vocabulary crossword
- predetermined bookmarks in novel
- pencil, novel

**Procedures:**

1. **Anticipatory:** Students will be given their vocabulary words for chapters 9-10. We will review and pronounce words together before beginning the activity.
2. **Activities:** After introduction and pronunciation of vocabulary words, I will discuss the importance of knowing the words in order to understand the correct meaning of the sentence they are used in. I will give several examples of incorrect vocabulary usage from the book. In other words, I will read the selected sentence/vocabulary word from chapters 9-10 and substitute the incorrect meaning for the word. We will discuss why knowing the correct meaning of the word is necessary in order to understand the meaning of the sentence. We will also discuss how meaning can be defined through context clues given in the sentence (examples will be given from the novel). After this discussion,

students will work on vocabulary crossword for 20 minutes (using a dictionary). The rest of the period will be spent reading chapters 9-10.

3. **Focus:** After today's lesson, students should be able to comprehend why it is important to know the actual meaning of words before reading. Students should also become familiar with defining words through context clues.

4. **Closure:** We will discuss chapters 9-10. Students will write in their journal what they like or dislike about the book so far (free write).

5. **Evaluation:** A grade will be given on worksheet for homework.

## Day 9 - Reading Day

**Objectives:** After completing today's lesson, *students will be able to:*

- use logical reasoning to define the word *adult*
- answer questions at the end of chapters 9-13

**Materials:**

- chalkboard
- paper, pen, pencils

**Procedures:**

1. **Anticipatory:** Students will be asked to complete the following sentence in their journal: You know you're an adult when \_\_\_\_\_. We will brainstorm a list of qualities and responses that they feel would make someone an adult. After this, we will decide which of those qualities John and Lorraine display/don't display.

2. **Activities:** After discussing the qualities of John and Lorraine, students will begin reading chapters 11-13. After time is up, students will respond to the following:

- How do John and Lorraine feel and react to Mr. Pignati's heart attack? What strengths and weaknesses do they display during this traumatic time?
- After John and Lorraine dress up on the Pignati's clothes, how does their view of one another change? Who faces the bigger revelation and why? How does this incident affect John and Lorraine's relationship?
- Do you think John and Lorraine are wrong for even considering holding a party in Mr. Pignati's home? Do you think they should pay for the damages that occur? Why?
- What is the mood at the party? John is narrating this chapter; however, what would Lorraine say if she was the narrator? Would it be different than John's version? Why?

3. **Focus:** Students will define what being an adult means to them. They will read and answer questions regarding chapter 11-13.

4. **Closure:** We will review vocabulary words from previous nights homework and a grade for homework will be taken. A reminder of vocabulary test for tomorrow! Students should also study their words tonight. The questions will be completed for homework if not completed in class. We will review and discuss the questions tomorrow at the beginning of class.

5. **Evaluation:** Homework grade will be given on vocabulary.

## Day 10 -Realism

**Objectives:** After completing today's lesson, *students will be able to:*

- define *realism* and site examples from text
- explain why *The Pigman* is described as a realistic work
- students will get experiences that can transfer to other readings

**Materials:**

- handout on *realism*
- overhead projector
- pens, pencils

Note\*Vocabulary test will be given in the form of matching of chpts. 8-13.

**Procedures:**

1. **Anticipatory:** I will begin the lesson by asking students to correlate what happens to John and Lorraine to their own lives. Could they possibly be put in the same situation as them? We will compare what happens to these characters and the lives of the students. We will note similarities and differences. Are these characters typical adolescents? Why or why not? Students will then be asked to define *realism*. We will discuss and define in our notes the meaning. We will then discuss and identify examples of how the novel is realistic.

2. **Activities:** Students will define *realism* (the practice of picturing people and thinks as they really are). We will discuss Mark Twain and his use of literary realism in his works of fiction. We will discuss and write in our notes, the findings. We will also define the following characteristics of a realistic fiction:

- the lives and psychology of common people and how they are depicted
- the dialogue or narration written in vernacular
- moral issues faced by ordinary people and how they are explored
- painful and unpleasant fact of life and how they aren't avoidable
- character's good sides/bad sides
- resolution of characters problems
- the effect of setting, true-to-life details

After completing this lesson on *realism*, a worksheet will be given in order to evaluate whether students can apply what they've learned.

3. **Focus:** Students will learn meaning of *realism* and its relation to novel.

4. **Closure:** Students will be given worksheet to complete in class on *realism*. They will have to read quotes from the book and show why that quote is realistic by citing a characteristic from the checklist.

5. **Evaluation:** Students will be graded on completion of worksheet.

Source: *The Pigman*. Portrals to Literature. Pages 55-57. Reproducible Activity Book by Sandra Conner and Joy Ingersoll.

## Day 11 - Plot Structure

**Objectives:** After this lesson, *students should be able to:*

- define *climax*
- define *epigraph*
- explain plot line/pyramid of action
- finish reading the novel

**Materials:**

- overhead
- pen,pencils

**Procedures:**

1. **Anticipatory:** Before beginning lesson, we will discuss and define *epigraph*. Students will then be asked to write an epigraph about Mr. Pignati's death BEFORE reading the chapter. They know he is going to die because its been foreshadowed throughout the book.
2. **Activities:** Students will discuss and define *epigraph* in their notes. Then they will write an epigraph for Mr. Pignati. After the allotted time, they will finish the reading of the novel. Once completed, students will discuss and define climax. We will discuss the **pyramid of action** including: exposition, rising action, climax, falling action, and resolution. Students will then draw a pyramid on their paper and we will trace the pyramid of action in *The Pigman*. Students will be required to draw and illustrate this pyramid by using scenes from the novel on their paper for a in-class assignment.
3. **Focus:** Students will understand how the novel goes through certain stages to link the plot of the story together. A novel must go through stages in order to create a plot.
4. **Closure:** Students will make sure all notes, worksheets, vocabulary lists, and study guides are in their notebook for future studying purposes.
5. **Evaluation:** Students will be given an in-class assignment grade for the completion of the chart.

## Day 12 - Mapping Activity

**Objectives:** After completing this lesson, *students will be able to:*

- locate on a map the location of New York City and its boroughs
- draw and illustrate a map of New York City
- map the adventures of John and Lorraine
- give brief summary of John and Lorraine's adventures at each specific event

**Materials:**

- predetermined locations from the story
- example of mapping activity
- paper, markers, pencils, etc.

**Procedures:**

1. **Anticipatory:** Before beginning this lesson, we will discuss *setting* and how it relates to the novel. We will discuss the adventures of John and Lorraine and write a list of all the places they traveled in New York City during their adventure with Mr. Pignati.
2. **Activities:** Students will discuss and write a list of the locations John and Lorraine visited throughout New York City. These will be written on the board and should also be in their notes. After we have

included all specific locations, we will briefly talk about what happened at each specific location. We will look at a map to locate New York also. Students will then be asked to create a map, including all specific locations we talked about, and give a brief summary of what happened at each site John and Lorraine visited. They will be mapping the adventures of John and Lorraine.

3. **Focus:** After today's lesson, students should be able to locate New York City and describe some of the famous historical sites. They will also be able to understand how the novel changed settings throughout the John and Lorraine's adventure.

4. **Closure:** Students will work on map for homework if it is not completed in class. A reminder that the test for The Pigman will be given in 2 days.

5. **Evaluation:** A grade will be given on the completed mapping activity.

## Day 13 - Reviewing the Material

**Objectives:** After completing this lesson, *students will be able to:*

- recall facts and data about the novel
- feel more confident about material being tested

**Materials:**

- predetermined groups
- predetermined topics/division of charts
- different colored markers

**Procedures:**

1. **Anticipatory:** Before beginning this lesson, students will have 5-10 minutes to review the notes they have taken throughout our classroom discussions.

2. **Activities:** Students will be put into determined groups (group number, number of teams will be decided by the number of students in the classroom) and each group will be given a different color marker. There will be charts posted around the room; each labeled something different (i.e. theme, characters, plot, conflict, setting, vocabulary) Each team has to walk around the room in the allotted time, and write at least one sentence that describes each topic. An example sentence will be given on each chart as a guide. This sentence cannot be duplicated by another team. The groups will change stations according to my signal. After everyone is finished and all groups have completed all five charts, we will discuss and analyze the answers recorded.

3. **Focus:** Students will have the opportunity to review the novel together. By reviewing the different categories, we should cover the main points of the novel.

4. **Closure:** I will tell students what a wonderful job they did reviewing and that they should ace the test tomorrow. I will encourage them to study any parts they had trouble with or ask questions if needed. I will remind them of the test tomorrow.

5. **Evaluation:** A participation grade will be given.

## Day 14 - Unit Test

**Objectives:**

- to recall facts and materials from *The Pigman*

**Materials:**

- unit test
- pen or pencil

**Procedures:**

1. **Anticipatory:** Students will review notes before test and ask any questions needed. We will also do a quick question/answer review.
2. **Activities:** Students will have 5-10 minutes to review material. We will go have a short question/answer session to refresh memories. Students will then take the rest of the class period to take the Unit Test.
3. **Focus:** Students will recall information learned from in-class discussions and assignment in regard to *The Pigman*.
4. **Evaluation:** Students will be given grade on the Unit Test that will account for 20% of their grade.

## Overall Evaluation of Unit:

- Journal Entries--20%
- In-class assignments--5%
- Homework--20%
- Vocabulary Test--15%
- Unit Test--20%
- Participation--20%

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