



Novel Guide for Gifted and Advanced Learners



This guide is appropriate for use with gifted and advanced readers. It addresses their affective and cognitive needs through questions that can be used for discussion. Depending on the length of the book, students should read the entire book before conducting the bibliotherapy lesson, the **Group Discussion** using the higher order questions and the **After Discussion** activities. Students should be given the **Before Discussion** activities to complete during their time while reading the book. If the book is exceptionally long, you may need to modify this lesson plan. See **Novel Guide: Notes for Implementing** for additional procedures and recommendations.

Book Title: *The Pigman*

Author: Paul Zindel (1968)

Interest Level: 7-12

Lexile: 950L

Length: 192 pages

Guide developed by: Kimberly Green

Conceptual Connections

Conceptual Lens: Character

Other Key Concepts: Consequences; Actions

Essential Understandings:

- Our character may be judged by our actions.
- Our actions may bring about unexpected consequences.

Essential Questions:

- How do others view our character?
- What consequences might result from our actions?
- How might actions lead to unexpected consequences?
- What role does consequences play in a person's decision-making process?

Affective Focus (Bibliotherapy)

Introductory Activity/Hook: Annotate The Text - WHY Are We Reading?

Students will be provided a copy/handout of *The Oath* (prologue) from the book. They will be instructed to read and annotate the page to locate specific details to highlight Who? (yellow), What? (green), When? (orange), Where? (pink), and Why? (blue). Each class will develop a purpose for their reading by analyzing and discussing their annotations.

Menu of Bibliotherapy Questions

Identification

- How are John and Lorraine similar? How are they different?
- What happens when John and Lorraine hang out with Dennis and Norton after school?
- Why is Mr. Pignati eager to talk to Lorraine (Ms. Jenson) on the phone?

Catharsis

- How does John feel when he and Lorraine have dinner at Mr. Pignati's while he was in the hospital?
- How does Lorraine feel about her relationship with her mother?
- How does Norton and Dennis feel after they discover John and Lorraine were spending time at Mr. Pignati's house?
- How do John and Lorraine contribute to their own problems?

Insight

- How does it feel to be pressured to do something you know is wrong?
- What makes you feel accepted by your friends? Your family?
- How does it feel when you disappoint the adults in your life? Yourself?

Universalization / Follow-up Activity

- YouTube Video Presentation: *Nick News - Lies We Tell In Middle School*
Students will be divided into groups and assigned a specific "lie" to profile. (10 - Lies About Our Tech Life; 9 - Lies That Make Us Look Good; 8 - Lies That Stretch The Truth; 7 - Lies To Avoid Getting Teased; 6 - Lies To Protect Others; 5 - Lies About Dating (or Not Dating); 4 - Lies To Get Out Of Stuff; 3 - Lies To Make Other People Feel Good; 2 - Lies To Get Out Of Trouble; 1- (Lies About Homework and Grades) They will be required to discuss and present the negative consequences and one positive consequence.
- Reflection Journal
Students will respond to a Reader's Response Reflection Journal Question - "Have You Ever Worried About the Lies You Wish You Never Told?"

Reflection Comprehension: Independent Work and Group Discussion

To foster strong reading comprehension, literary skills, and love of literature, students need to read critically, respond to what they read with text-based evidence, develop a robust vocabulary, and engage in high level discussion with peers. The following activities address these components.

Before Group Discussion: (Activities for students to complete independently)

A. Knowledge and Comprehension Questions related to the novel. Students use Post-It notes to locate the answers in the text as they read. Teacher may use student's responses for a grade.

Knowledge Questions:

- What is Lorraine and John's purpose for writing the book?
- Categorize each as a flat, static, or dynamic character. (John, Lorraine, Dennis, Lorraine, Mr. Pignati)
- John and Lorraine have goals for their future. What are they?
- What are the rules for the telephone marathon prank? How does one win the game?
- What omens do Lorraine encounter while at the zoo with John and Mr. Pignati?
- What denotes profanity (or obscene words) in the book?
- What is unsatisfying about John's relationship with his parents and Lorraine's relationship with her mother?

Comprehension Questions

- Why does John like going to Masterson's Tomb to drink and smoke?
- How does the reception John and Lorraine receive at Mr. Pignati's house contrast with how they are treated at home?
- Why is it ironic that John doesn't want Dennis and Norton to know Mr. Pignati?
- Why is Lorraine's mother suspicious about her relationship with the Pigman?
- Discuss John and the lies he tells. Why does he tell them?

B. Vocabulary Study: Students will complete the following activity with vocabulary from the novel. The activities may be used for a grade, but should also be included in the discussion.

- Students will use classroom resources (dictionary/online/novel) to complete a Vocabulary Square graphic organizer provided by the teacher.

Vocabulary Words

- infantile (pg. 8)
- prevarication (pg.27)
- subsidize (pg. 32)
- killjoy (pg. 49)
- distort (pg. 65)
- delicatessen (pg. 84)
- mooching (pg. 108)
- loathe (pg. 130)
- congealed (pg. 134)
- devour (pg. 169)

Group Discussion: Teacher-facilitated small group discussion. Teacher may choose to provide students with a set of the questions prior to the discussion. Students should also be encouraged to create their own questions.

High-Level Questions (using revised Bloom's categories)

1. Application

- Lorraine hides the truth from her mother about where and with whom she spends her afternoons after school. She makes up stories about going to club meetings or hanging out with female friends so that her mother won't become suspicious or angry. Explain why she thought being dishonest was best.
- How would you explain John and Lorraine's friendship with Dennis and Norton?
- What questions would you ask in an interview with Mr. Conlan, John's father?
- Who do you think is most responsible for Mr. Pignati's death?

2. Analysis

- What were some of the motives behind Mr. Pignati not being honest about where his wife was?
- What is the purpose of the pig figurines that John and Lorraine found?
- Can you explain why John, Lorraine, and Mr. Pignati begin to roller skate while shopping at Beekman's?
- What does John's description of Lorraine in chapter 3 say about how he really feels about her?

3. Evaluation

- Do you think taking advantage of generous elderly people is a good or bad thing?
- What details would you use to support the idea that John is a compassionate person?
- What are the pros and cons of growing up in a dysfunctional family?

4. Synthesis

- If you had access to resources, how would you address Lorraine's self-esteem issues?
- Why does Lorraine feel her mother will never understand her?
- Can you see a possible solution to John's volatile relationship with his father?

After Group Discussion: Activities for students to complete with a partner, in a small group, or individually. Activities may be used for a grade.

A. Connections to the Curriculum: Students will make connections to a curriculum area using one of the concepts from the story. The product should reflect creative as well as critical thinking.

- **Reading** - Post-Mortem of a Protagonist (character analysis): Students will create a body biography of the character they identify as the protagonist. They will be required to draw their visualization of the character based on details from the story and label the appropriate body parts with their interpretation of the story.
- **Science/Health** - The Effects of Alcohol and Smoking: John has developed the habit of smoking at a young age while his father has developed sclerosis of the liver after years of abusing alcohol. Create an informative pamphlet/brochure for adolescents about the dangers of consuming alcohol and smoking. Discuss various reasons why teens start smoking and drinking, the impact these behaviors have on their body and social relationships, and include contact information of local agencies that promote awareness and provide assistance.
- **Social Science** - Quadrama Project: Why Do Kids Bully?: Bullying is a great concern for students, parents, and educators. Research the factors that cause young children and adolescents to develop these characteristics and behaviors. Use your data to create a quadrama to illustrate four reasons why kids bully.
- **Art** - My Favorite Quote Illustration: Students will select their favorite quote from the novel. They will be required to illustrate their interpretation of the scene (based on text)

B. Creative Reading - Use the following list of creative products, students will complete a project reflecting their personal connection with the novel (students may determine their own creative product with the approval of the teacher):

1. Create a map of the zoo and the shopping mall.
2. Create a quadrama as a reflection tool
3. Create a puppet play based on a favorite scene in a story
4. Create a poem based on the novel, a character, or a favorite scene
5. Create a storyboard of the plot of the story
6. Write a screenplay based on the story
7. Create a new ending to the story
8. Rewrite a portion of the story from another character's perspective
9. Extend the story into a sequel
10. Rewrite the story in another time or culture
11. Create an online product: infographic, video, character blog, etc.
12. Create a yearbook page for the adolescent characters - John, Lorraine, Dennis, and Norton
13. Write a song one or more of the characters might sing
14. Create an interpretative dance for the story
15. Create an iPod Playlist - Choose 3-5 songs that relate to the novel and explain where they would be played during the course of the novel