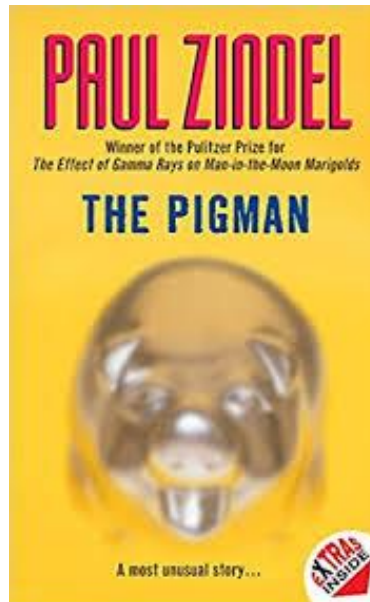


The Pigman



ISBN-10	0-06-075735-3
ISBN-13	978-0-06-075735-9
Author	Zindel, Paul
Publisher	HarperTeen
Copyright	1968
Lexile	880L
Genre	Young adult fiction
Synopsis	When sophomores John and Lorraine played a practical joke a few months ago on a stranger named Angelo Pignati they had no idea that they were starting. Virtually overnight, almost against their will, the two befriended the lonely old man. But now Mr. Pignati is dead. (book jacket)
Themes	Guilt and regret
Protagonist	
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

Content Warning this lesson plan contains offensive terms.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

The Pigman, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the Gestapo? What meaning does John convey when he uses that word to describe his teachers?

Who was Sigmund Freud? What did he say about “Maturation, Repression, and Sublimation”?

What are prank calls? What are their legal consequences?

What is *Johnny Tremain*?

What is a patron?

Can you think of an example of a system like this that still exists in your world today?

Keep a daily journal of your reading, based off of the provided prompts. These will help you practice for your final project, an expository writing assignment.

Day 1:

Have you ever been involved with a prank or trick that you never lived down, or one that you wish you could take back?

Day 2:

What does Lorraine think about why John really hates school and everything around him? Do you agree with her?

Day 3:

What does John say about how he and Lorraine are different, and about how they are the same? How does the author’s use of alternating narrators change your view of each character?

Day 4:

What does Lorraine say about John's parents and lying? How do you think their constant lying and exaggerations influence John?

Day 5:

Why do you think that Lorraine went along with John to collect the money from Mr. Pignati, even though she didn't think it was the right thing to do? What would you have done in her situation? Why would it be hard to make the right choice?

Word Wall Here are vocabulary words to add to the Word Wall.

fuse	porcelain	Gestapo	avocation	incandescent
subliminally	thrombosis	repress	distorts	compassion
hoarded	epic	amoebae	fanatic	properly
social outcast	marathon	fictitious	philanthropy	prevarications
demented	patron	hypertension	subconscious	slaughtered

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

pp. 1–43

RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Bookmark: Responsible vs. Irresponsible

Make a bookmark that you will update throughout the novel. One side will have a list of responsible behavior, and the other side will have a list of irresponsible behavior. The

top third of each side of the bookmark should be filled with images and sketches related to the text, its themes, ideas, and symbols from it that have to do with responsible or irresponsible behavior.

Add more responsible or irresponsible behaviors or characteristics to the bookmark as you meet and learn about Lorraine.

Add more responsible or irresponsible behaviors to the bookmark.

Make a character trait chart for Mr. Pignati. Add one trait now and more as the story goes on.

Add one characteristic to Lorraine, John, and Mr. Pignati's profiles.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Fill out the Character Profile Chart on each character you wish to analyze

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits

Fill in the character profile on Lorraine again filling in only one trait and saving to fill in more as story goes on. Think about the differences that you can already see between the characters and how they might affect the story.

Start to fill in the character interaction chart on John, Mr. Pignati and Lorraine. You will only start to fill this in, since they have not officially met yet.

Fill out a Character Profile on John filling in only one trait for now but coming back to it as the story moves on.

Fill out the Character Interaction Chart for 3 characters

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.

3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

Drawing

Draw a pig that you might see in Mr. Pignati's wife's pig collection. Why do you think she collects pigs?

Discussion

Key Questions (pp. 1–6)

1. Why does John play pranks at school?
2. Do other students like John? Do you think teachers like John? Why or why not?
3. Is it fair that John takes time away from students who are trying to focus on school?
4. What event or character is the author hinting at? Why do you think the author is foreshadowing here?
5. Does John seem like a nice person? Why or why not?
6. Do you know any students who are like John? Can you trust them? Why or why not?

Key Questions (pp. 7–15)

1. Why do you think Lorraine is so focused on looks?
2. Why are Lorraine and John friends?
3. Why do you think Lorraine is so negative about herself?
4. Is Lorraine's story more credible than John's? Why or why not?
5. Why do you think the author chose to have two narrators for this book?
6. What effect on the reader does telling the story from multiple points of view have?
7. Is John as compassionate as Lorraine is? Is Lorraine as compassionate as she thinks she is? Where do you see examples of this in the text?
8. Would you want Lorraine as a friend? Why or why not?

Key Questions (pp. 16–20)

1. Why does John like that the Pigman called them delightful?
2. What does John seem to think about Lorraine?
3. Why does John choose the names he does for his friends and his parents?
4. Why does John "go crazy" when he feels like he's not being trusted? Do you think he deserves trust?
5. John denies any wrongdoing in the Pigman's death. Do you think he feels guilty?
6. How does the author influence the opinions of the readers about the characters?

Key Questions (pp. 21–28)

1. Why does Lorraine consider Norton and Dennis disturbed, but think that she and John are normal?
2. Why does Lorraine go along with the telephone prank?
3. How do you think Lorraine will feel about taking money from Mr. Pignati?
4. Does she hold herself responsible for getting Mr. Pignati involved?
5. What do you think about Mr. Pignati so far?
6. Why do you think John “prevaricates” so much?
7. Why does the author include information about the characters’ parents in the novel?
8. Why do the characters feel that they need to start at the beginning of their story?

Key Questions (pp. 29–43)

1. Why does John deny gluing the phone?
2. How does John convince Lorraine to go with him?
3. What happens that makes Lorraine decide to go with John after all?
4. What kind of person do you think Mr. Pignati is?
5. Why do you think the author decided to make Mr. Pignati this way?
6. At what point could Lorraine have stopped Mr. Pignati from giving them money?
7. Why does John like Mr. Pignati?
8. How does John justify taking this man’s money under false pretense?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph

“Now I don’t like school, which you might say is one of the factors that got us involved with this old guy we nicknamed the Pigman. Actually I hate school, but then again most of the time I hate everything.”

Writing Prompt

John doesn’t like school, and uses this as an excuse to act irresponsibly towards his teachers, classmates, and parents. He probably has several reasons why he doesn’t like school, but he might find that he likes it better if he gave it a chance.

In one to two paragraphs, describe how you feel about school and why. Use descriptions of the scene, the people in the setting, and vivid details to help the reader understand what you are trying to say.

Key Paragraph

“I should have never have let John write the first chapter because he always has to twist things subliminally. I am not panting, and I’m not about to have thrombosis. It’s just that some very strange things happened to us during the last few months, and we feel we

should write them down while they are fresh in our minds. It's got to be written now before John and I mature and repress the whole thing."

Writing Prompt

As the theme "Responsibility Requires Action" states, responsibility involves "doing what I should do," and "doing what is best for everybody."

Write a short product about a time where you disagreed with someone about what was the responsible thing to do in your situation. What happened? Why?

Key Paragraph

"Bore and I have been having a lot of trouble communicating lately as it is, and sometimes I go a little crazy when I feel I'm being picked on or not being trusted. That's why I finally put airplane glue in the keyhole of the lock so nobody could use the telephone, key or not key."

Writing Prompt

Our unit of "Responsibility Requires Action" states that a responsible person does what he should do and what he said he would do. John and his friends lie to their parents and do not do what they say they are doing.

In one to two paragraphs, write about a time where you didn't do what you said you would. What was the outcome? Even though you didn't directly hurt someone, was someone still hurt by the lie you told?

Key Paragraph

"He sounded like such a nice old man, but terribly lonely. He was just dying to talk. When he started another joke I looked at John's face and began to realize it was he who had started me telling all those prevarications."

Writing Prompt

Our theme, "Responsibility Requires Actions" says that responsibility is "doing what is best for everyone." We know that it is not responsible to play pranks and lie, even if your friends are doing it.

Write a short product describing a time when your friends were pressuring you to do something. What happened? Did you do something you thought was wrong? Did you walk away from the situation? How did you feel about those friends later?

Key Paragraph

"Oh I am sorry,' Mr. Pignati said, and I couldn't help feeling sorry. His smile and bright eyes faded in front of us, and he got awkwardly to his feet. 'Let me get the check,' he said, and his voice was so depressed I thought I was really going to cry."

Writing Prompt

Responsibility requires “doing the one thing I should be doing right now.”
Sometimes, though, it can be difficult to figure out what that one right thing is.

Write about a time when you struggled to decide what the right thing to do was. What helped you decide? How did you go about figuring it out? What did you eventually decide to do, and why?

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". To its left and right are two columns of boxes. The top column contains "Trait 1" and "Trait 2", and the bottom column contains "Trait 3" and "Trait 4". Each trait box is connected to the central "Character" box by a line. To the left of each trait box are two boxes labeled "example 1" and "example 2". To the right of each trait box are two boxes labeled "example 1" and "example 2". The boxes are arranged in a symmetrical, zig-zag pattern around the central "Character" box.

example 1

Trait 1

example 1

example 2

example 2

Character

Trait 2

example 1

example 2

example 2

example 1

Trait 3

example 1

example 2

example 2

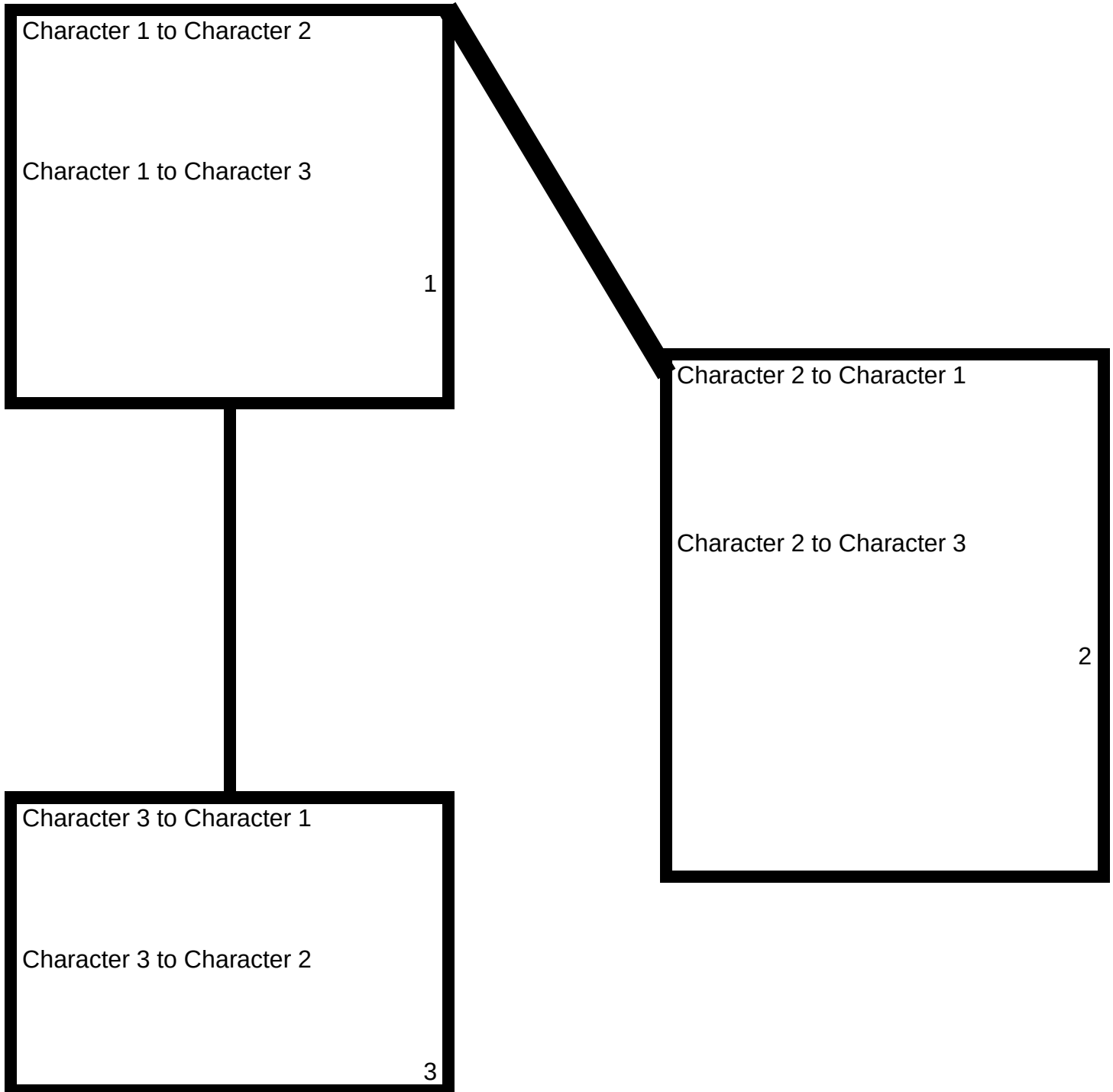
example 1

Trait 4

example 1

example 2

5g6 Character Interaction Chart



Character Based Literacy Program

Independent Study Lesson Plan

The Pigman, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What are Baboons?

What are Scungilli?

What are omens?

Is underage drinking legal? Investigate laws about underage drinking on private property.

What is a heart attack?

Keep a daily journal of your reading, based off of the provided prompts. These will help you practice for your final project, an expository writing assignment.

Day 6:

How is John able to justify taking money from Mr. Pignati?

Why doesn't Lorraine stop him or herself?

Day 7:

Both John and Lorraine's parents are bad role models. They say to do things one way, but do the complete opposite themselves. How does this affect John and Lorraine?

Day 8:

Why do you think Mr. Pignati lied about his wife being in California? Have you ever lied about something because telling the truth was too difficult?

Day 9:

Lorraine frequently notices individuals who are out of place, like the bum with different stories and the woman saying “death is coming.” What does she think about these people? Why does she take notice of them?

Day 10:

John talks about his parents at the end of chapter 9. How does he feel about his parents and why? Who does John not live up to, but is always compared with?

Word Wall Here are vocabulary words to add to the Word Wall.

killjoy	psychoanalysis	mongrel	omens	logic
eerie	voluptuous	perpetual	phony	erosion
cellar	delicatessen	scungilli	varicose	prophet
berserk	putrid	deliberately	sclerosis	Cro-Magnon
escapist	fixated	devote	interrogation	strenuous

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

pp. 44–110

RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Character Interaction Chart

Add to the character interaction chart between our three main characters.

Bookmark

Add more responsible and irresponsible behaviors and actions to the bookmark.

Character Profile Chart

Add more to the character profiles of John, Lorraine, and Mr. Pignati using what they have learned from their reading so far.

Add more details to the character profiles of John, Lorraine, and Mr. Pignati.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Sketch a picture of some part of the scene at the zoo on pages 51–59. They can include whichever characters or images resonate with them most strongly. Discuss why they chose the parts of the scene that they did, and how they think the way the author wrote that scene influenced their choices and perception of it.

Variations for Writing

You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Setting Sketch: Sketch the Visual Details

- paper suitable for drawing, like 9x12 manila paper
- pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Design an advertisement for one of the purchases Mr. Pignati made for John and Lorraine.

Letter

Write a letter to “Dear Alice” as John, Lorraine, or Mr. Pignati asking advice on their current situation. (“Is it right for me to take advantage of Mr. Pignati’s kindness? How do I get out of the situation?” etc.).

Open Mind Portrait

Create a portrait of one of the characters: Lorraine, John, Mr. Pignati, John’s mother, the bore, or Lorraine’s mother

Directions:

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks

- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to him, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to him or her, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with

color or print, or create columns or boxes for different categories or phases.

7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Discussion

Key Questions (pp. 44–59)

1. How important was the \$10 John took from Mr. Pignati, based on what John bought with it?
2. Why won't John's parents give him money?
3. Why is Lorraine's mom complaining? What is their financial situation?
4. How important is it to Lorraine's mom that her daughter is in school?
5. Why do you think John and Lorraine decided to go to the zoo with Mr. Pignati after they took his money?
6. Why do you think the author made the characters' parents the way he did?
7. How does the inclusion of details about the parents influence readers?

Key Questions (pp. 60–74)

1. What does John realize about himself in the cemetery one day?
2. What does John's father want for his son?
3. How would you feel if your father thought this way about you?
4. Why does John's mom want him to go to his friend's house?
5. What is the visit like at Mr. Pignati's?
6. How does Mr. Pignati treat the two kids?
7. Why do you think that author chooses to depict Mr. Pignati in the manner?
8. What does John do behind Mr. Pignati's back?

Key Questions (pp. 75–89)

1. What do you think of Lorraine's mother? Is she a nice person?
2. What does Lorraine think of her mother?
3. Why do John and Lorraine like shopping with Mr. Pignati?
4. Why do you think Mr. Pignati likes buying things for John and Lorraine?
5. Is it right for Mr. Pignati to be spending so much money on John and Lorraine?
6. Why don't John and Lorraine tell their parents about Mr. Pignati?
7. Why does the author decide to have the characters keep Mr. Pignati a secret?

Key Questions (pp. 90–95)

1. Why is John being protective of Mr. Pignati?

2. Why is Norton so curious about Mr. Pignati?
3. Do you think John and Norton are that different?
4. Why is John unhappy with his parents?
5. How does the author depict John's unhappiness, and why is his unhappiness important for understanding the John himself?
6. What should John do if he really cares about Mr. Pignati?
7. What would you do if you had a friend like Mr. Pignati?

Key Questions (pp. 96–110)

1. Why does Mr. Pignati look so down?
2. Why is Lorraine's mother always trying to keep Lorraine away from boys?
3. What is the situation with Lorraine's father?
4. Do you think Mr. Pignati has forgiven John and Lorraine? Why or why not?
5. Why does the author leave these details ambiguous?
6. What do you think will happen to Mr. Pignati?
7. What do you think John and Lorraine will do?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph

"I can't tell you what she would do if I ever took anything, but she isn't ashamed of what she does. She figures they don't pay her enough, so she'll even it up her own way."

Writing Prompt

Our theme of "Responsibility Requires Action" says that responsibility is "doing what I said I would do." Lorraine says that her mother would be furious if she ever stole anything, but steals things herself all the time. Is it responsible to say one thing and then do another?

In one to two paragraphs, write about a time when you experienced a double standard. How did you feel? What effect did it have on your behavior or beliefs?

Key Paragraph

"Then I found this bill right in with all the jewelry and junk and her social security card, and that's when I knew Conchetta Pignati was not in California. I knew that where Conchetta Pignati was she was never coming back."

Writing Prompt

Responsibility is "doing what I should do." It was wrong for John to go through Mr. Pignati's things.

Write a short product about a time when you had someone betray your trust by looking at or taking something of yours without asking. How did you feel about that person later? Did you feel like you could trust them again?

Key Paragraph

"But I really didn't. And still it felt good. No one had ever bought me stuff like this before—something I just liked and didn't need and didn't even ask for. Now I knew how John felt because I felt the same way."

Writing Prompt

Our theme is "Responsibility Requires Action." Oftentimes, we learn how to be responsible from our parents and other adults in our lives. In the story so far, we have learned a lot about John and Lorraine's parents and their relationships with them.

In one to two paragraphs, write about a time when you realized that your parents' actions were affecting your own actions. How did you feel? What did you do?

Key Paragraph

"But I guess I am as screwed up as he is."

Writing Prompt

Our theme of "Responsibility Requires Action" states that responsibility is "doing what I should do." Norton seems to have a problem getting along with people and respecting their property. Would you want a friend like Norton? Should John spend time with Norton and try to be his friend even though Norton regularly gets into bad situations?

Write a short product about a time when one of your friends was doing something you didn't agree with. How did you handle the situation? Are you still friends with them now? Why or why not?

Key Paragraph

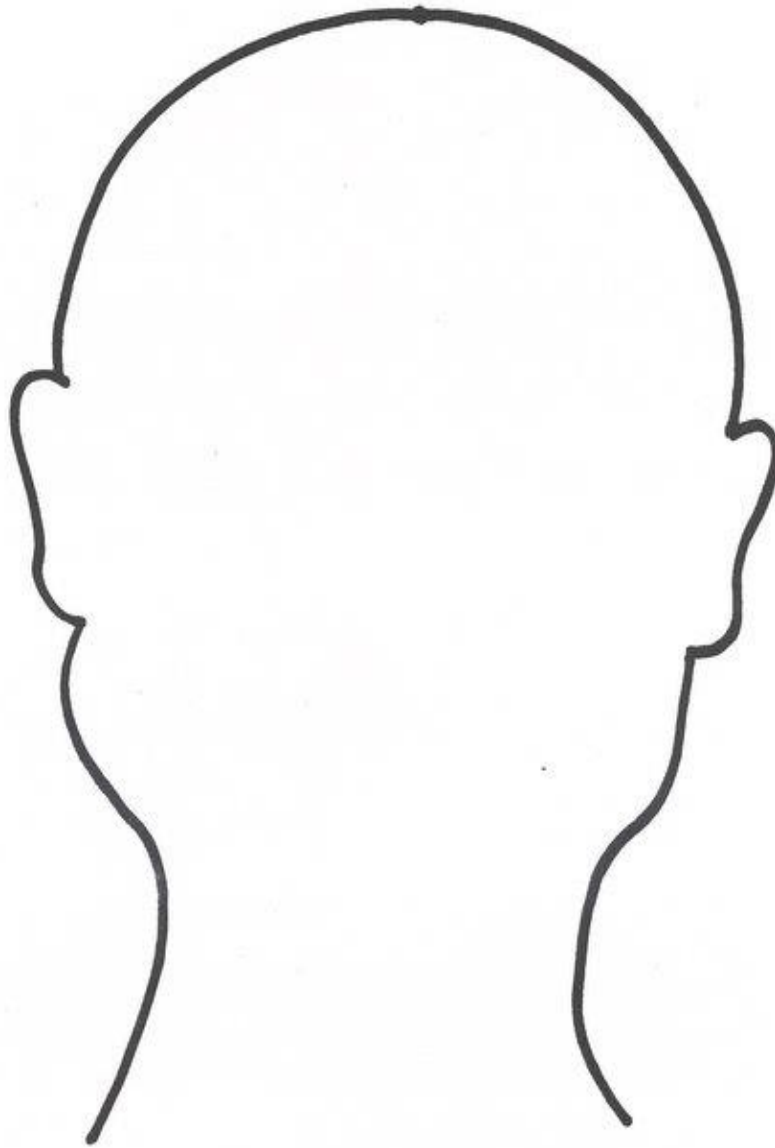
"I couldn't help thinking about my mother and father – that maybe as simple as Mr. Pignati was, he knew something about love and having fun that other people didn't. I guess Conchetta had known the secret too."

Writing Prompt

Our theme of "Responsibility Requires Action" states that "responsibility is doing what is best for everybody."

In one to two paragraphs, write about a person that you admire for their attitude and outlook on life. What about them makes them admirable? Why do feel this way?

Open Mind Portrait



Character Based Literacy Program

Independent Study Lesson Plan

The Pigman, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the Bubonic Plague? How is it transmitted? What is the history of the disease?

What are nightmares? Have you ever had one?

What is bribery?

How does someone recover from a heart attack?

What is guilt?

Keep a daily journal of your reading, based off of the provided prompts. These will help you practice for your final project, an expository writing assignment.

Day 11:

What do you think caused Mr. Pignati's heart attack? What did John and Lorraine do once they realized Mr. Pignati was in trouble?

Day 12:

How do John and Lorraine really feel about each other? Support your answer with evidence from the book.

Day 13:

How does John justify having a party at Mr. Pignati's house? What does Lorraine think about this idea? Do you think she will do anything to stop it? Why or why not?

Day 14:

Why was it wrong for John and Lorraine to host the party? How could the entire situation have been avoided? How do you think this event will change John and Lorraine's relationship with Mr. Pignati?

Day 15:

Can John and Lorraine ever make up for what they did to Mr. Pignati? What did each of the characters lose? What did each of the characters gain from their interactions?

Word Wall Here are vocabulary words to add to the Word Wall.

pathetic	morgue	bubonic plague	congealed	contraption
gesture	anti-fermenting	infantile	maladjusted	hovel
reputation	hors d' oeuvres	constipated	curvature	oscilloscope
incongruous	Tribute	exaggerated	disheartened	proficiency
corpse	elaborately	glimpsing	gestured	blame

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

pp. 111–166

RESPOND

Timeline List the 15–20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Character Profile Chart

Add more detail the character interaction chart between our three main characters. Add more details to the character profiles of John, and Lorraine.

Character Interaction Chart

Add to the character interaction chart between John, Lorraine, and Mr. Pignati.

Complete the character profiles and character interaction charts with the information from the end of the novel.

Open Mind Portrait

Add to the character profile of Mr. Pignati.

Complete the character profiles and character interaction charts with the information from the end of the novel.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Venn diagram

One possible activity: Fill in a Venn diagram on John and Lorraine.

Fill out the Venn Diagram Box

1. Decide on 2 characters, or settings, or events, or other variables you wish to analyze in the story, chapter or segment you have read. Label each of the 2 circles.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

Variations of the Venn Diagram

1. You can do all of these, one of these, or any combination that makes sense.
2. The g6 can be done on worksheets, or written on big pieces of paper, like chart paper or butcher paper. They can also be written on a white board or black board; the shape of each graphic organizer is easy to copy.
3. When you are analyzing a story, you can copy each graphic organizer on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test.
4. You can use the g6 in reverse to design a story you wish to write. Create the charts in the following order, making story decision at each step:

Setting Chart

- Character Profile Chart [3]
- Character Interaction Chart
- Venn Diagram Chart
- Beginning-Middle-End Chart
- Plot Profile Chart

Retelling

Retell this reading by observing John and Lorraine from a third person point of view. What do we read between the lines about with both characters? What kind of decisions will they make with an empty house?

Advertisement

Create an advertisement for John and Lorraine's party. Make sure to include all of the important details, and illustrate it to make the ad eye catching and interesting.

Advertisement for a Party

Materials:

- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the Party

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as whether location, people, houses etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would entice people to come to the party.

Variations for the Ad

1. Write the ad as if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals.
Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

Open mind portrait

Create a portrait of John, Lorraine, Mr. Pignati, Lorraine's mother, the police officer, or John's dad

Setting Sketch: Sketch the Visual Details

Materials:

- paper suitable for drawing, like 9x12 manilla paper
- pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used for create a visual of the future wishes of characters in any story.

Variations for Writing

This sketch can be used to help write a setting paragraph.

Discussion

Key Questions (pp. 111–121)

1. Why do John and Lorraine visit Mr. Pignati as his children?
2. What “should” John and Lorraine be doing?
3. How do they act once they are at Mr. Pignati’s home?
4. What are your predictions for what will happen next?
5. How does it feel when someone trusts you with his or her home and family?
6. What would you do if someone gave you keys to their home and trusted you to do the right thing?
7. How does John and Lorraine’s kiss complicate their relationship?
8. Why do you think the author decided to have them kiss?

Key Questions (pp. 122–130)

1. Why is John’s dad mad at him? Is he justified being upset with his son?
2. How much school do you think John and Lorraine have missed?
3. Why don’t John’s parents worry about his not being home?
4. Why does the author include this information, and how does it impact your reading of the novel?
5. Is Lorraine’s mom an effective parent?
6. What do you predict will happen in the next chapter?
7. Have you ever been left home alone? What did you do? Why?

Key Questions (pp. 131–142)

1. When did the party get out of hand?
2. Do you think that Lorraine was as guilty as the rest?
3. How do you think Mr. Pignati felt when he got home?
4. How would you feel if someone did that to you?
5. How do you think John and Lorraine felt when they saw Mr. Pignati?
6. What was destroyed in Mr. Pignati’s house? Why is this significant?
7. How did the author foreshadow this destruction earlier in the novel?
8. Who will John and Lorraine blame for the destruction of the house?
9. Who was really at fault for the entire party?

Key Questions (pp. 143–158)

1. How would you act if you were Lorraine's mother?
2. How would you feel if you were Mr. Pignati?
3. Do you think John has taken responsibility for what he has done? Why or why not?
4. Do you think Lorraine has taken responsibility for what she has done? Why or why not?
5. Do you feel there were real consequences for John and Lorraine? What were they?
6. Are John and Lorraine responsible for Mr. Pignati's death? Why or why not?

Key Questions (pp. 159–166)

1. Why does John stay with Mr. Pignati?
2. Why does Lorraine have to walk away?
3. What have John and Lorraine lost?
4. How would you feel if you were in this situation? Guilty? Hurt? Afraid?
5. What do you think John and Lorraine have learned from this?
6. Did Mr. Pignati have to give his life for Lorraine and John to learn this lesson? Why or why not?
7. Why did the author ultimately choose to have Mr. Pignati die at the end of the novel?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph

"Please take care of Bobo until I get out.' He smiled. 'And the house. Make yourselves comfortable and use anything that is there.'"

Writing Prompt

Our theme is "Responsibility Requires Action." Mr. Pignati trusts John and Lorraine with his house and his possessions. He gives them his keys, and insists that they make themselves at home. Responsibility is "doing what I should do."

Write a short product about a time when someone trusted you with their belongings. How did you act? What did you do? Did you respect their trust or break it?

Key Paragraph

"Just a few intimate friends for a quiet little drink. Don't you think Mr. Pignati wants us to have a social life?' He smiled, his great big eyes glowing."

Writing Prompt

Our theme of "Responsibility Requires Action" states that responsibility is "doing what I should do." It seems that John and Lorraine care about each other as more than friends. This relationship affects their ability to judge situations objectively.

In one to two paragraphs, write about a time when you struggled to know what to do in a situation because of your relationships with the other people involved. How did you solve the problem? Why did you choose to go about things this way?

Key Paragraph

“Finally I managed to lift my head and saw Mr. Pignati as the door. He was just standing there looking down at me, and there was no smile on his face.
No smile at all.

That’s when I passed out.”

Writing Prompt

Responsibility is “doing what I said I would do.” When John and Lorraine visited Mr. Pignati in the hospital, they implied that they would take care of his house. By inviting guests over and having a party, they went back on their word and betrayed Mr. Pignati’s trust.

Write one to two paragraphs about a time when you betrayed the trust of someone you cared about. What happened? How did you feel?

Key Paragraph

“I felt tears rolling down my cheeks onto the pillow as I remembered the condition of Mr. Pignati’s house. Would he think we had forsaken him and deliberately ripped his wife’s clothes—viciously broken the pigs? I wanted to phone him and say, Mr. Pignati, we didn’t mean things to work out like that. We were just playing.”

Writing Prompt

Responsibility is “doing what I should do.” Lorraine thinks to herself that her actions were not deliberate, and that she and John were only ‘playing’.

In one to two paragraphs, write about the last time you used excuses to justify your actions. Did you feel better or worse about what you had done? Why?

Key Paragraph

“There was no one else to blame anymore. No Bored or Old Ladies or Nortons, or Assassins waiting at the bridge. And there was no place to hide—no place across the river for the boatman to take us. Our life would be what we made of it—nothing more, nothing less.”

Writing Prompt

“Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.”

In one to two paragraphs, make an argument for what the quote from the key paragraph means in terms of our theme for the unit. What does it mean for John and Lorraine? What does it mean for you?

6g6 Venn Diagram Chart

