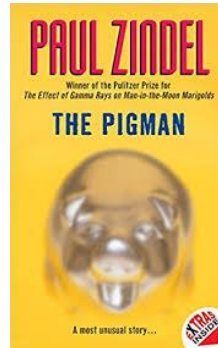


The Pigman



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 Teen Male and Female
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. this lesson plan contains offensive terms.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

The Pigman, Day 1



PREPARE

1. 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 the Gestapo? They are a secret-police organization employing underhanded and terrorist methods against persons suspected of disloyalty. German origin. What does John's use of this word tell us about his feelings toward his teachers?

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading

fuse	porcelain	Gestapo	avocation	incandescent
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READ

3. 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

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 1–6 Chapter 1

Setting	Characters	Pages
High School	John	1–6

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- The narrator hates school.
- The narrator was the bathroom bomber and the organizer of the super colossal fruit roll.
- The narrator and Lorraine are writing a memorial epic for the Pigman.

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

Book Mark: Responsible vs. Irresponsible

Have the students make a bookmark that they 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.

EXPLORE

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

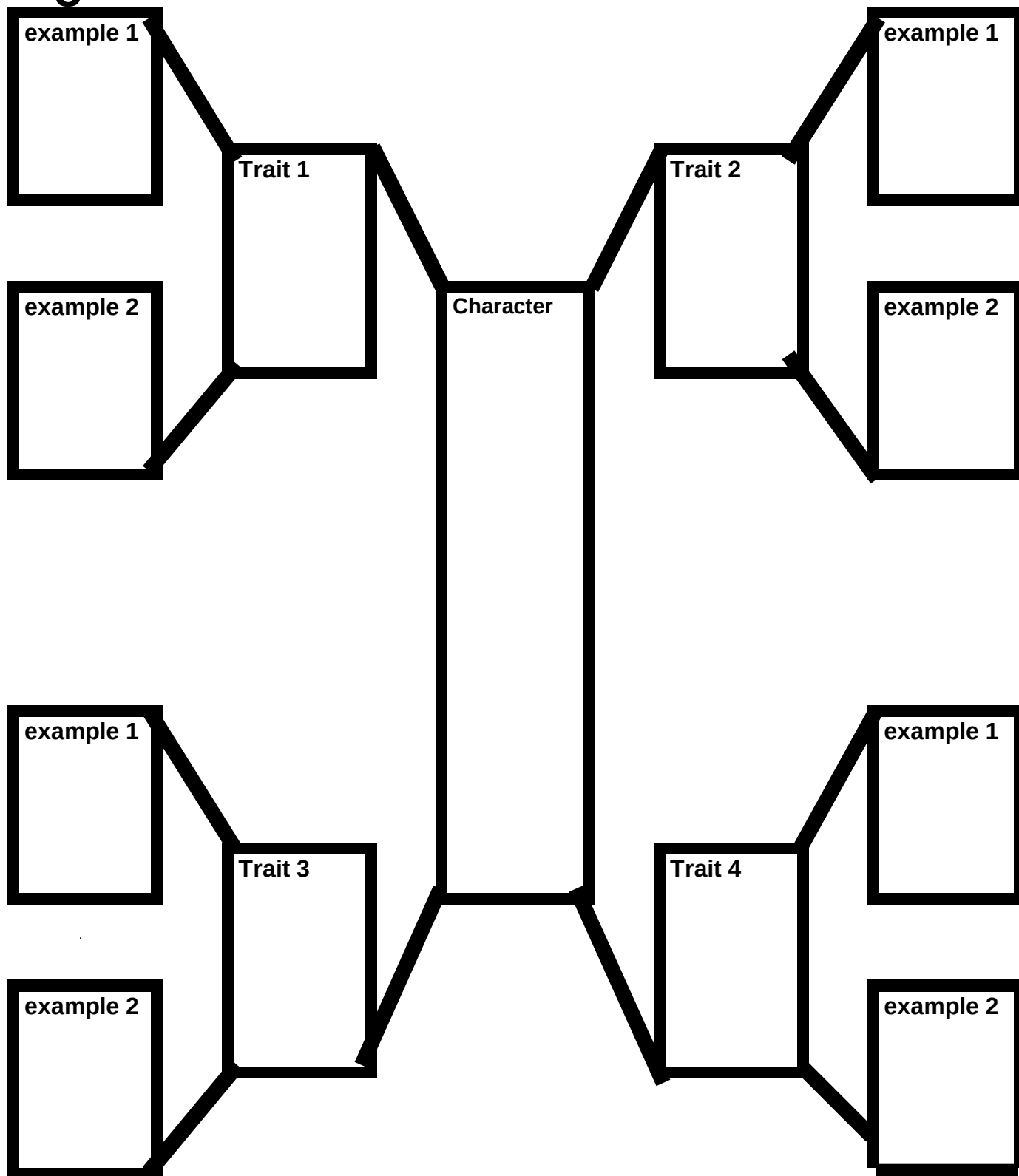
Character Profile Chart

Have students 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 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

4g6 Character Profile Chart



8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze Locate and analyze the key paragraph.

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.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 2



PREPARE

1. 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.

Who is Sigmund Freud and what are maturation, repression, sublimation? Freud was a German neurologist who became the founder of psychoanalysis. His work focused on the importance of the subconscious, including repressed memories and impulses, and how it subliminally affects people's lives. Lorraine worries that she and John will mature and repress their memories if they don't record them. What do you think about this idea?

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

Day 2:

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

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

subliminally	thrombosis	repress	distorts	compassion
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 7–15 Chapter 2

Setting	Characters	Pages
High school	Lorraine	7–15

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- Lorraine describes John as attractive
- Lorraine says John lies and distorts things
- Lorraine's mother picks on her
- John has compassion and befriends Lorraine

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

Have the students add more responsible or irresponsible behaviors or characteristics to the bookmark as they meet and learn about Lorraine.

EXPLORE

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

Character Profile Chart

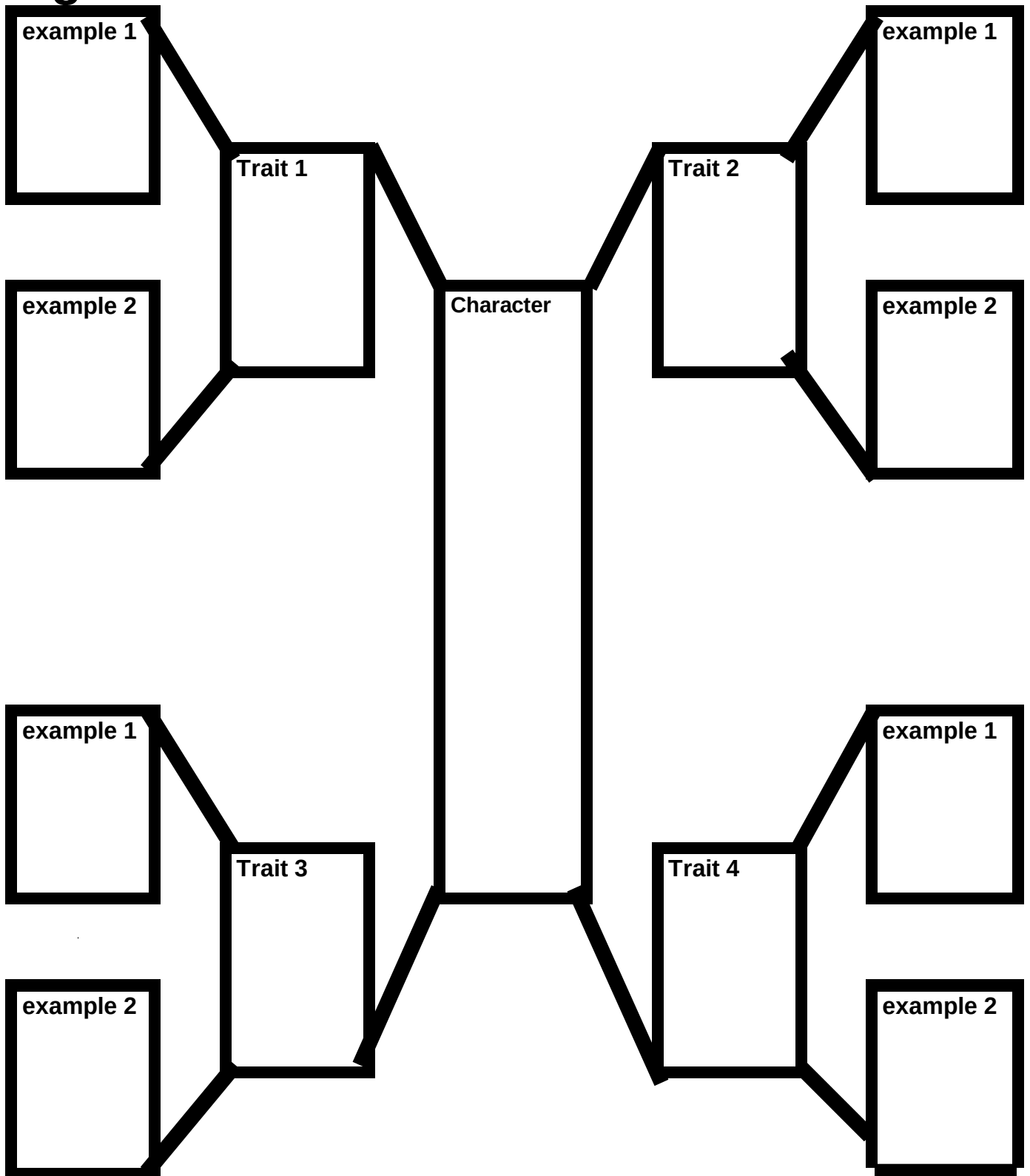
Have students fill in the character profile on Lorraine again filling in only one trait and saving to fill in more as story goes on. Think about the differences that you can already see between the characters and how they might affect the story.

Directions:

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 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.

4g6 Character Profile Chart



8. Discussion

Key Questions

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?

9. Analyze

Locate and analyze the key paragraph.

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."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 3



PREPARE

1. 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 happens if you prank call? While making prank calls can seem harmless and fun, the wrong prank call can land you in jail for up to two years, or leave you with a fine of up to \$1,000. According to the Telecommunications Act of 1996, any prank call that can be considered maliciously intended, harassment, threatening, or a waste of emergency resources is illegal and punishable by law. Think before you dial!

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hoarded	epic	amoebae	fanatic	properly
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp.16–20 Chapter 3

Setting	Characters	Pages
At high school	John, Lorraine	16–20

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- John says he is handsome
- John remembers action and Lorraine remembers big words
- John wants to be an actor and Lorraine wants to be a writer
- Dennis, Norton, John, and Lorraine made up the phone marathon game
- John doesn't get along with his dad and calls him Bore
- Lorraine picked out the Pigman's phone number
- John denies wrongdoing in calling Mr. Pignati

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

Bookmark

Add more responsible or irresponsible behaviors to the bookmark.

EXPLORE

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

Story Prop

Have the students design a story prop of a telephone. They can sketch and color it, then cut it out. Include speech bubbles around it depicting a conversation between John or Lorraine and another friend explaining why they are prank calling people. Only include the speech bubbles from John or Lorraine's side of the conversation.

Story Prop

Materials:

- construction paper, or other stiff paper
- pencils, pens, crayons, markers
- scissors, glue sticks if desired

Step One: Identify an important object in the story.

1. If you were acting out this story, what objects in the story would you want on the stage for people to see?
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.

Step Three: Put the prop you make up with others on the wall.

Variations for the Prop

1. Make a 3 dimensional or life size version of the prop.
2. Create a bulletin board with cut outs or drawings of each prop.
3. Put a label with the name of each object underneath the prop.
4. Using a smaller piece of paper [binder paper size]; make a mini-wall with small drawings of 10 important objects in the story.

Variations for Writing

- Write a paragraph describing this prop.
- Write a paragraph describing this prop as it is being used or observed by a character in the story. This could be during the story, or in the future.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze Locate and analyze the key paragraph.

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.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 4



PREPARE

1. 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.

Who is Johnny Tremain? This children's historical novel was published in 1943 by Esther Forbes. Set in Boston around the time of the American Revolution, it is the story of a boy who begins working at a newspaper covering important historical events like the Boston Tea Party and the Battles of Lexington and Concord.

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

Day 4:

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

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

social outcast	marathon	fictitious	philanthropy	prevarications
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 21–28 Chapter 4

Setting	Characters	Pages
High school	Lorraine, John, Norton, Dennis, Mr. Pignati	21–28

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- Lorraine agrees with John and calls Norton and Dennis disturbed.
- Lorraine explains how the prank began.
- Lorraine describes Mr. Pignati.
- Lorraine describes John's parents.
- Mr. Pignati offers \$10 to the L&J fund
- John grabs the phone Lorraine predicts that he will complicate everything.

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

Character Profile Chart

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

EXPLORE

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

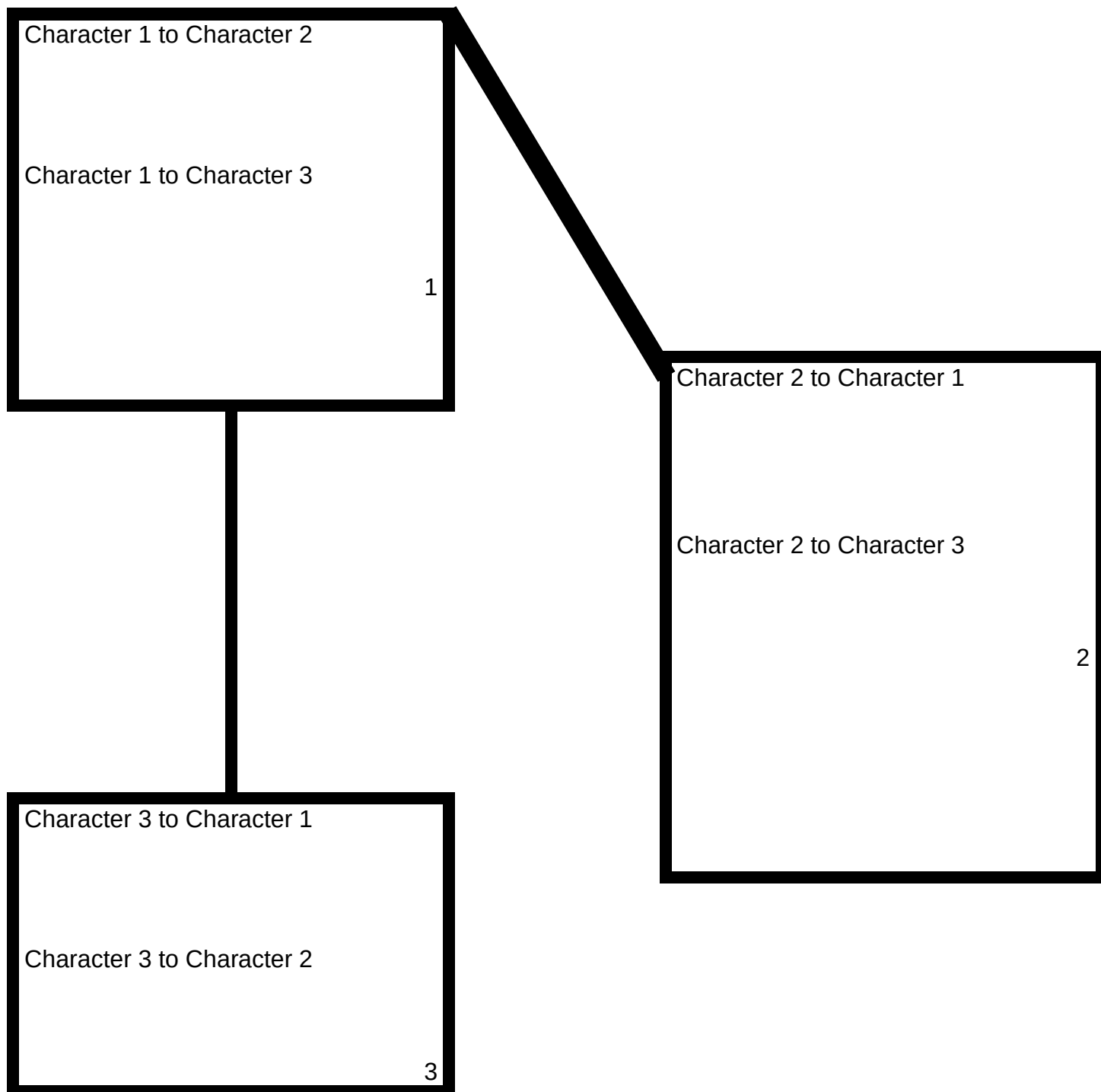
Character Interaction Chart

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 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.

5g6 Character Interaction Chart



8. Discussion

Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze

Locate and analyze the key paragraph.

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.”

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

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?

11. Close

Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 5



PREPARE

1. 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 a patron? A patron is defined as someone who provides support, encouragement, privilege, or financial aid to an individual such as an artist, actor, musician, or painter. This practice has been around since ancient times in all parts of the world, and was sometimes extremely institutionalized. Oftentimes, the key to being successful at your craft was having a well-known, wealthy patron who would provide not only the means to practice your craft, but to act as a publicist and lend you a sense of credibility. Can you think of an example of a system like this that still exists in your world today?

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

demented	patron	hypertension	subconscious	slaughtered
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading Read React Predict Cycle of 2–3 pages.

pp. 29–43 Chapter 5

Setting	Characters	Pages
John at home speaking to Lorraine at home	John, his mother, Lorraine	29–35

At Mr. Pignati's home	John, Lorraine, Mr. Pignati	35–43
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RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- Lorraine doesn't want to go collect the money from Mr. Pignati
- John is in trouble at home for putting glue in the telephone lock.
- John convinces Lorraine to "visit" the lonely Mr. Pignati.
- Mr. Pignati invites them in and chats with them.
- He gets sad when they have to leave and invites them to the zoo.
- Mr. Pignati shows them his wife's pig collection.

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

Character Profile Chart

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

EXPLORE

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

Drawing

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

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze Locate and analyze the key paragraph.

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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 6



PREPARE

1. 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? Baboons originally come from Africa. The five species of baboon are some of the largest non-humanoid members of the primate order. Baboons can range in size from under two feet and thirty pound, to almost four feet tall and ninety pounds. They typically live between 30 and forty-five years. These monkeys are typically ground-dwelling, living on the savannah and in the open woodland of Africa. They are omnivorous, and eat plants, insects, fish, rabbits, and more. Baboons live in hierarchical groups of anywhere from five to two hundred and fifty monkeys.

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

Day 6:

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

Why doesn't Lorraine stop him or herself?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

killjoy	psychoanalysis	mongrel	omens	logic
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 44–59 Chapter 6

Setting	Characters	Pages
At the market where they cash the check	John and Lorraine	44–45
Lorraine's home	Lorraine, her mom	45–50
The zoo	Lorraine, John, Mr. Pignati	51–59

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- John and Lorraine cash the check to buy beer and cigarettes
- Lorraine's mother talks about how hard it is to support her child
- Lorraine's mother thinks it is ok to skip school to clean the house
- Lorraine cuts school to go to the zoo with John and Mr. Pignati
- John and Lorraine get to know Mr. Pignati more while they visit the zoo and meet Bobo.

6. Map Add to ongoing class 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.

EXPLORE

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

Sketch

Have the students sketch a picture of some part of the scene at the zoo on pp. 51–59. They can include whichever characters or images resonate with them most strongly. Have the students 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.

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

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze

Locate and analyze the key paragraph.

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."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close

Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 7



PREPARE

1. 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 Scungilli? Scungilli is defined as any of the large, marine snails that are eaten. Traditionally part of American-Italian cuisine, these ‘conches’ are found off the coast of Long Island. Different cultures have different traditional foods - some of them can take some getting used to. Have you ever tried a food from a different culture? When? What happened?

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

eerie	voluptuous	perpetual	phony	erosion
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 60–74 Chapter 7

Setting	Characters	Pages
Masterson’s tomb, cemetery	John, Lorraine, Norton, Dennis	60–63
At John’s dining table	John, his mother and his father	64–68
At Mr. Pignati’s house	John, Lorraine and Mr. Pignati	68–74

RESPOND

5. Timeline Agree on the facts in today’s reading and list the 3–5 most important on the timeline.

Students might mention:

- Lorraine and John go to the cemetery to meet with their friends
- John tells his father that he wants to become an actor. His father disapproves.
- Lorraine and John get a tour from Mr. Pignati of his house.
- John does more exploring and uncovers some of Mr. Pignati’s secrets.

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

Bookmark

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

EXPLORE

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

Open Mind Portrait

Have students do a portrait of one of the characters: Lorraine, John, Mr. Pignati, John's mother, the bore, or Lorraine's mother.

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

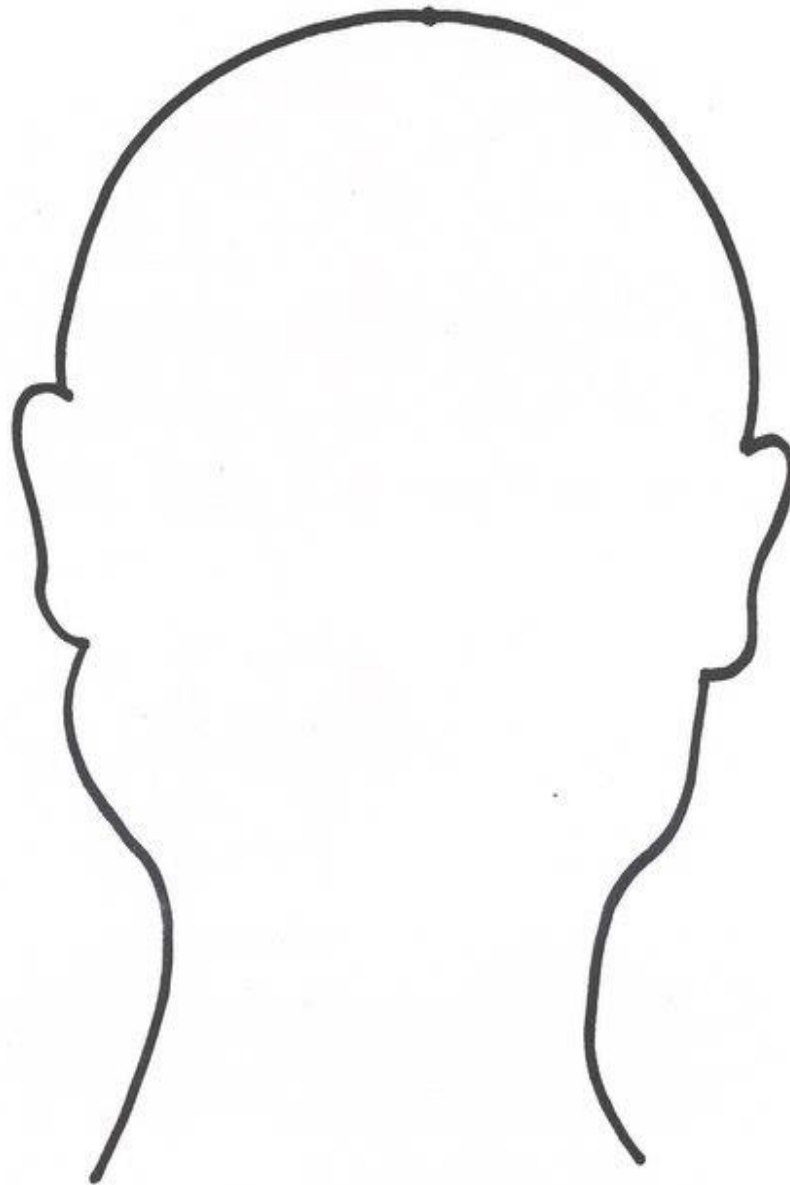
1. You can use this process for any character in the story

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

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

Open Mind Portrait



8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze

Locate and analyze the key paragraph.

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."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close

Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 8



PREPARE

1. 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 an omen? An omen is believed to foretell the future. While the word itself does not imply negativity, it is often used in a more foreboding manner. The religion in ancient Rome required two types of professional omen readers – these individuals interpreted the flight of birds or sacrificed animals in order to read the entrails. Astrology is also used to predict the future, interpreting comets or the alignment of certain stars. Comets have been considered both good and bad omens – Halley’s comet was a good omen for King Harold II of England, but a bad omen for William the Conqueror.

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

cellar	delicatessen	scungilli	varicose	prophet
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 75–89 Chapter 8

Setting	Characters	Pages
At Mr. Pignati’s	John, Lorraine, Mr. Pignati	75–76
At Lorraine’s home	Lorraine and her mom	76–79
The 3 of them go shopping	Lorraine, John and Mr. Pignati	79–89

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- John and Lorraine find out Mrs. Pignati is dead.
- Lorraine writes that her mom picks on her.
- John and Lorraine meet Mr. Pignati and take the ferry to Manhattan.
- The three of them go shopping, and Mr. Pignati buys John and Lorraine whatever they want.

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

Character Profile Chart

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

EXPLORE

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

Advertisement

Have the students design an advertisement for one of the purchases Mr. Pignati made for John and Lorraine.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze Locate and analyze the key paragraph.

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.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

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?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 9



PREPARE

1. 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.

Is underage drinking legal? Surprisingly, many states permit people under 21 to drink on private property with their parent's presence and consent. Only five states have no exception allowing the consumption of alcohol when underage. The rest permit underage alcohol for one or more of the following reasons: on private property with parental consent and presence, on private property without parent consent or presence, for religious purposes, for medical purposes, for government work related purposes, for educational purposes, when reporting medical need due to underage drinking for another minor, or on alcohol selling premises with parental approval.

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

berserk	putrid	deliberately	sclerosis	Cro-Magnon
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 90–95 Chapter 9

Setting	Characters	Pages
At the cemetery	John, Norton, Lorraine	90–95

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- John writes about Norton and his problems.
- Norton invites John to the cemetery.
- Norton questions John about Mr. Pignati's possessions.
- John makes fun of Norton to change the subject.
- John thinks about his parents and how they compare to the Pigman.
- He thinks to himself that he will kill Norton if he tries to hurt the Pigman.

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

EXPLORE

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

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.). Exchange letters with a classmate and write a response to the question.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze Locate and analyze the key paragraph.

Key Paragraph

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

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 10



PREPARE

1. 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 a heart attack? Heart muscles require a constant supply of oxygen-rich blood to nourish them. The coronary arteries supply the heart with this blood. Coronary artery disease is when a buildup of inflammatory cells causes the arteries to narrow, preventing blood from flowing as it should. Blood clots can begin to form around the inflammatory cells. If a blood clot dislodges or otherwise blocks the artery, it causes the death of heart muscle in a very short time. This is what causes a heart attack.

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

escapist	fixated	devote	interrogation	strenuous
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 96–110 Chapter 10

Setting	Characters	Pages
Lorraine's house	Lorraine, her mom	96–99
Mr. Pignati's home	John, Lorraine, Mr. Pignati	99–110

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- Lorraine writes about her mother, her father, and why her mother hates men.
- John and Lorraine feel funny mooching off Mr. Pignati and start bringing food and drinks to his house.
- Mr. Pignati looks sick.
- John and Lorraine confess that their charity was fake, and Mr. Pignati confesses that his wife is dead.
- Mr. Pignati, John, and Lorraine begin to skate wildly around the house.
- Mr. Pignati seems to have a heart attack and falls down the stairs.

6. Map

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

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

EXPLORE

7. Activity

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

One possible activity: Play the psychological game on page 106 and 107. Before turning the page, have the students write down their answers. Reveal the supposed meaning and have the students debate or discuss briefly why they chose the way they did, and who is responsible for the wife's death.

8. Discussion

Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze

Locate and analyze the key paragraph.

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."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 11



PREPARE

1. 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? It is a disease usually transmitted by fleas carried by rats. It causes an infection in its victim's lymph nodes, which leads to fever, gangrene, seizures, and usually death within four days. The first recorded outbreak of the plague occurred in the sixth century AD, and is estimated to have killed about half of the world's population at the time. The second outbreak was in the 1400's. It was called the Black Death, and killed one third of the human population. There have been many less severe outbreaks since, with the most recent being in December 2013 in Madagascar.

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

pathetic	morgue	bubonic plague	congealed	contraption
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 111–121 Chapter 11

Setting	Characters	Pages
Mr. Pignati's house	John, Lorraine, Mr. Pignati and the ambulance attendant	111–113
Cemetery	John and Lorraine	113
Hospital	John, Lorraine, nurse, Mr. Pignati	114–117
Back at Mr. Pignati's	John and Lorraine	118–121

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- John and Lorraine lie to the cops, saying they are Mr. Pignati's children.
- John and Lorraine bring flowers to Mr. Pignati at the hospital.
- Mr. Pignati tells them to keep his keys, and gives them instructions on how to care for Bobo.
- John and Lorraine return to the house, where they make dinner and dress up.
- John kisses Lorraine.

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

Character Interaction Chart

Add more detail the character interaction chart between our three main characters.

EXPLORE

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

Venn Diagram

Fill in a Venn diagram on John and Lorraine.

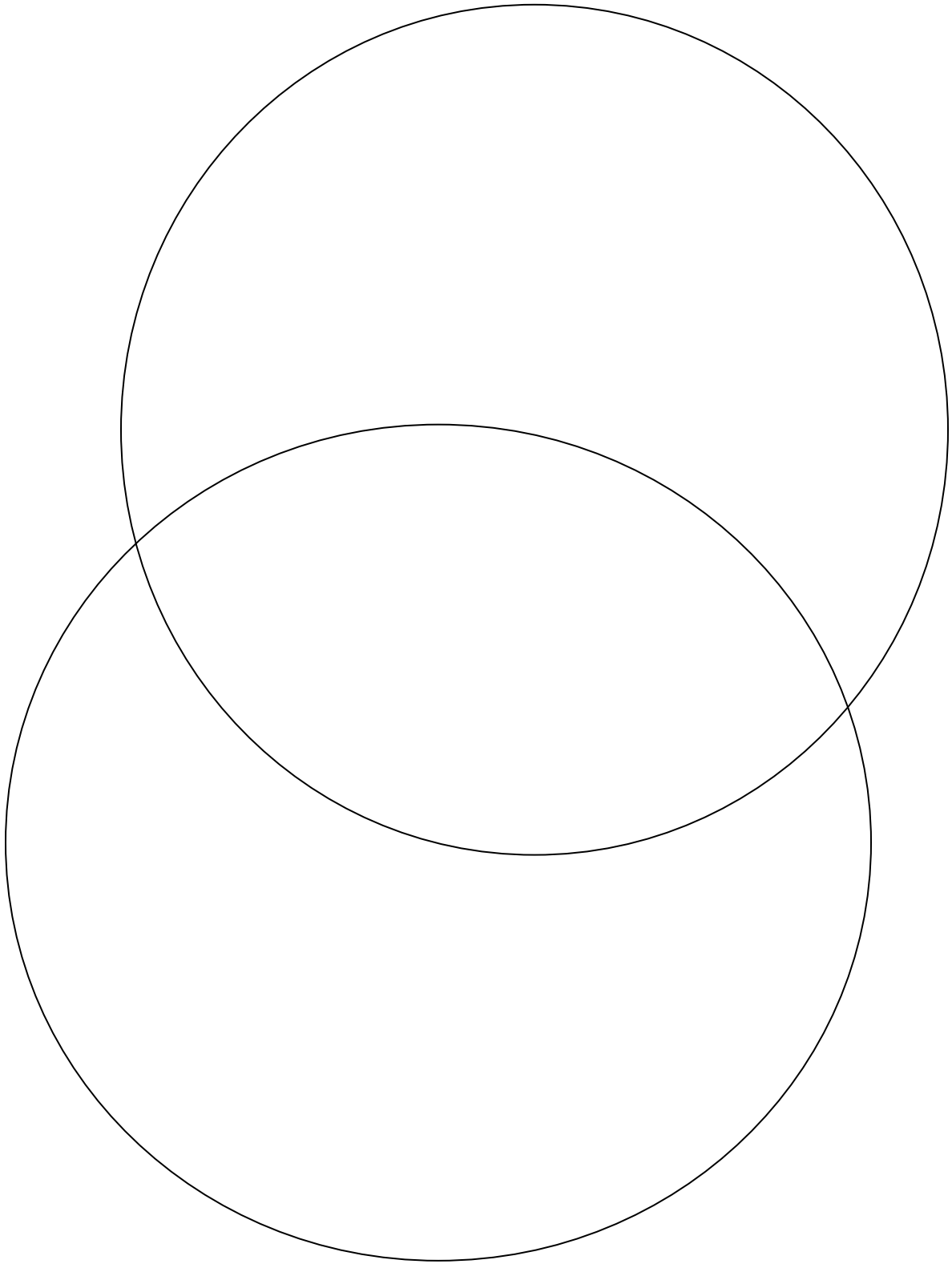
Fill out the Venn Diagram Box

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 g6

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 do this individually, in pairs, in a small group, or as part of a large group. A class can divide in teams where each team does one organizer and then presents it to the rest of the class. If you do all 6 of the g6 with 3 character profiles, you will need 8 teams.
5. 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:

6g6 Venn Diagram Chart



8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze

Locate and analyze the key paragraph.

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.’”

EXTEND

10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

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?

11. Close

Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 12



PREPARE

1. 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 nightmares? Nightmares are dreams that cause a strong emotional response in the dreamer. They can be caused by physical and psychological stress, and ingestion of painkillers, drugs, or alcohol. Fearfulness in waking life is correlated with the frequency of nightmares. Even though people generally dream between four and five times a night, people are more likely to remember the most recent dream they had, and negative dreams over positive ones. What is the last nightmare you had? Did it seem to relate to an event in your waking life?

Day 12:

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

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

Gesture	anti fermenting	infantile	maladjusted	hovel
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 122–130 Chapter 12

Setting	Characters	Pages
Lorraine's home	Lorraine and her mother	122–123
High school	John, Lorraine, and other students	123–126
Mr. Pignati's home	John, Lorraine,	126–130

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- John looks more put together than usual.
- Lorraine and John call the hospital, and the nurse says Mr. Pignati should stay until Saturday.

- John is in trouble for missing 47 homework assignments
- John and Lorraine cut school and go to Mr. Pignati's house, where they argue about chores.
- John decides to have a couple of friends over for drinks

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

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

EXPLORE

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

One possible activity: Have students retell this 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?

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze Locate and analyze the key paragraph.

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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 13



PREPARE

1. 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 bribery? Bribery is the act of giving money or a gift that alters the behavior of the recipient. When people give Dennis' father bottles of alcohol to stop him from thoroughly inspecting their buildings, they are bribing him. In some countries and industries, bribery is expected and accepted, while in others it is illegal. Often, when business people from different countries meet, it is customary to exchange gifts. It is very important to be aware of cultural customs and legal restrictions when giving gifts to people from different countries. For example, in Japan, it is acceptable to give a knife set as a business gift. In Peru, however, giving a knife set would signify the end of the business relationship.

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?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

reputation	hors d' oeuvres	constipated	curvature	oscilloscope
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 131–142

Setting	Characters	Pages
Mr. Pignati's home	John, Lorraine, Dennis, Norton, about 40 other kids, the band, Mr. Pignati	131–142

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- John tells Dennis not to invite Norton to the party.
- Lorraine calls her mother and says she is staying at a friends for dinner.
- Lots of guests, invited and uninvited, arrive.
- Lorraine gets mad at John for letting Melissa use her skates.
- Norton steals and breaks Mr. Pignati's belongings.
- Mr. Pignati shows up at the house.

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

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

EXPLORE

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

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 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.

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze Locate and analyze the key paragraph.

Key Paragraph

"Finally I managed to lift my head and saw Mr. Pignati at 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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 14



PREPARE

1. 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.

How do you recover from a heart attack? After a heart attack, it is very important to rest. Patients should take naps during the day if they get tired, and make sure to get plenty of sleep at night. While light physical activity, like walking and getting dressed is beneficial, patients should pace themselves, and spread their activity evenly throughout the day. Patients may feel depressed or afraid after a heart attack. They should share these feelings, get out of the house, and resume enjoyable activities to alleviate these feelings.

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

incongruous	tribute	exaggerated	disheartened	proficiency
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 143–158 Chapter 14

Setting	Characters	Pages
Police car	John, Lorraine, police officer	143–145
Lorraine's house	Police officer, Lorraine, her mom	145–151
Walking towards the market	John and Lorraine	151–154

The zoo	John, Lorraine, Mr. Pignati, the attendant	158
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RESPOND

5. Timeline Agree on the facts in today's reading and list the 3–5 most important on the timeline.

Students might mention:

- The policemen take John and Lorraine to their parents.
- Lorraine and her mother fight, then Lorraine tells her mother everything.
- John and Lorraine meet up and call Mr. Pignati.
- They meet up with Mr. Pignati and go to the zoo to see Bobo.
- They find out that Bobo died.
- Mr. Pignati collapses and dies.

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

Add to the character profile of Mr. Pignati.

EXPLORE

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

Open Mind Portrait

Create a portrait of a character you did not use for the previous portrait. (John, Lorraine, Mr. Pignati, Lorraine's mother, the police officer, or John's dad)

8. Discussion Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze Locate and analyze the key paragraph.

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."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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?

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

The Pigman, Day 15



PREPARE

1. 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 guilt? Guilt is an emotion that occurs when a person believes, accurately or not, that he or she have violated a moral standard that they themselves believe in. This feeling is driven by ‘conscious’ and does not go away easily. It is often an emotion associated with anxiety, and can take on several forms. Guilt can be repressed, or mentally avoided. It can be projected, or forced onto another person or thing, like the victim, or bad luck, or manifest in self-harm or self-abuse. While some guilt is healthy, and part of being an emotionally functional human being, too much is damaging to the guilty person and those around them.

Have students keep a daily journal of their readings which will help lead up to their expository writing assignment at the end of the book.

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?

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

corpse	elaborately	glimpsing	gestured	blame
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2–3 pages.

pp. 159–166 Chapter 15

Setting	Characters	Pages
zoo	John, Lorraine, attendant, Mr. Pignati’s corpse	159–166

RESPOND

5. Timeline

Agree on the facts in today’s reading and list the 3–5 most important on the timeline.

Students might mention:

- John tells Lorraine to leave the situation.
- John stays with Mr. Pignati until the ambulance arrives
- John thinks about his life while he waits.
- Lorraine still blames John.
- John realizes there is no one else to blame, and that their lives are what they make of them.

6. Map

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

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

EXPLORE

7. Activity

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

Sketch

Sketch a picture of how John or Lorraine looked after Mr. Pignati's death. Try to include the details mentioned in the novel.

Setting Sketch: Sketch the Visual Details

Materials:

- 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

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.

8. Discussion

Comprehension and higher-level questions for discussion.

Key Questions

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?

9. Analyze

Locate and analyze the key paragraph.

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.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

“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?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.