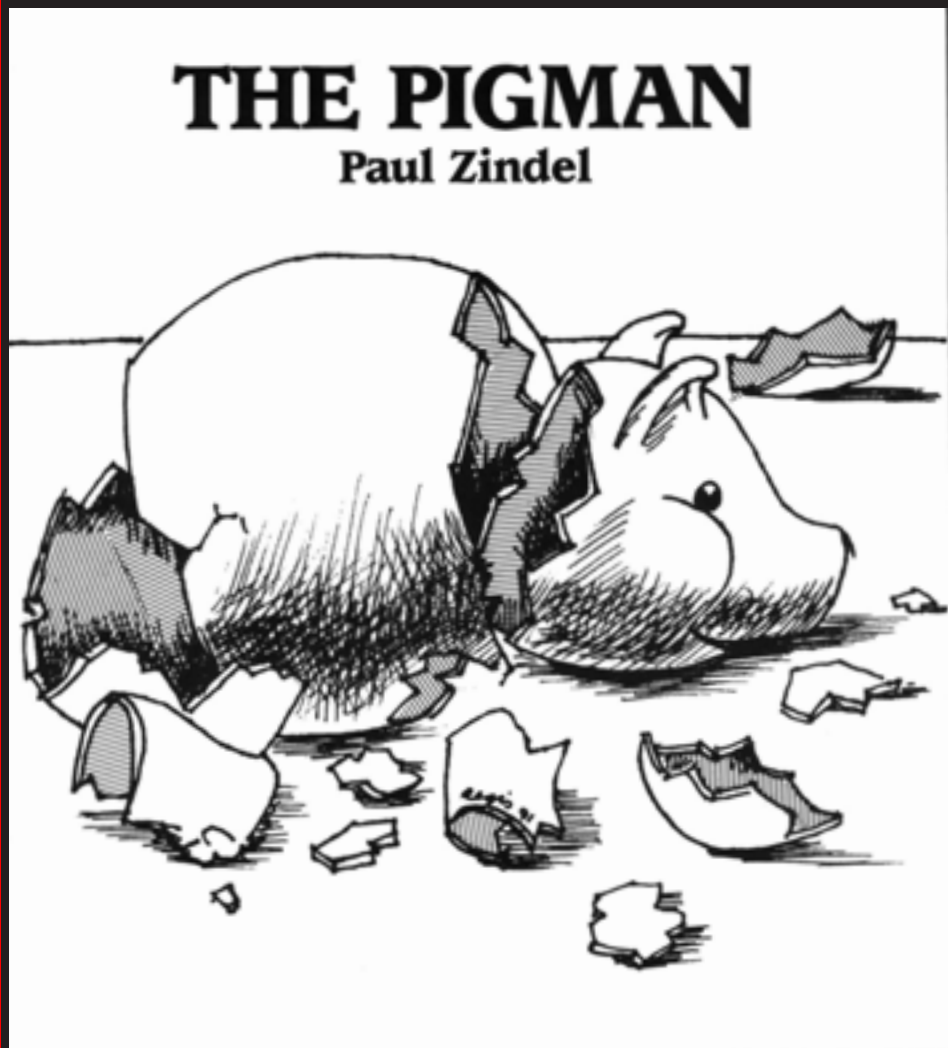


Novel·Ties

THE PIGMAN

Paul Zindel



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *The Pigman*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

Pre-Reading Activities (cont.)

11. **Decision Making:** As you read *The Pigman*, notice when the characters—both major and minor—have to make decisions. Think about their options and try to decide in your own mind whether or not they made the right choice in the situation. Use the chart below to help clarify your thinking.

Chapter/ Character	Options	Decisions	Was This the Best Choice?

Chapters 1 - 3 (cont.)

3. What does Lorraine think about John as soon as she meets him? How do you think he feels about her?
4. What careers do John and Lorraine plan for themselves? Do their choices seem appropriate?
5. What is a memorial epic? Why are John and Lorraine writing one?

Questions for Discussion:

1. Are you critical of, or sympathetic to, the way John behaved as a freshman in high school?
2. Do you recognize any of your own traits or those of any of your friends in the characters of John and Lorraine?

Literary Device: Point of View

Point of view in literature refers to the voice telling the story. It could be the author or one of the characters narrating the story. Each point of view has distinct advantages and limitations. For example, the third-person narrator, the author, has the advantage of being able to view all of the characters' actions with some objectivity, but sometimes suffers from a lack of involvement or immediacy. What is unusual about the point of view in *The Pigman*?

What are the advantages and limitations of this presentation?

Writing Activity:

You have read about John and Lorraine's meeting from Lorraine's point of view. Now imagine that you are John. Write a letter to a friend in which you describe seeing Lorraine at the bus stop and finally talking to her on the bus. In addition to telling your friend what happened, describe your initial impressions of Lorraine.