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The Pigman
BY PAUL ZINDEL



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Name: _____

Date: _____

Pre-Reading

Characterization

Objectives: Assessing the elements of friendship and the attributes of friends to understand their importance in determining a character's actions
Using friendship and the need for friendship as a means of identifying the drivers in this story

Activity

The Pigman is the story of two teenagers and an older man who becomes an important part of their lives. It is also a story about friendship. To help you understand the importance of friendship in the story, discuss the elements of friendship before you read the book. At the end of the story, you will have an opportunity to revisit this activity to see if your ideas about friendship have been changed by the experiences of the characters.

- Working in small groups, complete one chart to show qualities the group looks for in a friend.
- Complete a second chart to show qualities that suggest someone would not be "friend material."
- Save the charts for a review after reading the story.
- After the group has completed the charts, take an informal vote and put a star at the top five qualities of a good friend and the top five elements that suggest a person would not make a good friend.

Name: _____

Date: _____

Chapter Six

Reading Comprehension

Objective: Close reading of the text

Activity

Circle all the correct answers to the question at the top of the column.

Inspired by their trip to the zoo, John and Lorraine have made the following quiz.

What did you see in the Mammal Building?	What did you learn about snakes?	What did you learn about Bobo?	What happened on the touring car?	Is that a game with the primates?
1. A nocturnal room for seeing animals that are active at night.	1. Poisonous snakes have heads shaped like triangles.	1. Bobo lives in the Primate House.	1. John and Lorraine rode the car to get away from Mr. Pignati and Bobo.	1. John sang to the gorillas.
2. Vampire bats.	2. Milk snakes attack cows.	2. Bobo is a baboon.	2. They saw a bald eagle.	2. Lorraine started yelling "uggauggaboo" at the gorillas.
3. A sleeping horse.	3. Snakes can't close their eyes.	3. Bobo eats nothing but meat.	3. They saw a musk ox.	3. Mr. Pignati started yelling "uggauggaboo" at the gorillas
4. A white peacock.	4. Snakes can hypnotize you.	4. Bobo stinks.	4. The train stopped at the alligators.	4. Bobo started yelling "uggauggaboo" at the gorillas.

Name: _____

Date: _____

Chapter Eight

Giving Advice

Objectives: Focusing on the issues confronting the characters
Thinking through moral choices

Activity

Part 1.

Students are to take the part of either John or Lorraine and write a letter to an advice columnist asking advice about their relationship with Mr. Pignati.

Part 2.

Students are to trade papers with other students and to act as an advice columnist replying to the request for advice.

Name: _____

Date: _____

Chapters Six – Ten

Vocabulary/Language

Objectives: Translating slang words and phrases into standard English
 Identifying unfamiliar words and translating them into understandable words or phrases

Activity

The Pigman is presented as the work of two teenagers, so it includes a lot of slang. In addition, the writers are intelligent and interested in specialized fields, such as psychiatry. Therefore, the book also includes some unfamiliar terms.

Based on your own experience and on the context clues in the text, translate the following slang words and phrases into standard English and use your own words to give definitions for psychiatric terms and other new words. If you use a dictionary, you should then translate the meaning into your own words. If you find other words you don't know, add them at the end of the chart.

The first entry is completed for you.

WORD/PHRASE	Page #	Translation
psychoanalysis	47	a process in which a patient and a psychologist or psychiatrist analyze the patient's past to understand how it affects his or her behavior in the present
unimaginatively		
anxiety		
low-IQ		
pottos		
explanatory		
Galapagos tortoises		
reticulated pythons		
vicious		
tahr goats		
gnu		
Kodiak bear		
voluptuous		

Name: _____

Date: _____

Chapters Eleven – Fifteen**Artistic Interpretation: Book Jacket****Objective:** Using art for interpretation**Activity**

Working individually, students will complete the new book jacket for *The Pigman*. Students are to create the inside flaps of the book jacket. The flap for the front inside should carry a summary of the plot without giving away the suspense of the story. This summary should fill the inside flap comfortably.

Inside the back flap, students can use critical comments or information on the author (possibly including a drawing or photograph of the author), being sure that they do not duplicate work completed for the back cover.