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THE PIGMAN

by Paul Zindel



<http://www.sdcoe.k12.ca.us/score/pigman/pigmantg.html>



unit written by



[Linda Taggart-Fregoso](#)

Introduction

This supplemental unit to *The Pigman* was developed by Linda Taggart-Fregoso in the [Schools of California Online Resources for Educators \(SCORE\) Project](#), funded by the California Technology Assistance Program (CTAP) and the California County Superintendents Educational Services Association (CCSESA)

Disclaimer: The links here have been scrutinized for their grade and age appropriateness; however, contents of links on the World Wide Web change continuously. It is advisable that teachers review all links before introducing CyberGuides to students."

The Pigman depicts the themes of family, relationships, friendships and responsibility.

This unit, designed to supplement the teaching of *The Pigman* by Paul Zindel, consists of five activities. This unit asks students to consider the following questions:

- What are the similarities and differences between the characters?
 - What effect does symbolism have on the story?
 - What do the characters get from each other?
 - What are the settings in the book?
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Language Arts Content Standards

(Examples from Grade 9)

As a result of this unit, students will:

- Employ strategies to analyze a piece of literature [Reading Comprehension Standard 2.0].
 - Show an understanding of the significance of symbolism [Literary Response and Analysis Standard 3.2].
 - Respond to literature using interpretive, critical and evaluative processes [Writing Applications Standard 2.0].
 - Present and advance a clear thesis statement and choose appropriate types of proofs that meet standards tests for evidence, including credibility, validity and relevance [Writing Strategies Standard 1.6].
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Overview

This unit is organized on the assumption that students are participating in a unit in which *The Pigman* is core. It also assumes that students have access to the Internet at school--one computer in the classroom or library--or will have access at home.

This unit is designed to be taught over a period of two to three weeks.

Description of Materials, Activities and Websites

- Class set of *The Pigman* by Paul Zindel
- Paper, markers or crayons
- **Grade Level Readability: grades 5th-8th**

Student Activity 1 (Map of the Characters' Path)

Student will trace the adventures of John, Lorraine and Mr. Pignatti as they travel through the story and create a map of

New York.

[New York City Inline Skating Guide](#)

URL: <http://www.skatecity.com/nyc/where/manhattanmap.html>

[Manhattan Art Guide](#)

URL:

<http://www.walrus.com/~artforum/manguide/man9159.html>

Student Activity 2 (Fictional Journal as a Response to Literature)

Student will take a virtual tour of the different attractions in New York City and keep a journal of their trip, as a [response to literature](#).

[Statue of Liberty](#)

URL: <http://www.sccorp.com/cam/>

[Guggenheim Museum](#)

URL: <http://www.guggenheim.org/>

[Guggenheim Museum](#)

URL: <http://www.thais.it/Guggenheim/uk.htm>

[Manhattan Transfer](#)

URL: <http://www.mte.com/webcam/>

Student Activity 3 (Analysis of Symbolism)

Student will attempt to explain in [an expository essay](#) the symbolism in the novel and make decisions about why Zindel included them.

[Baboons](#)

URL: <http://www.sdcoe.k12.ca.us/score/pigman/Baboon.html>

[Ceramic pigs](#)

URL: <http://www.sdcoe.k12.ca.us/score/pigman/Pig.html>

Student Activity 4 (Description of Setting)

Students will send a postcard to their teacher describing

settings in The Pigman..

[New York Postcards](#)

<http://www.essentialbigapple.com/postcards/postcard.html>

Student Activity 5 (Comparison)

Students will create a Venn Diagram to compare and contrast the main characters and write a response to literature discussing the similarities and differences between the characters.

Venn Diagram

URL: <http://www.sdcoe.k12.ca.us/score/pigman/venn.html>

Performance Standards

Specific criteria for evaluating each product may be found at the end of each student activity

Notes from the CyberGuide Author

Return to the [CyberGuides](#)