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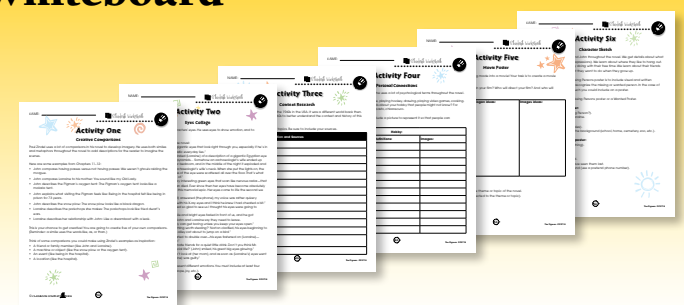
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Paul Zindel

Paul Zindel was a teacher, writer, storyteller, scientist, and funny man. Growing up, Zindel's father left, and Zindel moved around to different homes on Staten Island, New York with his mother.

In high school, he was asked to write his first play, and he found that he enjoyed entertaining people through his humor. Zindel continued to write plays in university, yet ended up training to be a teacher.

As a high school science teacher, Zindel continued to write plays. After one of his plays was made into a TV show, a publisher asked Zindel to write a novel. Suddenly, Paul Zindel found himself writing his first ever novel: *The Pigman*.

Zindel was such a great writer that he left teaching so that he could focus on being a full-time author. He loved to tell stories that teenagers could connect with by using humor and real-life characters. His early life with his parents, moving around a lot, and spending time with teenagers as a teacher inspired his writing, and helped him to connect with his teenage audience. In his lifetime, Zindel wrote over fifty novels, and has entertained millions of teenagers around the world.



Did You Know...?

- Paul Zindel's play *The Effect of Gamma Rays on Man-in-the-Moon Marigolds* won the Pulitzer Prize for Drama.
- Paul Zindel wrote three horror stories in the 1990s.
- Paul Zindel wrote *The Pigman's Legacy* as a sequel to *The Pigman*, and that his autobiography is called *The Pigman & Me*.



Chapters Two to Three

Answer the questions in complete sentences.

1. Both John and Lorraine are influenced by their families. How does your family inspire you to act? How does your family influence the decisions that you make?

2. How would you react if you learned that someone was telling you a lie in order play a trick on you?

Vocabulary

Synonyms are words with similar meanings. Use the context of the sentences below to help you choose the best synonym for the underlined word in each sentence. If you cannot determine the meaning from the context, consult a dictionary.

- I should never have let John write the first chapter because he always has to twist things subliminally.
a) concealed b) honest c) difficult to pronounce
- I am not panting, and I'm not about to have a thrombosis.
a) headache b) blood clot c) sprained ankle
- I almost had him convinced that smoking was an infantile, destructive activity.
a) healthy b) hilarious c) baby-like
- If you ask me, any real hostility he has is directed against himself.
a) unfriendliness b) good feelings c) imaginativeness
- You'd think I was a monstrosity.
a) beautiful b) horror c) weird
- And I don't mean that as a distortion, like she always says I do.
a) insult b) compliment c) alteration



Chapter Seven

1. Circle **T** if the statement is TRUE or **F** if the statement is FALSE.

- T F a) John doesn't care at all about what happens after his death.
- T F b) The Bore feels embarrassed and pleased by the praise of John's mom.
- T F c) The Pigman shows Lorraine and John a photo of his wife in her wedding dress.
- T F d) John feels uncomfortable in the Pigman's house.
- T F e) The Cricket is John's English teacher.
- T F f) When John gets "loaded", he enjoys looking at the stars, and it makes him feel small.

2. Fill in each blank with the correct word(s) from this Chapter.

- a) The only difference between her fibs and mine are that hers are _____.
- b) Lorraine got out of the house again that night by performing an elaborate _____ about having to go to the library.
- c) Try eating your _____ when you're hungry sometime.
- d) But in fifteen minutes we were _____ with the Pigman like it was a treasure hunt.
- e) Do you know, I don't think there's a single kid in that whole _____ who would know what to do if somebody dropped dead.



Chapters Eight to Nine

Answer each question with a complete sentence.

1. Name three things that John and Lorraine buy while shopping with the Pigman.

2. Why do you think the Pigman doesn't get embarrassed about John and Lorraine roller skating in the store?

3. What choices does John face in his meeting with Norton?

4. How does the tone change from Chapter 8 to Chapter 9?

5. In Chapter 9, John says, "I guess I'm just as screwed up as (Norton) is." Do you think that John is correct in his comparison? Why or why not?

6. At the end of Chapter 9, John says that he'd "kill Norton if he tried to hurt the old man." What do you think would happen if Norton goes to the Pigman's house?

Journaling Prompt

The Pigman lets John and Lorraine into his home and makes them feel welcome. The Pigman wants them to feel comfortable, and he wants them to have fun. What place do you go to that is comfortable, freeing and fun? Is it your house? A friend's house? An arena or field? A classroom or training center? Describe your safe place and why you feel comfortable there.



Chapter 1

Interview a Guest Teacher

The supercolossal fruit roll: one of John's infamous pranks. It's funny to everyone, except for the Guest Teacher. Pretend that you are part of the Franklin High School Journalism club. Your task is to interview a Guest Teacher about their experience with a fruit roll.

Your interview should include both the questions and the responses.

Organize your ideas, then write out an interview with a pretend Guest Teacher.

- Go back to Chapter 1 for details of the fruit roll.
- Create a list of questions you would ask the Guest Teacher.
- What would their experience be? (Imagine you are the Guest Teacher.)



Chapter 5

Create Social Media Profiles

Even though John and Lorraine are friends, they are very different in many ways. Your task is to create a Social Media profile for both John and Lorraine to show their similarities and differences.

In your profiles, be sure to include the following:

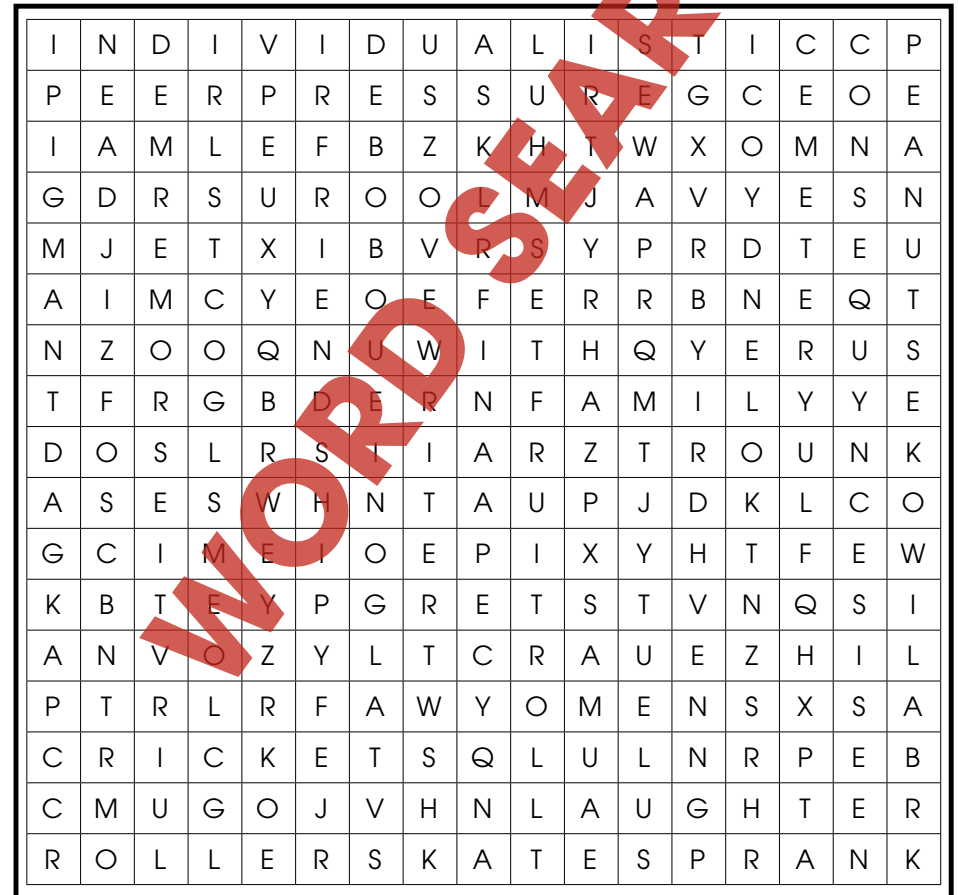
- Short bio.
- Posts (images and captions).
- People they follow.
- People who follow them.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

actor	cricket	laughter	peer pressure	writer
bobo	family	oath	pigman	zoo
bore	friendship	omens	prank	
cemetery	fruit roll	party	remorse	
consequences	individualistic	peanuts	roller skates	



Comprehension Quiz

Answer each question in a complete sentence.

- Whose point of view do we read in the novel?

- How does the telephone prank change Mr. Pignati's life?

- What is the turning point in the story?

- Why does John decide to take the money from the Pigman?

- How is the Pigman's house different from John's house?

- What is the main conflict in the story?

- Why does Mr. Pignati hang out with John and Lorraine, even though he knows they are kids?

33

2

3

2

2

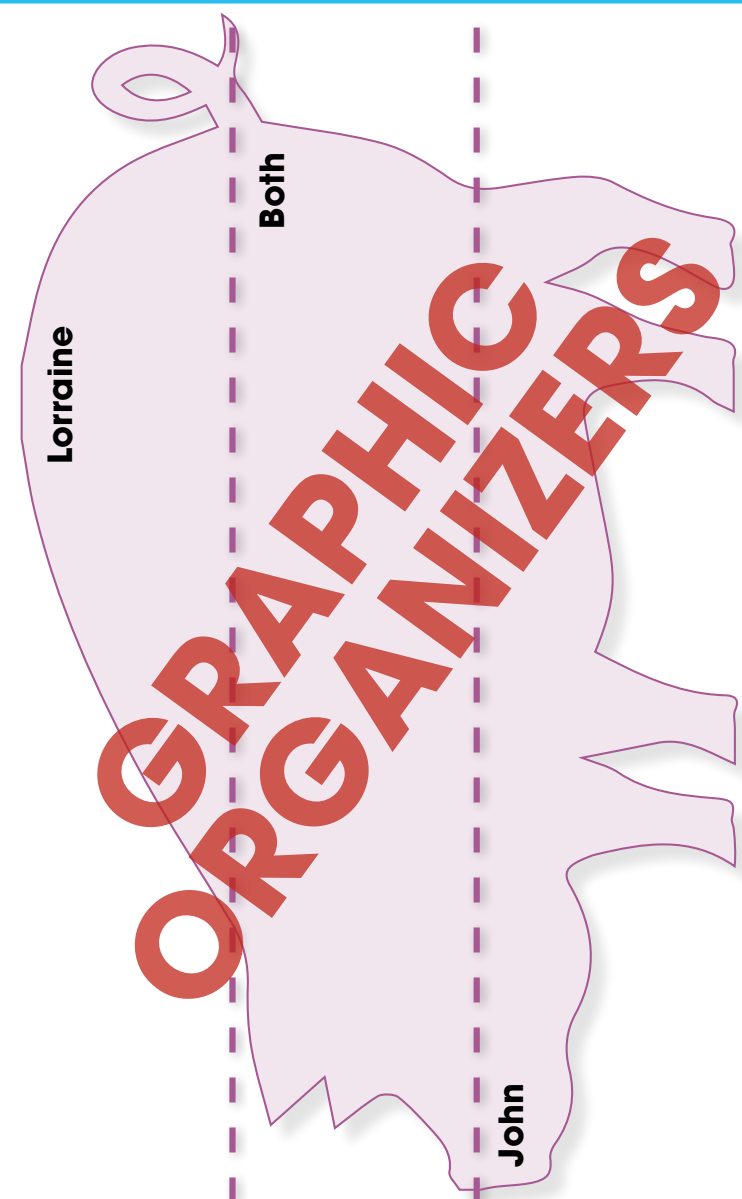
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2

2

Character Venn Diagram

Lorraine and John have some similarities, but they also have a lot of differences. As you read, jot down words or phrases to complete a Venn Diagram comparing Lorraine and John. After reading, fill in with more details.



NAME: _____

After You Read 



Chapters Four to Five

Answer the questions in complete sentences.

- Why does Lorraine start to feel guilty during the phone prank with Mr. Pignati?

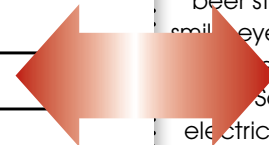
- In Chapter Five, what foreshadowing does Zindel provide about the Pigman's death?

- John and Lorraine have different opinions about getting money from the Pigman. What are their opinions, and what is the outcome in the end?

- Describe Mr. Angelo Pignati using John's account from Chapter Five. Use as much detail as possible.

- What hints do John and Lorraine give that might suggest the Pigman lives alone?

- John says, "I didn't want anyone really to take advantage of the old man," yet he is fine with taking \$10 from Mr. Pignati. Why do you think that John hides the Pigman from Norton and Dennis, yet takes advantage of the Pigman himself?



EASY MARKING

1.
"There was something about his voice that made me feel sorry for him, and I began to wish I had never bothered him."
2.
Norton is credited as "the one who finally caused all the trouble."
3.
John is interested in the money. Lorraine feels guilty, but is manipulated by John.
4.
Mr. Angelo Pignati is in his late 50s, pretty big, bit of a beer stomach, great big eyes might twinkle out of his head, would make a great Santa Claus, retired electrician, tired, and likes to go to the zoo.
5.
There is dust in the corners, electrical equipment scattered on a table, his wife is visiting her sister in California, the place is a mess, it looks like he'll cry talking about his wife, and he keeps the pigs for his wife.
6.
John feels responsible for finding the Pigman, and doesn't want anyone to take more advantage because the Pigman is lonely. He doesn't trust Dennis and Norton.

1.
Answers will vary.
2.
Answers will vary.
Vocabulary
Sentences will vary.

1.
a) B
2.
b) C
3.
c) B
4.
a) F
b) T
c) F
d) F
e) T

1.
The woman selling peanuts doesn't like kids. Lorraine is attacked by a peacock. A kid leaning on the glass in the mammal building makes Lorraine nervous.
2.
John says, "If we don't cash it, he'll know something was funny and really call the police."
3.
Answers will vary, but may include: Yes, because while Lorraine "waited to see how long it would take for him to feel guilty," John convinces Lorraine that they should go with the Pigman to the zoo.
4.
Lorraine's mom is focused on earning money.
5.
Lorraine now feels confident, especially when wearing her Ben Franklin sunglasses.
6.
Lorraine doesn't like going to zoos because she doesn't like seeing the animals behind bars. She also thinks the attendants are not intelligent.



Journaling Prompt
Think of a time when a friend or family member (like a sibling or a cousin) pressured you into doing something that you weren't comfortable with. How did they convince you? Or did you decline to get involved?

The Pigman

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
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Chapter 1

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