

Unit #3: *The Pigman* and Grammar Foundations

Language Arts 8

Mr. Coia

Name: _____ Period: _____

Mon 10/29 (Tues 9/30)

- Review new unit guide
- Introduce the novel Packet 13-16
- Read chaps 1-3 of *Pigman*
- Parts of speech pre-test
- Nouns
- *Elements of Writing*(EOW) 430-435

HW: Nouns sheet 1a and 1b

Thurs 10/2 (Fri 10/3)

- Q8#1: "Describe your best friend. How did you meet? What do you like about him/her?"
- Reading quiz
- Read chaps 4-5
- Point of View discussion
- Verbs
- EOW 457-469

HW: *Pigman* Packet ppgs. 17-18; Verbs sheets 4ab & 5ab

Mon 10/6 (Tues 10/7)

- Q8#2: "Lorraine tells us that writing is a form of lying. How do you feel about this comment? How do we lie when we write?"
- Reading quiz
- Read chaps 6-8
- Define "Symbol"
- Adjectives
- EOW 445-449

HW: *Pigman* Packet ppgs. 20-23; Adjective sheets 3a & 3b

Wed 10/8 (Thurs 10/9)

- Reading quiz
- N-V-Adj switching (create five examples of words that can be used as all three)
- See EOW 450
- Adverbs: complete sheets 7a & 7b
- EOW 469-473
- Pronouns 2a & 2b
- EOW 436-445
- Review possible *Pigman* essay topics

Fri 10/10 (Tues 10/14)

- Q8#3: "Describe a favorite pet that you have had in your life."
- "A Murder Story" activity
- Read chaps 9-11
- 5 Types of Conflict: Which are present in the novel?
- Conjunctions 8d (EOW 478-480)
- Interjections 8e (EOW 480-481)
- Prepositions 474-478 (EOW 474-478)
- Write three sentences with all 8 parts of speech labeled in each

HW: *Pigman* Packet ppgs. 24-27; complete any grammar sheets not finished in class

Wed 10/15 (Thurs 10/16)

- Q8#4: "Write about your opinion of the book. What do you like about it? What do you think will happen?"
- Read chaps 12-13
- Thesis statement introduction (EOW 96-103)
- See writing textbook in class
- Practice writing three thesis statements that you could use for our *Pigman* essay

HW: Writing three possible thesis statements for your *Pigman* essay (if you did not finish in class)

Fri 10/17 (Mon 10/20)

- Turn in your three thesis statements
- Q8#5: "You know that you are an adult when..."
- Turn in composition books
- Discussion of "*shame*"
- Read chaps 14-15
- Turning thesis statements into introductions (EOW 104-108)
- Use "Writing Formally" handout
- Parts of speech post-test. What are your weaknesses?

HW: *Pigman* Packet ppgs. 30-31

Tues 10/21 (Wed 10/22)

- Completed Packets due
- Final discussion of novel
- Reading Counts! Quiz for novel
- Watch *The Pigman* student movie
- Work time for paper: Rough drafts- fill in the skeleton for your Pigman paper

HW: Complete skeleton for essay; study for exam

Thurs 10/23 (Fri 10/24)

- Turn in skeleton for essay
- **Pigman Exam**
- Work time on *Pigman* essay

Mon 10/27 (Tues 10/28)

- **Pigman essays due today**
- Readings and peer comments

Wed 10/29 (Thurs 10/30)

- What are the elements of horror movies/stories today?
- Read Poe's "The Tell-Tale Heart"
- Create three possible thesis statements for an essay
- Comparing the Incomparable: What does this story have in common with *The Pigman*?

End of Quarter 1

Pigman Assignments:

Quick5s:	25 points
<i>Pigman</i> Essay:	50 points
Various writing/quizzes:	50 points (approx.)
Completed packet	25 points
Grammar work	30 points
Quotation Search	30 points
Exam	50 points

Assignment Descriptions

The Pigman Essay

You will write an essay exploring a topic that you are interested in. The final copy will be about 500 words. You must follow the paper format as outlined in class.

Possible Essay Choices

Basic Level:

- Discuss two or three symbols and their importance in the novel.
- Explain how both John and Lorraine changed throughout the novel.
- Write about two or three lessons that John and Lorraine learned from Angelo Pignati.
- Expand on three aspects that contributed to Angelo Pignati's death.

Medium Level:

- Discuss **one** of the themes in *The Pigman*: Life and death in *The Pigman*, Childhood vs Adulthood, Death and Life Among the Living, Hopelessness, Parent Relationships, Growing Up, etc. If you have a suggestion of another topic, please let me know.

Advanced Level:

- John and Lorraine define this book as "an epic" in the preface of their work. How is it an epic in their opinion of it?
- Compare the theme of loneliness in *The Pigman* to either "The Lesson of the Moth" poem (LOL 315) or "The Rider" by Naomi Shihab Nye. (Find "The Rider" online).

Quotation Search

During our reading of the novel, select one quotation for each chapter that shows an important element of the reading. Select quotations that display an insight about characters or about life. (Think about what you are planning to do for your paper; you can select quotations that will serve for that purpose as well). Be sure to include the chapter and page number.

These quotations can be from any portion of the chapter. Do not limit yourself to what John and Lorraine record as dialogue. Remember, the entire novel is a quotation of sorts. Go beyond the obvious and seek out the important ones.

If your handwriting is neat and clear, there is no need to type these.

Unit Exam

This will cover both *The Pigman* and parts of speech as covered in this class.

Content Standards for the *Pigman* Unit

E1 Reading

E1a: The student reads at least twenty-five books or book equivalents each year.

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1: restates or summarizes information;

E1c.2: relates new information to prior knowledge and experience;

E1c.3: extends ideas;

E1c.4: makes connections to related topics or information.

E2 Writing

E2a: The student produces a report that:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2: develops a controlling idea that conveys a perspective on the subject;

E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;

E2a.4: includes appropriate facts and details;

E2a.5: excludes extraneous and inappropriate information;

E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations;

E2a.7: provides a sense of closure to the writing.

E3 Speaking

E3b: The student participates in group meetings, in which the student:

E3b.1: displays appropriate turn-taking behaviors;

E3b.2: actively solicits another person's comment or opinion;

E3b.3: offers own opinion forcefully without dominating;

E3b.4: responds appropriately to comments and questions;

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.9: divides labor so as to achieve the overall group goal efficiently.

E4 Conventions

E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

E4a.1: grammar;

E4a.2: paragraph structure;

E4a.3: punctuation;

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Quotation Search

During our reading of the novel, select **one quotation for each chapter** that shows an important element of the reading. Select quotations that display an insight about characters or about life. (Think about what you are planning to do for your paper; you can select quotations that will serve for that purpose as well). Be sure to include the chapter and page number.

Chapter 1

Page _____ : _____

Chapter 2

Page _____ : _____

Chapter 3

Page _____ : _____

Chapter 4

Page _____ : _____

Chapter 5

Page _____ : _____

Chapter 6

Page _____ : _____

Chapter 7

Page _____ : _____

Chapter 8

Page _____ : _____

Chapter 9

Page _____ : _____

Chapter 10

Page _____ : _____

Chapter 11

Page _____ : _____

Chapter 12

Page _____ : _____

Chapter 13

Page _____ : _____

Chapter 14

Page _____ : _____

Chapter 15

Page _____ : _____

Writing Formally

Thesis Statements and Beyond

Mr. Coia

Thesis statements act as the skeleton of your writing. Consider a thesis statement as the bone structure to hold up your writing, to provide structure and the ability to stand up. It is a road map to show the reader where you are going and how you are going to get there.

Enough with the metaphors. Let's look at some examples:

Poor thesis:

Technology is everywhere today.

Modern America uses technology in many different ways.

Getting better:

There are problems in the current technology that we use.

Good thesis:

Technology in the 21st century is impeding progress by limiting job opportunities, moving students away from traditional books, and adding to the entertainment obsession.

Poor thesis:

Martin Luther King, JR. was a civil rights leader.

Getting better:

Martin Luther King, JR. changed the civil rights movement.

Good thesis:

Martin Luther King, JR. gave the modern-day African-American movement life by bringing the issue to popular attention, becoming a respectable figurehead, and by incorporating religion into a social message.

Poor thesis:

People are crazy to ban books in schools.

Getting better:

Schools should keep *Huckleberry Finn* in schools because it teaches kids a lot.

Good thesis:

Huckleberry Finn is a novel that must remain in schools because it offers a realistic picture of 19th century life in the South with its portrayal of slavery, dialect, and poverty.

A Generic Structure for Your Papers (Whether History, English, or Health class)

I. Introduction

- Include a hooking statement to draw your audience into your subject (do NOT begin your paper with a question!).
- This paragraph will give your reader necessary background to your topic.
- Start off general, then narrow as you continue in this paragraph(s).
- End the paragraph with your thesis statement. **(For the purposes of this assignment, put your entire thesis statement in bold text)**
- After your introduction, the reader will understand your topic along with exactly what you are setting out to prove, display, showcase in this paper.

II. First main point

- Begin with a transitional statement (“As we begin to explore...” or “The first example of...is” or “America has not always been as wealthy as it is today.”)
- Move into explaining how this point supports what you are showing in your thesis)
- Support 1 _____
- Support 2 _____
- Support 3 _____
- Here you are giving solid examples, quotations, and logical connections that help further your thesis
- By the end of this main point, the reader will clearly see how your first point adds to proving your thesis

III. Second main point

- Begin with a transitional statement (“The second example of...is” or “Not only is America____, it is also...”)
- Move into explaining how this point supports what you are showing in your thesis)
- Support 1 _____
- Support 2 _____
- Support 3 _____
- Here you are giving solid examples, quotations, and logical connections that help further your thesis
- By the end of this main point, the reader will clearly see how your second point adds to proving your thesis

IV. **Third main point**

- Begin with a transitional statement (“The final example of...is” or “However, not all is hopeless for the new country”)
- Move into explaining how this point supports what you are showing in your thesis)
- Support 1 _____
- Support 2 _____
- Support 3 _____
- Here you are giving solid examples, quotations, and logical connections that help further your thesis
- By the end of this main point, the reader will clearly see how your third point adds to proving your thesis

V. **Conclusion**

- Link together the strengths of your argument
- Restate your thesis in a clever way. Do not simply copy exactly
- Leave the reader a final thought that will bring a sense of closure to this piece.
- The reader should feel that it is completed. If the reader turns to see if there is another page, you haven’t done your job properly.

Words and Phrases to Avoid in Formal Writing:

- I, Me, my, mine
- You
- Basically
- A lot
- Clichés that you would say to your friends
- If you think about it

Above all, bring something **new and interesting** to the educated community. If this sounds like an encyclopedia entry, you need to find a way to put your **own voice** and **power** into your **creation**.

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Multi-Purpose Essay Skeleton

I. Introduction

Hooking statement:

Thesis Statement:

II. First main point

The first example is _____

Proof/support from the novel _____

III. Second main point

The second example is _____

Proof/support from the novel _____

IV. Third main point

The third example is _____

Proof/support from the novel _____

V. Conclusion

Restated thesis

Last line of essay

Name: _____ Date: _____ Period: _____

The Pigman Essay

50 points

Due Monday 10/27 (Tuesday 10/28)

Be sure that you follow the class paper format

Please check the one topic on which you are writing

Basic Level:

- Discuss two or three symbols and their importance in the novel.
- Explain how both John and Lorraine changed throughout the novel.
- Write about two or three lessons that John and Lorraine learned from Angelo Pignati.

Medium Level:

- Discuss **one** of the themes in *The Pigman*: Life and death in *The Pigman*, Childhood vs Adulthood, Death and Life Among the Living, Hopelessness, Parent Relationships, Growing Up, etc. If you have a suggestion of another topic, please let me know.

Advanced Level:

- John and Lorraine define this book as "an epic" in the preface of their work. How is it an epic in their opinion of it?
- Compare the theme of loneliness in *The Pigman* to either "The Lesson of the Moth" poem (LOL 315) or "The Rider" by Naomi Shihab Nye.

Here's how you will be graded on this paper:

The Pigman Paper Scoring Guide

Introduction sets the stage for the topic, starts broad ends with the thesis

0 1 2 3 4 5 6 7 8 9 10

Includes an effective thesis statement in bold

0 1 2 3 4 5 6 7 8 9 10

Contains three main points, each points back to the thesis

0 1 2 3 4 5

Reflects study of the novel

0 1 2 3 4 5

Includes at least two related quotations from the novel, properly punctuated

0 1 2 3 4 5

Grammar and structure is at an 8th grade level

0 1 2 3 4 5

Paper is creative, original, and interesting

0 1 2 3 4 5

Follows class paper format

0 1 3 5

_____ / 50

Attach this sheet to the front of your paper