

Olentangy Local School District Literature Selection Review

Teacher:	Poliseno	School:	Orange Middle
Book Title:	The Pigman	Genre:	Fiction
Author:	Paul Zindel	Pages:	192
Publisher:	HarperTeen	Copyright:	1968

In a brief rationale, please provide the following information relative to the book you would like added to the school's book collection for classroom use. You may attach additional pages as needed.

Book Summary and summary citation: (suggested resources include book flap summaries, review summaries from publisher, book vendors, etc.)

Amazon.com

For sophomores John and Lorraine, the world feels meaningless; nothing is important. They certainly can never please their parents, and school is a chore. To pass the time, they play pranks on unsuspecting people. It's during one of these pranks that they meet the "Pigman"--a fat, balding old man with a zany smile plastered on his face. In spite of themselves, John and Lorraine soon find that they're caught up in Mr. Pignati's zest for life. In fact, they become so involved that they begin to destroy the only corner of the world that's ever mattered to them. Originally published in 1968, this novel by Pulitzer Prize-winning author Paul Zindel still sings with sharp emotion as John and Lorraine come to realize that "Our life would be what we made of it--nothing more, nothing less." -- This text refers to an out of print or unavailable edition of this title.

Provide an instructional rationale for the use of this title, including specific reference to the OLSD curriculum map(s): (Curriculum maps may be referenced by grade/course and indicator number or curriculum maps with indicators highlighted may be attached to this form)

The Pigman is a wonderful novel to use with middle schoolers who are developing their conscience and learning how to make moral decisions. It is also great to connect them with the sensitivity of aging and the role senior citizens have in our society. It is a great tie-in to use with the film Tuesdays with Morrie.

Develop and apply strategies to comprehend and interpret text. What makes a strategic reader?

How do readers use strategies to understand various texts? Comprehension Strategies

5. Read purposefully and automatically, using comprehension and self-monitoring strategies. 10RPA,C

6. Demonstrate comprehension of print and electronic text by responding to questions (e.g. literal, inferential, evaluative and synthesizing).

Include two professional reviews of this title: (a suggested list of resources for identifying professional reviews is shown below. Reviews may be “cut and pasted” (with citation) into the form or printed reviews may be attached to the form)

Review #1

Publishers Weekly

"Headline news...remarkable...Zindel has written a story that will not be denied." --This text refers to the Library Binding edition.

Review #2

Young Readers' Review

"This is a shocker of a book. Startling and truthful and vivid." --This text refers to the Library Binding edition.

What alternate text(s) could also fulfill the instructional requirements?

Title: **Tuesdays With Morrie**

Author: **Mitch Albom**

Title:

Author:

Title:

Author:

Title:

Author:

Title:

Author:

Title:

Author:

Document any potentially controversial content:

none

Keeping in mind the age, academic level, and maturity of the intended reader, what is the suggested classroom use: (check all that apply)

Gifted/Accelerated Regular At Risk

GRADE LEVEL(S): 6 7 8 9 10 11 12

Reading level of this title (if applicable): 5.9

Date Submitted to Department Chair: 5/12/07

Suggested Professional Literary Review Sources:

School Library Journal

Horn Book

Bulletin of the Center for Children's Books

VOYA (Voice of Youth Advocates)

Library Journal

Book Links

Publisher's Weekly

Booklist

Kirkus Review

Wilson Library Catalog

English Journal (and other resources of the National Council of Teachers of English)

The Reading Teacher (International Reading Association)

Literature for Today's Young Adults