

This unit on *A Day No Pigs Would Die* was compiled by Nancy Lovgren, Connie Roalson, and, in a very small way, myself for students at Round Rock High School. It served as a wonderful introduction to Pre-AP for ninth grade students who came to us with very little previous Pre-AP instruction.

Brief Chapter Synopsis with relevant quotations.

CHAPTER 1— Rob births a calf and pulls a goiter.

"I was feathered if I was going to run away from one darn more thing." p.9

(hurt) "It just went on and on. It didn't quit." p.12

CHAPTER 2— Rob gets sewed up and mends.

"Anything'll bite be it provoked." p.17

"But when you kill pigs for a living, you can't always smell like Sunday morning." p.20

CHAPTER 3— Mr. Tanner gives Rob a pig, his first real possession.

"A fence sets men together, not apart." p.22

CHAPTER 4— Papa and Rob move the corn cratch.

"I am not heartsick, because I am rich and they are poor." p.38

"Every man must face his own mission." p.39

"I guess I must have been the luckiest boy in learning." p.40

CHAPTER 5— Pinky and Rob play with a flutter wheel and a frog.

"Papa wasn't one to smile every year, but he sure did then." p.44

"Chores are my mission, not his." p.48

"No matter how many times a barn cat has her kits, it's always a wondrous thing to see." p.49

CHAPTER 6— Aunt Matty tutors Rob in grammar.

"Lots of things smile, like a flower to the sun." p.57

"Anyone who got a D in English had no right to joy." p.54

CHAPTER 7— Rob and Pinky watch a hawk kill a rabbit.

"I'd only heard it once before, a rabbit's death cry, and it don't forget very easy." p.62

"Rob, you feed that pig better'n you feed yourself." p.64

"You're going to be a brood sow, and have a very long life." p.64

"The sky's a good place to look. And I got a notion it's a good place to go." p.67

CHAPTER 8— Rob and Papa help Mr. Hillman claim his child at the churchyard.

"I can't undo what's already been did." p.72

"I own up, this little girl is mine." p.72

CHAPTER 9— After overhearing gossip about Iris Bascom and her hired man, Rob recalls a run-in with the widow. He then meets her and Ira under better circumstances.

"Maybe our noses are where they shouldn't be." p. 77

"Life ain't easy for a widow woman." p.77

"What goes on under a neighbor's quilt is nought to me." p.77

CHAPTER 10—Awed by the big world at Rutland, Rob scrambles to show Pinky, who wins a blue ribbon for Best-Behaved Pig.

"It was sinful, but I wanted the whole town of Learning to see me just this once." p.90

"It was just like I was somebody." p.90

CHAPTER 11— Mama and Papa welcome Rob back from the fair, and Rob, Papa, and Ira learn a lesson about courage and foolishness from a weasel and a dog.

"Hussy," I said, "you got more spunk in you than a lot of us menfolk got brains." p. 105

CHAPTER 12— Rob learns Pinky may be barren, shoots a squirrel, and finds out his father is going to die.

"Dying's a dirty business, like getting born." p. 106

"Rob, that won't change nothing. You got to face what is." p.107

"All things end, and so it goes." p. 114

CHAPTER 13— Pinky is bred to Samson, Mr. Tanner's prize-winning boar.

"There's no higher calling than animal husbandry, and making things live and grow." p.122

"Our lot is to tend all God's good living things, and I say there's nothing finer." p. 122

"But we're Plain People, sir. It may not be right to want for so much." p.123

It just goes to show how wrong I could feel about some things. And how foolish." p. 123

CHAPTER 14-- Papa and Rob have to kill Pinky because they can't afford to feed a pet over the hard winter.
"Oh, Papa. My heart's broke." p. 129
"So is mine, said Papa. But I'm thankful you're a man. That's what being a man is all about, boy. It's just doing what's got to be done." p. 129
"I kissed his hand again and again, with all its stink and fatty slime of dead pork. So he'd understand that I'd forgive him even if he killed me." p. 129-130
CHAPTER 15-- Rob takes care of funeral arrangements for his father and assumes responsibility for the farm.
"He wasn't rich. But by damn he wasn't poor."
"There was no marker, no headstone. Nothing to say who it was or what he had done in his sixty years." p.137

Chapter Lessons and Activities.

Ten-Point Chronology of Chapter 1

1. A boy runs away from bully Edward Thatcher at school.
2. On the way home, he meets Apron having a calf.
3. He tries to pull out calf with hands but needs a rope.
4. He removes his trousers and ties them around calf and a tree.
5. He beats Apron with a stick and swears at her to get her to move forward.
6. Calf is born, falling on the boy.
7. Apron falls down on boy's chest and stops breathing.
8. The boy reaches into her throat and removes an apple-sized ball of something.
9. Apron bites his arm and drags him half-naked down the hill through the pricker bushes.
10. The boy loses consciousness.

Chapter 1 Listening Assignment

- Row 1—Describe the protagonist in detail using specific facts stated in nouns or adjectives.
Row 2—List the qualities of a good story present in Chapter 1.
Row 3—List all other characters and any information you learn about each.
Row 4—Describe everything you learn about the setting. Remember to include both time and place.
Row 5—List and describe what you learn about the internal and external conflicts. ___ vs ___
Row 6—List events as they occur. Try for about 10.

Chapter 1 Exposition

I. Characters

- a. Narrator
- b. Edward Thatcher
- c. Apron the cow and her calf
- d. Mrs. Malcolm
- e. Mr. Tanner

II. Narrator

- a. 12 years old, 100 pounds
- b. Regional dialect, curses twice
- c. Lives on a farm
- d. Poor—Shaker clothes ridiculed

- e. Learning, Vermont
- f. Runs from problem
- g. Doesn't want to repeat action
- h. Afraid but can be brave
- i. Passes out from injury

III. Setting

- a. A farm in Learning, Vermont
- b. Small town
- c. School bell—earlier time period
- d. April, during school day
- e. Pasture near spar mine

IV. Conflict

- a. Boy vs Edward
- b. Boy vs Apron
- c. Boy vs self (conscience, fear, anger at self)

V. Why a good story

- a. Action (exposition conveyed throughout action)
- b. Country dialect, humor
- c. Emotion
- d. Suspense
- e. Complex characterization
- f. Interesting, relevant topic

VI. Motivation

- a. Runs away from bully at school yard
- b. Uses anger at self for running away to motivate himself to save Apron and her calf

VII. Writing mode—primarily exposition

VIII. Questions

- a. What influence did the protagonist's experience at school have on him later in the day?
- b. Is this chapter primarily narrative, exposition, description, or persuasion?
- c. What is the major internal conflict we all have about growing up? Appeal of childhood dependency vs lure of independence
- d. Do the boy's feelings in Chapter 1 reflect that ambivalence? (cling to childhood that is simpler than complex world of adults vs desire to rely on himself)
- e. What does it mean to be a Shaker? Might this cause him any conflict?

Chapter 2 Discussion of Life's Ambiguities

How do we live in the world? Exploration of internal conflicts concerning duty and responsibility versus Shaker gentleness or one's personal dreams—Papa is a gentle man yet he kills pigs for a living to support his family. How are these apparent conflicts resolved? (Resolving the gap between the **desires of our dreams** and the **responsibilities of reality**)

Importance of standing up for self ("Anything'll bite be it provoked.") Limits, drawing line in the sand, personal space, fences: Papa and Mama's feelings about Rob's leaving school and saving the neighbor's cow and calf. Education very important to them but good to help neighbor bravely.

Chapter 3 Inferences about Character

1. What does Rob's use of swear words indicate about him?
2. Is Rob lazy? Is Papa mean?
3. What is Papa trying to teach Rob by telling him about his view of fences?
4. What kinds of positive and negative fences do we build around ourselves? Could Papa mean for Rob to think of something beyond a literal fence?
5. How do Mama and Papa define a "frill"?
6. Where do you see Papa demonstrate his belief that people are more important than rules?
7. Why does Rob feel so strongly that Pinky is not a frill?
8. Where did Papa learn what he teaches Rob about the care of pigs? Try for two or three sources.
9. How does Papa distinguish between the letter and the spirit of the law?

Papa's explanation:

1. "Were it my cow, I'd share with others."
2. "And we didn't take but a glass. It weren't as though we stripped her dry."
3. "Somehow, the Good Lord don't want to see no man start a cold morning with just black coffee."

KHOLBERG'S STAGES OF MORAL DEVELOPMENT

PRE-CONVENTIONAL MORAL DEVELOPMENT

Stage 0 - Pre-Moral

- Pleasure-pain (exciting-fearful) determine behavior
- Whatever pleases the individual/ no sense of guilt
- Take what is pleasant; avoid what is unpleasant
- Person is guided only by what he can and wants to do

Stage One - Simple Authority Orientation

- Obedience and punishment orientation
- Physical consequences determine good/bad
- Authority figure determines standards
- Only in terms of right and wrong/fear of authority

Stage Two - Instrumental Relativist

- Eye for an eye, same for all, treat all the same
- You scratch my back; I'll scratch yours (not from concern or loyalty, but because it's fair.)
- Equal sharing: exchange, fairness, tit for tat

CONVENTIONAL MORAL DEVELOPMENT

Stage Three - Interpersonal Concordance - good boy/nice girl orientation

- Being nice, approval, pleasing a limited group are important
- I'll do it because you said you would give me something
- Not wish to offend anyone who is our friend.
- Stereotypes of right behavior of majority Intentions ("he means well") become important
- Giving in to external pressure

Stage Four - Law and Order

- Maintain the given social order for its own sake
- Doing one's duty
- Respect for authority and majority rule
- Laws exist - therefore are good. We should abide by them. They are fixed - cannot be changed.

POST-CONVENTIONAL MORAL DEVELOPMENT

Stage Five - Social Contract

- Standards critically examined and socially agreed upon
- Laws for our benefit.
- Constitutional and democratic
- Legalistic but law can be changed for benefit of society
- Individual rights respected except when contrary to constitutionally agreed rights.
- Moral values are defined in terms of individual rights and standards agreed upon by society.
- Consensus rather than majority
- Official morality of United States

Stage Six - Ethical Principle

- Orientation to principles above social rules
- Principles above the law
- Principles appeal to logical universality and consistency
- Justice - It is right not just here but under other circumstances
- Justice with individual dignity
- Obedience or disobedience to law based on moral respect for justice
- Conscience guided by self-chosen principle

Chapter 4 -- Reading Guide

I. Define the following terms using the dictionary:

- capstan
- crank
- yoke
- plumb
- axle
- oxbow
- cotter
- Calvin Coolidge

II. Explain what dramatic irony is and give two examples of its use in this chapter. Tell one reason why the author uses dramatic irony here.

III. Draw a picture of Papa's use of a capstan to move the corn cratch. Label the parts.

The Far Fence – Betty Sue Flowers

I rode to the fence today. Its holding fine.
No wool clumps in the wire. Sheep never stray
this far, but it's a comfort to see the line
of the fence and know once here, they'd stay.

It's a comfort to go so far and stop, to see 5
the near side of the fence and call it home,
to say: my grass, my tall oak tree,
that's you and yours out there, here's mine, here's me.

And this is all a lie. It's what you think, it keeps 10
you safe from me. But let me tell you that
a fence is mostly gap, and deer will leap
right over it. Nothing free will stop

for comforts sake. My grass, my path, my tall oak tree
not so. The west wind blows the grass seed through,
and quick wild birds nest in the oak and fly free, 15
and my path goes through the fence. But you--

Who look for comfort in fences and fear to lose
what you call yours--watch out for me. I'm one 20
who'll pass your way with wire cutters and who'll use
them, make taut lines dangle from their posts, undone.

Then anyone can ride through, move on.

Mending Wall – Robert Frost

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun,
And makes gaps even two can pass abreast.
The work of hunters is another thing: 5
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made, 10
But at spring mending-time we find them there.
I let my neighbor know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go. 15
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
'Stay where you are until our backs are turned!'
We wear our fingers rough with handling them. 20
Oh, just another kind of out-door game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across 25
And eat the cones under his pines, I tell him.
He only says, 'Good fences make good neighbors'.
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
'Why do they make good neighbors? Isn't it 30
Where there are cows?
But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence. 35
Something there is that doesn't love a wall,
That wants it down.' I could say 'Elves' to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top 40
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well 45
He says again, "Good fences make good neighbors."

One-Pager on “Mending Wall”

Directions:

1. Use one sheet of paper (provided)
2. Carefully place the following on one side of the paper:
 - a. **title** of the poem (in quotation marks) and **poet’s name**
 - b. at least 2 significant (and complete) **quotations** from the poem with the line #’s in parentheses following.
 - c. at least 3 **key words** that capture some significant aspect of the work (these need not be from the poem itself)
 - d. an **illustration/picture/symbol** that reflects a central image of the poem
 - e. an **analysis** of the poem in your own words, including why you like it and/or what you learned from reading it (approximately 100 words)

Rubric—

- 90-100 These projects include all the required parts in a pleasing, artistic, colorful design. The analysis is thorough, thoughtful, and convincing. There are no distracting errors in spelling, punctuation, grammar.
- 80-89 These projects also include all the required parts, but are not as sophisticated or do not reflect as much care and concern as the above category. The analysis may not be as thorough or as convincing. There may be a few errors in spelling, punctuation, grammar.
- 70-79 These projects lack some elements and/or are done in a merely perfunctory way to fulfill the assignment. The analysis is skimpy and/or more of a summary than an exposition. There may be several errors in spelling, punctuation, grammar.
- 60-69 These projects reflect shoddy, careless work and/or are incomplete. The analysis is little more than summary and/or is cursory in nature. There may be numerous errors in spelling, punctuation, grammar.
- 0 These projects do not reflect the assignment as directed.

Staple this sheet to the BACK of your one-pager.

Chapter 4—Writing Assignment - Papa's Identity

1. Even though others may look down on us, contentment comes from accepting and valuing ourselves. (social acceptance vs self-acceptance)
2. One can be rich not just in money but in spirit. Papa sees himself as being rich in happiness and understanding of life rather than in products and cash. He feels that being rich in material goods can actually prevent one from becoming rich in spirit.
3. Everyone has a calling and mission that gives meaning to life.

The quality of a theme depends on the depth of your identified subject. The deeper the subject you see, the more profound the theme statement will be.

Other themes:

1. Wanting bigger, better, more will always prevent people from living contentedly.
2. Strict self-discipline on such natural desires lead away from the problems of the world.
3. We are rich if we can accept who we are.
4. Happiness represents not a circumstance, but an attitude.
5. Every person has a mission to complete, even if sometimes scary or difficult, which contributes to the good of the whole community.

To Use When Returning Chapter 4 Papers

Connecting Chapters 2 and 4--Personal space and identity

Papa is trying to help Rob see that all fences are not barriers (though some are), and it will help him to use constructive fences in his own life. For instance, he will know it's okay for him to be who he is. He doesn't have to run away from someone who doesn't like his clothes. Neither does he have to fight every time someone insults him. Papa's idea of fences ties into his lesson about Papa accepting who he is as a *plain* person. He views himself as rich, not poor. (Related to *horse learning* he is "equal" to anyone on earth.)

Characterization of Papa

What do we know about Papa as a father because the author juxtaposes Papa's action of moving the corn cratch with a capstan while talking about baseball and voting with Rob?

Mission motif (archetype)

"Chores are my mission, not his." P. 18

"Some days I get the notion that I can't knife even one more of Clay Sander's pigs. Yet I always do, cause it's got to be done. It's my mission." P. 39

"Old Solomon's a dreamer, too, but yet he walks his circle. And just look how he's drug that corn cratch. Plenty far." P. 40

Chapter 6-Questions

1. Who comes to visit Rob and his family? What is her relationship to the family? (Read carefully.)
2. What mistake does Rob make while they had their visitor?
3. Why is their visitor upset?
4. What is her solution?
5. In this chapter, what are two things that Rob misunderstands? Explain how this is an example of dramatic irony.
6. Why does Rob feel Baptists are strange?
7. Was Rob's lesson successful? Explain specifically why or why not.
8. Rob thinks the old "witch" must have been a _____.
9. In this chapter, the author makes fun of himself (through the character of the narrator Rob) by showing how many things he didn't understand as a child. Why would he reveal his own ignorance, even prejudice, when he was young? List two reasons in complete sentences.
10. Did you think this chapter was funny? Why or why not?

Chapter 6--Author's Purpose

Why did the author reveal his own ignorance, even prejudice, when he was a child?

To show a child's innocence

To be funny

To show how hard it is for children to understand things

To help the reader relate to Rob

To inspire us to do well in school

To help us look at certain things we're ashamed of in a funny way

To show how beliefs can change as we age

To show that personal experience helps us understand things more clearly

To show that kids are trying to make sense of their world

To show that certain beliefs can be quite strange to a child when they aren't accustomed to them

How children can misunderstand when adults think they have been clear

To show how children pick up their ideas about people and races and grammar from the people around them

To show that we don't know everything like we think we do

How hard it was for him to get a good education

Sometimes we haven't learned enough to know better

To show how easily a young mind can be corrupted

Children aren't trying to be rude. They are saying what they think is correct.

To show how successful Rob has been after getting an education—from illiterate to author in one generation

Modern vs. 1920's education

To help children reading this book to feel less stupid when they make common mistakes

To show we can learn what we don't know

No one's perfect and it's okay.

To show how sheltered he was

Chapter 7--Tone Shift

Chapter 5 description of frog eaten by crow

A big black crow

Let out a bark

Made her jump and squeal

Like the Fallen Angel was after her

Made a big misdo

Plumb forgot

Wise old bird

Watching that game of tag

Dropped like a big black stone

Hit him dead center

Saw the last of Mr. Frog

chapter 7 description of rabbit killed by hawk

Down he came; down, down, down

Thrashing about on the ground

Talons buried in its fur

I heard the cry

Full of pity it was

Rabbit's death cry

Like a newborn baby

Call for help

End its hurting

Only cry its whole life long

It's all over

What is the author's purpose?

Chapter 7--Questions

1. What happens In Chapter 7? What part do you remember best? Why?
2. What is Rob doing to take good care of Pinky?
What does he expect her to be when she grows up?
Why is this so important to his dream of the future?
3. How does the tone shift in Chapter 7? That is, how is the author's attitude toward his subject matter different? Think about and describe the difference in how Rob tells about the death of the frog (killed by a crow) in Chap. 5 and the death of the rabbit (by a hawk) in Chap. 7? Why the different tone?
4. What might be foreshadowed by this shift in tone?

Chapter 8 - Questions for essay

Choose from among the following questions to compose a coherent two-page essay.

1. Why did Papa want Rob to go with him to the churchyard in the middle of a stormy night?
2. What 2 things could Rob have learned from his father's response Mr. Hillman's situation?
3. What would be a good theme statement for Chap. 8?
4. Show two examples of the use of nature imagery in "I Dreamed a Dream" and explain the effect on the reader/listener.
5. Explain the dream motif as it appears in chapter 8 and in Fantine's song.
6. Quote one or two lines from Fantine's song which state its theme (universal truth about life).
7. How might it be dangerous to live a romantic illusion (an unrealistic dream of the future)? Refer to Chapter 8, the song, and one other example.
8. How might a loss of innocence, however painful, prepare us for adulthood? Refer to Chapter 8, the song, and one other example.
9. Trace the evidence in Chapter 8 which indicates that May and Sebring Hillman have a strong and loving relationship. Include at least three specific examples from the text. Explain.

Chapter 8--Questions

Mood-

What do you notice when you see all these pictures together?

How did the author achieve this effect?

Why?

Tone shift-

What difference is there in the way the author chose to tell these parallel incidents?

How did the author do it?

Why this shift in tone now?

What it shows us about the kind of person Rob is becoming?

How might this change be related to Coming of Age? What part of the child is he losing? What does this more serious tone suggest about the subject matter to follow?

Dream Motif—what is vs. what could be

Recall stories on sheet

Read two student disagreements with Papa's view.

What is it about dreams that could be dangerous?

Chapter 8

Why is it so hard to figure out what is going on?

What kind of person is Letty? What about Mr. Hillman?

Why doesn't she give the baby up for adoption or have an abortion?

Why doesn't she kill herself when she discovers her pregnancy?

Why does Papa take 12-year-old Rob to the graveyard?

What could he have learned there?"

How is this learning related to Solomon walking his circle?

I Dreamed a Dream-

Which young woman do you understand better—Letty or Fantine? Why?

Could the author have given us 1st person for Letty even though she is dead? Why did he choose not to?

"I Dreamed a Dream" from *Les Miserables*

There was a time when men were kind
When their voices were soft
And their words inviting.
There was a time when love was blind
And the world was a song
And the song was exciting.
There was a time
It all went wrong.

I dreamed a dream in time gone by
When hope was high
And life worth living
I dreamed that love would never die
I dreamed that God would be forgiving.
Then I was young and unafraid
And dreams were made, and used,
And wasted.
There was no ransom to be paid
No song unsung

No wine untasted.

**But the tigers came at night
With their voices soft as thunder
As they tear your hope apart
As they turn your dream to shame
He slept a summer by my side
He filled my days
With endless wonder
He took my childhood in his stride
But he was gone when autumn came.**

**And I still dream he'll come to me
That we will live the years together
But there are dreams that cannot be
And there are storms we cannot
weather**

**I had a dream my life would be
So different from this hell I'm living
So different now from what it seemed
Now life has killed
The dream I dreamed.**

Les Misérables

By Victor Hugo

Musical by Alain Boubil and Claude Michel Schonberg

(The principal events of *Les Misérables* take place in 1832. The July Revolution two years earlier had put the Orléanist monarchy on the throne, under the popular "Citizen King" Louis-Philippe.)

After Jean Valjean is released after spending 19 years in prison for stealing a loaf of bread, he is a bitter and desperate man. Due to the kindness of a Bishop, he is able to turn his life around. Eventually he rises to become the Mayor of Montreuil-sur-Mer and a factory owner. Unfortunately, he has also broken his parole and Javert, a policeman, is after him. As one of his workers, Fantine, is about to die, Valjean promises to take care of her daughter, Cosette. After Valjean purchases Cosette from the money-grubbing Thenardiens (where she had been lodging), the show moves 9 years to the future where Cosette has become a woman. With the French Revolution ensuing, Cosette falls in love with a student revolutionary, Marius. After a battle, Marius falls unconscious in the sewer of Paris. Before Valjean dies, he is able to save Marius so that Marius and Cosette can be wed.

CHAPTER 9

1. What do you know about Aunt Carrie that might explain her critical attitude toward Iris Bascom and Ira Long? What might be one reason for judging others' behavior harshly?
2. Why does Mama respond differently?
3. Describe the change in mood and behavior in Mrs. Bascom. What explains it?
4. Reading the chapter carefully, what do we now know about Mama and Papa's relationship? How do you know?
5. Write a theme statement for Chapter 9.

CHAPTER 9—NOTES

Fact: Aunt Carrie thinks the neighbors are living in sin right under the Pecks' noses.

Fact: Mama says it's not right under their noses. It's hard being a widow woman trying to run a farm alone. Ira is a hard worker who is running the farm better than Mr. Bascom did. She gives her blessing to them. Some matters should not concern one's neighbors. What goes on under a neighbor's quilt is nothing to her. People's private affairs are their own business. She comments that there can be much to laugh at in the dark if someone is truly alive and in love.

Fact: Rob has two run-ins with the Widow Bascom, once right after her husband's death and once later when Ira was there.

Mama and Papa are happy.

Mrs. Bascom is much happier since Ira has been there.

Aunt Carrie is lonely and without a mate.

Conclusion: People who are personally happy have little need to criticize others.

Idioms:

"If Hume ever smiled, he'd break his legs."

"Mattie says more than her prayers."

"a snit"

"spark up a chat"

"give me the all-overs"

"without benefit of clergy"

Chapter 10—LISTS

1. List 5 misconceptions Rob has and what the reader knows to be true. What is the literary device the author is using?
2. List 5 difficulties or challenges Rob has to overcome.
3. List 5 of his accomplishments at the Fair.
4. List two words to describe the **author's** tone (feeling or attitude) toward the character of Rob during this chapter. **Do not list the feelings Rob has.** For each of the tone words, tell one way the author conveys that tone to the reader.
5. Write a well-developed paragraph in which you describe an occasion when you felt like you were "somebody." Include how you felt and why that feeling is important to someone when they are growing up.

Chapter 10 Focus on dramatic irony.

Writing prompt:

When have you felt like you were "somebody"?

Chapter 10 – Additional Writing Assignments

1. List two examples of dramatic irony in Ch. 10 and explain.
2. In a 1/2-page paragraph, write about a time you were "someone." Include an explanation of why such an experience is important in growing up.
3. What is the tone of this chapter? Give some specific examples of word choice (diction), dramatic irony, or details that convey this tone.
4. What does this chapter contribute toward the author's purpose in telling the story of his 12th year?

Chapter 10—Possible Answers

1. The key to dramatic irony is that the reader knows something that the character doesn't, so Rob's misconceptions at the fair are rich sources. To be fully correct, you need to explain both what the character thinks and what the reader knows to be true. For example, Rob thought a camera was an exploding snow shovel while we know that it was an object taking photos with a flash.
2. Most of you had wonderful stories about special moments in your live when you felt like "someone." Interestingly, many of these involved sports or performance of some kind. Extra-curricular activities are important for several reasons in growing up. Many people forgot to answer the second part of the question about why such an experience is important in growing up. ANSWER ALL PARTS OF THE QUESTION! Here are some of your ideas:
 - a) succeeding at something can affect your whole life
 - b) a dream come true
 - c) winning respect from others
 - d) can see yourself as a leader
 - e) helps you learn who you are
 - f) being uniquely special at something helps you live with failure or teasing elsewhere
 - g) can motivate you to be the best at something
 - h) know you're worth something in the world, can have a place to belong and contribute
 - i) gives you something to be proud of
 - j) you feel accepted for who you are
 - k) feel like an adult
 - l) accomplish something difficult but exciting--a testing
 - m) m. learning through experience
3. Tone was difficult to choose in this chapter because the author was writing about his childhood self. You've got to distinguish between how Rob feels and how the author feels. The question is how does Robert Newton Peck feel, looking back, about that young boy going out in the world without his parents for the first time? Many of you felt that he was amused at his childhood innocence and inexperience and proud of his success and determination in spite of his

ignorance. The second part of the question asked for some proof of how you figured out the tone. Good examples would be the examples of dramatic irony and Rob's feelings of accomplishment at his success.

4. Why did the author include this particular experience in a **coming-of-age** story?

To show Rob:

1. venturing beyond the realm of his parents
2. being tested
3. discovering his own talents
4. learning more about other people and places
5. becoming more responsible and independent
6. making a dream come true
7. communicating with adults
8. realizing he's only human
9. receiving rewards for hard work and courage
10. learning he has a place in the world

Chapter 11-Dynamic and Static Characters

In literature, characters which change in the course of the story are called dynamic; those which remain unchanged are called static. This concept is important to understand because what the main character learns and how he or she changes can often reveal the story's theme.

1. Write a paragraph telling which characters you feel change in this chapter and in what way. Did anyone not change? Explain. What is the importance of dynamic and static characters?
2. What significance do you see in each character's choice to change or not in the framework of this coming-of-age novel?
3. What is your personal reaction to this scene?
4. Each of the ideas below could be considered a painful lesson Rob learns in this chapter. Which seems most important to you and why?
 - a. discovering how wrong we can be even when we think we're right
 - b. accepting and learning from our mistakes
 - c. realizing that sometimes other innocent people or animals pay the price for our mistakes, but we can at least learn from their sacrifice
 - d. the importance of standing up for what we believe is right
5. Discuss the fallibility of adults and the pros and cons of Rob's first adult act.

Chapter 12 – Writing about “Coming of Age” Outline and Student Samples. (Students had also read “Land of the Dead” from the *Odyssey*.)

I. Introduction

- A) Context (coming of age), identifiers (title, author, chapter)
- B) Thesis (use the information at the top of the sheet)

II. Body

- A) One lesson Rob learned (list of ten on sheet)
- B) One or two examples from your list of-events which support lesson
- C) Connect lesson and examples back to thesis

III. Conclusion

- A) Importance of this understanding in Rob's coming of age

Student Samples—Chapter 12—Opening Paragraphs

In Chapter 12 Rob learns that life is not fair and also that death comes to us all. In the Land of the Dead, there are some discoveries that Rob made in chapter 12. Rob discovers from his dad that he has to make sacrifices so that he can make something of himself in the future. I think that the Land of the Dead is that place in our mind where we know we are going to die sometime, and we also know that everything isn't always going to be perfect.

In Chapter 12 of A Day No Pigs Would Die, Rob learns that Papa will die soon and Pinky might be barren. Rob goes deep down inside to confront the deepest parts of ourselves, in the Land of the Dead. He has to realize reality and take responsibility for everything. The world ahead of him isn't what he expected) and that scares him.

In Chapter 12 of ADNPWD, Rob learns that life isn't fair and that we have to accept whatever is thrown at us. The LOTD is a metaphor for facing reality about life and who we are. The LOTD relates to Rob's coming of age lessons because they're about change and loss and about accepting life.

In Chapter 12 of ADNPWD, Rob learns that we must face the hard realities about ourselves and about life. In The Odyssey, the LOTD is suggested as a place where we confront the deepest parts of ourselves and accept life. This connects with Rob's coming of age and what he learns because he must face his life and what is ahead.

In Chapter 12 of ADNPWD Rob learns that in life there are good things and there are bad things, and sometimes there is too much to handle. Some things can be taken care of and fixed, but others need a journey to the LOTD to help us understand them. These certain lessons that need the journey are ones that might take a while to accept. But when you understand the lessons, you will realize that you are growing up.

In chapter 12 of ADNPWD, Rob learns that he is in for some change, that things in his life aren't going to go as easily anymore. As a part of growing up, Rob enters the LOTD, a place where the cruel aspects of life are discovered. He realizes things he never dreamed of and tries

to prepare for the trials that maturing comes with...

In Chapter 12 of ADNPWD, Rob learns about the true hardships and challenges of life. He begins to enter the LOTD, a place where we confront our deepest selves, a time when we learn about humanity and the challenges of mortal life. In this chapter, Rob is being introduced to the difficulties of adult life.

Student Samples—Chapter 12—Good Support (Body) Paragraphs

First, Rob realizes that life is not fair. He realizes this when he says that he needs a new coat. Papa says that Rob's mother will make one for him, but Rob pleads for a store-bought coat, just for once. Papa says that they are not the kind of people who can buy store-bought coats, and he will have to accept that. Rob also notices that the bigger hens get all the squirrel meat. Even though it may not be fair, Rob has to deal with this truth. This will prepare Rob for things that he cannot have and cannot change, even if it means pain and suffering.

Secondly, Rob learns that you have to say goodbye to all things you love and rely upon. Papa is getting old and feels he is going to die soon. Another small example of this are the apple trees on the farm. Rob was responsible for smoking them, and he learns he did it wrong and thus the apple crop will be small. Papa tells Rob that he is going to die and that Rob will have to be the man of the house. He also tells Rob about the apples. I feel that Rob is scared of growing up and I may be worried he won't do anything right because of the apples.

Rob recognizes from the LOTD that by no means is life fair. Little things in the chapter show to us that Rob feels that life is unfair. When the bigger matron hens get all the cut-up squirrel meat, Rob feels sympathy for the smaller hens that get no meal due to size. To Rob, he may feel like he is the smaller hen that is neglected in food and life.

Secondly, in this chapter Rob tells his father that he needs a new winter coat. He wants a new store-bought coat, not one his mama makes. His papa tells him that for now he has to have one his mama makes, but soon it will be up to him. He will be earning money for himself. The decision will soon be his to make if he can afford a new store-bought coat. His father tells him it will soon be up to him because he thinks he is dying. This makes Rob not just visit the LOTD but take a good look at it and study it. His father may be dying. He would be the man of the house. For a 13-year-old boy, this is probably one of his deepest darkest fears, maybe one he had hoped never to discover. Also, when Rob sees that the bigger matron hens get all the squirrel meat, I think it shows that if he takes this new responsibility lightly he will be left in the dark. He has to stand up to his new job and take control. Go after the big meat and make his family's farm a success.

Conclusion Paragraphs

Although full of harsh lessons about life and humanity, this was the ultimate chapter in the life of Robert Peck. It began the growth from a boy into a man both physically and mentally and allows us, as readers, to realize truths we maybe never have before. This chapter is the definition of coming of age.

In conclusion, I think that the lesson that Rob learned in Chapter 12 is that everything changes. Rob feels scared and sad at the same time. He really grew up a lot in this chapter, and he now knows that, with life's changes, come new responsibilities.

So, as you can see, Rob discovers the perils of life. Of course, Rob feels saddened at his many possible losses, but it is bittersweet. As he loses many things, he will gain a great deal of responsibility by being who the family relies on.

In this chapter, Rob has to take trips to the LOTD and accept reality, even if it's good or bad, expected or not. All these experiences help him grow up and take new responsibilities because even though Rob's mad about Pinky and his father, he has to become a man.

Rob learned that growing up involves accepting many hard truths about life and that there are many responsibilities in growing up. Although Rob had a hard time accepting this, I feel he will be a more prepared adult because he learned this at a young age. Instead of easing into responsibilities when he is an adult, he will assume them quickly and learn from his mistakes faster. Becoming man of the house and caring for his mother and aunt will be quite a change for him, but he will be prepared.

Chapter 13

1. Write one paragraph giving your personal reaction to the scene described in this chapter.
2. If this had been an incident between a man and a woman, what would we call it? Why did the author choose to describe the mating of two animals in this way?
3. Having read this chapter, what do we now clearly know about how Rob feels about Pinky? In addition to our understanding how Rob feels about his pet, what theme might the author be sharing about the way people treat each other?
4. How might the events of this chapter symbolize things that are happening in Rob's life? Explain.

Summary of Chapter 13

October comes and goes and the cold of November settles in. Rob feels the air will snap his lungs on the way to milking. Papa has been watching Pinky for weeks, recommending new foods for her to make her heat (reach readiness to mate). But there was no sign of it. Rob told Mr. Tanner about Pinky and asked if he thought Pinky was barren. He said he'd stop by the next morning.

When he came, he brought Samson, his breeding boar. He said that maybe he could get Pinky to heat even if they couldn't. Papa was off at his job, but Mr. Tanner and Rob talked about him. Ben asked about Papa's health, which Rob doesn't answer completely. They admire the huge Samson and discuss a stud fee. Rob agrees that Ben can have two of the litter. Now they settled down to business. They put the two hogs in a small pen where they mated. But Rob didn't have the reaction he expected. Pinky was squealing from his weight but he forced himself on her. At that moment, Rob hated Samson for being so big and mean and heavy. Her legs buckled but he never eased up. But he was a real boar and a prize boar and there was no stopping him. Pinky kept on whining even after Samson was finished. She was shaking. Rob tried to go in the ring to help her, but Ben stopped him, asking if he was crazy to go in the ring with that boar. If he went near Pinky now, the boar would have him for breakfast. How old are you? Rob says that he'll be 13 in February. Twelve's a boy; thirteen's a man. Just like Pinky. Now she's a sow and will welcome the big boy from now on.

They discuss Papa again. Rob thinks that all his life he's been trying to catch up to something that he can't quite reach. Ben is impressed with Rob's analysis and asks how he does in school. Rob tells him that Miss Malcolm thinks he has potential to be something more than a farmer. Ben got a bit red and said that there's no higher calling than animal husbandry. Farmers are stewards, tending all of God's good living things.

Ben tells Rob that Pinky will likely farrow 10 to 12 pigs, producing up to 100 hogs in 5 years. That would-be dollars they could use to pay off the farm. Rob thought so much money didn't sound quite Christian. It might not be right to want for so much. Ben said that he and Bess were fearing Christians, just like Rob's family. When Rob asked, Ben said that they were Baptists. Now Rob realizes with a laugh that the three people who loved him best aside from his family were all Baptists. It just goes to show how wrong he could feel about some things, he thinks. And how foolish.

Kinds of Sexual Harassment

Physical sexual harassment is unwanted sexually oriented physical acts.

Grabbing or touching someone, especially his or her sexual parts.

Tearing or pulling someone's clothing.

Kissing or holding a person against his or her will.

Purposely rubbing or bumping a person.

Preventing a person from moving freely.

Verbal sexual harassment involves offensive words spoken to a person or in front of others.

Comments about body parts.

Sexual suggestions or threats.

Spreading sexual rumors or making sexual jokes.

Nonverbal sexual harassment:

Staring or pointing at a person's body or body parts.

Making obscene gestures.

Displaying obscene material.

Writing people's names along with sexual remarks.

--- If you're *sexually harassed*. . .

Tell the harasser you don't like it and want him or her to stop.

Write down times, places, witnesses, and what happened.

Report it immediately to the building principal, grade-level principal, counselor, or teacher.

YOUR RESPONSIBILITIES

Know the district policy on *sexual harassment*.

Don't practice *sexual harassment* or encourage others to do so.

Do be sensitive to how others take your words and actions.

Do seek advice and help immediately if you are a victim.

Do treat others with respect and as you want to be treated.

Help make your school a place where everyone feels comfortable and is treated fairly.

Expect school officials to take disciplinary action against anyone who *sexually harasses another*.

Chapter 13 Responses

Personal reactions--

strange, shocking, astonishing, offensive, disgusting, sad, explosive, graphic, terrible, too detailed, gross, animalistic, unnecessary, dirty, unexpected, annoying, inappropriate, sickening, awkward, bold, brutal, important, goosebumps

1. I think the scene described to me in Ch. 13 was not unusual. Yes, it was a bit graphic, but we, being of mature mind and body, could handle it. For farmer people like the Pecks and the Tanners, breeding sows is part of everyday life and what's more, how they can manage to make a living. The breeding of pigs is how the families are able to put food on the table and provide for their wives and children.

2. If it occurred between a man and woman, it would be called rape. The author describes it that way because that's how **Rob** felt about it. **It was how he saw it through a child's eyes.** It is not appropriate to talk about rape between animals because their behavior is instinctual. Between humans there is choice. Samson was not on a power trip with Pinky, trying to degrade her. She was not degraded as a woman would be in a similar circumstance. She was unprepared because she was not sexually mature, but were she to come into heat, mating would be fine with her. The author used the language of rape to show how the strength of **Rob's** feelings colored his reaction to the event. **We can see Rob's reaction and understand what he's feeling by our own reaction.**

Also, Peck might want us to think about human relationships, about our treatment of animals, and how Rob is feeling about his father's impending death and growing up.

3. She's like a friend, daughter, or sister to him. He loves her with all his heart and wants to protect her from any harm. He feels a terrible conflict because he wants her to have piglets so she is useful (and safe) on the farm, but he doesn't want her to be hurt by Samson. He doesn't care anymore if Pinky's a frill; he just doesn't want bad things to happen to her.

Themes:

- Sometimes we have to hurt the ones we love in order to protect them.
- We treat each other like animals.
- Humans take advantage of each other and use each other for the wrong reasons.
- Relationships should not be forced.
- The people that do the cruelest things to you may love you the most.
- Sometimes we hurt others even when we think we're doing the right thing.
- If someone is disabled, they shouldn't die because of that.
- If a person gets a chance, a lot of them will take advantage of another person.
- No matter how badly man acts, he is not a beast.
- We need to let nature takes its course in life. We force people into situations, when we should let God do his thing. We toss people around into situations like rag dolls, feeling no sympathy.
- If a person doesn't know another person, they could still feel sorry for them.
- Many people, sad but true, take advantage of others and don't think about what happens to the people they are taking advantage of.
- Growing up is not always fun.
- Sometimes, ignorantly, we can hurt the ones we love.
- Humans sometimes treat their pets better than other humans.
- Whether it is morally right or not, the strong people, either mentally or physically, dominate the weaker in most cases.

Symbolism:

- Pinky's innocence is taken away just as Rob's childhood is being taken away as he becomes a man.
- Rob may feel he is being forced into becoming the man of the house. Rob is being put in Pinky's situation, where he has **no way out**, by his father's illness and likely death.
- Rob is losing his innocence very rapidly and learning the ways of the world.
- Both Pinky and Rob are being forced to do something they don't want to do.
- Pinky is growing from maiden to sow and Rob is going from boy to man. Both are coming of age.
- Pinky's "rape" represents the change and pain Rob is experiencing.
- Rob is being raped of his childhood.

Quiz on the Poem, "Fifteen" and Chapter 13

1. Why does the speaker of the poem (the boy) not fulfill his dream and simply ride away on the motorcycle?
2. Why do you think the poet personified the motorcycle?
3. In Chapter 13 of Pig, Mr. Tanner stops Rob from entering Pinky's pen after she mated with Samson. Asking what Rob is thinking to attempt stepping into the pen with a romantic, 500-pound boar, he suggests that age 12 is a boy but 13 is a man. What quality of adulthood is he referring to here?
4. Explain what both Rob and the boy in the poem learn about balancing dreams and reality.

Fifteen

by William Stafford

South of the bridge on Seventeenth
I found back of the willows one summer
day a motorcycle with engine running
as it lay on its side, ticking over
slowly in the high grass. I was fifteen. 5

I admired all that pulsing gleam, the
shiny flanks, the demure headlights
fringed where it lay; I led it gently
to the road and stood with that
companion, ready and friendly. I was fifteen. 10

We could find the end of a road, meet
the sky on out Seventeenth. I thought about
hills, and patting the handle got back a
confident opinion. On the bridge we indulged
a forward feeling, a tremble. I was fifteen. 15

Thinking, back farther in the grass I found
the owner, just coming to, where he had flipped
over the rail. He had blood on his hand, was pale—
I helped him walk to his machine. He ran his hand
over it, called me good man, roared away. 20

I stood there, fifteen.

Ambiguity

Something capable of being understood in two or more ways

The black *fly* sat on my food. (**noun**)

I *fly* airplanes. (**verb**)

Time *flies* like an arrow. (noun or verb depending on **context**)

- Does it mean that the days of our lives fly by with the speed of an arrow?
- Does it mean that we should measure the speed of insects like we measure the speed of arrows in flight?

COMING-OF-AGE ISSUES

Experimentation

Making mistakes

Choice

Separation

Confusion

Disequilibrium

Assertiveness

Loss of innocence (facing difficult realities about self and life)

Learning through the sacrifice of others

Practice

Being tested

Risk-taking

Discovery

Awareness of death, suffering, and burdens

Increased wisdom

Responsibility

Social growth

What Shall He Tell That Son? - Carl Sandburg

A father sees a son nearing manhood.
What shall he tell that son?
"Life is hard; be steel; be a rock."
And this might stand him for the storms
 and serve him for humdrum and monotony
 and guide him amid sudden betrayals
 and tighten him for slack moments.
"Life is soft loam; be gentle; go easy."
And this too might serve him.
Brutes have been gentled where lashes failed.
The growth of a frail flower in a path up
 has sometimes shattered and split a rock.
A tough will counts. So does desire.
So does a rich soft wanting.
Without rich wanting nothing arrives.
Tell him too much money has killed men
 and left them dead years before burial:
 and quest of lucre beyond a few easy needs
 has twisted good enough men
 sometimes into dry thwarted worms.
Tell him time as a stuff can be wasted.
Tell him to be a fool every so often
 and to have no shame over having been a fool
 yet learning something out of every folly
 hoping to repeat none of the cheap follies
 thus arriving at intimate understanding
 of a world numbering many fools.
Tell him to be alone often and get at himself
 and above all tell himself no lies about himself,
 whatever the white lies and protective fronts
 he may use amongst other people.
Tell him solitude is creative if he is strong
 and the final decisions are made in silent rooms.
Tell him to be different from other people
 if it comes natural and easy being different.
Let him have lazy days seeking his deeper motives.
Let him seek deep for where he is a born natural.
 Then he may understand Shakespeare
 and the Wright brothers, Pasteur, Pavlov,
 Michael Faraday and free imaginations
 bringing changes into a world resenting changes.
 He will be lonely enough
 to have time for the work
 he knows as his own.