

Piggy Banks

Why are so many coin banks shaped like pigs? Why not dogs or cats or elephants?

Coin banks weren't always made to look like pigs. In fact, the name "piggy bank" may have come from a kind of clay and not from the animal at all. The history of the piggy bank goes back to the Middle Ages. At that time in western Europe, metals were expensive to mine, so a cheap orange clay known as pygg was used for everyday items such as dishes and jars. In fact, something made from pygg clay was often just called a pygg.

Using a pygg as a coin bank became common practice. Modeling the bank to look like a pig may have been influenced by the name of the clay.





Piggy Banks

Why are so many coin banks shaped like pigs? Why not dogs or cats or elephants?

Coin banks weren't always made to look like pigs. In fact, the name "piggy bank" may have come from a kind of clay and not from the animal at all. The history of the piggy bank goes back to the Middle Ages. At that time in western Europe, metals were expensive to mine, so a cheap orange clay known as pygg was used for everyday items such as dishes and jars. In fact, something made from pygg clay was often just called a pygg.

Using a pygg as a coin bank became common practice. Modeling the bank to look like a pig may have been influenced by the name of the clay.

-	

Comprehension

Strategy: Active Engagement with Text

Vame:	Topic of Passage:	Date:
What I Know	What I'd Like to Know	What I Learned

DAR-TTS.com, © 2006 by PRO-ED, Inc. All rights reserved. Portions of the Trial Teaching Strategies contain copyrighted material that was obtained from other sources and are limited for use by the Licensee solely.



□ Other:

Student Record Form: Comprehension

DAR Levels 3-6 Strategy: Active Engagement with Text

Student:	Grade: _	Date:
Passage Title:		Passage Level:
Record the student's response to the following:		
Tell me what you learned from reading this selection	on.	
Did the student leave out any important information?	Y or N	
If Y , what information?		
Attach the 3-column chart with the student's response	s for additional information	
	Additional Comments:	
During this activity, the student seemed:	Auditional Comments:	
☐ Actively engaged		
□ Somewhat engaged		
☐ Passively cooperative		
□ Not interested		