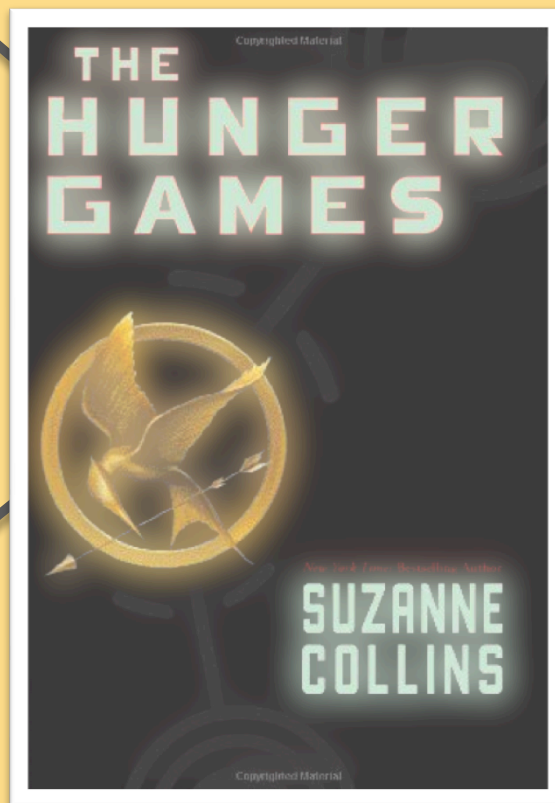


*Los Angeles County Office of Education  
Division of Student Programs*

## Summer Novel Study Curriculum Guide

# *The Hunger Games*



***A Young Reader Medal Award Book***

CDE Recommended Literature Selection for Grades 9-12:  
<http://www3.cde.ca.gov/reclitlist/displaytitle.aspx?pid=39634>

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Patricia Scepan  
Lola Skelton  
Debora Gray  
Talaya Coleman  
Dr. Irene Murray*

*“May the odds be ever in your favor.....”*



## Summer Novel Study Curriculum Guide

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# ***The Hunger Games***

## **Novel Overview**

### **Part 1: The Tributes**

In the first third of the book, we are introduced to our protagonist, Katniss Everdeen. Though she's only a teenager, she's a tough hunter who puts food on her family's table. Her father is dead and she lives with her mother and sister Prim in District 12 in the country of Panem. She hunts with a guy named Gale who is cute and might even have a thing for her, but who knows? Katniss is not very in touch with her mushy side.

Every year the Capitol of Panem hosts an event called the Hunger Games where two "tributes" – a boy and a girl – are drafted from each of the twelve districts to be brought to an arena and fight to the death. (BTW, back in the day the word "tribute" referred to a payment to a ruler.) Only one person can win. This is to remind the country not to rebel – and for entertainment, of course. This year, unfortunately, Katniss' little sister is selected for the Hunger Games, so Katniss volunteers to take her place. Also selected is Peeta Mellark, the baker's son, who maybe has a teensy tiny crush on Katniss. Maybe.

After the reaping (that's the tribute selection process), Katniss and Peeta are whisked away to the Capitol to prepare for the Games (and primped for live TV). We meet their support team, which is primarily comprised of Haymitch (a former Hunger Games winner and also a drunk), Effie (their wrangler), and Cinna and Portia (their stylists). During the opening ceremonies, Cinna and Portia dress Katniss and Peeta in flames and they draw much attention to themselves. During training, Katniss reveals her archery skills to the Gamemakers and scores an amazing 11 out of 12. Peeta gets a lower score and asks to be coached separately. Peeta also announces in an interview that he has a mega crush on Katniss. Is this all just a strategy to gain audience support and sponsors? Katniss thinks so, but it works well for her too, so she plays along.

### **Part 2: The Games**

At last: Let the Games begin!

All 24 of the tributes are transported to the arena to fight it out. Katniss is on her own at first, but then she discovers that Peeta has teamed up with the Career Tributes – the strong kids from the rich districts in Panem who actually want to go to the Hunger Games. They eventually corner her in a tree, but she drops a tracker jacker nest on them (that's like a genetically mutated killer wasp) and scores a bow and arrow in the process. After this, Katniss teams up with Rue, a tiny girl from District 11 who reminds her of her sister Prim. The two are able to take out the Career Tributes' food supply, which totally infuriates their leader, Cato. Also, Peeta doesn't appear to be teamed up with them anymore. Where is he? Wounded? Unfortunately, Rue is killed around this time by one of the Career Tributes. Katniss honors her body by covering it in flowers.

After Rue's death, the announcer, wanting to bring back the romance story between Peeta and Katniss, changes the rules of the game: two people from a single district can now win. Before she can stop herself, Katniss calls out Peeta's name.

### **Part 3: The Victor**

Katniss goes hunting for Peeta and eventually finds him. He is wounded and camouflaged in the muddy bank of a stream. She nurses him back to health and realizes that by playing up the romance angle, they can get gifts from sponsors. Eventually, Katniss and Peeta must face off with Cato, the only other surviving tribute, but before that they are all pursued by wild dogs which are actually genetically mutated killing machines. Finally, Katniss shoots Cato and he falls into the pack. They've won, right? Wrong. An announcer comes back on and says the rules have changed back: only one winner allowed.

Katniss and Peeta can't kill each other, so they make a show of taking poisonous berries in an act of double suicide. Fortunately, the announcer comes back on before they can kill themselves, and says that they win. Woo-hoo! They defeated the Hunger Games! Or wait...did they?

Katniss and Peeta keep up the star-crossed lovers routine for the post-games reunion and interview, knowing that this is the only way to keep from being punished by the Capitol for the rebellious trick with the poisonous berries. Eventually Katniss figures out that Peeta really is in love with her – he wasn't acting at all – and he figures out that she wasn't ever in love with him. Oops. As the train pulls into District 12, they put on a happy face for the camera, take each other's hands and step onto the platform.

*The Hunger Games*  
**Themes and Essential Questions**



**Theme 1: Dystopian Society**

Essential Questions:

- How is Panem a Dystopian Society?
- How does any ruling class maintain power?
- What is my role and impact on society?

**Theme 2: Survival**

Essential Questions:

- How can using individual strengths and/or intelligence help someone survive?
- What is the importance of alliances to survival?

**Theme 3: Violence in Reality TV**

Essential Questions:

- What is real and what is manipulation in reality TV?
- How can people change perceptions in order to win?

## Project Ideas

*These are merely suggestions. Teachers and students may design other project ideas. Projects can be done individually, in pairs, or in groups. Project work should begin during the reading of the novel and continue through to the presentation date.*

**Create your own dystopian society.** Include a name of country, map, post-apocalyptic backstory, ruling class description (how do they maintain power?) and features of everyday life.

**Tribute Poster & Paper:** Create your own identity as a tribute in the Hunger Games. Draw yourself with a specified outfit, special skills and characteristics that will help you survive the games. Write a paper describing your identity and how your skills will enable you to be successful in the Games.

**Game** - Create a game based on the novel. It can be a board game, trivia game (like Jeopardy, using PowerPoint/Keynote), or video game. You must include accurate details from the novel. Rules and directions must be included.

**Brochure** - Construct a tourist brochure for one of the following locations in the novel (or choose your own location). Your objective is to encourage people to visit this place. Be as accurate as possible (though you may add details that may not have been disclosed in the novel, as long as it doesn't take away from the facts in the story). Make sure to include:

- illustrations that accurately depict what this location looks like
- description of what the location is like
- reasons why people should choose your location as a travel destination (you can be sarcastic or do this as a parody, if you'd like)
- locations (or choose one of your own):
  - District 12
  - The Capitol
  - The Arena

**Scrapbook**- Create a scrapbook that represents ten major events in your book. Use a page or more to depict each event, and also use one quote/passage from the book to depict each event (for a total of ten pages and ten quotes). On each page, the visual material should highlight the plot, characters, setting, theme, and significance of the event. You should be prepared to present a clear explanation for why you chose each image and which theme it relates to.

**Survival Guide** - Pretend you are Atala, the head trainer of the Games. Create a survival guide for the tributes. Using accurate information from the novel, you must include:

- A list of supplies (10 minimum) and the benefits of each one
- A list of the best strategies to survive the Games
- Pictures or other visual aides

This can be done in the form of a slideshow presentation or a brochure.

**Song or Poem** - Write an original song or poem inspired by *The Hunger Games*. You should reference themes, events, characters, or symbols. Include an analysis of your work and how it demonstrates the themes in the novel.

**Drama**-Create a parody of the story & write a script, act it out(live) or videotape the performance and show to the class.

**Mock Trial**- Write a mock trial in which the Gamemakers go on trial for what they have done. Act out the trial. Must include attorneys for both prosecution and defense, as well as witnesses, arguments and evidence from the novel.

**Propaganda Study**- research what propaganda is and how it is used in society to further a cause or movement. Prepare a report and create propaganda posters for the Hunger Games.

**Research Project**-pertinent topics/themes in the novel and prepare a powerpoint presentation. Topics could include world hunger, class systems, totalitarian regimes, etc... Relate what you have learned about this topic to what you learned in the novel.

**Facebook Page**: Create a Facebook profile for one of the characters in the novel. Include background information, interests, posts, and reactions to posts by other characters.





# *The Hunger Games* Weekly Lesson Overview

## Calendar of Instructional Days

### Introduction

#### Week One:

Building Background & Intro to Novel  
Chapters 1-4  
Weekly Assessment

#### Week Two:

Chapters 5-9  
Weekly Assessment

#### Week Three:

Chapters 10-14  
Weekly Assessment

#### Week Four:

Chapters 15-19  
Weekly Assessment

#### Week Five:

Chapters 20-24  
Weekly Assessment

#### Week Six:

Chapters 25-27  
Weekly Assessment

#### Week Seven:

Catch-up and review  
Movie Screenings  
Project work

#### Week Eight:

Showcases  
Final Assessment

**The Hunger Games** Summer Novel Study  
Days of Instruction



~ July 2013 ~						
◀ June						August ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>Week 1: Ch. 1-4</b>	<b>1</b> Day 1	<b>2</b> Day 2	<b>3</b> Day 3	<b>4</b> Holiday	<b>5</b> Day 4	<b>6</b>
<b>7</b> <b>Week 2: Ch. 5-9</b>	<b>8</b> Day 5	<b>9</b> Day 6	<b>10</b> Day 7	<b>11</b> Day 8	<b>12</b> Day 9	<b>13</b>
<b>14</b> <b>Week 3: Ch. 10-14</b>	<b>15</b> Day 10	<b>16</b> Day 11	<b>17</b> Day 12	<b>18</b> Day 13	<b>19</b> Day 14	<b>20</b>
<b>21</b> <b>Week 4: Ch. 15-19</b>	<b>22</b> Day 15	<b>23</b> Day 16	<b>24</b> Day 17	<b>25</b> Day 18	<b>26</b> Day 19	<b>27</b>
<b>28</b> <b>Week 5: Ch. 20-24</b>	<b>29</b> Day 20	<b>30</b> Day 21	<b>31</b> Day 22	<b>Notes:</b>		



**The Hunger Games** Summer Novel Study  
Days of Instruction

~ August 2013 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<b>1</b> Day 23	<b>2</b> Day 24	<b>3</b>
<b>4</b> <b>Week 6:</b> <b>Ch. 25-27</b>	<b>5</b> Day 25	<b>6</b> Day 26	<b>7</b> Day 27	<b>8</b> Day 28	<b>9</b> Day 29	<b>10</b>
<b>11</b> <b>Week 7:</b> Assessment & Projects	<b>12</b> Day 30	<b>13</b> Day 31	<b>14</b> Day 32	<b>15</b> Day 33	<b>16</b> Day 34	<b>17</b>
<b>18</b> <b>Week 8:</b> Showcases & Movie	<b>19</b> Day 35	<b>20</b> Day 36	<b>21</b> Day 37	<b>22</b> Day 38	<b>23</b> Day 39	<b>24</b>
<b>25</b>	<b>26</b> Day 40	<b>27</b> Official Start of Semester 1: 2013-14 School Year	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>

# ***The Hunger Games***

## **Weekly Lesson Overview**

### **Introduction**

\*A note about mature content in this book:

It is recognized that there are images and content that may be disturbing to some readers in this novel. Lessons were carefully designed with DSP teacher input and with full recognition of the population served by DSP. It is precisely because of this particular group of students that this novel was chosen. The themes are not only thought provoking, but also extremely relevant to issues faced by incarcerated youth. This is an opportunity to safely and intelligently lead discussions around issues students face every day.

The lessons connected to the reading of the novel were designed to span an approximate six-week period of time. This is to allow flexible time for reading, completing assignments and to allow students to focus on on-going projects connected to the themes in the novel.

Lesson plans are organized by week. They are numbered and indicate pages to be read and accompanying handouts for instruction. *These lessons are guides.* Feel free to add or expand as necessary to meet the needs of your students. However, common core standards have been aligned to each lesson and lead to culminating weekly assessments. So if lessons are altered, be certain to maintain focus on pre-determined standards for that week, in order to prepare students for assessments.

Student work should be collected for the entire unit in folders that are housed in the classroom and brought out each day. Because this is a novel study, it is vital to allow students the opportunity to collect all work and refer constantly to notes and project work. This will also assist the Session B teacher in determining where students are at in the process. (See Session B Transition Notes below)

There are graphic organizers that carry through the entire eight-week unit. For example, students will be analyzing character development over the course of the novel and will need to update character graphic organizers daily in order to keep track of new learnings about each character. Other graphic organizers that may carry through include identifying key symbols, tracking themes, personal vocabulary journals and class word walls, etc.....

Detailed lessons span the first six weeks. That leaves two weeks of summer session B for teachers to do any of the following (many of which are detailed and prepared for you in the Appendix):

1. Get caught up and finish the novel/lesson if you have fallen behind
2. Complete novel projects and prepare and deliver a schoolwide showcase of the Summer Novel Projects in each classroom.
3. Pull in related articles and resources related to novel themes such as articles on hunger, survival, or reality TV.
4. Watch the movie version and using the movie guide, hold a debate on the virtues of the book vs. the movie.

## **Summer Session B Transition Notes**

The teacher in Session A will begin the novel and the selection of the culminating projects, and work through the lessons up to the end of week four. This teacher will be responsible for leaving the following information for the new teacher in Session B: (forms are provided on p.130)

1. Detailed notes on where in the novel they are in each class period and which lessons they have completed.
2. All student folders with novel work to date.
3. Status on each student's final project

## ***Achieve 3000 Connections***

For sites that are using the *Achieve 3000* program, specific articles that align to the themes have been pulled and organized into the admin side of the program. These articles can be used to support Reading for Information Common Core Standards and are available for use anytime throughout the summer.



# **The Hunger Games**

## **Week One Lessons:**

Building Background & Introduction to Novel  
Chapters 1-4  
Weekly Assessment

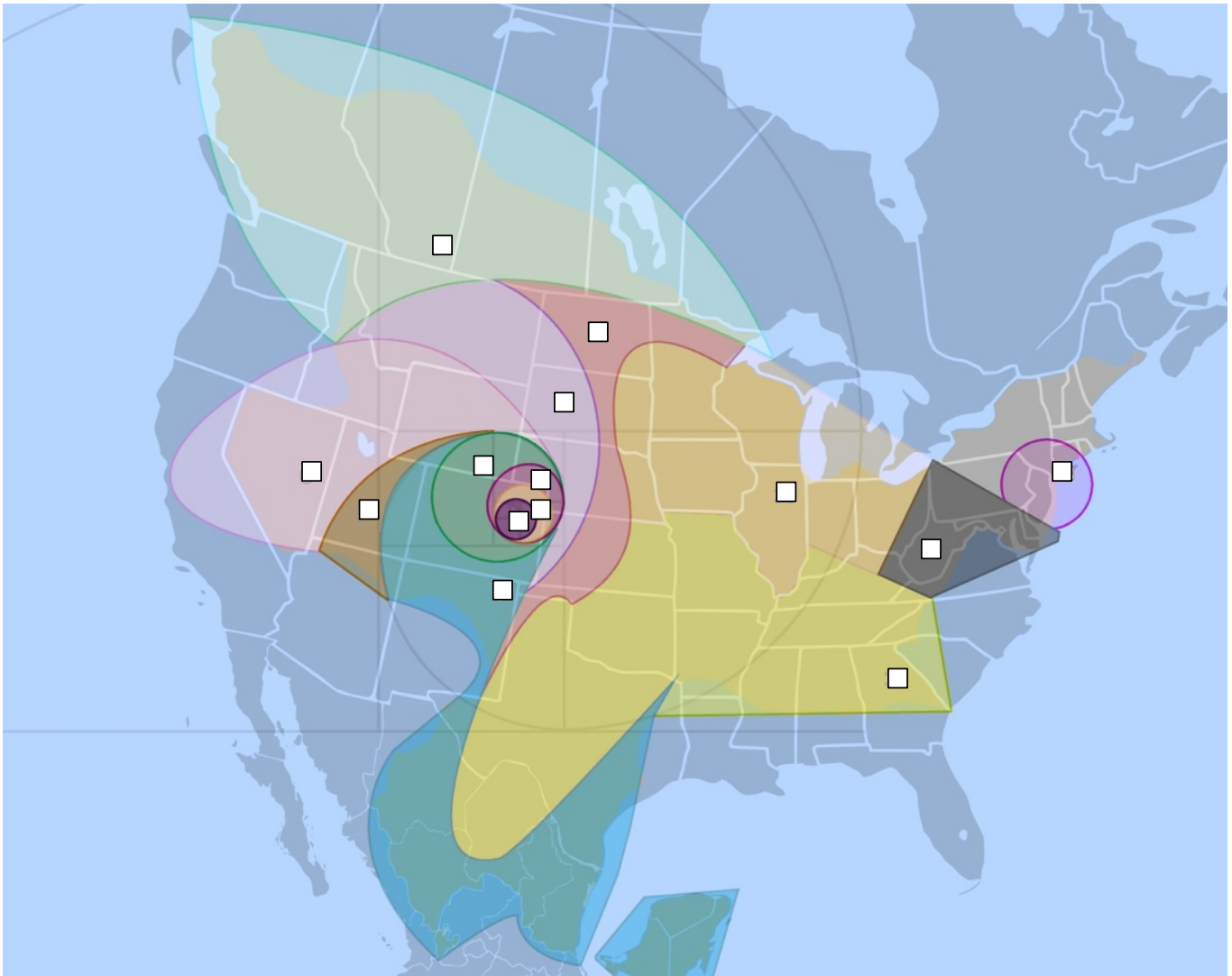
**Week 1-Day 1 Ch1. p.3-20**

<b>Learning Objective:</b> Students will demonstrate an understanding of Dystopian societies. <b>Language Objective:</b> Introduce and practice new vocabulary related to novel and use to write responses to complete essential questions based on text.	<b>SDAIE Strategies:</b> <i>Visuals-map</i> <i>Character Notes</i> <i>Personal Word journals</i> <i>Oral Discussion</i>  <b>Length of Lesson:</b> 1 class period
<b>Evidence of Learning:</b> Student work product, completed map handout, oral discussions and observations, Ch.1 assessment	<b>Common Core Standards:</b> RL 10.1, 12.1; 10.10, 12.10 SL 10.4, 12.4 W 10.9, 12.9 L 10.4, 10.5, 10.6, 12.4, 12.5, 12.6
<b>Materials Needed:</b> Novel, student folders Handouts 1-Map of Panem Handout2-Graphic Org on Dystopian Society Handout 3-Themes and Essential Questions Handout 4- Personal Word Journal Handout 5-Ch. 1 Quiz	<b>Key Academic Vocabulary:</b> Reaping, tesserae, Panem, Capitol
<b>Anticipatory Set:</b> (Prereading) 1. Distribute <b>Map of Panem</b> (Handout 1) -Identify District 12 and the Capitol. Point out that North America has changed and many places are under water. 2. <b>Give Handout 2</b> -review the definition of a <b>Dystopian Society</b>	
<b>Direct Instruction:</b> (During Reading) 1. <b>Read Ch. 1</b> p. 3-20, stopping every few paragraphs to check for understanding. As you read, stop when the terms reaping and tesserae appear and have students add these terms to their <b>Personal Word Journals</b> (Handout 4)  2. <b>Distribute Handout 3: Themes and Essential Questions:</b> Review each theme and set of questions. Tell students these are the three ideas we will be focusing on through the whole novel.	
<b>Guided Practice:</b> (During Reading) Revisit Handout 2 and complete any information on Dystopian Societies that was learned in Ch.1. Do a few examples together then students can work in pairs.	
<b>Closure:</b> (Post Reading) Review Dystopian society, handout #2:Have each student share one feature of a dystopian society	
<b>Independent Practice/Assessment:</b> If time allows, have students <b>complete the CH. 1 Quiz</b> and review as a class.	
<b>Differentiation for ELL, Students w/ Disabilities</b> Visuals, Show power point on Dystopian vs. Utopian societies Graphic Organizers: Map of North America, Allow students to work in pairs and discuss answers.	

**Week 1 Handout 1**

Ch. 1

Panem



District	Industry	Tributes
Capitol		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		



**Week 1: Handout 2**

**Ch. 1**

**Essential Question: How is Panem a dystopian society?**

*Read each descriptor of a dystopian society and find textual evidence that supports it in The Hunger Games. Cite specific examples and page numbers.*

**Dystopia**

A **dystopia** is a community or society, usually fictional, that is in some important way undesirable or frightening.

Pressure to Conform	Urban Setting	Isolation of Characters
Totalitarian Government	Hero Questions Society	Backstory of War, Revolution, Destruction

**Week 1: Handout 3**  
**Ch.1**

*The Hunger Games*  
**Themes and Essential Questions**



**Theme 1: Dystopian Society**

Essential Questions:

- How is Panem a Dystopian Society?
- How does any ruling class maintain power?
- What is my role and impact on society?

**Theme 2: Survival**

Essential Questions:

- How can using individual strengths and/or intelligence help someone survive?
- What is the importance of alliances to survival?

**Theme 3: Violence in Reality TV**

Essential Questions:

- What is real and what is manipulation in reality TV?
- How can people change perceptions in order to win?





## **Week 1: Handout 5**

### **Ch. 1 Quiz**

#### **Short Constructed Response**

1. Describe District 12.

2. What illegal activity does Katniss participate in? Why does she do this?

3. Describe the relationship between Gale and Katniss. Why do you think the author is discussing this relationship so much at the beginning?

4. What is reaping? Why do you think the Capital calls it this? Why is this ironic?

5. What is a Dystopian Society? Cite evidence from the text that demonstrates a feature of a dystopian society.

**Week 1 Day 2 Ch. 2 p.21-33**

<p><b>Learning Objective:</b> Students will understand and identify the use of symbolism within the literary text</p> <p><b>Language Objective:</b> Introduce new vocabulary terms and concepts related to novel and use of symbolism and their meanings.</p>	<p><b>SDAIE Strategies:</b> <i>Character Notes</i> <i>Symbolism Graphic Organizer</i> <i>Partner Work</i> <i>Oral Discussion</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Student work product, oral discussions and observations</p>	<p><b>Common Core Standards:</b> RL 10.1, 12.1; 10.3, 12.3; 10.10, 12.10 SL 10.1, 12.1 W 10.9, 12.9 L 10.4, 10.5, 10.6, 12.4, 12.5, 12.6</p>
<p><b>Materials Needed:</b> Word Journals Handout 6:Character Notes:Katniss Handout 7: Character Notes :Peeta Handout 8: Minor Characters Study Guide Handout 9: Symbolism Graphic Organizer Handout 10: Chapter 2 Quiz</p>	<p><b>Key Academic Vocabulary:</b> Lottery/Odds, Taunting, Mesmerized, Tribute Opportunity, Sacrifice, Peacekeepers</p>
<p><b>Anticipatory Set:</b> (Prereading)</p> <ol style="list-style-type: none"> <li>1. <b>Recap Ch. 1</b> from yesterday.</li> <li>2. <b>Opening Discussion:</b> (Refer to poster theme) What is the meaning of survival? What do you think of? How can using individual strengths and intelligence help someone survive?</li> </ol>	
<p><b>Direct Instruction:</b> (During Reading)</p> <ol style="list-style-type: none"> <li>1. <b>Read Ch.2:</b> As key vocabulary arises, stop to clarify and add to word journals.</li> </ol>	
<p><b>Guided Practice:</b> (During Reading)</p> <ol style="list-style-type: none"> <li>1. Distribute <b>Character Notes</b> on Peeta and Katniss and complete new information and significance of that information for each character.</li> <li>2. Distribute <b>Minor Characters Study Guide</b> and complete attributes and relevance to Katniss</li> </ol>	
<p><b>Closure: (Post Reading)</b> Begin idea of symbols in the story. Distribute Handout 9 on Symbols. Review recurring symbols: Dandelion (p32) Fire-burnt offerings (p.31) The Hob p.28 3-finger Salute p.24</p>	
<p><b>Independent Practice/Assessment:</b> Ch. 2 Quiz: Students will work in partners to answer 5 questions. Debrief as a class.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities:</b> Visuals, Show power point Dystopian vs. Utopian societies Graphic Organizers: Map of North America, character development, essential question (if necessary) assessment questions</p>	

## Week 1: Handout 6

### Character Notes: Katniss Everdeen

Chapter	New Information about Katniss	<i>Significance</i>
1		
2		
3		
4		
5		
6		
7		
8		
9		

<b>Chapter</b>	<b>New Information about Katniss</b>	<b><i>Significance</i></b>
10		
11		
12		
13		
14		
15		
16		
17		
18		



<b>Chapter</b>	<b>New Information about Katniss</b>	<b><i>Significance</i></b>
19		
20		
21		
22		
23		
24		
25		
26		
27		

## Week 1: Handout 7

### Character Notes: Peeta Mellark

Chapter	New Information about Peeta	Significance
1		
2		
3		
4		
5		
6		
7		
8		
9		

<b>Chapter</b>	<b>New Information about Peeta</b>	<b><i>Significance</i></b>
10		
11		
12		
13		
14		
15		
16		
17		
18		

Chapter	New Information about Peeta	<i>Significance</i>
19		
20		
21		
22		
23		
24		
25		
26		
27		

## Week 1: Handout 8

### *Minor Characters Study Guide*

Character	Attributes	Connections and relevance to Katniss
Gale		
Prim		
Mother		
Father		
Madge		
Avox		
Haymitch		
Cinna		
Effie		
Rue		
Foxface		
Thresh		
Cato		

Clove		
Glimmer		
Marvel		

**Week 1: Handout 9**

**Symbols in *The Hunger Games***

Symbol	Occurrence	Textual Evidence	Significance
Mockingjay			
Bow and arrow			
Fire			
Dandelion			
Cornucopia			
Cannons			
Moon			





**Week 1 Day 3: Ch.3 p.34-47**

<p><b>Learning Objective:</b> Students will identify additional attributes of a Dystopian Society and how it controls the population.</p> <p><b>Language Objective:</b> Students will write examples of how irony and imagery illustrate examples of the elements of a dystopian society.</p>	<p><b>SDAIE Strategies:</b> <i>Oral debrief on characters</i> <i>Sentence starters</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Students work product, completed handouts, assessment questions and observations.</p>	<p><b>Common Core Standards:</b> RL 10.1, 12.1; 10.2,12.2; 10.3, 12.3; 10.10, 12.6, 12.10 SL 10.1, 12.1 W 10.9, 12.9 L 10.4, 10.5, 10.6, 12.4, 12.5, 12.6</p>
<p><b>Materials Needed:</b> Character Notes Graphic Organizers (Handouts 6,7,8) Handout on Dystopian Societies (Handout 2) Handout 11: Imagery &amp; Irony</p>	<p><b>Key Academic Vocabulary:</b> Irony, justice, Peacekeepers, Apothecary, Mercifully Imagery: Camera- Insect like</p>
<p><b>Anticipatory Set:</b> (Prereading)</p> <ol style="list-style-type: none"> <li>1. <b>Recap Ch. 2:</b> what were the major events?</li> <li>2. Quick run-down on all of the <b>characters</b>-what do we know about each one so far? (Refer to character notes graphic org)</li> </ol>	
<p><b>Direct Instruction:</b> (During Reading) <b>Read Ch.3 –p. 34-47</b> Set the purpose for reading: As you read look for examples of elements of dystopian societies. Pay attention to the author’s use of imagery and irony to describe these. (refer to definitions on Handout 11) Stop after the first sentence to discuss: Why does Katniss say they are “taken into custody?”</p>	
<p><b>Guided Practice:</b> (During Reading) After reading, students will return to the graphic organizer on Dystopian Societies: fill in new information about each element. Provide sentence starters if needed. Work as a class or have students work in pairs. Review together, checking that all students have the information.</p>	
<p><b>Closure: (Post Reading)</b> Refer to Handout 6. Review the first example on Peacekeepers. Do the second one together and Allow students to do the last two on their own. Debrief as a class.</p>	
<p><b>Independent Practice/Assessment:</b> Chapter 3 Quiz:</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Visuals, Show power point Dystopian vs. Utopian societies Graphic Organizers: Map of North America, character development, essential question (if necessary) assessment questions</p> <p>*if available- show clips of Katniss being taken into custody or features of Panem as a Dystopia from the movie.</p>	

**Week 1: Handout 11**  
**Ch.3**

**Irony**= the use of word to convey the opposite of their literal meaning.  
 Ex: It's ironic that a large dog is named Tiny.

**Imagery**= descriptive writing that creates a vivid mental picture.

<b>Word or Phrase</b>	<b>Irony or imagery? Why?</b>	<b>How does it relate to elements of a dystopian society?</b>
Peacekeepers p.34	Irony-they are essentially military police, who are used to control and suppress people.	It is part of the control the government uses to keep the people in line.
"The station is swarming with insect-like cameras trained directly on my face." p.40		
"We have to stand for a few minutes in the doorway of the train while the cameras gobble up our images, then we are allowed inside and the doors close mercifully behind us." p.41		
"The peacekeepers march us through the front door of the justice building.....p.34 ....conducted to a room and left alone-it's the richest place I've ever been in, with deep rich carpets and ..." p34		



**Week 1 Day 4: Ch.4 p.48-60**

<b>Learning Objective:</b> Students will identify events that illustrate Katniss' survival skills.	<b>SDAIE Strategies:</b> <i>Character Notes</i> <i>Use of notes on assessment</i>
<b>Language Objective:</b> Students will orally share the major events of Ch1-4, as well as Katniss' survival skills.	<b>Length of Lesson:</b> 1 class period
<b>Evidence of Learning:</b> Ch. 4 Assessment	<b>Common Core Standards:</b> RL 10.1, 12.1; 10.2, 12.2; 10.3,12.3; 10.10, 12.6, 12.10 SL 10.4, 12.4 W 10.9, 12.9 L 10.4, 10.5, 10.6, 12.4, 12.5, 12.6
<b>Materials Needed:</b> Novel, paper and pencil, previous days handouts, Handout 13: Ch.4 Assessment	<b>Key Academic Vocabulary:</b> Opulence, deteriorate, obscenities, indulgences, Cornucopia
<b>Anticipatory Set:</b> (Prereading) <ol style="list-style-type: none"><li>1. <b>Recap yesterday's reading</b>-what were the key events? Share orally.</li><li>2. <b>Refer to Theme of Survival</b> (refer to poster on the wall)</li><li>3. <b>Purpose for Reading:</b> As we read ch. 4 we will look for Katniss's survival skills</li></ol>	
<b>Direct Instruction:</b> (During Reading) Read. Ch. 4	
<b>Guided Practice:</b> (During Reading) Add to the character notes on Katniss: focusing on the many survival skills she possesses-hunter-gatherer (p.50), trader (p.52), stoic-shut off emotions (p.53), weaponry (p.57) Also add her self-sacrificing nature for her family.	
<b>Closure: (Post Reading)</b> Refer to all handouts and update character notes, symbols graphic organizer, map of Panem.	
<b>Independent Practice/Assessment:</b> Ch. 4 Assessment: Handout 13 Finish any incomplete work or chapter quizzes. Debrief answers as a class.	
<b>Differentiation for ELL, Students w/ Disabilities</b> Visuals, Graphic Organizers: Map of Panem, character notes, essential questions, assessment questions	





**Week Two Lessons:**  
Chapters 5-9  
Weekly Assessment

**Week 2: Day 5 Ch.5 p. 61-72**

<p><b>Learning Objective:</b> Students will be able to understand the preparation of the Tributes as they receive makeovers and relate it to the themes of Dystopian Society and Survival.</p> <p><b>Language Objective:</b> Students will read aloud in pairs, summarizing as they go.</p>	<p><b>SDAIE Strategies:</b> <i>Pair-Share</i> <i>Partner reading</i> <i>Audio of novel</i></p> <p><b>Length of Lesson:</b> I class period</p>
<p><b>Evidence of Learning:</b> Completed graphic organizer (Handout 1)</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1, 10.2,12.2 SL 10.1.,12.1 W 10.9 10.10, 12.9, 12.10 L 10.4, 12.4, 10.6,12.6</p>
<p><b>Materials Needed:</b> Handout 1: Makeover for Survival?</p>	<p><b>Key Academic Vocabulary:</b> grandeur, complementary, tangible, flamboyant,</p>
<p><b>Anticipatory Set:</b>  <b>Opening discussion:</b> If you had three days to prepare for the Games, what would you do?  <b>Purpose for Reading:</b> Watch for ways that Katniss is prepared for The Games.</p>	
<p><b>Direct Instruction: (During Reading)</b>  <b>Read Ch 5 p. 61-72.</b> Use partner reading or Audio to follow along, pausing to summarize every few paragraphs.</p>	
<p><b>Guided Practice:</b>  Refer to <b>Handout 1:</b> Makeover for Survival? Model Step 1 together, filling in needed information.  Do the next step together, then allow students to work in pairs to complete the boxes.   Direct students to the two remaining questions: discuss as a class and complete answers.</p>	
<p><b>Closure/Independent Practice: (Post Reading)</b>  Add to Character Notes: Katniss, Minor Characters, Map of Panem, personal word journals/word walls</p>	
<p><b>Differentiation for ELL students and/or students with disabilities</b>  Teacher can work with a small group on the organizer.</p>	

**Week 2: Handout 1**

Ch. 5

**Makeover for Survival?**

Identify the steps in the physical makeover that Katniss goes through in the Remake Center. What do they do to her to get her “ready” for the games?

<b>Steps</b>	<b>Evidence from Text (quote and page #)</b>	<b>Relation to theme of Dystopian Society or Survival? Why?</b>
Hair removal		Dystopian: They believe in a certain style of perfection.

Read each quote and tell how it relates to the theme of survival and/or Reality TV:

1. “Cinna has given me a great advantage. No one will forget me. Not my look, not my name. Katniss. The girl who was on fire.” (p.70)
  
2. “A warning bell goes off in my head. Don’t be so stupid. Peeta is planning how to kill you, I remind myself. He is luring you in to make you easy prey. The more likeable he is, the more deadly he is. But because two can play at this game, I stand on tiptoe and kiss his cheek....” (p.72)



**Week 2: Day 6: Ch. 6 p.73-85**

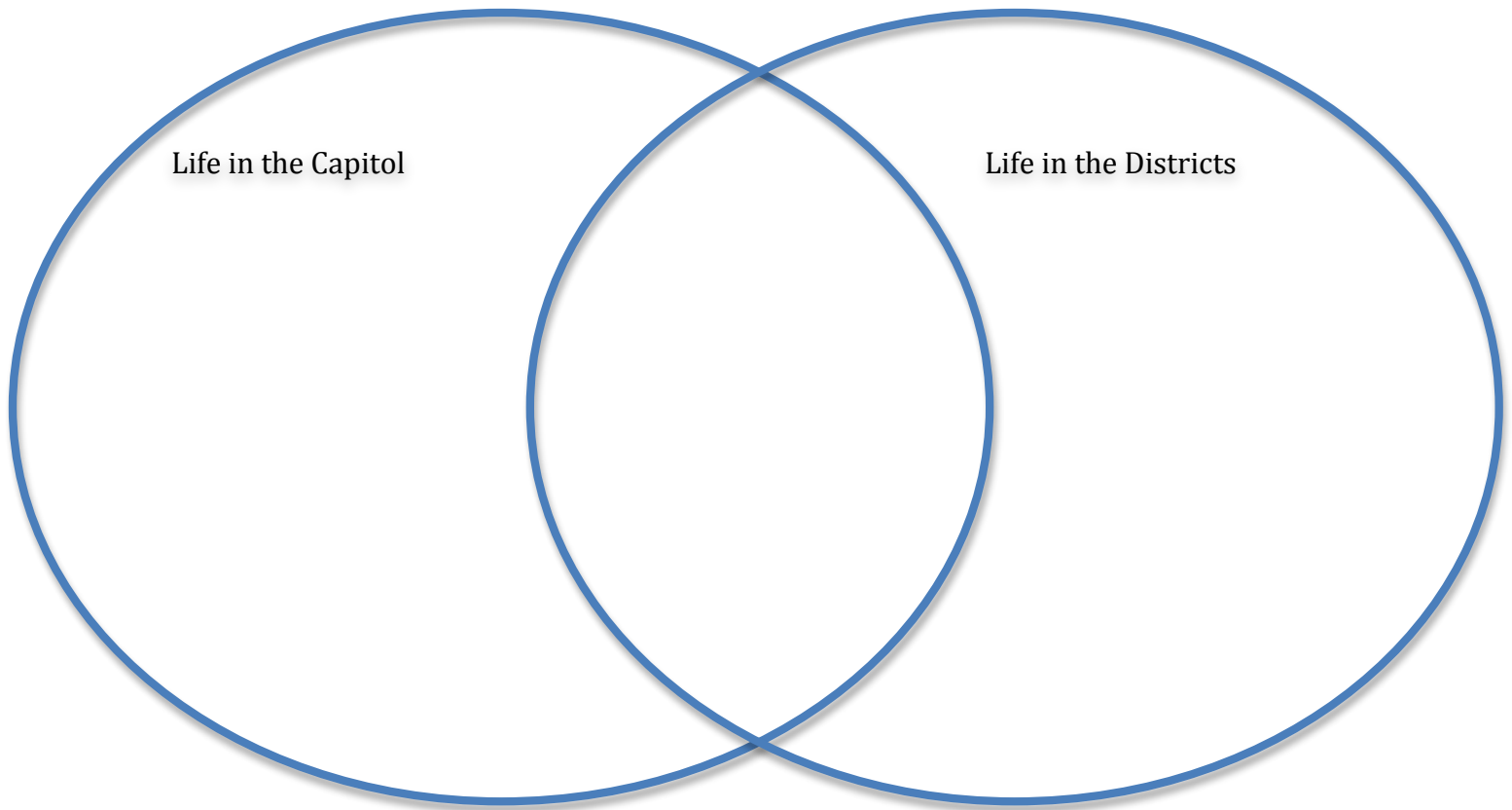
<p><b>Learning Objective:</b> Students will be able to compare and contrast life in the Capitol to life in the Districts. Students will identify an Avox and their purpose a Dystopian Society.</p> <p><b>Language Objective:</b> Students will work in pairs to describe life in both places.</p>	<p><b>SDAIE Strategies:</b> <i>Partner work</i> <i>Venn Diagram</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Completed Venn Diagram and short constructed response items.</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1, 10.10, 12.10 W 10.1,12.1 SL 10.1,12.1; 10.3,12.3 10.4, 12.4 L 10.1, 12.1, 10.2,12.2; 10.6,12.6</p>
<p><b>Materials Needed:</b> Handout 2: Venn Diagram</p>	<p><b>Key Academic Vocabulary:</b> Complimentary, tangible, barbarism, adversaries</p>
<p><b>Anticipatory Set:</b> <b>Recap Ch. 5:</b> orally share major events from yesterday <b>Set a Purpose for Reading:</b> Find examples of how life in the Capitol compares to life in the Districts.</p>	
<p><b>Direct Instruction: (During Reading)</b> Read Chapter 6 aloud, pausing to check for understanding and summarize/clarify events.</p>	
<p><b>Guided Practice:</b> In pairs, cite examples of life in both the Capitol and the Districts on Handout 2. Then discuss the three questions regarding the Avox and write responses.</p>	
<p><b>Closure/Independent Practice: (Post Reading)</b> <b>Debate Question 3:</b> Should Katniss have intervened? Divide the class in two and have each side give rationale.</p>	
<p><b>Differentiation for ELL students and/or students with disabilities</b> Provide examples for the Venn Diagram. Provide sentence starters for each constructed response.</p>	

## Week 2: Handout 2

Day 6

Ch. 6 p. 73-85

Venn Diagram: Compare and contrast life in the Capitol to life in the Districts.



1. What is an Avox? (p.77)
2. How does an Avox fit into Dystopian Society? What is their purpose?
3. Should Katniss have intervened when the girl was taken by the hovercraft?  
Why or Why not?

**Week 2: Day 7- Ch. 7 p.86-102**

<p><b>Learning Objective:</b> Students will determine ways in which Katniss has rebelled as a tribute and if this has helped her or hurt her with the Gamemakers.</p> <p><b>Language Objective:</b> Students will orally share quickwrite responses</p>	<p><b>SDAIE Strategies:</b> <i>Oral Debrief</i> <i>Sentence Starters</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Student will write an argument regarding the question of whether Katniss' rebellion has helped her or hurt her as a tribute.</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1, 10.3,12.3 W 10.1, 12.1 SL 10.1, 12.1 L 10.1, 12.1; 10.2.12.2</p>
<p><b>Materials Needed:</b> Handout 3: Quickwrite &amp; Ch.8 Questions</p>	<p><b>Key Academic Vocabulary:</b> Deluged, amiable, exertion</p>
<p><b>Anticipatory Set:</b> <b>Recap Ch. 6</b> from yesterday: What were the major events? <b>Quickwrite</b>-Handout 3: How do teenagers typically rebel against authority? Give examples. Debrief responses whole group. <b>Ask:</b> What skills might be necessary for Katniss&amp; Peeta to learn in the arena? <b>Purpose for Reading:</b> Look for ways in which Katniss rebels in the Training Center.</p>	
<p><b>Direct Instruction: (During Reading)</b> <b>Read Ch. 7</b> Write an argument for the question: Has her rebellion helped her or hurt her as a Tribute? Take a position and justify your response with evidence from the text.</p>	
<p><b>Guided Practice:</b> Provide a sentence starter for each position if students need help getting started.</p>	
<p><b>Closure/Independent Practice: (Post Reading)</b> Complete new learnings about Peeta, katniss, minor characters on character study. Add to personal word journals and word wall.</p>	
<p><b>Differentiation for ELL students and/or students with disabilities</b> Work with a small group on the same position. Write it together.</p>	

## **Week 2:Handout 3**

Day 7, Ch.7

Quickwrite:

How do teenagers typically rebel against authority? Give examples.

## Chapter 8

How has Katniss rebelled since arriving at the training center?

Has her rebellion helped her or hurt her as a Tribute? Take a position and justify your response with evidence from the text.

**Week 2: Day 8: Ch. 8 p.103-113, Ch 9. p-114-138**

<p><b>Learning Objective:</b> Students will learn new information about Katniss, Peeta and the minor characters. Students will understand how people try to alter perceptions of themselves in order to win.</p> <p><b>Language Objective:</b> Oral debrief of character learnings.</p>	<p><b>SDAIE Strategies:</b> <i>Graphic organizers on each character</i> <i>oral debriefs</i></p> <p><b>Length of Lesson:</b> I class period</p>
<p><b>Evidence of Learning:</b> Students will cite textual evidence relating to theme 3 and justify responses.</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1; 10.2, 12.2; 10.3, 12.3 W 10.9, 12.9; 10.10, 12.10 SL 10.1, 12.1; L 10.1, 12.1; 10.2, 12.2; 10.6, 12.6</p>
<p><b>Materials Needed:</b> Character Notes-Katniss,Peeta, Minor Characters Handout 4:Perceptions</p>	<p><b>Key Academic Vocabulary:</b> Reprieve, reproach, unrequited</p>
<p><b>Anticipatory Set:</b> <b>Recap yesterday's reading</b> of Ch. 7: What were the major events? <b>Purpose for reading:</b> As we read CH. 8 &amp; 9- pay attention to new character information on Katniss, Peeta and the minor characters.</p>	
<p><b>Direct Instruction: (During Reading)</b> <b>Read Ch. 8-</b> Stop in places where we see evidence of character development Go back to the <b>character notes</b> on Katniss, Peeta and the minor characters: complete new learnings</p> <p><b>Begin Reading Ch. 9</b> P. 114-122: look for ways in which Katniss is encouraged to alter the perceptions of herself in order to win.</p>	
<p><b>Guided Practice:</b> If time permits-begin handout 4-completing how each quote represents the essential question of theme 3.</p>	
<p><b>Closure/Independent Practice: (Post Reading)</b> Debrief learnings about each character, ensuring that all students have updated Character Notes.</p>	
<p><b>Differentiation for ELL students and/or students with disabilities</b> Teacher can work with a small group .</p>	

## Week 2: Handout 4: Perceptions

Day 8, Ch.9

Respond to quotes in Chapter Nine that demonstrate Theme 3: Violence in Reality TV-Essential Question 1, as it relates to the idea of how people try to change perceptions about themselves in order to win:

Evidence from the Text	How this represents Theme 3
<p>“Just remember, Katniss, you want the audience to like you...” “They’re betting on how long I’ll live!” I burst out. “They’re not my friends!” “Well try and pretend!” snaps Effie. Then she composes herself and beams at me. “See, like this....” (p.115)</p>	<p><i>Effie is trying to make Katniss act differently so that she appears likeable. Effie is so used to being fake and playing the game that the Capitol forces people to play in order to survive, that she doesn’t even think twice about it. Pretending is second nature to her now.</i></p>
<p>“ “I’m trying to figure out what to do with you,” he says. “How we’re going to present you. Are you going to be charming? Aloof? Fierce....The impression you make tomorrow will decide what I can get you in terms of sponsors,” says Haymitch. (p.116)</p>	

**Week 2 Day 9: Ch-5-9 Assessment, Catch-up and Projects**

<p><b>Learning Objective:</b> Students will synthesize information from the book so far. Students will select a project.</p> <p><b>Language Objective:</b> Students will demonstrate understanding of the themes and characters through written assessment.</p>	<p><b>SDAIE Strategies:</b> <i>Students will use graphic organizers and notes on the assessment</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Assessment on Ch 5-9 Project Contract</p>	<p><b>Common Core Standards:</b> W 10.2, 12.2 SL 10.4, 12.4 L 10.1,12.1, 10.2, 12.2, 10.6, 12.6,</p>
<p><b>Materials Needed:</b> Handout 5: Assessment Handout 6: Project Contract Project Options &amp; Rubric (Appendix)</p>	<p><b>Key Academic Vocabulary:</b></p>
<p><b>Anticipatory Set:</b> 1. Finish reading Ch. 9: p. 123-130</p>	
<p><b>Direct Instruction: (During Reading)</b> 1. Review Ch. 1-9: Discuss: What do we know so far about Panem, Katniss, Peeta and the minor characters 2. Have students organize all notes for use in the assessment.</p>	
<p><b>Guided Practice:</b>  1. Distribute the assessment for chapters 5-9. Students may use any and all notes or the book.</p>	
<p><b>Closure/Independent Practice: (Post Reading)</b> When all students have completed the assessment- refer to handout 6: Project Contract Review project options (from Curriculum Guide, p. 7-8) and project scoring rubric (p. 133) Each student decides on a project and completes the contract.</p>	
<p><b>Differentiation for ELL students and/or students with disabilities</b> Teachers can assist students in selecting projects.</p>	





## Week 2: Handout 6

### *The Hunger Games* Project Contract:

<b>Name</b>	<b><i>Project Due:</i></b>
<b>Group #</b>	
<b>Are you working alone or with a partner?</b> (Name your partner if applicable)	
<b>Describe your project:</b>	
<b>What elements are required?</b>	<b>What visuals will you present to the class or at the showcase?</b>
<b>How will you make your project interesting to others?</b>	<b>Which theme and essential question will your project relate to?</b>

# **Week Three Lessons:**

Chapters 10-14  
Weekly Assessment



**Week 3: Day 10- Ch. 10 p. 133-147**

<p><b>Learning Objective:</b> Students will be able to recognize the continuing character development between Katniss and Peeta.</p> <p><b>Language Objective:</b> Students will share ideas with the class.</p>	<p><b>SDAIE Strategies:</b> <i>Graphic organizer</i> <i>Partner work</i> <i>Class debrief</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Students will cite evidence on graphic organizers.</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1; 10.3, 10.4, 12.4 W 10.9, 12.9;10. 10, 12.10 SL 10.1,12.1, 10.4, 12.4; 10.6, 12.6 L 10.2, 12.2</p>
<p><b>Materials Needed:</b> HG book, folders, Handout 1: Quickwrite symbol chart, character notes for Katniss and Peeta, word journal</p>	<p><b>Key Academic Vocabulary:</b> Catacombs, Stockyard Lunatic , characterization</p>
<p><b>Anticipatory Set:</b> (Prereading) <b>Quickwrite- Handout 1:</b> Name 3 things you know about dystopian societies and 3 questions you still have. <b>Debrief:</b> Students then share out one idea or question. <b>Set Purpose for Reading:</b> watch for how Katniss and Peeta’s relationship develops</p>	
<p><b>Direct Instruction:</b> (During Reading) Read Ch. 10. (Optional activity) Conduct a reader’s theater with the conversation Katniss and Peeta have on the rooftop on pages 141-142.</p>	
<p><b>Guided Practice:</b> (During Reading) <b>Refer back to Handout 1</b> –students will work in pairs to address the set of short constructed response questions.</p>	
<p><b>Closure:</b> (Post Reading) Students will add new information to character notes for Peeta and Katniss</p>	
<p><b>Independent Practice/Assessment:</b> <b>Students will write an extended constructed response:</b> In a dystopian society there is pressure to conform. Peeta doesn’t want the Capitol to change him into a monster during the games. Is this a form of rebellion? Do people have to turn into a monster when they change? If time, students can work on projects.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Scaffold writing (ei: sentence starters), check for understanding</p>	

**Week 3: Handout 1**  
**Ch. 10**

**Quickwrite:**

<b>3 Things I know about a Dystopian Society</b>	<b>3 Questions I have about a Dystopian Society</b>

**Short Constructed Response**

What is the purpose of the tracker? How does it tie into the theme of a Dystopian Society?

Page 144 refers the Launch Room as a stockyard, which is where animals go before they are slaughtered. How is this reference appropriate at this point in the book?

**Extended Constructed Response**

In a dystopian society there is pressure to conform. Peeta doesn't want the Capitol to change him into a monster during the games. Is this a form of rebellion? Do people have to turn into a monster when they change? Cite textual evidence to justify your responses.

**Week 3: Day 11- Ch. 11 p. 148-160**

<p><b>Learning Objective:</b> Students will determine how key events relate to the themes in the story. Students will note how the author shows the passage of time. Students will state their opinions of the importance of alliances for survival.</p> <p><b>Language Objective:</b> Students will orally present key events and theme connections.</p>	<p><b>SDAIE Strategies:</b> <i>Frayer Model</i> <i>Oral Debrief</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Completion of Frayer Model worksheet Cite evidence on graphic organizers</p>	<p><b>Common Core Standards:</b> RL 10.1, 12.1; 10.2, 12.2, 10.5, 12.5 W 10.9, 12.9; 10.10, 12.10 SL 10.1, 12.1 L 10.1, 12.1; 10.2, 12.2, 10.4,12.4</p>
<p><b>Materials Needed:</b> Handout 2: Event/Theme Connections Handout 3: Frayer Model worksheet, Handout 4: Time Manipulation folders, HG book,</p>	<p><b>Key Academic Vocabulary:</b> Cornucopia Alliance Ludicrous</p>
<p><b>Anticipatory Set:</b> (Prereading) Briefly review last chapter. Review vocabulary <i>cornucopia and alliance</i>, add to word wall or word journal <b>Frayer Model Worksheet:</b> Students will fill out the Frayer Model worksheet for the word 'ludicrous'.</p>	
<p><b>Direct Instruction:</b> (During Reading) Purpose for reading: Look for events that connect to the themes. Model how to identify key events on Handout 2 and connect them to theme.</p>	
<p><b>Guided Practice:</b> (During Reading) Students will work in partners to add more key events to Handout 2.</p>	
<p><b>Closure:</b> (Post Reading) If time permits, students can work on Handout 4: Time Manipulation. This can be done whole class or in groups.</p>	
<p><b>Independent Practice/Assessment:</b>Using the Map of Panem, students can keep track of the eliminated tributes –who is left?</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Scaffold writing (eg: sentence starters), check for understanding.</p>	

**Week 3: Handout 2**

Ch. 11

Identify events from the novel that connect to any of the themes. Note the page number, synthesize or summarize the event and explain how it connects to a theme.

Page Number	Event	Connection to Theme
152	Day 1 is one of the heaviest betting days of the games.	Violence in Reality TV: There will be many deaths on the first day, which would be good for viewers and ratings. After the first day and the group is thinned down, the betting odds will get closer together.
155-156	Katniss describes picking a good tree, climbing it, and securing herself.	
156	The author describes the end of the first day with the anthem and the death recap	

**Week 3 Handout 3: Frayer Model**  
**Ch. 11**

<b>Definition</b>	<b>Facts</b>
<p><b>Word/Concept</b></p> <h1>ludicrous</h1>	
<b>Examples</b>	<b>Non-examples</b>

**Week 3 Handout 4**

Ch. 11

How does the author indicate how time is passing by?

Is the passing of time realistic or is it a manipulation of time by the Gamemakers?

Passage of Time	
Quote and page number	Realistic or Manipulation? (How do you know?)

**What does the following quote tell us about Katniss?**

“Maybe it’s better, if he’s gone already. He had no confidence he could win. And I will not end up with the unpleasant task of killing him. Maybe it’s better if he’s out of this for good.”

**Quick Write:** How do alliances aid in survival? Do you believe Peeta is really in love with Katniss or is it a strategy?



**Week 3: Day 12- Ch. 12 p. 161-171**

<p><b>Learning Objective:</b> Students will analyze Katniss as a tribute versus the Careers. Students will identify foreshadowing in the story.</p> <p><b>Language Objective:</b> Students will debrief ideas whole class and work in partners.</p>	<p><b>SDAIE Strategies:</b> <i>Graphic organizers</i> <i>Partner debriefs</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Cite evidence on graphic organizers List Katniss' survival evidence</p>	<p><b>Common Core Standards:</b> RL 10.2, 12.2; 10.3,12.3; 10.5, 12.5; 12.4 W 10.1, 12.1; 10.2,12.2; 10.6, 12.6 SL 10.1, 12.1 L 10.1, 12.1; 10.2,12.2; 10.6, 12.6</p>
<p><b>Materials Needed:</b> Minor character chart, Katniss and Peeta character notes, HG Book, folders Handout 5:Katniss as a Tribute</p>	<p><b>Key Academic Vocabulary:</b> Ludicrous Alliance Lapdog Foreshadowing</p>
<p><b>Anticipatory Set:</b> (Prereading) <b>Recap yesterday's reading</b> of Ch. 11: What were the major events? <b>Purpose for reading:</b> How does Katniss stack up against the Career Tributes?</p>	
<p><b>Direct Instruction:</b> (During Reading) Read Ch. 12 Refer to Handout 5. Discuss Question 1-Why is Peeta with the Careers? Is this a real alliance?</p>	
<p><b>Guided Practice:</b> (During Reading) <b>Partner Work:</b> Answer the rest of the questions on Handout 5. Give student the definition of foreshadowing: An advance sign or warning of what is to come in the future. Refer students to the last sentence on page 171. Ask students to find additional passages earlier in the chapter that could foreshadow this event. (page 164 where Katniss wished for fire, and then returns to the camp of the dead tribute.)</p>	
<p><b>Closure:</b> (Post Reading) Add new information to major and minor characters chart, complete personal word journals,word walls,</p>	
<p><b>Independent Practice/Assessment:</b> Work on projects.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Scaffold writing (i.e.: sentence starters), check for understanding</p>	

**Week 3: Handout 5 : Katniss as a Tribute**  
**Ch. 12**

Why is Peeta traveling with the Careers? Is it a real alliance or a manipulation on his part?

How does Katniss stack up as a tribute in relation to the Careers? In what ways is she better than they are?

List the skills Katniss uses for survival. Describe how each skill benefits her.

Skills Katniss uses for survival	How they are a benefit to her

How might the reference to the berries be a foreshadow to events yet to happen?

**Week 3: Day 13- Ch. 13 p. 172-184**

<p><b>Learning Objective:</b> Students will find examples of manipulation in the text. Students will note any additional references to the symbols from the handout on day 2</p> <p><b>Language Objective:</b> Students will share ideas to the class by connecting the text to the theme.</p>	<p><b>SDAIE Strategies:</b> <i>Note-template</i> <i>Partner work</i> <i>Oral Class Debrief</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Cite evidence on graphic organizers</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1; 10.4, 12.4 W 10.9 12.9, 10.10, 12.10 SL 10.1, 12.1 L 10.1, 12.1; 10.2, 12.2; 10.6, 12.6</p>
<p><b>Materials Needed:</b> Minor character chart, Katniss and Peeta character notes, symbols handout, manipulation note guide, HG Book, folders, chart paper</p>	<p><b>Key Academic Vocabulary:</b> motivation</p>
<p><b>Anticipatory Set:</b> (Prereading) Whole class: review key events in chapter 12 and record on chart paper.</p>	
<p><b>Direct Instruction:</b> (During Reading) Read Ch. 13 Purpose for Reading: As students read, have them look for examples of manipulation and also for any references to the symbols on the day 2 handout.</p>	
<p><b>Guided Practice:</b> (During Reading) Have students work in partners or small groups to complete the note guide on examples of manipulation in Ch. 13.</p>	
<p><b>Closure:</b> (Post Reading) Debrief the note guide examples of manipulation as a whole group.</p>	
<p><b>Independent Practice/Assessment:</b> Have students add to the character notes and symbols handout to add any additional information</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Scaffold writing (eg: sentence starters), check for understanding</p>	

**Week 3: Handout 6**  
**Ch. 13**

In Chapter 13, there are many examples of manipulation from the Tributes and the Capitol.

Find examples in the text and complete the chart. The first one is done for you.

<b>Example in Text</b>	<b>Who is manipulating whom, and for what reason?</b>
This was no tribute's campfire gone out of control, no accidental occurrence. The flames that bear down on me have an unnatural height, a uniformity that marks them as human-made, machine-made, Gamemaker-made.	The Gamemakers are manipulating Katniss and the other tributes. The purpose for this manipulation is to get the tributes out of hiding and to make the Games more exciting for the viewers.

**Week 3: Day 14- Ch. 14 p. 185-194**

<p><b>Learning Objective:</b> Students will determine how a trackerjacker is an advanced form of weaponry. Students will complete assessment on Ch. 10-14</p> <p><b>Language Objective:</b> Students will share ideas in partners.</p>	<p><b>SDAIE Strategies:</b> <i>Think-Pair-Share</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Class discussion and completed graphic organizers, Chapter 10-14 Assessment.</p>	<p><b>Common Core Standards:</b> RL 12.4 10.3, 12.3; W 10.4, 12.4; 10.9, 12.9; 10.10, 12.10 SL 10.1, 12.1; 10.2, 12.2; 10.6, 12.6 L 10.1, 12.1, 10.2, 12.2; 10.6, 12.6</p>
<p><b>Materials Needed:</b> Minor character chart, Katniss and Peeta character notes, HG Book, folders, Handout 7: Assessment</p>	<p><b>Key Academic Vocabulary:</b> Muttations Tracker jacker</p>
<p><b>Anticipatory Set:</b> (Prereading) Recap Ch. 13-what were the big events? Purpose for Reading: How is the trackerjacker an advanced form of weaponry?</p>	
<p><b>Direct Instruction:</b> (During Reading) Read Ch. 14 Think-pair-share: Discuss how the trackerjacker is used a weapon- How does the trackerjacker fit into the theme of a dystopian society? Debrief as a class.</p>	
<p><b>Guided Practice:</b> (During Reading) Add new information on Katniss and Peeta character notes, add to minor characters chart. Students can note eliminated tributes on map of Panem. Add to personal word journals</p>	
<p><b>Closure:</b> (Post Reading) Prepare all notes for use on the assessment.</p>	
<p><b>Independent Practice/Assessment:</b> Student Assessment on Ch. 10-14: have students complete the assessment. They may use their notes and the book, if needed. Students can work on projects when finished.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Scaffold writing (ei: sentence starters), check for understanding</p>	

## **Week 3: Handout 7**

### Ch. 10-14 Assessment

#### **Selected Response**

1. Haymitch believes the key to survival in the arena is to find what first?
  - a. the bow and arrow
  - b. water
  - c. fire
  - d. food
  
2. Peeta's strategy for getting sponsors is to
  - a. make himself a lovesick boy
  - b. ally himself with the tributes
  - c. hide until it's over
  - d. beg for help
  
3. Which of the following did Katniss not get in her backpack of supplies?
  - a. water jug
  - b. iodine pills
  - c. bow and arrow
  - d. sleeping bag
  
4. The gamemakers send the fire balls to
  - a. force the tributes together
  - b. entertain themselves
  - c. remind the tributes they can kill them
  - d. all of the above
  
5. Katniss escapes the Careers by
  - a. getting in a hovercraft
  - b. setting the trackerjacker nest on them
  - c. shooting them with arrows
  - d. hiding in the mud

#### **Constructed Response**

1. Describe Katniss' skills as a Tribute so far. What does she know how to do and how has it helped her?

2. Is Peeta Katniss's enemy or ally? Why? Give at least 3 specific examples. Justify your responses with evidence from the text.

3. Choose one theme (Dystopian Society, Survival or Violence in Reality TV) and describe how it is playing out in the story so far. Give specific evidence from the text.



## **Week Four Lessons:**

Chapters 15-19  
Weekly Assessment



**Week 4: Day 15-Ch. 15 p 195-207**

<p><b>Learning Objective:</b> Students will review how alliances relate to the theme of survival.  <b>Language Objective:</b>          Students will think-pair-share what alliances are.</p>	<p><b>SDAIE Strategies:</b>  <i>Think-Pair-Share</i>  <i>Partner work</i></p> <p><b>Length of Lesson:</b>          1 class period</p>
<p><b>Evidence of Learning:</b>          Handout 1</p>	<p><b>Common Core Standards:</b>          RL 10.1, 12.1, 10.2,12.2; 10.3, 12.3; 12.6          W 10.9, 12.9; 10.10, 12.10          SL 10.1, 12.1          L 10. 1, 12.1, 10.2, 12.2, 10.4, 12.4; 10.6, 12.6</p>
<p><b>Materials Needed: Novel, folders,</b>          Handout1: Survival Skills &amp; Alliances</p>	<p><b>Key Academic Vocabulary:</b>          censorship</p>
<p><b>Anticipatory Set: (Prereading) Think-Pair-Share;</b> Teacher asks students what an alliance is and where in the book have they talked about previous alliances (for review).</p>	
<p><b>Direct Instruction: (During Reading)</b>  <b>Read Ch. 15.</b>          Students will find evidence of the alliance that Katniss and Rue are making.          Refer to Handout 1: work in pairs to find skills that each possess. Tell how it benefits the other.</p>	
<p><b>Guided Practice: (During Reading)</b>          Work through the remaining questions on Handout 1.</p>	
<p><b>Closure: (Post Reading)</b>          Debrief answers.</p>	
<p><b>Independent Practice/Assessment:</b>           Students add to major and minor character notes handout, update personal word journals and continue work on projects.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities:</b>           Teacher can work with a small group and provide sentence starters.</p>	

**Week 4: Handout 1**

Ch. 15

List the skills and benefits that Rue and Katniss bring to each other as allies.

<b>Rue</b>		<b>Katniss</b>	
<i>Skills</i>	<i>How it helps Katniss</i>	<i>Skills</i>	<i>How it helps Rue</i>

Is it always better to have an ally? Why or why not?

What is District Eleven's industry?

How is it controlled by the Capitol?

Why is this ironic?

Do you think the Capitol is censoring Rue and Katniss's conversation? Why or why not? Use evidence from the book to justify your response.

**Week 4: Day 16- Ch16. p 208-219**

<p><b>Learning Objective:</b> Students will understand the advantages of going on the offense in game play.</p> <p><b>Language Objective:</b> Students will work with a partner to find examples in the text and share with the class.</p>	<p><b>SDAIE Strategies:</b> <i>Graphic organizer, note taking</i> <i>Pairs-partner work</i></p> <p><b>Length of Lesson:</b> 2 days</p>
<p><b>Evidence of Learning:</b> Completed graphic organizer &amp; questions</p>	<p><b>Common Core Standards:</b> RL 10.1, 12.1; 10.3, 12.3 W 10.9, 12.9; 10.10, 12.10 SL 10.1, 12.1 L 10.6, 12.6</p>
<p><b>Materials Needed:</b> HG book, folders.</p>	<p><b>Key Academic Vocabulary:</b> Offensive</p>
<p><b>Anticipatory Set: (Prereading)</b> <b>Recap Ch. 15</b>-major events <b>Discussion:</b> Introduce the word "offense": What does it mean? How does it work in sports?</p>	
<p><b>Direct Instruction:</b> (During Reading) <b>Read Ch. 16</b> p 208-217. <b>Refer to Handout 2:</b> Offensive Plans- Review the model of both examples of offensive and defensive strategies.</p>	
<p><b>Guided Practice:</b> (During Reading) In pairs- complete the rest of the chart. Debrief responses when all have finished. Since answers may vary, have the class confirm that the examples fit either offensive or defensive moves.</p>	
<p><b>Closure:</b> (Post Reading) Students will discuss how the careers will be at a disadvantage. How do things change when you get put on the defense?</p>	
<p><b>Independent Practice/Assessment:</b> Refer to character notes-add more on Rue and Katniss. Add to personal word journals and word walls. Continue work on projects.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Small group learning, wait time, scaffolding.</p>	

**Week 4: Handout 2**  
**Ch. 16**

During the games Katniss was often on the defensive from the other tributes. She and Rue have now decided to become more offensive in their strategy.

Complete the chart showing what events in chapter 16 illustrate an offensive strategy. Go back into other chapters to find events to illustrate a defensive strategy.

Defensive Strategy (cite page #)	Offensive Strategy (cite page #)
p. 155: Katniss finds a sturdy tree to climb in order to spend the night out of sight of the others	p. 288 Katniss begins to think of a plan to destroy the Careers food supply rather than to continue to hide and run away.

How will the Careers be at a disadvantage?

How do things change when you are put on the defensive?

**Week 4: Day 17 Ch. 17 p. 222-232, & Ch. 18 p.233-244**

<p><b>Learning Objective:</b> Highlight significant events and connect to themes.</p> <p><b>Language Objective:</b> Think-Write-Pair-Share Share responses orally in class.</p>	<p><b>SDAIE Strategies:</b> <i>Sharing of responses</i> <i>Scaffolded note template</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Completed graphic organizer: Handout 3</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1; 10.2,12.2; W 10.9, 12.9; 10.10, 12.10 SL 10.1, 12.1 L 10.1, 12.1; 10.2,12.2; 10.6, 12.6</p>
<p><b>Materials Needed:</b> Novel, folders, Handout 3: Quote-Theme Connections</p>	<p><b>Key Academic Vocabulary:</b> subsequent, subtly, vulnerable lethargy, inflict</p>
<p><b>Anticipatory Set:</b> <b>Think-write-pair-share:</b> (on notebook paper, no handout) How do you stay true to your own self- to your beliefs, identity, values, in an oppressive society?</p>	
<p><b>Direct Instruction: (During Reading)</b> <b>Read Ch. 17 and 18-</b> stopping every so often to check for understanding and have students summarize events.</p> <p><b>Refer to Handout 3:</b> Work through one quote together,</p>	
<p><b>Guided Practice:</b> Allow partners to work on subsequent quotes, negotiating meaning and theme connections</p>	
<p><b>Closure/Independent Practice: (Post Reading)</b> Review as a class, having each pair respond. Revisit note templates on characters, adding information learned about each one</p>	
<p><b>Differentiation for ELL students and/or students with disabilities</b> Teacher can add additional clues to the handout-filling in partial boxes.</p>	

**Week 4: Handout 3**

Ch. 17-18

Quote	Theme Connection	Significance
“The betting must be getting really hot in the Capitol. They’ll be doing special features on each of us now. Probably interviewing our friends and families.” p.226		
“It crosses my mind to reveal myself and enlist her (Foxface) as a second ally against that pack. But I rule it out. There’s something about that sly grin that makes me sure that befriending Foxface would ultimately get me a knife in the back.” p.227		
“I want to do something right here, right now, to shame them, to make them accountable, to show the Capitol that whatever they do or force us to do, there is a part of every tribute they can’t own. That Rue was more than a piece in their Games. And so am I.” p. 236-237		
“This bread came from District 11...what must it have cost the people of District 11 who can’t even feed themselves?...for whatever reason, this is a first. A district gift to a tribute who is not your own.” p. 239		

**Week 4: Day 18 Ch. 19 p.247-261**

<p><b>Learning Objective:</b> Students will cite textual evidence to support whether the relationship between Katniss and Peeta is real or made for TV.</p> <p><b>Language Objective:</b> Students will orally share responses to the quickwrite and justify arguments</p>	<p><b>SDAIE Strategies:</b> <i>Think-Write-Pair-Share</i> <i>Oral Arguments</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Completion of Handout 4 Oral debate</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1; 10.3,12.3 W 10.9, 12.9; 10.10, 12.10 SL 10.1,12.1; 10.3,12.3;10.4,12.4; 10.6, 12.6 L 10.1, 12.1; 10.2,12.2; 10.6, 12.6</p>
<p><b>Materials Needed:</b> <b>Handout 4:</b> Quickwrite/Argument</p>	<p><b>Key Academic Vocabulary:</b> loathe, evade</p>
<p><b>Anticipatory Set:</b></p> <p><b>Quickwrite:</b> Why does Katniss scream Peeta’s name at the end of Ch. 18?</p> <p><b>Debrief</b> responses, first in pairs, then whole group.</p> <p><b>Purpose for reading:</b> As you read, look for evidence that Peeta and Katniss’ relationship is either real or for the cameras.</p>	
<p><b>Direct Instruction: (During Reading)</b></p> <p><b>Read Ch. 19</b>, pausing to check for understanding and summarize events</p> <p>Refer to <b>Handout 4:</b> Fill in the first two boxes as a class, finding evidence for each argument</p>	
<p><b>Guided Practice:</b> Students then work in groups to complete the chart.</p>	
<p><b>Closure/Independent Practice: (Post Reading)</b> Divide the class in half, have each side present a claim and justify their responses. Debrief and complete any new character or symbol learnings on graphic organizers.</p>	
<p><b>Differentiation for ELL students and/or students with disabilities</b> Work as a whole group to complete the organizer.</p>	

**Week 4: Handout 4**  
**Ch. 19**

**Quickwrite:**

Why does Katniss scream Peeta's name at the end of chapter 18?

Find evidence in the text to support each of the following claims regarding the relationship between Katniss and Peeta.

The relationship is real	The relationship is for the cameras

**Choose a side and be prepared to present and justify your claim.**



**Week 4: Day 19 Catch-up, Assessments, Project**

<p><b>Learning Objective:</b> Students will demonstrate understanding of Katniss' character development and the themes of manipulation and survival in the novel to date.</p> <p><b>Language Objective:</b> Students will share responses with a partner.</p>	<p><b>SDAIE Strategies:</b> <i>Pair-Share</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Ch. 15-19 Assessment</p>	<p><b>Common Core Standards:</b> RL 10.1, 12.1, 10.2,12.2; W 10.9, 12.9; 10.10, 12.10 SL 10.1, 12.1 L 10.1, 12.1;10.2,12.2; 10.6, 12.6</p>
<p><b>Materials Needed:</b> Handout 5: Assessment</p>	<p><b>Key Academic Vocabulary:</b> n/a</p>
<p><b>Anticipatory Set:</b> Allow time for catch-up of notes and unfinished work. Students can prepare for the assessment and use their notes.</p>	
<p><b>Direct Instruction: (During Reading)</b>  Distribute assessment. Review tasks and allow as much time as needed for completion.</p>	
<p><b>Guided Practice:</b> Students can work on projects when finished with the assessments.</p>	
<p><b>Closure/Independent Practice: (Post Reading)</b> Debrief Assessment responses. Allow time for students to share answers with a partner first.</p>	
<p><b>Differentiation for ELL students and/or students with disabilities</b>  Teachers can allow students to discuss the prompts and responses prior to writing them.</p>	

**Week 4: Handout 5:**  
**Ch 15-19 Assessment**

**Extended Constructed Response**

How has Katniss's character developed up to this point in the novel? What have you learned about her? In what ways is she both a survivor and a nurturer?

Not many tributes are left in the Games. How has the Capitol influenced the Games? List some specific examples that illustrate their influence.

Given the rules and nature of the Games, how do alliances both benefit and burden the Tributes?



**Week Five Lessons:**

Chapters 20-24  
Weekly Assessment

**Week 5: Day 20 Ch. 20 p. 262-277**

<p><b>Learning Objective:</b> Students will demonstrate understanding of how manipulation is used in Ch.20 to advance the plot.</p> <p><b>Language Objective:</b> Students will pair-share responses to quickwrites and participate in class discussion on manipulation.</p>	<p><b>SDAIE Strategies:</b> <i>Write-pair-share</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> HG book, folders, Handout 1: completed table on character manipulations</p>	<p><b>Common Core Standards:</b> RL 10.1, 12.1; 10.2,12.2 W 10.9,12.9; 10.10, 12.10 SL 10.1, 12.1 L 10.1, 12.1; 10.2,12.2; 10.6, 12.6</p>
<p><b>Materials Needed:</b> Hunger Games books &amp; student folders, Handout 1</p>	<p><b>Key Academic Vocabulary:</b> Manipulation, tethered, potent, ratcheting, wheedles, incoherence</p>
<p><b>Anticipatory Set:</b> (Prereading) 1. <b>Review the plot</b> to date-Where are we in the story? Take student responses. 2. <b>Quickwrite:</b> Is lying always wrong? Is it ever okay to lie to someone? Have students write for 5 min. and share responses on Handout 1. 3. <b>Set the purpose</b> for reading: as we read Ch. 20, look for ways in which either Katniss, Peeta or the Capitol uses the TV cameras to manipulate a situation. What do they do and what do they hope to gain?</p>	
<p><b>Direct Instruction: (During Reading)</b> <b>Read Ch.20</b> pages 262-277, pausing to check for understanding as you read. Complete the first two boxes of Handout 1, on the manipulations used by the characters.</p>	
<p><b>Guided Practice:</b> (During Reading) Students may work in groups or partners on the rest of the table on the handout if they demonstrate proficiency in locating examples on how characters use manipulation to their advantage.</p>	
<p><b>Closure:</b> (Post Reading) Debrief responses on Handout 1. Complete previous graphic organizers on what we have learned in this chapter about Katniss and Peeta.</p>	
<p><b>Independent Practice/Assessment:</b> Students could work independently to locate examples of manipulations used by characters.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Play the audiotape of the reading. Work in partners or groups to locate examples from text.</p>	

**Week 5: Handout 1**

Ch. 20

**Prereading Quickwrite:** Is lying always wrong? Is it ever okay to lie to someone? Explain your response.

**Theme 3: Violence in Reality TV**

Essential Questions:

What is real and what is manipulation in reality TV?

How can people change perceptions in order to win?

**Directions:** Look for ways in which either Katniss, Peeta or the Capitol uses the TV cameras to manipulate a situation. What happens and what do they hope to gain?

Which character?	How they use the TV cameras to manipulate:	What they hope to gain:

**Week 5: Day 21-Chapter 21&22 p. 278-302**

<p><b>Learning Objective:</b> Students will examine the significance of quotes related to theme of survival. Students will create inferences regarding the relationship between Peeta and Katniss and cite textual evidence to support their claims.</p> <p><b>Language Objective:</b> Students will share ideas on survival in the book with a partner and whole group. Students will justify inferences in writing. Students will participate in a debate.</p>	<p><b>SDAIE Strategies:</b> <i>Pair-share summaries</i> <i>Oral debate</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Completion of handouts 2 and 3</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1; 10.2, 11.2; 10.3,12.3 W 10.9, 12.9; 10.10, 12.10 SL 10.1,12.1; 10.3,12.3; 10.4, 12.4 10.6,12.6 L 10.1, 12.1; 10.2,12.2; 10.6,12.6</p>
<p><b>Materials needed:</b> HG book, folders, handouts 2 &amp; 3</p>	<p><b>Key Academic Vocabulary:</b> Arduous, asset, infusion, emanating, ominous, tirades, exorbitant</p>
<p><b>Anticipatory Set:</b> (Prereading) 1. <b>Recap theme 2:</b> Survival. Ask students what this means in terms of the book so far.</p>	
<p><b>Direct Instruction:</b> (During Reading) 2. <b>Read Ch. 21</b> pgs. 278-289, pausing to check for understanding every few paragraphs. Students can turn to a partner and summarize events, then share whole group.</p>	
<p><b>Guided Practice:</b> (During Reading) 1. After reading Ch.21, <b>refer to Handout 2</b>. Review the theme and essential questions at the top of the page. Read the first quote and discuss the significance as a class. Complete together. Allow students to work through the next two either in partners or groups. Debrief answers.  2. <b>Set the purpose for reading</b> Ch. 22 p. 290-302 -read to determine the question on Handout 3: Is the relationship between Peeta and Katniss real? 3. After reading the chapter, do the <b>close reading</b>. Choose a side and work through one example as a class.</p>	
<p><b>Post Reading:</b> Allow students an opportunity to complete the close reading exercise independently, choosing evidence to back up their inference and explaining how it supports their conclusion</p>	
<p><b>Independent Practice/Assessment:</b> Hold a debate in class, allowing students to share their conclusions and evidence.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Students can work in pairs to complete the close reading exercise.</p>	

**Week 5: Handout 2**

Ch. 21 p. 278-289

**Theme 2: Survival**

Essential Questions:

How can using individual strengths and/or intelligence help someone survive?

***What is the importance of alliances to survival?***

**Directions:** Explain the significance of each quote as it relates to survival.

Quote	Significance
“Conflicting emotions cross Thresh’s face. He lowers the rock and points at me, almost accusingly. ‘Just this one time, I let you go. For the little girl. You and me, we’re even then. No more owed. You understand?’” p. 288	
“I nod because I do understand. About owing. About hating it. I understand that if Thresh wins, he’ll have to go back and face a district that has already broken the rules to thank me, and he is breaking the rules to thank me, too.” p.288	
“The last thing I remember is an exquisitely beautiful silver and green moth landing on the curve of my wrist.” p.289	

\*Go back to the minor characters graphic organizer. Complete any new information that you have learned about Clove, Thresh and Foxface in this chapter.

**Week 5: Handout 3**

Ch. 22 p. 290-302

**Theme 3: Violence in Reality TV**

Essential Questions:

What is real and what is manipulation in reality TV?

How can people change perceptions in order to win?

**Close Reading Directions:** Is the relationship between Peeta and Katniss real or made up for the TV cameras? Find evidence in the text to support your answer.

<b>My position: I think the relationship between Peeta and Katniss is....</b>	
<b>Evidence from the text</b>	<b>Why it supports my position</b>



**Week 5 Day 22- Ch. 23 p. 303-319**

<p><b>Learning Objective:</b> Students will answer questions from the text, citing evidence and relating answers to the appropriate themes.</p> <p><b>Language Objective:</b> Students will write answers and share orally in partners</p>	<p><b>SDAIE Strategies:</b> <i>Partner work, oral sharing of responses</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Students will demonstrate understanding by completing the questions on Handout 4</p>	<p><b>Common Core Standards:</b> RL:10.1, 12.1 , 10.2, 12.2, 10.3,12.3 W 10.9, 12.9; 10.10,12.10 SL 10.1, 12.1 L 10.1, 12.1; 10.2,12.2; 10.6,12.6</p>
<p><b>Materials Needed:</b> HG Books, folders, Handout 4</p>	<p><b>Key Academic Vocabulary:</b> Nightlock, savoring, peevisly, surreal, emaciated</p>
<p><b>Anticipatory Set: (Prereading)</b></p> <ol style="list-style-type: none"> <li><b>Remind students of the three themes</b> in the novel: Dsytopian Societies, Survivalism, Violence in Reality TV</li> <li><b>Set the Purpose:</b> Students will be answering 5 questions and relating the answers to the appropriate theme. Review the questions that they will be seeking to answer.</li> </ol>	
<p><b>Direct Instruction:</b> (During Reading)</p> <ol style="list-style-type: none"> <li><b>Read Chapter 23.</b> Allow students to choose the mode of reading-whole group, in partners or independently.</li> <li><b>Complete question 1 as a group.</b> Model the process, taking responses from students.</li> </ol>	
<p><b>Guided Practice:</b> (During Reading)</p> <ol style="list-style-type: none"> <li>Allow students time to <b>work in partners</b> to complete questions 2-5. Students may differ on related themes as more than one theme may apply.</li> </ol>	
<p><b>Closure:</b> (Post Reading)</p> <ol style="list-style-type: none"> <li><b>Debrief</b> the responses to questions 2-5 whole group.</li> </ol>	
<p><b>Independent Practice/Assessment:</b> Return to the graphic organizers for minor characters-complete information learned about Haymitch.</p> <p>Complete any new character traits on Katniss and Peeta on the graphic organizers.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Allow students to listen to audio of this chapter. Work in a small group with students who need assistance with questions 2-5.</p>	

**Week 5: Handout 4**

Ch. 23 p. 303-319

**Themes:** Dystopian Society, Survival, Violence in Reality TV

**Directions:** Read and answer each question. Cite evidence from the text to support your answers and indicate which theme it relates to.

Question	Answer	Evidence	Theme
How do Peeta and Katniss think Haymitch won the games in his year?			
Why does Katniss call Thresh's death "murder?"			
Why doesn't Katniss want to marry or have children?			
Why is Peeta a terrible hunter?			
Who killed Foxface? How?			

**Week 5: Day 23-Ch 24 p.320-330**

<p><b>Learning Objective:</b> Students will comprehend key events in the chapter.</p> <p><b>Language Objective:</b> Students will read orally in partners and negotiate answers to questions.</p>	<p><b>SDAIE Strategies:</b> <i>Partner reading</i> <i>Oral Debrief</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Students will answer comprehension questions on Handout 5</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1; 10.10, 12.10 W10.9, 12.9; 10.10,12.10 SL 10.1,12.1 L 10.1, 12.1; 10.2,12.2; 10.6,12.6</p>
<p><b>Materials Needed:</b> Book, folders, handout 5</p>	<p><b>Key Academic Vocabulary:</b> Sustained, oblige, mesmerized, dissonant, wielding</p>
<p><b>Anticipatory Set:</b> (Prereading)</p> <p><b>Set the purpose for reading:</b> review the questions that students will be answering as they read.</p> <p><b>Partner Reading:</b> Allow students to pair up. They will read Ch. 24 to one another, taking turns as they go. (using low voices) Students need to negotiate the answers to each question and write responses on their sheet. Tell them they will have to justify responses with textual evidence.</p>	
<p><b>Direct Instruction:</b> (During Reading) Model a few paragraphs using a student as a partner, if necessary.</p>	
<p><b>Guided Practice:</b> (During Reading)</p> <p><b>Debrief:</b> Once students have completed the reading and questions, debrief answers whole group and determine if all students were on target. Students should be able to justify answers with evidence from the text.</p>	
<p><b>Closure: (Post Reading)</b> Return to Character Notes and complete any new learnings about Katniss and Peeta, as well as any other minor characters. Add to personal Word Journals and Word Walls.</p>	
<p><b>Independent Practice/Assessment:</b> If time allows, return to any other graphic organizers, add to word wall or work on on-going projects.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Teachers can pull a small group together and work through the reading and questions together, gradually releasing responsibility as appropriate.</p>	

**Week 5: Handout 5**

Ch. 24 p. 320-330

**Directions:**As you read Chapter 24, answer the following questions. Write the page number where you can justify your response.

1. Why does Katniss kiss Peeta's forehead as he drops off to sleep? (page\_\_\_\_)

2. Why does Katniss believe that the end of the Games is near? (page \_\_\_\_)

3.. How does the Capitol force the remaining players together? (page\_\_\_\_)

4. Why doesn't Cato attack Katniss and Peeta? (page \_\_\_\_ )

**Week 5: Day 24- Catch Up, Assessment & Project Work**

<p><b>Learning Objective:</b> Students will demonstrate understanding of concepts in Ch. 20-24</p> <p><b>Language Objective:</b> Students will share responses to test items orally.</p>	<p><b>SDAIE Strategies:</b> <i>Oral review of test items</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Weekly Assessment</p>	<p><b>Common Core Standards:</b> RL 10.2,12.2; 10.10, 12.10; W 10.1,12.1, 10.4,12.4, 10.10, 12.10,10.9a 12.9 SL 10.1,12.1 L 10.1, 12.1; 10.2,12.2; 10.6,12.6</p>
<p><b>Materials Needed:</b> HG Books, folders, notes</p>	<p><b>Key Academic Vocabulary:</b></p>
<p><b>Anticipatory Set:</b> (Prereading)</p> <p><b>Prepare for Exam:</b> Allow students time to gather notes and handouts from Ch. 20-24</p>	
<p><b>Direct Instruction:</b> (During Reading)</p> <p><b>Assessment:</b> Distribute the Week 5 Assessment. Allow as much time as students need to work through the questions. They may use any notes taken throughout the week.</p>	
<p><b>Guided Practice:</b> (During Reading) n/a</p>	
<p><b>Closure:</b> (Post Reading)</p> <p>If time permits, review the assessment, discussing answers to each item.</p>	
<p><b>Independent Practice/Assessment:</b></p> <p>When they have finished, students can work on ongoing projects related to the novel. All graphic organizers and word walls can be updated.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Students can work in small groups to complete the assessment.</p>	

## **Week 5 Assessment**

### Chapters 20-24

Demonstrate general understanding of the story. Select the correct response to each question:

1. Peeta's blood poisoning is cured by
  - a. broth
  - b. chewed up mint leaves
  - c. medicine from Haymitch
  
2. Katniss thinks the audience wants to see
  - a. she and Peeta in a fight
  - b. she and Peeta in love
  - c. she and Peeta dead
  
3. Thresh does not kill Katniss because
  - a. she is beautiful
  - b. she tried to protect Rue
  - c. she loves Peeta
  
4. Katniss knows that if she is to get more sponsor gifts she must
  - a. win at all cost
  - b. leave Peeta for Thresh
  - c. play up the romance with Peeta
  
5. Foxface is killed by
  - a. Thresh
  - b. Peeta
  - c. Clove

### **Short Constructed Response**

Write a brief answer to each question.

6. What is the happy memory that Katniss shares with Peeta in the cave?
  
7. Why must Katniss put Peeta to sleep to go to the Cornucopia?
  
8. Why is Peeta a terrible hunter?

**Extended Constructed Response**

Write a paragraph explaining why Haymitch is a good mentor. How does he help Peeta and Katniss in chapters 20-24?

Write one important event that exemplifies each theme in the novel, from Ch. 20-24. Cite the page number that the event occurs on and tell how it relates to the theme.

Theme	Event & Page #	How it relates to the theme
<i>Theme 1: Dystopian Society</i>		
<i>Theme 2: Survival</i>		
<i>Theme 3: Violence in reality TV</i>		



**Week Six Lessons:**

Chapters 25-27  
Weekly Assessment



**Week 6:** Day 25-Ch. 25 p. 331-345

<p><b>Learning Objective:</b> Students will determine how the muttations are used in the chapter. Students will explore theme connections to events in the story.</p> <p><b>Language Objective:</b> Students will work with a partner to describe features of muttations.</p>	<p><b>SDAIE Strategies:</b> <i>Partner work</i> <i>Oral review of descriptions</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Completed Handout 1 &amp; class discussion</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1; 10.2,12.2 W 10.9, 12.9; 10.10,12.10 SL 10.1,12.1 L 10.1, 12.1; 10.2,12.2; 10.4,12.4; 10.6,12.6</p>
<p><b>Materials Needed:</b> HG Book, folders, Handout 1</p>	<p><b>Key Academic Vocabulary:</b> muttations</p>
<p><b>Anticipatory Set:</b> (Prereading) Review what muttations are. Discuss how the Capitol has used them in previous chapters. Cite examples from the book.</p>	
<p><b>Direct Instruction:</b> (During Reading)  Read Ch. 25. In partners have students negotiate the features of muttations on Handout 1. Debrief as a class. Ask students: Why are mutations more terrifying than just dogs or humans?</p>	
<p><b>Guided Practice:</b> (During Reading) Students then complete the 4 questions on Handout 1, either alone or in pairs.</p>	
<p><b>Closure:</b> (Post Reading) Debrief responses whole group.</p>	
<p><b>Independent Practice/Assessment:</b>  Return to previous graphic organizers on all characters and fill in new information and key learnings.  Add new vocabulary to Word Wall.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b>  Allow students to work in a group or with the teacher.</p>	

**Week 6: Handout 1**  
 Ch. 25 p. 331-345

Describe the features of muttations:

Physical Appearance	Behavior	Human Qualities

Answer each question and relate it to the appropriate theme:

<i>Question</i>	<i>Answer</i>	<i>Theme Connection</i>
Why does the Capitol send in the muttations?		
Why does the Capitol allow Cato to suffer all night?		
How does the Capitol try to change the outcome of the Games?		

**Week 6: Day 26-Ch. 26 p346-359**

<p><b>Learning Objective:</b> Students will determine how key events relate to the themes in the story. Students will draw conclusions and cite textual evidence to support claims. Students will recognize the continued tension and drama as the story concludes.</p> <p><b>Language Objective:</b> Students will share responses in partners and whole group.</p>	<p><b>SDAIE Strategies:</b> <i>Graphic organizers</i> <i>Partner work</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Handout 2-students will complete the missing theme and evidence information</p>	<p><b>Common Core Standards:</b> RL 10.1, 12.1; 10.2,12.2; 10.5, 12.5 W 10.1,12.1; 10.9,12.9, 10.10,12.10 SL 10.1, 12.1; 10.3,12.3; 10.6, 12.6 L 10.1, 12.1; 10.2,12.2; 10.6,12.6</p>
<p><b>Materials Needed:</b> HG book, folders, handout 2</p>	<p><b>Key Academic Vocabulary:</b> Garish, arbitrary, benign</p>
<p><b>Anticipatory Set:</b> (Prereading) <b>Opening Quickwrite:</b> Handout 2: Which theme is most important in this novel? (Dystopian Societies, Survival or Violence in reality TV) <b>Debrief</b> in partners and whole group.</p>	
<p><b>Direct Instruction:</b> (During Reading)</p> <p><b>Read Ch. 26.</b> <b>Handout 2:</b> Complete the chart indicating theme connections and explanations. Work through the first two as a class .</p>	
<p><b>Guided Practice:</b> (During Reading) Allow students to work in pairs to complete the chart. Debrief and discuss the idea of how the events continue tension and drama in this chapter, when typically at the end of a novel, things settle down and resolve neatly.</p>	
<p><b>Closure:</b> (Post Reading) Have students discuss the last question: Will Katniss ever be safe in Panem? Chart ideas.</p>	
<p><b>Independent Practice/Assessment:</b> Students will write a paragraph making a claim as to whether Katniss can be safe in Panem and citing evidence to support their opinion.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Teacher can work with a small group and scaffold the writing process.</p>	

## Week 6: Handout 2

Ch. 26 p. 346-359

Quickwrite: Which theme is most important in this novel? (Dystopian Societies, Survival or Violence in Reality TV) Why?

After reading Ch. 26, Fill in the missing information:

Quote	Theme Connections	Explanation
"I startle when I catch someone staring at me from only a few inches away and then realize it's my own face reflecting back in the glass. Wild eyes, hollow cheeks, my hair in a tangled mat. Rabid. feral. mad." p348	<b>Survival</b> -she has made it through alive  <b>Dystopian society:</b> they have made her into this which she barely recognizes	Katniss barely recognizes herself. She has been reduced to almost an animalistic state by her ordeal.
"There's usually a lag of a few days between the end of the competition and the presentation of the victor so that they can put the starving, wounded, mess of a person back together." p.350		
"...they're rattling on about the Games, it's all about where they were or what they were doing or how they felt when a specific event occurred....everything is about them, not the dying boys and girls in the arena." p.354		

Quote	Theme Connections	Explanation
<p>“I look, very simply, like a girl. A young one. Fourteen at most. Innocent. harmless.....This is a very calculated look. Nothing Cinna designs is arbitrary.” p. 355</p>		
	<p><b>Dystopian Society:</b> the Capitol likes to be in control</p>	<p>Katniss is in danger because she tried to exert her own will and made the Capitol look bad. Now they have to try and save face in front of the country.</p>

**Will Katniss ever really be safe in Panem? Why or why not? Cite specific textual evidence to support your argument.**

**Week 6: Day 27 Ch. 27 p. 360-374**

<p><b>Learning Objective:</b> Students will determine who the winner of the Hunger games really is and why the ending is ambiguous.</p> <p><b>Language Objective:</b> Students will share their ideas in groups or pairs.</p>	<p><b>SDAIE Strategies:</b> <i>Students will work in pairs using a graphic organizer</i> <i>Whole Class Debate</i></p> <p><b>Length of Lesson:</b> 1 class period</p>
<p><b>Evidence of Learning:</b> Students will choose a winner and justify responses on the handout.</p>	<p><b>Common Core Standards:</b> RL 10.1,12.1; 10.2,12.2;10.5, 12.5 W 10.1,12.1, 10.4,12.4, 10.9,12.9;10.10,12.10 SL 10.1,12.1 10.3,12.3; 10.4,12.4; 10.6, 12.6 L 10.1,12.1,10.2,12.2; 10.4,12.4; 10.6,12.6</p>
<p><b>Materials Needed:</b> HG book, folders, Handout 3</p>	<p><b>Key Academic Vocabulary:</b> ambiguous</p>
<p><b>Anticipatory Set:</b> (Prereading) <b>Opening Discussion:</b> What does it mean to win? What does it mean in society? What rewards do you get? How does it typically feel?</p>	
<p><b>Direct Instruction:</b> (During Reading) <b>Read Ch. 27.</b> <b>Refer to handout 3.</b> Divide the class in half. Each half takes a side and writes reasons why their side is the winner.</p> <p><b>Present arguments,</b> having students take notes on the side they did not represent.</p> <p><b>Allow students time then to choose a winner</b> and write a paragraph on who they believe won and why.</p>	
<p><b>Guided Practice:</b> (During Reading) Discuss question 2. Have students answer why they believe Peeta and Katniss can or cannot have a future together. Share responses and ideas with a partner, then whole group.</p>	
<p><b>Closure:</b> (Post Reading) Refer to the final question. Chart ideas on why the author chose not to have the ending be neatly tied up in a happily-ever-after-ending. How does this fit in with the other events and themes in the story? Mention how in dystopian societies, there is always an element of survival and repression, thereby inhibiting the ability for its people to have typical happy endings.</p>	
<p><b>Independent Practice/Assessment:</b> Return to all character graphic organizers, symbol graphic organizer, word walls, etc...and complete any new information.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> n/a</p>	

**Week 6: Handout 3**

Ch. 27 p. 368-374

1. Who is the real winner of the Hunger Games? Is it the tributes from District 12 or The Capitol? Cite evidence to support each claim and then write a paragraph, making a decision as to who won and why.

Katniss and Peeta	The Capitol

The real winner of the Hunger Games is.....

2. Is it possible for Peeta and Katniss to have a future together? Why or why not?

3. Why do you think the author chose to have the ending different from a typical “happily ever after” ending? How does it relate to the events and themes in the rest of the story?

**Week 6: Day 28 and 29-Novel Wrap Up:** How character development advances the theme

<p><b>Learning Objective:</b> Students will determine 3 character traits of a major character and show how these traits advance a theme in the novel</p> <p><b>Language Objective:</b> Students will participate in a Pair-Share about the traits they chose.</p>	<p><b>SDAIE Strategies:</b> <i>Pair-Share</i> <i>Guided Essay writing</i> <i>Work in pairs to write essay if needed</i></p> <p><b>Length of Lesson:</b> 2 class period3</p>
<p><b>Evidence of Learning:</b> Students will produce a 5-paragraph essay demonstrating how 3 character traits advance one of the major themes in the novel.</p>	<p><b>Common Core Standards:</b> W 10.1, 12.1; 10.9, 12.9; 10.10,12.10 SL 10.1,12.1 L 10.1, 12.1; 10.2,12.2; 10.6,12.6</p>
<p><b>Materials Needed:</b> HG Books, folders, notes Handout 4: Essay Prep Handout 5: Model</p>	<p><b>Key Academic Vocabulary:</b> Character trait</p>
<p><b>Anticipatory Set:</b> (Prereading) Have students review their notes on Peeta, Katniss and Haymitch.</p>	
<p><b>Direct Instruction:</b> (During Reading) Model how to do the identification of a character trait and evidence in the first set of boxes on Handout 5.</p>	
<p><b>Guided Practice:</b> (During Reading) Now do together as a class, identifying additional traits and finding evidence in the text.</p>	
<p><b>Closure:</b> (Post Reading) Write an essay together, modeling how to put the information into paragraph format, using the same criteria students will be required to use on their independent essay.</p>	
<p><b>Independent Practice/Assessment:</b> Have students decide which of the three characters that they would like to write about on Handout 4. Tell them to choose three important character traits on this person and write those in the first box. They will finish the handout and then write the essay using the class essay as a model/guide.</p>	
<p><b>Differentiation for ELL, Students w/ Disabilities</b> Teacher can work with a small group if needed. Students can also work with a partner.</p>	



**Week 6: Handout 4**

Novel Wrap Up on Character Development

You will be writing a 5-paragraph essay about one character and how that character’s traits advance one of the major themes in the novel.

Choose one of the following characters and one of the major themes:

- Katniss
- Peeta
- Haymitch
- Dystopian Society
- Survival
- Reality TV

In the boxes below, write 3 specific character traits about your chosen person that relate to one of the three main themes (Dystopian Society, Survival, Violence in Reality TV). Then, locate specific evidence in the book that illustrates that trait. Finally, explain how this helps to develop the theme in the book.

Character Trait	Evidence from the Text	How this develops the theme

Now, take each character trait and turn it into paragraph format with a topic sentence and supporting details. Be sure to cite your evidence correctly, using quotes and page numbers in your reference. Once you have written the three paragraphs, add an introduction and conclusion to complete your essay.

**Week 6: Handout 4 MODEL**

Novel Wrap Up on Character Development

Character: Effie Trinket

Theme: Dystopian Society

Character Trait	Evidence from the Text	How this develops the theme



## **Weeks Seven & Eight:**

Overview

Final Assessment

Project Completions

Showcases/Exhibitions

Additional Readings

## Weeks Seven & Eight

### Overview

The last two weeks of the novel study are not planned in detail to allow for flexibility in completing unfinished work, including finishing the reading of the novel, completing notes and graphic organizers, and working on final projects. A Final Assessment has been provided to allow for demonstration of understanding of the core themes and essential questions.

### Projects

The assumption is that students will be presenting some sort of schoolwide exhibition, where projects will be presented and displayed for both guests and the school community to experience and enjoy. Time will need to be set aside for the preparation of these showcases, including allowing students time to practice presentations and time for assigning class ambassadors to welcome guests and serve as guides in the classroom. Students may need to write scripts for themselves in order to know how to handle this new role.

Sites will want to organize these showcase days to meet the needs of their setting. Classrooms may want to visit one another to listen to presentations and share projects. Schedules for both classroom visitations and the handling of school visitors will need to be prearranged.

### Additional Readings

Additional readings are included to support the themes in the novel. Three informational articles include: *Hunger in America*, *Why America Loves Reality TV* and *Everyday Survival*. These are optional readings that can be used to bolster student interest in the themes as well as expose students to non-fictional texts.

Name \_\_\_\_\_

***The Hunger Games***  
Final Assessment

**Selected Response: Character Development**

Write the name of the character that fits each description.

Haymitch  
Rue

Katniss  
Cinna

Peeta  
Effie

Foxface  
Thresh

_____	Can jump tree to tree, becomes attached to Katniss
_____	Stylist, “normal”, caring, creating an image for Katniss
_____	Alcoholic, depressed, former winner, mentor
_____	Dependable, caring, playing to the camera, loves Katniss
_____	Hunter, survivalist, strong, rebellious, risk-taker
_____	Frivolous, oddly dressed, concerned with pleasing the Capitol
_____	Sly, smart, fierce competitor, untrustworthy
_____	Strong tribute, let Katniss go when he could’ve killed her

**Short Constructed Response: Symbols**

Write a brief description of what each symbol represents in the novel:

Mockingjay:

Fire:

Dandelion:

Cornucopia:



3. The tributes all had many different skills for survival. What is the most important skill for survival? Why?

4. How does the televised version of the Hunger Games in the Capitol compare and contrast to reality TV that we currently have? How realistic is the premise of the Hunger Games in our world? Could something like this ever happen in our society? Why or why not?



## **Additional Readings**

*Hunger in America*

*Why America Loves Reality TV*

*Everyday Survival*



## ***Hunger in America: 2013 United States Hunger and Poverty Facts***

World Hunger Education Service  
Hunger in the United States

Three years after the onset of the financial and economic crisis, hunger remains high in the United States. The financial and economic crisis that erupted in 2008 caused a dramatic increase in hunger in the United States. This high level of hunger continues in 2010, according to the latest government report (with the most recent statistics) released in September 2011 ([Coleman-Jensen 2011](#)).

- In 2010, 17.2 million households, 14.5 percent of households (approximately one in seven), were food insecure, the highest number ever recorded in the United States <sup>1</sup> (Coleman-Jensen 2011, p. v.)
- In 2010, about one-third of food-insecure households (6.7 million households, or 5.4 percent of all U.S. households) had very low food security (compared with 4.7 million households (4.1 percent) in 2007. In households with very low food security, the food intake of some household members was reduced, and their normal eating patterns were disrupted because of the household's food insecurity (Coleman-Jensen 2011, p. v., [Nord 2009](#), p. iii.) .
- In 2010, children were food insecure at times during the year in 9.8 percent of households with children (3.9 million households.) In one percent of households with children, one or more of the children experienced the most severe food-insecure condition measured by USDA, very low food security, in which meals were irregular and food intake was below levels considered adequate by caregivers (Coleman-Jensen 2011, p. vi).
- The median [a type of average] food-secure household spent 27 percent more on food than the median food-insecure household of the same size and household composition (Coleman-Jensen 2011, p. vi)..
- Background: The United States changed the name of its definitions in 2006 that eliminated references to hunger, keeping various categories of food insecurity. This did not represent a change in what was measured. Very low food insecurity (described as food insecurity with hunger prior to 2006) means that, at times during the year, the food intake of household members was reduced and their normal eating patterns were disrupted because the household lacked money and other resources for food. This means that people were hungry ( in the sense of "the uneasy or painful sensation caused by want of food" [Oxford English Dictionary 1971] for days each year (Nord 2009 p. iii-iv.).

### ***Poverty in the United States***

The official poverty measure is published by the United States Census Bureau and shows that:

- In 2010, 46.9 million people were in poverty, up from 37.3 million in 2007 -- the fourth consecutive annual increase in the number of people in poverty . This is the largest number in the 52 years for which poverty rates have been published ([DeNavas-Walt 2011](#), p. 14).
- The 2010 poverty rate was 15.1 percent, up from 12.5 percent in 1997. This is the highest poverty rate since 1993, but 7.3 percentage points lower than the poverty rate in 1959, the first year for poverty estimates. ([DeNavas-Walt 2011](#), p. 14).
- The 2010 poverty rate for Hispanics was 26.6 percent, for Blacks 27.4 percent.
- In 2010, the poverty rate increased for children under age 18 from 20.7 percent to 22.0 percent. ([DeNavas-Walt 2010](#) p. 14).
- 20.5 million Americans live in extreme poverty. This means their family's cash income is less than half of the poverty line, or about \$10,000 a year for a family of four ([DeNavas-Walt 2011](#), p. 19).
- 49.9 million people or 16.3 percent of the American people, do not have medical insurance ([DeNavas-Walt 2011](#), p. 23).

In 2011 the Census Bureau published a supplemental poverty measure for the first time (US Census Bureau 2011b). This new measure addresses seven concerns that have been raised about the official

poverty measure, including the fact that the official poverty measure does not reflect the effects of key government policies that alter the disposable income of families and thus their poverty status, such as the SNAP/food stamp program. (For a good brief discussion of these issues see 2011b, p.1-3.) Taking these adjustments into account, the supplemental poverty measure showed a 3 million increase in the number of poor people in 2010, compared to the official poverty rate. Who is poor shows some striking changes. The percentage of children in poverty is 27.7 percent of the total population in poverty with the supplemental measure and 36.1 with the official measure; while people over 65 are 12.7 percent of the total population in poverty in the supplemental measure and 7.6 percent in the official measure (2011b, p.3-8). The supplemental poverty measure does measure poverty more accurately, and it is gratifying to see that programs to reduce poverty and hunger among children have had an impact.

### ***Causes of Hunger and Poverty***

*(Hunger is principally caused by poverty so this section will focus on causes of poverty.)*

There are, we believe, three main causes of poverty in the United States: poverty in the world; the operation of the political and economic system in the United States which has tended to keep people from poor families poor, and actual physical mental and behavioral issues among some people who are poor.

*Poverty in the world* There are a lot of poor people in the world. An estimated 2 billion people are poor, and the same amount hungry ([World Hunger Facts](#)) They are much, much, poorer than people in the United States. As can be imagined, people do not want to be hungry and desperately poor. In the world economic system there are two main ways in which relatively poor people have their income increased: through trade, and through immigration. Trade, we believe, is the most important.

- Trade. It is important to understand some basic economics. We in the United States live in a rich country, that has a large amount of capital--machinery, etc.--to produce things relative to the amount of labor--people that want to work. Poor countries have a lot of labor, but relatively little capital. There is a basic idea of economics--the factor price equalization theorem--that states that wages in rich countries will tend to go down and increase in poor countries through trade (Wikipedia 2010b). Thus China, with low wages, puts pressure on wages in the United States, as production is shifted to China from the United States. This movement of production from richer to poorer countries is initiated by corporations, not individuals, but it does shift jobs and income to poorer countries and people, and has been doing so for the last 30 years or so. Lower income people in the United States are particularly vulnerable to such shifts.
- Immigration. A clear strategy for poor people is to go where there are higher paying jobs (often opposed to the alternative of no jobs at all). Thus immigration has been a major response to poverty by people in poor countries.

*The operation of the US economic system* The operation of the US economic and political system has led to certain people/groups being relatively disenfranchised.

The normal operation of the economic system will create a significant amount of poverty.

- First, in a free enterprise economy, there is competition for jobs, with jobs going to the most qualified. On the other hand, there is almost always a significant amount of unemployment, so that not everyone will get a job, with the major unemployment falling on the least qualified. It might be tempting to identify them as 'unemployable' but what is in fact happening is that the private enterprise system is not generating enough jobs to employ everyone.
- Secondly, the top echelon of business has the power to allocate the profits of the enterprise, and certainly they have allocated these profits to themselves in recent years.

*The operation of the US political system*, The US political system, which should address the major problems of its citizens, is to a great extent not focused on fundamental concerns of poor people, but on other concerns.

- Military and security expenditure represent half of US federal government discretionary expenditures, much larger than expenditures to assist poor people, and this budgeting is assisted by a strong web of political and financial connections which has been termed the "military-industrial complex."
- Corporations and the rich, through their ability to lobby Congress and the Administration effectively by such means as spending large amounts of money on lobbying efforts and on political campaigns of elected officials have succeeded in establishing their priorities, including tax breaks and subsidies..
- The Democratic party, which used to be a party of the 'working class' has now set its sights on the 'middle class' as the target base of voters it must appeal to.

### *The culture of inequality*

- People are typically segregated by income and often race.
- Jobs are low paid and scarce. This can lead to crime as a way of obtaining income, and also to unemployed men not willing to marry, which can play a significant role in developing a cultural model of single parent families.
- The lack of income, as described in the poverty section above create problems, including poor housing, lack of food, health problems and inability to address needs of one's children.
- As a result of their situation, people living in poverty can themselves have patterns of behavior, such as alcoholism or a 'life of crime' that are destructive to them.

### ***Programs to Address Hunger and Poverty***

#### *Hunger*

Fifty-five percent of food-insecure households participated in one or more of the three largest Federal food and nutrition assistance programs ( USDA 2008, p. iv.) The programs are the Supplemental Nutrition Assistance Program (SNAP), the new name for the food stamp program (Wikipedia 2010), the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) (Wikipedia 2010), and the National School Lunch Program (Wikipedia 2010).

*SNAP/Food stamps* The Food Stamp Program, the nation's most important anti-hunger program, helps roughly 40 million low-income Americans to afford a nutritionally adequate diet. More than 75 percent of all food stamp participants are in families with children; nearly one-third of participants are elderly people or people with disabilities. Unlike most means-tested benefit programs, which are restricted to particular categories of low-income individuals, the Food Stamp Program is broadly available to almost all households with low incomes. Under federal rules, to qualify for food stamps, a household must meet three criteria (some states have raised these limits):

- Its total monthly income generally must be at or below 130 percent of the poverty line, or roughly \$1,980 (about \$23,800 a year) for a three-person family in fiscal year 2010.
- Its net income, or income after deductions are applied for items such as high housing costs and child care, must be less than or equal to the poverty line.
- Its assets must fall below certain limits: households without an elderly member must have assets of \$2,000 or less, and households with an elderly or disabled member must have assets of \$3,000 or less. (Taken from CBPP [Food Stamps](#). Also see Wikipedia [SNAP](#) and USDA [SNAP](#).)

#### *WIC (Special Supplemental Nutrition Program for Women, Infants and Children)*

WIC provides nutritious foods, nutrition education, and referrals to health and other social services to low-income pregnant, postpartum and breastfeeding women, and infants and children up to age 5 who are at nutrition risk. WIC participants receive checks or vouchers to purchase nutritious foods each month, including infant cereal, iron-fortified adult cereal, vitamin C-rich fruit or vegetable juice, eggs,

milk, cheese, peanut butter, dried and canned beans/peas, and canned fish. Other options such as fruits and vegetables, baby foods, and whole wheat bread were recently added. Participants family income must fall at or below 185 percent of the U.S. Poverty Income Guidelines (in 2010, \$40,793 for a family of four). Eligibility is also granted to participants in other benefit programs, such as the Supplemental Nutrition Assistance Program, Medicaid, or Temporary Assistance for Needy Families. Children are the largest category of WIC participants. Of the 8.7 million people who received WIC benefits each month in FY 2008, approximately 4.3 million were children, 2.2 million were infants, and 2.2 million were women. The cost of the program is \$7.252 billion for WIC in FY2010. WIC is not an entitlement program: Congress does not set aside funds to allow every eligible individual to participate in the program. Instead, WIC is a Federal grant program for which Congress authorizes a specific amount of funding each year for program operations.

*National School Lunch Program* The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children from low income families, reaching 30.5 million children in 2008. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. (For the period July 1, 2009, through June 30, 2010, 130 percent of the poverty level is \$28,665 for a family of four; 185 percent is \$40,793.) Children from families with incomes over 185 percent of poverty pay a full price, though their meals are still subsidized to some extent by the program. Program cost was \$9.3 billion in 2008. (USDA [School Lunch Program](#))

#### *Poverty*

Perhaps the three principal programs that provide income and other assistance for poor people are the minimum wage, the Earned Income Tax Credit (EITC), and the Temporary Assistance to Needy Families (TANF) program. Other important programs, not discussed here, include Medicaid and the State Children's Health Insurance Program (SCHIP) and, for older people, Social Security and Medicare.

*Minimum wage* The United States enacts a minimum wage (as do some individual states) that tries to establish a floor for what can be paid as a wage by firms. The current minimum wage is \$7.25 per hour. In 2008, the official U.S. poverty level for a family of 4 was \$21,834 ( Census Bureau "[Poverty Thresholds](#)"). With a 40 hour week, a family of 4 with one minimum wage earner would earn \$15,080, only 69 percent of the poverty level. The minimum wage level is not indexed to inflation, which means that the real benefits will be eroded by inflation.

*The Earned Income Tax Credit (EITC).* The Earned Income Tax Credit is the mechanism through which, by filing a tax return, low income people and families can receive an income supplement. The EITC is designed to encourage and reward work. In 2009, the EITC lifted an estimated 6.6 million people out of poverty, including 3.3 million children. The poverty rate among children would have been nearly one-third higher without the EITC. The EITC lifts more children out of poverty than any other single program or category of programs. One way the EITC reduces poverty is by supplementing the earnings of minimum-wage workers. At the minimum wage's current level, such a family can move out of poverty only if it receives the EITC as well as food stamps (CBPP [EITC](#).)

*Temporary Assistance to Needy Families (TANF)* In 1996, TANF replaced the Aid to Families with Dependent Children program, which had been in existence since 1935. The TANF program provides block grants to states to provide assistance to needy families. States have discretion on how to use the funds. The number of TANF recipients fell substantially in the first five years of the program, in part due to a significant increase in the number of single parents who work, but also due to other factors, such as an inability of families to meet the regulations. Studies of families that stop receiving TANF assistance show that 60 percent of former recipients are employed—typically at poverty-level salaries between \$6 and \$8.50 an hour—while 40 percent are not employed. Lack of available child care can

well keep single mothers from working as required, for example. Other factors that undermine TANF's contribution to people's security include a five-year time limitation on benefits; permitting benefits to legal immigrants only 5 years after establishing legal immigration, and a declining level of real funding for the program (Coven 2005). (see CBPP [TANF](#) and Wikipedia [TANF](#).)

### Footnotes

1. To get population figures from family size figures, multiply family size numbers by 2.58, the average family size.

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***Why America Loves Reality TV***  
by Steven Reiss, Ph.D. and James Wilz

EVEN IF YOU DON'T WATCH reality television, it's becoming increasingly hard to avoid. The salacious *Temptation Island* was featured on the cover of *People* magazine. *Big Brother* aired five days a week and could be viewed on the Web 24 hours a day. And the *Survivor* finale dominated the front page of the *New York Post* after gaining ratings that rivaled those of the Super Bowl.

Is the popularity of shows such as *Survivor*, *Big Brother* and *Temptation Island* a sign that the country has degenerated into a nation of voyeurs? Americans seem hooked on so-called reality television--programs in which ordinary people compete in weeks-long contests while being filmed 24 hours a day. Some commentators contend the shows peddle blatant voyeurism, with shameless exhibitionists as contestants. Others believe that the show's secret to ratings success may be as simple and harmless as the desire to seem part of the in crowd.

Rather than just debate the point, we wanted to get some answers. So we conducted a detailed survey of 239 people, asking them about not only their television viewing habits but also their values and desires through the Reiss Profile, a standardized test of 16 basic desires and values. We found that the self-appointed experts were often wrong about why people watch reality TV.

Two of the most commonly repeated "truths" about reality TV viewers are that they watch in order to talk with friends and coworkers about the show, and that they are not as smart as other viewers. But our survey results show that both of these ideas are incorrect. Although some people may watch because it helps them participate in the next day's office chat, fans and nonfans score almost equally when tested on their sociability. And people who say they enjoy intellectual activities are no less likely to watch reality TV than are those who say they dislike intellectual activities.

Another common misconception about *Temptation Island*, a reality program in which couples were enticed to cheat on their partners, is that the audience was watching to see scenes of illicit sex. Some critics were surprised that the show remained popular when it turned out to be much tamer than advertised. In fact, our survey suggests that one of the main differences between fans of the show and everyone else is not an interest in sex but a lack of interest in personal honor--they value expedience, not morality. *What made Temptation Island popular was not the possibility of watching adultery, but the ethical slips that lead to adultery.*

One aspect that all of the reality TV shows had in common was their competitive nature: contestants were vying with one another for a cash prize and were engaged in building alliances and betraying allies. The first *Survivor* series climaxed with one contestant, Susan Hawk, launching into a vengeful tirade against a one-time friend and ally before casting the vote that deprived her of the million-dollar prize. It makes sense, then, that fans of both *Survivor* and *Temptation Island* tend to be competitive--and that they are more likely to place a very high value on revenge than are other people. The *Survivor* formula of challenges and voting would seem to embody both of these desired qualities: the spirit of competition paired with the opportunity for payback.



But the attitude that best separated the regular viewers of reality television from everyone else is the desire for status. Fans of the shows are much more likely to agree with statements such as, "Prestige is important to me" and "I am impressed with designer clothes" than are other people. We have studied similar phenomena before and found that the desire for status is just a means to get attention. And more attention increases one's sense of importance: We think we are important if others pay attention to us and unimportant if ignored.

Reality TV allows Americans to fantasize about gaining status through automatic fame. Ordinary people can watch the shows, see people like themselves and imagine that they too could become celebrities by being on television. It does not matter as much that the contestants often are shown in an unfavorable light; the fact that millions of Americans are paying attention means that the contestants are important. And, in fact, some of the contestants have capitalized on their short-term celebrity: Colleen Haskell, from the first Survivor series, has a major role in the movie *The Animal*, and Richard Hatch, the scheming contestant who won the game, has been hired to host his own game show. If these former nobodies can become stars, then who couldn't?

The message of reality television is that ordinary people can become so important that millions will watch them. And the secret thrill of many of those viewers is the thought that perhaps next time, the new celebrities might be them.

Steven Reiss, Ph.D., is a professor at Ohio State University (OSU). James Wiltz is a Ph.D. candidate at OSU.

## **Everyday Survival**

by Laurence Gonzales

*Most survival guides fail to consider some very useful tools: an individual's character, wits, and worldview. The tips assembled here will change the way you approach each and every day—and help you survive a particularly bad one.*

Long ago I believed that survival meant having a pack full of equipment that would allow me to make fire and build shelter and trap varmints to eat in the wilderness. But then I kept coming across cases in which someone had survived without any equipment or had perished while in possession of all the right tools. Obviously something else was at work here. After more than three decades of analyzing who lives, who dies, and why, I realized that character, emotion, personality, styles of thinking, and ways of viewing the world had more to do with how well people cope with adversity than any type of equipment or training. Although I still believe that equipment and training are good to have, most survival writing leaves out the essential human element in the equation. That's why I've concentrated my efforts on learning about the hearts and minds of survivors. You can start developing these tools of survival now. It takes time and deliberate practice to change. But new research shows that if we adjust our everyday routines even slightly, we do indeed change. The chemical makeup of the brain even shifts. To make these lessons useful, you have to engage in learning long before you need it—it's too late when you're in the middle of a crisis. Presented here are 14 concepts that have proved helpful to survivors in extreme situations, as well as to people trying to meet the challenges of daily life.

### **1. Do the Next Right Thing**

"Debriefings of survivors show repeatedly that they possess the capacity to break down the event they are faced with into small, manageable tasks," writes John Leach, a psychology professor at Lancaster University who has conducted some of the only research on the mental, emotional, and psychological elements of survival. "Each step, each chunk must be as simple as possible.... Simple directed action is the key to regaining normal psychological functioning." This approach can sometimes seem counterintuitive. And yet almost any organized action can help you recover the ability to think clearly and aid in your survival. For example, Pvt. Giles McCoy was aboard the U.S.S. Indianapolis when it was torpedoed and sank at the end of World War II, tossing some 900 men into the black of night and the shark-infested Pacific. McCoy, a young Marine, was sucked under the boat and nearly drowned. He surfaced into a two-inch-thick slick of fuel oil, which soaked his life vest and kept him from swimming—although he could see a life raft, he couldn't reach it. So he tore off his vest and swam underwater, surfacing now and then, gasping, swallowing oil, and vomiting. After getting hoisted onto the raft, he saw a group of miserable young sailors covered in oil and retching. One was "so badly burned that the skin was stripped from his arms," Doug Stanton writes in his gripping account of the event, *In Harm's Way*. McCoy's response to this horrific situation was telling. "He resolved to take action: He would clean his pistol." Irrelevant as that task may sound, it was exactly the right thing to do: organized, directed action. He made each one of the sailors hold a piece of the pistol as he disassembled it. This began the process of letting him think clearly. Forcing your brain to think sequentially—in times of crisis and in day-to-day life—can quiet dangerous emotions.



## **2. Control Your Destiny**

Julian Rotter, a professor of psychology at the University of Connecticut, developed the concept of what he calls "locus of control." Some people, he says, view themselves as essentially in control of the good and bad things they experience—i.e., they have an internal locus of control. Others believe that things are done to them by outside forces or happen by chance: an external locus. These worldviews are not absolutes. Most people combine the two. But research shows that those with a strong internal locus are better off. In general, they're less likely to find everyday activities distressing. They don't often complain, whine, or blame. And they take compliments and criticism in stride. The importance of this mentality is evidenced by tornado statistics. In the past two decades Illinois has had about 50 percent more twisters than Alabama but far fewer fatalities. The discrepancy can be explained, in part, by a study in the journal *Science*, which found that Alabama residents believed their fate was controlled by God, not by them. The people of Illinois, meanwhile, were more inclined to have confidence in their own abilities and to take action. This doesn't mean we should be overconfident. Rather, we should balance confidence with reasonable doubt, self-esteem with self-criticism. And we should do this each day. As Al Siebert put it in his book *The Survivor Personality*, "Your habitual way of reacting to everyday events influences your chances of being a survivor in a crisis."

## **3. Deny Denial**

It is in our nature to believe that the weather will improve, that we'll find our way again, or that night won't fall on schedule. Denial, which psychologists call the "incredulity response," is almost universal, even among individuals with excellent training. David Klinger, a retired Los Angeles police officer, describes in his book *Into the Kill Zone* that while moonlighting as a bank guard he saw "three masked figures with assault rifles run through the foyer of the bank." His first thought was that the local SWAT team was practicing. His second was that they were dressed up for Halloween. Klinger later said, "[I thought] maybe they were trick-or-treaters. It was just disbelief." (He did recover from denial to shoot the criminals.) One of the most common acts of denial is ignoring a fire alarm. When my daughters were little, I taught them that the sound of a fire alarm means that we must go outside. Standing in front of a hotel at about two o'clock one cold Manhattan morning, I explained to them that it was nicer to be on the street wishing we were inside rather than inside wishing we were on the street. Denial plays a large role in many wilderness accidents. Take getting lost. A hiker in denial will continue walking even after losing the trail, assuming he'll regain it eventually. He'll press on—and become increasingly lost—even as doubt slowly creeps in. Learn to recognize your tendency to see things not as they are but how you wish them to be and you'll be better able to avoid such crises.

## **4. Use a Mantra**

In a long and trying survival situation, most people need a mantra. Ask: What will keep me focused on getting home alive? Then learn your mantra before you need it. For Steve Callahan, adrift in a raft for 76 days, his mantra was simply the word "survival." Over and over during the ordeal, he'd say things like "Concentrate on now, on survival." Yossi Ghinsberg, a hiker who was lost in the Bolivian jungle for three weeks, repeatedly used the mantra "Man of action" to motivate himself. Often, a mantra hints at some deeper meaning. Ghinsberg, for example, explained it this way: "A man of action does whatever he must, isn't afraid, and doesn't worry." My personal mantra is "Trust the process." Once I've gone through the steps of creating a strategy, I continue telling myself to trust that the process will get me where I'm going.

## **5. Think Positive**

Viktor Frankl in his book *Man's Search for Meaning* recounts the story of Jerry Long, who was 17 years old when he broke his neck in a diving accident. Long was completely paralyzed and had to use a stick held between his teeth to type. Long wrote, "I view my life as being abundant with meaning and purpose. The attitude that I adopted on that fateful day has become my personal credo for life: I broke my neck, it didn't break me." Carol Dweck, a professor of psychology at Stanford University, would agree with this sentiment. Dweck studies individual learning habits, specifically how people grapple with difficult problems. According to her research, individuals with a "growth mindset"—those who are not discouraged in the face of a challenge, who think positively, and who are not afraid to make or admit mistakes—are able to learn and adjust faster and more easily overcome obstacles.

## **6. Understand Linked Systems**

In complex systems, small changes can have large, unpredictable effects. I wrote an article for *Adventure* (September 2002) about an accident on Mount Hood in which a four-man team fell from just below the summit while roped together. On the way down, they caught a two-man team and dragged them down too. Three hundred feet below, the falling mass of people and rope caught another three-man team. Everyone wound up in a vast crevasse. Then, during the ensuing rescue attempt by the military, an Air Force Reserve Pave Hawk helicopter crashed and rolled down the mountain. Because of the complex and coupled nature of the system in which all these people and all this equipment were operating, what had begun as a slip of one man's foot wound up killing three people, severely injuring others, and costing taxpayers millions in the rescue effort. Accidents are bound to happen. But they don't have to happen to you if you recognize your role in a system. Driving bumper to bumper at highway speeds, waiting for someone to tap his brakes and start a chain reaction accident is one example. Having a retirement account heavily invested in the stock market is another. A small move by a few investors can send everyone stampeding for the door. Being aware of such systems and analyzing the forces involved can often reveal that we're doing something much riskier than it seems.

## **7. Don't Celebrate the Summit**

Climbers learn this the hard way: Don't congratulate yourself too much after reaching a goal. The worst part of the expedition may still be ahead. Statistically speaking, most mountaineering accidents happen on the descent. Celebrating at the halfway point encourages you to let down your guard when you're already tired and stressed.

## **8. Get Out of Your Comfort Zone**

Every new challenge you face actually causes your brain to rewire itself and to become more adaptable. A study at University College London showed that the city's cab drivers possessed unusually large hippocampi, the part of the brain that makes mental maps of our surroundings. The fact that London has very strict requirements for cab drivers forced them to create good mental maps, which caused their hippocampi to grow. For most of us, a normal routine at work, home, and play will provide plenty of opportunities for simple mind-expanding exercises. For example, if you're right-handed, use your left hand. Learning to write with your nondominant hand can be extremely challenging and builds a part of your brain that you don't use much. Learn a new mental skill, such as chess or counting cards for blackjack. Learn a musical instrument or a foreign language. A recent study suggests that Chinese uses entirely different parts of the brain than Western languages. Take tasks that require no thought and re-invent them so that you have to think. This bears repeating: Survival is not about equipment and training alone. It's about what's in your mind

and your emotional system. Living in a low-risk environment dulls our abilities. We must make a conscious effort to learn new things, to force ourselves out of our comfort zones.

### **9. Risk and Reward**

The more you sacrifice to reach a goal—and the more you invest in it—the harder it becomes to change direction, even in the face of overwhelming evidence that you should alter your course. Recently I decided to clean the leaves out of the gutters on my house. I put up a big aluminum extension ladder that is a real pain to move. I was up there, 20 feet in the air, reaching to clean as far as I could without moving the ladder. And I looked down and thought, Is this worth a broken neck? Or should I just go down and move the ladder? I performed a similar mental exercise in the Canadian Rockies this spring. I had traveled there to give a talk to a group of safety experts and decided to do some exploring. But I had no gear with me. As I crept farther and farther up a twisty mountain road in a rental truck, it began to snow pretty hard. And I thought, I've seen some pretty good scenery already. What if this vehicle of unknown origin breaks down or gets stuck? Do I want to try walking out in my cotton clothes and city shoes in a blizzard just to see one more vista? I decided that it would be most embarrassing to become a statistic in one of my own stories. I call this thought exercise the "risk-reward loop." When facing a hazard, always ask: What is the reward I'm seeking? What is the most I'm willing to pay for it?

### **10. Trust Your Instincts**

Be careful who you go into the backcountry with. Some people just have it stamped on their foreheads: "I am going to die in a wilderness accident." But to recognize this stamp, you must pay attention to some very subtle signals. Researchers such as Elaine Hatfield at the University of Hawaii and Paul Ekman at the National Institutes of Health have studied nonverbal communication since the 1960s and concluded that it conveys essential information, which we ignore at our peril. It can be anything from a gesture to a slight change in facial expression. Most people will respond to such signals by feeling either comfortable or ill at ease with someone for no known reason. In a culture like ours, which puts more emphasis on logic and reason, nonverbal signs are easy to dismiss. Pay attention. They mean something.

### **11. Know Plan B**

When undertaking anything risky, always have a clear bailout plan. In November 2004 I wrote about the hazards of Mount Washington for this magazine, recounting the death of two ice climbers who had evidently not planned beyond reaching the summit. When a storm blew in during the middle of their climb, they could have made an easy rappel to the bottom. Instead, following the only plan they had, they continued toward the top, where they died of exposure. Similar failures occur in all areas of life. When the IBM PC was released in 1981, Digital Equipment Corporation (DEC) continued to follow its outdated plan, building minicomputers that cost hundreds of thousands of dollars. As a result, DEC, the second largest maker of computers in the world, went out of business. When formulating a bailout plan, it's important to establish parameters by which to make the decision. For example, if you aren't on the summit by three o'clock, you must turn back. Or if you have lost \$100 million, you must end the project. Whatever the criterion, make sure it's specific. Then, when you're brain's not working well because of stress or exhaustion, you'll still make the right decision.

### **12. Help Others**

In a survival situation, tending to others transforms you from a victim into a rescuer and improves your chances. Psychology professor John Leach writes in his book *Survival Psychology* that in disasters, natural and otherwise, doctors and nurses have a better survival rate because they have a

job to do and a responsibility to others. This same phenomenon was documented in the Nazi death camps, where people who helped those around them stood a far better chance of surviving. Practice being selfless in daily life and it will become second nature when disaster strikes.

### **13. Be Cool**

Acting cool is not the same as being cool. As the head of training for the Navy SEALs once said, "The Rambo types are the first to go." Siebert wrote in his book *The Survivor Personality* that "combat survivors . . . have a relaxed awareness." People who are destined to be good at survival will get upset when something bad happens, but they will quickly regain emotional balance and immediately begin figuring out what the new reality looks like, what the new rules are, and what they can do about it. In the past few decades, technologies like magnetic resonance imaging (MRI) have allowed researchers such as Bruce McEwen at Rockefeller University to demonstrate that stress changes the shape and chemistry of the brain, resulting in trouble remembering, difficulty completing tasks, and altered behavior. In effect, losing your cool makes you stupid. Examine the way you handle yourself under pressure: Do you blow up when you're stuck in traffic or when someone cuts you off? Are you able to accept failure philosophically and move on with resolve to do better next time? If you're rejected—in love, in business, in sports—do you stew over it? Practice being calm in the face of small emergencies and you'll be more prepared to deal with large ones.

### **14. Surrender, but Don't Give Up**

The concept of surrender is at the heart of the survival journey. While that may sound paradoxical, it starts to make sense when you realize your limitations. If you are terrified, for example, you are more vulnerable in a hazardous situation. Ahmed Abdullah is an Iraqi journalist. When the war began, he found that he was horrified by the violence and in constant fear of dying. After years of combat experience, he explained the concept of survival by surrender: "Don't be afraid of anything," he said during a recent radio broadcast. "If you are afraid, then you have to lock yourself inside your house. But if you want to keep on living, then you must forget about your fears and deal with death as something that is a must, something that's going to happen anyway. Even if you don't die this way, you can die normally, naturally.... Whatever [you] do, [you're] not going to change this." Once you surrender and let go of the outcome, it frees you to act much more sensibly. It actually puts you in a better position to survive, to retain that core inside of you that will never give up. A good survivor says: "I may die. I'll probably die. But I'm going to keep going anyway."



# Appendix

- Standards Matrix
- Chapter Summaries
- Modes of Reading
- On-going Instructional Strategies/Activities
- Transition to Session B-Forms
- Project Rubric
- *The Hunger Games* Movie Guide
- LACOE Instructional Video Request Form

***The Hunger Games***  
**Standards Matrix: Grades 9-10**

*Common Core Standards that carry through the whole unit:*

**RL 9/10.2:** Determine a theme or central idea and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL 11/12.2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**RL 9/10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**\*The following standards will not be addressed and reasons are noted:**

Because this is a fictional novel study, the standards for Reading for Information Text will not be addressed in the core lessons. However, as teachers integrate Achieve 3000 articles and the three supplemental readings included in this unit, some of these standards will be addressed.

9/10. 6: This standard requires a work of literature from outside the United States. This novel is not considered world literature.

9/10. 8: This standard does not apply to literature.

9/10.9: The author does not transform or draw upon source material.

## Grade 9-10 Standards Matrix

Gr. 9-10	Day	Reading for Literature	Reading Informational	Writing	Speaking & Listening	Language	
Week 1	1	1, 10		9	4	4, 5, 6	
	2	1, 3, 10		9	1	4, 5, 6	
	3	1, 2, 3, 10			1	4, 5, 6	
	4	1, 2, 3, 10		9	4	4,5, 6	
Week 2	5	1, 2		9,10	1	4,6	
	6	1, 10		1	1,3,4	1,2,6	
	7	1, 3		1	1	1,2	
	8	1,2,3		9, 10	1	1,2, 6	
	9	n/a		2	4	1,2,6	
Week 3	10	1,3, 4		9,10	1,4,6	2	
	11	1,2, 5,		9,10	1,	1, 2, 4	
	12	2, 3, 4,5		1,2,6	1	1,2,6	
	13	1, 4		9,10	1	1,2,6	
	14	3,4		4,9,10	1,2,6	1,2,6	
Week 4	15	1,2,3		9,10	1	1,2,4,6	
	16	1, 3		9,10	1	6	
	17	1, 2		9,10	1	1, 2, 6	
	18	1, 3		9,10	1,3, 4, 6	1,2,6	
	19	1,2		9,10	1	1,2,6	
Week 5	20	1,2		9,10	1	1,2,6	
	21	1,2,3		9,10	1,3, 4,6	1,2,6	
	22	1,2, 3		9,10	1	1,2,6	
	23	1,10		9,10	1	1,2,6	
	24	2,10		1,4,9,10	1	1,2,6	
Week 6	25	1,2		9,10	1	1,2,4,6	
	26	1, 2, 5		1,9,10	1,3,6	1,2,6	
	27	1,2,5		1, 4, 9,10	1,3,4,6	1, 2,4,6	
	28	n/a		1,9,10	1	1,2,6	
	29	n/a		1,9,10	1	1,2,6	
Week 7			<i>Final Assessment, Projects and Exhibitions</i>				
Week 8							

## Grade 11-12 Standards Matrix

Gr. 11-12	Day	Reading for Literature	Reading Informational	Writing	Speaking & Listening	Language				
Week 1	1	1, 10		9	4	4, 5, 6				
	2	1, 3, 10		9	1	4, 5, 6				
	3	1, 2, 3, 6,10			1	4, 5, 6				
	4	1, 2, 3, 10		9	4	4,5, 6				
Week 2	5	1, 2		9,10	1	4,6				
	6	1, 10		1	1,3,4	1,2,6				
	7	1, 3		1	1	1,2				
	8	1,2,3		9, 10	1	1,2, 6				
	9	n/a		2	4	1,2,6				
Week 3	10	1,3, 4		9,10	1,4,6	2				
	11	1,2, 5,		9,10	1,	1, 2, 4				
	12	2, 3, 4,5		1,2,6	1	1,2,6				
	13	1, 4		9,10	1	1,2,6				
	14	3,4		4,9,10	1,2,6	1,2,6				
Week 4	15	1,2,3,6		9,10	1	1,2,4,6				
	16	1, 3		9,10	1	6				
	17	1, 2		9,10	1	1, 2, 6				
	18	1, 3		9,10	1,3, 4, 6	1,2,6				
	19	1,2		9,10	1	1,2,6				
Week 5	20	1,2		9,10	1	1,2,6				
	21	1,2,3		9,10	1,3, 4,6	1,2,6				
	22	1,2, 3		9,10	1	1,2,6				
	23	1,10		9,10	1	1,2,6				
	24	2,10		1,4,9,10	1	1,2,6				
Week 6	25	1,2		9,10	1	1,2,4,6				
	26	1, 2, 5		1,9,10	1,3,6	1,2,6				
	27	1,2,5		1, 4, 9,10	1,3,4,6	1, 2,4,6				
	28	n/a		1,9,10	1	1,2,6				
	29	n/a		1,9,10	1	1,2,6				
Week 7			<b>Final Assessment, Projects and Exhibitions</b>							
Week 8										



## Chapter Summaries

### Part I: The Tributes

#### Chapter 1

Katniss Everdeen is a sixteen-year-old girl who lives in District 12 in the country Panem. Today, like every day, Katniss will sneak into the meadow with her friend, Gale. The two of them hunt for food for their families and to trade at the black market they call the Hob. Hunger, starvation, and poverty are common in the poor coalmining district; by hunting illegally, Katniss is able to keep her mother and sister alive. They also stop by the Mayor's house to sell strawberries. Today they see Madge, the Mayor's daughter, who opens the door. She is preparing for the reaping. She and Katniss are in the same grade at school.

It is the day of the reaping. The district will choose one boy and one girl between the ages of twelve and eighteen to participate in the Hunger Games: a fight to the death among the tributes from all twelve districts. The Games commemorate the government's repression of an attempted overthrow. All the people are required to meet in the town square for the reaping – a drawing. Each child's name is entered into the drawing each year, and if the family is starving, the child's name can be entered twice or more in return for extra food rations. This is the first year Prim, Katniss' little sister, is in the reaping. Katniss has made sure to protect Prim, and her name has only been entered once. The "festivities" begin with the reading of the history of the Games. The only living winner of the Games from District 12 is Haymitch Abernathy who arrives at the reaping drunk. Effie Trinket, the escort from the Capitol for District 12, is going to draw the names. The first slip is pulled from the bowl – Prim's name is called.

**Chapter 2:** Katniss immediately volunteers to take Prim's place in the Games. The reaction of the crowd is silence and, as a sign of thanks and goodbye, they make a gesture by placing their three fingers to their lips and then holding them out to Katniss. Katniss, knowing the reaping will be televised, is concerned that she looks strong and doesn't cry. The boy tribute is selected – Peeta Mellark. Katniss knows him from school and as the son of the baker. After Katniss' father died, the family was starving. Katniss happened to wander to the back of the bakery to look for food in the trash; Peeta gave her two loaves of bread that he had burned. The bread saved Katniss' family from starvation. Katniss feels conflicted because she feels a debt of gratitude toward Peeta, but in the Games, she may have to kill him.

**Chapter 3:** Katniss is taken to the Justice Building to say goodbye to her family before being taken to the Capitol. She says goodbye to her mother and Prim. Peeta's father visits next. He gives Katniss cookies and promises to look after Prim and make sure she's eating. Madge comes by and gives Katniss a pin she'd been wearing. It's a bird in a circle. Madge makes Katniss promise to wear it into the arena. Gale visits and the two of them discuss strategies for the Games. He, too, promises to look after her family. Katniss and Peeta will be traveling to the Capitol on a high-speed train. Katniss recalls that the Capitol is located in what was once called the Rockies, and District 12 is in what was once called Appalachia. The tribute train is plush and as Katniss explores it she remembers the pin Madge gave her. It is a likeness of a mockingjay. The bird is a cross between the genetically engineered jabberjay and the mockingbird. The jabberjay is what they call a mutation. The jabberjay was used during the rebellion to spy on the rebels and report back to the Capitol, but when the rebels realized what the birds did, they gave the birds false information. The jabberjays were left in the wild to die, but they bred with the mockingbird to create a bird that can imitate human melodies and bird whistles. Effie, Katniss, and Peeta meet in the dining car for dinner. Haymitch is napping. The food is sumptuous and plentiful. They then go to watch the reapings in the other districts on TV. As they watch the replay of District 12, Haymitch is featured – drunk. Effie informs Peeta and Katniss that as a former winner of the Games, he

is responsible for them and can get them special gifts and help in the arena. But as a drunk, he is useless. A drunken Haymitch then enters the room, vomits, and passes out.

**Chapter 4:** Katniss and Peeta help Haymitch back to his room. Peeta offers to clean him up and get him to bed. Katniss returns to her room and suspects that Peeta's kindness is a ploy to gain the upper hand. A flashback tells how, after Peeta's kindness, Katniss managed to hunt and forage enough food to ensure her family's survival. The next morning at breakfast, Katniss and Peeta stand up to Haymitch and confront him about his drinking. Peeta smashes his glass and Haymitch punches him; Katniss slams her knife on the table between Haymitch's hand and his bottle of alcohol. Encouraged that they might show spunk, Haymitch promises to help them if they don't interfere with his drinking and they do exactly what he says. As the train pulls into the Capitol, Peeta waves at the crowd. Katniss suspects he is planning to win a sponsor through his outgoing personality.

**Chapter 5:** It is the day of the opening ceremonies. Katniss is being prepared to meet her stylist who is in charge of how she looks for the opening ceremonies and the Games. Cinna, her stylist, lacks the odd affectations of the others at the Capitol. He and Portia, Peeta's stylist, have planned Katniss and Peeta's costumes for the opening ceremonies. Katniss is afraid it will be something horrible like past costumes, but they are dressed in a costume that is "on fire." Peeta and Katniss hold hands as they ride in a chariot through the streets; their costumes are spectacular and the crowd and television cameras love them. They return from the parade and Cinna and Portia put out the fire. Peeta compliments Katniss on how good she looks in flames. Katniss, suspicious that Peeta is saying this to weaken her defenses, decides she can play this game as well and kisses him on the bruise Haymitch had given him on the train.

**Chapter 6:** They are in the training center. Katniss experiences the luxury of her apartment – such a contrast to her life in District 12. Katniss, Peeta, Haymitch, Effie, Cinna, and Portia meet for dinner. During dinner, Katniss thinks she recognizes one of the servers. The girl is an Avox – someone who's committed a crime and whose tongue has been cut out. In an awkward moment when the adults assure Katniss she doesn't know the girl, Peeta comes to the rescue by telling Katniss she looks like a girl they both know from District 12. It wouldn't be right for Katniss to know a criminal. They watch a televised replay of the parade. Haymitch comments that Peeta and Katniss holding hands is a touch of rebellion. Katniss and Peeta are sent to bed so the adults can talk about their strategies. Peeta and Katniss leave and Peeta asks Katniss about the Avox. They go up to the roof to talk where their voices can't be heard. Katniss tells Peeta that she had once seen the girl in the woods. She and a boy were obviously running away when suddenly a hovercraft came and captured them. The boy was killed and the girl disappeared into the hovercraft. Katniss didn't know where they were going. Beyond District 12 is wilderness and the smoldering remains of District 13. Katniss returns to her room where she sees the Avox girl again cleaning her room. Katniss feels guilty she didn't try to help her when she had the chance.

**Chapter 7:** Training begins. At the end of the training, each of the tributes will be given a numerical rating by the Gamemakers. Haymitch asks Peeta and Katniss if they want to be trained together or separately. They decide to train together. As they begin the training, Haymitch tells them they need to be together every time they're in public so they appear to be friends. During the training, Peeta and Katniss work on new skills – making snares, fires – anything they hope will help them in the arena. On the second day of training, they notice they are being followed by Rue, the tribute from District 11 who reminds Katniss of Prim. On the last day of training, the tributes will go in front of the Gamemakers. District 12 goes last; that means Katniss will be the last to go. When it is finally her turn, she realizes that the Gamemakers are bored and have had too much to drink. They are not paying attention to her, in spite of the fact that she's making an impressive show with the bow and arrow.

Finally, in frustration that the Gamemakers are more interested in the roasted pig than her, she shoots an arrow that pierces the apple in the pig's mouth. With that, Katniss leaves.

**Chapter 8:** Afraid that her rash actions will cause her family to be punished or to be imprisoned, Katniss locks herself in her room and cries. Finally, she comes out for dinner and confesses what happened, to Haymitch, Effie, Peeta, Cinna, and Portia. When the ratings come out, Katniss has scored eleven points out of a possible twelve. This could increase her chances of getting sponsorship. The next morning, Katniss goes down to breakfast to learn that Peeta has asked to be coached separately.

**Chapter 9:** While Katniss is upset by Peeta's decision, she decides it's better that way. Effie and Haymitch work with her to prepare for the televised interview. Effie helps with her presentation, and Haymitch tries to coach her for the interview. Haymitch accuses her of being sullen, and Katniss can't figure out what her persona should be for the interview. That night, Katniss breaks down. She has a dish-breaking temper tantrum in her room. When the Avox comes in to ready her room for bed, it is the same redheaded girl Katniss saw in the woods. Katniss apologizes and the girl obviously forgives Katniss for her actions. The next day, Cinna coaches Katniss on her interview. He encourages her to pretend she's talking to him during the interview. The interview is frightening for Katniss, but Caesar Flickerman interviews the tributes and does his best to make them feel at ease. Cinna's idea works for Katniss and she does a good job on the interview. When it is Peeta's turn for the interview, Caesar asks him if he has a girlfriend. He confesses that he has a crush on Katniss.

## Part II "The Games"

**Chapter 10:** Katniss is furious about Peeta's story of unrequited love for her. Later, she confronts him and tells him she thinks it makes her look weak. Haymitch tells her it's her only hope for him to get her sponsors. Katniss recognizes that this is true.

That night, unable to sleep, Katniss goes up to the roof. She finds Peeta there. He talks about how he wants to maintain his identity in spite of the brutality of the Games. They end their conversation with harsh words to each other. The next morning, Katniss goes to the arena with Cinna who helps her prepare. She wears the mockingjay pin and has a tracker inserted under the skin of her arm. At the close of the chapter, as Katniss is going into the arena she hears the announcer's voice proclaim that the seventy-fourth Hunger Games have begun.

**Chapter 11:** In the arena, Katniss has exactly one minute to survey her surroundings. She sees the Cornucopia that is full of supplies and for a moment she decides to disregard Haymitch's advice to run away. She thinks she'll run in and get weapons, but she's distracted by Peeta, and when the starting gong goes off, she's lost time. She runs to the woods, but not before she witnesses a tribute's death and is chased by a knife-wielding girl. Katniss has managed to pick up a backpack and piece of plastic on her way. As she runs through the woods, she is in search of water. As the night falls, she sees on the sky those tributes that died that day: eleven had lost their lives that day. That night she sleeps in a tree. During the night, she witnesses another tribute building a fire nearby. The tribute is soon discovered by a pack of tributes who have formed an alliance. Katniss listens from her hiding place as the pack of tributes argue about whether or not the girl is dead. Katniss recognizes one of the voices as Peeta's.

**Chapter 12:** Katniss cannot believe that Peeta has aligned himself with Career Tributes. As she continues her search for water, she contemplates Peeta's strategy. She is also aware that she is being televised. She travels through the woods desperately searching for water. She is becoming weaker and weaker. She comes to a cluster of berry bushes, but the berries aren't familiar to her. Rather than

risking being poisoned, Katniss leaves the berries and continues her search for water. She is hoping Haymitch will send her water. When he doesn't, she figures she must be close to it, but she collapses into the mud unable to go any further. She realizes there must be water nearby and finds a pond. She spends the rest of the day drinking water and eating – which makes her feel better and better. She beds down for the night, but is awaked a few hours later by a stampede and the smell of smoke. A fire is heading her way.

**Chapter 13:** Katniss races ahead of the fire – a fire deliberately set by the Gamemakers to force the tributes to fight. Then fireballs come crashing toward her, making it impossible for her to rest. One hits her calf, and she's burned. She finds a pool of water and soaks her burned calf and hands. As she rests, she hears the pack of Careers and Peeta coming through the forest. Katniss finds a tree and climbs it. Unable to follow her up the tree, they leave her until morning. As darkness falls, Katniss sees another tribute in the next tree. It's Rue. She points to something in Katniss's tree that is above her head.

**Chapter 14:** Rue has pointed to a nest of tracker jacker wasps that are mutations of wasps with a poisonous sting and tracking ability. Katniss begins to cut through the branch during the anthem so the Careers won't hear her. The wasps are still groggy from the smoke of the fire, but they are beginning to rouse in the nest. She leaves the rest of the cutting for dawn and inches back down the tree to find she's received a gift from a sponsor: ointment for her burns. It heals her burns nearly instantly. The next morning, Katniss is able to cut the rest of the branch, sending the nest down on the Careers. Two are killed by the stingers and the rest run away. Katniss gets down from the tree, but not without being stung three times herself. She realizes she should go back and retrieve the bow and arrow from one of the dead Careers. When she returns to the body, she begins hallucinating. Peeta arrives at the tree. Rather than kill her, he saves her from Cato by telling her to run away.

**Chapter 15:** Katniss awakens from the tracker jacker induced hallucinations. She begins to travel upstream and hunts with the bow and arrow. She encounters Rue and forms an alliance with her. She learns from Rue that Peeta is no longer with the Career Tributes and is on his own. The Careers are at the lake with all the provisions and tools. Katniss formulates an idea that will put her on the offensive.

**Chapter 16:** Katniss sneaks down to the Career camp to figure out how to destroy their food source. Rue has set a fire in the forest to draw the tributes away from the camp. As Katniss watches the camp, she sees the fox-faced girl sneak carefully into the camp to steal supplies. Katniss realizes the supplies are booby trapped with explosives. Using her arrows, she shoots down a bag of apples that triggers an explosion of the supply pile.

**Chapter 17:** The explosion knocks Katniss over and deafens her. Unable to run away from the camp, Katniss crawls into the underbrush and hides. She sees the Careers come back to the camp to survey the damage. Cato is furious – all of their supplies are destroyed. Katniss can see this from her hiding place, but cannot hear. She spends the night in the underbrush while the Careers go on a night hunt in the forest. As day breaks, Katniss returns to the forest to meet up with Rue. The hearing in her right ear has returned, but she still cannot hear with her left ear. She goes to the rendezvous place to find Rue, but she isn't there. Katniss begins searching for her when she hears Rue calling to her. Rue has been trapped in a net and the boy from District 1 has speared her.

**Chapter 18:** Katniss shoots the boy from District 1 and pulls Rue from the net. It is too late, though. As Rue is dying, she asks Katniss to sing to her. Katniss sings a lullaby while Rue dies and then, in an act of defiance, Katniss decorates Rue's body with wild flowers before the hovercraft takes it away. She is distraught and despondent over Rue's death. She receives a silver parachute gift of bread

from District 11 – the district Rue was from. The following day, Katniss is still despondent. She travels around the forest aimlessly, thinking about her family, Rue, and the boy she killed. That evening after the anthem, there is a trumpet blast. This means a communication from outside the arena. The announcement is that the rules of the Games have been changed: two tributes, if they come from the same district, can now win the Games.

### **Part III: The Victor**

**Chapter 19:** Katniss begins looking for Peeta. She knows he's injured, and she begins searching for him along the river. She finds him completely camouflaged in the mud of the stream. He is seriously injured, and Katniss gets him cleaned up and tries to treat his wounds. Peeta, in spite of his fever, pain, and injuries, reminds Katniss that they are supposed to be in love and she should kiss him. Katniss manages to find a rock enclosure that offers minimal hiding for them. She finally kisses Peeta and is rewarded with a silver parachute of hot broth. She realizes that in order for them to receive anything better, she must play the game of being in love with Peeta.

**Chapter 20:** There are six tributes left. Katniss and Peeta, Cato and Clove (both from District 2), Thresh, and Foxface. Katniss and Peeta spend time in the cave, with Katniss continuing to care for Peeta. When she checks his wound, she notices red streaks which indicate blood poisoning. Peeta asks Katniss to tell him a story of the happiest day of her life. She tells him the story of the day she got a goat for Prim. Later that night after the anthem plays, the trumpets blare again with the announcement that there will be a feast. At the feast will be a backpack for each district that will include something they critically need. Katniss knows their backpack will include medicine for Peeta, but Peeta doesn't want her to go. He threatens to follow her. When Katniss goes out to the stream, she receives a silver parachute that contains a sleeping syrup. She mixes it with berries and feeds it to Peeta. Before he falls asleep, he realizes what she has done.

**Chapter 21:** Katniss arrives at the Cornucopia before dawn. When dawn breaks, a table comes up through the ground with four backpacks on it. The one for District 12 is so small, it would fit on Katniss's wrist. Foxface is the first to get her backpack, then Katniss runs to the table to get her backpack when she's struck in the forehead by a knife. Clove tackles her and pins her to the ground. She promises to give the audience a good show as she plans how she's going to kill Katniss, and she taunts Katniss about killing Rue. Suddenly, Clove is yanked away by Thresh who kills her, and after she explains what she did for Rue when she died, he declares that he will let Katniss go. Thresh warns that they are now even. As Katniss runs back to the woods, she sees that Thresh has taken both his backpack and the one for District 2. He's run in the opposite direction. Katniss returns to the cave, wounded, but opens the tiny backpack to find a syringe of medicine that she gives to Peeta.

**Chapter 22:** Katniss and Peeta are in the cave. Peeta has made a remarkable recovery due to the medicine. Now it is Peeta who's caring for Katniss's wounded forehead. The two of them spend the day resting and talking. They are hungry and the rain continues to make it impossible for Katniss to go hunting. Katniss knows that in order to get food from Haymitch they must play up their romance for the audience. The next day, it continues to rain. With no chance of hunting, they are counting on Haymitch for food. Peeta seems earnest as he confesses his feelings for Katniss – that he has loved her since the first day of school and heard her sing. She reciprocates his feelings enough to earn them a silver parachute full of food – including her favorite lamb stew.

**Chapter 23:** The two rejoice over the much-needed food. They eat a small portion so they don't get sick, and return to talking. They talk about what will happen if they win the Games. They will live in a luxury home and be neighbors with Haymitch. Neither of them thinks Haymitch is very fond of them, but Katniss believes that Haymitch sends the silver parachutes as messages of how to act or what to do.

That night as the anthem plays, Peeta sees that Thresh has died. Katniss is upset, but tries not to show it. The rain stops and the next day they leave the cave to hunt. Peeta is loud as they walk through the woods and eventually suggests that he stay and gather roots while Katniss hunts. They agree to use a whistle to signal back and forth to each other that everything is okay. When Katniss doesn't hear Peeta's whistle in awhile, she rushes back to find he's gathering berries in the woods. Katniss also notices some of their food is missing and that Peeta has gathered a poisonous berry called nightlock. The cannon goes off and the hovercraft comes in to gather the body of Foxface who stole their food and ate the poisonous berries.

**Chapter 24:** Katniss puts the poisonous berries in a leather pouch as a weapon they may be able to use against Cato. They eat their food and return to the cave for the night. The next morning, they discover the stream has been drained and the only water is at the lake. The Gamemakers want them to return to the lake for the final battle. When Katniss and Peeta arrive at the lake, there is no sign of Cato. Katniss teaches the mockingjays Rue's song, but suddenly Cato bursts through the trees toward them. Katniss shoots an arrow, but it falls away. He is wearing body armor, but instead of attacking them, Cato runs right past Katniss and Peeta. Katniss sees what he is running from – muttations.

**Chapter 25:** The three of them run to the Cornucopia and climb up on it. The muttations look like giant wolves, but Katniss recognizes something about them – they resemble the dead tributes. Katniss manages to keep them at bay with her bow and arrow, but Peeta is caught, and his leg is badly wounded before Katniss pulls him to safety. Cato grabs Peeta who is forced to stand with him at the edge of the Cornucopia. Peeta gives Katniss a sign to shoot Cato's hand, which she does. He releases Peeta and falls into the pack of mutts. Since this seems to be the last battle of the Games, Katniss and Peeta know that Cato's death will be long and agonizing. Through the cold, long night they listen to Cato suffer. As dawn arrives, Katniss ends Cato's life with her last arrow. They climb off the Cornucopia and head for the lake as the hovercraft arrives. They wait for the announcement that they're the winners, but instead there is an announcement that there can only be one winner. After arguing about who should or shouldn't die, Peeta's reasons are his love for Katniss, and Katniss knows she would never be able to stop thinking about the arena. They decide they'll eat the poison berries on the count of three. Just as they are about to eat the berries, Claudius Templesmith stops them and they are both declared winners of the Games.

**Chapter 26:** The hovercraft appears and takes them away from the arena. Peeta has lost a lot of blood and falls unconscious into the hovercraft. A team of doctors quickly begins to work on him. Katniss panics and tries to get to him, but a glass door separates them. Katniss is then drugged and awakens later in a hospital bed. She alternates between consciousness and sleep for several days before she is well enough to get out of bed. All her scars have been removed, and she is ready to be presented to the public as the victor. She wants to see Peeta, but the Gamemakers want their reunion to occur on live TV. Cinna dresses Katniss in a dress that makes her look like a young girl. Katniss suspects that there is a reason for that. As she waits to be presented to the audience, Haymitch tells her that the Capitol is angry with Katniss and Peeta for showing them up in the arena. He tells her the only excuse she and Peeta can have for their actions is that they are madly in love. Katniss struggles with her feelings toward Peeta and wonders about his feelings toward her. Were they real or were they just due to the circumstances they were forced into? As Katniss prepares to enter the ceremony, she realizes that the most dangerous part of the Hunger Games is about to begin.

**Chapter 27:** On the stage, Katniss sees Peeta again and runs to him. After an enthusiastic crowd greets them, they watch the highlights of the Hunger Games. President Snow crowns them, but his eyes show his anger at Katniss. After the victory banquet, Katniss tries to get time alone with Peeta, but she is locked in her bedroom. The next day, Caesar Flickerman interviews them. Katniss learns that Peeta's leg was amputated and replaced by an artificial leg. Katniss and Peeta again profess their love though

Katniss does so with the belief that it is all an act. They get on the train to return to District 12. On the way, Katniss washes off her makeup, rebraids her hair, and changes her clothes. She is struggling to understand who she is now that the Games are over. When the train stops for fuel, she and Peeta walk along the tracks together. Haymitch tells them to keep up the act until the cameras are gone. Peeta is confused. Katniss had thought all along that Haymitch had been giving Peeta the same advice he'd given to her – to pretend they love each other. Katniss tells Peeta that she's not sure how she feels. Peeta retreats to the train clearly upset and hurt. The next day they arrive at District 12. Peeta holds her hand as they prepare for the cameras waiting for them, but this time he is doing it only for the camera.

## Modes of Reading

**Read Aloud:** The teacher or another proficient reader reads aloud. Students listen but do not have the text in front of them.

**Choral Reading:** Sometimes referred to as unison reading. The whole class reads the same text aloud. Usually the teacher sets the pace.

**Shared Reading:** The teacher or another proficient reader reads aloud. Students follow along in with the text in front of them.

**Guided Reading:** The teacher interacts with small groups of students as they read books that present a challenge. The teacher introduces reading strategies, tailoring the instruction to the needs of the students. When the students read, the teacher provides praise and encouragement as well as support when needed.

**Echo Reading:** When a skilled reader reads a portion of text (sometimes just a sentence) while the less-skilled reader "tracks." The less-skilled reader then imitates or "echoes" the skilled reader.

**Cloze Reading:** The teacher or another proficient reader reads aloud, pausing to omit words. The students track the teacher and fill in the words when the teacher pauses.

**Partner Reading:** Students pair up and take turns reading sections to one another in a low voice. Students stop every paragraph or two and discuss the text.

**Independent Reading:** Students read silently to themselves, at their proficient level.



## On-going Instructional Strategies/Activities

### *Introduction*

Teachers may want to add strategies and activities that are not already included in the detailed lesson plans. The following are examples of things you may consider using:

**Themes and Essential Question Posters:** This is actually a critical element of instruction. They should be prominently displayed in the room for the entire course of study.

**Word Journals and Word Walls:** Track on-going vocabulary and academic language that is pertinent to either theme or concept in the novel and would be high-frequency words-to-know. Students can keep lists and synonyms, pictures, examples in personal word journals. Teachers then add chosen words to a class word wall on charts or butcher paper to be viewed throughout the unit.

**Concept Board or Discussion Board:** This is a visual display of themes and concepts on either a bulletin board or chart paper with pictures, words and phrases, questions that arise, answers that follow, related readings, articles, and any other pertinent resources.

**On-Going Debates:** Students can debate themes and topics every few chapters as new information arises. Topics may include:

- Is the relationship between Katniss and Peeta real or only for the cameras?
- Who is the real hero of The Hunger Games?
- How is manipulation used by both the Capitol and the main characters?
- Are alliances worth it? Do they help or hinder survival?

# Session B

# Transition

# Forms

**Session A Teacher: Four-Week Status Update**

Block/Period	Last page read	Last lesson completed

**Notes:**

Notes area for recording observations and reflections.



## Project Rubric

Category	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1	Score
<b>Required Elements</b>	Includes all of the required elements as stated in the directions.	Includes all but one or two of the required elements as stated in the directions.	Missing 3 or 4 of the required elements as stated in the directions.	Missing 5 or 6 of the required elements as stated in the directions.	Project does not follow the directions.	
<b>Graphics, Pictures</b>	All pictures, drawings, or graphics are appropriate and add to the enjoyment of the project.	Some pictures, drawings, or graphics are included, are appropriate, and add to the enjoyment of the project.	A few pictures, drawings, or graphics are included and are appropriate to the project.	A few pictures, drawings, or graphics are included, but may not be appropriate to the project, or may be distracting.	Pictures or drawings are not used and/or are inappropriate or distracting to the project.	
<b>Creativity</b>	Exceptionally clever and unique; design and presentation enhance the project.	Clever at times; thoughtfully and uniquely presented.	A few original or clever touches enhance the project.	Little evidence of uniqueness, individuality, and/or effort.	No evidence of creativity or effort. Project is not unique.	
<b>Neatness, Appeal</b>	Exceptionally neat and attractive; typed or very neatly handwritten, appropriate use of color, particularly neat in design and layout.	Neat and attractive; typed or neatly handwritten, good use of color, good design and layout.	Generally neat and attractive; handwritten, some use of color, some problems in design and layout.	Distractingly messy or disorganized; handwritten; little use of color; several problems in design and layout.	Work shows no pride or effort. Project is incomplete, illegible, or particularly messy and unattractive.	
<b>Grammar, Spelling, Mechanics</b>	Little to no problems with grammar, spelling, and mechanics. Project was clearly proofread.	A few problems with grammar, spelling, or mechanics. Errors are minor and do not distract from the project.	Several errors in grammar, spelling, or mechanics. Errors can be slightly distracting at times.	Several problems with grammar, spelling, or mechanics. Errors are distracting.	Many problems with grammar, spelling, or mechanics. Mistakes clearly show project was not proofread.	
<b>Comments:</b>						
Final Score: _____ out of 25						

## *The Hunger Games Movie Guide*

### **Opening Scene through the Tribute Training**

How is the opening scene different from the book? Why do you think the director chose to begin that way?

Describe the setting of District 12. How is it the same or different as you had imagined while reading?

Why might the director have decided to change how Katniss gets the mockingjay pin? What does it accomplish?

How did the movie introduce the backstory of Panem?

Which character looks most differently on screen than how you imagined? Why?

President Snow tells the Gamemaster that the only reason they have the Hunger Games is to give people hope- but “contained hope.” What does he mean?

## **The Games**

In the book, you don't get to see behind the scenes of the gamemakers. What scenes in the movie show how they manipulate the games?

How does the director use the bee stings to tell us more about Katniss?

How does the ending fight scene with the muttations differ from the book? Why do you think the director chose to do it that way?

Name elements in the movie (costumes, set design, specific scenes, music, etc...) that enhance each theme in the book:

Dystopian Society	Survival	Violence in Reality TV

## **The Victors**

The end is handled quickly. Why might the director have wanted to speed through this part of the book?

What is the tone of the end of the movie? How is that tone achieved?

Which theme was delivered the strongest through the movie version: Dystopian Society, Survival or Violence in Reality TV? How was that achieved? Cite specific examples.

Overall, what was your impression of the movie?



***Instructional Video/DVD Use Request Form***

It is the policy of the LACOE Board of Education that the use of videos/DVD's in the classroom must directly relate to verifiable student learning objectives that are drawn from a Board-Adopted Course of Study. All videos for classroom use must have 5 days prior approval by the school principal or school designee. Per LACOE office policy, all videos must be rated PG-13 or lower.

**Name of Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Requested Video Title: \_\_\_\_\_

Showing Date: \_\_\_\_\_ Subject Area: \_\_\_\_\_

Instructional Topic: \_\_\_\_\_

**Common Core Standards Addressed:**

\_\_\_\_\_ **Grade 9/10**                      \_\_\_\_\_ **Grade 11/12**

\_\_\_\_\_

**Relevance of Video to Common Core Standards:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Approximate minutes of video to be shown:** \_\_\_\_\_

**Instructional strategy for incorporating video content into lesson:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Method of assessing student learning from video:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(Teacher)

**Approved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

