

# SUZANNE COLLINS

# THE HUNGER GAMES

Thanks for looking at our complete teaching unit for Suzanne Collins's fantastic novel, HUNGER GAMES ... optimized for 1:1 Google Drive & OneDrive.

All 267+ pages/slides/forms of activities, analyzers, slideshows, and essays included in this bundle are designed to enhance your reading experience, save you (the teacher) prep time, and help your students enjoy and appreciate the novel that much more.

## INCLUDED:

PreReading Bias Activity & Slideshow (14 slides)  
— *CCSS.ELA-Literacy.RL.2*

Introduction to Utopias Slideshow & Utopia Project & Travel Brochure Activity (35 slides)  
— *CCSS.ELA-Literacy.RL.5*

Plot Chart Analyzer Diagram Arc (8 slides)  
— *CCSS.ELA-Literacy.RL.2*

Character Analyzer (18 slides)  
— *CCSS.ELA-Literacy.RL.3*

Character Names Slideshow (21 slides + 21 response slides)  
— *CCSS.ELA-Literacy.RL.3*

Conflict Graphic Analyzer - 6 Types of Conflict (5 slides)  
— *CCSS.ELA-Literacy.RL.2*

Comprehension Pop Quizzes (110+ slides & forms)  
— *CCSS.ELA-Literacy.RL.10*

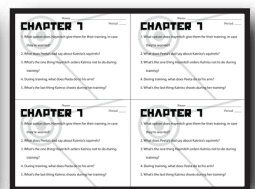
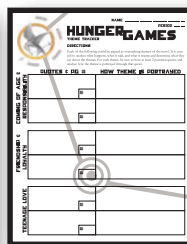
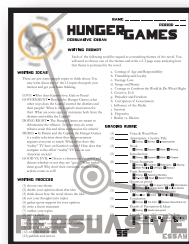
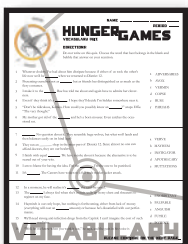
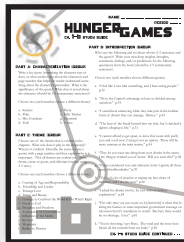
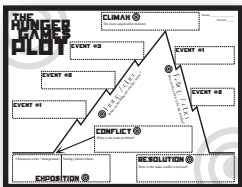
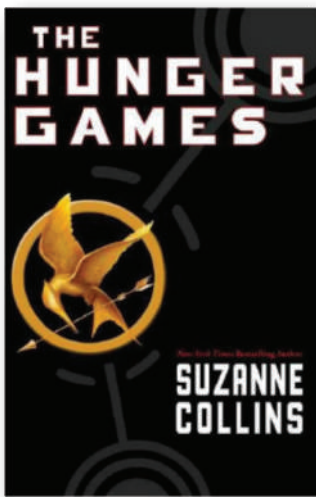
Vocabulary Word Lists & Quizzes (18 slides & forms)  
— *CCSS.ELA-Literacy.RL.4*  
— *CCSS.ELA-Literacy.L.2*

Study Guide Group & Individual (16 pages of forms & docs)  
— *CCSS.ELA-Literacy.RL.2,3*

Journal - Quickwrite Writing Prompts (9 slides)  
— *CCSS.ELA-Literacy.W.1*

12 Essay Topics & Rubrics (11 slides)  
— *CCSS.ELA-Literacy.W.1 & 3*

Movie vs. Novel Comparison (2 slides)  
— *CCSS.ELA-Literacy.RL.7*



# THE HUNGER GAMES

## curriculum map

This is a suggested 8-week plan for students to study Suzanne Collins’s novel, THE HUNGER GAMES. As with all teaching resources, this plan is for your reference and to give you ideas, and you should certainly adjust it according to your classroom’s needs. This unit can be easily adjusted to meet the rigor of honors, regular, reading, or RSP students.

Monday	Tuesday	Wednesday	Thursday	Friday
Hand out novel analysis packet - Plot, Conflict, Character, Essay Organizer, Etc. <b>Pre-Reading Bias Activity</b>	Introduce them to dystopias w/ Power-Point and utopia videos. Assign project groups.			
<b>STUDENTS WORK ON UTOPIA PROJECTS</b> →				
<b>UTOPIA PROJECT GROUP PRESENTATIONS</b>		Read ch. 1 <b>Read Novel</b> Quickwrite	Read ch. 2-3	Work on novel analysis organizers.
Read ch. 4-5 Stop to do quickwrites and discussions whenever you reach the corresponding section of the novel.	Read ch. 6-7	Read ch. 8-9	Read ch. 10	<b>Vocabulary Quiz #1</b>
	Quickwrite		Quickwrite	<b>Study Guide 1-6</b>
Read ch. 11-12 Give Comprehension Pop Quizzes whenever students had at-home reading or you need to assess their understanding.	Read ch. 13-14	Read ch. 15	Read ch. 16	Work on novel analysis organizers.
<b>Character Names PowerPoint</b>	Quickwrite	<b>Study Guide 7-12</b>	Quickwrite	<b>Vocabulary Quiz #2</b>
<b>Discuss the Essay/ Speech</b> Start outlining ideas	Read ch. 17-18 <b>Hunger Games Salute Article</b>	Read ch. 19 Quickwrite	Read ch. 20 <b>Study Guide 13-18</b>	Read ch. 21 Work on novel analysis organizers.
Read ch. 22 Outline essay ideas	Read ch. 23 Quickwrite	Read ch. 24-25	Read ch. 26-27 Quickwrite	<b>Vocabulary Quiz #3</b> Work on Essay/Speech
Work on Essay/Speech	Work on Essay/Speech	<b>Movie vs. Novel Comparison</b> Watch the film and have students compare the movie to the novel.		
<b>Study Guide 19-27</b>				
Work on Essay/Speech	Work on Essay/Speech	<b>Speeches / Essays</b> If students write essays, this time can be used to revise their 1st drafts or peer edit before they turn in their final versions.		

# THE HUNGER GAMES

## activities pedagogy

We know...opening that .zip folder to find all these cool resources can be a tad bit overwhelming. That's why we've explained the various activities in this unit and the Common Core standards each one accomplishes. 😊

Activity	CC Standard	Pedagogy
<b>PreReading Bias Activity &amp; Discussion</b>	<i>Literacy.RL.1</i> <i>Literacy.SL.1</i>	Students are challenged with nine controversial statements that are created to divide the students into two sides. We like to go question by question and have students physically separate to different sides of the classroom. "If you agree, come to this side...If you disagree, come to this side. Try not to be a maybe or I don't know." Then we have students on both sides express their opinions, while the teacher offers challenging-yet-respectful questions back to each speaker. As students move through the statements, they'll be activating prior knowledge about the deeper issues in the story, while practicing their polite argument skills and getting emotionally connected to the story's ideas.
<b>Utopias &amp; Dystopias PowerPoint</b>	<i>Literacy.RL.5</i>	The storyline fits squarely within the tradition of dystopian literature. This resource gives the students a common background about utopias and dystopias, so they can start to think about what would make an ideal world.
<b>Utopia Project Group Presentations</b>	<i>Literacy.RL.5</i> <i>Literacy.RI.7</i> <i>Literacy.RI.8</i> <i>Literacy.W.1</i> <i>Literacy.SL.1</i>	Students need to apply their knowledge of utopias/dystopias to create their own utopian community. Each group will invent a utopia, design a persuasive travel brochure, which will require them to practice manipulative propaganda as well as effective design elements. They will then present their utopian vision to the class, persuading the crowd and discussing the weaknesses or concerns in their ideas. This requires the crowd to listen intently for questions they have about the utopia and craft quality response questions to spur serious analysis and problem-solving.
<b>Plot Organizer</b>	<i>Literacy.RL.2</i>	While reading the novel, students will analyze the 6 parts of the plot and find scenes/events that fit into each of the parts. The graphic-rich organizer will visually remind of the tension map of the story as they read.
<b>Conflict Organizer</b>	<i>Literacy.RL.2</i>	While reading the novel, students will analyze the 6 kinds conflict and find scenes/events that illustrate the various kinds of conflict.

Activity	CC Standard	Pedagogy
<b>Quickwrite Writing Prompts</b>	<i>Literacy.RL.1</i> <i>Literacy.RL.2</i> <i>Literacy.W.1</i>	These writing prompts require students to write their unedited off-the-cuff responses to various quotes, situations, issues that arise from within the story. The questions take the students into memories from their lives (activating prior knowledge), connections with the story’s characters and history (encouraging empathetic reading and understanding), and deep areas of thematic meaning (spurring informal argumentation). These discussions might prove to be some of the most meaningful explorations your students experience.
<b>Characters Organizer</b>	<i>Literacy.RL.3</i>	Students will follow the various characters through the story and analyze various details/quotes/situations about them. They will consider physical descriptions, inner desires, and important traits about those characters in order to determine uniqueness and importance to the story.
<b>Characters Names &amp; Meanings</b>	<i>Literacy.RL.1</i> <i>Literacy.SL.1</i>	This Character Notes Page will help your students organize their research of the meanings of the characters names in the novel. From plants to Roman leaders to lots of clever wordplay, there's little question that the author named her characters with much purpose.
<b>Study Guide Individual &amp; Group</b>	<i>Literacy.RL.5</i> <i>Literacy.RI.7</i> <i>Literacy.RI.8</i> <i>Literacy.W.1</i> <i>Literacy.SL.1</i>	<p>Each study guide for THE HUNGER GAMES is meant to be done both in groups and individually. It will help students dig deeper into the meaning of the novel in various ways.</p> <p>PART A: CHARACTERIZATION (alone) * Each group member chooses 2 characters to find quotes from the novel that reveal something about the character.</p> <p>PART B: INTROSPECTION (alone) * Each group member chooses 2 quotes to analyze and write about, short journal-style.</p> <p>PART C: THEME (group) * Each group member chooses 1 of the 12 themes to discuss how it shows up in the chapters.</p> <p>PART D: DISCUSSION QUESTIONS (alone) * Students answer a number of short answer discussion questions.</p> <p>I usually have each study guide due a couple of days after we finish reading the chapters. Then when they bring their answers to class, students return to their groups and discuss their ideas.</p>



Activity	CC Standard	Pedagogy
<b>Comprehension Pop Quizzes</b>	<i>Literacy.RL.10</i>	These quizzes are crafted to assess whether or not students read the chapters. If the students read the chapters, they should earn 100%...if they didn't read, they should not be able to guess their way to success. These can also be used as exit cards or quick comprehension assessments to see if the teacher needs to further explain the main events of the chapters.
<b>Vocabulary Lists &amp; Quizzes</b>	<i>Literacy.RL.4</i> <i>Literacy.L.4</i>	We've all seen the matching or multiple choice vocabulary assessments with the words in one column and the dictionary definitions in the other. These assessments require the students to understand the context of the word in a sentence from the novel. Not only does this require them to know the definition, but it forces them to use the word in the right situation.
<b>Essay / Speech</b>	<i>Literacy.W.1</i> <i>Literacy.W.9</i> <i>Literacy.SL.1</i> <i>Literacy.SL.4</i> <i>Literacy.SL.6</i>	Students will choose from a few deep topics to either write an essay or turn their essay outline into a speech on the topic. During the speeches, students will need to understand and chart the speakers' thesis statements. And for you . . . no-hassle grading rubrics are included to make your teaching life easier and save you time.
<b>Novel vs. Film Comparison</b>	<i>Literacy.RL.7</i>	Students will compare the film to the novel, analyzing the similarities and differences in various aspects of the two works of art.

