

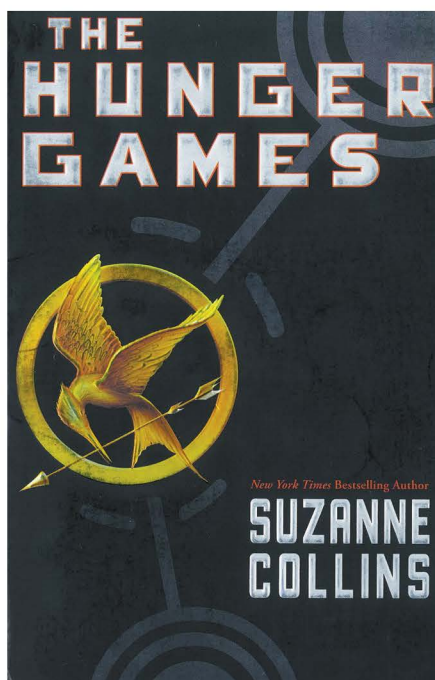
Reading ^{with} Relevance

Building INDEPENDENT READERS and THINKERS

A TEACHER'S GUIDE FOR

The Hunger Games

A novel by Suzanne Collins



Recommended for:
Grade Levels
7th-9th

A tool to inspire change

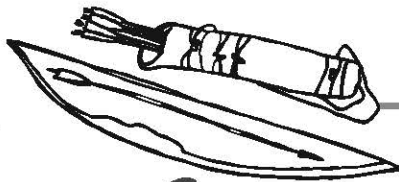
This literacy curriculum is constructed around a content-rich novel that builds students' literacy skills and supports their character development and self-confidence. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they've read to their own lives.

Developed, field-tested, and refined in our own tutoring and mentoring programs, this Common Core Standards curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, *Reading with Relevance* is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!

Why *The Hunger Games*

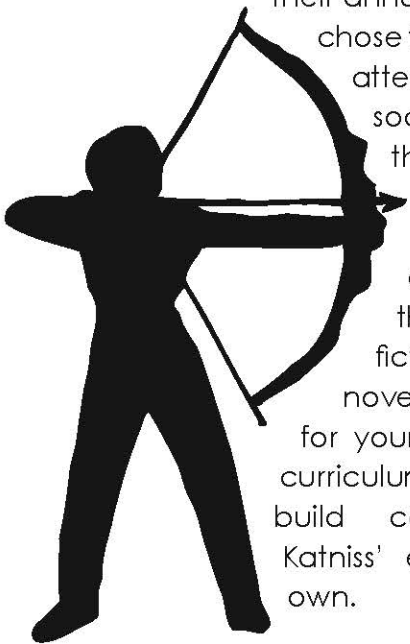
The Hunger Games tells the story of Katniss Everdeen, a sixteen-year-old girl living in the dystopic future society of Panem; she demonstrates her cunning and strength when she is required to fight to the death in their annual Hunger Games. We

chose this novel for its insightful attention to some powerful social and emotional themes: poverty, social inequality, violence, reality television, trust, and love. Although this book is set in a fictionalized future, the novel is deeply relevant for young readers today; this curriculum will help students build connections between Katniss' experiences and their own.



This teacher's guide includes:

- A facilitator's guide with tips and resources for implementing the curriculum.
- A map of Common Core Standards addressed through this program.
- Fifteen individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts.
- Two assessments to monitor student progress throughout the program.
- Regular checkpoints to help teachers assess their students' progress on ELA standards.
- A culminating essay-writing unit.
- An appendix with additional teaching resources and activities to continue exploring this novel.



Session 1

pages 1-33

Vocabulary

supple (pg 2): adj., flexible; bending readily

preposterous (pg 5): adj., absurd; utterly foolish

anguish (pg 12): n., extreme suffering

tenuous (pg 14): adj., lacking a sound basis

vast (pg 18): adj., of considerable size

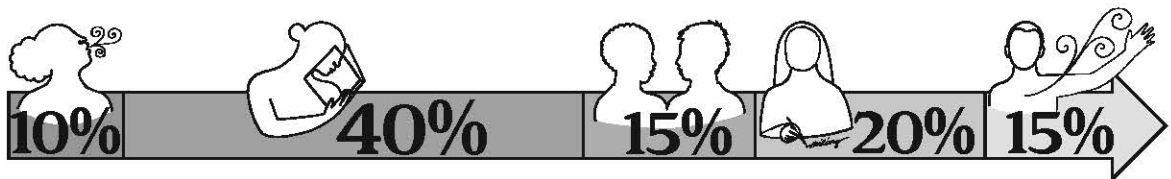
repentance (pg 19): v., atonement for sins

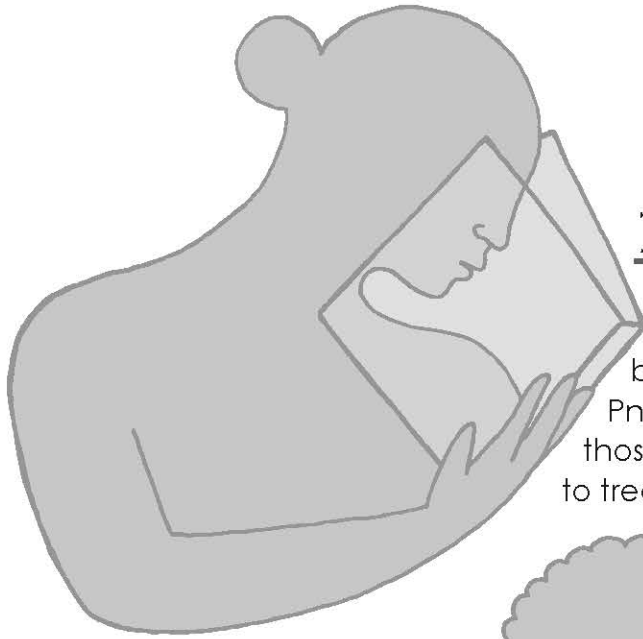
Today's Theme

The theme for today is **stoicism**—the ability to withhold emotion in order to maintain inner strength. Students are introduced to the main character, Katniss Everdeen, who has learned to stay focused on survival and providing for her family at the expense of her own emotions. While Katniss' stoic "indifferent mask" is a strength that helps her persevere in the face of obstacles, it also masks her feelings towards others. Have your students think about the quality of stoicism. How can this be both a strength and a weakness? When has stoicism helped them face difficulties in their own lives?

Story Recap

The Hunger Games was written in 2008 by author Suzanne Collins. This book takes place in the future in the former United States of America, now called Panem. The country is divided into a Capital and 12 districts. This book is about survival, friendship, justice and perseverance. You may want to ask students if they've seen the movie based on the book. If anyone has, make sure to ask them not to give any part of the story away, but to think about the differences between the book and movie as they read along.





During Reading

pneumonia (pg. 28): Inflammation of one or both lungs, usually caused by infection from a bacterium or virus. Pneumonia can be deadly, particularly for those who lack the resources or care necessary to treat the illness.



Discussion Questions

- What illegal activity does Katniss participate in? Why does she need to do this?
- What is the purpose of the electric fence around District 12? What do you think about it?
- Describe Katniss' relationship with her little sister, Prim.
- How does Katniss feel about the nation of Panem? Why does she have to be careful about what she says in public about her country?
- What is Reaping Day? What event prompted this tradition?
- What circumstance made it more likely that either Gale or Katniss would be randomly selected on Reaping Day?
- What is the meaning of the salute that the people of District 12 give to Katniss?
- What kind of person do you think Peeta is? What information from the book makes you think this?
- Make a prediction. Do you think Peeta will become an ally or an enemy for Katniss?

OPPRESSION

- Gale and Katniss had to put their names in more than once on the Reaping Day: they needed tessarae to keep their families fed, because their families are so poor.

How do you feel about this system for selecting tributes for the Hunger Games?

- » Is this fair? Why or why not?
- » Who benefits from it and how?
- » Why do you think this system is allowed to continue like this?

SACRIFICE

- Put yourself in Katniss' place during the day of the Reaping.

Is there anyone you would sacrifice yourself for?

- » Why would you offer yourself in her or his place?
- » Do you think anyone would do the same for you?
- » What do you think of Katniss' choice?

Checkpoint

- Students should demonstrate a strong command of the standard written conventions of English, while establishing and maintaining a formal writing style.
 - » Students should use capital letters appropriately, end each sentence with a period, and use other punctuation accurately. Student writing should be formal in style rather than conversational.
 - » For example, "I can relate to the experiences of the main character, Katniss, who has faced a difficult decision."

Extension Activity

Today's activity asks students to think across disciplines and consider the probability of being selected as a Tribute in the annual Hunger Games. Students will calculate some basic percentages and probabilities for a few hypothetical situations. The "Tribute Probability" handout contains instructions; please coach students individually if they struggle with the basic math in this activity.

Materials:

- » Tribute Probability Handout

Name: _____

Step

#1

Entries Based on Your Age*Your baseline entries for each year are determined by your age:*

Age:	12	13	14	15	16	17	18
# of Entries	1	2	3	4	5	6	7

Step

#2

Entries Based on Your Tesseræe*Assume that, like Katniss and Gale, your family receives tesseræe (extra food for starving families). You must add 1 extra entry for every member of your family (including yourself).***For example:** if you are 14 years old, your baseline number of entries is 3 (1 for each year—12, 13, and 14). Then you need to add your tesseræe. For example, if you have 5 members in your family, your entries for tesseræe at age 14 is $5 \times 3 = 15$.**Number of entries** = 3 (current age baseline)

+ 5 (extra for tesseræe at age 12)

+ 5 (extra for tesseræe at age 13)

+ 5 (extra for tesseræe at age 14) = 18.



1. On the basis of your current age and your need for tesseræe, calculate how many entries you would have in this year's reaping lottery.
2. How many entries would you have if you were 18 years old, had 9 family members (including yourself), and received tesseræe for each of them (and yourself) every year since you were 12?
3. Complete the problem above, but assume this time that your family was more privileged, and didn't have to take tesseræe. How many entries would you have in the lottery? What does this say about the lottery system?

Bonus: If 11,500 total entries were in your district (and in your gender), and 42 of that number were your entries (just like Gale), what is the probability that your name would be drawn for the Hunger Games? Express your answer as a percentage.

You've just taken your first peek into Panem life, and today, you'll be putting yourself in the shoes of the country's children as they attend the annual reaping. You will consider and calculate the probability of being selected as a Hunger Games Tribute.

Tribute Probability

Appendix

Additional Activities

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Get to Know MFI

Moving Forward Institute is a nonprofit publisher of social justice educational materials. The organization was created by the founders and staff of Moving Forward Education, a multi-generational tutoring and mentoring organization aimed at fostering academic and emotional success for underserved students in California. Since our founding in 2003, MFE has provided tutoring and mentoring services to thousands of students and has trained hundreds of young adults to enter careers in the educational field. This reading curriculum was developed by our leadership team and its advisory group, including credentialed teachers and college professors. This program has been successfully facilitated throughout California by achieving powerful and measurable results for students and schools. To learn more about our organization, or our research and data, please contact us today.

Our Purpose

At Moving Forward Institute, we know that students can be successful learners when their social and emotional needs are met.

We empower educators to meet the academic, social, and emotional needs of their students by using culturally-relevant and gender-responsive reading curricula.

Training and Professional Development Services

While lesson plans are designed to be easily facilitated by classroom teachers and after-school staff alike, our in-person training and professional development services will ensure fully effective implementation of the literacy curricula.

Additionally, we offer technical support, classroom observation, and program evaluation services to help your program be successful. Contact us for more information about these services!

Contact Us

Contact us today to learn more about how the Moving Forward Institute can support your students and staff!

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If your students liked *The Hunger Games* . . .

*...they might love some of our other book selections! We suggest that you check out *The Absolutely True Diary of a Part-Time Indian*, or *Holes*. Please visit our website today to browse our full selection of socially and emotionally rich novel-based curricula!*