Welcome
Welcome to The Hunger Games Unit Plan! This plan includes everything you need to successfully teach Suzanne Collins' exciting novel The Hunger Games. In this package, you will find the following:

- A Unit Calendar
- Detailed Daily Lesson Plans
- Comprehension Questions
- Discussion Questions
- Vocabulary Lists
- Answer Keys
- Handouts and Worksheets
- And More!

Using This Unit Plan
You have two options when using this unit plan. You can follow the unit calendar and daily lesson plans exactly as they are laid out, or you can use the comprehension questions, discussion questions, vocabulary lists, and other materials in conjunction with your own ideas, and according to your own class schedule.

The unit calendar and daily lesson plans are set up according to a fairly rigid routine, which you may or may not wish to follow.

Many teachers have had success reading the novel aloud with their class each day. This means more class time has to be dedicated to reading, and the unit calendar included with this package won't apply.

You may also want to include more creative activities and fewer comprehension questions. Again, if this is the case, the unit calendar won't apply.

However you opt to use this unit plan, you will undoubtedly find these teacher-created materials invaluable to the success of your Hunger Games unit.
The Hunger Games
Comprehension Questions
Chapter Questions

Chapter One

1. Why does Buttercup hate Katniss?

2. Why is District 12 surrounded by fences?

3. How is Katniss' mother different from other residents of the Seam?

4. Why don't Gale and Katniss run away and live in the woods?

5. What is the Hob?

6. Describe the Reaping system. How is it unfair?

7. How many Reaping entries will Katniss have in her 16th year?
8. What are the Hunger Games?

Chapter Two
1. How does Katniss save Prim from the Reaping?

2. How did Kat's mother react to her husband's death?

3. Describe Kat's only previous encounter with Peeta Mellark.

Chapter Three
1. How does Kat feel about her chances of winning? Why?

2. Who visits Katniss and what gifts do they bring her?

3. What is a mockingjay?

4. What role will Haymitch play in the Games?
Chapter Four
1. Why does Kat decide to stay away from Peeta as much as possible?

2. How do Peeta and Katniss gain Haymitch’s support?

Chapter Five
1. What is surprising about Cinna, Kat’s stylist?

2. Describe Kat’s Tribute costume.

3. How does the crowd respond to Katniss and Peeta during their grand entrance? What makes them so special?

Chapter Six
1. From where does Kat recognize the girl with red hair?

2. Why do Kat and Peeta decide to talk on the roof?
Chapter Seven
1. What is Haymitch's training strategy for Katniss and Peeta?

2. What are "Career Tributes"?

3. How does Kat make a unique impression on the Gamemakers?

Chapter Eight
1. What do the scores the Gamemakers give the Tributes mean?

2. What is Kat's greatest fear after her private session with the Gamemakers?

3. Why are Kat and Gale an effective hunting team?

Chapter Nine
1. What advice does Cinna give Katniss for her interview?

2. What does Rue say will be her greatest strength in the arena?
3. What secret does Peeta reveal at the end of his interview?

Chapter Ten
1. How does Katniss react to Peeta's declaration of love?

2. What does Peeta mean when he says "I want to die as myself"?

3. What is injected under Kat's skin before the Games? Why?

Chapter Eleven
1. What is the "Cornucopia"? Why is it important?

2. What does Kat take from the Cornucopia?

3. What happens to the girl who lights a fire for warmth near Kat's hiding place?

4. What big surprise does Kat get at the end of Chapter 11?
Chapter Twelve

1. How are the Career Tributes using Peeta?

2. How is dehydration affecting Katniss?

Chapter Thirteen

1. What wakes Katniss up?

2. Why do the Gamemakers want to chase the Tributes from their hiding places?

3. How does Katniss escape the Careers when they find her resting in the pond?

Chapter Fourteen

1. What are tracker jacks?

2. How does Katniss escape the Tributes waiting for her beneath the tree?
3. What does Kat realize right before she passes out?

Chapter Fifteen
1. What did Kat get from Glimmer’s body?

2. Why does Kat want Rue for an ally?

3. What is the punishment for eating crops in District 11?

Chapter Sixteen
1. How does Katniss plan to strike at the Careers?

2. How are the Careers' supplies protected?

3. How does Katniss trigger the trap?

Chapter Seventeen
1. What happens to the boy from District 13?
2. What does Kat mean by a "hollow day"? Have you ever had a hollow day?

Chapter Eighteen
1. What does Kat do for Rue as a sign of protest against the Capitol?

2. What sponsor gift does Kat receive? Who is it from?

3. What important rule change is announced in Chapter Eighteen?

Chapter Nineteen
1. How has Peeta managed to stay safe since his fight with Cato?

2. Describe Peeta's injuries.

3. How does Kat stop Peeta from talking about his potential death?

Chapter Twenty
1. What condition threatens Peeta's life?
2. Where did Katniss really get the money for Prim's goat?

3. What can Katniss get at the feast?

4. How does Haymitch help Katniss get to the feast?

Chapter Twenty-One

1. What clever strategy does Foxface employ at the feast?

2. What stops Clove from killing Katniss?

3. Why doesn't Thresh kill Katniss?

Chapter Twenty-Two

1. Why is Peeta's perspective on life different from Kat's and Gale's?

2. What did Peeta's father confide to him about Kat's mother?
3. What is Haymitch "looking for" from Katniss and Peeta?

Chapter Twenty-Three
1. According to Peeta and Katniss, how must Haymitch have won the Games?

2. What does Kat fear will happen if she wins?

3. How is Foxface killed?

Chapter Twenty-Four
1. Why do the Gamemakers dry-up the river and ponds?

2. Why doesn't Cato attack Kat and Peeta?

Chapter Twenty-Five
1. What is chasing the Tributes?

2. Why don't the creatures kill Cato quickly once they have him overpowered?
3. How does Cato finally die?

4. What is the Gamemakers’ final surprise?

5. How do Kat and Peeta outsmart the Gamemakers’ last twist?

Chapter Twenty-Six
1. How does Katniss surprise herself when she sees Haymitch?

2. According to Haymitch, why is Katniss in trouble?

Chapter Twenty-Seven
1. Why is Peeta upset?
Chapter Questions

Chapter One

1. Why does Buttercup hate Katniss?

Katniss tried to drown him in a bucket.

2. Why is District 12 surrounded by fences?

To keep predators out and the people in.

3. How is Katniss' mother different from other residents of the Seam?

She has light skin and hair, and was part of the merchant class before she moved to the seam.

4. Why don't Gale and Katniss run away and live in the woods?

They are responsible for their siblings and mothers, who would likely starve without them.

5. What is the Hob?

It is a black market where people trade goods and food. Kat and Gale sell meat there.

6. Describe the Reaping system. How is it unfair?

Every child's name is entered starting at age 12. Entries increase by one each year. Poor kids can also opt to have their names added more than once in exchange for grain and oil. It is unfair because poor children are forced to choose between going hungry and having a greater chance of being selected for the Games.

7. How many Reaping entries will Katniss have in her 16th year?

Katniss will have 20 entries.

8. What are the Hunger Games?

Every year, each of the 12 Districts must provide one girl and one boy, called Tributes, to participate in the Games. The 24 Tributes must fight to the death in a vast outdoor arena, while the rest of the country watches on television.

Chapter Two

1. How does Katniss save Prim from the Reaping?

She volunteers to take her place.
2. How did Kat's mother react to her husband's death?
Kat's mother withdrew and became distant. She stopped providing for Kat and Prim, and generally gave-up on life.

3. Describe Kat's only previous encounter with Peeta Mellark.
Peeta gave Kat two loaves of bread when he saw her scavenging through the garbage bins behind his family's bakery.

Chapter Three
1. How does Kat feel about her chances of winning? Why?
Katniss won't go down without a fight, but she knows it's hopeless. There are bigger, stronger kids who have been training for the Games their whole lives.

2. Who visits Katniss and what gifts do they bring her?
Peeta's father gives Katniss a bag of cookies, and Madge gives her a gold pin.

3. What is a mockingjay?
A mockingjay is a bird that can mock human melodies. They are the result of Capitol-created jabberjays mating with mockingbirds.

4. What role will Haymitch play in the Games?
Haymitch is Kat and Peeta's mentor. He must advise them during training, and will manage their sponsorship during the Games.

Chapter Four
1. Why does Kat decide to stay away from Peeta as much as possible?
He is kind and she doesn't want to pity him when the Games begin.

2. How do Peeta and Katniss gain Haymitch's support?
They challenge him and show that they are fighters.

Chapter Five
1. What is surprising about Cinna, Kat's stylist?
He is remarkably normal and kind compared to others from the Capitol.
2. Describe Kat's Tribute costume.

She wears a black unitard, leather boots, and a cape.

3. How does the crowd respond to Katniss and Peeta during their grand entrance? What makes them so special?

Peeta and Katniss are set ablaze with "synthetic fire". The crowd loves Peeta and Katniss, and even chant their names.

Chapter Six
1. From where does Kat recognize the girl with red hair?

Kat and Gale saw her get captured in the woods. She was with a boy, who was killed.

2. Why do Kat and Peeta decide to talk on the roof?

They are afraid they are being monitored and recorded by the Capitol.

Chapter Seven
1. What is Haymitch's training strategy for Katniss and Peeta?

They are to hide their skill and strength, and focus on learning new things until their private sessions with the Gamemakers. Then they should show what they are already great at.

2. What are "Career Tributes"?

Career Tributes are kids who have trained all their lives for the Games. They volunteer to participate and have a great advantage because of their superior skill and strength.

3. How does Kat make a unique impression on the Gamemakers?

She shoots an arrow through an apple in a roast pig's mouth on the Gamemakers' table.

Chapter Eight
1. What do the scores the Gamemakers give the Tributes mean?

The Gamemakers evaluate each Tribute and score them out of 12 based on the potential they showed in training. The higher the score, the longer they are projected to survive in the Games.

2. What is Kat's greatest fear after her private session with the Gamemakers?

Kat is afraid her family will be punished.
3. Why are Kat and Gale an effective hunting team?

They work together and have different skills and knowledge.

Chapter Nine

1. What advice does Cinna give Katniss for her interview?

Cinna tells Katniss to be herself and to answer the questions as though she is speaking to a friend.

2. What does Rue say will be her greatest strength in the arena?

Rue is very hard to catch. "They can't kill me if they can't catch me."

3. What secret does Peeta reveal at the end of his interview?

He has a crush on Katniss.

Chapter Ten

1. How does Katniss react to Peeta's declaration of love?

She is furious him into a vase.

2. What does Peeta mean when he says "I want to die as myself"?

He doesn't want the Games to change who he is or what he believes in. He wants to show that the Capitol doesn't own him.

3. What is injected under Kat's skin before the Games? Why?

A tracking device, so the Gamemakers can trace her location in the arena.

Chapter Eleven

1. What is the "Cornucopia"? Why is it important?

The Cornucopia is a giant golden horn in the middle of the arena. When the games begin, it is surrounded with useful items like food, clothing, and weapons, their value decreasing the further they are from the horn. The tributes can fight over the items, or flee with nothing.

2. What does Kat take from the Cornucopia?

Katniss gets a sheet of plastic and a backpack. She also gets a knife that is thrown at her and lodges into the pack on her back while she runs away.
3. What happens to the girl who lights a fire for warmth near Kat’s hiding place?

She is killed by several Career Tributes who have banded together for the early stages of the Games.

4. What big surprise does Kat get at the end of Chapter 11?

Peeta is part of the alliance with the Career Tributes.

Chapter Twelve

1. How are the Career Tributes using Peeta?

They believe he is their best chance of finding and killing Katniss. Once they have killed Katniss, they intend to kill Peeta.

2. How is dehydration affecting Katniss?

She is weak and tired, has headaches, and her mind is getting foggy.

Chapter Thirteen

1. What wakes Katniss up?

A forest fire.

2. Why do the Gamemakers want to chase the Tributes from their hiding places?

To force them into confrontation and fighting, so the Games don’t become boring for the audience.

3. How does Katniss escape the Careers when they find her resting in the pond?

She climbs a tall tree. They are too heavy to reach her.

Chapter Fourteen

1. What are tracker jackers?

Tracker jackers are mutated wasps that hunt down anyone who disturbs them. Their venom is extremely powerful and is often deadly.

2. How does Katniss escape the Tributes waiting for her beneath the tree?

She knocks a nest of tracker jackers down on the camp.

3. What does Kat realize right before she passes out?

Peeta saved her life.
Chapter Fifteen
1. What did Kat get from Glimmer's body?

A bow and 12 arrows.

2. Why does Kat want Rue for an ally?

Rue is clever, she's a survivor, Kat trusts her, and Rue reminds her of Prim.

3. What is the punishment for eating crops in District 11?

Public whipping.

Chapter Sixteen
1. How does Katniss plan to strike at the Careers?

By destroying their food.

2. How are the Careers' supplies protected?

They are surrounded by landmines.

3. How does Katniss trigger the trap?

She shoots three arrows through a bag of apples, spilling them across the mine field.

Chapter Seventeen
1. What happens to the boy from District 13?

Cato breaks his neck after the mines are detonated.

2. What does Kat mean by a "hollow day"? Have you ever had a hollow day?

A hollow day occurs when no matter how much you eat, you remain hungry.

Chapter Eighteen
1. What does Kat do for Rue as a sign of protest against the Capitol?

She decorates Rue's body with flowers.

2. What sponsor gift does Kat receive? Who is it from?

Kat receives a load of bread from the people of District 11.
3. What important rule change is announced in Chapter Eighteen?

Two Tributes can win if they are from the same District.

Chapter Nineteen
1. How has Peeta managed to stay safe since his fight with Cato?

With amazing camouflage.

2. Describe Peeta's injuries.

He has several tracker jacker stings, burns and bruises, and a horrible cut on his leg, which is badly infected.

3. How does Kat stop Peeta from talking about his potential death?

She kisses him.

Chapter Twenty
1. What condition threatens Peeta's life?

Blood poisoning from the wound in his leg.

2. Where did Katniss really get the money for Prim's goat?

Her and Gale killed a deer and sold it to the butcher. It was their biggest payday ever.

3. What can Katniss get at the feast?

She can get medicine to save Peeta's life.

4. How does Haymitch help Katniss get to the feast?

He sends her a sponsor gift of sleeping medicine, which Kat can use to knock Peeta out.

Chapter Twenty-One
1. What clever strategy does Foxface employ at the feast?

She hides in the Cornucopia and grabs her pack before anyone can react. She is gone before the others even make a move.

2. What stops Clove from killing Katniss?

Thresh grabs Clove just in time and kills her with a rock.
3. Why doesn't Thresh kill Katniss?

Thresh lets her go out of thanks for what Katniss did for Rue.

Chapter Twenty-Two

1. Why is Peeta's perspective on life different from Kat's and Gale's?

Peeta has always had food, and never had to provide for himself or others.

2. What did Peeta's father confide to him about Kat's mother?

Peeta's father wanted to marry Kat's mother, but she ran away with a coal miner.

3. What is Haymitch "looking for" from Katniss and Peeta?

True romance.

Chapter Twenty-Three

1. According to Peeta and Katniss, how must Haymitch have won the Games?

He outsmarted the others.

2. What does Kat fear will happen if she wins?

She won't know who she is anymore or what to do with herself, and will end up like Haymitch.

3. How is Foxface killed?

She steals and eats poisonous berries.

Chapter Twenty-Four

1. Why do the Gamemakers dry-up the river and ponds?

To force the remaining Tributes into the open near the lake so they will fight.

2. Why doesn't Cato attack Kat and Peeta?

He is being chased by a pack of creatures.

Chapter Twenty-Five

1. What is chasing the Tributes?

A pack of mutated creatures that resemble werewolves with razor-sharp claws.
2. Why don't the creatures kill Cato quickly once they have him overpowered?  

The Gamemakers want to prolong the entertainment.

3. How does Cato finally die?  

Out of mercy, Kat finishes him off with an arrow.

4. What is the Gamemakers' final surprise?  

They revoke the earlier rule change so there can only be one winner.

5. How do Kat and Peeta outsmart the Gamemakers' last twist?  

They threaten to commit simultaneous suicide by eating the poisonous berries.

Chapter Twenty-Six

1. How does Katniss surprise herself when she sees Haymitch?  

She jumps into his arms.

2. According to Haymitch, why is Katniss in trouble?  

The Capitol is furious at her for outsmarting them.

Chapter Twenty-Seven

1. Why is Peeta upset?  

He finds out that Katniss' affection was part of a strategy.
The Hunger Games
Discussion Questions
The Hunger Games Discussion Questions

Chapter 1
1. Would you like to live in District 12? Explain
2. How is Panem an "oppressive" country?
3. Do you think there are places like Panem on earth today?

Chapter 2
1. Do you think Katniss' anger towards her mother is justified?
2. How might Katniss' only previous encounter with Peeta affect her during the games?

Chapter 3
1. What do you think Gale wanted Katniss to remember? Do you think they might be more than "just friends"?

Chapter 4
1. Why do think Haymitch drinks so much? Why has he let himself go?

Chapter 5
1. How are the people of the Capitol different from those who live in the districts?
2. Why do think they are different?

Chapter 6
1. Why is Kat ashamed of not helping the boy and girl who were being chased by the Capitol hovercraft?
2. How is her current situation similar?

Chapter 7
1. What do you think Peeta meant when he said, "She has no idea. The effect she can have"?
2. What kind of score would you give Katniss if you were a Gamemaker?

Chapter 8
1. What do Kat's fears reveal about her personality?
Chapter 9
1. How does Kat initially feel about Peeta's request to train separately? What does this reveal about her?

Chapter 10
1. Is Peeta's crush real, or is it just part of his strategy?
2. What do you think is the importance of the gold pin Madge gave to Katniss? Will it help her in some way? What does it represent or symbolize?

Chapter 11
1. Is it savage to watch people kill each other on television? What does the popularity of the Hunger Games say about the people who watch it?
2. Compare the Games to our reality television today. Are there some similarities? What does the popularity of some reality television shows say about our society?
3. Why do you think Peeta joined the Career Tributes?

Chapters 12 to 13
No Discussion Questions.

Chapter 14
1. Why do you think Rue helps Katniss?
2. Why do you think Peeta saved Katniss?

Chapter 15
1. The punishment for eating crops in District 11 is public whipping. Is this fair? Can you think of any punishments in our society that are unduly harsh?

Chapter 16
1. Rue loves music more than anything else. Why do you think music is so important to humans in general?

Chapter 17
No Discussion Questions.
Chapter 18
1. How is decorating Rue with flowers a sign of protest? What is she protesting? Why won't it be shown much on television?
2. Why do the Gamemakers change the rules?

Chapter 19
No Discussion Questions.

Chapter 20
1. Was it right to drug Peeta?
2. What would you have done if you were in Kat's position?

Chapter 21
1. What role does karma play in the games?
2. Do you believe karma plays a role in real life?

Chapter 22
1. Katniss suggests that Peeta can't understand some things because his family isn't as poor as hers or Gale's. If this fair? Do you think it is true?
2. Why is it important to consider things from other people's perspectives?

Chapter 23
1. When a person wins the lottery, their personality often changes. Why do think this happens?
2. Why is Katniss afraid of winning? Do you think she might change?
3. How might you change if you won the lottery and never had to work or go to school again?

Chapters 24 to 27
No Discussion Questions.
The Hunger Games
Vocabulary
The Hunger Games Vocabulary

Chapter 1
1. reaping -
2. entrails -
3. incite -
4. maniacally -
5. verve -
6. apothecary -
7. preposterous -
8. racketeering -
9. obliterate -
10. repentance -

Chapter 2
1. glory -
2. dissent -
3. condone -
4. yearn -
5. tenuous -
6. predicament -
7. mesmerized -

8. treason -

Chapter 3
1. compensation -

2. insurmountable -

3. bludgeon -

4. decrepit -

Chapter 4
1. savior -

2. gnarled -

3. oblivion -

4. grandeur -

5. gawking -

Chapter 5
1. flamboyant -

2. sustenance -

3. despicable -

4. demeanor -
Chapter 6
1. corral -
2. barbarism -
3. smolder -
4. traitor -
5. mutilate -

Chapter 7
1. emaciated -
2. arbitrary -
3. deluge -
4. amiable -
5. arrogance -
6. surly -

Chapter 8
1. leniency -
2. stalk -
3. arduous -
4. solitary -
Chapter 9
1. pretense -
2. banal -
3. eccentric -
4. sullen -
5. humble -
6. prestigious -
7. provocative -
8. elusive -

Chapter 10
1. entourage -
2. hysteria -
3. ruminate -
4. patronizing -
5. catacombs -

Chapter 11
1. equidistant -
2. devise -
3. assent -
Chapter 12
1. disgrace -
2. perplexed -
3. foliage -
4. imprudent -
5. abstain -

Chapter 13
1. manipulate -
2. garment -
3. conspiracy -

Chapter 14
1. precarious -
2. persevere -
3. sated -
4. astronomical -
5. eradicate -
6. putrid -
Chapter 15
1. wracked -
2. feeble -
3. evasion -

Chapter 16
1. ordeal -
2. poised -
3. rendezvous -
4. copse -
5. replicate -
6. meticulous -

Chapter 17
1. famished -
2. decadent -

Chapter 18
1. gore -
2. despondent -
3. lethargy -
4. consolidate -
**Chapter 19**
1. assailant -
2. dissipate -
3. pariah -
4. scrupulous -
5. levity -
6. festering -

**Chapter 20**
1. tethered -
2. scowl -
3. potent -
4. intervene -
5. incompetent -
6. exertion -
7. stalemate -

**Chapter 21**
1. forte -
2. dignity -
3. defiance -
Chapter 22
1. irreverent -
2. fabricated -
3. exorbitant -

Chapter 23
1. repellent -
2. peevish -
3. exasperation -
4. extricate -

Chapter 24
1. dissonant -
2. intersperse -

Chapter 25
1. callous -
2. tourniquet -

Chapter 26
1. benign -
Chapter 27

1. insidious -

2. segue -
The Hunger Games
Vocabulary - Teacher Copy

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Chapter 1
1. reaping - to gather or take
2. entrails - intestines
3. incite - to stir, encourage, or urge on; stimulate or prompt to action
4. maniacally - like a maniac
5. verve - enthusiasm or vigor
6. apothecary - pharmacist
7. preposterous - utterly foolish; absurd; senseless
8. racketeering - the practice of conducting or engaging in a racket such as extortion or bootlegging
9. obliterate - destroy completely
10. repentance - deep sorrow or regret

Chapter 2
1. glory - something that is a source of honor, fame, or admiration
2. dissent - to disagree with or reject an authority
3. condone - allow; permit; approve
4. yearn - long for or crave
5. tenuous - persistent or stubborn
6. predicament - an unpleasant, difficult, or dangerous situation
7. mesmerized - fascinated; spellbound

8. treason - the offense of acting to overthrow one's government

Chapter 3
1. compensation - payment

2. insurmountable - unbeatable; impossible to overcome

3. bludgeon - a short, heavy club with one end weighted or thicker than the other

4. decrepit - weakened by old age; worn out

Chapter 4
1. savior - person who saves or rescues

2. gnarled - full of bumps or knots

3. oblivion - the state of being completely forgotten or unknown

4. grandeur - the quality or state of being impressive or awesome

5. gawking - staring stupidly

Chapter 5
1. flamboyant - strikingly bold or brilliant; showy

2. sustenance - means of sustaining life; nourishment

3. despicable - awful; deserving to be despised

4. demeanor - conduct; behavior
Chapter 6
1. corral - to collect or gather

2. barbarism - uncivilized state or condition

3. smolder - burn slowly without flame

4. traitor - a person who betrays another, a cause, or any trust

5. mutilate - to injure, disfigure, or make imperfect by removing or irreparably damaging parts

Chapter 7
1. emaciated - thin, wasted, puny, gaunt, haggard, scrawny

2. arbitrary - decided without reason; founded on or subject to personal whims, prejudices, etc

3. deluge - a drenching rain; downpour

4. amiable - friendly; pleasant; likable

5. arrogance - offensive display of superiority or self-importance

6. surly - rude or bad-tempered; unfriendly or hostile

Chapter 8
1. leniency - showing mercy or tolerance

2. stalk - to pursue or approach prey stealthily

3. arduous - difficult

4. solitary - alone
Chapter 9
1. pretense - pretending; insincere or false
2. banal - unoriginal
3. eccentric - strange or peculiar
4. sullen - quiet and grumpy
5. humble - not proud or arrogant; modest
6. prestigious - having a high reputation; honored; esteemed
7. provocative - acting as a stimulus or incitement, esp to anger or sexual desire
8. elusive - hard to find or catch

Chapter 10
1. entourage - a group of attendants or associates
2. hysteria - an uncontrollable outburst of emotion
3. ruminate - think about; meditate; ponder
4. patronizing - condescending
5. catacombs - an underground passageway, especially one full of twists and turns.

Chapter 11
1. equidistant - equally distant
2. devise - to plan
3. assent - to agree
4. brutish - cruel; gross

Chapter 12
1. disgrace - he loss of respect, honor, or esteem
2. perplexed - confused
3. foliage - leaves of a plant
4. imprudent - unwise or incautious; reckless
5. abstain - to hold oneself back voluntarily, especially from something regarded as improper

Chapter 13
1. manipulate - control
2. garment - piece of clothing
3. conspiracy - a secret evil plan by two or more people

Chapter 14
1. precarious - exposed to or involving danger; dangerous; perilous; risky
2. persevere - maintain a purpose in spite of difficulty, obstacles, or discouragement
3. sated - full; satisfied
4. astronomical - extremely large; exceedingly great; enormous
5. eradicate - to remove or destroy utterly
6. putrid - rotten
Chapter 15
1. wracked - wrecked or damaged
2. feeble - physically weak, as from age or sickness; frail
3. evasion - act of escaping or avoiding

Chapter 16
1. ordeal - any extremely severe or trying test, experience, or trial
2. poised - composed, dignified, and self-assured; teetering or wavering
3. rendezvous - meeting; meeting place
4. copse - a thicket of small trees or bushes; a small wood.
5. replicate - copy exactly
6. meticulous - taking or showing extreme care about minute details; precise; thorough

Chapter 17
1. famished - extremely hungry
2. decadent - excessively self-indulgent

Chapter 18
1. gore - murder, bloodshed, violence, etc.
2. despondent - feeling or showing profound hopelessness, dejection, discouragement, or gloom
3. lethargy - being drowsy and dull, listless and unenergetic, or indifferent and lazy
4. consolidate - to bring together (separate parts) into a single or unified whole; unite; combine
Chapter 19
1. assailant - person who attacks; enemy; foe
2. dissipate - to scatter in various directions; disperse; dispel
3. pariah - an outcast; any person or animal that is generally despised or avoided
4. scrupulous - having or showing a strict regard for what one considers right; principled
5. levity - lightness of mind, character, or behavior; lack of appropriate seriousness or earnestness
6. festering - rotting; generating pus

Chapter 20
1. tethered - occurs when an animal is tied with a rope or chain to a fixed object
2. scowl - a gloomy or threatening look
3. potent - powerful; mighty; strong
4. intervene - to come between disputing people, groups, etc.
5. incompetent - lacking qualification or ability; incapable
6. exertion - vigorous action or effort
7. stalemate - any position or situation in which no action can be taken or progress made; deadlock

Chapter 21
1. forte - a strong point, as of a person; that in which one excels
2. dignity - nobility or elevation of character; worthiness
3. defiance - a daring or bold resistance to authority or to any opposing force
Chapter 22
1. irreverent - without due respect; disrespectful; flippant
2. fabricated - invented; made up
3. exorbitant - highly excessive

Chapter 23
1. repellent - causing distaste or aversion; repulsive
2. peevish - showing annoyance, irritation, or bad mood
3. exasperation - irritation; extreme annoyance
4. extricate - to free or release from entanglement; rescue, deliver, save, recover

Chapter 24
1. dissonant - disagreeing or harsh in sound; out of harmony
2. intersperse - to scatter here and there or place at intervals among other things

Chapter 25
1. callous - insensitive; indifferent; unsympathetic
2. tourniquet - any device for arresting bleeding by forcibly compressing a blood vessel, as a bandage tightened by twisting

Chapter 26
1. benign - having a kindly disposition; gracious; showing or expressive of gentleness or kindness
Chapter 27

1. insidious - intended to entrap or beguile; treacherous or deceitful

2. segue - to make a transition from one thing to another smoothly and without interruption
Vocabulary Crossword Ch.1 - 5
Vocabulary Crossword Ch. 1 - 5 Clues

Across
1. to disagree with or reject an authority
2. person who saves or rescues
3. the practice of conducting or engaging in a racket
4. persistent or stubborn
5. intestines
6. a short, heavy club
7. strikingly bold or brilliant; showy
8. the quality or state of being impressive or awesome
9. staring stupidly
10. means of sustaining life; nourishment
11. conduct; behavior
12. pharmacist
13. to stir, encourage, or urge on; stimulate to action
14. unbeatable; impossible to overcome
15. to gather or take
16. allow; permit; approve
17. payment

Down
1. awful; deserving to be despised
2. destroy completely
3. the state of being completely forgotten or unknown
4. full of bumps or knots
5. an unpleasant, difficult, or dangerous situation
6. long for or crave
7. enthusiasm or vigor
8. utterly foolish; absurd; senseless
9. something that is a source of honor, fame, or admiration
10. deep sorrow or regret
11. weakened by old age; worn out
12. like a maniac
See next page for clues.
**Vocabulary Crossword Ch. 11-15 Clues**

**Across**
5. - piece of clothing
7. wrecked or damaged
9. confused
10. extremely large; exceedingly great; enormous
11. a secret evil plan by two or more people
13. full; satisfied
14. rotten
18. to remove or destroy utterly
20. act of escaping or avoiding

**Down**
1. maintain a purpose in spite of difficulty
2. the loss of respect, honor, or esteem
3. to agree
4. cruel; gross
6. exposed to or involving danger; dangerous; perilous; risky
8. equally distant
12. physically weak, as from age or sickness; frail
15. leaves of a plant
16. to plan
17. - control
19. unwise or incautious; reckless
21. to hold oneself back voluntarily
ASSAILANT
CONSOLIDATE
COPSE
DECADENT
DESPONDENT
EXERTION
FAMISHED
FESTERING
GORE
INCOMPETENT
INTERVENE
LETHARGY
LEVITY
METICULOUS
ORDEAL
PARIAH
POISED
POTENT
RENDEZVOUS
REPLICATE
SCOWL
SCRUPULOUS
STALEMATE
TETHERED
Vocabulary Crossword Ch. 21-27

See next page for clues.
Vocabulary Crossword Ch. 21-27 Clues

Across
2. rescue, deliver, save, recover
4. device for arresting bleeding by compressing a blood vessel
5. that in which one excels
9. without due respect
13. to make a transition from one thing to another
14. irritation; extreme annoyance
16. highly excessive

Down
1. disagreeing or harsh in sound
3. showing annoyance, irritation, or bad mood
5. invented; made up
6. to scatter here and there
7. having a kindly disposition; gracious
8. insensitive; indifferent; unsympathetic
10. causing distaste or aversion; repulsive
11. a daring or bold resistance to authority or opposing force
12. nobility or elevation of character; worthiness
15. intended to entrap or beguile; treacherous or deceitful
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Lesson #1

Introductory Activity
In this activity, students will participate in a draw and compete with each other defining words from The Hunger Games vocabulary list (included with this unit plan).

1. Students write names on little slips of paper and drop them all into one container.
2. Tell students you will draw two names from the container, and that these two students will compete for their lives (well, not really for their lives).
3. Draw the names and have the students raise their hands so their classmates know who is competing.
4. Select a word from the vocabulary list.
5. Each student is to write down what they think the word means.
6. The winner is the students who comes closest to the correct definition - give them candy or some other reward.
7. Repeat the game with other students several more times.
8. Discuss the process. Is it fair? If the losers were punished severely, would you still want to participate? What if the competition was different, and instead of defining words the students had to fight to the death?
9. Explain that the book they are about to start reading involves a competition in which teenagers are forced to fight to the death while the whole country watches on television.

Distribute Novels
Hand out copies of The Hunger Games following whatever protocol your school uses for text sign-out.

Vocabulary - Chapter 1
This unit includes a full list of challenging vocabulary, with words taken from each chapter. Depending on the ability of your students, and your access to dictionaries or computers, you can either have students look up definitions on their own, or you can provide the definitions. You must also decide whether you will photocopy and distribute the vocabulary lists to your students, or will write the words and definitions on the board.

1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Reading
To help students get into the novel, consider reading the first chapter aloud to them; otherwise, students are to read silently.
Comprehension Questions - Chapter 1
This unit includes comprehension questions for each chapter. These questions will often be assigned for homework. Students must answer in full sentences. Again, you must decide whether to write the questions on board, or photocopy the questions and handout to students.

1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Finish comprehension questions for chapter 1.

Lesson #2

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

Discussion Questions - Chapter 1
This unit includes a set of discussion questions. There are questions to accompany each chapter.

1. Pose each discussion question to the class and ask for volunteers to answer.
2. If there aren't any volunteers, call on students to answer.
3. Encourage students to share their thoughts and discuss the issues with each other.

Vocabulary - Chapter 2
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Reading
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

Comprehension Questions - Chapter 2
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.
HOMEWORK: Finish comprehension questions for chapter 2.

Lesson #3

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

Discussion Questions - Chapter 2
This unit includes a set of discussion questions. There are questions to accompany each chapter.

1. Pose each discussion question to the class and ask for volunteers to answer.
2. If there aren't any volunteers, call on students to answer.
3. Encourage students to share their thoughts and discuss the issues with each other.

Character Chart
Students will record information about important characters in a chart (chart included with this unit). They are responsible for keeping this chart neat and up-to-date, and should bring it to class each day with their notes.

1. Distribute the Character Chart handout.
2. Students are to record information for important characters from the first two chapters: Katniss, Prim, Gale, and Kat's mother.
3. The descriptions should be for physical appearance, biographical details, and personality.
4. Quotes should clearly demonstrate an aspect of the character's personality. The quote can be something the character says, or something the narrator (Katniss) tells the reader about the character.

Vocabulary - Chapter 3
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Reading
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.
Lesson #4

Comprehension Questions - Chapter 3
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

Discussion - Chapter 3
This unit includes a set of discussion questions. There are questions to accompany each chapter.

1. Pose each discussion question to the class and ask for volunteers to answer.
2. If there aren't any volunteers, call on students to answer.
3. Encourage students to share their thoughts and discuss the issues with each other.

Map of District 12
Students are to create a map of District 12. These maps should be neatly drawn and labelled. Give the students time to get started in class, but leave enough time for vocabulary and reading. The map is to be finished for homework. The maps must include the following:

- the Seam
- the Hob
- fencing
- the woods
- the meadow
- Katniss' house

Vocabulary - Chapter 4
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Reading
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

HOMEWORK: Set a due date for Map of District 12.
Lesson #5

Comprehension Questions - Chapter 4
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

Vocabulary - Chapters 5, 6, 7
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Reading
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

Comprehension Questions - Chapters 5, 6, 7
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Read to end of chapter 7 and finish comprehension questions.

Lesson #6

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

Discussion - Chapters 5, 6, 7
This unit includes a set of discussion questions. There are questions to accompany each chapter.

1. Pose each discussion question to the class and ask for volunteers to answer.
2. If there aren't any volunteers, call on students to answer.
3. Encourage students to share their thoughts and discuss the issues with each other.
Vocabulary - Chapter 8
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Tribute Costume Assignment
Students are to design a Tribute costume that reflects where they are from. The design should include elements that represent characteristics of the student's city, neighborhood, and family. They can also include elements to represent aspects of their own personality.

Students can choose to draw and label, or describe the costume.

HOMEWORK: Finish Tribute costume, and finish reading chapter eight.

Lesson #7

Comprehension Questions - Chapter 8
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

Character Chart
Students will record information about important characters in a chart (chart included with this unit). They are responsible for keeping this chart neat and up-to-date, and should bring it to class each day with their notes.

1. Students are to add descriptions and quotes for important characters.
2. The descriptions should be for physical appearance, biographical details, and personality.
3. Quotes should clearly demonstrate an aspect of the character's personality. The quote can be something the character says, or something the narrator (Katniss) tells the reader about the character.

Vocabulary - Chapter 9
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

**Reading**
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

**Comprehension Questions - Chapter 9**
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Read to end of chapter 9 and finish comprehension questions.

**Lesson #8**

**Homework Check**
Check to see who finished homework. Award completion marks if you wish.

**Review Comprehension Questions**
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

**Vocabulary - Chapter 10**
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

**Reading**
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

**Comprehension Questions - Chapter 10**
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Read to end of chapter 10 and finish comprehension questions.
Lesson #9

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

Discussion - Chapter 10
This unit includes a set of discussion questions. There are questions to accompany each chapter.

1. Pose each discussion question to the class and ask for volunteers to answer.
2. If there aren't any volunteers, call on students to answer.
3. Encourage students to share their thoughts and discuss the issues with each other.

Vocabulary - Chapter 11
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Reading
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

Comprehension Questions - Chapter 11
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Read to end of chapter 11 and finish comprehension questions.

Lesson #10

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.
Discussion - Chapter 11
This unit includes a set of discussion questions. There are questions to accompany each chapter.

1. Pose each discussion question to the class and ask for volunteers to answer.
2. If there aren’t any volunteers, call on students to answer.
3. Encourage students to share their thoughts and discuss the issues with each other.

Vocabulary - Chapters 12, 13, 14
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Comprehension Questions - Chapters 12, 13, 14
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

Reading
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

HOMEWORK: Read to end of chapter 14 and finish comprehension questions.

Lesson #11

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

Discussion - Chapters 12, 13, 14
This unit includes a set of discussion questions. There are questions to accompany each chapter.

1. Pose each discussion question to the class and ask for volunteers to answer.
2. If there aren’t any volunteers, call on students to answer.
3. Encourage students to share their thoughts and discuss the issues with each other.
Vocabulary - Chapters 15, 16
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Reading
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

Comprehension Questions - Chapters 15, 16
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Read to end of chapter 16 and finish comprehension questions.

Lesson #12

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

Character Chart
Students will record information about important characters in a chart (chart included with this unit). They are responsible for keeping this chart neat and up-to-date, and should bring it to class each day with their notes.

1. Students are to add descriptions and quotes for important characters.
2. The descriptions should be for physical appearance, biographical details, and personality.
3. Quotes should clearly demonstrate an aspect of the character's personality. The quote can be something the character says, or something the narrator (Katniss) tells the reader about the character.

Vocabulary - Chapters 17, 18
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

**Reading**

Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

**Comprehension Questions - Chapters 17, 18**

1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

**HOMEWORK:** Read to end of chapter 18 and finish comprehension questions.

---

**Lesson #13**

**Homework Check**

Check to see who finished homework. Award completion marks if you wish.

**Review Comprehension Questions**

1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

**Discussion - Chapters 17, 18**

This unit includes a set of discussion questions. There are questions to accompany each chapter.

1. Pose each discussion question to the class and ask for volunteers to answer.
2. If there aren’t any volunteers, call on students to answer.
3. Encourage students to share their thoughts and discuss the issues with each other.

**Vocabulary - Chapter 19**

1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

**Reading**

Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.
Comprehension Questions - Chapter 19
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Read to end of chapter 19 and finish comprehension questions.

Lesson #14

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

Vocabulary - Chapter 20
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

Reading
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

Comprehension Questions - Chapter 20
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Read to end of chapter 20 and finish comprehension questions.

Lesson #15

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

**Vocabulary - Chapters 21, 22, 23**
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

**Comprehension Questions - Chapters 21, 22, 23**
1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

**Reading**
Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

HOMEWORK: Read to end of chapter 23 and finish comprehension questions.

**Lesson #16**

**Homework Check**
Check to see who finished homework. Award completion marks if you wish.

**Review Comprehension Questions**
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

**Discussion - Chapters 21, 22, 23**
This unit includes a set of discussion questions. There are questions to accompany each chapter.

1. Pose each discussion question to the class and ask for volunteers to answer.
2. If there aren't any volunteers, call on students to answer.
3. Encourage students to share their thoughts and discuss the issues with each other.

**Vocabulary - Chapters 24, 25**
1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

**Reading**

Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

**Comprehension Questions - Chapters 24, 25**

1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Read to end of chapter 25 and finish comprehension questions.

**Lesson #17**

**Homework Check**

Check to see who finished homework. Award completion marks if you wish.

**Review Comprehension Questions**

1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

**Vocabulary - Chapters 26, 27**

1. Write the chapter vocabulary on the board (or have students consult their vocabulary handout).
2. Ask students if they recognize each word. Have them orally try to define the vocabulary in their own words.
3. Then write the definitions on the board (or have students look up the definitions using dictionaries or computers).
4. Students are to record the words and their definitions.

**Reading**

Students are to read silently. Reading improves vocabulary, spelling, grammar, and general writing skills. It is also habit forming, so you are helping students become life-long readers.

**Comprehension Questions - Chapters 26, 27**

1. Write the comprehension questions on the board (or distribute the Comprehension Questions handout).
2. Students are to answer the questions in full sentences.

HOMEWORK: Read to end of the novel and finish comprehension questions.
Lesson #18

Homework Check
Check to see who finished homework. Award completion marks if you wish.

Review Comprehension Questions
1. Have students volunteer to share their answers to the comprehension questions.
2. Ensure everyone understands the important details of the story.

Graffiti
In this activity, students come to the front of the classroom and write a question, comment, statement, or reflection about The Hunger Games on the board. Every student must write at least one thing.

1. Ask your students to think about their experience reading The Hunger Games. What did they most or least enjoy? What made it effective? What questions are left unanswered? How did it make them feel?
2. Once they have taken a moment to reflect, ask your students to come to the front of the class and write something about The Hunger Games on the board. They can write a question, comment, statement, or personal reflection about any aspect of the novel including characters, plot, and theme.

Discussion
After everyone has finished their graffiti, read over what they have written aloud with the class. Pause to discuss several of the statements. Use them as a starting point for further reflection and discussion.

Final Reflection
Students are to write a final reflection sharing their thoughts about The Hunger Games. They should identify three reasons why they liked (or disliked) the novel. The Final Reflection should be at least one page in length.

Lesson #19

Theme
In this lesson, students will identify, discuss, and write about themes in The Hunger Games. Theme is sometimes a difficult concept for students to grasp, but it is essential to their development in literary analysis. Repeatedly remind your students that the theme of a story is the central message or idea. It says something about life, or about being human. Theme is what makes literature compelling and significant to readers.

1. Ask students to list topics from the text.
2. Make a master list on the board with student input. You will end with a list that looks something like the following:
3. Explain that these are not themes – they are merely topics. A theme is what the story says about a topic.
4. Write the following formula on the board: Topic + Insight = Theme
5. Students should copy this formula into their notes. Stress that theme is more than just topic.
6. Explain that theme is different from a moral. It doesn’t state what people should or should not do. Instead, it says something about what it means to be alive. A moral might be as follows: look before you leap. While the theme from the same story might be as follows: people are often impulsive and hedonistic.
7. Select one of the topics to use as an example with the class. Ask them what the story says about this topic. What is the author’s message? Discuss.

Theme Statements
1. Write the following on the board:

   Suzanne Collins’ The Hunger Games shows that strength...

2. Ask your students to copy it down and finish the sentence.
3. The finished product is a theme statement. Tell your students to use this structure when writing theme statements.
4. Have students share their theme statements on strength with the class.
5. Students must now select another topic to write a theme statement for.
6. When they are finished, call on students to share their statements with the class and check for understanding.
7. Students must now add two reasons or examples to their theme statements. This can be done in point form.

   Ex. Suzanne Collins’ The Hunger Games shows that there are many different forms of strength.
   • Rue scores receives a high score from the Gamemakers and shows that she is a worthy competitor in the arena.
• Katniss is much smaller than most of the other Tributes, yet she wins the Hunger Games.

8. Call on students to share their reasons.

Lesson #20

Character Profiles
In this activity, students will create facebook-style profiles for one of the major characters in the novel. They should use their character charts to assist with this assignment.

The profiles should demonstrate thorough knowledge and understanding of the character, and should be creative and thoughtful.

1. Distribute the Character Profile Template.
2. Read over it with students and explain what is expected.
3. Students complete the profiles.
4. Invite students to share their finished profiles with the class.
## The Hunger Games Unit Calendar

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<td>• Questions - Ch.4</td>
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Basic Information

Current City:
Birthday:
Hometown:
Relationship Status:
Political Views:
Religious Views:

Personal Information

Activities:

Interests:

Favorite Quotation:

About Me:

Contact Information

Email:
IM Screen Name:
Website:

Education and Work

School:
Occupation:
# Character Chart

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### Important Quotes

<table>
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Characterization

Characterization is the method through which an author reveals and develops the personalities of characters within a text or film.

There are three main types:

1. **Direct Characterization – from the narrator**
   This occurs when the narrator makes direct statements about a character.

   Eg. He was a brooding, temperamental teacher with a penchant for inflicting scholastic suffering.

2. **Indirect Characterization – from the character’s own words and actions**
   This occurs when the words and actions of a character reveals aspects of his/her personality.

   Eg.

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

3. **Indirect Characterization – from the words and actions of other characters**
   We also learn about characters from the words and actions of other characters.

   Eg.

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
Character Timeline

Task: You are to create a timeline tracking important events for one of the major characters in the text, and the development in his/her personality and outlook. Your timeline should show what happens to the character and how it changes him/her.
Character Collage

Task
You must create a character collage that depicts and explains important personality traits about a character in the novel/play.

Your collage should consist of carefully selected images, which represent specific character traits. Show that you understand the character in question. It should also be somewhat attractive – it isn’t an art project, but presentation always counts.

Steps
1. Choose a prominent character from the novel/play.
2. Create a collage of images that represent your character’s personality. These images can be cut out of magazines, drawn, or otherwise created.
3. On the back of the collage, provide explanations for at least five of your images. These explanations should identify what the image represents, and explain why it is an important trait within your character.

<table>
<thead>
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<tr>
<td>Images</td>
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<tr>
<td>Back:</td>
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<tr>
<td>Explanations</td>
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</table>

Assessment
You will be marked on the overall quality of writing and presentation, and depth of insight.
Theme Collage

Task
You must create a theme collage that depicts and explains important themes from the text.

Your collage should consist of carefully selected images, which represent specific aspects of the themes you are exploring. Show that you understand the themes. It should also be somewhat attractive – it isn’t an art project, but presentation always counts.

Steps
1. Choose several prominent themes from the text.
2. Create a collage of images that represent these themes. These images can be cut out of magazines, drawn, or otherwise created.
3. On the back of the collage, provide explanations for at least five of your images. These explanations should identify what the image represents, and explain why it is an important theme in the text.

<table>
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<th>Front:</th>
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Assessment
You will be marked on the overall quality of writing and presentation, and depth of insight.
Create Your Own Mutations Assignment

Intro
Over the course of Suzanne Collins' The Hunger Games, we encounter a few of the Capitol's mutations or "mutts." These creatures are genetically designed by the Capitol to serve specific functions.

Examples

The jabberjay is used for surveillance. It is a bird that can remember human conversations and repeat them later. The Capitol used them to spy on the rebellious Districts. Later, after mating with common mockingbirds, the jabberjay became the mockingjay. While it can no longer reproduce human words, it can remember and repeat human melodies and sounds.

Tracker jacker is a mutated wasp, designed to be especially deadly and persistent. When disturbed, they will chase their victims for great distances, refusing to give up until they have had their revenge. Their venom is a powerful psychedelic narcotic, and a few stings can kill an adult human.

Assignment
Your assignment is to design a new Capitol mutt. Your creature should be a combination of existing animals, but can have added, genetically-designed features. It should serve a specific purpose for the Capitol.

Steps
1. Determine what kind of creature you will design. What does it look like? What is its purpose? How does it serve the Capitol? How do the people living in the Districts deal with or avoid it?
2. Draw and label your new mutt. Labels should identify the creature's special features.
3. Write a paragraph explaining your mutation. Your paragraph must cover the following:
   - Genetic building-blocks (which animals were combined).
   - Purpose (what the Capitol uses it for).
   - Coping techniques (how do the people living in the Districts deal with or avoid these creatures?).

Criteria
You will be graded for creativity, presentation, detail, and writing. Your drawing must be neat and detailed, and must have important features labelled. Your paragraph must include all of the elements listed above.
Design a Book Cover or Movie Poster

Task
Your job is to create a book cover or movie poster for the novel. The poster or cover must include images and information described below.

Images
Your book cover or movie poster must include an eye-catching image somehow represents important elements of the story. The image should reflect the tone or atmosphere you want to create in order to encourage interest in the novel or movie. Look at examples of book covers and movie posters for ideas.

Plot Synopsis
Your book cover or movie poster must also include a brief summary of the story. Who are the main characters? What happens? Try to grab attention and create interest, but be sure not to give away the ending.

Review Quotes
Include a few fake review quotes to help promote the novel or movie. These quotes should appear to be taken from book or film critics. Here are a couple examples:

- Brian Cardigan of News Weekly says "This is one of the best books of 2011!"
- Lester Pearson of Rolling Stone calls it a "mind-blowing movie experience!"

Look at the book covers and movie posters for other examples.

The Hunger Games
By Suzanne Collins

"I couldn't put it down!" - Donald Duck of The NY Times.

Rob Cobb calls The Hunger Games a "literary rollercoaster ride with all the thrills and chills!"

Peeta Mellark has a crush on Katniss Everdeen. There's only one problem - they are trying to kill each other! The Hunger Games is the first book in Suzanne Collins' trilogy about Katniss, a young hunter from District 12 who quick on her feet and deadly with a bow and arrow. Kat takes us along with her as she is pitted against 23 other Tributes in a deadly reality television show called The Hunger Games, in which teen-age kids are forced to fight to the death.

Jabba Dahut of The Toronto Star says "Kat is my new hero!"
The Hunger Games Important Quotes

The quotes below are all from Suzanne Collins' The Hunger Games. They are organized into major themes and topics. The reference citations list chapter and paragraph number.

Power
Taking the kids from our districts, forcing them to kill one another while we watch – this is the Capitol’s way of reminding us how totally we are at their mercy. How little chance we would stand of surviving another rebellion. Whatever words they use, the real message is clear. “Look how we take your children and sacrifice them and there’s nothing you can do. If you lift a finger, we will destroy every last one of you. Just as we did in District Thirteen.” (1.76)

_____________________________________

The something unexpected happens. At least, I don’t expect it because I don’t think of District 12 as a place that cares about me. But a shift has occurred since I stepped up to take Prim’s place, and now it seems I have become someone precious. At first one, then another, then almost every member of the crowd touches the three middle fingers of their left hand to their lips and holds it out to me. It is an old and rarely used gesture of our district, occasionally seen at funerals. It means thanks, it means admiration, it means good-bye to someone you love. (2.17)

_____________________________________

“What’s an Avox?” I ask stupidly.

“Someone who committed a crime. They cut her tongue so she can’t speak,” says Haymitch. “She’s probably a traitor of some sort. Not likely you’d know her.” (6.23-24)

_____________________________________

The Gamemakers appeared early on the first day. Twenty or so men and women dressed in deep purple robes. They sit in the elevated stands that surround the gymnasium, sometimes wandering about to watch us, jotting down notes, other times eating at the endless banquet that has been set for them, ignoring the lot of us. But they do seem to be keeping their eye on the District 12 tributes. Several times I’ve looked up to find one fixated on me. (7.66)
Peeta rolls his eyes at Haymitch. “She has no idea. The effect she can have.” He runs his fingernail along the wood grain in the table, refusing to look at me.

What on earth does he mean? People help me? When we were dying of starvation, no one helped me! No one helped me except Peeta. Once I had something to barter with, things changed. I’m a tough trader. Or am I? What effect do I have? (7.36-37)

“I don’t know how to say it exactly. Only...I want to die as myself. Does that make any sense?” he asks. I shake my head. How could he die as anyone but himself? “I don’t want them to change me in there. Turn me into some kind of monster that I’m not.”

I bite my lip, feeling inferior. While I’ve been ruminating on the availability of trees, Peeta has been struggling with how to maintain his identity. His purity of self. “Do you mean you won’t kill anyone?” I ask.

“No, when the time comes, I’m sure I’ll kill just like everybody else. I can’t go down without a fight. Only I keep wishing I could think of a way to...to show the Capitol they don’t own me. That I’m more than just a piece in their Games,” says Peeta. (10.71)

The attack is now over. The Gamemakers don’t want me dead. Not yet anyway. Everyone knows they could destroy us all within seconds of the opening gong. The real sport of the Hunger Games is watching the tributes kill one another. Every so often, they do kill a tribute just to remind the players they can. But mostly, they manipulate us into confronting one another face-to-face. Which means, if I am no longer being fired at, there is at least one other tribute close at hand. (13.16)

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 that 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.

A few steps into the woods grows a bank of wildflowers. Perhaps they are really weeds of some sort, but they have blossoms in beautiful shades of violet and yellow and white. I gather up an armful and come back to Rue’s side. Slowly, one stem at a time, I decorate her body in the flowers. Covering the ugly wound. Wreathing her face. Weaving her hair with bright colors. (18.38-39)
My head snaps from side to side as I examine the pack, taking in the various sizes and colors. The small one with the red coat and amber eyes...Foxface! And there, the ashen hair and hazel eyes of the boy from District 9 who died as we struggled for the backpack! And worst of all, the smallest mutt, with dark glossy fur, huge brown eyes and a collar that reads 11 in woven straw. Teeth bared in hatred. Rue... (25.16)

“Listen up. You’re in trouble. Word is the Capitol’s furious about you showing them up in the arena. The one thing they can’t stand is being laughed at and they’re the joke of Panem,” says Haymitch.

I feel dread coursing through me now, but I laugh as though Haymitch is saying something completely delightful because nothing is covering my mouth. “So what?”

“Your only defense can be you were so madly in love you weren’t responsible for your actions.” (26.55-57)

Versions of Reality

“There’s almost always some wood,” Gale says. “Since that year half of them died of cold. Not much entertainment in that.”

It’s true. We spent one Hunger Games watching the players freeze to death at night. You could hardly see them because they were just huddled in balls and had no wood for fires or torches or anything. It was considered very anti-climactic in the Capitol, all those quiet bloodless deaths. Since then, there’s usually been wood to make fires. (3.34-35)

I’d set out to tell her I was sorry about dinner. But I know that my apology runs much deeper. That I’m ashamed I never tried to help her in the woods. That I let the Capitol kill the boy and mutilate her without lifting a finger.

Just like I was watching the Games. (6.83-84)
When we finally escape to bed on the second night, Peeta mumbles, “Someone ought to get Haymitch a drink.”

I make a sound that is somewhere between a snort and a laugh. Then catch myself. It’s messing with my mind too much, trying to keep straight when we’re supposedly friends and when we’re not. At least when we get into the arena, I’ll know where we stand. “Don’t. Don’t let’s pretend when there’s no one around.” (7.85-86)

I can’t help comparing what I have with Gale to what I’m pretending to have with Peeta. How I never question Gale’s motives while I do nothing but doubt the latter’s. It’s not a fair comparison really. Gale and I were thrown together by a mutual need to survive. Peeta and I know the other’s survival means our own death. How do you sidestep that? (8.60)

Haymitch grabs my shoulders and pins me against the wall. “Who cares? It’s all a big show. It’s all how you’re perceived. The most I could say about you after your interview was that you were nice enough, although that in itself was a small miracle. Now I can say you’re a heartbreaker. Oh, oh, oh, how the boys back home fall longingly at your feet. Which do you think will get more sponsors?” (10.39)

As I hike along, I feel certain I’m still holding the screen in the Capitol, so I’m careful to continue to hide my emotions. But what a good time Claudius Templesmith must be having with his guest commentators, dissecting Peeta’s behavior, my reaction. What to make of it all? Has Peeta revealed his true colors? How does this affect the betting? Will we lose sponsors? Do we even have sponsors? Yes, I feel certain we do, or at least did. (12.29)

The star-crossed lovers...Peeta must have been playing that angle all along. Why else would the Gamemakers have made this unprecedented change in the rules? For two tributes to have a shot at winning, our “romance” must be so popular with the audience that condemning it would jeopardize the success of the Games. No thanks to me. All I’ve done is managed not to kill Peeta. But whatever he’s done in the arena, he must have the audience convinced it was to keep me alive. (19.3)
“Why don’t they just kill him?” I ask Peeta.

“You know why,” he says, and pulls me closer to him.

And I do. No viewer could turn away from the show now. From the Gamemakers’ point of view, this is the final word in entertainment. (25.42-44)

**Class and Society**

You can see why someone like Madge, who has never been at risk of needing a tessera, can set him off. The chance of her name being drawn is very slim compared to those of us who live in the Seam. Not impossible, but slim. And even though the rules were set up by the Capitol, not the districts, certainly not Madge’s family, it’s hard not to resent those who don’t have to sign up for the tesserae. (1.51)

I try to imagine assembling this meal myself back home. Chickens are too expensive, but I could make do with a wild turkey. I'd need to shoot a second turkey to trade for an orange. Goat's milk would have to substitute for cream. We can grow peas in the garden. I'd have to get wild onions from the woods. I don't recognize the grain, our own tessera rations cook down to an unattractive brown mush. Fancy rolls would mean another trade with the baker, perhaps for two or three squirrels. As for the pudding, I can't even guess what's in it. Days of hunting and gathering for this one meal and even then it would be a poor substitution for the Capitol version. (5.26)

I can't win. Prim must know that in her heart. The competition will be far beyond my abilities. Kids from wealthier districts, where winning is a huge honor, who've been trained their whole lives for this. Boys who are two to three times my size. Girls who know twenty different ways to kill you with a knife. Oh, there'll be people like me, too. People to weed out before the real fun begins. (3.13)
The exceptions are the kids from the wealthier districts, the volunteers, the ones who have been fed and trained throughout their lives for this moment. The tributes from 1, 2, and 4 traditionally have this look about them. It’s technically against the rules to train tributes before they reach the Capitol but it happens every year. In District 12, we call them the Career Tributes, or just the Careers. And like as not, the winner will be one of them. (7.51)

They do surgery in the Capitol, to make people appear younger and thinner. In District 12, looking old is something of an achievement since so many people die early. You see an elder person, you want to congratulate them on their longevity, ask the secret of survival. A plump person is envied because they aren't scraping by like the majority of us. But here it is different. Wrinkles aren't desirable. A round belly isn't a sign of success. (9.74)

I open the parachute and find a small loaf of bread. It's not the fine white Capitol stuff. It's made of dark ration grain and shaped in a crescent. Sprinkled with seeds. I flash back to Peeta's lesson on the various district breads in the Training Center. This bread came from District 11. I cautiously lift the still warm loaf. What must it have cost the people of District 11 who can't even feed themselves? How many would've had to do without to scrape up a coin to put in the collection for this one loaf? (18.48)

It's not that Peeta's soft exactly, and he's proved he's not a coward. But there are things you don't question too much, I guess, when your home always smells like baking bread, whereas Gale questions everything. What would Peeta think of the irreverent banter that passes between us as we break the law each day? Would it shock him? The things we say about Panem? Gale's tirades against the Capitol? (22.57)

"I was still in bed!" "I had just had my eyebrows dyed!" "I swear I nearly fainted!" Everything is about them, not the dying boys and girls in the arena.

We don't wallow around in the Games this way in District 12. We grit our teeth and watch because we must and try to get back to business as soon as possible when they're over. To keep from hating the prep team, I effectively tune out most of what they're saying. (26.36-37)
"Prim, let go," I say harshly, because this is upsetting me and I don't want to cry. When they televise the replay of the reapings tonight, everyone will make note of my tears, and I'll be marked as an easy target. A weakling. I will give no one that satisfaction. (2.11)

Peeta Mellark, on the other hand, has obviously been crying and interestingly enough does not seem to be trying to cover it up. I immediately wonder if this will be his strategy in the Games. To appear weak and frightened, to reassure the other tributes that he is no competition at all, and then come out fighting. (3.47)

I put the green outfit back on since it's not really dirty, just slightly crumpled from spending the night on the floor. My fingers trace the circle around the little gold mockingjay and I think of the woods, and of my father, and of my mother and Prim waking up, having to get on with things. I slept in the elaborate braided hair my mother did for that reaping and it doesn't look too bad, so I just leave it up. It doesn't matter. We can't be far from the Capitol now. And once we reach the city, my stylist will dictate my look for the opening ceremonies tonight anyway. I just hope I get one who doesn't think nudity is the last word in fashion. (4.32)

A few hours later, I am dressed in what will either be the most sensational or the deadliest costume in the opening ceremonies. I'm in a simple black unitard that covers me from ankle to neck. Shiny leather boots lace up to my knees. But it's the fluttering cape made of streams of orange, yellow, and red and the matching headpiece that define this costume. Cinna plans to light them on fire just before our chariot rolls into the streets. (5.38)

"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? So far, you're shining like a star. You volunteered to save your sister. Cinna made you look unforgettable. You've got the top training score. People are intrigued, but no one
knows who you are. The impression you make tomorrow will decide exactly what I can get you in terms of sponsors," says Haymitch. (9.14)

"He made you look desirable! And let's face it, you can use all the help you can get in that department. You were about as romantic as dirt until he said he wanted you. Now they all do. You're all they're talking about. The star-crossed lovers from District Twelve!" says Haymitch. (10.22)

With the Capitol growing father way every second, I begin to think of home. Of Prim and my mother. Of Gale. I excuse myself to change out of my dress and into a plain shirt and pants. As I slowly, thoroughly wash the makeup from my face and put my hair in its braid, I begin transforming back into myself. Katniss Everdeen. A girl who lives in the Seam. Hunts in the woods. Trades in the Hob. I stare in the mirror as I try to remember who I am and who I am not. By the time I join the others, the pressure of Peeta's arm around my shoulders feels alien. (27.58)

**Oppression and Rebellion**
When I was younger, I scared my mother to death, the things I would blurt out about District 12, about the people who rule our country, Panem, from the far-off city called the Capitol. Eventually I understood this would only lead us to more trouble. So I learned to hold my tongue and to turn my features into an indifferent mask so that no one could ever read my thoughts. (1.11)

The rules of the Hunger Games are simple. In punishment for the uprising, each of the twelve districts must provide one girl and one boy, called tributes to participate. The twenty-four tributes will be imprisoned in a vast outdoor arena that could hold anything from a burning desert to a frozen wasteland. Over a period of several weeks, the competitors must fight to the death. The last tribute standing wins. (1.75)
To the everlasting credit of the people of District 12, not one person claps. Not even the ones holding betting slips, the ones who are usually beyond caring. Possibly because they know me from the Hob, or knew my father, or have encountered Prim, who no one could help loving. So instead of acknowledging applause, I sand there unmoving while they take part in the boldest form of dissent they can manage. Silence. Which says we do not agree. We do not condone. All of this is wrong. (2.16)

All I can think is how unjust the whole thing is, the Hunger Games. Why am I hopping around like some trained dog trying to please people I hate? The longer the interview goes on, the more my fury seems to rise to the surface, until I'm literally spitting out answers at him. (9.22)

After the war, the Capitol destroyed all the nests surrounding the city, but the ones near the districts were left untouched. Another reminder of our weakness, I suppose, just like the Hunger Games. Another reason to keep inside the fence of District 12. (14.3)

It's interesting, hearing about her life. We have so little communication with anyone outside our district. In fact, I wonder if the Gamemakers are blocking out our conversation, because even though the information seems harmless, they don't want people in different districts to know about one another. (15.46)

Gale's voice is in my head. His ravings against the Capitol no longer pointless, no longer to be ignored. Rue's death has forced me to confront my own fury against the cruelty, the injustice they inflict upon us. But here, even more strongly than at home, I feel my impotence. There's no way to take revenge on the Capitol. Is there?

Then I remember Peeta's words on the roof. "Only I keep wishing I could think of a way to ...to show the Capitol they don't own me. That I'm more than just a piece in their Games." And for the first time, I understand what he means. (18.36-37)
Cryptogram #1

Instructions
Complete the cryptogram to solve the secret phrase. HINT: It is a question.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| U |   |   | U |   | U |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10|  5|  9|  7| 15|  5|  9| 26|  9|  2|  6| 17|  6| 24|  9| 11|  9| 12|  8| 24|  2|   |   |   |   |   |   |

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8  13  20  24  26
Cryptogram #1 Solution
Would you survive the Hunger Games?
Cryptogram #2

Instructions
Complete the cryptogram to solve the secret phrase.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   | 16 |   |   |   |   |   |   |   |   |   |   | 24 |

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Cryptogram #2

Instructions
Complete the cryptogram to solve the secret phrase.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   | 16 |   |   |   |   |   |   |   |   |   |   | 24 |

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Cryptogram #1 Solution

Katniss is a hero for volunteering to take Prim's place in the Hunger Games.
Double Puzzle #1

Instructions
Unscramble each of the clue words.
Copy the letters in the numbered cells to other cells with the same number.
Double Puzzle #2 - Characters

Instructions
Unscramble each of the clue words.
Copy the letters in the numbered cells to other cells with the same number.

CAFXOEF
6 17

RHSETH
16 10 18

EJFFE
13

CANNI
2 6

CIHTYMHA
4 25 15

BUETETRCP
19 7 12

RERMOPSI
22 1 27 21

PEEAT
14 24

LEAG
20 3 26

UER
11

CAOT
8

MEDGA
9 23
Fallen Phrases Puzzle #1

Instructions
Your goal is to reconstruct the phrase from the jumble of letters under the grid. The letters appearing in each column of the completed phrase are scrambled directly under that column.

See next page for solution.
Solution
The Capitol uses the Hunger Games to remind the Districts that they are powerless.
Fallen Phrases Puzzle #1

Instructions
Your goal is to reconstruct the phrase from the jumble of letters under the grid. The letters appearing in each column of the completed phrase are scrambled directly under that column.

See next page for solution.
Solution
Katniss and Peeta will have to work together to survive the Hunger Games.
Hunger Games Crossword Puzzle

Across
2. Every sharp-dressed Tribute has one.
7. Named after a flower.
9. The baker's boy.
10. Where most men from District 12 work.

Down
1. Rue's District.
3. The horn of plenty.
5. Kat's District.
6. Effie's last name.
7. Name of the country.
The Hunger Games Characters

Across
2. Katniss' "cousin."
3. On her way to becoming a gifted healer.
6. Quick and clever, and tough to spot.
7. Not a fan of Katniss.
10. Kat's last name.
11. Watch out for this Career Tribute.

Down
1. Usually drunk.
4. Not an easy one to catch.
5. Prim and proper Tribute escort.
8. Brilliant stylist.
9. One side of a love triangle.
Letter Tiles Puzzle #1

Instructions
Reorganize the tiles to solve the secret message. Write your answer in the boxes below.

A R E S T E N A M A I E A R

Letter Tiles Puzzle #1

Instructions
Reorganize the tiles to solve the secret message. Write your answer in the boxes below.

A R E S T E N A M A I E A R
Letter Tiles Puzzle #1 Solution

There are many ways to die in the arena.
Help Katniss Escape the Arena

Instructions
Start from the middle and help Katniss escape the arena.
The Hunger Games - Part One Quiz

Please answer the following questions with full sentences.

1. Who is Katniss' closest friend?

2. How does Katniss support her family?

3. Why does Buttercup hate Katniss?

4. What is the purpose of the Hunger Games?

5. Why is Prim unlikely to be chosen Tribute?

6. Why does Katniss feel she owes Peeta?

7. Why is Haymitch Katniss and Peeta's mentor?

8. How does Katniss impress the Gamemakers during her private training session?

9. How does Cinna help Katniss and Peeta standout?

10. What does Peeta reveal in an effort to gain support from sponsors?
The Hunger Games - Part Two Quiz

Please answer the following questions with full sentences.

1. What does Katniss retrieve from the cornucopia?

2. Where does Katniss sleep?

3. How do the Gamemakers drive Katniss back towards the other Tributes?

4. What sponsor gift does Katniss receive?

5. Why does Peeta form an alliance with the Careers?

6. How does Katniss use the Capitol mutations to her advantage?

7. What signal do Katniss and Rue set up with each other?

8. How does Katniss destroy the Careers' supplies?

9. How does Katniss honor Rue?

10. What surprise rule change is announced?
The Hunger Games - Part Three Quiz

Please answer the following questions with full sentences.

1. Where does Katniss find Peeta?

2. How was Peeta wounded?

3. What do Katniss and Peeta do to deserve a bowl of soup?

4. How do the Gamemakers lure Katniss out of the cave?

5. How does Foxface die?

6. What makes the final mutations especially personal and creepy?

7. What rule change is made at the very end of the games?

8. How does Katniss outsmart the Gamemakers and President Snow?

9. What does Haymitch tell Katniss she must do to survive?

10. Why is Peeta upset at the end of the book?
The Hunger Games - Part One Quiz Key

Please answer the following questions with full sentences.

1. Who is Katniss' closest friend?
   
   **Gale**

2. How does Katniss support her family?
   
   **Hunting beyond the District fence.**

3. Why does Buttercup hate Katniss?
   
   **Katniss tried to drown Buttercup when she was a kitten.**

4. What is the purpose of the Hunger Games?
   
   **To remind the Districts who is in charge and what happens to rebels.**

5. Why is Prim unlikely to be chosen Tribute?
   
   **It is her first year of eligibility, and her name is only in the draw once.**

6. Why does Katniss feel she owes Peeta?
   
   **Peeta gave her a loaf of bread when she was starving.**

7. Who is Katniss and Peeta's mentor?
   
   **Haymitch**

8. How does Katniss impress the Gamemakers during her private training session?
   
   **She shoots an arrow through the apple in a boar's mouth.**

9. How does Cinna help Katniss and Peeta standout?
   
   **He sets them on fire.**

10. What does Peeta reveal in an effort to gain support from sponsors?
    
    **He has a crush on Katniss.**
The Hunger Games - Part Two Quiz Key

Please answer the following questions with full sentences.

1. What does Katniss retrieve from the cornucopia?
   A backpack with rope and a sleeping bag.

2. Where does Katniss sleep?
   High in a tree.

3. How do the Gamemakers drive Katniss back towards the other Tributes?
   They use a forest fire and flying fireballs.

4. What sponsor gift does Katniss receive?
   Balm for her burns.

5. Why does Peeta form an alliance with the Careers?
   He wants to protect Katniss.

6. How does Katniss use the Capitol mutations to her advantage?
   She drops a hive of tracker-jackers on the Careers.

7. What signal do Katniss and Rue set up with each other?
   They get the mockingjays to repeat a tune.

8. How does Katniss destroy the Careers' supplies?
   She detonates their mines by shooting a bag of apples.

9. How does Katniss honor Rue?
   She puts a wreath of flowers around her head.

10. What surprise rule change is announced?
    Two people can win if they are from the same District.
The Hunger Games - Part Three Quiz Key

Please answer the following questions with full sentences.

1. Where does Katniss find Peeta?
   Camouflaged near the creek.

2. How was Peeta wounded?
   He was cut on the leg while fighting with Cato.

3. What do Katniss and Peeta do to deserve a bowl of soup?
   They kiss.

4. How do the Gamemakers lure Katniss out of the cave?
   They hold a “feast” at which the Tributes can get something they desperately need (medicine for Peeta).

5. How does Foxface die?
   She steals poisonous berries from Peeta.

6. What makes the final mutations especially personal and creepy?
   They have the dead Tributes' eyes.

7. What rule change is made at the very end of the games?
   There can only be one victor afterall.

8. How does Katniss outsmart the Gamemakers and President Snow?
   She threatens to commit suicide with Peeta.

9. What does Haymitch tell Katniss she must do to survive?
   Pretend she is madly in love with Peeta and would rather die than be without him.

10. Why is Peeta upset at the end of the book?
    He finds out Katniss is just pretending to be in love.
The Hunger Games Unit Test

Section A - Matching
Match the characters to their descriptions by writing the corresponding letters on the lines provided.

1. Katniss _____  
2. Peeta _____  
3. Gale _____  
4. Prim _____  
5. Haymitch _____  
6. Effie Trinket _____  
7. Cinna _____  
8. Cato _____  
9. Rue _____  
10. Thresh _____  
11. Foxface _____  
12. Madge _____

A. Boy from District 11.  
B. The most fearsome Tribute.  
C. Forms a fake alliance with the Careers.  
D. Small and hard to catch.  
E. Katniss' hunting partner.  
F. Clever...too clever.  
G. Sets Katniss on fire.  
H. Gives Katniss her token.  
I. Couldn't possibly be more Capitol.  
J. Loves Buttercup.  
K. Falls off stage.  
L. Always shoot squirrels through the eye.

Section B - Short Answer
Answer the following questions with short sentences or single words where appropriate.

1. What is the name of Katniss' neighbourhood?
2. How does Prim contribute food and money to the family?
3. What is the main industry in District 12?
4. What is the "Hob"?
5. What distinguishes an Avox?

6. What sponsor gift do Katniss and Peeta receive after their first kiss?

7. How does Foxface die?

8. How does Katniss get the Gamemakers' attention during her private audition?

9. What type of business do Peeta’s parents run?

10. Why is Katniss in trouble after the games?

**Section C - Long Answer**

Answer the following with full paragraphs (10-12 sentences minimum).

1. For the Capitol, what purposes are served by the Hunger Games?

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2. Compare one aspect of the Hunger Games to something in our current society.

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3. What can readers learn from The Hunger Games?

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______________________________________________________________________________

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______________________________________________________________________________
The Hunger Games Unit Test - Answers

Section A - Matching
Match the characters to their descriptions by writing the corresponding letters on the lines provided.

1. Katniss __L__  A. Boy from District 11.
2. Peeta __C__  B. The most fearsome Tribute.
3. Gale __E__  C. Forms a fake alliance with the Careers.
4. Prim __J__  D. Small and hard to catch.
5. Haymitch __K__  E. Katniss' hunting partner.
6. Effie Trinket __I__  F. Clever...too clever.
7. Cinna __G__  G. Sets Katniss on fire.
9. Rue __D__  I. Couldn't possibly be more Capitol.
10. Thresh __A__  J. Loves Buttercup.
11. Foxface __F__  K. Falls off stage.
12. Madge __H__  L. Always shoot squirrels through the eye.

Section B - Short Answer
Answer the following questions with short sentences or single words where appropriate.

1. What is the name of Katniss' neighbourhood?
   **The Seam**
2. How does Prim contribute food and money to the family?
   **She makes cheese from her goat's milk.**
3. What is the main industry in District 12?
   **Coal mining.**
4. What is the "Hob"?
   **Illegal market in The Seam.**
5. What distinguishes an Avox?
Their tongues are cut out.

6. What sponsor gift do Katniss and Peeta receive after their first kiss?
   A bowl of soup.

7. How does Foxface die?
   She steals poisonous berries from Peeta.

8. How does Katniss get the Gamemakers' attention during her private audition?
   She shoots an arrow through the apple in a boar's mouth at their feast.

9. What type of business do Peeta's parents run?
   A bakery.

10. Why is Katniss in trouble after the games?
    President Snow is angry that she manipulated the Games by threatening to commit suicide with Peeta.

Section C - Long Answer
Answer the following with full paragraphs (10-12 sentences minimum).

1. For the Capitol, what purposes are served by the Hunger Games?
   Answers will vary.

2. Compare one aspect of the Hunger Games to something in our current society.
   Answers will vary.

3. What can readers learn from *The Hunger Games*?
   Answers will vary.
Common Core State Standards Alignment Grid

Grades 8-10

The following grid indicates which of the Common Core State Standards are covered in this unit plan. You may find that you also cover other standards not listed or checked while teaching this unit. This list is not meant to be exhaustive or restrictive, but is intended as a basic reference for teachers and administrators needing to confirm that the lessons and activities in this unit conform to the curriculum prescribed by the Common Core State Standards.
### Standards Alignment Grid: Grade 8

## Reading: Literature and Informational Text

### Key Ideas and Details

| RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |

### Craft and Structure

| RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |

### Integration of Knowledge and Ideas

| RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
| RL.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |

### Range of Reading and Level of Text Complexity

| RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. |
# Writing

## Text Types and Purposes

| ✔️ W.8.1. | Write arguments to support claims with clear reasons and relevant evidence. |
| ✔️ W.8.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

## Text Types and Purposes (continued)

| ✔️ W.8.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

## Production and Distribution of Writing

| ✔️ W.8.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| ✔️ W.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| ✔️ W.8.6. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

## Research to Build and Present Knowledge

| ✔️ W.8.7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| ✔️ W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| ✔️ W.8.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

## Range of Writing

| ✔️ W.8.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). |
### Speaking and Listening

<table>
<thead>
<tr>
<th>Comprehension and Collaboration</th>
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</thead>
<tbody>
<tr>
<td>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</td>
</tr>
<tr>
<td>SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</td>
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<table>
<thead>
<tr>
<th>Presentation of Knowledge and Ideas</th>
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</thead>
<tbody>
<tr>
<td>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
</tr>
<tr>
<td>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
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</table>

### Language

<table>
<thead>
<tr>
<th>Conventions of Standard English</th>
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</thead>
<tbody>
<tr>
<td>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<th>Knowledge of Language</th>
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<tbody>
<tr>
<td>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
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<tbody>
<tr>
<td>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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</table>
Standards Alignment Grid: Grades 9-10

Reading: Literature and Informational Text

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
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</thead>
<tbody>
<tr>
<td>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>RL.9-10.2. Determine a theme or central idea of a text 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.</td>
</tr>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Craft and Structure</th>
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<tbody>
<tr>
<td>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
</tr>
<tr>
<td>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</td>
</tr>
<tr>
<td>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</td>
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<tr>
<th>Integration of Knowledge and Ideas</th>
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<tbody>
<tr>
<td>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</td>
</tr>
<tr>
<td>RL.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
</tr>
<tr>
<td>RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Range of Reading and Level of Text Complexity</th>
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</thead>
<tbody>
<tr>
<td>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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## Text Types and Purposes

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<tbody>
<tr>
<td>✓</td>
<td>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>✓</td>
<td>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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</table>

## Text Types and Purposes (continued)

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<tbody>
<tr>
<td>✓</td>
<td>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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## Production and Distribution of Writing

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<tr>
<td>✓</td>
<td>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
</tr>
<tr>
<td>✓</td>
<td>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
<tr>
<td>✓</td>
<td>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</td>
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</table>

## Research to Build and Present Knowledge

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<tr>
<td>✓</td>
<td>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
<tr>
<td>✓</td>
<td>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</td>
</tr>
<tr>
<td>✓</td>
<td>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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## Range of Writing

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<tbody>
<tr>
<td>✓</td>
<td>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
</tr>
</tbody>
</table>
## Speaking and Listening

### Comprehension and Collaboration

| SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| SL.9-10.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |

### Presentation of Knowledge and Ideas

| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

## Language

### Conventions of Standard English

| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

### Knowledge of Language

| L.9-10.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

### Vocabulary Acquisition and Use

| L.9-10.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. |
| L.9-10.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |