

# *The Hunger Games*

**Exploring Choice; Fear; Animalistic Instincts; Conformity**

*How do these characteristics change who you are or how you make decisions?*

English Language Arts 10-2

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Assignment #4: Unit Plan

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Education 4262: ELA in Secondary Schooling  
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## ***The Hunger Games***

### **Exploring Choice; Fear; Animalistic Instincts; Conformity**

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*The Hunger Games*

**Topic:** Novel Study

**Grade:** ELA 10-2

**Timeline:** 25 Lessons – 62min. /87 min. classes (approx. 5weeks)

### 1. Overview:

- *The Hunger Games* is a thematic unit designed to teach grade 10-2 English Language Arts novel, through the discovery and creation of different narrative formats.
- **Daily Instruction** – The lesson will begin with reading the selected chapter(s), this will be done in numerous ways: teacher read, individual student –“popcorn reading,” listening to the novel CDs, small group etc. Throughout the particular reading format, the teacher will stop at important intervals and discuss key passages, elements, or structure. The new information that will be discussed in this unit will be the specific novel structure, theme, style, and meaning, along with an overview of post-apocalyptic and dystopian societies. This way the discussion will be more extensive and in-depth, as well as serving as review from the previous short story and poetry unit, and a pre-cursor to the next Shakespeare unit.
- **Practice and Application** – After reading and determining the key concepts of the daily chapter(s) selection, students will work in pairs, small groups, and sharing circles to discuss the characterization, plot, theme, literary devices, and overall understanding of the novel thus far. Following this discussion period, students can work on their Facebook pages, which will serve as formative assessment for the final essay and the major creative assignment.
- **Facebook Assignment** – Throughout the course of the unit, students will have time weekly (sometimes daily- based on the instruction material) to work on their Facebook page. For this assignment, students will be divided into groups of two, given a character to create a Facebook account for, where they will blog, post, and status update, based on plot information and characterization for that character. This assignment is a formative assessment piece that will be checked throughout the unit, and handed in at the completion of the novel. At the end of the unit, students should have approx. 15 status updates, based on chapter plot information, which will be read in class, along with approx. 7 blog posts, based on three chapters worth of plot information.
- **Texts** – A variety of different texts will be used in class including: short story, poetry, songs etc., which will be presented primarily through teacher/student shared reading, pair and individual reading, as well as small discussion groups. All materials and texts were chosen with the students’ interests, age level, and capability in mind, as well as how the texts corresponded to the instruction material. A full list of texts that will be used throughout this unit can be found in the Novel Resource Appendix section of the unit plan.
- **Assessment and Evaluation** – For this unit, students will be assessed and evaluated in many different ways. Daily assessment will include teacher observation, individual participation in class activities, including discussion, and effort. Formative/Summative assessments will include a final critical analytical essay, two mid-point quizzes, and a written letter, which will all be teacher assessed, along with a Facebook assignment, and a creative choice project, which will be an amalgamated grade of teacher assessment and student self-assessment.

- **Presentation** – Students will be given a “Unit Outline” at the beginning of the unit, outlining unit overview, objectives, projects and assessments. With this, students will be aware of deadlines, assignments, and expectations, to help encourage student-responsible learning.

**2. Rationale:**

- **Program of Studies** - *The Hunger Games* satisfies many of the requirements of the Alberta Curriculum through general and specific learner objectives.
- **Connections** – This unit is following a lengthy short study and poetry unit. Once the novel study unit is complete the next unit will be Shakespeare (possibly Julius Caesar). The novel study unit encompasses some terminology that was discussed in previous units, as well as lays a foundation for concepts that will be discussed in the following Shakespeare and film study units.
- **Content and Activities** – The specific activities and texts chosen for this unit are age/grade appropriate, while presenting many different forms narratives to the students. All materials are to be used in conjunction with *The Hunger Games* text, and serve as supplementary knowledge to help promote critical thinking.

**3. English Language Arts Strands:**

- This unit incorporates all six of the English Language Arts Strands, through everyday instruction, application, and assessment.
- Listening is used daily through direct instruction, whether it is through daily instruction on key elements or listening to the novel being read. As well, speaking is a daily strand -there will be class discussion on the selected chapter(s); the creative assignment presentation also specifically focuses on this strand.
- Reading and writing are also encompassed in everyday instruction. The students will read a minimum of one (1) chapter/day or read supplementary texts (short stories/poems etc.). Writing is enveloped through the Facebook assignment, in the status updates and blogging, which is further enhanced through quizzes, letter and essay writing, along with the creative assignment.
- Viewing and representing will develop throughout the unit with integration of YouTube clips of analogous material, as well as through different narrative mediums including songs. These strands will be further enhanced through the creative project assignment, where students will present their projects, through a form of oral presentation.

**ELA Strand Graphic Organizer:**

Reading	Writing	Listening	Speaking	Viewing	Representing
Reading of the novel and short stories	Facebook Assignment	Reading of the novel and short stories	Reading of the novel and short stories	Creative Project Presentations	Creative Project
Facebook Assignment	Essay	Class discussion/ sharing circles	Creative Project Presentations	Videos / Music	Facebook Assignment
Essay	Creative Projects	Videos / Music	Class discussion / sharing circles	Daily Instruction	Essay
Creative Projects	Daily Instruction	Creative Project Presentations			
Quizzes	Quizzes				
Letter	Letter				

**4. General and Specific Learner Objectives:**

Students will listen, speak, read, write, view and represent to:

1. Explore thoughts, ideas, feelings and experiences
  - 1.1 Discover Possibilities
  - 1.2 Extend Awareness
2. Comprehend literature and other texts in oral, print, visual and multimedia forms and respond personally, critically, and creatively
  - 2.1 Construct meaning from text and context
  - 2.2 Understand and appreciate textual forms, elements, and techniques
  - 2.3 Respond to a variety of print and non-print texts
3. Manage ideas and information
  - 3.1 Focus on purpose and presentation form
  - 3.2 Follow a plan of inquiry
4. Create oral, print, visual, and multimedia texts, and enhance the clarity and artistry of communication
  - 4.1 Develop and present a variety of print and non-print texts
  - 4.2 Improve thoughtfulness, effectiveness and correctness of communication
5. Respect, support and collaborate with others
  - 5.1 Respect Others and Strengthen Community
  - 5.2 Work within a group

**5. Intended Unit Learning Outcomes:**

Students will be able to:

1. Correctly identify the specific devices and techniques employed by Collins to develop a theme.
2. Use additional literature for background comprehension to read and understand the novel.
3. Correctly identify different structures and elements of novels used in *The Hunger Games*.
4. Experiment with language and apply the writing process to develop a critical analytical essay.
5. Accurately use comprehension strategies and textual cues to analyze a novel.
6. Identify character traits, plot elements, and thematic devices through creative assignments.
7. Speak more effectively through classroom readings, while further developing listening, viewing, and representing skills.

**6. Essential Questions:**

The essential questions students should think about throughout this unit are:

***Choice; Fear; Animalistic Instincts; Conformity***

How do these characteristics affect or change who you are, or how you make decisions?

**7. Texts and Materials:**

- Technology – Smartboard, whiteboard, PowerPoint, computers, projection and AV equipment.
- Daily Materials – The *Hunger Games* novel. Supplementary texts will be provided when necessary. A full list of resources can be found in the Novel Resource Appendix.

8. Organization and Structure:

Unit Calendar

October 2012

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>1</b>  <b>Title:</b>  <i>Welcome to the Hunger Games... getting started</i>  <b>Objective:</b>                      Introduce the novel to the students (including author background); get THG novels; introduce the Facebook assignment – get partners for this assignment; introduce unit theme (so students know what to look for while we read the novel); read Ch 1; begin Facebook page creation  <b>Readings:</b>                      Facebook assignment outline; Ch 1  <b>Concepts:</b>                      “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc.  <b>Activities:</b>                      Discuss the Facebook Assignment (make sure it is clear); break the students into their District groups – this will be done by a random draw, just like in the novel; read Ch 1 orally and discuss the events; Give the students time to begin their Facebook page creation</p>	<p><b>2</b>  <b>Title:</b>  <i>The Reaping</i>  <b>Objective:</b>                      Bring up any burning questions/concerns from the previous class; read “The Lottery” and Ch 2; compare and contrast the two as a T-P-S; finish Facebook page; first status update  <b>Readings:</b>                      Ch 2 and “The Lottery” – Shirley Jackson  <b>Concepts:</b>                      Compare and contrast two different, yet similar, pieces of literature  <b>Activities:</b>                      Read aloud and discuss the short story and Ch 2 – compare and contrast; ask if they found the short story helpful; finish up Facebook page creation; Facebook status update #1</p>	<p><b>3</b>  <b>Title:</b>  <i>Journey to a New Land</i>  <b>Objective:</b>                      Finish up any discussion from last class; read Ch 3 and 4 and discuss where necessary; introduce blog part of the Facebook assignment – first blog post  <b>Readings:</b> Ch 3 and 4  <b>Concepts:</b>                      “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc.  <b>Activities:</b>                      Read (class choice on how) the two chapters and discuss, focusing on the thematic question; Blog post #1 (end of class – time provided)</p>	<p><b>4</b>  <b>Title:</b>                      The Beautification Process  <b>Objective:</b>                      Finish up anything from the previous day; read Ch 5 – 6 and discuss important passages, plot lines, etc. along the way; class activity  <b>Readings:</b> Ch 5 – 6  <b>Concepts:</b>                      How does the Capitol represent society? and “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc.  <b>Activities:</b>                      Read and discuss the two chapters; class activity – what are you go at? (discuss your skills and how they would benefit you in the games and how you would impress the intoxicated judges); Facebook status update #2</p>	<p><b>5</b>  <b>Title:</b>                      Training and Tributes  <b>Objective:</b>                      Finish up anything from last class; read Ch 7 and discuss as a class; second blog post  <b>Readings:</b> Ch 7  <b>Concepts:</b>                      “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc.; who would be your competition and why?  <b>Activities:</b>                      Read the chapter (try to get on tape) and discuss as a class; Blog Post #2 (end of class – time provided)</p>

<p><b>8</b></p> <p><b>Thanksgiving No Classes</b></p>	<p><b>9</b> <b>Title:</b> Flashbacks and Fast-forwards <b>Objective:</b> Ask the students about their Thanksgiving weekends; ask if anyone has any burning questions/concerns from previous classes; read Ch 8 – 9 and discuss as a class; Quiz tomorrow; third Facebook status update <b>Readings:</b> Ch 8 – 9 <b>Concepts:</b> “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc.; what emotions are you feeling towards the characters? <b>Activities:</b> Read the chapters and discuss the events as a group; discuss the quiz (if you have been here you’ll do fine – not here to trick you, but to see what you know); Facebook Status #3 (end of class – time provided)</p>	<p><b>10</b> <b>Title:</b> Work Hard, Play Harder <b>Objective:</b> Write quiz; Survivor Activity (how and what would you survive?); Song Parody Creation – Weird AI type-thing <b>Readings:</b> Quiz questions; songs <b>Concepts:</b> Animalistic Instincts and Creative Liberties (Parody/ Satire) <b>Activities:</b> Write Part I Quiz; students will then play a short Survivor Activity (groups) – I. Answer the following questions with your partners: what would be your first (animalistic) instinct if you were thrown into the games, abandoned on a deserted island, etc.; how would you ensure your survival? II. Bring up what the students have come up with – have the students decide which group would survive the longest and the shortest and explain why. (Not every person is going to agree with their partners, but as long as they can validate their point that is what matters); if time allows the students will parody a song and make it fit for this novel and the</p>	<p><b>11</b> <b>Title:</b> Let the Games Begin <b>Objective:</b> Watch The Simpsons video parody/satire (good intro to the games); read Ch 10 – 11 and discuss as a class – include discussion about the video as well (compare/ contrast, why did it work/not work?); Facebook status update <b>Readings:</b> Ch 10 - 11 <b>Concepts:</b> Parody/ Satire; “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc. <b>Activities:</b> Watch The Simpsons Treehouse of Horror XVI – Survival of the Fattest; discuss what the students think is going to happen at the beginning of the games; read Ch 10 – 11 and discuss the events as a group; Facebook Status #4</p>	<p><b>12</b> <b>Title:</b> Traitor <b>Objective:</b> Go over letter writing assignment; give a little time to work on it – Due Monday October 15th; read Ch 12 and discuss the events; third blog <b>Readings:</b> Letter Assignment handout; Ch 12 <b>Concepts:</b> “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc. – idea of Traitor (connects to all four thematic areas) <b>Activities:</b> Write a letter to the Capitol (President Snow) about your opinion on the Hunger Games – continue or be abolished?; get a few minutes of class time to jot down ideas for the letter; read Ch 12 and discuss the events – specifically involving Peeta; Blog #4 and if there is time, they can continue working on their letters – DUE MONDAY = homework!?</p>
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		events that have taken place – show some examples that have been created (“Sexy and I Know It” and “Set Fire to the Rain”)		
<p><b>15</b>  <b>Title:</b>                  Life Savers  <b>Objective:</b>                  Take in the Letter Assignments; read and discuss Ch 13 – 14; fifth Facebook status update  <b>Readings:</b> Ch 13 - 14  <b>Concepts:</b>                  “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc.  <b>Activities:</b>                  Take in the Letter Assignments; read and discuss Ch 13 – 14 as a class; Facebook Status #5</p>	<p><b>16</b>  <b>Title:</b>                  An Unlikely Pair  <b>Objective:</b>                  Finish up any discussion from the previous class; read Ch 15 – 16; fifth blog  <b>Readings:</b> Ch 15 - 16  <b>Concepts:</b>                  “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc. – large focus on CHOICE  <b>Activities:</b>                  Read and discuss the chapters and the important events, character developments and the other thematic sections; Blog #5 (end of class – time provided)</p>	<p><b>17</b>  <b>Title:</b>                  Death: A Fair and Foul Mistress  <b>Objective:</b>                  Discuss any burning questions from the previous class; read Ch 15 – 16 and discuss as a class; sixth Facebook status update  <b>Readings:</b> Ch 15 - 16  <b>Concepts:</b>                  “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc.; how did these two chapters make you feel? Were you shocked by what and how it happened?  <b>Activities:</b>                  Read and discuss the events of Ch 15 – 16; Facebook Status #6</p>	<p><b>18</b>  <b>Sharing Circle Day</b>                  Blogging                  *Flex day – this day (and half of the next) can be removed entirely if time is needed to catch up on the readings  <b>Title:</b>                  Let’s Share Your Thoughts  <b>Objective:</b>                  Explain the purpose and the rules of a sharing circle; have a sharing circle; sixth Blog  <b>Readings:</b> none today  <b>Concepts:</b>                  “Exploring Fear; Choice; Animalistic Instincts; Conformity – How do these characteristics change who you are or how you make decisions?” by looking at plot, structure, characters, etc. through class discussion  <b>Activities:</b>                  Sharing Circle - one half is student questions that they have and want each other’s opinion on and the other half is a teacher directed question; Blog #6</p>	<p><b>19</b>  <b>Title:</b>                  French Fry Period – “It’s Time to ‘Ketchup””  <b>Objective:</b>                  Introduce the final creative project; and give work time – this is a time for to catch-up on their blogs or other unfinished work (for this class) or work on their final project – ask questions, pick group, plan ideas, etc.  <b>Readings:</b>                  Final Project outline  <b>Concepts:</b>                  Finish or Begin projects or assignments  <b>Activities:</b> Introduce the Final Project and a work period – students choose what they need to get done</p>





## 9. Modifications for Enrichment/Special Considerations:

*The Hunger Games* can be modified and incorporate special conditions if the occasion were to arise.

- **Readings** – The supplementary material texts are designed to be read in class to help guide and implement instruction of a specific concept. If need be, the texts can be assigned a day or two in advance, to be read at home to allow for optimal understanding of the upcoming concepts.
- **Assignments** – The assignments for the unit are fairly straight forward and are designed to be criterion based and allow for a magnitude of student choice. If the assignment poses to large or little of a challenge for a particular student, then negotiations can be done to change the outcome of the assignment to better suit the needs of the individual student.
- **Timeline** – The timeline of the unit, specifically regarding the assignments, can be negotiated if need be. The students are given class time to work on their Face Book assignment as well as their creative assignments, letter assignment, and critical analytical essay, but there is some flex in the schedule to allow for extensions on assignments.
- **Individualized Personal Program** – The unit has several areas that can be flexible to fit the accommodations of students who require IPP's, including extra time on assignments and exams, class notes, and materials available before the scheduled class etc.

## 10. Connections to Other Areas of Curriculum:

- **ICT Outcomes** – *The Hunger Games* can be connected to the ICT program of studies through the use of computer assistance in creating their creative projects, letter and critical analytical essay.
  - **C.1 - Students will access, use and communicate information from a variety of technologies**
    - 4.4 – Communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues
  - **P.1 – Students will compose, revise and edit text**
    - 4.1 – Continue to demonstrate the outcomes achieved in prior grades and course subjects
  - **P.3 – Students will communicate through multimedia**
    - 4.1 – Select and use, independently, multimedia capabilities for presentations in various subject areas
    - 4.2 – Support communication with appropriate images, sounds and music
    - 4.3 – Apply general principles of graphic layout and design to a document in process
- **Social Studies Outcomes** – This unit could also be connected to the 10-2 Social Studies curriculum through integration of key and related issues.
  - **Should globalization shape identity?**
  - **Does globalization contribute to sustainable prosperity for all people?**
- **Fine Arts Outcomes** – Through the visual representation component of the creative project assignment, several Fine Arts Outcomes could be incorporated into the rubric as well.

**11. Assessment:**

- **Formative** – *The Hunger Games* is a relatively long unit that incorporates a multitude of ideas, concepts, and narrative forms. Formative assessment will be evaluated daily in observation, class discussion/participation, and effort, along with the Face Book and letter assignments, and two quizzes.
- **Summative** – Summative assessment includes the critical analytical essay, and creative project assignment, which incorporate most of the general and specific learner objectives designed for this unit.
- Full outline and description of assessment tools can be found in the Unit Assessment Plan Appendix.

**12. Plan for Accompanying Display:**

- *The Hunger Games* can be supported with an accompanying bulletin board in many different ways. The way that we thought would be the best would be an interactive board that says “Welcome to the 2012 Hunger Games” and has all of the 12 districts represented. Once students are divided into their districts, for their Face Book assignments, their pictures and status posts will be displayed on the board. In addition, the board would display student work, such as the letters that students will write to the Capitol and their final creative assignments. This display board is not meant for teachers or for parents, but for the students – to help create a more exciting reading experience and entice them in the unit.

**13. Defence/Reflection:**

Cara and I have worked incredibly hard to create a unit that we thought our students would enjoy. We choose a well-reviewed, well-received, and a very popular piece of literature that we figured would inspire our -2 class in many ways. *The Hunger Games* is a novel that is packed full of excitement, gore, and a little romance – the best of all reading worlds. The theme we chose for our unit is “Exploring Choice; Fear; Animalistic Instincts; Conformity.” We thought this was a strong thematic option because these issues show up through the entirety of the novel and are ideas that students should be thinking about. These issues focus on a part of the daily lives of many people, including our potential the students and our society. By being able to get students to think into the beyond and connect literature to their own lives, it helps to create well-rounded and thoughtful human being.

We also chose to incorporate other literature into the unit, supplementary resources, to help emphasize points or sections that we felt were essential to the book and our theme as a whole. One piece that we included is: “The Lottery” by Shirley Jackson. We thought the parallels between the two pieces were so beneficial to our teaching. The entire short story represents a reaping that is to take place within an entire town; the ‘winner’ (or the loser – depending on how one views it) is chosen at a random draw and is then stoned to death to ensure that the town has a prosperous growing season. This reaping is eerily similar to the one within the novel, which is why we chose to incorporate it into our unit. We have also decided to incorporate a *Simpsons* episode into the unit as well – *The Simpsons* parody and satirize everything and do a really good job, so why not let the students enjoy. The episode that we chose specifically is *Treehouse of Horror XVI* – “Survival of the Fattest” (the second part of the trilogy collection of stories). We chose this episode because it correlates with the games themselves; it is all about survival and who can win. We also have “The Most Dangerous Game” short story and video that we may use, but are undecided. It will be determined on how the lessons go.

## ***The Hunger Games***

### **Exploring Choice; Fear; Animalistic Instincts; Conformity**

*How do these characteristics change who you are or how you make decisions?*

## **I. Unit Assessment Appendix**

### **1. Formative Assessment**

- Face Book Assignment
- Letter Assignment
- Quizzes

### **2. Summative Assessment**

- Critical Analytical Essay
- Creative Project

**1. Formative Assessment:**

- Facebook Assignment

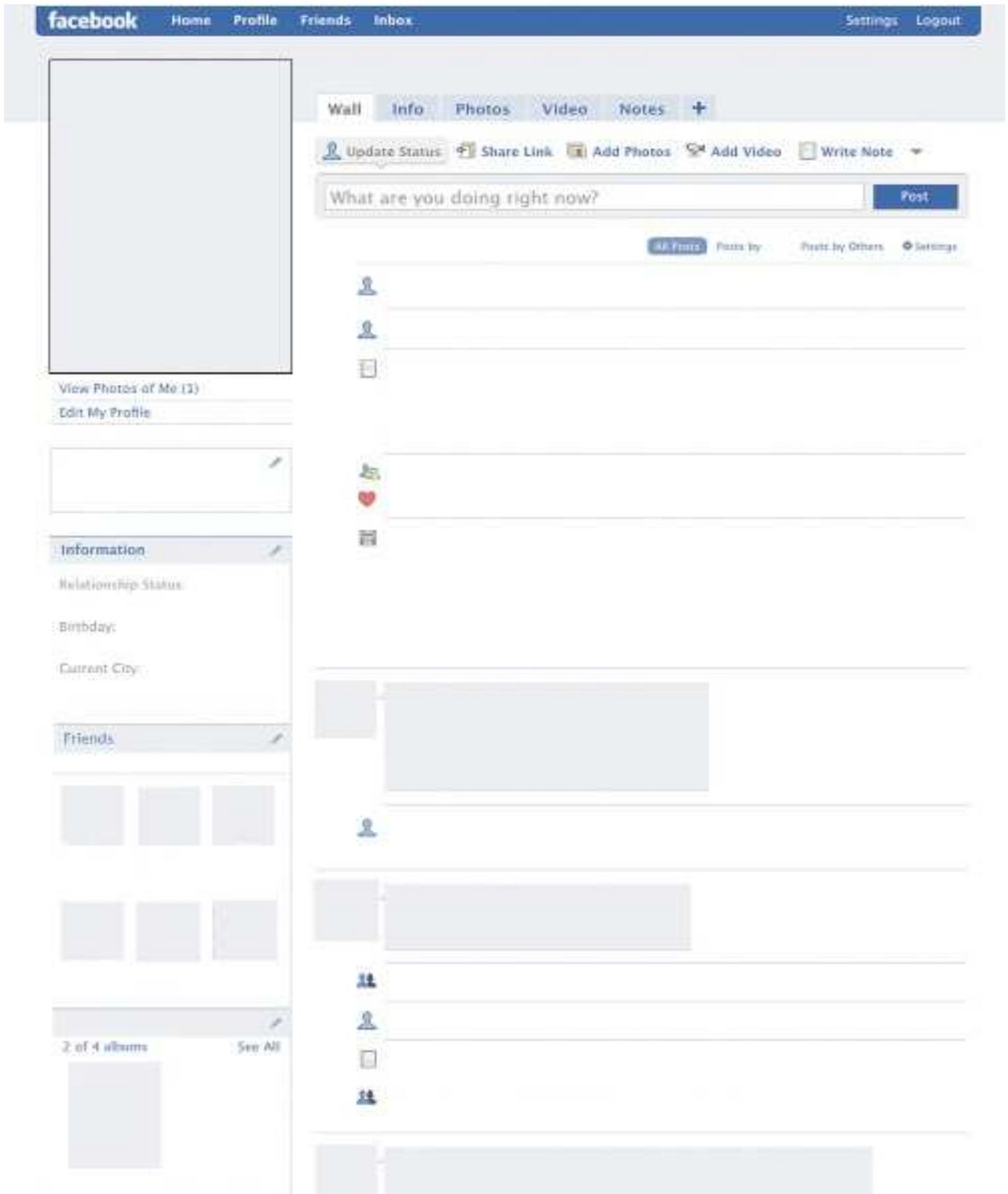
***The Hunger Games Face Book Assignment***

*Due: Friday November 2<sup>nd</sup>, 2012*

The image shows the word 'facebook' in a white, lowercase, sans-serif font, centered within a dark blue rectangular background.

This formative assignment will be done in partners, with a variety of Facebook activity formats done together. The partners for this assignment will be chosen in a random lottery, similarly to the book, and you will represent one of the Districts. You and your partner will then create a Facebook page for one of the characters in the novel (this does not have to be someone specific to your district). As always, make sure your assignment is neat, legible (typed or handwritten), and is grammar and spelling error free. You also have the option to hand-write your Facebook page on a template or do it through a Microsoft Word template - <http://www.teachone2one.com/teaching-with-technology/facebook-templatefor-education/> Please let me know which format you chose.

- This page must contain all the biography information (full name, age, sex, etc); the “All about Me” information (philosophy, arts and entertainment, sports, etc); and photograph (or numerous pictures).
- You and your partner will also have to provide weekly or daily status updates, from the point of view of your character. The time of the updates will depend on the class and what is being covered; you and your partner will also be given class time to update your status. These status updates are to be based upon plot information and characterization of the character, so work hard to make your posts credible to the character you have chosen. The updates have to be longer than 30 words but less than 100 words.
  - There will be approximately 15 status updates.
- After the completion of three chapters, you will create a blog post (rather than a status update) for what has transpired in the three chapters studied. This is not a regurgitation of what happened (I have read the book, so I already know :)); this is a time for you and your partner to expand on something that happened. So examples of what you could focus on: “How did an event make you feel?”; “What do you think is going to happen next?”; “How would you have acted in a character’s position?” or anything else that you would like to touch on that caused an impact with you. These blog posts will be done **without** your partner and must be at least 250 words in length. You also have the option to hand-write these posts or create a blog on-line. If you chose to do it on-line, please ensure you give me the address so I can read your posts.
  - There will be approximately 7 blog posts
- You can also update your “Biography”, “All about Me”, and photography sections of your Facebook page, at any time, as we read the novel together and get to know your character better. This will show me that you understand your character and are willing to get to know him or her on a more personal level.



**1. Formative Assessment:**

- Letter Assignment



***The Hunger Games Letter Writing Assignment***  
***Due: Monday October 15, 2012***



In this formative assignment, you will be required to write a **formal letter** to President Coriolanus Snow, the autocratic ruler of the Capitol and all of Panem. In the letter you will need to take a stance on one side of the Hunger Games – **should they continue**, and therefore you are a strong supporter, **or become eliminated**, and therefore you are an anti-violent enthusiast? Your letter should contain textual evidence to convince President Snow of your perspective and back up your own thoughts. You can write the letter from your own point of view or you can adopt a persona of a character in the book, you could even invent a character from one of the districts. The choice is up to you.

- This letter should be between one page and two pages – you want to back up your thoughts, but you also do not want to bore the reader to death.
- Make sure you follow the correct format of a formal letter, as you want to be taken seriously by your reader.
  - I have added some rules to follow while writing a formal letter; this will help to make you a credible writer.

**Rules for Writing Formal Letters:**

In English there are a number of conventions that should be used when writing a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. **Remember not to use informal language like contractions.**

**Addresses:****1) Your Address**

The return address should be written in the top right-hand corner of the letter.

**2) The Address of the person you are writing to**

The inside address should be written on the left, starting below your address.

**Date:**

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

**Salutation or greeting:****1) Dear Sir or Madam,**

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

**2) Dear Mr Jenkins,**

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women.

**Ending a letter:****1) Yours faithfully**

If you do not know the name of the person, end the letter this way.

**2) Yours sincerely**

If you know the name of the person, end the letter this way.

**3) Your signature**

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

**Content of a Formal Letter:****First paragraph**

The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organising it in a clear and logical manner rather than expanding too much.

**Last Paragraph**

The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.



**1. Formative Assessment:**

- Quizzes<sup>1</sup>

***The Hunger Games******Part I Quiz******Date: October 10, 2012 (tentative)***

Please use complete sentences while answering the following questions. You will be marked on your comprehension of the material not your spelling and grammar, as this is a short timed quiz. However, if I cannot read your answer nor can I understand your thoughts, as a result of poor grammar and spelling, you will be marked incorrect. You will have \_\_\_\_\_ minutes to write this quiz.

You can read a book or doodle on the back of this page when you are done; please do not disrupt your peers if you finish early. ☺

Chapter 1 Questions:

**Choose two (2) questions to answer**

- What is District 12 known for?
- Why does Katniss feel resentment her mother?
- Why do the lower class (poorer) citizens of District 12 have more entries in the lottery than the higher class?
- Why do the Hunger Games take place?

Chapter 2 Questions:

**Answer both questions**

- Why does no one clap for Katniss when she volunteers as Tribute and takes the stage?
- What silent event happened between Katniss and Peeta that she has not been able to forget?

Chapter 3 Questions:

**Choose two (2) questions to answer**

- What does Katniss mean when she tells her mother “you can’t leave again”?
- Why do you think Peeta’s father comes to visit Katniss before she makes the trip to the Capitol?
- What do you think Gale wanted Katniss to remember when he was removed from the room in mid-sentence? (“Katniss, remember I –“)
- Why does Katniss appreciate the pin that Madge gave her so much?

Chapter 4 Questions:

**Answer both questions**

- What do dandelions represent to Katniss?
- Why is beauty important at the games?

Chapter 5 Questions:

**Choose two (2) questions to answer**

- Why do you think the people of the Capitol transform themselves into “crazy characters” (dying skin, tattooing in strange places, dying hair unnatural colours, etc.)?

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<sup>1</sup> The second quiz will be created during the novel study unit, based on class discussion of the text and comprehension of the material.

- What is ironic about the quotation, “You almost look like a human being now”?
- Why do you think Cinna had Katniss and Peeta hold hands? (Think beyond the obvious).

Chapter 6 Questions:

**Answer both questions**

- What is the purpose of having Avoxes in this novel?
- What is the purpose of having Katniss tell Peeta about the young Avox girl and how she knew her?

Chapter 7 Questions:

**Choose two (2) questions to answer**

- What is Peeta’s purpose for down playing himself, in a humorous manner, and talking Katniss up?
- What is the reasoning for having Katniss and Peeta dressed alike?
- Did Katniss make a smart decision walking out on the judges? Explain your answer.

Chapter 8 Questions:

**Answer both questions**

- Why did Katniss cry for the first time at this point of the novel?
- Why does Collins continually have Katniss think about Gale?

Chapter 9 Questions:

**Choose two (2) questions to answer**

- What do you think Collins is saying about society in relation to the Capitol and people needing to be beautiful and likeable for them to receive any support?
- Why does Collins have Katniss apologize to the Avox that she did not help long ago?
- What is the purpose of having Katniss be “the girl on fire”?
- What is the purpose for District 11 dressing Rue in wings for her interview?
- What was your initial response to Peeta’s declaration of interest for Katniss?

**2. Summative Assessment:**

- Critical Analytical Essay

***THE HUNGER GAMES*****CRITICAL ANALYTICAL ESSAY**

*The Hunger Games* is an exciting narrative which demonstrates how people must make choices, overcome fears, struggle against conformity, and rely on instincts in order to survive. All these events impact relationships: friends turn into enemies; close families are separated; loyal subjects become rebels.

**ESSAY TOPIC:**

In *The Hunger Games*, what idea does Suzanne Collins suggest about choice, fear, instinct, or conformity?

- Refer specifically to *The Hunger Games* when developing the idea. Examine some of the characters and how they change. Use examples, events, and quotes.
- In addition, identify writer's technique such as the setting, conflict, contrast, character, imagery, irony and symbolism.

**First – Brainstorm**

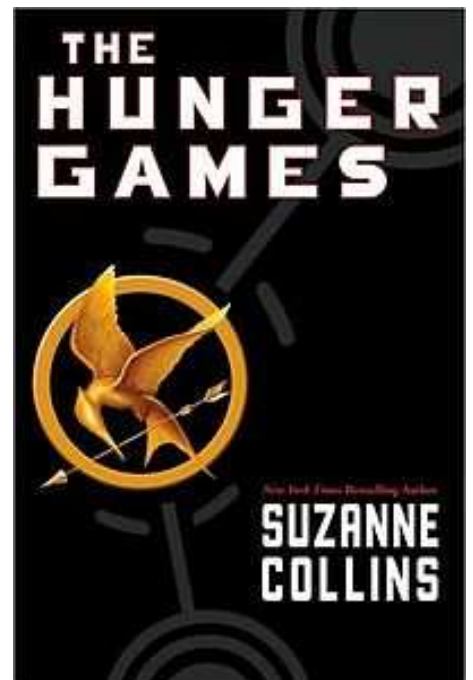
- ⇒ Make a list of characters from the novel and consider the decisions they make, the actions they take, and the way their attitudes to one another change.

**Second – Focus**

- ⇒ Limit yourself to one idea and eliminate those ideas, characters, and incidents that don't fit with your idea.

**Third – Outline**

- ⇒ Attach the outline to your essay when handing it in.



**Essay Outline**

**Paragraph #1**

— Introduction:

Story Title: \_\_\_\_\_

Author: \_\_\_\_\_

**Thesis: The author suggests that** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ideas Used:

1. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Paragraph #2**

— Using Idea #1

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Quote and/or Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Quote and/or Explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Concluding Sentence That Relates to Thesis: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Paragraph #3**

— Using Idea #2

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Quote and/or Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Quote and/or Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concluding Sentence That Relates to Thesis: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Paragraph #4**

— Using Idea #3

Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Quote and/or Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Quote and/or Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Concluding Sentence That Relates to Thesis: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Paragraph #5**

– Concluding Paragraph

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I. Summative Assessment:**

- Creative Project

***The Hunger Games Major Project***

Due: Wednesday October 31<sup>st</sup>, 2012

The final assignment for this unit will either be a **group, partner, or individual** project, with a variety of different formats. This assignment requires commitment, thought, and organization, so choose your assignment and your team mate(s) wisely. As always, make sure your assignment is neat, legible (can be either typed or hand written), and is grammar and spelling error free. For the assignment, you are to choose **one option** from the following list below, **complete all parts of it**, and then **present your project to the class**:

	<b>Group</b>	<b>Partner</b>	<b>Individual</b>
<b>Artistic</b>	Karaoke – Choose a popular song and re-write the lyrics to reflect the events, characters and themes from <i>The Hunger Games</i> . With your group, tape a karaoke performance of the song, with your new lyrics inserted in the appropriate places. Marks will be given in each of the following areas: lyrics, creativity and performance.	Create a board game that incorporates the main events, characters and themes of the novel. Be sure to give the game a creative title, and along with the game board, include directions, pictures and words, and cards for players to draw.	Create a picture-book version of this novel that would be suitable for children but that still contains the important events, characters, theme and ideas from the novel. Your picture book must have excellent illustrations, either hand-drawn, computer-generated or in collage format. Make sure the wording in your book could be easily understood by a child of reasonable age.
<b>Technological</b>	Write a radio show version of the novel and record it. The script must be written in a creative form that would be compelling to the listener (there are no visuals on radio!) and must include the main characters and events from the novel. Include a narrator, sound effects and music and even get creative with a brief commercial or two!	Create an interview scenario with Caesar Flickerman. One partner will act as Caesar (be sure to capture his mannerisms and supportive tendencies) and the other will act as a character of your choosing (be sure to encompass the mannerisms of this character). You and your partner must come up with creative questions and answers that were not addressed in the interviews in the book. The script must be written before hand and followed and then performed and recorded.	Create an animation sequence of the main events of the novel in Flash or PowerPoint (or whatever program you are familiar with). Your sequence must capture the plot, character, theme and atmosphere of the novel. Also include a rationale as to why you created the characters, setting etc. in the manner you chose.
<b>Thought Provoking</b>	Create a one page newspaper (11x19 paper) that may have circulated in each District of Panem (that means a total of 12 different newspaper), based on the events, characters and themes of the novel. You must have one headline article and two smaller feature articles. Include the five W's as well as eyewitness accounts (quotes), expert opinions and a photo or two. You must also have one created cartoon as well that represents that specific District.	Imagine you were to go through the trash of two of the characters from the novel. Begin by telling a bit about the traits of the characters you chose. Explain what you would find in their trash and why. Base your "finds" on the characterization, plot action and themes surrounding each character. You must have at least 5 articles from each character's trash and for each item you must give a detailed rationale of how this item relates to the character and the novel and why that item would be in their trash. Create a paper bag for each character's "trash" and decorate it to correspond with that character.	What happened first? Write a chapter that comes before the novel began (this is essentially the prelude). This should be at least two pages in length and written in the style of the novel. In a brief introduction, explain why you chose to structure your prelude way you did.

**II. Novel Resources/Materials/Texts Appendix**

***The Lottery* – Shirley Jackson**

***The Simpsons Episode***

<http://smotri.com/video/view/?id=v6846143cf5>

***The Most Dangerous Game* – Richard Connell**

**The Most Dangerous Game Video**

<http://www.youtube.com/watch?v=Nhhc0whITrU>