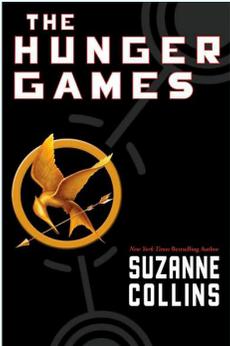


# The Hunger Games



**AUTHOR** Suzanne Collins

**EDITION** 2nd

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**LA BOOKSHELF** JM219

**VOICETEXT** Yes

**LEXILE LEVEL** 820L

**GRADE EQUIVALENT** 5.3

## OVERVIEW

In the ruins of a place once known as North America lies the nation of Panem, a shining Capitol surrounded by twelve outlying districts. The Capitol is harsh and cruel and keeps the other districts in line by forcing them to participate in the annual Hunger Games, a fight-to-the-death on live TV.

One boy and one girl between the ages of twelve and sixteen are selected by lottery to play. The winner brings riches and favor to his or her district. But that is nothing compared to what the Capitol wins: one more year of fearful compliance with its rule. Sixteen-year-old Katniss Everdeen, who lives alone with her mother and younger sister, regards it as a death sentence when she is forced to represent her impoverished district in the Games.

But Katniss has been close to dead before - and survival, for her, is second nature. Without really meaning to, she becomes a contender. But if she is to win, she will have to start making choices that weigh survival against humanity and life against love.

Acclaimed writer Suzanne Collins, author of the New York Times bestselling *Underland Chronicles*, delivers equal parts suspense and philosophy, adventure and romance, in this stunning novel set in a future with unsettling parallels to our present.

## SUGGESTED GRAPHIC ORGANIZERS

- Plot Diagram
- Analysis of a Symbol
- Character Map
- Character Traits Worksheet

## AUTHOR INFORMATION

Suzanne Collins is the author of the groundbreaking *Hunger Games* trilogy for young adults: *The Hunger Games*, *Catching Fire*, and *Mockingjay*. She is also the author of the picture book *Year of the Jungle*, a *Publishers Weekly* best book of the year, and the *New York Times* bestselling *Underland Chronicles* series for middle grade readers, which started with *Gregor the Overlander*. Suzanne lives with her family in Connecticut.

## BACKGROUND KNOWLEDGE REQUIRED

- The concept of equality and how people have throughout history been at different levels of equality: poverty, middle class, and upper class
  - › Have students talk about examples of social classes they have seen in TV, movies, or literature.
- The idea of a dictatorship where the government controls all people, usually by a central absolute ruler
  - › Have students talk about who a dictator is, and what rulers in history were dictators

- › Talk about the dangers of dictatorship, and how having no rights as citizens is unfair
- The concept of appearances and their effect and impact on our society.
  - › What figures in popular culture rely on appearances for attention and fame?
  - › How does an attractive appearance help members of society: politicians, singers, actors, etc.
  - › Does good appearance equal power?

Talk about the first televised debates between John F Kennedy and Richard Nixon, and how the country changed their minds about who to support based on the good looks of JFK.

JFK and Nixon debate video (watch a video from the History Channel all about it)

Note: Students can start the discussion of these by completing a KWL Chart on the topics mentioned above.

## VOCABULARY

Utopia (*noun*): an ideal, perfect state

Dystopia (*noun*): state in which life conditions are extremely poor

Meager (*adj*): deficient in amount or quality

Tribute (*noun*): something done or given as an expression of high esteem

# The Hunger Games

Treason (*noun*): a crime that undermines the offender's government

Sanction (*verb*): to establish by authority

Decrepit (*adj*): worn down by excessive use

Cornucopia (*noun*): a horn filled with grains and fruit used to demonstrate prosperity

Adversary (*noun*): someone who offers opposition to another

Rackateer (*noun*): someone who commits crimes for personal profit

## WRITING PROMPTS

- Pick two characters from the book and conduct research on the literal meaning of their names (example: Katniss Everdeen, Gale Hawthorn, Peeta Mellark, Primrose Everdeen). Describe how the literal meaning of their names relate to the characters themselves.
- Discuss the importance of the cornucopia. What does it represent in the novel, and how does it impact Peeta and Katniss during the Hunger Games?
- Katniss sacrificed herself for her sister by entering the Hunger Games. Talk about a time you have had to sacrifice something for the good of others.
- Describe how social inequality is prevalent in Panem. Provide specific examples and how they impact the people who live there.

## LITERARY DEVICES

### Simile

"The camera crews, perched like buzzards on rooftops, only add to the effect." (p. 16)

### Hyperbole

"He lists the disasters, the droughts, the storms, the fires, the encroaching seas that swallowed up so much of the land..." (p. 17)

### Flashback

Katniss relates the story of her only encounter with Peeta. It was after her father died, when her mother was suffering from depression. Katniss was – as she is now – the sole bread winner, but was not old enough yet for the tesserae. (p. 26-29)

### Symbolism

The mockingjay – the offspring of the jabber jay and the mocking bird

## SUPPORTING MEDIA (graphic novels, movies, video clips)

- JFK and Nixon debate video
- *Hunger Games* movie
- Social Inequality in the Modern World (Essay)

## COMMON CORE BIG IDEAS

- Apply strategies including making complex predictions, interpreting character behaviors, and comparing and contrasting.
- Interpret literary elements and devices including setting, imagery and symbolism
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

## WAYS TO HELP DIVERSE LEARNERS

- Use audiobooks for learners who have a print-based disability
- Use different forms of media to provide background information before commencing the reading of the novel (see videos listed)
- Students with LD's can work on graphic organizers in pairs. One student with learning difficulties can be paired with a learner who is at grade level or higher.
- While building background information, provide multi-cultural examples for diverse learners

## RESOURCES

[www.directessays.com/viewpaper/51769.html](http://www.directessays.com/viewpaper/51769.html)

[www.history.com/topics/us-presidents/presidential-elections/videos/the-first-jfk-nixon-debate](http://www.history.com/topics/us-presidents/presidential-elections/videos/the-first-jfk-nixon-debate)