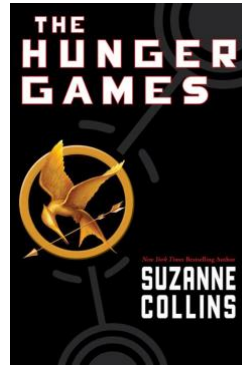


# The Hunger Games

## Lesson Plan



|             |                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ISBN-10     | 0-439-02352-1                                                                                                                                                                                                                                                                                                                                                                                     |
| ISBN-13     | 978-0439023528                                                                                                                                                                                                                                                                                                                                                                                    |
| Author      | Collins, Suzanne                                                                                                                                                                                                                                                                                                                                                                                  |
| Publisher   | Scholastic Press                                                                                                                                                                                                                                                                                                                                                                                  |
| Copyright   | 2010                                                                                                                                                                                                                                                                                                                                                                                              |
| Lexile      | 1240L                                                                                                                                                                                                                                                                                                                                                                                             |
| Genre       | Dystopian Fiction                                                                                                                                                                                                                                                                                                                                                                                 |
| Synopsis    | In the ruins of a place once known as North America lies the nation of Panem, a shining Capitol surrounded by twelve outlying districts. Long ago the districts waged war on the Capitol and were defeated. As part of the surrender terms, each district agreed to send one boy and one girl to appear in an annual televised event called, "The Hunger Games," a fight to the death on live TV. |
| Themes      | Resourcefulness, Violence                                                                                                                                                                                                                                                                                                                                                                         |
| Protagonist | Teen Girl                                                                                                                                                                                                                                                                                                                                                                                         |
| Note        | Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.                                                                                                                                                                                                                                            |

More Information [www.scu.edu/character](http://www.scu.edu/character)



## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 1*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What does unfair mean?

Unfair describes something that is not based on or behaving according to the principles of equality and justice.

#### When have you seen people being treated unfairly?

#### What systems have you seen where someone or something is treated unfairly?

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|             |           |             |                |             |
|-------------|-----------|-------------|----------------|-------------|
| reaping (3) | rabid (5) | rations (7) | efficient (11) | meager (13) |
|-------------|-----------|-------------|----------------|-------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

**Part 1 “The Tributes” p. 3-15**

| Setting                        | Characters                  |
|--------------------------------|-----------------------------|
| District 12, The Seam, The Hob | Katniss, Prim, Gale, Mother |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- Katniss and her family live in District 12, a district of coal miners.
- Katniss goes out of the seam, which is illegal, to hunt every day. Her father taught her how to hunt before he died.
- Prim and mother stand out because of their light hair and blue eyes. Their mother belonged to the merchant class, and her family ran an apothecary. She left her lifestyle for their father, and moved to the Seam.
- The only person Prim feels comfortable with is Gale. Gale says they could leave the district to avoid the reaping, but Katniss knows this is impossible. They have too many siblings they would leave behind to starve.
- Gale and Katniss go to the Hob, the black market, to sell some of what they have caught for the day. This is how they survive daily.
- Katniss is friends at school with the mayor’s daughter, Madge. She is dressed in a nice outfit for the reaping.
- The reaping system is unfair, with the poor getting the worst of it. Each year, beginning at twelve, their name is entered once then twice and so on.
- This year is Prim’s first time in the reaping. Katniss protects Prim from everything, but cannot save her from the reaping.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

**Map**

Begin to build a visual of the world Katniss lives in by drawing a map. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

**1g6 Setting Sketch**

Draw a setting sketch for District 12. Refer to pages 4-5 for details about District 12 and the Seam and page 11 for the Hob.

## 8. Discussion Ask discussion questions of all 9 types (see Day 1).

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### Key Questions

1. Where does Katniss live? Describe District 12.
2. Do you think it is wrong that Katniss enters the woods as a means of survival even though it is illegal?
3. What happened to Katniss's father? How does she feel about this?
4. How do Gale, Katniss, and Primrose feel about the reaping?
5. Does a socioeconomic system exist in Katniss's world? Where do we see it so far?
6. What kind of relationship do Katniss and Gale have? What evidence do you have from the reading to describe their relationship?
7. Do you think Katniss and Gale will get in trouble for hunting later in the story?
8. Describe why the reaping system. Why is it unfair?
9. How many times will Gale and Katniss's name go in this year?
10. What does Gale think about the tesserae?
11. How do Prim and Katniss prepare for the reaping?
12. How does Katniss feel about her little sister, Prim?

## 9. Analyze Analyze the key paragraph.

---

### Key Passage pg. 13

The reaping system is unfair, with the poor getting the worse of it. You become eligible for the reaping the day you turn twelve. That year your name is entered once. At thirteen, twice. And so on and so on until you reach the age of eighteen, the final year of eligibility, when your name goes into the pool seven times. That's true for every citizen in all twelve districts in the entire country of Panem.

But here's the catch. Say you are poor and starving as we were. You can opt to add your name more times in exchange for a tesserae. Each tessera is worth a meager year's supply of grain and oil for one person. You may do this for each of your family members as well.

### EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

---

According to Prim, the reaping system is unfair and the poor get the worse of it. **How does the reaping system work? Do you believe the reaping system is unfair? Why or why not? How does Katniss face poverty? How does she try to help her community and family face poverty?** Write two informative/explanatory 5-sentence paragraphs to answer this question. In the first paragraph, describe, in detail, the reaping system in an order, which makes sense. In the second paragraph, analyze and reflect on why or why not the system is unfair.

## 11. Close Close by extending today's lesson to life and the world.

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## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 2*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

### PREPARE

#### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What does bravery mean?

Bravery is courageous behavior.

**Have you ever had to show bravery to help someone else? Did you feel like you had to show it? Or did you show it willingly? How did you feel after?**

#### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|               |                |            |                  |              |
|---------------|----------------|------------|------------------|--------------|
| adjacent (17) | vaporized (23) | yearn (25) | predicament (27) | venture (28) |
|---------------|----------------|------------|------------------|--------------|

### READ

### 3. Review

Review the timeline from the beginning every day.

---

### 4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

#### Part 1 “The Tributes” p. 16-33

| Setting     | Characters                                    |
|-------------|-----------------------------------------------|
| District 12 | Katniss, Prim, Peeta, Effie Trinket, Haymitch |

### RESPOND

### 5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

---

- Everyone goes to the reaping and attendance is mandatory.
- The history of Panem is explained and the Dark Days. The Hunger Games are a yearly reminder and punishment because of the rebellion. Each district must give one girl and one boy, called tributes, to fight to death in an arena. The last tribute standing wins.
- Prim is selected as the girl who will go to the Hunger Games.
- Katniss volunteers to go in Prim's place. The crowd shows the most respected gesture in the community, which means thanks and admiration.
- The boy is chosen next, Peeta Mellark. Katniss wishes it were anybody but him.

### 6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

#### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

### EXPLORE

### 7. Activity

Explore the reading more deeply with a visual or oral language activity.

---

#### 2g6 Beginning-Middle-End Chart

Using a beginning-middle-end chart, describe the history of Panem. Be sure to include the Dark Days.

#### Poster

Create a propaganda poster announcing the Reaping. Be sure to include details of the events to take place, who is to attend, who will participate. Remember that propaganda means it includes chiefly derogatory information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.

### 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

---

#### Key Questions

1. What did Panem use to be?

2. What happened during the Dark Days?
3. Do you think the Capitol's actions against the districts are justified? What other choice do they have?
4. What are the Hunger Games a yearly reminder for?
5. What hope or sense of living do the people in these districts have?
6. Describe the process of the Hunger Games?
7. How does Katniss react when Prim is chosen? Do you agree with her decision?
8. What characteristics does Katniss show in this reading?
9. How does the crowd react to Katniss? How does Katniss react to the whole situation?
10. How do Katniss and Peeta know each other?
11. What conflict is Katniss battling in regards to Peeta?
12. Panem decides what is right or wrong based on the state. How does this affect its people?

## 9. Analyze Analyze the key paragraph.

---

### Key Passage pg. 22

"I volunteer!" I gasp. "I volunteer as tribute!"

There's some confusion on the stage. District 12 hasn't had a volunteer in decades and the protocol has become rusty. The rule is once a tribute's name has been pulled from the ball, another eligible boy, if a boy's name has been read, or girl, if a girl's name has been read, can step forward to take his or her place. In some districts, in which winning the reaping is such a great honor, people are eager to risk their lives, the volunteering is complicated. But in District 12, where the word *tribute* is pretty much synonymous with the word *corpse*, volunteers are all but extinct (22).

## EXTEND

### 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss realizes Prim has been chosen for the Hunger Games, and is not having it. She steps forward and takes the place of her sister. **Refer back to the theme, how does this show Katniss as a leader? What would you do in this situation? Have you ever been in a situation where you felt like you needed to stand up for someone or take his or her place?** In a clearly written informative paragraph explain the situation, why you felt like you had to do what you did, and how the situation ended.

### 11. Close Close by extending today's lesson to life and the world.

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## 2g6 Beginning-Middle-End Chart

| Beginning | Middle | End |
|-----------|--------|-----|
|           |        |     |

**Fill out the Beginning-Middle-End Chart**

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems and the conflicts that occur. In the end of the story, those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 3*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What does frustration mean?

It is the feeling of being upset or annoyed, especially because of the inability to achieve or change something.

**Have you ever felt frustration? What led to this frustration? When have you seen others express frustration?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|             |                   |              |               |               |
|-------------|-------------------|--------------|---------------|---------------|
| velvet (34) | compensation (35) | evasive (38) | disposal (42) | demeanor (45) |
|-------------|-------------------|--------------|---------------|---------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

**Part 1 “The Tributes” p. 34-47**

| Setting          | Characters                                                        |
|------------------|-------------------------------------------------------------------|
| Justice Building | Katniss, Prim, Peeta, Effie Trinket, Mother, Peeta’s father, Gale |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

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- Katniss is taken into custody and prepared for her last visits before she leaves.
- Prim and mother visit Katniss first. Katniss tells her mother she cannot leave again, and she promises Prim she will try.
- Peeta’s father visits next and brings her cookies.
- Madge also visits and gives Kat a pin.
- Gale visits, tells her to act like she’s hunting, and promises to not let her family starve.
- Kat is headed to the Capitol on a train.
- Kat attends a dinner with Peeta and Effie, which is followed by a viewing of all the reapings.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

**Map**

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

**5g6 Character Interaction Chart**

Build a character interaction Chart between Katniss and her visitors.

**Sketch**

Draw a sketch of the pin that Madge gives to Katniss prior to her departure.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

**Key Questions**

1. Where is the train that Katniss is on headed to?
2. Describe the mood and the setting on the train. How does it differ from District 12?

3. Why do you think Peeta's father visits Katniss? How does she react?
4. Who visits Katniss before she leaves to the Capitol?
5. Why does Katniss feel resentment or frustration towards her mother?
6. Do you think the way Katniss reacts to her visitors, especially her mother, is acceptable? How would you react to your visitors?
7. What gifts did Katniss receive from her visitors?
8. Katniss receives a variety of visitors, what does this show about her?

## 9. Analyze

Analyze the key paragraph.

---

### Key Passage pg. 35

"Well, you have to help it this time. You can't clock out and leave Prim on her own. There's no me now to keep you both alive. It doesn't matter what happens. Whatever you see on the screen. You have to promise me you'll fight through it!" My voice has risen to a shout. In it is all the anger, all the fear I felt at her abandonment" (35).

## EXTEND

## 10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

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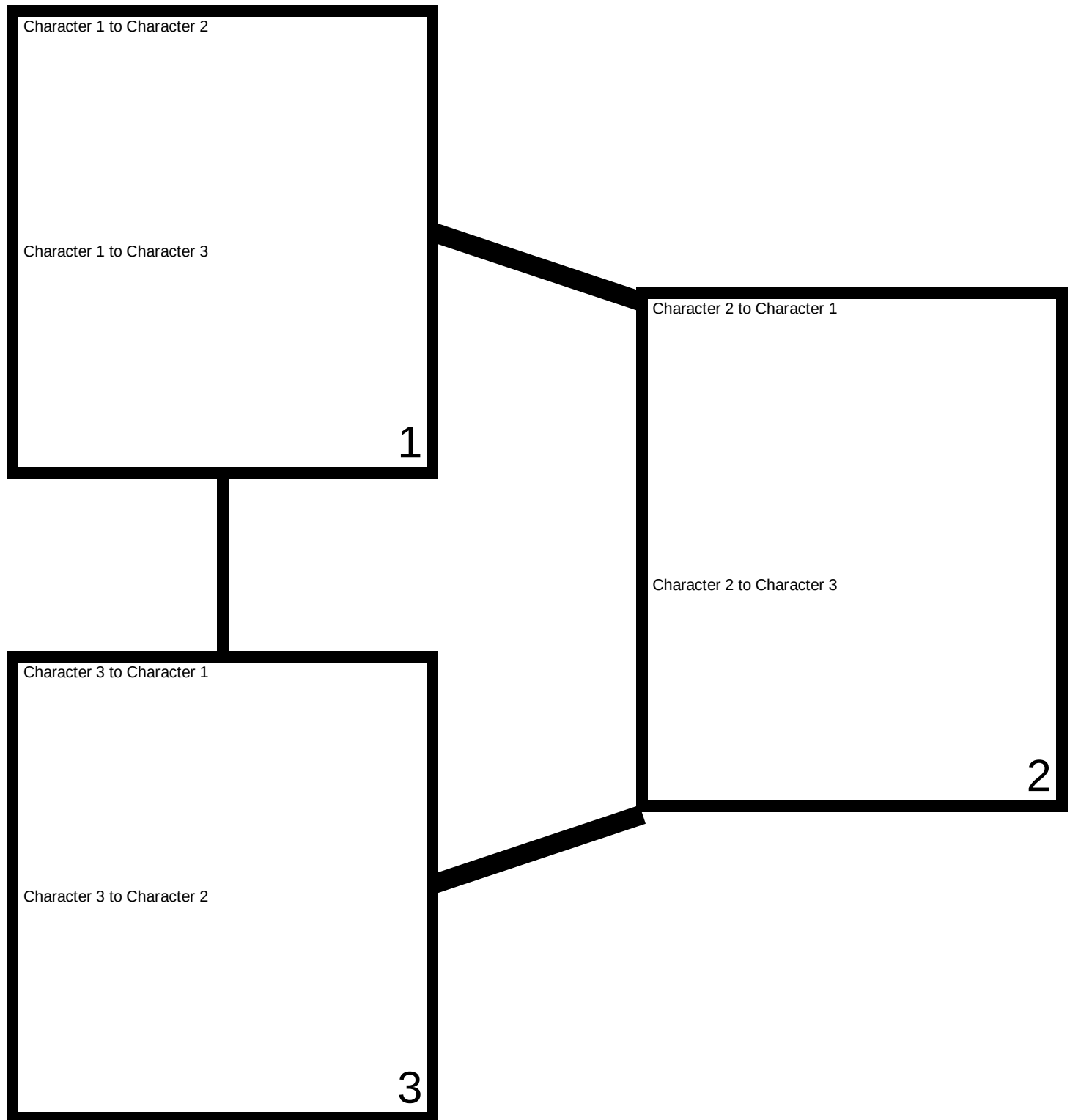
Katniss appears to be angry and frustrated when her mother visits. **What events led up to Katniss feeling this way towards her mother? In what way is Kat asking her mother to stand up as a leader? Why does she ask this of her mother? Does she have a choice?** In an explanatory paragraph chronologically describe the events that have led up to Kat's anger, frustration, and last words to her mother before the games.

## 11. Close

Close by extending today's lesson to life and the world.

---

# 5g6 Character Interaction Chart



**Fill out the Character Interaction Chart for 3 characters**

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 4*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---

Gather background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

**How do people protect themselves after their feelings have been hurt? How do people deal with pain?**

### 2. Word Wall

---

Here are five vocabulary words to teach and add to the Word Wall.

|                |             |              |                   |                |
|----------------|-------------|--------------|-------------------|----------------|
| pondering (49) | edible (51) | gnarled (53) | deteriorated (54) | elaborate (55) |
|----------------|-------------|--------------|-------------------|----------------|

## READ

### 3. Review

---

Review the timeline from the beginning every day.

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**Part 1 “The Tributes” p. 48-60**

|         |                          |
|---------|--------------------------|
| Setting | Characters               |
| Train   | Katniss, Peeta, Haymitch |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

- Katniss decides to have as little to do with Peeta as possible.
- Katniss remember when her mother came back to them after their father’s death.
- Katniss and Peeta meet with their mentor, Haymitch, to receive advice.
- First, Katniss and Peeta will be put in the hands of their stylists, and they are not to resist.
- They arrive to the Capitol on the train.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

### Open Mind Portrait

Build an OPM for Katniss. What are is she thinking about Peeta, the Games, and the Capitol?

### Sketch

The Capitol as Katniss sees it for the first time.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

### Key Questions

1. How does Katniss feel about Peeta? Why?
2. How do you think Katniss will protect her feelings throughout the game?
3. After Katniss’s father died, how did she take over?
4. How does Katniss shield herself from people she loves in her family?
5. Who will advise Katniss and Peeta?
6. Describe Haymitch. Do you think he will turn out to be a good advisor? Why or why not?
7. What is the first advice Haymitch gives Peeta and Katniss?
8. As a leader, is it important to protect or hide your feelings?

**9. Analyze** Analyze the key paragraph.**Key Paragraph pg. 53**

“Prim was thrilled to have her back, but I kept watching, waiting for her to disappear on us again. I didn’t trust her. And some small gnarled place inside me hated her for her weakness, or her neglect, for the months she had put us through. Prim forgave her, but I had taken a step back from my mother, put up a wall to protect myself from needing her, and nothing was ever the same between us again” (53).

**EXTEND****10. Write** Have each student write a short product based on today’s prompt to connect to the unit theme.

Katniss holds a wall up to protect herself from her mother. **Do you think this is smart on Katniss’s behalf? Do you think this is a strong or weak leadership skill/strategy?** Reflect on your explanatory paragraph from the previous day. Revise your writing and add how Katniss has learned to protect herself from getting hurt again. How do you protect yourself from getting hurt? Do you agree with Katniss’s decision?

**11. Close** Close by extending today’s lesson to life and the world.

## Open Mind Portrait: Create an Open Mind Portrait of a Character

### **Materials:**

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- pencils, pens, crayons, markers
- construction or tissue paper, scissors and glue sticks if desired

### **Step One: Create a large headshot of the character**

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

### **Step Two: Place cartoon bubbles of character thoughts around the portrait**

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

### **Step Three: Add bubbles as you learn new things about the character**

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 5*



### Outcomes for Today

---

#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

**What are some things you take for granted on a daily basis?**

**Do you ever stop to show appreciation for those things?**

**Do you ever stop to think about those who do not have these advantages?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|               |                 |                    |                |               |
|---------------|-----------------|--------------------|----------------|---------------|
| distress (62) | despicable (65) | complementary (66) | petrified (68) | tangible (71) |
|---------------|-----------------|--------------------|----------------|---------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Part 1 “The Tributes” p. 61-72

|                  |                       |
|------------------|-----------------------|
| Setting          | Characters            |
| Opening Ceremony | Katniss, Peeta, Cinna |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- Katniss is given a makeover by the prep team.
- Katniss meets Cinna, her stylist.
- Katniss and Peeta will have complementary outfits for the opening ceremony where they will resemble fire.
- Their costumes impress the crowd, and they outshine the other tributes.
- Peeta compliments Katniss, and she kisses him on the cheek.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Bookmark: Suitcase Bookmark

Build a suitcase for yourself then build a suitcase for Katniss. If she was allowed, what do you think she would take with her to the Games?

### Sketch

Sketch Katniss and Peeta following their makeovers. Remember to include the details and hard work Cinna put into their outfits.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. How is Katniss prepared for the opening ceremony?
2. What things do people in the Capitol seem to take advantage of?

3. What does Katniss appreciate more about District 12 and her old life now that she is in the Capitol preparing for the games?
4. Who is Cinna? What shocks Katniss about Cinna?
5. People in the Capitol seem to be materialistic. Do you think Katniss will find someone genuine she can be friends with from the Capitol?
6. What do the costumes look like?
7. How does Katniss's attitude change during the opening ceremony?
8. What surprising event occurs at the end of the reading?

## 9. Analyze Analyze the key paragraph.

---

### Key Passage pg. 65

"What must it be like, I wonder, to live in a world where food appears at the press of a button? How would I spend the hours I now commit to combing the woods for sustenance if it were so easy to come by? What do they do all day, these people in the Capitol, besides decorating their bodies and waiting around for anew shipment of tributes to roll in and dies for their entertainment?" (65).

## EXTEND

### 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss is shocked by life in the Capitol. **What surprises Katniss about life in the Capitol? Why do these things surprise her? What do you think people in the Capitol look for in leaders versus the people in District 12?** Reflect in paragraph about how Katniss feels about life in the Capitol, and how it makes her feel. Make sure to mention what she questions about her own life when comparing it to the Capitol.

### 11. Close Close by extending today's lesson to life and the world.

---

**Bookmark: Suitcase Bookmark****Materials:**

- pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- pencils, pens, crayons, markers
- construction paper, scissors and glue sticks if desired

**Step One: Make a list of things you would take with you in a suitcase.**

1. Imagine that you are going to move around from place to place for the next years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

**Comment:** This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

**Step Two: Make a bookmark like a suitcase full of things you would take.**

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

**Step Three: As you read the story you can add things to your suitcase.**

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 6*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

**Have you deliberately ignored something that you should have acted upon?**

**Why did you ignore it?**

**Did someone else suffer because of this? How did you feel after?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|                |           |                  |                |            |
|----------------|-----------|------------------|----------------|------------|
| barbarism (74) | tart (76) | contracting (77) | concealed (82) | prime (83) |
|----------------|-----------|------------------|----------------|------------|

## READ

### 3. Review

Review the timeline from the beginning every day.

---

### 4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

#### Part 1 “The Tributes” p. 73-85

| Setting                           | Characters                            |
|-----------------------------------|---------------------------------------|
| Training Center, Justice Building | Katniss, Peeta, Haymitch, Effie, Avox |

## RESPOND

### 5. Timeline

Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- Katniss’s quarters are bigger than her house back in District 12.
- Haymitch and Effie are proud of Katniss and Peeta’s appearance in the Opening Ceremony.
- During dinner, Katniss remembers a bad memory associated with the Avox, and Peeta covers her to avoid the association.
- Katniss later tells Peeta she saw the Avox in the woods one day running away. A helicopter appeared, killed her brother, and captured her.
- Peeta tells Katniss his father knew her mother when they were children.
- When Katniss returns to her room, she wants to apologize to the Avox, but does not speak the words.

### 6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

#### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

### 7. Activity

Explore the reading more deeply with a visual or oral language activity.

---

#### 6g6 Venn Diagram

Compare District 12 with the Capitol on a Venn diagram.

#### Invitation

Create an invitation to the opening ceremony of the Hunger Games. Be sure to include where it will be held, when it will be held, and who will be invited.

### 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

---

#### Key Questions

1. Describe Katniss’s living quarters.

2. Why does Katniss think it is ironic that Effie Trinket calls them barbarians?
3. What is an Avox?
4. What bad memory does Katniss have with the Avox?
5. Should Katniss feel guilty for not helping the Avox? Why or why not?
6. What would you have done with the Avox?
7. Do you think Katniss and the Avox will meet again in the story?
8. What is discussed between Peeta and Katniss on the rooftop?

### 9. Analyze

Analyze the key paragraph.

---

#### Key Passage pg. 85

“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” (85).

### EXTEND

#### 10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

---

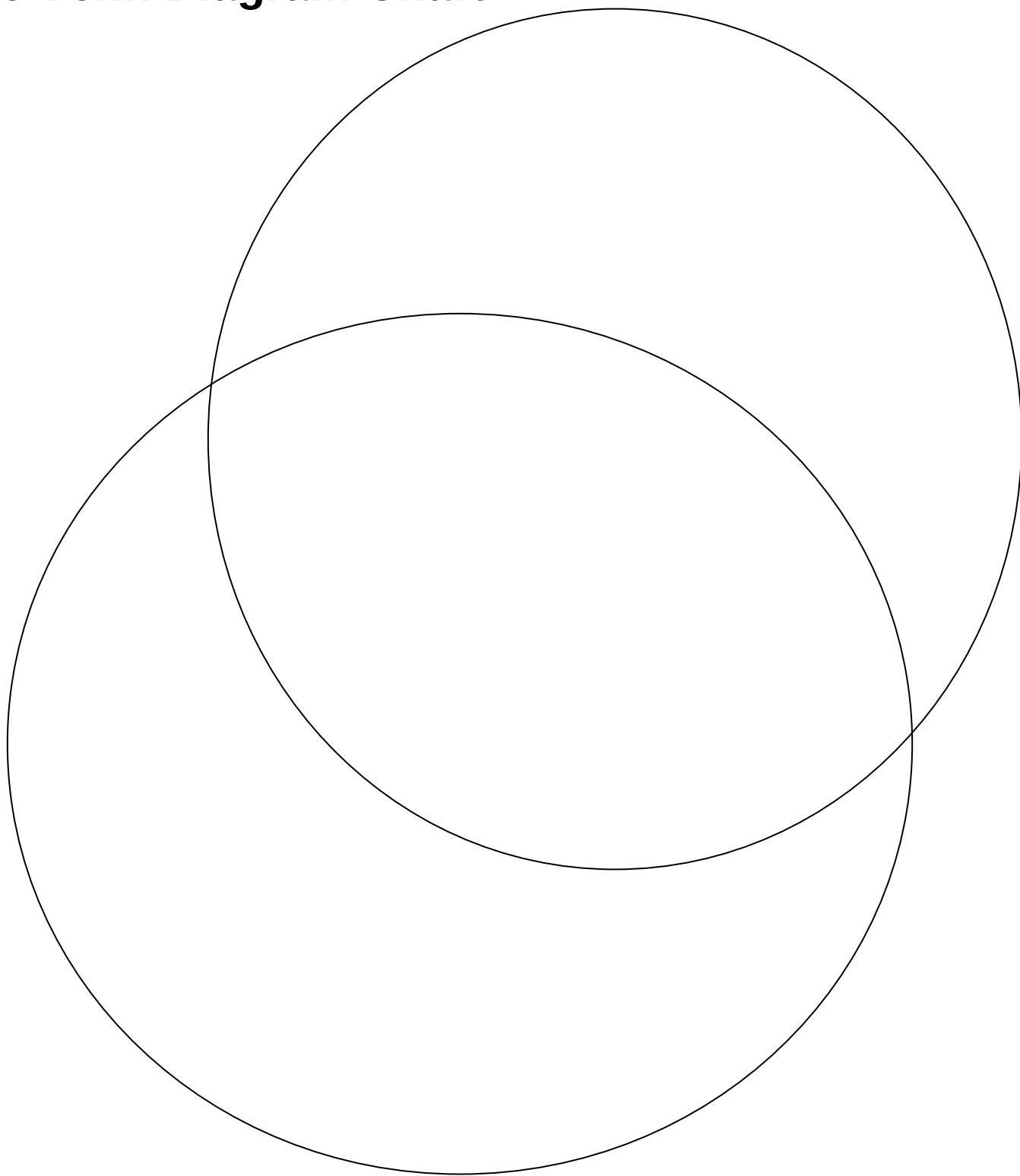
Katniss recognizes the Avox from a bad memory. **Why does Katniss feel the need to apologize to her and finally decide not to? How did the Avox show leadership skills in this situation? How could Katniss have shown leadership skills?** Reflect and analyze in paragraph about how Katniss feels towards the Avox. Make sure to support your answer with examples from the book.

#### 11. Close

Close by extending today’s lesson to life and the world.

---

## 6g6 Venn Diagram Chart



**Fill out the Venn Diagram Box**

1. Decide on 2 characters, or settings, or events, or other variables you wish to analyze in the story, chapter or segment you have read. Label each of the 2 circles.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 7*



### Outcomes for Today

---

#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What does it mean to be furious?

Furious is being extremely angry.

**What are some things that make you furious? Sometimes when we are furious, we make wrong decisions. How do act when you are furious?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|                  |             |              |                |              |
|------------------|-------------|--------------|----------------|--------------|
| arbitrarily (86) | barter (91) | amiable (92) | arrogance (95) | linger (100) |
|------------------|-------------|--------------|----------------|--------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

**Part 1 “The Tributes” p. 86-102**

| Setting         | Characters                                |
|-----------------|-------------------------------------------|
| Training Center | Katniss, Peeta, Haymitch, Rue, Gamemakers |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- Katniss and Peeta decide to train together. Katniss is with a bow and arrow, and Peeta’s strength is carrying heavy weights and wrestling.
- Haymitch advises them to not show their strengths while training with the other tributes, and they should be by each other’s side and get along.
- Katniss and Peeta begin training for the games. They learn new skills that will help them, but do not show their strengths.
- Rue, from District 11, seems to be spying on Katniss and Peeta.
- They are called out by the Gamemakers for private sessions. Katniss shows excellent shooting, and they barely pay attention. She becomes angry and sends an arrow to an apple in a pig’s mouth and startles the judges.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

**Map**

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

**KWL Chart**

Begin a KWL tribute on all the tributes including Katniss and Peeta. What do you know? What do you want to know? What do you learn about them?

**Postcard**

Send Prim a postcard from Katniss describing the Capitol and the training leading up to the games. On the other side, draw Katniss as she makes an impression upon the judges.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. What strengths do Katniss and Peeta have that will help them in the games?
2. Why do you think Haymitch wants Katniss and Peeta to appear as if they are friends? Are they being honest by showing friendship or deceitful?
3. What conflict is Katniss fighting within herself having to do with Peeta?
4. What strengths does Rue have? Why do you think she is spying on Peeta and Katniss?
5. Katniss becomes easily frustrated with the judges. How do you think this frustration will affect her later in the story?
6. Do you think Katniss over-reacted because she was frustrated or is her action justified?

### 9. Analyze Analyze the key paragraph.

---

#### Key Passage pg. 101

Suddenly I am furious, that with my life on the line, they don't even have the decency to pay attention to me. That I'm being upstaged by a dead pig. My heart starts to pound, I can feel my face burning. Without thinking, I pull an arrow from my quiver and send it straight at the Gamemakers' table. I hear shouts of alarm as people stumble back. The arrow skewers the apple in the pig's mouth and pins it to the wall behind it. Everyone stares at me in disbelief (101).

### EXTEND

### 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

---

Part of the Leadership Requires Engagement theme states that being a leader, "is making sure that the communities I am part of are better because I am in them." In this reading, Katniss becomes easily furious and acts without thinking. How could acting when furious affect you as a leader? Is there any way it could help you? When Katniss is furious is she making the community better? Can anyone when furious? **In one paragraph reflect on the questions and how you act when you are furious. In the second paragraph, research and discuss positive ways to deal with your anger. What could have Katniss done instead?**

### 11. Close Close by extending today's lesson to life and the world.

---

**KWL Chart: What You Know, Want to Know, and Learn****Materials:**

- KWL Chart

**Step One: Read the chapter or segment you wish to analyze****Step Two: Fill out the K [know] column: what do you know?**

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

**Step Three: Fill out the W [want] column: what do you want to know?**

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

**Step Four: Fill out the L [learned] column: what have you learned?**

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

**Step Five: Review the chart when it is complete**

## KWL Chart

| <b>K</b><br>What do you know? | <b>W</b><br>What do you want to know? | <b>L</b><br>What have you learned? |
|-------------------------------|---------------------------------------|------------------------------------|
|                               |                                       |                                    |

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 8*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is a confidant?

A confidant is a person with whom one shares a secret or private matter, trusting them not to repeat it to others.

**Who do you consider to be your confidant? What qualities do they have that make them a confidant?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|                     |                |                |               |                |
|---------------------|----------------|----------------|---------------|----------------|
| impulsiveness (103) | leniency (104) | mediocre (107) | pungent (109) | solitary (112) |
|---------------------|----------------|----------------|---------------|----------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Part 1 “The Tributes” p. 103-113

|                 |                |
|-----------------|----------------|
| Setting         | Characters     |
| Training Center | Katniss, Peeta |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- Katniss feels as if she disappointed the Gamemakers and will receive a bad score. Peeta and Katniss receive their scores and neither of them did badly.
- Each tribute receives a score from the Gamemakers based on their performance. The score is used as a guess to determine how well they will do and to help with the betting.
- Katniss begins to remember Gale and when they first met. They both lost their father’s in the same explosion. They shared their knowledge and became a great hunting team.
- Katniss compares her relationship with Gale to her relationship with Peeta.
- Katniss and Peeta will begin preparing for their televised interviews, however Peeta has asked for them to train separately from now on.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Postcard

Create two postcards from Katniss to Prim and Gale from the Capitol. Pay attention to how much detail and truth Katniss would tell Prim versus Gale.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. How are the tributes judged by the Gamemakers? How and for what are their scores used?

2. When is it right to judge someone? Is it ever right? Should we judge someone on one experience?
3. How does Katniss justify her actions with the Gamemakers from her perspective? How do the others view it?
4. What issue arises at the end of the reading? What further conflicts do you foresee arising from this issue?
5. What similarities and differences are there between Katniss and Peeta's relationship and Katniss and Gale's relationship?

## 9. Analyze Analyze the key paragraph.

---

### Key Passage pg. 112

Gale gave me a sense of security I'd lacked since my father's death. His companionship replaced the long solitary hours in the woods. I became a much better hunter when I didn't have to look over my shoulder constantly, when someone was watching my back. But he turns into so much more than a hunting partner. He became my confidant, someone with whom I could share thoughts I could never voice inside the fence. In exchange, he trusted me with his. Being out in the woods with Gale...sometimes I was actually happy (112).

## EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss considers Gale to be her confidant. **What qualities does she use to describe her relationship with Gale? Do you think a leader should be a good a confidant? Why or why not? What qualities do a leader and confidant have in common?** In a paragraph, answer these questions and analyze the relationship Katniss has with Gale to one that a leader has with their followers.

## 11. Close Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 9*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is betrayal?

It is to be disloyal, not showing constant support or allegiance.

#### How do you deal with betrayal?

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|             |                 |                 |                  |                   |
|-------------|-----------------|-----------------|------------------|-------------------|
| banal (115) | intrigued (116) | agonizing (118) | infinitely (121) | provocative (125) |
|-------------|-----------------|-----------------|------------------|-------------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

**Part 1 “The Tributes” p. 114-130**

|                 |                                        |
|-----------------|----------------------------------------|
| Setting         | Characters                             |
| Live interviews | Katniss, Peeta, Haymitch, Cinna, Effie |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- Haymitch must prepare Katniss for the live interview. However, neither of them knows how to present her without her showing her anger and hatred towards everyone.
- The Avox finds Katniss crying in her room and Katniss apologizes for not saving her, and the Avox shows her that there was nothing she could have done.
- Cinna makes Katniss look beautiful for the interview, and advises her to pretend she is talking to Cinna during the interview.
- Katniss does very well on her interview. Peeta pulls in the crowd from the beginning and admits to having a crush on Katniss.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Sketch

Sketch Katniss going to the interview. Pay attention to all the details Cinna puts into developing her outfit.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. How do you think Katniss should present herself in the interview? Explain.
2. What choice would you have made when you saw the Avox in the woods? How do you think Katniss and/or the Avox would support Katniss’s actions?
3. Do you think the Avox felt betrayed by Katniss at one point?

4. How does Katniss do in her interview? What kinds of questions were asked of her?
5. What issue arises at the end of the reading between Peeta and Katniss? What further conflicts do you foresee arising from this issue?
6. Do you think Katniss has a right to feel betrayed by Peeta? Why or why not?

### 9. Analyze Analyze the key paragraph.

---

#### Key Passage pg. 114

Betrayal. That's the first think I feel, which is ludicrous. For there to be betrayal, there would have to have been trust first. Between Peeta and me. And trust has not been part of the agreement. We're tributes. But the boy who risked a beating to give me bread, the one who steadied me in the chariot, who covered for me with the redheaded Avox girl, who insisted Haymitch know my hunting skills...was there some part of me that couldn't help trusting him? (114).

### EXTEND

### 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss feels betrayed by Peeta. **How has Peeta betrayed Katniss? Do you think Katniss has betrayed Peeta? Do you think it is common for leaders to have people who betray them? What do you think a leader should do in this situation? How should Katniss handle the situation?** In an explanatory paragraph, answer these questions and explain how Katniss and Peeta's relationship has taken a turn.

### 11. Close Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 10*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is identity?

The fact of being whom or what a person is.

#### How do people find an identity? What are ways to find your identity?

#### How would someone lose his or her identity?

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|                  |               |              |               |                  |
|------------------|---------------|--------------|---------------|------------------|
| entourages (134) | fatigue (139) | barren (140) | anxious (140) | delectable (144) |
|------------------|---------------|--------------|---------------|------------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Part 2 “The Games” p. 133-147

|                 |                          |
|-----------------|--------------------------|
| Setting         | Characters               |
| Training Center | Katniss, Peeta, Haymitch |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- Katniss gets mad at Peeta for professing his love to her. Haymitch told her it was a good strategy because it made her look desirable and loveable. After, she feels guilty for being mad at Peeta.
- Haymitch advises them to run as far as possible when the gong sounds, to put distance between themselves and others, and to find a source of water.
- Peeta and Katniss find each other on the rooftop. Katniss is worried about tomorrow. Peeta is worried about having a noble death.
- Katniss is prepared for the games while Cinna dresses her. Cinna says if he could bet, he would bet on her.
- The seventy-fourth Hunger Games begin.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Poster

Develop a poster for the Opening of the 74<sup>th</sup> Hunger Games. Include details that you have learned about the Games to include on the poster. Also, be sure to include details about the participating tributes.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Do you think Peeta’s love confession was genuine? Or do you think it was purely a strategy? Why or why not?

2. What are all the possible reasons of why Katniss is upset about this love confession?
3. What would you be thinking about the night before the Hunger Games if you were one of the tributes?
4. How do others prepare Katniss for the Hunger Games? How does she prepare herself?
5. Do you think the relationship Katniss and Cinna have developed is a genuine one?
6. How do you think the relationship between Katniss and Peeta will change once the games begin?

### 9. Analyze

Analyze the key paragraph.

---

#### Key Passage pg. 141

"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 I'm not" (141).

### EXTEND

#### 10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

---

Peeta tells Katniss in this reading that he would like to die as himself. He does not want the games or the Capitol to change him or own him. **What do you think Peeta means by this? How is Peeta taking in his new community and using it to discover more about his identity? How does Katniss perceive this? Do you agree or disagree with his feelings?** In a paragraph reflect on Peeta's thoughts and how he is feeling. Make sure to answer the questions above in a thorough and thoughtful answer.

#### 11. Close

Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 11*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---

Gather background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is an alliance?

It is a union or association formed for mutual benefit.

### 2. Word Wall

---

Here are five vocabulary words to teach and add to the Word Wall.

|                   |                 |            |                |                   |
|-------------------|-----------------|------------|----------------|-------------------|
| adversaries (149) | condenses (150) | void (151) | illusion (152) | dehydration (154) |
|-------------------|-----------------|------------|----------------|-------------------|

## READ

### 3. Review

---

Review the timeline from the beginning every day.

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**Part 2 “The Games” p. 148-160**

|           |                                |
|-----------|--------------------------------|
| Setting   | Characters                     |
| The Arena | Katniss, Peeta, other tributes |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

- Katniss runs toward the Cornucopia, after being advised not to. She is able to get some supplies but is also charged after by the girl from District 2.
- Cannons shoot off to announce how many tributes have died. Eleven die on the first day. Katniss worries about Peeta.
- Katniss looks at all her supplies and has some food. She still does not have a water source. She sets up camp in a tree.
- Every night the tributes that died that day are projected in the sky for all to see. Peeta survives the first day.
- A tribute lights a fire at night and another pack of tributes kill her. Alliances have begun to form. Peeta is part of this alliance.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

### Sketch

Draw the cornucopia. Some things that may be included are the tributes, supplies, deaths, and Katniss’s interaction with the girl from District 2.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

### Key Questions

1. Do you think Katniss trusts Haymitch?
2. Where would you have gone when the gong went off? Why or why not?
3. What kind of feelings do you think arise in the tributes when the cannons go off? When the faces are projected in the sky?

4. Do you think murder feels the same when it is a means of survival versus intentional?
5. What kind of supplies does Katniss have? What is she missing? What do you think is the most valuable supply to have?
6. If you were in the games would you form an alliance? Or remain alone?
7. Now Katniss that knows Peeta is part of an alliance, what problems do you see arising?
8. Do you think Katniss feels betrayed by Peeta again because he has formed an alliance?

## 9. Analyze Analyze the key paragraph.

---

### Key Passage pg. 160

An argument breaks out until one tribute silences the others. "We're wasting time! I'll go finish her and let's move on!"

I almost fall out of the tree. The voice belongs to Peeta (160).

## EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

---

Peeta joins an alliance with other tributes in this reading, and Katniss finds out about it. The theme states, "Leaders develop and dedicate their talents to promote the common good. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of."

**By Peeta joining an alliance, is he following what a leader should do? Is he promoting a common good? Is he making the community he is part of better because he is a part of them?** In an informative paragraph answer these questions and explain what you think Peeta's motive is behind this alliance? What problems could arise out of this?

## 11. Close Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 12*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is backstabbing?

It is the action or practice of criticizing someone in a treacherous manner while feigning friendship. How do you feel when someone stabs you in the back? What are some negative ways people react to backstabbing? What are some positive ways to react to it?

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|                 |                |                 |                |               |
|-----------------|----------------|-----------------|----------------|---------------|
| foresight (161) | exertion (163) | perplexed (164) | distress (167) | abstain (170) |
|-----------------|----------------|-----------------|----------------|---------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Part 2 “The Games” p. 161-171

|           |                                |
|-----------|--------------------------------|
| Setting   | Characters                     |
| The Arena | Katniss, Peeta, other tributes |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- When Peeta walks away, the alliance discusses that keeping him alive for now is important to find Katniss. He has not told them her skill strength. Katniss acts as if she knows what is going on with Peeta, and is one step ahead.
- Katniss cannot find water and is beginning to suffer from the side effects of dehydration.
- Katniss wants Haymitch to send her water, but he does not. She concludes that he does not send it because she must be near it.
- Katniss falls down, from dehydration, in mud. She smells pond lilies, which lead her to water.
- Katniss falls asleep in a tree, but is awakened by a fire moving in her direction.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Open Mind Portrait

Add to Katniss’s OPM

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. What are the alliance’s motives for keeping Peeta in the group?
2. What morals is this alliance lacking? What strengths does the alliance have? Do the strengths outweigh their weaknesses?
3. Why do you think Katniss acts like she is aware of what Peeta is doing to the audience? Do you think this is a good strategy?

4. What are some of the side effects Katniss experiences from dehydration?
5. In this reading, what clues and assumptions does she make to lead her to water?
6. What do you think caused the fire approaching her?
7. What do you predict will happen in the next chapter?

## 9. Analyze Analyze the key paragraph.

---

### Key Passage pg. 162

“Why don’t we just kill him now and get it over with?”

“Let him tag along. What’s the harm? And he’s handy with that knife.”

Is he? That’s news. What a lot of interesting things I’m learning about my friend Peeta today.

“Besides, he’s our best chance of finding her.”

It takes me a moment to register that the “her” they’re referring to is me (162).

## EXTEND

### 10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

---

In this reading, the alliance admits to only keeping Peeta alive to find Katniss. Right now, the alliance can almost be seen as a group of leaders in the games. There are both good leaders and bad leaders. The theme states, “Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement.” **In what ways, can the alliance be portrayed a “good leader” and “bad leader”? Is the alliance promoting the common good? Are their motives good?** In an informative paragraph answer these questions. Return to Day 12’s writing prompt and revise and/or add to what you think Peeta’s motive is for being part of this alliance. Has your reason changed? Why or why not?

### 11. Close Close by extending today’s lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 13*



### Outcomes for Today

---

#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is a motive?

It is a reason for doing something, especially one that is hidden or not obvious.

#### Can motives be bad and good?

#### What causes people to have good motives? Bad motives?

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|                |                      |                  |                   |             |
|----------------|----------------------|------------------|-------------------|-------------|
| parallel (174) | transformation (176) | manipulate (177) | consolation (181) | fiend (182) |
|----------------|----------------------|------------------|-------------------|-------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Part 2 “The Games” p. 172-184

|           |                                |
|-----------|--------------------------------|
| Setting   | Characters                     |
| The Arena | Katniss, Peeta, other tributes |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- The Gamemakers make events happen when the game gets boring or to drive the tributes together.
- Fireballs begin to shoot out, and Katniss must avoid them or die. A fireball hits her right calf.
- Katniss is drowsy and in pain. She is unable to move on, but is forced to because the Careers are approaching.
- Katniss climbs a tree to hide from them, but then calls down to them when she realizes they are too heavy to climb up.
- Two tributes try to reach her but fail, and they stop trying for the night. Katniss sees Rue watching her and she points to something.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Comic Strip

Make a comic strip with 6 scenes describing Katniss’s first adventure with the Gamemaker’s special effects, the fireballs.

\*\*This may be done on construction paper, PowerPoint or Comic Life

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Who started the fire? What is the point of it? Does the plan work?
2. What other characteristics of the Hunger Games have made them unfair?

3. How is Katniss harmed in the fire? How does this wound affect her performance? How could it affect her in the long run?
4. Do you think Katniss's idea of climbing into a tree to avoid the Careers was a wise decision? Why or why not?
5. What strategies do the Careers use to get Katniss? Are they successful?
6. Who does Katniss see in the darkness?
7. What do you think Rue is pointing to?

## 9. Analyze Analyze the key paragraph.

---

### Key Passage pg. 183

"The careers regroup on the ground and I can hear them growling conspiratorially among themselves, furious I have made them look foolish. But twilight has arrived and their window of attack on me is closing. Finally, I hear Peeta say harshly, "Oh, let her stay up there. It's not like she's going anywhere. We'll deal with her in the morning" (183).

## EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

---

With this chapter ending in suspense, Katniss finds herself in a tough predicament and Peeta buys her time. **What are Peeta's motives behind buying her time? Do you think he is doing this for the "common good" or to truly help the Careers kill her? What do you think Katniss views Peeta's motive as?** In an informative paragraph answer these questions. Return to your previous writing prompt and revise and/or add to what you think Peeta's motive is for being part of this alliance. Has your reason changed? Why or why not?

## 11. Close Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 14*



### Outcomes for Today

---

#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is a friend?

A friend is a person whom one knows and with whom one has a bond of mutual affection, typically exclusive of sexual or family relations.

**Who do you consider your friends? What makes them your friends? What are some reasons people befriend other?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|                      |                  |             |                 |                  |
|----------------------|------------------|-------------|-----------------|------------------|
| hallucinations (185) | formulated (176) | probe (188) | penetrate (189) | eradicated (192) |
|----------------------|------------------|-------------|-----------------|------------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Part 2 “The Games” p. 185-194

|           |                                         |
|-----------|-----------------------------------------|
| Setting   | Characters                              |
| The Arena | Katniss, Peeta, Rue, and other tributes |

## RESPOND

**5. Timeline** Agree on the facts in today's reading and list the 3-5 most important on the timeline.

---

- Rue points out a tracker jacker nest.
- Katniss receives a parachute with medicine attached from her sponsors.
- Katniss saws off the nest, but three tracker jackers reach her before it goes down. The tracker jackers attack some of the Careers, while some get away.
- Katniss returns to the site to retrieve the bow and arrow from Glimmer's dead body. The side effects from the stings make her wobbly and hallucinate, and she is unable to run away.
- Peeta sees her first and tells her to get out of there. As she is leaving, Cato arrives.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Sketch

Sketch the tracker jacker. What do you think it looks like? How big is it? What color is it?

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Why do you think Rue helps Katniss? What kind of person is Rue?
2. What do the sponsors send Katniss? Why do you think they sent it at this time? Do you think they have sent anything to Peeta?
3. How do you think Haymitch decides whether to send packages to Peeta or Katniss?
4. How does Katniss get away from the Careers?

5. What side effects do people experience if stung by tracker jackers?
6. Why does Katniss return to Glimmer's dead body? Do you think this was a wise decision?
7. Who saves Katniss? Why?
8. What do you think happened to Peeta after she got away?

## 9. Analyze

Analyze the key paragraph.

---

### Key Passage pg. 193

"What are you still doing here?" he hisses at me. I stare uncomprehendingly as a trickle of water drips off a sting under his ear. His whole body starts sprinkling as if he's been dipped in dew. "Are you mad?" He's prodding me with the shaft of a spear now. "Get up! Get up!" I rise, but he's still pushing at me. What? What is going on? He shoves me away from him hard. "Run!" he screams. "Run!" (193).

## EXTEND

### 10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

---

This chapter ends with Peeta saving Katniss from Cato. As Katniss discovers, so do we, Peeta saves her life. We discover his motive the whole time behind joining the alliance. **What is his motive? Why do you think he wants to save Katniss? How must he feel about Katniss? Was he following the motive of being a leader this whole time? How so?** Return to your previous writing prompt, and write a conclusion paragraph answering these questions.

### 11. Close

Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 15*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is motivation?

It is the reason or reasons one has for acting or behaving in a particular way. It is the general desire or willingness of someone to do something.

Why do we need motivation? How do people use motivation? When do we need motivation the most? How do people sometimes use motivation negatively?

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|                |             |               |              |                   |
|----------------|-------------|---------------|--------------|-------------------|
| manifest (195) | vivid (195) | imagery (195) | feeble (195) | prestigious (203) |
|----------------|-------------|---------------|--------------|-------------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Part 2 “The Games” p. 195-207

|           |                 |
|-----------|-----------------|
| Setting   | Characters      |
| The Arena | Katniss and Rue |

## RESPOND

**5. Timeline** Agree on the facts in today's reading and list the 3-5 most important on the timeline.

---

- After Katniss finishes hallucinating, she wonders why Peeta saved her.
- Katniss now has a bow and arrow, which helps her hunt for food and brings a new motivation towards winning the games.
- Rue accepts Katniss's offer to be her ally. Rue is from District 11, the district of agriculture, and Katniss finds out that they are not allowed to eat the crops and get whipped publicly.
- Rue helps Katniss discover the glasses in her bag help her see everything clearly at night.
- Rue informs Katniss that Peeta is no longer with the Careers and that they have plenty of supplies by the lake. Katniss comes up with an offensive plan.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

### 4g6 Character Profile Chart

Begin a Character Profile Chart on Peeta

### Sketch

Sketch a portrait of Rue as the book describes her.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Why do you think Peeta saved Katniss?
2. What kind of strength and skills do the bow and arrows give Katniss?
3. What do the bow and arrow symbolize so far?

4. Why do you think Rue becomes allies with Katniss? What are the pros and cons to this?
5. Are Rue and Katniss now responsible for each other's lives? How would you feel if you were responsible for someone else's life?
6. Describe what you have learned about District 11 so far.
7. What do the glasses in Katniss's bag do? How could these help her in the future?
8. What do you think Katniss's plan of attack is?

### **9. Analyze** Analyze the key paragraph.

---

#### **Key Passage pg. 197**

"The weapons give me an entirely new perspective on the Games. I know I have tough opponents left to face. But I am no longer merely prey that runs and hides or takes desperate measures. If Cato broke through the trees right now, I wouldn't flee. I'd shoot. I find I'm actually anticipating the moment with pleasure" (197).

### **EXTEND**

### **10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

---

The bow and arrow give Katniss motivation. They point out a skill and talent of hers. How do you think Katniss will develop and dedicate her talents with the bow and arrow to promote the common good? How does she use the bow and arrow back home to promote the common good? What do the bow and arrow symbolize for Katniss? In a reflective paragraph answer the questions. Be sure to support your thoughts and inferences with examples from the book.

### **11. Close** Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 16*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

**How do people use each other or others? Is it ever good to use others? Is using others being resourceful or manipulative? How so?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|               |              |                  |                 |              |
|---------------|--------------|------------------|-----------------|--------------|
| perches (209) | ordeal (210) | rendezvous (213) | replenish (214) | betray (217) |
|---------------|--------------|------------------|-----------------|--------------|

## READ

### 3. Review Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**Part 2 “The Games” p. 208-221**

|           |                                |
|-----------|--------------------------------|
| Setting   | Characters                     |
| The Arena | Katniss, Peeta, other tributes |

## RESPOND

**5. Timeline** Agree on the facts in today's reading and list the 3-5 most important on the timeline.

- The Careers have the boy from District 3 watching their supplies that are out in the open.
- Before they execute the plan, Katniss leaves Rue with food and wood. They hug each other before heading their own way.
- Rue sets the first fire and the Careers head out towards it. Katniss realizes the supplies are booby trapped when she watches Foxface take supplies.
- Katniss overhears Cato talking about how he wounded Peeta badly.
- Katniss figures out the supplies have mines around them. She breaks open a bag of apples that fall to the ground and set off the mines.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

### Add to the OMP of Katniss

#### Open Mind Portrait

Create an OMP for Rue

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

### Key Questions

1. Who watches over the supplies? Do you think this person is truly an ally or being used?
2. Is it right to use someone when it is for your own gain or survival?
3. Why do you think it is difficult for Katniss and Rue to leave each other?

4. How does Katniss infer that the supplies are booby-trapped? Does her inference come out correct?
5. What information does Katniss gather about Peeta? What do you think will happen to Peeta now that he is injured? How do you think Katniss feels when she hears this information?
6. Do you think Katniss should be just as responsible for Peeta's life as she is for Rue's?
7. Describe the plan from beginning to end of how Katniss and Rue were able to get rid of the supplies.

## **9. Analyze** Analyze the key paragraph.

---

### **Key Passage pg. 217**

An argument breaks out. It's loud enough for me to hear that it concerns whether or not the boy from district 3 should stay or accompany them.

"He's coming. We need him in the woods, and his job's done here anyway. No one can touch those supplies," says Cato (217).

## **EXTEND**

## **10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss discovers that the boy from District 3 set up mines around the Careers' supplies. Do you think the Careers used the boy from District 3 to be resourceful or to be manipulative? Do you think they view him as a true ally and asset to their team or only used him for their own personal gain? Why do you think the boy from District 3 agreed to building the mines? Is the boy from District 3 an example of a leader? Is he using his talents to promote the common good and/or to make the community better? Does he have a choice? In an informative paragraph answer these questions and explain the reasons for your thoughts.

## **11. Close** Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 17*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

**Have you ever had to make a decision that was best for you but not so great for someone else? How did you feel? Why did you choose to put yourself first? Is it always right to put yourself first in these situations?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|               |                      |                   |                |                |
|---------------|----------------------|-------------------|----------------|----------------|
| salvage (222) | understatement (223) | fragmenting (227) | famished (228) | decadent (230) |
|---------------|----------------------|-------------------|----------------|----------------|

## READ

### 3. Review

Review the timeline from the beginning every day.

---

### 4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

#### Part 2 “The Games” p. 222-232

|           |                                       |
|-----------|---------------------------------------|
| Setting   | Characters                            |
| The Arena | Katniss, Rue, Cato and other tributes |

## RESPOND

### 5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

---

- Katniss gets injured during the explosion. There is blood coming from her ear and she cannot hear out of it.
- Cato and the Careers return to the site and angrily kill the boy from District 3.
- Katniss is dizzy from her injury and sleeps through the night. When she awakes, she goes to meet with Rue.
- Katniss waits for Rue at the first meeting spot but she does not show. She goes to look for her.
- Katniss knows something has gone wrong. She goes to look for Rue, hears her scream, and arrives in time to see her caught in a net and killed.

### 6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

#### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

### 7. Activity

Explore the reading more deeply with a visual or oral language activity.

---

#### Open Mind Portrait

Continue to add bubbles to Katniss's OPM. How is she feeling?

#### 4g6 Character Profile Chart

Create a character profile chart for Katniss

### 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

---

#### Key Questions

1. Do you think this plan made a meaningful contribution to the community? To the Games?

2. Now that Rue has been killed, how do you think Katniss will deal with this? How will she proceed in the Games? Do you think Katniss is responsible for Rue's death?
3. Why do you think the author chose to have Rue killed at this point?
4. Was the plan worth it? At this point, what is more important-blowing up the supplies or Rue's life?
5. How do you think Cato would tell this chapter from his point of view?
6. Where do you think Peeta is? What do you think will happen to him?

### 9. Analyze Analyze the key paragraph.

---

#### Key Passage pg. 232

"When I break into the clearing, she's on the ground, hopelessly entangled in a net. She just has time to reach her hand through the mesh and say my name before the spear enters her body" (232).

### EXTEND

#### 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

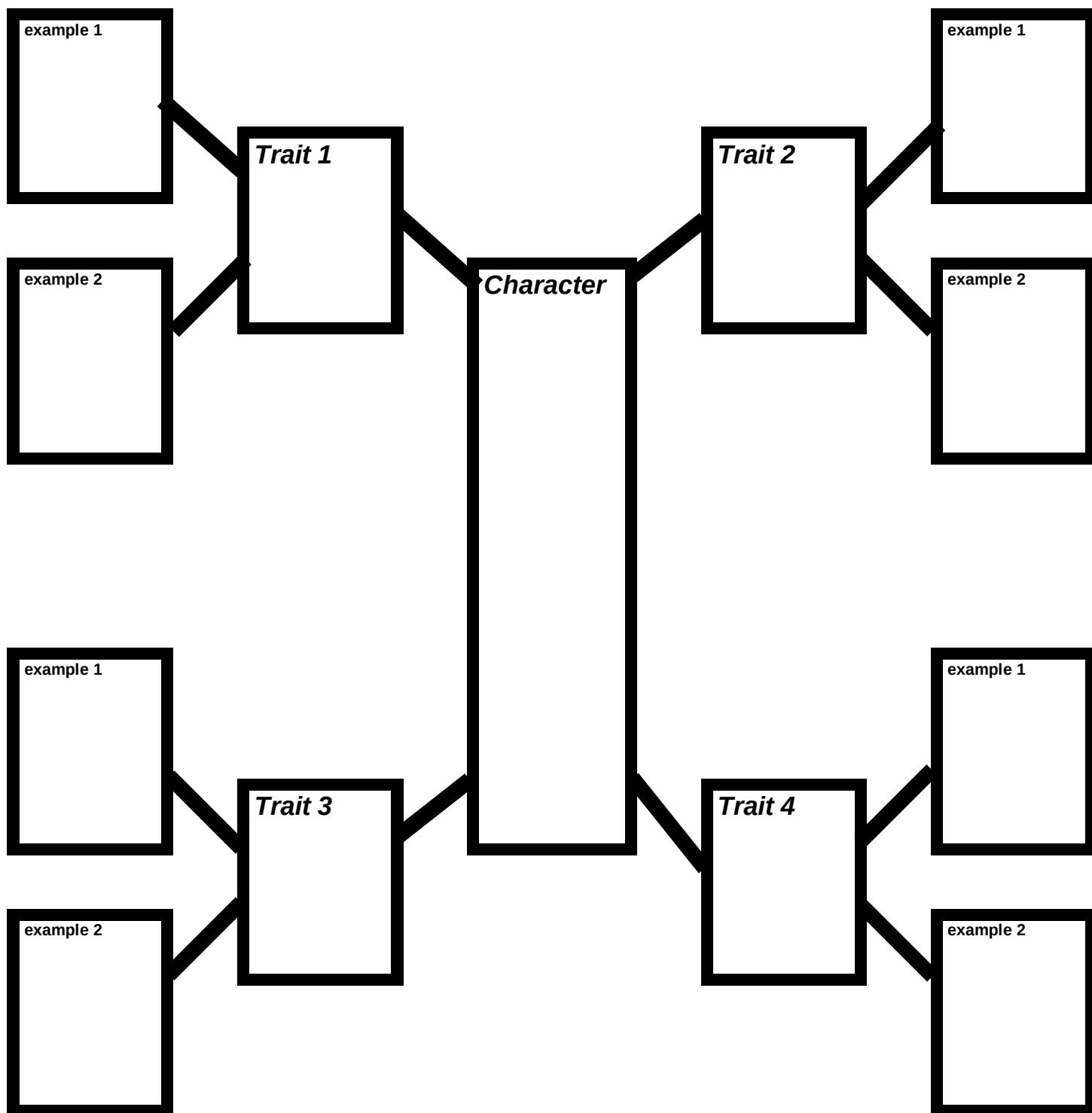
---

Katniss believed that by blowing up the supplies she was using her skills to better the Games for Rue and herself. However, things did not go her way and the success of the plan came at a great loss. **How do you think Katniss feels about Rue dying because of this plan? Do you think situations like this happen often where the leader wins but someone else loses? When making these decisions, what kinds of questions should leaders ask themselves?** In a paragraph, answer the questions with thorough explanations as support.

#### 11. Close Close by extending today's lesson to life and the world.

---

# 4g6 Character Profile Chart



***Fill out the Character Profile Chart on each character you wish to analyze***

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down in one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 18*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is power?

It is the ability to do something or act in a particular way, especially as a faculty or quality. It is also the capacity or ability to direct or influence the behavior of others or the course of events.

How do others have power over us? In what ways do we have power? How is power used to the disadvantage and advantage of others?

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|             |               |              |               |              |
|-------------|---------------|--------------|---------------|--------------|
| cloak (235) | inflict (236) | novice (238) | infuses (240) | avenge (242) |
|-------------|---------------|--------------|---------------|--------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Part 2 “The Games” p. 233-244

|           |                                   |
|-----------|-----------------------------------|
| Setting   | Characters                        |
| The Arena | Katniss, Rue, Boy from District 1 |

## RESPOND

**5. Timeline** Agree on the facts in today's reading and list the 3-5 most important on the timeline.

---

- Katniss kills the boy from District 1 who put the spear through Rue.
- As Rue is dying, Katniss sings to her and tells her she will win for the both of them. Katniss decorates her with flowers so she may leave the Games beautifully.
- District 11 sends Katniss a loaf of bread to show thanks for her loyalty to Rue.
- Katniss is running low on food and begins to hunt.
- A new rule is announced. If two tributes from the same district are the last ones alive, then both can win.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

### Obituary

An obituary is a notice of a death, especially in a newspaper, typically including a brief biography of the deceased person. Create an obituary for Rue. What would Katniss say about her? What would people from District 11 say about her?

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

### Key Questions

1. Since the boy from District 1 killed Rue, is it right that Katniss killed him? Was he wrong in killing Rue or was it right since he was trying to survive?
2. What does Katniss promise Rue before she dies? Do you think Katniss will follow through with this promise?
3. Why do you think Katniss decorated Rue's body? What does this symbolize? What message was she trying to get out?

4. Do you think the Capitol televised Rue's death? Why or why not?
5. Why is Katniss angry with the Capitol for Rue's death? What is she determined to do about Rue's death?
6. What did District 11 send Katniss? Why do you think they did this? Do you think this was the right thing to do?
7. Now that the new rule has been announced, what do you think will happen next?
8. Whether or not this new rule was made, do you think Katniss should have had an understood alliance with Peeta?

## 9. Analyze

Analyze the key paragraph.

---

### Key Passage pg. 237

"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 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" (237).

## EXTEND

### 10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss now understands what Peeta meant when he said he wanted to show the Capitol that they do not own him. With Rue's death, she now feels the same way. **Why does Katniss feel this way? What other emotions are going through Katniss at this time? What does she do to show the Capitol she still has some power left? How can we relate this situation to our own lives? How do others have power over us and what do we do to take some power back?** In two paragraphs, discuss why Katniss is feeling anger towards the Capitol and its power. In the second paragraph, relate Katniss's situation to your own by answering the second set of questions. Afterwards compare and contrast both situations.

### 11. Close

Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 19*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is romance?

It is a feeling of excitement and mystery associated with love. Do there need to be romantic feelings before dating?

#### What is love?

Love is a deep feeling of intense affection.

Is it ethically acceptable to love an object, or to love oneself? Is love to oneself or to another a duty? Should the ethically minded person aim to love all people equally? Is partial love morally acceptable or permissible (that is, not right, but excusable)?

Should love only involve those with whom the agent can have a meaningful

relationship?

## 2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

|                  |               |              |                 |              |
|------------------|---------------|--------------|-----------------|--------------|
| condemning (247) | descend (245) | hoarse (252) | alleviate (255) | lethal (258) |
|------------------|---------------|--------------|-----------------|--------------|

## READ

### 3. Review

Review the timeline from the beginning every day.

### 4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

#### Part 3 “The Victor” p. 247-261

|           |                   |
|-----------|-------------------|
| Setting   | Characters        |
| The Arena | Katniss and Peeta |

## RESPOND

### 5. Timeline

Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

- Katniss finds Peeta by the stream, camouflaged to the ground, and badly injured.
- Katniss washes him off and works on his burns and tracker jacker stings first. She realizes he has a fever.
- Peeta’s gash is inflamed and infected. There is pus coming out of it and it smells. Katniss tries to make it better, but does not know how.
- Katniss helps Peeta get to a cave where he can lay down and hide from the others.
- Peeta is very weak and to stop him from dozing off she kisses him. Haymitch sends a pot of broth. Katniss realizes they want romance not just a kiss.

### 6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

#### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

### 7. Activity

Explore the reading more deeply with a visual or oral language activity.

#### Survival Kit

Build a survival kit for the Hunger Games. If you could take 5 items with you to the games, what would you take? Draw a backpack with these 5 items inside.

### 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

### Key Questions

1. Do you think Katniss made the right decision by going to look for Peeta? Do you think she should have saved herself and won the games alone?
2. In what condition does she find Peeta?
3. Why do you think Katniss chooses to stay and help Peeta? Is it for her self-guilt of wanting to pay him back or because she truly cares about him?
4. Peeta keeps asking for a kiss. Why does Katniss finally give it to him? Do you think this right?
5. Katniss has to play the role of being in love with Peeta. Do you think she is playing or really has feelings for him?
6. If she is playing a role, is it right to do so? Does she have a choice?

### 9. Analyze

Analyze the key paragraph.

---

### Key Passage pg. 261

“And he’s right. If I want to keep Peeta live, I’ve got to give the audience something more to care about. Star-crossed lovers desperate to get home together. Two hearts beating as one. Romance” (261).

## EXTEND

### 10. Write

Have each student write a short product based on today’s prompt to connect to the unit theme.

---

Katniss finds Peeta badly injured and very ill. He keeps asking for a kiss, but she does not respond until she thinks he is dying. **Does Katniss kiss Peeta because she really has feelings for him or does she do it to save him? She knows the audience wants romance, but is she willing to act on it because the feelings are true or to survive? Does she have feelings and not know it yet? Is she developing a talent to promote the common good? What do you think about her decision? Is it right or wrong?** Reflect on these questions a response to the chapter. Be sure to answer the questions, describe what they made you wonder about, and what you learned or what conclusion you came to by the end of the chapter.

### 11. Close

Close by extending today’s lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 20*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

### PREPARE

#### 1. Background

---

Gather background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

**Is survival more important than the crime of murder?**

**When should you put your own life before others?**

#### 2. Word Wall

---

Here are five vocabulary words to teach and add to the Word Wall.

|             |               |              |                 |                  |
|-------------|---------------|--------------|-----------------|------------------|
| scowl (265) | carcass (269) | mauled (270) | stalemate (275) | hysterical (276) |
|-------------|---------------|--------------|-----------------|------------------|

### READ

#### 3. Review

---

Review the timeline from the beginning every day.

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

**Part 3 “The Victor” p. 262-277**

|           |                   |
|-----------|-------------------|
| Setting   | Characters        |
| The Arena | Katniss and Peeta |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

- Katniss and Peeta watch over each other as they sleep.
- Peeta’s wound is getting worse.
- Katniss tells a story about one of the happiest times in her life. The story is about a time she brought home a goat for Prim.
- Claudius Templesmith announces that they will be having a feast where something they desperately need will be waiting for them. Katniss wants to go, but Peeta threatens to follow her if she does.
- Haymitch sends her sleeping syrup. Katniss gives it to Peeta so she can go to the feast.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

### Advertisement

Create a visual advertisement for the sleeping syrup that Haymitch sent to Katniss for Peeta.

### 4g6 Character Profile Chart

Build a character profile chart for Peeta

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

### Key Questions

1. How has Peeta’s condition worsened or progressed?
2. Why does Peeta want to hear a happy story? What do you think this does for him? What does it do for Katniss?

3. What announcement does Claudius Templesmith make? How does this change the current situation?
4. How do the games continue to be unfair?
5. Why do you think Haymitch sent sleeping syrup? What is Haymitch hoping will happen? Do you feel like he is part of the Capitol's plan to make the games interesting or do you think he genuinely wants to save Peeta? Does he have a say against the gamemakers?
6. Do you agree with Katniss's decision to put Peeta to sleep so she could go to the feast?
7. What do you think will happen at the feast?

### 9. Analyze Analyze the key paragraph.

---

#### Key Passage pg. 263

"I spend all night, half-sitting, half-lying next to Peeta, refreshing the bandage, and trying not to dwell on the fact that by teaming up with him, I've made myself far more vulnerable than when I was alone. And still I came after him. I'm just going to have to trust that whatever instinct sent me to find him was a good one" (263).

### EXTEND

#### 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss realizes she has put herself in a worse predicament by trying to save Peeta. She hopes that her decision was a good one. What do you think about this whole situation? Is it better to give up one's own life for their fellow Tribute, or is it more important to defend yourself? What would you do, given the same situation? Is survival more important than the crime of murder? **In a reflective response, dive into the questions. Focus on Katniss's motives then dwell into what you would do and your motives.**

#### 11. Close Close by extending today's lesson to life and the world.

---

**Advertisement****Materials:**

- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

**Step One: Make a list of the details of the property**

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading about the item you are advertising.

**Step Two: Write an ad with a clear illustration**

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the item.

**Variations for the Ad**

1. Write the ad as if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals.  
Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 21*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is dignity?

It is the state or quality of being worthy of honor or respect.

**Is dignity self-determined or based on the way others react to him or her?**

**Can one's dignity be affected by the way one is treated?**

**Can dignity belong to the person but at the same time be something that can be lost or destroyed?**

## 2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

|                |                  |               |                |              |
|----------------|------------------|---------------|----------------|--------------|
| vicinity (278) | fatalities (279) | ominous (282) | sadistic (289) | futile (289) |
|----------------|------------------|---------------|----------------|--------------|

## READ

### 3. Review

Review the timeline from the beginning every day.

## 4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Part 3 “The Victor” p. 278-289

|           |            |
|-----------|------------|
| Setting   | Characters |
| The Arena | Tributes   |

## RESPOND

### 5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

- Katniss hides the cave before she leaves at dawn to the feast.
- Foxface gets her bag right away and gets away.
- Katniss tries to get her bag, Clovis goes after her and tries to kill her. Thresh saves Katniss from Clovis. He kills Clovis because he thinks she killed Rue.
- Cato comes out and begins to fight Thresh, and then Thresh takes off with both backpacks.
- Katniss runs back with the backpack. She injects Peeta with the needle inside of it.

### 6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

#### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

### 7. Activity

Explore the reading more deeply with a visual or oral language activity.

#### Sketch

Draw a visual of Katniss and Peeta in the cave. Pay close attention to the details Katniss mentions when describing the setting.

### 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

#### Key Questions

1. How do you think Katniss feels as she walks toward the feast? What is she thinking about?
2. Do you think Foxface's decision was wise?
3. Who tries to kill Katniss? Katniss almost gave up; what would you do?
4. Why does Katniss want to die with dignity? How would you want to die?
5. Can Katniss die with dignity when she has already taken the lives of other's?
6. Who saves Katniss? Why?
7. How does Cato feel when Clovis is killed? Who is Cato's main enemy right now? Why?
8. What is inside Katniss's bag? What do you think this injection will do for Peeta?

### **9. Analyze** Analyze the key paragraph.

---

#### **Key Passage pg. 285**

I won't close my eyes. The comment about Rue has filled me with fury, enough fury I think to die with some dignity. As my last act of defiance, I will stare her down as long as I can see, which will probably not be an extended period of time, but I will stare her down, I will not cry out, I will die, in my own small way, undefeated (285).

### **EXTEND**

### **10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss comes eye to eye with death when Clovis tries to kill her. Clovis mentions Rue, which ignites a fire inside of Katniss giving her the desire to die with dignity. Does Katniss want to die with dignity for herself, for Rue, or to show others? Is dignity self-determined or based on the way others react to her? Can dignity belong to the person but at the same time something that can be lost or destroyed? In a paragraph, describe what these questions make you think, wonder, and learn about Katniss. Support your answers with details from the chapter and book thus far.

### **11. Close** Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 22*



### Outcomes for Today

---

#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

**Do you believe we are all connected somehow?**

**Why is the expression, “it’s a small world” used? Why do you think we are all connected somehow?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|               |                |              |                  |                |
|---------------|----------------|--------------|------------------|----------------|
| respite (294) | sinister (295) | banter (296) | exorbitant (299) | riveting (299) |
|---------------|----------------|--------------|------------------|----------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

**Part 3 “The Victor” p. 290-302**

|          |                   |
|----------|-------------------|
| Setting  | Characters        |
| The cave | Katniss and Peeta |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- Katniss arrived to the cave heavily bleeding. Peeta takes care of her until she wakes up the next day.
- Katniss begins to wonder about her feelings for Peeta. They both willingly kiss.
- Peeta tells Katniss about the time he first fell in love with her and their connection from the past.
- Katniss realizes loving each other has become serious and no longer a game.
- They receive a feast from their sponsors.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

**Map**

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

**Picnic Basket**

What food and drink items would Katniss and Peeta want and need? Draw the items in a picnic basket. Under each item, write a short caption of why they would want and need this item.

**Open Mind Portrait**

Create an open mind portrait for Peeta

**Add to OMP of Katniss**

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

**Key Questions**

1. How does Peeta infer that Katniss went to the feast?

2. Did Katniss have a choice of going to the feast? What could have happened if she did not go?
3. In what condition did Katniss arrive back to the cave?
4. How is the relationship between Katniss and Peeta changing? Do you think it is genuinely changing or are the games making it change?
5. How are Katniss and Peeta connected through their parents?
6. What convinces Katniss that Peeta might really be in love with her?
7. What do the sponsors send Katniss and Peeta? Why? Do you think if Katniss and Peeta were not allies that both of them would have received this gift?

### **9. Analyze** Analyze the key paragraph.

---

#### **Key Passage pg. 301**

For a moment, I'm almost foolishly happy and then confusion sweeps over me. Because we're supposed to be making up this stuff, playing at being in love, not actually being in love. But Peeta's story has a ring of truth to it. That part about my father and the birds. And I did sing the first day of school, although I don't remember the song. And that red plaid dress...there was one, a hand-me-down to Prim that got washed to rags after my father's death (301).

### **EXTEND**

#### **10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss discovers that she and Peeta have a long history. They have been connected through their families, and they didn't even know it. How do leaders often use their connections to their benefit? Is this an important quality to have as a leader? Why or why not? Explain your reasoning to these questions in a thorough well-organized paragraph.

#### **11. Close** Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 23*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

### PREPARE

#### 1. Background

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is the grieving process?

When a person is faced with the reality of death in their lives, he/she will experience a series of emotional stages: denial, anger, bargaining, depression, and acceptance.

#### 2. Word Wall

---

|                |                 |                 |               |                   |
|----------------|-----------------|-----------------|---------------|-------------------|
| sensible (303) | repellent (306) | peevishly (308) | surreal (310) | acquisition (242) |
|----------------|-----------------|-----------------|---------------|-------------------|

### READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

**Part 3 “The Victor” p. 303-315**

|           |                   |
|-----------|-------------------|
| Setting   | Characters        |
| The Arena | Katniss and Peeta |

## RESPOND

**5. Timeline** Agree on the facts in today's reading and list the 3-5 most important on the timeline.

---

- If they win, Katniss and Peeta will both get a house in Victor's Village. Only the victors of the Hunger Games can live there.
- They wonder how Haymitch won the Games. They realize it must be hard for Haymitch to train kids every year then watch them die.
- Thresh dies and Cato will be after them soon.
- Katniss thinks about making it back home. She wonders what her life will be like, especially with Gale and Peeta.
- Katniss and Peeta hunt for food. Peeta makes too much noise with his bad leg so they decide to split up.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

**Map**

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

**Open Mind Portrait**

Build an OPM for Haymitch. What do you think he thought prior to the games versus what he is thinking now?

**Postcard**

Have Katniss write home to Prim or Gale updating them on the progress of the games and how she is feeling. Be careful to include how much information she would really share with them.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

**Key Questions**

1. Where will Katniss and Peeta live, if they win? Is this something to be proud of? What does this symbolize to others?
2. How do you think Haymitch won the Games?
3. What kind of emotions does Haymitch feel every year before, during, and after the Games?
4. How do you think the Games have changed Haymitch's character and morals?
5. Since Thresh dies, who is he after now?
6. How does Katniss feel about Thresh's death? Why does she feel this way? Why doesn't she feel this way about the others?
7. How does Katniss think her life will be like when she returns home? What conflicts could potentially arise upon her return?
8. Is it a good decision for Peeta and Katniss to split up?

### **9. Analyze** Analyze the key paragraph.

---

#### **Key Passage pg. 306**

Maybe he wasn't always a drunk. Maybe, in the beginning, he tried to help the tributes. But then it got unbearable. It must be hell to mentor two kids and then watch them die. Year after year after year. I realize that if I get out of here, that will become my job. To mentor the girl from District 12. The idea is so repellent, I thrust it from my mind (306).

### **EXTEND**

#### **10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss shows compassion for Haymitch because he must watch young people he mentors die every year in the Games. Under these circumstances, being a leader comes at a cost. What Did Haymitch gain from being a leader? What did he lose? How does he continue to reap the benefits of being a leader? How does he continue to suffer? In a reflective paragraph answer these questions with the grieving process in mind. Support your feelings and thoughts with examples from the book or real-life situations.

#### **11. Close** Close by extending today's lesson to life and the world.

---

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 24*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is an accidental death?

An accident is an unforeseen and unplanned event or circumstance, often with lack of intention or necessity. It usually implies a generally negative outcome, which may have been avoided or prevented had circumstances leading up to the accident been recognized, and acted upon, prior to its occurrence.

**What are some examples of accidental deaths? Since it is an accident, does it justify the death?**

## 2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

|                |                 |              |               |                   |
|----------------|-----------------|--------------|---------------|-------------------|
| tethered (316) | emaciated (318) | oblige (323) | deplete (326) | intersperse (329) |
|----------------|-----------------|--------------|---------------|-------------------|

## READ

### 3. Review

Review the timeline from the beginning every day.

### 4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

#### Part 3 “The Victor” p. 316-330

|           |                    |
|-----------|--------------------|
| Setting   | Characters         |
| The Arena | Remaining tributes |

## RESPOND

### 5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

- Peeta finds deadly berries, and while he was not looking, Foxface ate them and died.
- Days pass and Cato does not appear. They return to the cave for some time, but there is no action.
- The judges dry out the arena and make it hot to drive them back to the lake.
- Cato appears quickly and runs past them. He is wearing some kind of armor to protect himself.
- Creatures are chasing Cato. Katniss and Peeta try to save themselves.

### 6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

#### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

### 7. Activity

Explore the reading more deeply with a visual or oral language activity.

#### Bookmark: Vision Plan

As the end comes near, Katniss and Peeta begin to think of their futures and if they will make it. Think about your future by building a vision plan.

#### Sketch

Sketch the creatures chasing Cato through the woods and Katniss and Peeta watching in shock.

### 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

#### Key Questions

1. Who is to blame for Foxface's death? Is it really this person's fault? Was it intentional?
2. Why do you think Cato does not appear for a couple of days? What might he be doing?
3. Does the fact that Katniss and Peeta are hoping Cato shows up, change how severe the murder is if they were to kill him?
4. What climate/environment changes do the judges make to the Arena? Why do they do this?
5. Who quickly appears in front of Katniss and Peeta? What is following them?
6. How do the games become unfair again?
7. What do you think will happen next? Will Peeta survive with his wounded leg?

### 9. Analyze

Analyze the key paragraph.

---

#### Key Passage pg. 321

"Not on purpose. Doesn't seem fair somehow. I mean, we would have both been dead, too, if she hadn't eaten berries first." He checks himself. "No, of course, we wouldn't. You recognized them, didn't you?" (321).

### EXTEND

#### 10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

---

It takes some time for Peeta to understand how he accidentally killed Foxface. **Does Foxface's death really fall on Peeta's hands? As a leader, how do you think it feels to be the indirect cause of people's deaths? Can you remember a figure in history that was the indirect cause of people's deaths? Can you remember someone in your community or on television that was the indirect cause of someone's death? What caused this situation? Was the leader's/person's actions justified? Did their actions promote the common good for the whole community?** In two paragraphs thoroughly answer the above questions. In the first paragraph discuss Peeta's situation. In the second paragraph, compare Peeta to the historical or community figure.

#### 11. Close

Close by extending today's lesson to life and the world.

---

## Bookmark: Vision-Plan

### Materials:

- pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- pencils, pens, crayons, markers
- construction paper, scissors and glue sticks if desired

### Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where [or in what kind of housing] will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?
2. On the top third of one side of the bookmark fill in pictures, words or symbols that represent your vision.

**Comment:** This is a successful vision. This should be a vision that you, your parents and grandparents, your teachers and people who know you [as well as your friends] would be proud to see you have accomplished.

**Warning:** If people you know think they will be wealthy as a result of major drug sales, prostitution, gun running or other major crime, they need to know they will probability be dead, disabled or imprisoned within 2 years. This is 10-year plan, with a vision of people who aren't dead, imprisoned, or disabled from injuries received as a result of criminal behavior.

### Step Two: Create a plan to achieve your vision in 10 years: what has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision. Compare lists with someone else and select the 10 most important things that have to happen.
2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

### Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like during this unit, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan? You can review this in pairs.
2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters, keeping all of one day's information in the same row. You want to have room for many entries during this unit.

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 25*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

---



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is oppression?

Oppression is prolonged cruel or unjust treatment or control.

**Where is oppression seen in our world today? How is oppression seen in the book?**

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

---

|                 |                |                |              |                 |
|-----------------|----------------|----------------|--------------|-----------------|
| mutations (331) | hampered (332) | maneuver (337) | climax (337) | vengeance (341) |
|-----------------|----------------|----------------|--------------|-----------------|

## READ

**3. Review** Review the timeline from the beginning every day.

---

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

**Part 3 “The Victor” p. 331-345**

|           |                        |
|-----------|------------------------|
| Setting   | Characters             |
| The Arena | The remaining tributes |

## RESPOND

**5. Timeline** Agree on the facts in today's reading and list the 3-5 most important on the timeline.

---

- The creatures chasing them are some kind of mutations done to make the game more interesting. Katniss and Peeta follow Cato to the Cornucopia.
- The mutations chase them, but cannot climb up. The mutations represent the dead tributes.
- Cato is busy fighting off the mutations until he gets a hold of Peeta. Cato falls back into the pack of the mutations and dies.
- Katniss kills Cato with the last arrow. The Games do not end and they think it is because they need to move away from the body.
- They announce that the rule from earlier is no longer standing and there may only be one winner. Katniss and Peeta decide to take the berries at the same time, when Claudius Templesmith announces there will be two winners.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

**Map**

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

---

**Sketch**

Sketch a visual of Katniss and Peeta as they eat the berries. Within the visual, build bubbles, like an open mind portrait, of what they may be thinking.

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

---

**Key Questions**

1. What are chasing Cato, Katniss, and Peeta?
2. Where do they run to get away?
3. What weaknesses do the mutations have?
4. Who does Peeta go after? What tough decision does Katniss face at this point?

5. How does Cato die? Why do you think the judges prolonged his death?
6. Is Cato's death justified because it saved another's?
7. Why do Katniss and Peeta have to go by the lake?
8. Did you expect the rule change to occur? Or did it catch you off guard?
9. How do Katniss and Peeta take back power in this situation? How do you think the judges will respond to this?
10. The game has been unfair up to this point, is it right that the Katniss and Peeta took the game into their own hands or are they just as guilty as the gamemakers now?

## 9. Analyze Analyze the key paragraph.

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### Key Passage pg. 344

*We both know they have to have a victor.*

Yes, they have to have a victor. Without a victor, the whole thing would blow up in the Gamemakers' faces. They'd have failed the Capitol. Might possibly even be executed, slowly and painfully while the cameras broadcast it to every screen in the country.

If Peeta and I were both to die, or they thought we were...(344).

## EXTEND

## 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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Refer back to Day 18's writing prompt. Peeta wanted to show the Capitol that he had power and did not own them, and Katniss finally understood what he was talking about. **In this reading, how do Katniss and Peeta show their power? Do you think this was a wise plan? Why or why not? Are they acting as leaders by following through with this plan or are they being selfish and stubborn?** Add a third paragraph where you address these questions. This will be your conclusion to how Katniss and Peeta finally end the game with some control and power in their hands.

## 11. Close Close by extending today's lesson to life and the world.

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## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 26*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background Gather background knowledge about a place, time, event, person, or thing.

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**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is retaliation?

An attack or assault in return for a similar attack.

#### Is retaliation ever the right thing to do?

### 2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

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|                 |                   |                 |              |               |
|-----------------|-------------------|-----------------|--------------|---------------|
| petrified (347) | confinement (349) | eagerness (351) | benign (355) | embrace (356) |
|-----------------|-------------------|-----------------|--------------|---------------|

## READ

### 3. Review

Review the timeline from the beginning every day.

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### 4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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#### Part 3 “The Victor” p. 346-359

| Setting                    | Characters                      |
|----------------------------|---------------------------------|
| The Arena, Training Center | Katniss, Peeta, Cinna, Haymitch |

## RESPOND

### 5. Timeline

Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

---

- The hovercraft lifts them from the Arena, and as soon as they land the doctor’s begin to work on Peeta.
- Katniss is taken back to the training center, put to sleep, and wakes up clean and refreshed. Her first concern is Peeta, but he has made it through his surgery.
- After recuperating, Katniss reunites with her team. They do not with her until Peeta so the reunion looks live when it is televised.
- Before the reunion, Haymitch warns Katniss that she may be in trouble because the gamemakers are furious about her taking control of the games. Haymitch suggests she say she made the decision out of love.
- Katniss becomes anxious about the reunion because she is worried that she and the ones she loves will be punished for her actions.

### 6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

---

#### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

### 7. Activity

Explore the reading more deeply with a visual or oral language activity.

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#### CD Project

Begin the CD project. Make sure to use the theme Leadership Requires Engagement for your soundtrack.

### 8. Discussion

Ask discussion questions of all 9 types (see Day 1).

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#### Key Questions

1. What happens to Peeta as soon as they get on the hovercraft?
2. What process does Katniss undergo at the training center?

3. Why do you think the gamemakers do not want to show Katniss in her wounded state? What kind of appearance are they trying to make?
4. What reactions does Katniss receive from her prep team? What is Katniss taken back by?
5. Why do they want to wait for Peeta and Katniss's first reunion after the Games?
6. What does Haymitch warn Katniss about? Do you think he should have done this?
7. What advice does Haymitch give Katniss? Do you think this will work?
8. What does Katniss begin to worry about?
9. How would any retaliation on behalf of the gamemakers be justified?

## 9. Analyze Analyze the key paragraph.

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### Key Passage pg. 358

"It's so much worse than being hunted in the arena. There, I could only die. End of story. But out here Prim, my mother, Gale, the people of District 12, everyone I care about back home could be punished if I can't pull off the girl-driven-crazy-by-love scenario" (358).

## EXTEND

### 10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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Haymitch tells Katniss that the Gamemakers are furious about the stunt she pulled. Katniss is shocked by his news and worried that they will retaliate. Do you think her feelings are valid? Should she worry? Do you think they will retaliate? If so, how? As a leader, is retaliation something you should worry about? Make sense of the current situation and make a logical prediction of what may happen as a result. Use the information you have and background knowledge to make an inference. In a well-organized paragraph write your thinking and answers to the questions down.

### 11. Close Close by extending today's lesson to life and the world.

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## CD Project

### Description:

Your novel deals with many complex issues and themes that are present throughout many people's lives. For this reason, there are many places where we may find the same theme being discussed and/or expressed in another way (i.e. art, film, music, dance, etc.). For this activity, you will create a CD (fake) that reflects the same themes present in your novel. The songs that you choose to include on this CD will be songs that illustrate the different issues present in this novel. You may choose songs from any genre (rock, alternative, oldies, etc.); the only requirements are that the songs **MUST** deal with the issues present in the novel. Below are guidelines that you must follow in order to create your CD.

Your CD Project must include...

- a) Three songs that deal with the themes and issues in the novel.
- b) The names of the artist who sings the song.
- c) A quote from each song that directly relates to the novel.
- d) One important quote pulled directly out of the novel that relates to the song.
- e) An explanation on how the quotation relates to the issues in the novel.
- f) Illustrated CD cover.

Use the chart below to organize your ideas and prepare to make you CD Project.

|                                                                         | Song #1 | Song #2 | Song #3 |
|-------------------------------------------------------------------------|---------|---------|---------|
| Title of Song                                                           |         |         |         |
| Name of Artist                                                          |         |         |         |
| Copy a quote from the song that relates to the issues in the novel.     |         |         |         |
| Explain how the quote from the song relates to the issues in the novel. |         |         |         |

Inside of the CD cover:

|                                                                                                                    |                                                                                                                    |                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Song Title #1<br>Artist<br>Quote from song<br>-----<br>Paragraph:<br>How quote relates<br>to issues in the<br>Book | Song Title #2<br>Artist<br>Quote from song<br>-----<br>Paragraph:<br>How quote relates<br>to issues in the<br>book | Song Title #3<br>Artist<br>Quote from song<br>-----<br>Paragraph:<br>How quote relates<br>to issues in the<br>book |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|

Cover of CD:

The CD cover must include...

- a) CD Title
- b) A picture, collage, drawing, symbol, etc.
- c) Quotation from the book (Use proper grammar and identify the speaker).

|                                                                       |
|-----------------------------------------------------------------------|
| <p>Title</p><br><p>(Illustration)</p><br><p>"Quotation" - speaker</p> |
|-----------------------------------------------------------------------|

## Character Based Literacy Program Lesson Plan

### *The Hunger Games, Day 27*



### Outcomes for Today

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#### Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Outcomes

CCSS.ELA-LITERACY.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.

#### ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

## PREPARE

### 1. Background

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Gather background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### What is perseverance?

It is steadfastness in doing something despite difficulty or delay in achieving success.

### 2. Word Wall

---

Here are five vocabulary words to teach and add to the Word Wall.

|            |            |                  |               |            |
|------------|------------|------------------|---------------|------------|
| keen (360) | omit (363) | instigator (364) | rapport (367) | coax (369) |
|------------|------------|------------------|---------------|------------|

## READ

### 3. Review

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Review the timeline from the beginning every day.

**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**Part 3 “The Victor” p. 360-374**

|                                      |                   |
|--------------------------------------|-------------------|
| Setting                              | Characters        |
| Capitol, heading back to District 12 | Katniss and Peeta |

## RESPOND

**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

- Katniss reunites with Peeta. They sit together and re-watch a recap of the Hunger Games where they are featured as a love story.
- After the reunion, Peeta and Katniss are separated. Katniss tries to find him to talk to him privately but is unsuccessful.
- They are both questioned about their love and feelings.
- Katniss realizes that Peeta’s leg has been replaced with a synthetic one, and she begins to cry.
- As they go back to District 12, Katniss becomes more confused about her feelings. She admits to Peeta that she has been coached but cannot bring herself to say that some of the feelings are true. Peeta is hurt, but they walk out into District 12 holding hands one last time.

**6. Map** Add to ongoing class activities like a KWL chart or map: where did the characters go?

### Map

Continue drawing a map of the world Katniss lives in. You will add to the map as you read on and learn more details about the settings in the book.

## EXPLORE

**7. Activity** Explore the reading more deeply with a visual or oral language activity.

### CD Project

Finish the CD Project

**8. Discussion** Ask discussion questions of all 9 types (see Day 1).

### Key Questions

1. How do Katniss and Peeta react to each other?
2. What do they recap on the screen? How do you think Peeta and Katniss feel watching this?
3. Why do you think Katniss is unable to find Peeta to talk to alone?

4. What has happened to Peeta's leg? How does Katniss react to it?
5. What conflict does Katniss face on the way back to District 12?
6. What does Katniss confess to Peeta? How does this make him feel?
7. Has Katniss become just as unfair as the gamemakers and as fake as the Capitol people?
8. How do Katniss and Peeta enter District 12?

### **9. Analyze** Analyze the key paragraph.

---

#### **Key Passage pg. 369**

I take a long pause before I answer, trying to collect my thoughts. This is the crucial moment where I either challenged the Capitol or went so crazy at the idea of losing Peeta that I can't be held responsible for my actions. It seems to for a big, dramatic speech, but all I get out is one inaudible sentence. "I don't know, I just...couldn't bear the thought of...being without him" (369).

### **EXTEND**

#### **10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

---

Katniss and Peeta showed perseverance throughout the whole story and never gave up. In the end, their judgment and skills got them to be the victors of the Games. Perseverance is a good quality of a leader's work ethics. How did Katniss and Peeta show perseverance throughout the book? Why was this a good quality for them to have? This perseverance has led Katniss and Peeta into a predicament with the gamemakers. Was their decision worth it? Do they do it for the common good and or/ for the rest of their communities? In a couple of paragraphs analyze the end of the book using these questions as a guide.

#### **11. Close** Close by extending today's lesson to life and the world.

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