

THE HUNGER GAMES STUDENT PROJECTS



CREATED BY TRACEE ORMAN

FIND ADDITIONAL DISCUSSION & IDEAS ON
WWW.HUNGERGAMESLESSONS.COM

All references to the novel are referring to the following edition(s):

The Hunger Games by Suzanne Collins; Publisher: Scholastic, Incorporated
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THE HUNGER GAMES • CREATIVE RESEARCH PROJECTS

OVER 40 PROJECT IDEAS!

To enhance student learning and to go in-depth with the richness of all the many layers in the novel, have students choose (or assign) a creative project relating to *The Hunger Games*. I've included a sample grading rubric on the last couple of pages.

Options you can give the students for their projects:

1. Written/typed reports
 2. Slideshow presentations (Powerpoint/Keynote)
 3. Video
 4. Poster
 5. Diorama
-

NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Illinois Standards (9-12)

- **Subject:** English
Grade(s): 9 - 10
Standard: 1.B.4a. State Goal 1: Read with understanding and fluency.: B. Apply reading strategies to improve understanding and fluency.: Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.
- **Subject:** English
Grade(s): 11 - 12
Standard: 1.B.5a. State Goal 1: Read with understanding and fluency.: B. Apply reading strategies to improve understanding and fluency.: Relate reading to prior knowledge and experience and make connections to related information.
- **Subject:** English
Grade(s): 9 - 10
Standard: 1.C.4a. State Goal 1: Read with understanding and fluency.: C. Comprehend a broad range of reading materials.: Use questions and predictions to guide reading.
- **Subject:** English
Grade(s): 9 - 10
Standard: 1.C.4c. State Goal 1: Read with understanding and fluency.: C. Comprehend a broad range of reading materials.: Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).
- **Subject:** English
Grade(s): 11 - 12

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Standard: 1.C.5c. State Goal 1: Read with understanding and fluency.: C. Comprehend a broad range of reading materials.: Critically evaluate information from multiple sources.

- **Subject:** English

Grade(s): 9 - 10

Standard: 4.B.4d. State Goal 4: Listen and speak effectively in a variety of situations.: B. Speak effectively using language appropriate to the situation and audience.: Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.

- **Subject:** English

Grade(s): 11 - 12

Standard: 5.B.5a. State Goal 5: Use the language arts to acquire, assess and communicate information.: B. Analyze and evaluate information acquired from various sources.: Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.

New York Standards (9-12)

- **Subject:** English

Grade(s): 10

Standard: Listening: Grade-Specific Performance Indicators: Standard 1: Students will read, write, listen, and speak for information and understanding.: Determine the need for more information for clarification

- **Subject:** English

Grade(s): 9

Standard: Reading: Grade-Specific Performance Indicators: Standard 1: Students will read, write, listen, and speak for information and understanding.: Locate and use school and public library resources for information and research define a purpose for reading by asking questions about what they need to know for their research

- **Subject:** English

Grade(s): 10

Standard: Reading: Grade-Specific Performance Indicators: Standard 1: Students will read, write, listen, and speak for information and understanding.: Locate and use school and public library resources for information and research set purpose for reading by asking questions about what they need to know for their research

- **Subject:** English

Grade(s): 11

Standard: Speaking: Grade-Specific Performance Indicators: Standard 1: Students will read, write, listen, and speak for information and understanding.: Ask and respond to probing and challenging questions to acquire information

- **Subject:** English

Grade(s): 10

Standard: Speaking: Grade-Specific Performance Indicators: Standard 1: Students will read, write, listen, and speak for information and understanding.: Ask and respond to probing questions to acquire information

- **Subject:** English

Grade(s): 9

Standard: Writing: Grade-Specific Performance Indicators: Standard 1: Students will read, write, listen, and speak for information and understanding.: Use a range of organizational strategies to present information

- **Subject:** English

Grade(s): 9

Standard: Writing: Grade-Specific Performance Indicators: Standard 1: Students will read, write, listen, and speak for information and understanding.: Use both primary and secondary sources of information for research

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1. Create a game based on the novel. It can be a board game, trivia game (like Jeopardy, using Powerpoint/Keynote), or video game. You must include accurate details from the novel.

2. Construct a tourist brochure for one of the following locations in the novel (or choose your own location). Your objective is to encourage people to visit this place. Be as accurate as possible (though you may add details that may not have been disclosed in the novel, as long as it doesn't take away from the facts in the story).

Make sure to include:

- illustrations that accurately depict what this location looks like
- description of what the location is like
- reasons why people should choose your location as a travel destination (you can be sarcastic or do this as a parody, if you'd like)

Locations (or choose one of your own):

District 12
The Capitol
The Arena

3. Choose at least three meals from the novel and research the history & symbolism of the foods. Relate them to the story. How does the symbolism of the food foreshadow or reveal information about an event or character?

4. Compare/contrast the 74th annual Hunger Games with another reality TV show, such as Survivor. (You should choose a TV show you are familiar with for this project.) Make sure to include the following:

- How the two "shows" are alike (include the before/after, such as the interviews, training, presentation of victors, prizes, etc.)
- How the two "shows" are different (include the before/after, such as the interviews, training, presentation of victors, prizes, etc.)
- Contrast the contestants' interactions with one another (alliances, strategy, etc.)
- Discuss the roles behind the scenes (mentors, coaches, family members, etc.)

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5. Create a marketing campaign for one of the tributes. The goal is to get as many sponsors as possible, so make sure to focus on the character's skills and strengths. Your campaign should include:

- 30 second TV commercial (script)
- Magazine ad
- Press release article
- Billboard poster

6. Write interview questions for the following pairs of characters below as though you are interviewing them for a documentary. The aim of this documentary is to explore the characters' relationship with one another as accurately as possible. Write the characters' answers to the questions. Where there are two characters they should both answer, but may not agree with each other.

Your interview questions and characters must refer to specific events in the novel. Also, you need to explore the following topics:

- What their relationship was like at the beginning.
- How it changed.
- How their different personalities effected the relationship.
- How the relationship was at the end of the games.

Character Pairs (choose at least two pairs for your project):

Katniss & Prim

Katniss & Gale

Katniss & Peeta

Katniss regarding her relationship with Rue

Katniss & Haymitch

Katniss & Cinna

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7. Read about the Greek myth of Theseus, and how Crete demonstrated its power over Athens by demanding that 14 Athenian children be given up to the Minotaur every seven years. (Some sources say every nine years.)

Then compare the story with *The Hunger Games*. Suzanne Collins was inspired by this myth as she was writing. Can you find sources of her inspiration in the story? Based on your research, predict what will happen next.

Helpful Sources:

<http://www.mythweb.com/encyc/entries/theseus.html>)

<http://www.godchecker.com/pantheon/greek-mythology.php?deity=THESEUS>

<http://greece.mrdonn.org/theseus.html>

<http://www.historyforkids.org/learn/greeks/religion/myths/theseus.htm>

8. Research at least three different types of plants from the novel. Learn about their history & symbolic significance. Relate them to the story. How does the symbolism of the plant foreshadow or reveal information about an event or character?

9. Write an historical article detailing Panem's history, wars, etc. and infrastructure. Explain the relationship between the different districts and what resources they use to survive. Include an analysis of the Capitol's power over the other districts and the nature and function of the Hunger Games. You may have to infer some of this information from what we learned in the novel.

10. You are the casting director! Decide which actors would best fit each role in *The Hunger Games* movie. Explain why you think each person is suited for that character. You should do this for at least 8-12 of the characters.

For a fun twist: cast cartoon/animated characters in the roles. (They need not be from the same cartoons.)

11. Re-read the Meadow Song Katniss sings to Rue. Critique it as a poem, looking for symbolism and clues or foreshadowing. After your critique, think about songs from your childhood. Choose one to compare with the Meadow Song. Are there any similarities?

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12. Write an original song or poem inspired by *The Hunger Games*. You should reference themes, events, characters, or symbols. Include an abstract for your inspiration.

13. Analyze the various covers for *The Hunger Games*. Choose at least three different ones to compare. Discuss the symbolism of each and how they may (or may not) reveal clues to the reader.

14. In *Hunger Games*, there are creatures called Mutations (Mutts). These are animals that have been genetically altered to create an animal that could be used as a weapon. Two examples of this are the Jabberjay (which later mated with the mockingbird to become the Mockingjay) and the Tracker Jackers (killer wasps).

Create five “animal weapons.” Choose animals from a variety of groups (birds, mammals, insects, etc.). Describe what the new animal looks like and what purpose it has as a weapon. Include illustrations.

15. You are the director of the soon-to-be-made *Hunger Games* movie. Your job is to decide which scenes in the novel are necessary to the story, and which scenes would be cut. You know that, because of time constraints, you cannot include them all, so explain your reasons for keeping or cutting each. You should have at least 5-8 top scenes to keep and at least 3-5 scenes you would cut.

16. Are you a fan of graphic novels or comic books? Take five chapters from *The Hunger Games* and create and design a “comic” depicting those chapters. Please include visuals, dialogue, and captions – as appropriate – remember this is a comic book.

17. Create a visual representation of your view on how the media (television, film, newspapers, magazines, video games, and music) influences or represents our society. Ideas to consider include a collage, comic book, painting, poster, sculpture, etc. Must include a thorough description of how your project illustrates these ideas.

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18. There are many scenes in this book that are very dramatic and powerful. Choose the three scenes that you feel are the most powerful; construct a five paragraph essay around those scenes, their importance to the story, and the impact of them on Peeta and Katniss's lives.

19. Pick three of the contestants in the *Hunger Games*. Create an illustration of each of them including any distinguishing physical traits, personality traits, and their weapon of choice. You may choose any point in the plot from which to make your design. For example, you might choose to draw Katniss at the end of the competition.

20. Almost everyone appearing in the story has some responsibility for the deaths of those who participate in the Games. In your opinion who is most at fault (including--but not limited to--the participants, those in charge of the Games, or those who watch the Games on television)? Compose an essay with at least THREE examples evidencing your point as to who is at fault.

21. Create a comic book which illustrates a key scene from the novel *The Hunger Games*. Make sure that all of your drawings are colored and the text is easy to read. Your comic book should:

- Be a minimum of five pages
- Remain true to the novel

You can create it with paper and pen/pencil or use design software such as Comic Life, Microsoft Publisher (or in Word or Powerpoint), Adobe InDesign, or iWork's Pages or Keynote.

22. Create a series of lessons for a chapter in the book. Include the standard information: vocabulary, characters, theme, events (plot), setting, figurative language, and symbolism. You may create puzzles, quizzes, worksheets, slideshow presentations, etc. Include the answer keys for all your materials!

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23. Katniss obtained an orange backpack and a few other items at the cornucopia. Make a list of all the items she got (including the contents inside the backpack) and analyze them for usefulness. Which ones were most life-saving? Why?

Next, make a list of your top 7 items you believe would be most useful that could fit inside a back pack. Explain the importance of each.

24. Create a parody of the story & write a script, act it out (live) or video tape the performance and show to the class.

25. Research the different types of governments (democracy, communism, socialism, etc.) and create a slideshow or write an essay explaining which type of government is practiced in the novel.

26. Pretend you are an anchor for a news program and feature the characters on your show (can be acted out live or taped in advance). Ask relevant questions that readers would want to know about.

27. Pretend you are Atala, the head trainer of the Games. Create a survival guide for the tributes. Using accurate information from the novel, you must include:

- A list of supplies (10 minimum) and the benefits of each one
- A list of the best strategies to survive the Games
- Pictures or other visual aides

This can be done in the form of a slideshow presentation, a brochure, or a video.

28. As shocking and barbaric as the *Hunger Games* seem, they are quite similar to the times of the Roman Empire and the gladiators. Make comparisons of the *Hunger Games* society and customs to:

- The Roman Empire and the gladiators of the Coliseum
- The Marathon Dances during the Depression Era
- A slave plantation
- Modern-day television games such as *Survivor*

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Additional Projects from other web sources:

1. Tribute Interviews

The tributes have been selected and it's now time to interview them so that all the other districts can meet them. Your job is to come up with questions that you want to know about the Tributes. Come up with 7-10 questions and provide answers that would match the voice of the tribute. Any of the tributes can be used in this activity, but it might be easier to use Katniss, Peeta, Rue, or even Cato or Foxface. Students can also choose to interview Cinna, Haymitch, Prim or any of the other characters. It might be interesting to hear how Gale was reacting to the games and to the romance between Katniss and Peeta. Make sure to be creative with your questions and use the proper voice to answer the questions.

Teachers: For a bonus class activity, have students volunteer to play the parts of Katniss, Peeta, and some of the other tributes that students chose to interview and role play the interviews as a class. The students playing the tributes can come up with their own answers for each of the questions and audience can come up with questions as the interviews progress.

2. Hunger Games Research Paper

The final assessment or project on the Hunger Games will be a research paper that ties the book to aspects from the broader world. There are a lot of things that can be researched in correlation to the novel. The students will choose a topic to research and write a paper on that ties the topic to the novel. A few topic ideas are aspects of ancient Rome such as gladiator games, government, mythology. Another idea would be to research and write about reality television. The paper should be 7-10 pages in length in MLA format and at sources cited correctly.

#1 & #2 From: <http://hungergameswebquest.wetpaint.com/page/Tribute+Interviews> written by [bnorigen](#)

3. Scrapbook- Create a scrapbook that represents ten major events in your book. Use a page or more to depict each event, and also use one quote/passage from the book to depict each event (for a total of ten pages and ten quotes). On each page, the visual material should highlight the plot, characters, setting, theme, and significance of the event. You should be prepared to present a clear explanation for why you chose each image.

4. Diary- Present a diary as if you were one of the characters in your book. Select a minimum of five quotes and describe or act out the events you are witnessing and experiencing. Diary presentations should relate to five specific events, taken from the beginning middle and end of the book. Language used should reflect the culture of the character.

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5. T.V. Guide- Your book is to be turned into a five or six part mini-series. Prepare the TV guide entry for each night's episode. You must create enough episode entries to cover your entire book. Each synopsis must contain at least five sentences. You must design a cover for your T.V. guide. This should depict the characters, plot, setting, theme and significance of the book.

6. Web Page- Design your own web page detailing your book choice. Your web page must include links that depict the characters, plot, setting, theme, and significance of the book. Each link must contain a minimum of one paragraph explaining the five topics in the previous sentence. You must also choose three significant quotes from your book that you feel best represent the overall story.

7. I-Movie- You must turn in a script to accompany your I-Movie, and you may choose a few of your friends to assist you as you create this project. Your script should follow your movie exactly. Be sure you portray the characters, plot, setting, theme, and significance of your book. Your I-Movie must be longer than three minutes and shorter than five.

#3-#7: From VHRS Summer Reading Handout: http://docs.google.com/viewer?a=v&q=cache:DFXmscKvluAJ:www.reg4.k12.ct.us/vr/summer_reading/VRHS_Summer%2520Reading.pdf+the+hunger+games+creative+projects&hl=en&gl=us&pid=bl&srcid=ADGEESiNkic8ZDEMYGN6lmJ3XCYaSH_RL-yuA3eRCIAbedFMw2gdso6b6Fr85Bu_jd-eX2DgtLMHU7XeTBidyV8gbBFj_IsDEqG1P5bYyElzy_WRSgbrjrxKeGxAlGF4umbNygqocBM1C&sig=AHIEtbReH_HTyzpJBwzbZJJA2nvlQCrbdg

8. Flag Project

Draw a flag for either District 12 or the nation of Panem. On a separate sheet, briefly explain your color and design choices, referencing what ideas in the novel contributed to your choices.

9. Cover Design

Create an alternate cover design for *The Hunger Games*. On a separate sheet, briefly explain your color and design choices, referencing what ideas in the novel contributed to your choices.

10. Costume Design

Draw either Katniss's or Peeta's costume for either the opening ceremonies (67, 70) or the interviews before the Hunger Games begin (120, 123).

Alternate idea: draw yourself in the costume you would wear as a representative of your "district."

#8-10: From another teacher in an email

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11. Ten questions

Pretend you're one of the twelve tributes from this book and you're being interviewed by a local television news anchor. Make a list of ten questions that you might be asked and provide an answer to the questions based on the book's plot and events.

12. Write the sequel

Write the first chapter for the sequel to this book.

13. About the Author (Suzanne Collins)

Research the author of this book. Ask an adult to interview you on a video camera as if you're the author using information from your research. Share with your classmates.

14. Map it Out!

Using the description from the book, draw a map of the arena for the Hunger Games as it might be printed in a local community magazine. Be sure to include a title, compass rose, a map key, and color.

15. What Have You Learned?

Katniss learned to hunt from her father. Research something you've always wanted to learn about and create a slide show presentation about your chosen topic. Share with your classmates.

16. Your Own Reader's Theatre

Develop a readers' theater for this book.

17. Ending, Take Two

Write a new ending to this book.

18. Vocabulary Picture Dictionary

Develop a picture dictionary for younger students using the vocabulary terms in this book. Include an illustration and a definition for each word.

#11-18: from the "EdHelper" website (Enhanced Activities for *The Hunger Games*)

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Sample rubric for a creative project. (You can assign different point values to fit your needs.)

Student Name: _____

Creative Project Topic: _____

Date: _____ **Score:** _____

Content of project:

Creativity/originality	1	2	3	4	5
The student used at least one visual aide.	2	4	6	8	10
The student shared the “vital” info. about the book. (author, title, main character(s), summary)	2	4	6	8	10
Everything was neat.	1	2	3	4	5

Presentation/Speaking Skills (if necessary):

The student spoke loudly enough.	1	2	3	4	5
The student looked at the audience while speaking.	1	2	3	4	5
The book share lasted 3-5 minutes.	1	2	3	4	5
The student closed by asking for questions	1	2	3	4	5

T o t a l : _____

Comments: _____

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Sample rubric for a mini-research project. (You can assign the point values for each square to fit your needs.)

Student Name: _____

Research Project Topic: _____

Date: _____ Score: _____

	Excellent	Passable	Incomplete
Completed Project	Contains at least three pieces of interesting information and some personal thoughts as well as basic info. Includes bibliography.	At least three pieces of interesting information & some basic info, but no personal thoughts as to why the info seems interesting. Includes bibliography.	Very little information or just basic, ho-hum information, like date/place of birth. -OR- No bibliography or bibliography incomplete.
Quality of Information	Thoughtful written work. Accurate information. Info stated in own words. (Not copied from source.)	Thoughtful written work. Info stated in own words. Some information misunderstood.	Written work skimpy & may look like student only read a small amount of information. -OR- Inaccurate information. -OR- Info not in student's words
Bibliography	At least two sources and contains all bibliographic information, in the correct order and form.	At least two sources and contains all bibliographic information, but not in correct form.	Only one source -OR- Bibliography missing some information.
Pride in Work	Neat, well designed product. Captivating visual images (if any). Well edited. Text printed neatly.	Generally neat, but may have some rough edges or slightly messy spots. Mostly well edited.	Messy work and/or cross outs. -OR- Many misspellings. -OR- Text poorly written. -OR- messy glue/tape

Comments: _____
