

THE HUNGER GAMES

BY SUZANNE COLLINS



COMMON CORE STANDARDS ALIGNMENT FOR THE HUNGER GAMES TEACHING UNIT

WRITTEN BY TRACEE ORMAN

**THESE STANDARDS ARE ALIGNED WITH
MY [DIGITAL TEACHING UNIT](#)
AND MY [CD VERSION TEACHING UNIT](#).**

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The mockingjay image is from *The Hunger Games* book jacket, designed by Tim O'Brien for Scholastic Books.
The Hunger Games Teaching Units are not affiliated with Suzanne Collins or Scholastic Books.

HUNGER GAMES UNIT - ORDER OF ACTIVITIES

This is the order of activities I used when I taught *The Hunger Games* in the fall (and winter for the second group). You may use the activities in any order you wish and whatever works best for you & your students. I had a request from a newer teacher for this, so that's why I'm including it.

UPDATE: I've added many new items (that aren't included on this list) since I wrote this out. I've also taught it to two more groups and am currently teaching it for a 5th time (third year). I teach it as a whole-class novel in general English II and regular/honors English II. I began teaching it to freshmen in general English I, but I am no longer teaching that course. (I continue to teach *Catching Fire* and *Mockingjay* to my general sophomores. Many of my current regular & honors sophomores want to read those two novels as a whole class, but we may run out of time. I will have them read those independently, however.) I put enough in here that you can pick and choose which activities you'd like to use.

As far as a time frame, every class has varied for me. When I teach it to my "general" English class (many special ed students), we read it entirely in class and take 9 weeks or so. In my regular English classes, we've spent about 5 weeks on the novel. You should go at the pace that is comfortable for you and your students, and works with the rest of your curriculum. If they are reading independently, they will not need as much time. If you are reading as a class, it will take at least 3-4 weeks to read.

Enjoy & may the odds be ever in your favor!

1. Introduce novel with Suzanne Collins internet videos on Scholastic website and/or Powerpoint introduction.
2. Part 1 Vocabulary: One class I gave them definitions & they copied them down. In another class, I gave each student 3-4 words to look up, then they presented the word & definition to the class. It's more time consuming, but pretty effective.
3. Read chapters 1-2
4. Reaping activity (when reaping is being explained)
5. Character list: fill in info. for ones we know as we read (usually the last few minutes of class we discussed the new characters we read about that day).
6. Review setting
7. Chapter 1 test (actually, I gave this after we read chapter 3)
8. Read chapters 3-5: do check quizzes periodically (can group them or do one after each chapter)
9. Chapter 5: opening ceremony drawing
10. Read chapters 6-9: check quizzes, filling in theme/symbols/character info.

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11. Chapter 7: Katniss & Peeta's skills worksheet & "What they ate" activity
12. In one group I did the eBay activity at the end of part 1, in another group I did the character olympics activity after part 1 (it was timely for the second group, so it fit)
13. Part 1 test
14. Part 2 vocabulary & crosswords
15. Facebook status updates: I did these for chapters 10-18; but they can be done at any time throughout the book.
16. Read chapters 10-18: fill out character & tribute info./check quizzes
17. Facebook character "wall" & "profile"
18. Discussions over themes & government control (also dystopia/utopia brought up again)
19. Part 2 test
20. Part 3 vocab & crosswords
21. Read chapters 19-27: fill out tribute info./character info./theme info.
22. Arena activity
23. Mazes & word finds I had kids do for extra credit
24. Played Scholastic internet game on some days when they had "down" time at the end of the period during Part 3 chapters
25. After finishing book, we took two days to review using the Jeopardy-style game on the projector
26. Final test
27. Students who finished the final test first grabbed a handout for either Katniss's or Peeta's playlist (their choice). Students came up with the character's playlist (pretending that Peeta or Katniss carried one, they chose which songs that character would be listening to). They enjoyed this & it was better than having them sit around waiting until everyone finished the test. (I have some very fast workers & very slow workers in one of my classes--and none could handle any down time at all, so I had to be ready with something for them to do at all times, otherwise it meant trouble!)

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NOTE: Some of the chapter quizzes I skipped if we were in a time crunch. I did not give a part 3 test--just had info. from that on the final exam. I gave the vocab test as a separate exam with one group & with the other group it was open-notes. If they took good notes on the definitions, they did well. The vocab test can also be given at the end of each part or used as worksheets.

I aligned my activities to the Common Core standards for grades 6-12. Those pages to follow.

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COMMON CORE STANDARDS (For grades 6-8)

Activity/Activities	CC Standards	Description
<ul style="list-style-type: none"> • HG Introduction Video Activity • HG Theme/Setting • HG Check Quizzes • HG Discussion Questions • Meaning of Panem • What They Ate • In-Class Discussions 	6.RL.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	6.RL.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	6.RI.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	7.RI.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	7.SL.4	Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
	8.RI.8	Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	8.RI.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
	8.RL.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<ul style="list-style-type: none"> • HG Figurative Language • HG Theme/Setting/Symbols • Map of Panem • HG Check Quizzes 	6.RI.2	Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	6.RI.6	Craft and Structure: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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Activity/Activities	CC Standards	Description
<p>Continued...</p> <ul style="list-style-type: none"> • Additional Symbol Luna Moth • Food Symbolism • HG Discussion Questions • HG Survival Pack • In-Class Discussions 	6.RL.7	Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
	6.W.9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	7.RI.8	Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
	7.RL.2	Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
	7.RL.3	Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	7.RL.6	Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	7.W.9.a	Research to Build and Present Knowledge: Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
	8.RI.2	Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	8.RI.8	Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	8.RL.2	Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
8.RL.6	Craft and Structure: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	
<ul style="list-style-type: none"> • HG Vocab • Part II Vocab Practice 	6.L.4.a	Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

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Activity/Activities	CC Standards	Description
Continued... <ul style="list-style-type: none"> • Vocab Presentation Activity • HG Final Exam (Vocab) • HG Survival Pack 	7.L.1.a	Conventions of Standard English: Explain the function of phrases and clauses in general and their function in specific sentences.
	8.L.4.a	Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<ul style="list-style-type: none"> • HG Figurative Language • HG Theme/ Setting/Symbols • Map of Panem • HG Characters • Additional Symbol Luna Moth • Food Symbolism • What They Ate • HG Survival Pack 	6.RI.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
	6.RL.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	6.RL.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	6.RL.5	Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	6.L.5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.
	7.RI.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
	7.RL.2	Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
	7.RL.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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Activity/Activities	CC Standards	Description
Continued...	7.L.5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	8.RI.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	8.RL.2	Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	8.RL.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	8.W.2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
<ul style="list-style-type: none"> • HGCF Olympics • HG Theme/ Setting/Symbols • Map of Panem • HG Characters • Additional Symbol Luna Moth • Food Symbolism • What They Ate • HG Projects • HG Facebook Activity 	6.RL.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	7.SL.1.c	Comprehension and Collaboration: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
	8.RL.3	Key Ideas and Details: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	8.W.3.b	Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
	6.RL.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<ul style="list-style-type: none"> • HG Tests (Final Exam, Part II Test, Part I Test) • HG Projects • Prompts from www.hungergameslessons.com • In-Class Discussions 	6.L.1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	6.L.2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	6.L.2.a	Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	6.L.2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Activity/Activities	CC Standards	Description
Continued... • Class Reaping • Facebook Activity • Twitter Tweet Activity	6.L.2.b	Conventions of Standard English: Spell correctly.
	6.L.3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	6.W.1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
	6.W.2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	6.W.2.c	Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.
	6.W.2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
	6.W.3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	6.W.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	6.W.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6.W.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	6.W.10	6.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	7.L.1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	7.L.2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7.L.2.a	Conventions of Standard English: Use a comma to separate coordinate adjectives.	

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Activity/Activities	CC Standards	Description
Continued...	7.W.2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	7.W.2.a	Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	7.W.2.b	Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	7.W.2.c	Text Types and Purposes: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	7.W.2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
	7.W.3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	7.W.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	7.W.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	7.W.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	7.W.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	8.L.1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	8.L.2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	8.L.2.a	Conventions of Standard English: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	8.L.2.b	Conventions of Standard English: Use an ellipsis to indicate an omission.

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Activity/Activities	CC Standards	Description
	8.L.2.c	Conventions of Standard English: Spell correctly.
	8.W.1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
	8.W.2.a	Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	8.W.2.c	Text Types and Purposes: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	8.W.2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
	8.W.3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	8.W.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	8.W.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	8.W.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
	8.W.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<ul style="list-style-type: none"> • HG Projects • Additional Symbolism/Luna Moth • Food Symbolism • Capitol Mutts Activity • Chap. 1 Quiz • Part I Test, Part II Test, Final Exam 	6-8.RH.2	Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	6-8.R.H.3	Key Ideas and Details: Identify key steps in a text's description of a process related to history/social studies.
	6-8.R.H.6	Craft and Structure: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	6-8.R.H.7	Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	6-8.R.H.8	Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.

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Activity/Activities	CC Standards	Description
Continued... • HG Theme/ Setting/Symbols • Map of Panem Activity	6-8.R.H.9	Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.
	6-8.R.ST.8	Integration of Knowledge and Ideas: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	6-8.W.HST.1	Text Types and Purposes: Write arguments focused on discipline-specific content
	6-8.W.HST.1.a	Text Types and Purposes: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	6-8.W.HST.1.b	Text Types and Purposes: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	6-8.W.HST.1.c	Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	6-8.W.HST.1.d	Text Types and Purposes: Establish and maintain a formal style.
	6-8.W.HST.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	6-8.W.HST.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.W.HST.10	Range of Writing: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

NOTE: I supplement my unit with some exercises from my Pearson/Prentice-Hall text materials (which are not included in the unit), so the alignment of some standards may not fit your curriculum. On the other hand, you may actually cover additional standards that are not listed above.

I've also listed my website (www.hungergameslessons.com) as a source for lessons. You can find several activities online to incorporate into your curriculum. They are listed after the 9-12 standards.

These standards go with my teaching units, found here:

[Hunger Games Teaching Unit \(Digital Download\)](#)

[Hunger Games Teaching Unit \(Shipped CD\)](#)

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COMMON CORE STANDARDS (For grades 9-12)

Activity/Activities	CC Standards	Description
<ul style="list-style-type: none"> • HG Introduction Video Activity • HG Theme/Setting • HG Check Quizzes • HG Discussion Questions • Meaning of Panem • What They Ate • In-Class Discussions 	9-10.RL.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	9-10.RL.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	11-12.RL.1	Key Ideas and Details: 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.
	11-12.RL.10	Range of Reading and Level of Text Complexity: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
	9-10.RI.10	Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
	11-12.RI.8	Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	11-12.RI.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
	9-10.SL.4	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	11-12.SL.4	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<ul style="list-style-type: none"> • HG Figurative Language • HG Theme/Setting/Symbols • Map of Panem 	9-10.RL.2	Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	9-10.RL.3	Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

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Activity/Activities	CC Standards	Description
<ul style="list-style-type: none"> • HG Check Quizzes • Additional Symbol Luna Moth • Food Symbolism • HG Discussion Questions • HG Survival Pack • In-Class Discussions 	9-10.RL.6	Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	9-10.RL.7	Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
	11-12.RL.2	Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
	11-12.RL.6	Craft and Structure: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	9-10.RI.2	Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	9-10.RI.6	Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	11-12.RI.2	Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
	11-12.RI.7	Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	9-10.W.9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	11-12.W.9	Research to Build and Present Knowledge: Draw evidence form literary or informational texts to support analysis, reflection, and research.
<ul style="list-style-type: none"> • HG Vocab • Part II Vocab Practice • Vocab Presentation Activity • HG Final Exam (Vocab) • HG Survival Pack 	9-10.L.6	Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
	9-10.L.4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
	11-12.L.4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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Activity/Activities	CC Standards	Description
	11-12.L.6	Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<ul style="list-style-type: none"> • HG Figurative Language • HG Theme/ Setting/Symbols • Map of Panem • HG Characters • Additional Symbol Luna Moth • Food Symbolism • What They Ate • HG Survival Pack • Meaning of Names (Shakespeare connection) • Meaning of Panem 	9-10.L.5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
	9-10.RL.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	9-10.RL.2	Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	9-10.RL.3	Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	9-10.RL.4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	9-10.RL.5	Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
	11-12.RL.2	Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
	11-12.RL.4	Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
	9-10.RI.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	11-12.RI.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
	11-12.L.5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.

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Activity/Activities	CC Standards	Description
	11-12.W.2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
<ul style="list-style-type: none"> • HGCF Olympics • HG Theme/ Setting/Symbols • Map of Panem • HG Characters • Additional Symbol Luna Moth • Food Symbolism • What They Ate • HG Projects • HG Facebook Activity 	9-10.RL.1	Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	9-10.RL.3	Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	11-12.RL.3	Key Ideas and Details: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	11-12.RL.6	Craft and Structure: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	9-10.SL.1	Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	11-12.SL.1	Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	11-12.W.3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	<ul style="list-style-type: none"> • HG Tests (Final Exam, Part II Test, Part I Test) • HG Projects • Prompts from www.hungergameslessons.com • In-Class Discussions • Class Reaping • Facebook Activity • Twitter Tweet Activity 	9-10.RL.1
11-12.RL.1		Key Ideas and Details: 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.
9-10.L.1		Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9-10.L.2		Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9-10.W.2		Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
9-10.W.3		Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Activity/Activities	CC Standards	Description
Continued...	9-10.W.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.W.5	Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.W.6	Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	9-10.W.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	11-12.L.1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	11-12.L.2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	11-12.W.1	Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	11-12.W.2	Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	11-12.W.3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	11-12.W.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	11-12.W.5	Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	11-12.W.6	Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	11-12.W.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<ul style="list-style-type: none"> • HG Projects • Additional Symbolism/Luna Moth • Food Symbolism 	9-10.R.H.3	Key Ideas and Details: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
	9-10.R.H.8	Integration of Knowledge and Ideas: Assess the extent to which the reasoning and evidence in a text support the author's claims.
	9-10.R.H.9	Integration of Knowledge and Ideas: Compare and contrast treatments of the same topic in several primary and secondary sources.

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Activity/Activities	CC Standards	Description
<ul style="list-style-type: none"> • Capitol Mutts Activity • Chap. 1 Quiz • Part I Test, Part II Test, Final Exam • HG Theme/ Setting/Symbols • Map of Panem Activity 	11-12.R.H.3	Key Ideas and Details: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
	11-12.R.H.8	Integration of Knowledge and Ideas: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	11-12.R.H.9	Integration of Knowledge and Ideas: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	9-10.W.HST.1	Text Types and Purposes: Write arguments focused on discipline-specific content.
	9-10.W.HST.7	Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.W.HST.8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.W.HST.10	Range of Writing: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
	11-12.W.HST.1	Text Types and Purposes: Write arguments focused on discipline-specific content.
	11-12.W.HST.7	Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	11-12.W.HST.8	Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
11-12.W.HST.10	Range of Writing: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

NOTE: I supplement my unit with some exercises from my Pearson/Prentice-Hall text materials (which are not included in the unit), so the alignment of some standards may not fit your curriculum. On the other hand, you may actually cover additional standards that are not listed above.

I've also listed my website (www.hungergameslessons.com) as a source for lessons. You can find several activities online to incorporate into your curriculum. They are listed after the 9-12 standards.

The Hunger Games Novel Unit - NCTE/IRA & Illinois Learning Standards

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NCTE/IRA Standards (1, 2, 3, 4, 5, 6, 7, 8, 12)

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

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).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

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 non-print 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 non-print 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.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

The Hunger Games Novel Unit - NCTE/IRA & Illinois Learning Standards

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Illinois Standards

The various assignments/activities are highlighted under each standard.

1. Read with understanding and fluency

A. Apply word analysis and vocabulary skills to comprehend selections

HG Vocabulary; Part II Vocab Practice; Vocab. Final Exam

1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.

1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.

B. Apply reading strategies to improve understanding and fluency.

HG Introduction Video (Scholastic site); HG Theme, Setting; HG Check Quizzes; Part I Discussion Questions; Meaning of Panem Activity

1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.

1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.

1.B.4c Read age-appropriate material with fluency and accuracy.

C. Comprehend a broad range of reading materials.

HG Figurative Language; HG Theme, Setting, Symbols, Map of Panem; HG Check Quizzes

1.C.4a Use questions and predictions to guide reading.

1.C.4b Explain and justify an interpretation of a text.

1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).

1.C.5b Analyze and defend an interpretation of text.

2. Read and understand literature representative of various societies, eras and ideas.

A. Understand how literary elements and techniques are used to convey meaning.

HG Figurative Language; HG Theme, Setting, Symbols, Map of Panem; HG Characters; “What They Ate”; HG Food Symbolism

2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.

2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.

B. Read and interpret a variety of literary works.

HG Theme, Setting, Symbols, Map of Panem; HG Characters; “What They Ate”; Character Names & Meanings; Meaning of Panem; HG Food Symbolism

2.B.3a Respond to literary material from personal, creative and critical points of view.

2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.

2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.

2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.

The Hunger Games Novel Unit - NCTE/IRA & Illinois Learning Standards

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3. Write to communicate for a variety of purposes.

A. Use correct grammar, spelling, punctuation, capitalization and structure.

HG Part II Test; HG Final Exam; HG Projects

3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.

B. Compose well-organized and coherent writing for specific purposes and audiences.

In-Class Group Discussions; Class Reaping; HG Projects

3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.

C. Communicate ideas in writing to accomplish a variety of purposes.

In-Class Group Discussions; Class Reaping; HG Projects

3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.

4. Listen and speak effectively in a variety of situations.

A. Listen effectively in formal and informal situations.

In-Class Group Discussions; Class Reaping; HG Projects

4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

B. Speak effectively using language appropriate to the situation and audience.

In-Class Group Discussions; Class Reaping; HG Projects

4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.

5. Use the language arts to acquire, assess and communicate information.

A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

HG Projects; Food Symbolism

5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.

B. Analyze and evaluate information acquired from various sources.

HG Projects; Food Symbolism

5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.

5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.

Writing Prompts & Other Activities from www.HungerGamesLessons.com

Written by Tracee Orman

These are all links to articles I wrote on my blog, Hunger Games Lessons. Each one offers ideas you can implement in your own classroom. Enjoy!

Projects:

Hunger Games Projects Activities: <http://www.hungergameslessons.com/2011/02/hunger-games-projects-encourage.html>

Using Facebook for Character Sketch/Summaries: <http://www.hungergameslessons.com/2011/01/using-facebook-concept-for-modern.html>

Rebel Propos Project: <http://www.hungergameslessons.com/2011/04/from-mockingjay-rebel-propos-we.html>

Word Clouds Activity: <http://www.hungergameslessons.com/2011/04/new-way-to-wordle.html>

Create an Original YouTube/Google Video Connection: <http://www.hungergameslessons.com/2011/04/my-hunger-games-lessons-youtube-video.html>

Using Glogster to Promote Creativity & Incorporate Technology: <http://www.hungergameslessons.com/2011/03/using-glogster-to-promote-creativity.html>

Service to Others Project: <http://www.hungergameslessons.com/2011/01/celebrate-martin-luther-king-jrs-life.html>

Hunger Games Valentines Activity: <http://www.hungergameslessons.com/2011/02/inspire-creativity-with-hunger-games.html>

Map of Panem Activity: <http://www.hungergameslessons.com/2011/01/my-updated-map-of-panem-hunger-games.html> See also "What's My District" for new information added by Lionsgate: <http://www.hungergameslessons.com/2011/08/whats-your-district.html>

Suzanne Collins Biography (Creating a Comic Book Bio): <http://www.hungergameslessons.com/2011/08/exclusive-hunger-games-author-suzanne.html>

How Do You Envision the Characters? <http://www.hungergameslessons.com/2011/08/capitol-how-do-you-envision-characters.html>

Writing Prompts/Questions for Students:

Symbolism of the Luna Moth: <http://www.hungergameslessons.com/2011/06/whats-so-important-about-the-green.html>

Connecting the Holocaust to The Hunger Games Trilogy: <http://www.hungergameslessons.com/2010/12/connecting-hunger-games-to-holocaust.html>

Science Connection: <http://www.hungergameslessons.com/2011/04/wow-factor-of-nature-by-guest-blogger.html>

Hunger Games Fireside Chat - Patriotic: <http://www.hungergameslessons.com/2011/07/listen-to-fireside-chat-tomorrow.html>

Hunger Games Fireside Chat - Listening & Writing: <http://www.hungergameslessons.com/2011/06/have-you-listened-to-hunger-games.html>

Writing Prompts & Other Activities from www.HungerGamesLessons.com

Written by Tracee Orman

If Katniss & Peeta Celebrated Thanksgiving: <http://www.hungergameslessons.com/2010/11/if-katniss-peeta-celebrated.html>

Hunger Games Life Lessons Activity: <http://www.hungergameslessons.com/2010/12/live-learn-and-pass-it-on-life-lessons.html>

New Revelations with District Industries (TheCapitol.pn) <http://www.hungergameslessons.com/2011/10/new-revelations-with-thecapitolpn.html>

Things That Make Me Go Hmm... (Discussion starters - new weekly feature) <http://www.hungergameslessons.com/2011/10/things-that-make-me-go-hmmm-part-1.html>

Teaching Ideas & Examples:

How Other Teachers Are Using The Hunger Games in Their Classrooms: <http://www.hungergameslessons.com/p/how-teachers-are-using-my-hunger-games.html>

Class Reaping Ideas, Pictures: <http://www.hungergameslessons.com/2011/05/class-reaping-and-training-let-games.html>

Teach Vocabulary Creatively: <http://www.hungergameslessons.com/2011/03/teaching-vocabulary-with-creativity.html>

Using Visual Aids in Classroom: <http://www.hungergameslessons.com/2011/01/use-visual-aides-in-your-classroom-to.html>

Life Lessons Activity: <http://www.hungergameslessons.com/2011/01/examples-of-life-lessons-great-way-to.html>

Using Twitter (or the Concept of Twitter) to Engage Students <http://www.hungergameslessons.com/2011/10/using-twitter-to-engage-your-student.html>

What's Your District? Using TheCapitol.pn & Panem October in the Classroom <http://www.hungergameslessons.com/2011/08/whats-your-district.html>

Hunger Games Teaser (Not Quite a Trailer...) <http://www.hungergameslessons.com/2011/08/finallyan-official-hunger-games-movie.html>

Poetry Activities & Connections:

Poetry/Earth Day Connection: <http://www.hungergameslessons.com/2011/04/on-earth-day-there-will-come-soft-rains.html>

Poem in Your Pocket Day: <http://www.hungergameslessons.com/2011/04/what-is-your-favorite-poem-celebrate.html>

World Poetry Day Activity: <http://www.hungergameslessons.com/2011/03/happy-world-poetry-day.html>

O Captain My Captain Whitman Poetry Activity: <http://www.hungergameslessons.com/2011/02/o-captain-my-captain-whitmans-tribute.html>

Writing Prompts & Other Activities from www.HungerGamesLessons.com

Written by Tracee Orman

Helpful Articles:

Defense for Teaching *The Hunger Games*: <http://www.hungergameslessons.com/2010/11/defense-for-teaching-hunger-games-to.html> **If the book is ever challenged at your school, I have some arguments in this article that may help you.**

Rating of The Hunger Games Movie: <http://www.hungergameslessons.com/2011/03/why-is-rating-of-hunger-games-movie.html>

(How I Began) Teaching the *Hunger Games*: <http://www.hungergameslessons.com/2010/11/teaching-hunger-games.html>

Why Teach *The Hunger Games*: <http://www.hungergameslessons.com/p/why-teach-hunger-games.html>

Beware the Ides of March--Julius Caesar Connection: <http://www.hungergameslessons.com/2011/03/beware-ides-of-march-lessons-men-can.html>

Halloween Costume Ideas & Halloween Word Find - free download <http://www.hungergameslessons.com/2011/10/hunger-games-halloween-costumes.html>

DIY: Hunger Games Magnets & Charms (easy to make) <http://www.hungergameslessons.com/2011/10/diy-create-your-own-hunger-games-charms.html>

Using Panem October and TheCapitol.pn in Your Classroom <http://www.hungergameslessons.com/2011/10/scanning-qr-codes-is-key-in-panem.html>
and <http://www.hungergameslessons.com/2011/09/activity-picks-up-at-thecapitolpn-as.html>
and <http://www.hungergameslessons.com/2011/09/panem-october-hunger-games-fireside.html>

Banned Books Post <http://www.hungergameslessons.com/2011/09/celebrate-freedom-to-read-during-banned.html>

Do Movies Ruin the Books for Readers? <http://www.hungergameslessons.com/2011/09/picturing-characters-do-movie.html>

My Debut on The Hunger Games Fireside Chat <http://www.hungergameslessons.com/2011/09/listen-to-tonights-hunger-games.html>

Celebrate Literacy with The Hunger Games <http://www.hungergameslessons.com/2011/09/celebrate-literacy-month-with-hunger.html>

The Lesson Cloud: <http://www.hungergameslessons.com/2011/08/cloudy-with-chance-ofgreatness.html>

Classroom Freebies <http://www.hungergameslessons.com/2011/09/classroom-freebies-official-launch.html>

Fraud Alert: This is NOT My Unit! <http://www.hungergameslessons.com/2011/08/fraud-alert-beware-of-suspicious-email.html>

Listing of All My Materials: <http://www.hungergameslessons.com/p/list-of-all-lessons-available.html>

More articles are added weekly.