

## The Hunger Games

### WebQuest Description:

**Grade Level:** 6-8

**Curriculum:** English / Language Arts

**Keywords:** science-fiction, young adult, novel

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## Introduction

What is the The Hunger Games? The Hunger Games is a science-fiction novel by Suzanne Collins, published in 2008. The story's voice and protagonist is a 16-year-old girl named Katniss Everdeen, who lives in the country of Panem. Post-apocalyptic Panem is a coal-rich country located in what was once North America, controlled by a threateningly powerful government located in the Capitol. In the book, the Hunger Games are an annual televised event where the Capitol chooses one boy and one girl from each district to fight to the death. The Hunger Games exist to demonstrate not even children are beyond the reach of the Capitol's power. In this webquest, you will be asked to recall emotions and details from the novel as you relive Katniss' story. There will be several activities that will test your abilities as a reader to retell and also interpret the story. Click on the link provided below to read more about The Hunger Games. Read page 4, only.

## Tasks

In this webquest, you will be involved in various activities that will help you develop a deeper understanding of both the characters and the themes in Hunger Games.

1. Write a farewell letter to your family before you must leave for the Capitol. Keep in mind this may be your last goodbye. (Letter is to be hand written and all papers must be turned in on due date given -- due date is pending.)
2. Choose one of the following:
  - A. Illustrate District 12, the coal-rich hometown of Katniss Everdeen.
  - B. Illustrate the Capitol, the city that has total power over the country of Panem.
  - C. Create a map (sketch, color, and/or paint) of the 74th Games arena. Use details included in the novel, along with your imagination to develop a detailed image. (Drawing materials will be provided for this assignment. Paper given must be used. There will be markers, colored pencils, crayons and erasers provided. Paint materials can be requested. Personal art supplies may be used.)
3. Develop a Venn diagram of one of the listed character pairs (A-E) of your choice. Compare and contrast at least eight characteristics.
  - A. Katniss and Gale
  - B. Katniss and her mother
  - C. Katniss and Prim
  - D. Katniss and Peeta
  - E. Gale and Peeta(Use the link provided below to create your diagram. Format is already set up for you!)
4. Write a diary or journal entry from Katniss' perspective, detailing your thoughts and feelings about the result of the Games. (Entries will be made in your regular Writing Journals and turned in to be reviewed and scored. Please be sure to respond to all questions below for full credit, and feel free to include any additional thoughts.) What will it be like to see your family again? In what ways have your emotions changed, both toward Gale and toward Peeta? How do you think life will be different after the Games?

## Process

How will I complete these tasks? You will read the book in four sections, which will be divided by Miss Shirley and will be discussed within the class. After each section is read, you will talk about the characters, the themes, and your feelings about the story's progression with your classmates and Miss Shirley. Once the class has developed an understanding of the novel's key events and elements, you will complete the task (or your choice of task) that pertains to the section of the book the class is working on. These tasks will help you deepen your understanding of The Hunger Games.

You will find the discussion questions we will use to guide our analysis of the book by clicking on the link provided. Scroll to page 5.

## Evaluation

As you complete each of the four tasks during your reading of the novel, you will receive a grade according to a rubric shown below.

Category and Score	1	2	3	4	Score
Farewell Letter	I wrote my letter with very little or no detail and failed to address more than one character or event from the story.	I wrote my letter with limited detail and addressed only one to two other characters or events from the story.	I wrote my letter with adequate detail and emotion and addressed at least three characters or important events from the story.	I wrote my letter with expressive detail and emotion and addressed at least four characters or important events from the story.	4
Illustration (District 12, Capitol, Arena)	My illustration or map displays no details from the story and employs minimal creativity. I included few or no necessary labels .	My illustration or map displays one or two details from the story and employs minimal creativity. I included some necessary labels.	My illustration or map displays three-four details from the story and employs some creativity. I included most necessary labels.	My illustration or map displays five details from the story and employs a vast amount creativity. I included all necessary labels (buildings, people, district, etc).	4
Venn Diagram	My Venn diagram does not accurately compare or contrast a character pair. I either used too few facts from the story (one to three) or made false comparisons about characters.	My Venn diagram compares and contrasts a character pair in some ways, using only four or five facts from the story.	My Venn diagram fairly accurately compares and contrasts a character pair, using almost eight facts from the novel.	My Venn diagram accurately compares and contrasts a character pair, using eight facts from the novel.	4
Journal Entry	My entry answers three questions with minimal detail, creativity, and recalls few or no events from the story.	My entry answers three questions with a minimal amount of detail, creativity, and recalls at least one event from the story.	My entry answers three questions with a good amount of detail, creativity, and recalls at least two events from the story.	My entry answers three questions with an extensive amount of detail, creativity, and recalls at least three events from the story.	4
				Total Score	16

## Conclusion

Click on the link provided below. Scroll to page 11 and page 14.

Read on page 11 about the analogies to classic literature and historical events that Collins presents in The Hunger Games.

Read about the author on page 14. Click on the document file provided below. Respond to the review prompts about The Hunger Games. Please print your review sheet to share with your classmates during our discussion of the author and themes.

## Teacher Page

The Hunger Games Lesson Plan – 5 weeks

Lesson: 6th grade English Student Description: 24 students; 10 boys, 14 girls of various reading and comprehension

levels Goals: Read a young adult novel (174 pages) as a group within five week period

Objectives: Focus skills include: fluency/expression, pronunciation, comprehension, character analysis, text to real-life connections, collaborative discussion, writing skills Procedures: 1. Discuss and build background knowledge

(week one) discuss book - students browse through webquest, understand objectives and procedures - make predictions State Standards 1.1.5.A – establish the purpose for reading a type of text before reading 1.1.5.D – identify the basic ideas and facts in text using strategies and information from other sources to make predictions about the text 1.1.5.G - Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. Summarize the major ideas, themes or procedures of the text. Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape). Clarify ideas and understandings through rereading and discussion. 1.1.5.H - Demonstrate fluency and comprehension in reading. Demonstrate comprehension 2. Begin reading

(week one – week four) - read as a group in class (teacher read-aloud, student read-aloud, partner read-aloud) Discuss events and characters at end of each period Homework – re-read in class readings to

solidify- Utilize webquest throughout novel, complete activities and discussions where appropriate  
State Standards  
1.3.5.B - Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.  
1.3.5.F - Read and respond to nonfiction and fiction including poetry and drama.  
1.4.5.B - Write multi-paragraph informational; Use relevant graphics (e.g., maps, charts, graphs, tables)  
1.6.5.B - Listen to a selection of literature. Relate it to what is known, predict the result, retell actions in sequence, identify new concepts, summarize the selection

### 3. Conclusion of text

- review plotline, characters, main events – historical comparisons and about the author  
- discuss feelings and book reviews – preview next two books in series  
State Standards  
1.6.5.A – Listen to other. Ask pertinent questions, distinguish relevant information, take notes when prompted  
1.6.5.C – Speak using skills appropriate to formal speech situations  
1.6.5.C/E - Contribute to discussion/Participate in small and large group discussions and presentations  
1.6.5.F – Use media for learning purposes. Access information on the Internet.

Materials: Novels, laptops (when needed)

Accommodations: Push-in support from team teacher; low group will read with team teacher in small groups

Rubric: along with 30 point participation grade for daily reading and discussion, the webquest (broken into 4 parts) will be worth 16 points for the tasks and a final 4 points for the completed review sheet (20 point webquest) 30 participation + 20 webquest = 50 point project

Sources [http://www.youtube.com/watch?v=2szX6ClpNrA&feature=grec\\_index](http://www.youtube.com/watch?v=2szX6ClpNrA&feature=grec_index)

[www.readwritethink.com](http://www.readwritethink.com)

[http://www2.scholastic.com/content/collateral\\_resources/pdf/h/HungerGamesTrilogyDiscussionGuide.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/h/HungerGamesTrilogyDiscussionGuide.pdf)

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&nbsp;

### Standards

### Credits

### Other