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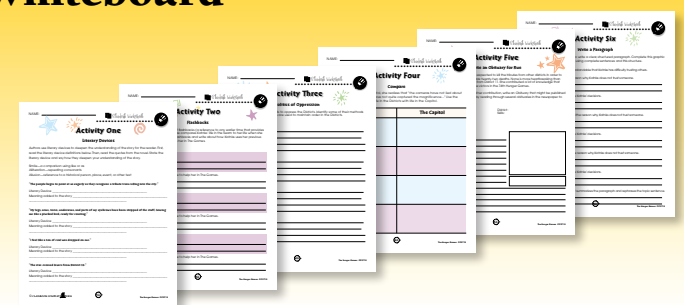
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Suzanne Collins

Born in 1962 in Hartford, Connecticut, Suzanne's father was an air force pilot. Her early years sparked an interest in history and the causes and effects of war. She began her writing career working with a team of writers on children's television programs like *Clarissa Explains It All* and *Little Bear*. Both of these programs won Emmy Awards.



After several years writing for children's television, Suzanne's award-winning author friend challenged her to write children's books. Her *Year of the Jungle* book tells the story of a child who experiences the effects of war. It is based off her childhood memories. Before writing *The Hunger Games* Trilogy, Collins was inspired by *Alice in Wonderland* to write an award-winning five-part fantasy war series. This series is called *The Underland Chronicles*. It shares the story of Gregor, a kid from New York City. He falls into the Underland, which is inhabited by humans and creatures. Here he undertakes a quest to find his father. Collins' *The Hunger Games* Trilogy appeared on bestseller lists like *The New York Times*, *USA Today* and *Publishers Weekly*. It has been translated into 51 languages. All three books became major motion pictures that broke box office records with *Mockingjay* being split into two movies.

• Because of the popularity of *The Hunger Games* Trilogy, in 2010, Collins was named one of *Time Magazine's* most influential people.

Did You Know...?

- The roots of a katniss plant are edible and Katniss eats some when she is starving.
- There is an *Unofficial Hunger Games Cookbook* that includes a recipe for goosling soup.



Chapters Two to Four

Answer the questions in complete sentences.

1. Describe a time when there was a big change in your life. How did you adapt to this change?

2. Was there ever a time when you judged someone because they had a visible addiction? Were you open to the assistance they could provide, despite their weakness?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	synonymous	does not remember	A
2	hysterically	not able to overcome	B
3	tenuous	deep covered bowl	C
4	insurmountable	dressed fancy	D
5	deteriorated	not able to control emotions	E
6	oblivion	garbled	F
7	indulgences	of little substance	G
8	tureen	became worse	H
9	incoherent	connected to	I
10	magnificent	being fulfilled	J



Chapters Two to Four

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) When Katniss finds out that Prim is the new girl Tribute, she is unable to speak and is totally stunned.
- T F b) When Haymitch falls off the stage the audience claps for him.
- T F c) Katniss' family received a large sum of money when her father died.
- T F d) Katniss feels that she owes Peeta something.
- T F e) Katniss and Peeta are taken into custody.
- T F f) Katniss shouts at her mother.
- T F g) Katniss has never been on a train before.
- T F h) According to Katniss, the dandelion is a symbol of peace.
- T F i) Katniss thinks that a kind Peeta Mellark is far safer to her than an unkind one.

2. Fill in the blank with the correct word(s) from these Chapters.

- a) On the afternoon of my encounter with Peeta Mellark, the rain was falling in _____.
- b) Peeta looks me right in the eye and gives my hand what I think is meant to be a _____.
- c) The station is _____ with reporters with their _____ cameras trained directly on my face.
- d) The woods became our _____, and each day I went a bit farther into its arms.
- e) "Well, what's this?" says Haymitch. "Did I actually get a pair of _____ this year?"



Chapters Two to Four

Answer each question with a complete sentence.

1. What is Katniss' reaction to Haymitch's drunken endorsement?

2. Do you think that Peeta intended to burn the bread? Provide evidence from the text.

3. What does the crowd do after Katniss volunteers and what does it mean?

4. Who are the people who visit Katniss before she leaves for the train station, and what gifts do they give her?

5. Describe the pin that Madge gave to Katniss? What does it symbolize? Why does Katniss find the pin comforting?

6. When Katniss finds the katniss root, what does she remember her father saying? Do you think his comment has metaphorical meaning? Explain your answer.

Journaling Prompt

Look up the meaning of your name. Describe what it means based on what you find and where it originates. Do you think the meaning resonates with your personality?



Chapter 27

Newspaper Article

Write a News Article about Katniss and Peeta, the victors in the Games. Read a few articles to get to know the format. The graphic organizer for News Articles on page 54 will help you to organize your article. It should include:

- a headline
- a byline
- lead paragraph (who, what, when, where and why)
- three 1-3 sentence-long paragraphs that provide details
- two witness statements (choose one of the tributes and a Games' expert)
- a paragraph that gives background information
- Pretend that your article will be published in the Capitol's daily news. Keep in mind that the Capitol hosts the Games as a form of entertainment for the people who live in the Capitol. They are also used to control the people who live in the Districts. Your article should show this bias.



Chapter 27

Film Review

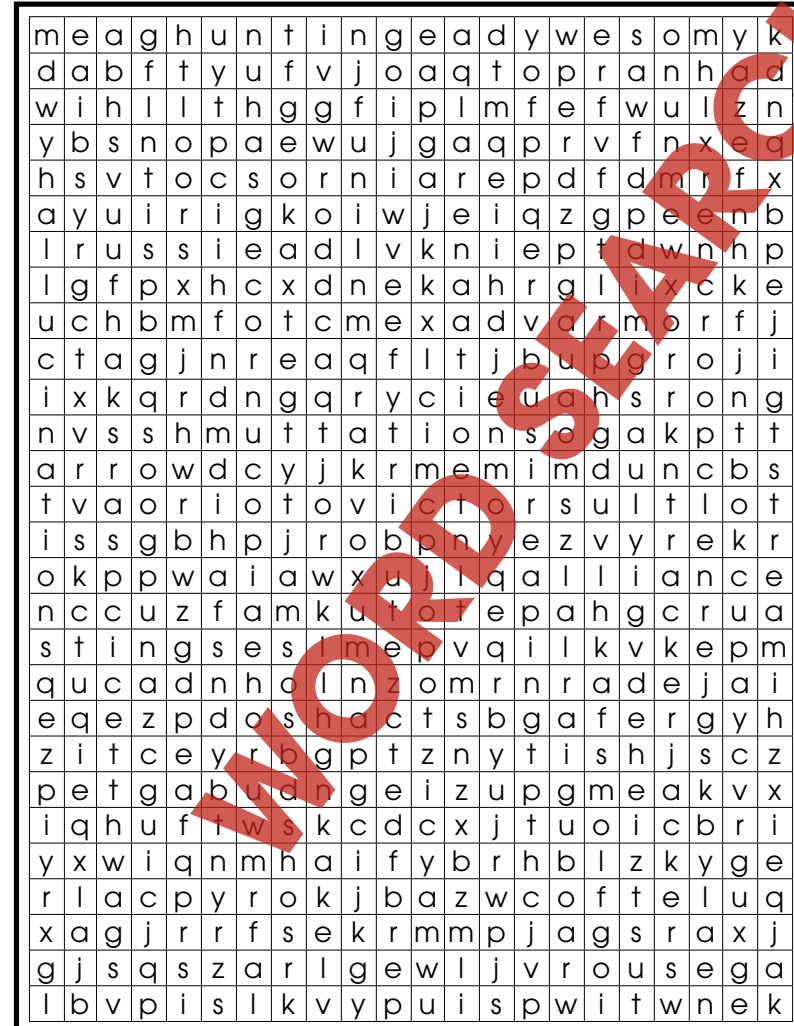
Watch the movie *The Hunger Games* and write a review of the movie, being sure to include the following:

- A catchy title.
- An attention grabbing hook.
- The genre, main actors, director and year of release.
- A short plot synopsis that includes the main conflict, rising action and describes whether the climax is gripping (no spoilers).
- Evaluate the quality of acting.
- Refer to the movie's main message (theme).
- Comment on the movie's technical aspects (camera, soundtrack, special effects).
- Provide your overall assessment of the film. Would you recommend it?



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.



- alliance
- arena
- armor
- arrow
- cornucopia
- district
- gamekeepers
- hallucinations
- hunting
- mutations
- reaping
- rocks
- stings
- storm
- stream
- tracker jackers
- tree
- tribute
- victors
- weapons



Comprehension Quiz

Answer each question in a complete sentence.

- How many times have Katniss and Gale's names been entered in the reaping?

- What is Gale implying when he tells Katniss to wear something pretty?

- How does Katniss feel when she finds out that Prim is the new girl tribute?

- What does Katniss wonder about a world where food appears at the press of a button?

- What character trait does Katniss admire in Effie Trinket?

- How do tributes obtain favor with the crowd?

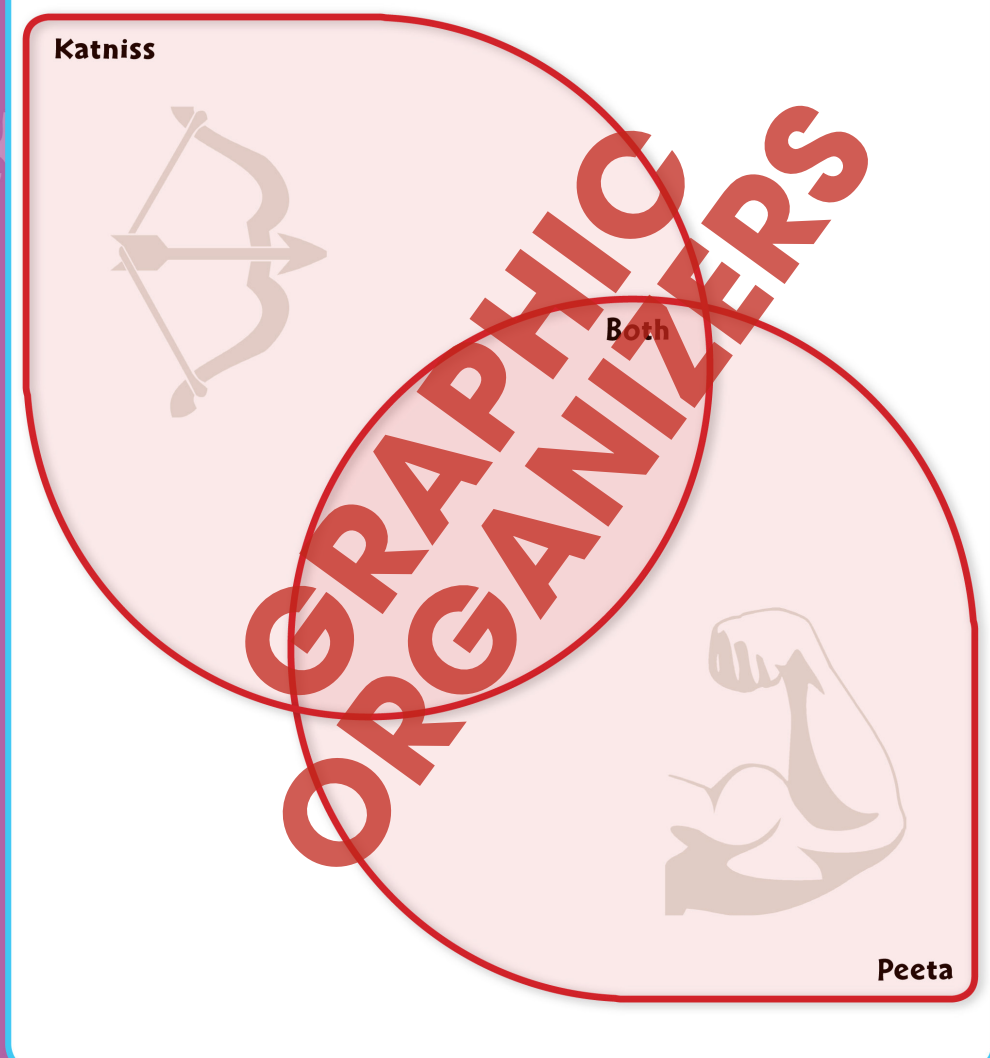
- Haymitch is unable to determine a persona for Katniss. What does Cinna suggest?



SUBTOTAL: /15

Venn Diagram

Use the following Venn diagram to compare and contrast Katniss and Peeta's character traits.



NAME: _____

After You Read 



Chapters Five to Seven

Answer the questions in complete sentences.

1. What items of her mother's did Katniss leave behind, and why does she wish she hung on to them?

2. Do you think that Peeta is being genuine when he tells Katniss she should wear flames more often? Is Katniss sincere when she kisses the bruise on his cheek?

3. What is an Avox, and what does seeing the Avox remind Katniss of?

4. What do you think Peeta's interest is in Katniss' relationship with Gale?

5. How does Katniss assess whether she is any good with a bow and arrow?

6. What do you think Peeta means when he says that Katniss has no idea what effect she can have?

EASY MARKING



Write a diary entry about a time when you were unable to trust someone. What were your reasons for mistrusting them? Did you overcome your mistrust or were you wise to be cautious?

1.
Katniss wishes that she had kept the blue dress and shoes to hold on to a piece of her and her home.

2.
Answers will vary.

3.
An Avox is someone who has committed a crime and has his or her tongue cut out. She reminds Katniss that she is not in the Capitol to model flashy costumes, die a bloody death, and have the crowds cheer on her killer.

4.
Answers will vary, but may include: He is jealous of Gale.

5.
She thinks about how she was able to put food on the table, about how she is not as good as her father, and that she can aim better than Gale because she has had more practice.

6.
Answers will vary, but may include: Peeta is attracted to Katniss and thinks he loves her.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

1. d

2. b

3. a

4. c

5. a

6. d

1.

a) F

b) T

c) F

d) T

e) F

f) F

g) F

h) F

i) F

j) T

2.

a) B

b) D



1.
Her mom and Prim. She thinks the Capitol will take their belongings, send her mother to prison and Prim to a community home, or kill them.

2.
What she is pretending to have with Peeta. She never questions Gale's motives, but she doubts Peeta's. Gale and Katniss are together because of mutual need to survive. Peeta and Katniss know the other's survival means their own death.

3.
Peeta has asked Haymitch to coach him separately.

4.
To make people appear younger and thinner.

5.
It's an achievement because so many people die early.

The Hunger Games

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** 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.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** 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 on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** 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.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** 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.
- **RSL.8.3** 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.
- **RSL.8.4** 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.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** 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.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** 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, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** 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.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** 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.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.