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Suzanne Collins

Suzanne Collins was born on August 10, 1962 in Hartford, Connecticut. Collins has become known worldwide for her best-selling *The Hunger Games* book series. Collins is the youngest of four children, born to Jane and Lt. Col. Michael Collins. Her father was a United States Air Force officer who served in both the Korean and Vietnam wars. He was awarded the Distinguished Flying Cross and Bronze Star. Growing up, Collins' military family spent plenty of years moving around the country. Although, her formative years were mostly spent in the eastern United States. Collins attended the Alabama School of Fine Arts in Birmingham. She graduated as a theater arts major in 1980. She followed that up with some time spent at Indiana University. Here, in 1985, she earned a bachelor of arts degree. She continued on the academic path. She received a Master of Fine Arts graduate degree in dramatic writing from the New York University Tisch School of the Arts in 1989.



Collins spent more than a decade in postsecondary education. Afterward, she began a career as a professional writer in 1991. She took a position at Nickelodeon, writing for many television shows. After several years in the business, Collins had an encounter with children's author James Primos. She was inspired to write her own children's books. While pondering the fantasy world of *Alice in Wonderland* one day, Collins sparked an idea which became her first book. *Gregor the Overlander* spawned a series of five best-selling books called *The Underland Chronicles*. These were written between 2003 and 2007.

In 2008, Collins' dystopian young adult novel *The Hunger Games* was released. The novel proved greatly popular, becoming a New York Times Best Seller. Collins followed the book up with two more in the series. *Catching Fire* and *Mockingjay* were also well-received. The books' popularity translated to the silver screen. Four record-breaking film adaptations were made, with Jennifer Lawrence in the starring role. By 2010, Collins was named one of *Time Magazine's* most influential people.

Did You Know...?

- Many scenes for the film adaptation of *Catching Fire* were shot in Atlanta, Georgia.
- Suzanne Collins worked on the writing staffs for several Nickelodeon shows, like *Clarissa Explains It All*.
- Collins' books have sold over 100 million copies across the world.



Chapters Four to Six

Answer the questions in complete sentences.

1. Katniss now understands she will be expected to stay with Peeta for the rest of her life. Predict whether she will discuss this with him.

2. Do you believe Katniss will be able to keep up the act of being in love with Peeta? Why or why not?

Vocabulary

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

- | | | | |
|----|---------------|---|---|
| 1 | slong | Beautiful or elegant. | A |
| 2 | blotting | Unaware of what's happening around you. | B |
| 3 | exquisite | Walk with a lot of trouble. | C |
| 4 | predicament | Causing sickness with too much sweetness. | D |
| 5 | cloying | Complete or total. | E |
| 6 | precipitously | Elude or escape. | F |
| 7 | oblivious | Strongly obsessed. | G |
| 8 | besieged | In a way that is not secure or is likely to fall. | H |
| 9 | utter | To hide something from view. | I |
| 10 | evade | An unpleasant situation. | J |



Chapters Seven to Nine

1. Fill in each blank with the correct word from these Chapters.

- a) The pain is blinding and _____.
- b) Although it's sure to be temporary, there will be _____.
- c) Hazelle strokes his hair and whispers something while my mother and Prim go through their _____ stores of painkillers.
- d) Now that Gale has drifted away on the painkiller, everyone seems to _____.
- e) Tossing back her head, she lets out a long, _____ howl that is picked up by other mutts nearby.

2. Complete each sentence with a word from the list.

endure mutilation ferocious
precarious disintegrates

- a) I welcome the blizzard, with its _____ winds and deep, drifting snow.
- b) A _____ venture at best.
- c) There might be torture. _____.
- d) I need only to think of Prim and all my resolve _____.
- e) What I am about to do, whatever any of us are forced to _____, it is for them.



Chapters Sixteen to Eighteen

Answer each question with a complete sentence.

1. Why doesn't Katniss initially want to try to partner with a group of other victors? Use examples to support your answer.

2. How does Katniss' feelings toward the other victors change through training?

3. Why are Peeta and Katniss given zeros on their training scores?

4. Why does Katniss believe her death would be more valuable to a revolution?

5. What example of foreshadowing is revealed while Caesar interviews Katniss?

6. What is Peeta doing when he says Katniss is pregnant?

**Journaling Prompt**

When Katniss spins, her dress transforms into a mockingjay. The bird has become a symbol of rebellion. What sort of symbolism might be at play here? How does this transformation relate to Katniss' character? Is there any larger meaning behind the transforming dress? Use examples from the book to back up your opinions.



Chapters 1 to 6

Capitol Propaganda

It has been 75 years since the First Rebellion. Since then, the Capitol has used misinformation and suppression tactics to control the districts. Imagine you are one of the people in charge of coming up with ways to convince people the Capitol has every person's best interests in mind with each action.

Propaganda is biased or misleading information. It is used to promote a particular political cause or point of view. Your task will be to write a script for a propaganda film. The first thing you will need to do is choose what piece of information you will be promoting. Choose from one of the following subjects:

- Katniss Everdeen
- Product and supply shortages
- Uprisings

Make sure you put yourself in the Capitol's position and be as convincing as possible in your message.



Chapters 1 to 12

The Fourth Quarter Quell

There have been three Quarter Quells to this point. The 75th Hunger Games were the third. President Snow reads the terms of the third Quarter Quell.

"On the seventy-fifth anniversary, as a reminder to the rebels that even the strongest among them cannot overcome the power of the Capitol, the male and female tributes will be reaped from their existing pool of victors."

Imagine you are a Gamemaker in charge of the 100th Hunger Games—the fourth Quarter Quell. Your task will be to come up with a set of unique and terrifying terms under which the games will be held.

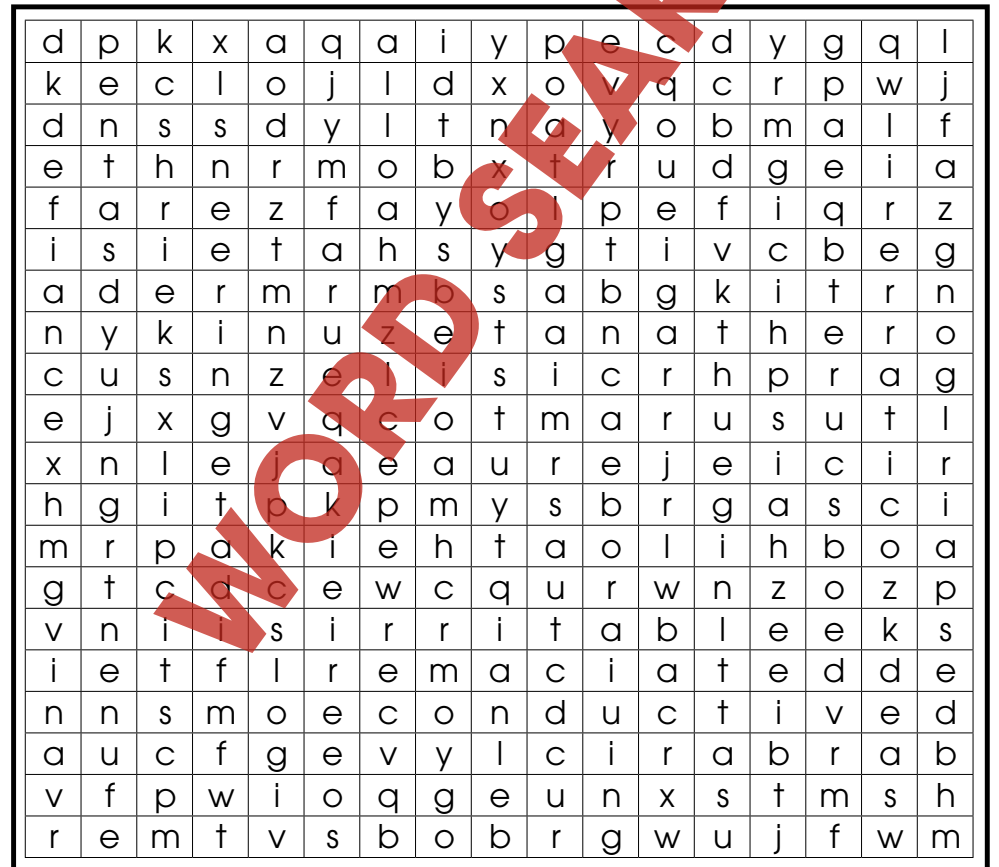
Part of your responsibility will be to design the arena for your Quarter Quell. Outline the traps, locations, themes, and any features that will make up your arena. Draw and label a map of the arena as part of this exercise. Make sure your arena is original and includes plenty of traps.



Word Search Puzzle

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

anticipating	despair	gong	massacre	slog
arbitrary	eerie	grieve	mesmerized	sneering
barbaric	emaciated	incapacitated	obscure	tremulous
conductive	erratic	irritable	play	trudge
defiance	flamboyantly	loathe	shrieks	



Comprehension Quiz

Answer each question in a complete sentence.

- How did her first Games change Katniss and Gale's relationship?

- Why does Katniss believe President Snow will never forgive her actions in the first Hunger Games?

- What was the importance of President Snow shaking his head to Katniss following Peeta's proposal?

- What was the significance of Plutarch Heavensbee showing Katniss his watch?

- How does Gale react when he hears there is unrest in District 8?

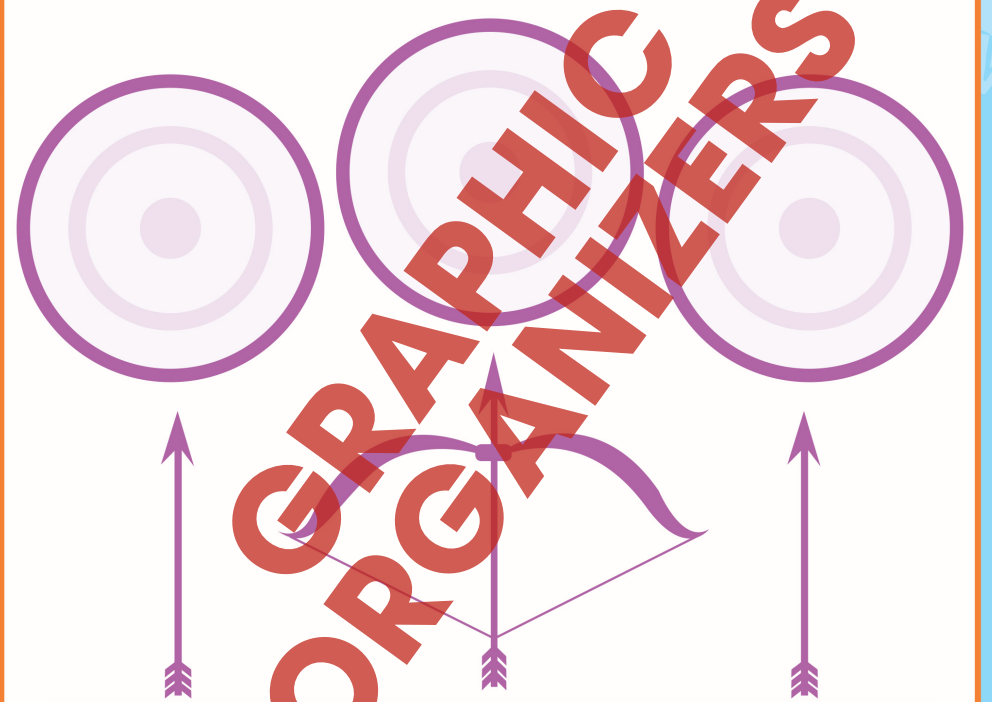
- What does Katniss believe is the reason why President Snow wanted her to try to convince the people of Panem she was in love with Peeta?

- Why does Katniss believe her death would be more valuable to a revolution?

Understanding Katniss

At the bottom of the arrow, write the action Katniss wants to take. At the top of the arrow, write the action she actually takes and why. Katniss follows the lead of others rather than going with her instincts. Shooting the force field instead of Enobaria at the end of the book is one example of this. Use this organizer to discuss some of the actions Katniss wanted to take. Then what she actually did. And finally, why she decided to do what she did.

Actions she does take



Actions she wants to take

NAME: _____

After You Read 



Chapters Thirteen to Fifteen

Answer each question with a complete sentence.

1. What does Katniss think about the origin of the terms of the 75th Quarter Quell? Why?

2. Why does Katniss feel ashamed when she speaks to Haymitch after the announcement?

3. What is Katniss' mentality heading into the Games?

4. How does Katniss feel about watching the tape of Haymitch's victory?

5. In Katniss' mind, how are these games different from last year?

6. According to Peeta, why are the other victors acting the way they are toward Katniss?

EASY MARKING



Journaling Prompt

In a previous Chapter, Darius was knocked unconscious when he stepped in to stop Romulus Thread from whipping Gale. In these Chapters we learn that Katniss hasn't seen Darius since this happened. Now, the Capitol has turned him into an avox, a servant to the victors of District 12. What effect might this turn of events have on Katniss? What reason might there be behind his presence? Use examples from the book to support your opinion.

1.

She thinks it's unlikely the terms announced by President Snow are really what was written down 75 years ago, because it's "too perfect an answer for the troubles that face the Capitol."

2.

She feels ashamed because while she was alone, thinking about herself, Peeta was thinking only of her.

3.

Katniss believes she has not even the slightest hope of returning home from the Quarter Quell.

4.

She feels that somehow it's a major invasion of Haymitch's privacy even though the recording is public and has been broadcasted.

5.

Katniss says last year she was prepared to kill Peeta, and she was convinced he was trying to kill her. Now everything is reversed and she is determined to keep him alive, knowing it will likely cost her own life.

6.

Peeta says the other victors are teasing Katniss because she is so pure.

25

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. anticipating

2. mute

3. chattered

4. prominently

5. inseparable

6. ribald

7. brashness

8. absorbs

9. smoldering

10. emanates

26

1.

a) **F**

b) **F**

c) **T**

d) **F**

e) **F**

f) **T**

2.

a) 3

b) 1

c) 2

d) 4

e) 6

f) 5

27

1.

Katniss says "I don't trust any of them, I can't stand most of them, and I'd rather operate with just the two of us."

2.

She says the more she gets to know them, the worse it is because she doesn't hate them. Some of them she likes a lot and some are so damaged her instinct is to save them. But she knows they have to die to save Peeta.

3.

Aside from punishment for their actions during the individual sessions, Haymitch says they were given zeros so the others will have no choice but to target them.

4.

She says they could turn her into a martyr and put her face on banners. She says it would do more to rally the people than anything she could do while alive.

5.

After Katniss' dress transforms, she becomes afraid for Cinna. She remembers him saying he channels his emotions into his work and that way he only hurts himself.

6.

Answers will vary. Peeta is attempting to turn the people watching against President Snow and the others who rule the Capitol.

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Catching Fire

- **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.
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Chapters Seven to Nine

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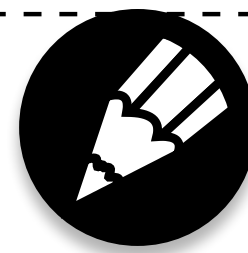
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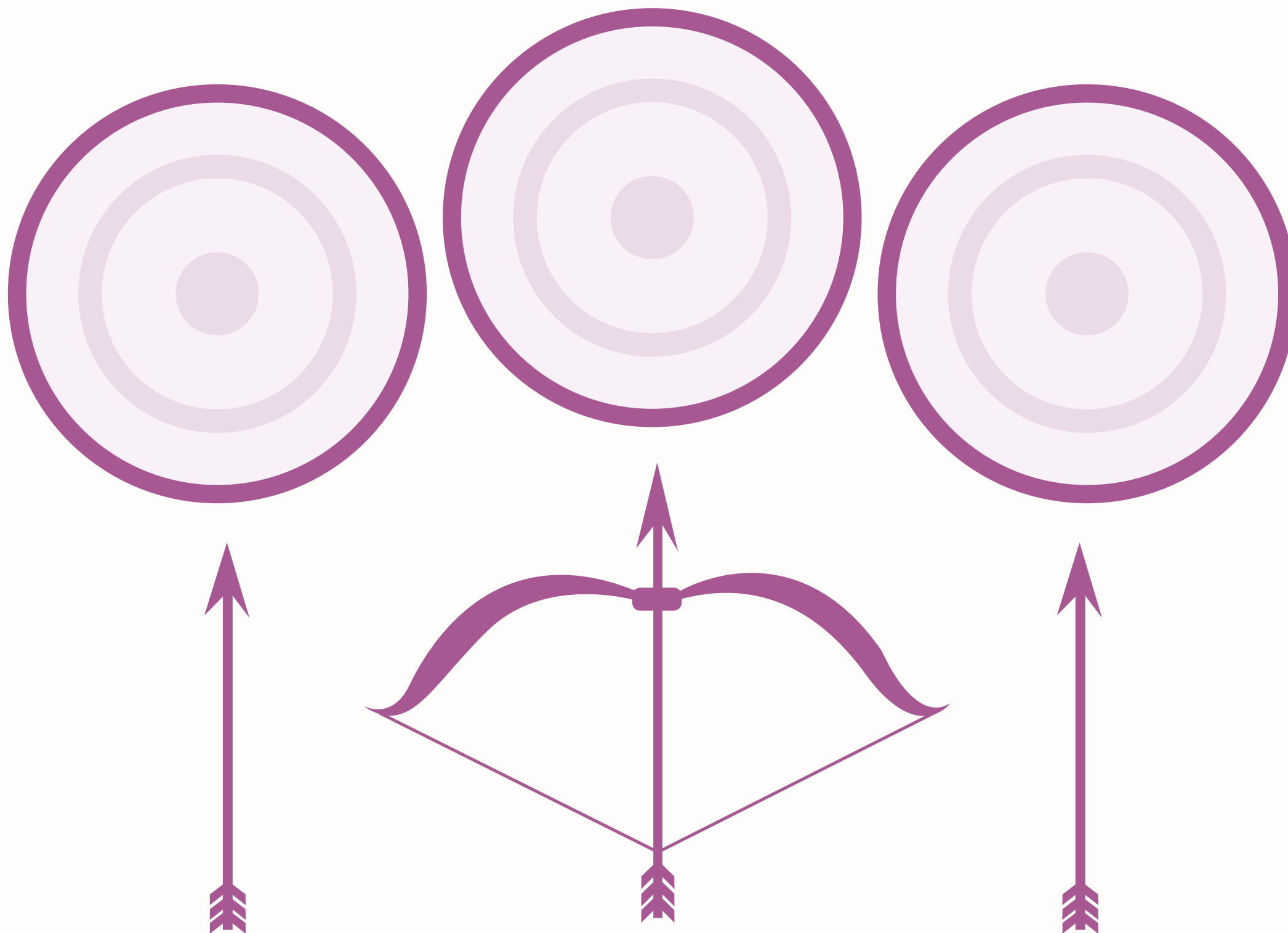
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