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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

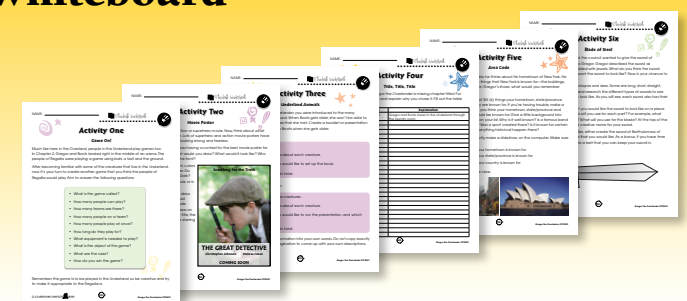
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Suzanne Collins

Suzanne Collins was born August 10, 1962 in Hartford, Connecticut. Collins started her writing career in 1991. She worked as a writer for *Nickelodeon*, a popular television company. After writing for TV shows, she wanted to try writing children's books.

In 2003, she wrote her first book, *Gregor the Overlander*. This was the first book of five in *The Underland Chronicles*. The book became a *New York Times* bestseller.

Her idea for writing *Gregor* came from the novel *Alice in Wonderland*. She hoped children living in large, busy cities would be able to better imagine the setting in *Gregor*, as *Alice in Wonderland* is set in the country.

After the fifth book in the *Underland* series, she began writing *The Hunger Games*. The three *Hunger Games* novels have been one of Collins' major successes. In 2012, the first *Hunger Games* book was made into a movie. Both of her series talks about the subject of war.

Her father—who was an Air Force Pilot—used to talk to Collins about war and the history behind



it. Her father felt that children should know about the cost and consequences of war. Both series tries to teach children about that. Today, Collins lives with her husband, Cap, and two children in Connecticut, Massachusetts.

• Collins and her character Gregor both hate to ride roller coasters.

Did You Know?

• If Collins could visit the Underland, she would bring chocolate and a bottle of water.

• The first thing Collins would do if she went to the Underland is make friends with a bat. She feels this would help keep her alive.



Chapters Seven to Nine

Answer the questions in complete sentences.

1. Why do you think the Underlanders want Gregor and Boots to bathe all the time?

2. If you had to ask Dulcet two questions about the waterway, what would they be?

Vocabulary Put a check mark (✓) next to the definition that matches the underlined word.

1. Sandra gave the dog a suspicious look.

A To have a bad feeling about someone.

B A person who steals.

2. James was in charge of the execution between the North and the South.

A Putting a plan into effect.

B Really bad.

3. Two burglars escaped from prison.

A Break out of.

B Go into.

4. It takes great courage to stand up to a bully.

A A feeling of anger.

B The strength to do something that they are scared of.

5. The teacher wants more seemly manners at school.

A Rude.

B Proper.



Chapters Seven to Nine

1. Match each character in the list to their description below.

Luxa	Euripedes	Perdita	Aurora	Marath
Dulcet	Henry	Solovet	Shed	Fangor

a) Queen of the Underlands. _____

b) Luxa's bat. _____

c) Bodyguards. _____ and _____

d) Nanny. _____

e) Luxa's cousin. _____

f) Rats of the beach. _____ and _____

g) Vikus' bat. _____

h) Vikus' wife. _____

2. Number the events from 1 to 7 in the order they occurred in these Chapters.

a) Gregor steals a boat.

b) The beach gets set on fire.

c) Gregor asks Dulcet about the water system.

d) Gregor escapes the Palace.

e) Gregor discovers Vikus has his Dad's keys.

f) Gregor lands on a beach and meets Shed and Fangor.

g) Gregor gets rescued on the beach.



Chapters Seven to Nine

Answer each question with a complete sentence.

1. What did Dulcet tell Gregor about the Waterway? Why was it important?

2. Why do you think the Underlanders burned the beach?

3. What was the climax of these Chapters, and where did it take place?

4. Was Gregor's decision to escape Regalla a good or bad one? Explain your answer.

5. Why does Gregor want to leave the Underland?

6. You have just finished reading Part 1 of the novel, titled "The Fall". The next part is called "The Quest". What do you think this title means?

**Journaling Prompt**

Gregor felt really bad about what happened at the beach. If Gregor had to write an apology letter to Henry, Mareth, Perdita, Luxa, and Aurora, what would it say? What would he be sorry for? Write an apology letter that Gregor could give to them. You may choose to write one letter for all of them, or a letter for each one.



Chapters 18 to 25

Underland Creatures

People in the Underland call their creatures differently than what we call them in the Overland. For example, rats are called gnawers and bats are called fliers. Think about other creatures that live underground. Once you think of five to ten creatures, answer the following questions on a piece of paper or on the computer.

- What might Underlanders call them?
- What would their duties be?
- How would they be helpful in the Underland?



Chapters 26 to 27

Imagining the Next Chapter

Gregor the Overlander ends with Gregor, Boots and his dad walking into their apartment and saying, "Hey, Mom. We're home!" Write the next chapter in this story.

- How does Gregor's mom react?
- Does she believe their story?
- What happened while they were away?
- Do they close off the grate?
- What is the first thing Gregor does?



Word Search Puzzle

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

apartment	fear	King Gorgor	river	Tick
bathe	flashlight	Margaret	Regalia	torch
bondage	fliers	New York	roaches	tunnel
camp	grate	palace	sun	war
creepy	key chain	purple	sword	warrior

a	z	i	e	s	w	o	r	d	t	i	c	k	l	o	q	p
u	s	b	q	r	r	m	e	a	g	k	z	n	h	c	d	s
l	e	a	b	w	f	c	g	x	p	u	r	p	l	e	u	g
f	b	t	f	p	a	l	a	c	e	g	f	y	t	n	w	k
q	t	h	e	l	w	r	l	m	k	r	o	t	a	e	x	z
a	u	e	m	a	a	e	l	j	p	a	y	m	b	w	c	v
p	n	r	t	q	n	s	a	s	s	t	i	a	o	y	i	u
a	n	f	r	o	a	e	f	e	s	e	k	r	n	o	p	d
r	e	e	x	g	r	f	z	l	j	r	e	g	d	r	u	j
t	l	a	d	h	p	c	t	n	i	t	y	a	a	k	y	c
m	c	r	e	e	p	y	h	w	t	g	c	r	g	i	b	l
e	k	i	n	g	g	o	r	g	e	r	h	e	e	w	w	m
n	h	m	w	a	r	r	i	o	r	c	a	t	z	o	i	n
t	g	r	i	v	e	r	b	v	h	j	i	v	l	c	p	d
k	w	p	b	f	l	i	e	r	s	u	n	x	o	y	s	b



Comprehension Quiz

Answer each question in a complete sentence.

- How did Gregor and Boots get to the Underland?

- What happened when Gregor tried to escape the Underland?

- What did the Regalian council vote on?

- Name ONE (1) thing people say happened to Gregor's dad. What actually happened to him?

- Name the FOUR (4) types of creatures that helped on the quest.

- What do people in the Underland call people who live above them?

- What were the mysterious carvings on the wall? Who wrote them?

30

1

4

1

2

4

1

2

SUBTOTAL: /15

Overland vs Underland

Compare the Overland and the Underland. How are they different?

NAME: _____

After You Read 



Chapters Eighteen to Twenty

Answer each question with a complete sentence.

1. What may have happened if Ripred didn't lead everyone down the tunnel?

2. How are Vikus and Luxa related?

3. How does Boots treat the crawlers compared to everyone else? What does Vikus think of this?

4. What is the hardest lesson for a soldier to learn?

5. What are your impressions of Ripred? Can he be trusted? Explain your answer.

6. What does Vikus mean when he says, "The prophecy says the spinners must assent"?

Journaling Prompt

Luxa told Gregor that both her and Henry don't know how to cook. In Chapter 20, Gregor teaches Luxa how to make a sandwich. Do you know how to cook? Pick something that you know how to make and write down the recipe. If not, then pick something Gregor says he can make.

1.

Answers will vary, but may include: They would continue to smell normal and alert nearby rats.

2.

Vikus is Luxa's grandfather. Luxa's mother—Judith—was his daughter.

3.

Boots treats the crawlers as equals. Vikus aspires to be this way.

4.

The hardest lesson for a soldier to learn is to obey orders he believes are wrong.

5.

Answers will vary.

6.

Henry wanted to capture the spiders and force them to join the quest, but the prophecy says the spiders must agree to come.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. b

2. c

3. b

4. b

5. a

6. a

7. d

8. c

32

1.

a) fear; time; losing

b) dying; future; dad

c) fourth; big; living

d) gnawer; protect

2.

Answers will vary, but may include:

a) Ripred - leads the way through the tunnels and is a good fighter.

b) Aurora and Ares - loyal and can fly in the dark.

c) Temp and Tick - protective of Boots and risk their own life for her.

d) Gox - made and bandages.

33

1.

After her parents died, Luxa no longer felt safe on the ground. Vikus allowed Luxa to bond with Aurora early. They exchanged vows to always protect one another.

2.

Tick faced the army of rats to protect Boots and Temp.

3.

Answers will vary, but may include: Tick, Temp and Boots would have been captured and killed.

4.

Answers will vary.

5.

Gregor learned that even among rats, Ripred was lethal.

6.

Aurora and Ares would never leave Luxa and Henry because they are bonded together.

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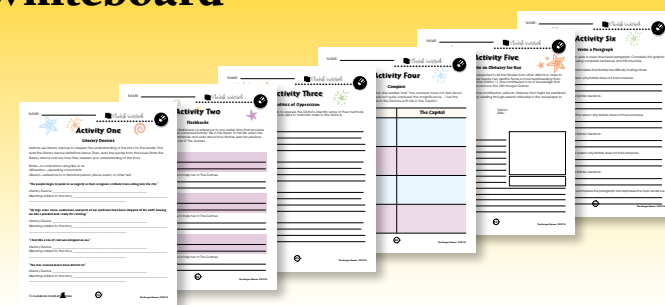
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Suzanne Collins

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

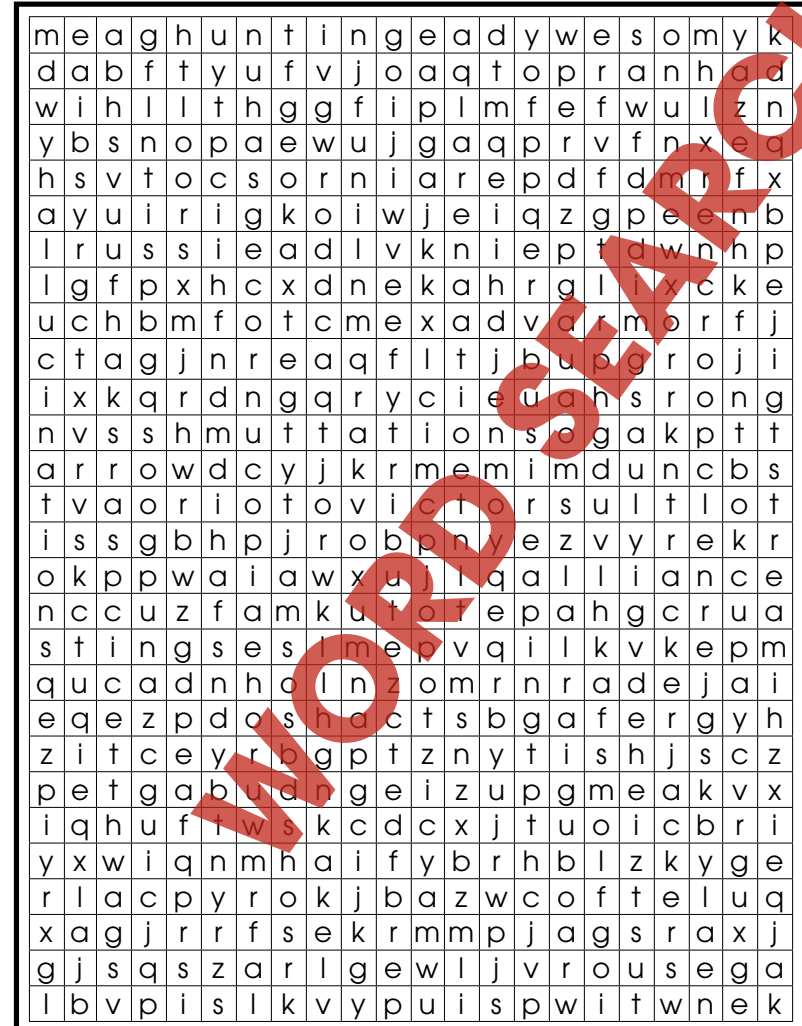
Watch the movie *The Hunger Games* and write a review of the movie, being sure to include the following:

- 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?

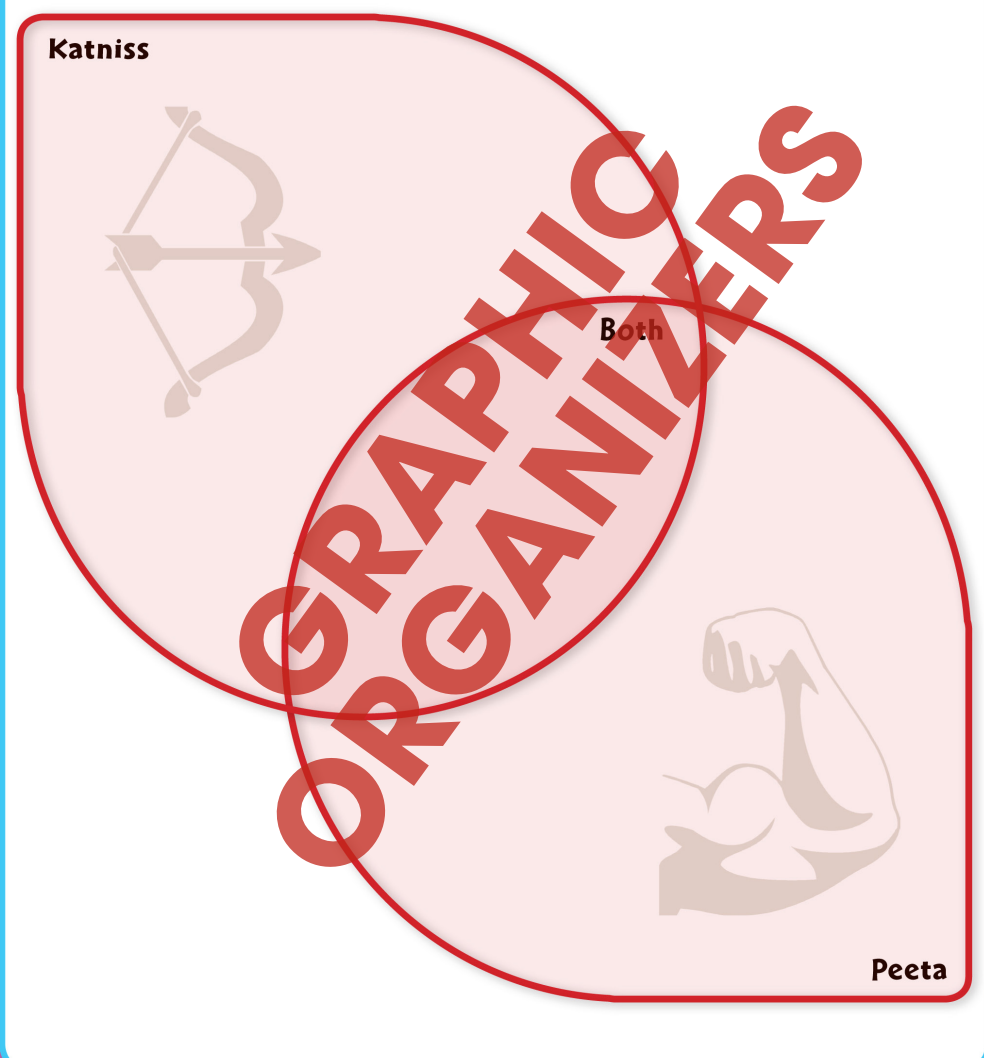
- Haymitch is unable to determine a persona for Katniss. What does Cinna suggest?



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?

 **Journaling Prompt**

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.

19

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. d

2. b

3. a

4. c

5. a

6. d

20

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

21

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.

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EASY MARKING ANSWER KEY

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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	precariously	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.

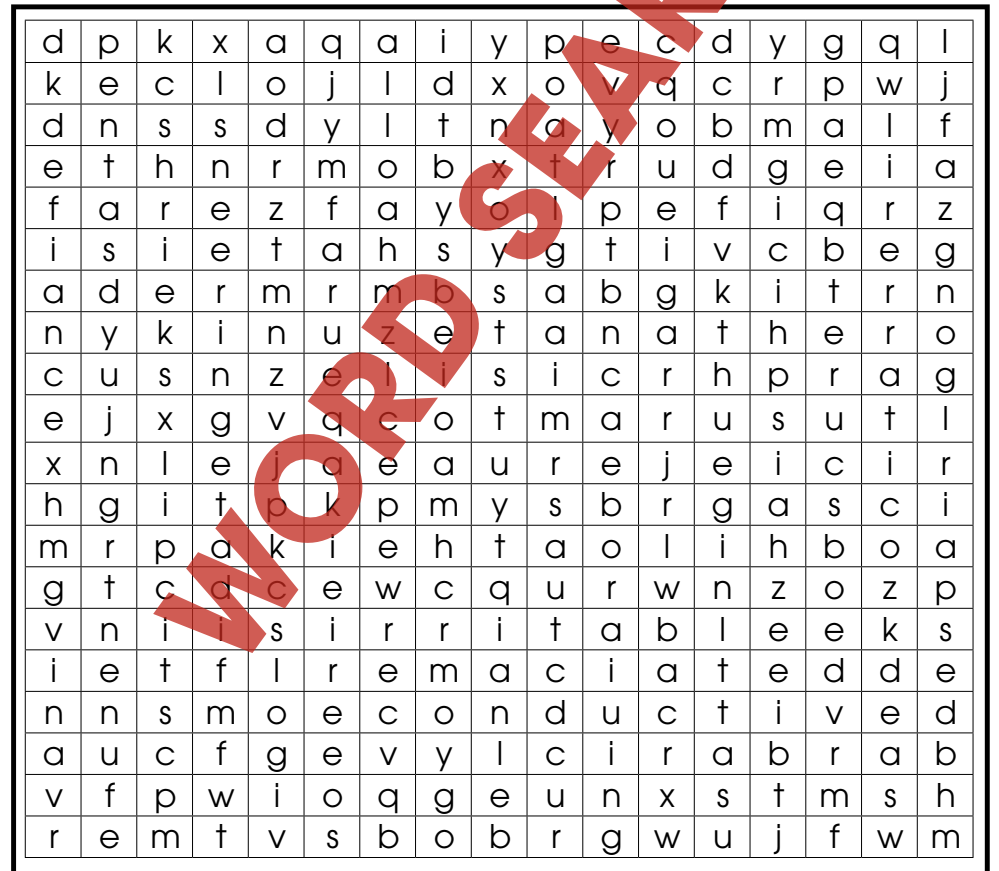
Part of your responsibility will be to design the arena for your Quarter Quell. Outline the traps, locations, themes, and any features that will make up your arena. Draw and label a map of the arena as part of this exercise. Make sure your arena is original and includes plenty of traps.



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?

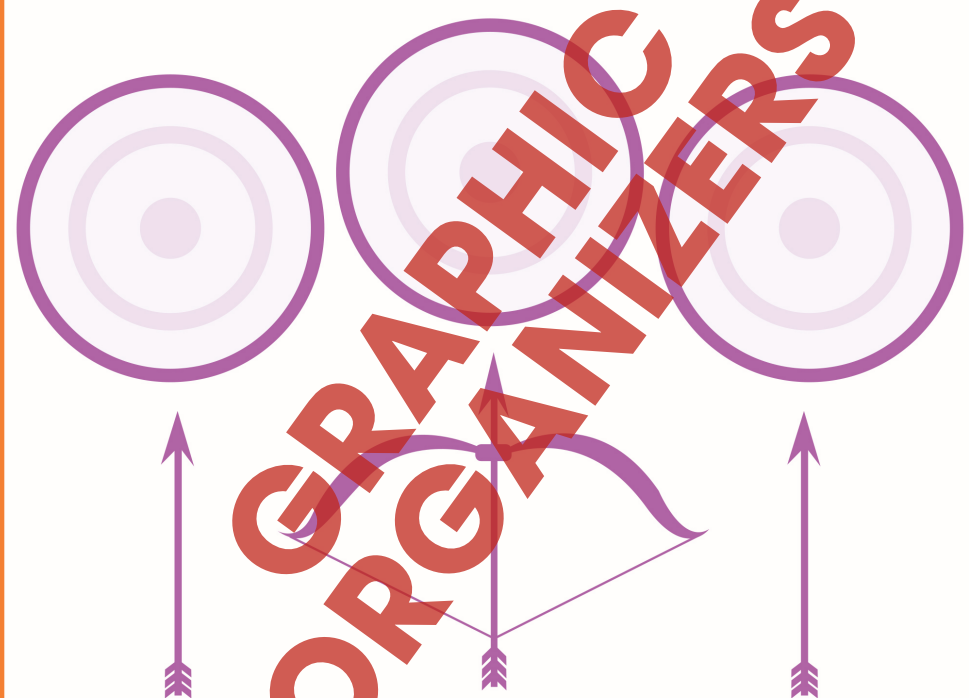
- What does Katniss believe is the reason why President Snow wanted her to try to convince the people of Panem she was in love with Peeta?

- 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.

25

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.

28





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 1 to 6

Capitol Propaganda

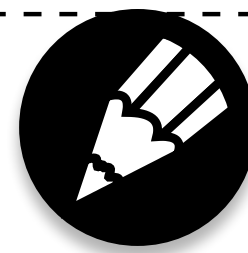
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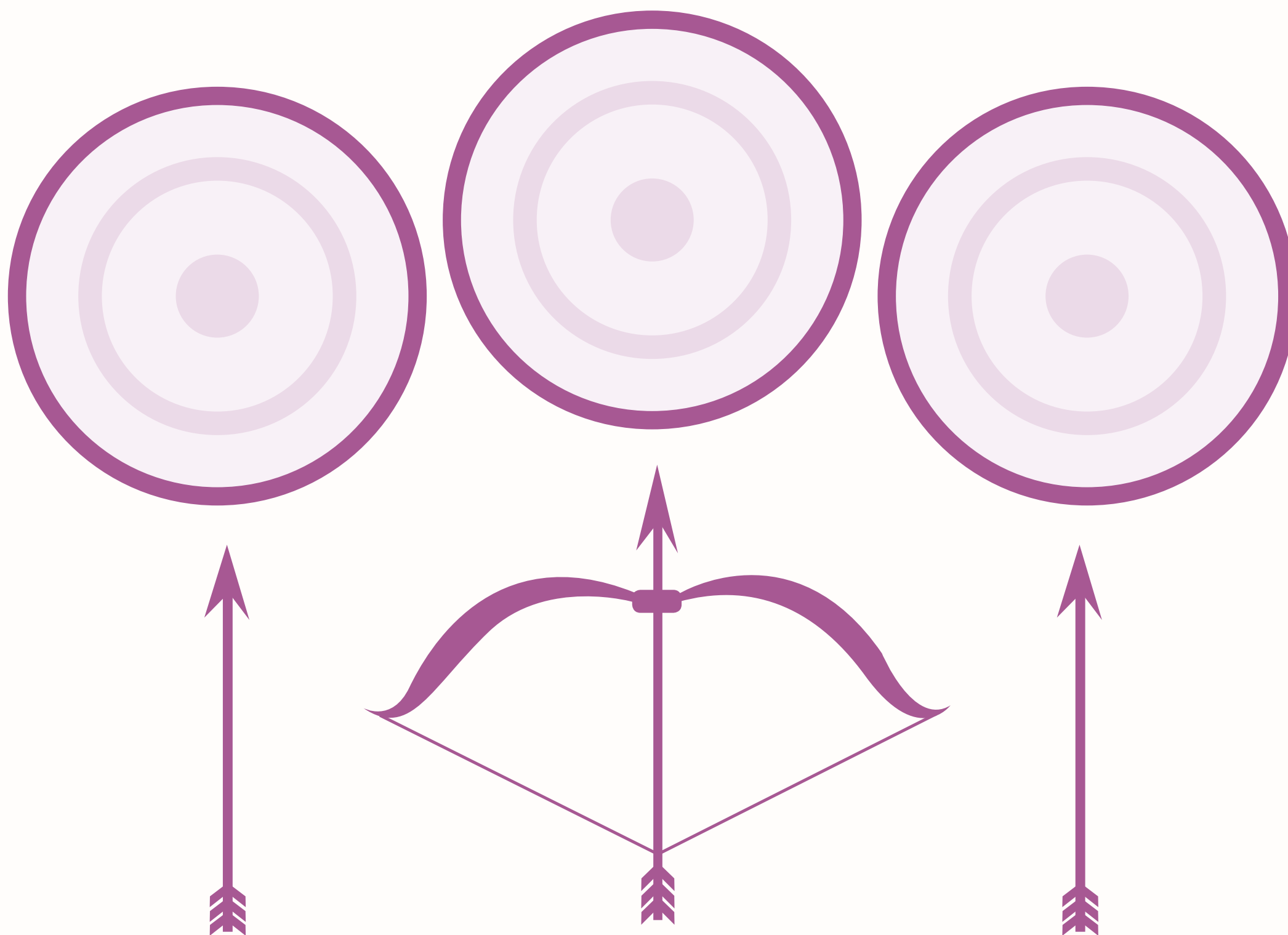
Part of your responsibility will be to design the arena for your Quarter Quell. Outline the traps, locations, themes, and any features that will make up your arena. Draw and label a map of the arena as part of this exercise. Make sure your arena is original and includes plenty of traps.

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Actions she does take



Actions she wants to take

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** 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.
- **RSL.6.3** 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.
- **RSL.6.4** 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.
- **RSL.6.5** 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.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** 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.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** 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; 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 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 the information or explanation presented.
- **WS.6.3** 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 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 convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.

- **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.
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- **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.