

**Unit Title:** The Hunger Games

**Grade Level:** 8

**Subject Area:** English

**Duration/Length/Number of class periods:** 43-minute periods for 4-5 weeks

**Description:**

In our district, 6th grade students read *The Giver*, and we want to expose them to a more in-depth study of science fiction through a dystopian novel. Students will be reading *The Hunger Games* while focusing on science fiction as a genre, as well as the types of characters and themes this genre creates. Students will dive into analyzing character and genre traits, plus concepts specific to science fiction like anti-hero, hero's journey, and propaganda. Our main outcomes are that students understand the role of characters affecting the plot of a story and how a theme (or multiple themes) can develop throughout a novel. A final outcome would be students gain the critical thinking skills to connect how art helps us understand and reflect on our world.

**Established Goals (National, State, Local):**

- 8.4.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.4.2.2 Determine a theme or central idea of a text, including those by and about Minnesota American Indians, and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- 8.4.3.3 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.
- 8.4.7.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8.7.1.1 Write arguments to support claims with clear reasons and relevant evidence.
- 8.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**What Enduring Understandings are desired?**

- The world is not as it always appears: it is up to you to write the perspective of your story.
  - It is critical to have an open mind and larger viewpoints to see the world clearly.
- Art helps us to understand and reflect on our world.

**What Essential Questions will be considered?**


- How do we know what the truth is?
- How does a dystopian society reflect or distort our understanding of the world?
- How do characters propel the action of a novel while portraying a message to the readers?
- What is a role characters take in a story?

- How does art reflect real life?
- How does a strong message(theme) in a story impact our thinking of the world around us?

**Students will know / be able to:**

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- 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.
- Write arguments to support claims with clear reasons and relevant evidence.
- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Description	<a href="#">Formative</a>	<a href="#">Summative</a>	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	<a href="#">ISTE Standards</a>
Introduction to science fiction genre mobile <ul style="list-style-type: none"> <li>• Teachers would introduce the science fiction genre and subgenres with definitions and minimal examples.</li> <li>• Student activity: They would get a bunch of summaries of books and movies. Then, they would decide as a group what subgenre that title would go under. Each group would create a hanging mobile with the titles under the subgenre heading.</li> </ul>			x				IV.
Dystopian Traits introduced and student discovery of those traits in our world <ul style="list-style-type: none"> <li>• Dystopian Traits slideshow</li> <li>• Students will search on the internet the 5 types and how they appear in our world. They will create a visual representation.</li> </ul>			x		x	x	II. and III.
Hero's Journey lesson to prepare them for plot diagram <ul style="list-style-type: none"> <li>• Hero's Journey slideshow</li> </ul>				x		x	
What is an anti-hero? lesson <ul style="list-style-type: none"> <li>• A slideshow presentation will touch on Heroes and Anti-Heroes: What is the Difference</li> </ul>				x		x	
"Harrison Bergeron" anti-hero reading <ul style="list-style-type: none"> <li>• Read with the Reading Fiction Signposts</li> </ul>	x						

<ul style="list-style-type: none"> <li>Decide if Harrison is a hero or an anti hero. How do you know? With a small group track his journey on a piece of paper.</li> </ul>							
Reading Fiction Signpost Quiz on “Harrison Bergeron” with Mystery Pixel Art	x				x	x	
Track the hero’s journey throughout the novel <ul style="list-style-type: none"> <li>Students will use Canva to create a graphic to track events in the story that matches the hero’s journey.</li> </ul>	x				x		I.and IV.
Character tracking chart <ul style="list-style-type: none"> <li>See <a href="#">link</a> for document</li> </ul>				x	x		
Social media posts for a scene <ul style="list-style-type: none"> <li>Students will create an <a href="#">Instagram</a> post for a scene to focus on a character’s thoughts about the event that is occurring. They will also find a picture that represents that scene.</li> </ul>				x	x		VI.
<a href="#">Character trading cards</a> through Big Huge Labs <ul style="list-style-type: none"> <li>Create a character trading card for each character included on the character tracking slideshow</li> <li>Fill in details for each character per the prompts</li> <li>Use <a href="#">Unsplash</a> to find an image</li> <li>Decide how much your character card is worth (be ready to defend the value of the card)</li> </ul> 	x				x		I.and IV.
Creative Writing: Write a scene from another character’s POV <ul style="list-style-type: none"> <li>Students will select a scene from the novel and use the character tracking chart to determine how another character’s point of view would interpret that event.</li> </ul>		x			x		
Lesson on doublespeak/influence of the media/propaganda <ul style="list-style-type: none"> <li>A slideshow discussing what doublespeak is and what it means?</li> <li>Discuss examples of doublespeak</li> <li>Watch the <a href="#">Olympic Lilly video</a>. Is this propaganda or not? Where is your proof?</li> </ul>				x		x	
“Time” Magazine “Person of the Year” propaganda using Big Huge Labs.	x				x		I. and VI.

Using <a href="#">IdeaBoardz</a> have students reflect on certain scenes from the novel and connect the scene to their world	x				x		II. and V.
Theme essay <ul style="list-style-type: none"> <li>Student selects a theme topic from a list of 8 choices. The essay's audience is a movie director that is going to create a montage of the scenes that proves their thesis is the best theme for the novel. This will be a 5 paragraph essay, and it will be developed with the use of the activities throughout the novel.</li> </ul>		x			x		

<p><b>Materials, tools and resources:</b></p> <p><i>Harrison Bergeron</i> by Kurt Vonnegut, 1961  <i>The Hunger Games</i> by Suzanne Collins, 2008          Big Huge Labs          Canva          IdeaBoardz          Google Docs          Google Sheets for pixel art          Google Slides for group discussions and teacher lessons          Schoology  <a href="https://literarydevices.com/antihero/">https://literarydevices.com/antihero/</a>  <a href="https://www.writerswrite.co.za/heroes-and-anti-heroes-whats-the-difference/">https://www.writerswrite.co.za/heroes-and-anti-heroes-whats-the-difference/</a>  <a href="https://www.youtube.com/watch?v=T4j5tGNms14">https://www.youtube.com/watch?v=T4j5tGNms14</a> (evolution of science fiction)</p>
<b>Unit Plan Author: Breanna Totzke and Michelle Cunningham, Princeton Middle School</b>
<b>Additional credit given to: Advancement Courses-Using The Hunger Games to Teach Science Fiction</b>