

Title: Hunger Games (the movie)

Grade Level: 6th grade

Subject Area: Language Arts

Concept: Viewing & comprehension

Target Audience: whole class

Time Frame: 1- 60 minute period

I. Preparing to teach

A. Goals:

- CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- CC.6.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

B. Objectives:

- Students will be able to finish watching the movie and then be able to compare and contrast the book with the movie.
- Students will be able to discuss the similarities and differences of the book and movie.

C. Materials:

- Compare & contrast worksheets
- Pen/pencil
- The Hunger Games by Suzanne Collins
- *The Hunger Games* movie

D. Resources:

- Collins, S. (2008). *The Hunger Games*. New York: Scholastic Press.
- Ross, G. (Director). (2012). *The Hunger Games* [Motion picture].

II. Instructional Sequence

- A. Focusing Activity: “Today we are going to finish watching the movie and then after discuss the similarities and differences that we all noticed between the book and movie.”

B. Purpose:

- It is important for students to be able to compare different types of media.
- It is also important for students to be able to come up with their own opinions about the similarities & differences and be able to support their opinions with evidence.

C. Instruction:

- Put the DVD in for the students and allow them to finish viewing the movie.
- Once the movie is done the teacher should pass back the Most Anticipated worksheets that the students worked on the day before.
- Ask students: "Were your most anticipated things met in the movie? " "Was your favorite character in the movie? Were they portrayed well?"
- Allow the students 5-10 minutes to discuss their worksheets out loud with a partner.
- Then the teacher says, "Now that we have read the book and seen the movie we are going to make some comparisons regarding the scenes. I need you all to think of your top 3 favorite scenes from the book. Think about the description the author created and why it is your favorite scene."
- The teacher will hand out the worksheet relating to the favorite scenes.
- One the board the teacher will write their favorite scene from the book. Then they will write how it was depicted in the movie, if it was at all, and lastly explain why they are happy or unhappy of how that scene was portrayed.
- The teacher will say, "Using your top 3 scenes you thought of in your head write each scene in the appropriate box. Then following my examples fill in the next two boxes explaining how it was depicted in the movie and whether or not you liked how it was portrayed.
- The teacher should walk around the room checking the students work as they go.
- The teacher can ask questions as they walk around the room such as: "Why do you think the director portrayed that scene that way?" or "Why do you like that particular scene so much?"
- After the students have completed their worksheets the teacher should call on a few students and let them share their favorite scenes and their opinion on if they were depicted well in the movie or not.
- Next the teacher says, "Now we are going to compare and contrast the movie and book over. Think about the settings, the characters, the mood, etc. The next worksheet I am handing out is your homework for tonight."
- The teacher can hand out the second comparison worksheet comparing the book and movie over all together.
- If time allows the teacher and class can come up with a few examples of similarities and differences for each.

D. Modeling:

- The teacher modeled how to complete the first worksheet using your favorite scenes by putting up an example on the board.
- The teacher modeled how to do the worksheet for homework by working with the class as a whole to think of a few similarities and differences.

E. Checking for Understanding:

- The teacher walked around making sure the students understood the favorite scenes worksheet.
- The teacher asked students questions while walking around to make sure they were really thinking about each scene they chose and thinking about how it was depicted in the movie.

F. Guided Practice:

- The guided practice was the favorite scenes comparison worksheet done during class time.

G. Independent Practice:

- The independent practice is the take home worksheet comparing and contrasting the book and the movie over all.

III. Conclusion: "It was a great opportunity for us to be able to watch the movie after reading the book. I hope you all enjoyed it and got a good sense of some of the similarities and differences that the same story can have. Tomorrow we will discuss and go over your comparison worksheet and begin to discuss your final project that you all will be doing. See you tomorrow during class."

IV. Evaluation

A. Student Evaluation

- Students were informally evaluated on their favorite scenes worksheet while the teacher walked around making sure they were all completing it.
- Students were formally evaluated by the worksheet that was assigned for homework. This worksheet will be collected during tomorrow's class and the teacher will grade it.

B. Teacher Evaluation

- Did all the students pay attention to the movie enough to be able to complete their homework for the evening?
- Were the objectives and goals of this lesson met?
- Is this lesson related to the final project the class will be doing?
- Did this lesson interest all the students and engage them in higher level learning and thinking?