

Title: Hunger Games (Day 2)

Grade Level: 6<sup>th</sup> grade

Subject Area: Language Arts

Concept: Writing and creative thinking

Target Audience: whole class and individual

Time Frame: 1-55 minute class period

I. Preparing to Teach

A. Goals:

- CC.6.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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 discuss the importance of having a token as a symbol from your district in the arena.
- Students will be able to think creatively and come up with a token of their own that represents them or their hometowns.
- Students will be able to write a 2-3 paragraph paper on their token, what it represents, and why they would bring it into the arena.

C. Materials:

- Hunger Games by Suzanne Collins
- Notebook/paper
- Pen/pencil
- Crayons
- white computer paper

D. Resources:

- Collins, S. (2008). *The Hunger Games*. New York: Scholastic Press.
- Orman, T. The Hunger Games Resources. *School Lesson Plans*. Retrieved April 9, 2012, from <http://teachershare.scholastic.com/resources>

II. Instructional Sequence

- A. Focusing Activity: The students will be sitting at their desks as the lesson starts. The teacher will begin by asking, "What did you guys think of the last two chapters that you read for homework?" The teacher can allow a few students to answer and she will ask, "Who remembers the token that Katniss receives from Madge?" "What was this token?" Students should respond with yes and say that the token was a mockingjay pin. Next the teacher should ask, "Why was Katniss allowed to wear the pin in the arena and why is it so important to her?" Students will answer with various responses, but the basis of the response should be: Katniss is allowed to

wear the pin in the arena because each tribute is allowed one token on their outfit to represent their district. It is important to Katniss because her good friend gave it to her and the mockingjay represents everything the capitol does not.

B. Purpose:

- Explain to the students the importance of having a token or something that represents them or where they are from. Not only is it something important and special to you, but it represents who you are and can show people a little bit more about who you are and where you come from. Everyone has a special object that represents a part of them.

C. Instruction:

- The teacher will say, "Now that we have quickly reviewed Katniss' s token and the importance behind the pin I need all of you to think of a special object. The object can be something special to you and/or something that could represent who you are or where you are from."
- Allow the students approximately 3-5 minutes to think of an object.
- Now the teacher says, "Now that you have an object in mind you need to think of a way to turn that object into a slightly different and newer version. Your new object needs to be small enough for you to wear or carry with you if you were going into the hunger games arena."
- Again, allow the students 3-5 minutes to change their object and brainstorm how they are going to make it smaller and slightly different.
- Once the students have brainstormed ideas on their tokens the teacher will hand out the white computer paper and crayons.
- The teacher will instruct the students to also get out a piece of paper and pen.
- The teacher will put up on the board an example of what his/her personal token would be and explain to the class why they chose this token to represent them.
- On the whiteboard the teacher will write the three things that must be included in the writing piece on the token. The three things are: what is your token? How does it represent you? Why would you bring this into the arena with you?
- After showing the example, the teacher will instruct the students, "Each of you will be making your own tokens. Using the computer paper you will draw and show what your token would look like and using your notebook paper you will write 2-3 paragraphs on what your token looks like, why you chose this as your token, and how does this represent you or where you are from."
- As the students are working on their tokens the teacher should be walking around the room making sure the students are staying on task.
- As he/she walks around the room they can ask the students questions such as: "Why did you choose this object as your token?" or "How does this represent you?"
- After allowing approximately 25-30 minutes of work time ask the students, "Would anyone like to volunteer to come up and present their tokens to the rest of the class?"

- Call on a couple of students and allow them to bring their picture to the front of the classroom and present it. The student should say what the token is and why they chose it.
- Have students pass in their token drawings and their writing for a grade.

D. Modeling:

- Teacher put up his/her example of their token on the board and explained why they chose that token to represent them.
- The teacher wrote on the board the three things that needed to be included in the student's explanation of their token.

E. Check for Understanding

- Teacher will ask, "What is the significance behind having a token in the arena during the games?"
- Student responses will vary based on their opinion on the importance of the token.
- Teacher will ask, "If you were in the Hunger Games would it be important to you to have a token from home with you?"
- Again student responses will vary based on opinion.
- Teacher says, "One more time can someone tell me what was Katniss's token and why was it so special to her?"
- Student response, "Her token is a mockingjay pin and it is important to her because her best friend gave it to her and it represents her home and actually all the districts. It stands for something that the capitol does not like or approve of and that is rebellion."

F. Guided Practice

- Having the students create their tokens and write about them during class was the guided practice for this lesson.
- The teacher walked around the room as the students worked making sure that they stayed on task and understood the assignment.
- This assignment allowed students to think about what is something that is really important to them and represents who they are.
- This assignment also allowed some students to present and speak in front of the class showing what type of token they created.

G. Independent Practice

- Students will be instructed that for homework they need to read the next two chapters in their books, which would be chapters 20 & 21.
- They will be told that in tomorrow's class the chapters will be discussed.

III. Conclusion: "Everyone did an excellent job today. Everyone used creativity and thought of an important piece of their life that would represent them. We had a lot of good tokens that were presented to the class and all your tokens showed us another side to you that we may not have known before. For homework you all need to read chapters 20 and 21 and these chapters will be discussed tomorrow during class. There will also be a quiz on chapters 16-19 tomorrow during the period."

IV. Evaluation

A. Student Evaluation

- Each student's token and writing prompt will be reviewed and given a grade.

- The token and paragraphs will be graded based off of a rubric created by the teacher.

B. Teacher Evaluation

- What evidence do I have of the student's interest in the project?
- How do I know that each student met the goals/ objectives of the lesson?
- How could I have increased student involvement in this lesson?
- Does this lesson provide a good connection to tomorrow's lesson?