

Title: Making Your Own Rules

Grade level: 6th grade

Subject Area: Language Arts

Concept: Making their own rules for the Hunger Games

Target Audience: Individual

Time Frame: approximately 60 minutes (one class period)

I. Preparing to Teach:

A. Goals:

- 5. C.3a-Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.
- 1.B.3c-Continuously check and clarify for understanding
- 1.C.3d-Summarize and make generalizations from content and relate them to the purpose of the material

B. Objectives: After reviewing what the rules of the Hunger Games were in the book, students will decide what rules they would make if they were in charge of the Hunger Games and illustrate these rules on a piece of poster paper. After creating their rules, students will present their rules to the class and the class will act as President Snow in the Hunger Games by voting on whose rules they would use.

C. Materials: The book The Hunger Games by Suzanne Collins, poster paper, markers or colored pencils, strips of paper, and a jar or hat.

D. Resources:

- The Hunger Games by Suzanne Collins

II. Instructional Sequence

A. Focusing Activity: The teacher will start class by asking “Who can tell me what the rules of the Hunger Games were?” The students should answer: Stay alive, each district must provide one boy and one girl, no cannibalism, and only one winner (changes to two winners at the end of the book). The teacher will be

writing these answers on the board as they are said. Then the teacher will ask questions like:

- Which of these rules do you think is a good rule?
- What are some things you would add to the list of rules?

B. Purpose: The teacher will tell the students that” The purpose for doing this is because rules are very important things that can drastically affect the outcome of events. For example, what if we didn’t have rules for the classroom? The classroom would be chaotic. What if we didn’t have rules for games? Everyone would win and cheat. What would have happened if there wouldn’t have been rules for the Hunger Games? More kids could have gone, they could have eaten each other for food, Katniss and Peeta could have both died.

C. Instruction:

- “Today, you are going to make up your own rules that you would send to President Snow in the book in order to change the rules of the Hunger Games. After you come up with your rules, you will illustrate them on a piece of poster paper and present them to the class. The class will then act as President Snow and choose whose rules they would enforce.”
- The teacher will pass out the guideline sheet that helps guide them with how to make their rules. The teacher will read over the handout with the students.
- The teacher will then inform the students that, “You must have at least five rules and you need to put some creativity into your posters, don’t just write the rules on it and be done. Give it color, draw your own symbol for the Hunger Games, or give it a border.”
- “Write your rules down on a piece of loose-leaf paper first, and then when you’re sure of them, begin putting them on your poster paper with pencil and then go over the words with marker and continue decorating.”
- The teacher will inform them that they have about 20-25 minutes to finish their rules and will walk around assisting while they’re working.
- After 20-25 minutes, the teacher will have the students start presenting their new rules for The Hunger Games. When every student has presented, the teacher will hand each student a strip of paper and tell them to write down whose rules they would use if they were President Snow (they can’t choose themselves).
- The teacher will have the students place their strip of paper in a jar or hat when they’ve written down their choice. When all the votes are in, the teacher will look through and tally them up. Then they will announce which student or students had the most votes.

D. Modeling

- The teacher will model what kind of ideas they can use for rules by giving the students a handout.
- The teacher will walk around assisting students with their posters and ideas.

E. Checking for Understanding

- Students will create a poster that illustrates their own rules for the Hunger Games to demonstrate their ability to create rules
- The teacher will ask the students questions about rule making and the impact rules had in the book to show that they understand the importance of rules:
 1. What if we didn't have rules for the classroom?
 2. What if we didn't have rules for games?
 3. What would have happened if there wouldn't have been rules for the Hunger Games?

F. Guided Practice

- Students will engage in a class discussion with the teacher about the rules of the Hunger Games.
- Students will engage in a classroom discussion about the importance of rules.
- Students will receive a guideline handout to help them with ideas for their rule making.

G. Independent Practice:

- Students will create their own poster with their own set of rules for The Hunger Games

III. Conclusion: The teacher will end class by announcing the student with the most votes for their rules and saying "Great job today! You all came up with some pretty interesting rules and were very creative with it! Please come turn your posters in the bin so they can be graded and tomorrow we will begin watching the movie."

IV. Evaluation

A. Student: The students will be graded on the rules they made and the creativity of their posters by the attached rubric.

B. Teacher:

- What could have made the lesson more interesting?
- What could be changed for next time?
- Was the evaluation an effective one?
- What showed that the students were interested?

