



THE HUNGER GAMES

THE EXHIBITION

Education Package

Project 3: Resources of Panem

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Version 11.0



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How To Use This Module

This curriculum module is designed to support your use of *The Hunger Games* in your class. It provides stepwise instructions, resources, handouts, and assessments for a project-based learning (PBL) unit in which students will ideate on the needs of residents of different Districts, research building methods that would best support them, and design and construct a model home. Activities may be modified to support the specific needs of your class, but should be performed in the order given to best support optimal learning outcomes. The Project Overview, Standards Overview, and Before the Project will help you plan for this unit.

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I. Project Overview

This packet includes all the resources needed to teach this project. While it is recommended that you follow the framework of activities, aspects can be altered to match the needs of your classroom.

General Information

Subjects Covered In Project	Grade Level(s)
Science, English, Social Studies, Art	6 th – 9 th
Project Driving Question	
How does the geography of a country affect the lives of its citizens?	
Culminating Event / Product	Duration of the Project
Scale Model Home From Panem District	Varies
Project Description	
<p>In the world of Panem, the Capitol exists as, “An elegant system conceived to nourish and protect.” The Districts “are the body; the capitol is the beating heart” (President Snow in <i>The Hunger Games: Mockingjay – Part 1</i>). President Snow reminds Panem citizens that they provide resources to the Capitol and in turn the Capitol manages those resources and protects them. When the rebellion starts, the most important offensive attack to the Capitol is arguably the cutting off of its resources. Why are resources so impactful? How does the geography of a country affect the lives of its citizens?</p> <p>In this project, students will take on the role of an architect and create a home for an average citizen in a district of Panem. They will look at the lives of the citizens, their needs, their resources, and their surroundings. They will use this information to build a scale model of the home.</p> <p>**NOTE** Visiting <i>The Hunger Games: The Exhibition</i> could happen either prior to, or at the conclusion of the project.</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none">• Natural resources found in various areas of the United States.• The value of natural resources to the survival of our species.• The difference between renewable and non-renewable resources.• Basic structures / building types for different climates and regions.• General elements of architectural design.• How to perform research about a place, analyze the information, and create a design that reflects that information.	



II. Standards Overview

This project addresses the following sets of standards:	
<ul style="list-style-type: none"> The Common Core English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects The Next Generation Science Standards 	
NOTE Standards can each be made more or less rigorous to adjust to grade level needs; if listed, they can be addressed at any degree of proficiency.	
The CC English Language Arts & Literacy in History / Social Studies, Science and Technical Subjects	
CCSS.ELA-LITERACY.RL.6.1 - 9	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-LITERACY.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
The Next Generation Science Standards	
NGSS PRACTICE 1 - ASKING QUESTIONS AND DEFINING PROBLEMS 6-9	For engineering, they should ask questions to define the problem to be solved and to elicit ideas that lead to the constraints and specifications for its solution.
NGSS PRACTICE 2 - DEVELOPING AND USING MODELS 6-9	Models include diagrams, physical replicas, mathematical representations, analogies, and computer simulations. All models contain approximations and assumptions that limit the range of validity and predictive power, so it is important for students to recognize their limitations. Models can also be used to visualize and refine a design, to communicate a design's features to others, and as prototypes for testing design performance.
NGSS PRACTICE 8 - OBTAINING, EVALUATING, AND COMMUNICATING INFORMATION 6-8	Any education in science and engineering needs to develop students' ability to read and produce domain-specific text. As such, every science or engineering lesson is in part a language lesson, particularly reading and producing the genres of texts that are intrinsic to science and engineering.



III. Before the Project

Before presenting the project to the students, there are several things you could do to prepare for the lessons and activities.

READ/WATCH



Read *The Hunger Games* on your own and watch the available films, making notes of any details that might relate to the project. *The Hunger Games* series is written by Suzanne Collins and published by Scholastic Inc.

LEARN

Below are links to resources to help teachers understand the topic before you start the project.

Title	Source
North America: Resources (Natural Geographic)	http://education.nationalgeographic.com/encyclopedia/north-america-resources/ In depth explanation of various resources in North America.
The Resource Curse, or Who Owns Natural Resources? – Philosophy tube	https://www.youtube.com/watch?v=sG3beOhbFao This video talks about the connection between natural resources and politics, and why the people of a nation sometimes don't benefit from their natural resources like in Panem.
Mitchell Joachim on The Colbert Report	http://thecolbertreport.cc.com/videos/as8qiu/mitchell-joachim Mitchell Joachim is an Urban Architect from MIT that approaches designing living spaces from looking at the needs of a place.

REACH OUT

Send a letter to parents letting them know you'll be studying *The Hunger Games* and doing a project related to the book or film. Be sure to highlight the depth of the project by sharing learning goals and skills students will learn.

You can also garner parent support to put together a final exhibition. An exhibition can be anything that showcases or communicates student work to an audience. This includes things such as: a gallery setup with students explaining their work, a presentation to professionals in fields that relate to your project, etc. A great exhibition should celebrate student work and involve an authentic audience to view it.



IV. Project Kickoff

ENTRY EVENT

The entry event can be presented in any medium. Example entry events are a class discussion, an intro video, a guest speaker, a field trip to *The Hunger Games: The Exhibition*, or an activity. The best entry events tend to be personalized, meaning either the teacher gives an example of why the project means something to them, or there is an activity where students can use prior knowledge and opinions to connect meaningfully to the experience and enter the project as experts.

PBL TIP

Entry Events are used at the beginning of projects to get students excited about the upcoming project.

ENTRY ACTIVITY

Purpose	The entry event provided below is indented to illuminate the idea that different resources produce different results.
Time Duration	Approximately 45 minutes but could be stretched into longer
Materials Needed	Lots of craft items as detailed below. In the interest of mindful material use, found objects could be substituted.

OVERVIEW: During this activity students will be given different resources for each group to accomplish the same task of building the tallest tower possible over the course of 5 to 10 minutes. The different resources available to them reflect the differences in resources in the Capitol (and other richer Districts) than the rest of Panem. ***TIP*** Don't necessarily highlight the competition aspect (definitely don't tie results to grades). Issue them the challenge, and when they notice different groups have different things, direct them to "do their best with what they have," and tell them, "There's a reason why it's different that will be discussed at the end."

ACTIVITY SETUP: Obtain and distribute the following materials to different groups. If the materials listed can't be found (or you have different materials in your classroom), substitutions can be made. There should only be ONE Tier One group, but there can be multiple Tier Two through Tier Four groups.

TIER ONE RESOURCES: This tier should have access to all the resources every other group does – not necessarily in quantity but at least a little bit of everything. For their group also be sure to include: Something shiny/pretty (e.g. glitter, ribbon, fabric, etc), something structural (e.g. wooden dowels, plastic silverware, etc), an adhesive (e.g. a strong adhesive such as duct or masking tape), colorful things (e.g. lots of markers, colored pencils, etc), misc. materials (e.g. flowers, leaves, sticks, paper, paper plates, etc).

TIER TWO RESOURCES: This tier should have fewer resources than Tier One. They should still have: Something structural (e.g. straws), Adhesive (e.g. Masking tape), Colorful things (e.g. 4 colors of marker), Misc. Materials (e.g. paper, flowers, leaves, paper plates). Shiny things should be avoided as well as the BEST materials that Tier One has.

TIER THREE RESOURCES: This tier should have fewer resources than Tier One or Tier Two. They should still have: Something structural (e.g. paper clips), Adhesive (e.g. scotch tape), Colorful things (e.g. a choice of 2 marker colors), and Misc. Materials (e.g. paper and leaves).

TIER FOUR RESOURCES: This tier should have the least resources of all. They should have: Paper, 1 marker, Adhesive (e.g. Elmer's glue & glue sticks), and leaves.

DIRECTIONS: Build the tallest and most decorated structure possible with your given materials in the span of 5 to 10 minutes (based on your allotted class time). Sharing materials with other groups is not allowed.

ACTIVITY:

Step One: Split the students into groups of 3 to 4 students.

Step Two: Issue directions and start the clock. Allow 5 to 10 minutes of build time, encouraging groups who finish early to focus on decoration.

Step Three: Have the groups measure their structure and note the height of it on a post-it or piece of paper nearby.

Step Four: Depending on the room you have / the easiest way for the class to see, have a gallery walk of all the structures, or have everyone sit down in their desks and each group present their design. Ask them the following questions:

What was the strategy(ies) you used for your design?

What were your biggest struggles?

If you had to do it again, what would you do differently?

Step Five: Debrief the activity with the whole class. If you haven't yet, you can tell them that you will be embarking on a *Hunger Games* project and will be building models for homes where an average citizen of Panem might live in their District. Knowing that, ask them then:

Why do you think we did this activity in which everyone had different materials?

While you were building, how did you feel about groups who had different materials than yours?

Step Six: Close the loop by explaining that in your project, you will be exploring the resources available in different areas of the United States (and therefore Panem), looking at whether or not the distribution of resources in Panem is fair, and learning how to use various resources as an advantage to create a structure for a citizen of Panem to survive.



**READING/
WATCHING
THE HUNGER
GAMES**

Start reading *The Hunger Games* – Part I “The Tributes” by Suzanne Collins or watching this section of *The Hunger Games* film (up to Peeta’s interview with Caesar). You could divide student reading time between homework and class depending on your preference. It is suggested that students read in class / at home and then save one class period per week for in-class discussion.

The timeframe for the audiobook averages about 25 minutes per chapter.

A companion discussion activity for *The Hunger Games* – Part I “The Tributes” follows.



Discussion Activity One: World Cafe

To be done at the end of reading or watching Part I “The Tributes”

*This activity adapted from The World Café Method Website www.theworldcafe.com/method.html

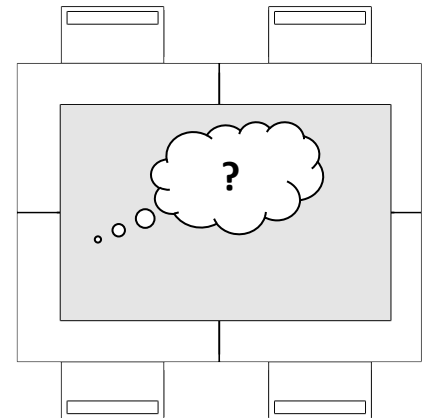
Purpose	To get students discussing key points of <i>The Hunger Games</i> .
Time Duration	Depends on how many stations you have. Each group (of approximately 4 to 6 students) should average about 5-7 minutes per station. [Approximately 45 minutes]
Materials Needed	A giant piece of paper, poster board, or something else for students to write on.

ACTIVITY SETUP:

PAPER: Cut large rectangles of paper and cover a group of 4-6 desks with it. Make sure each piece of paper is large enough so every student can reach it easily.

MARKERS: Put out markers for each station. [Note: It could be interesting to have each group carry its own color to distinguish the progression of the discussion].

QUESTION SETUP: Write a “Speech Cloud” in the middle of the paper with one of the following questions about *The Hunger Games* – Part I “The Tributes.”



QUESTIONS:

- 1.) How does Katniss feel about the country of Panem before the reaping, and why does she need to be careful about how she speaks about Panem in public? Write down specific examples of how you know this.
- 2.) Describe Katniss’s relationship with Gale, with Prim, and with her mother. How do these relationships define her personality?
- 3.) Why does she say about Peeta, “I feel like I owe him something, and I hate owing people”? How does her early encounter with Peeta affect their relationship after they’re chosen as tributes (but before the Games)?
- 4.) Why are tributes given stylists and dressed so elaborately in the opening ceremony and interviews? Does this ceremony remind you of events in our world, either past or present?
- 5.) When Peeta declares his love for Katniss in the interview, does he really mean it or did Haymitch create the “star-crossed lovers” story to help them get sponsors? What are the sponsors looking for when they watch the Games?

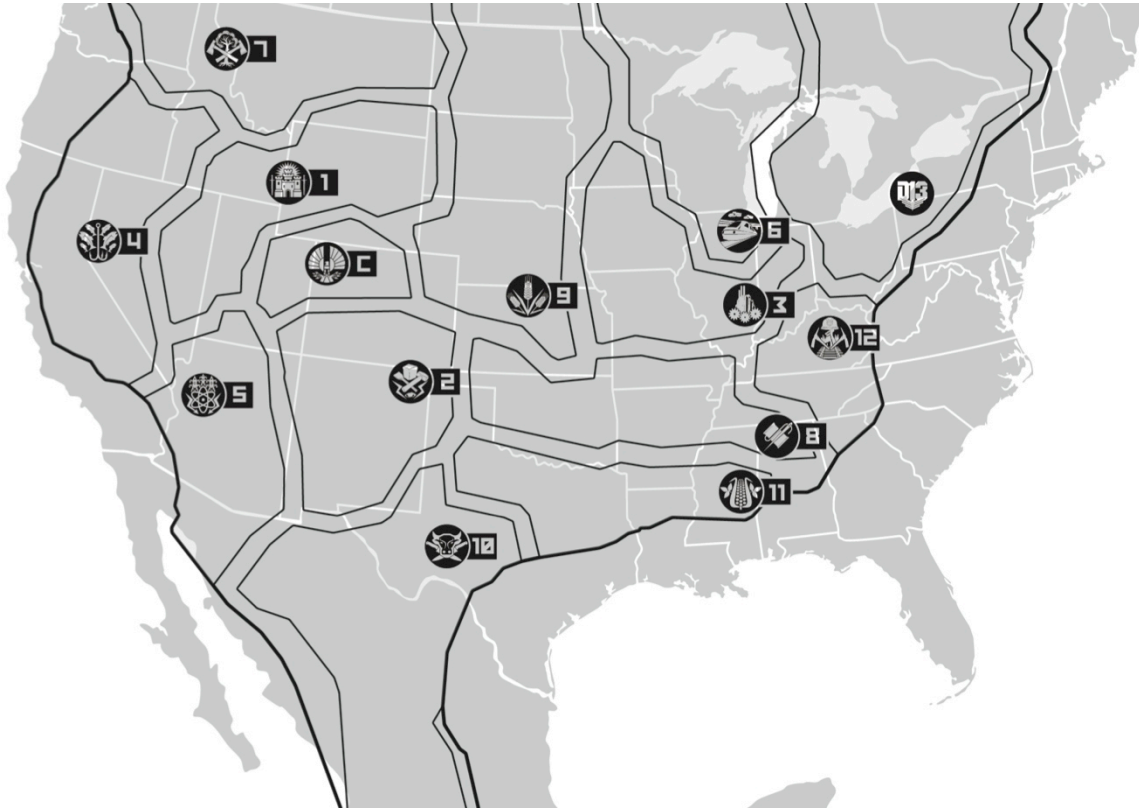
ACTIVITY:

Put students into groups of 4 to 6 and assign them to a starting station. Then tell them each person should write at least one idea per topic / station and no more than three per person per station. Also, tell them to try not to repeat ideas that are already on the page. If they agree with a point made, they can put a check mark next to it. Let them know that they can draw images to represent ideas as well as use words. Remind them that the entire class will be contributing and to leave room for others to write.

Project a timer, or just keep time yourself and let them know when to rotate (EVERY 5 to 7 MINUTES). When all groups are done and have visited every station, have each group share with the class the ideas on the station it started at.



V. Breaking Down the Districts of Panem



Where are the Districts of Panem?

The Capitol: Rocky Mountains, Colorado Area

District 1 (Luxury): Northern Rocky Mountains, Wyoming/Utah

District 2 (Masonry): Southern Rocky Mountains, New Mexico

District 3 (Technology): Iowa and Illinois region

District 4 (Fishing): Sierra Nevada Mountain Range, former California coast

District 5 (Power): Near the foot of the Rockies, Mexicali coast through Arizona

District 6 (Transportation): Great Lakes area into Ontario, Canada

District 7 (Lumber): Great Plains Montana area

District 8 (Textiles): Oklahoma and Arkansas area

District 9 (Grain): Greater Nebraska and Dakotas farmland

District 10 (Livestock): Lower Texas into Mexico, warmer climate

District 11 (Agriculture): Southern states into the Gulf of Mexico, near Atlanta

District 12 (Mining): Appalachian Mountains, Kentucky/Tennessee

District 13 (Graphite/Nuclear Weapons): North East/New England into Quebec (Lake Huron)

When talking about Panem, use the resources above to note where various Districts are and what their district trade is. Below, you will find an activity to help students fill in the information about the resources of the United States, and the geography of different regions.



What Does Panem Have In Common With the United States?

Purpose	To have students research regions of the United States and their natural resources, and then compare them to the fictional world of Panem.
Time Duration	45 minutes – can be stretched longer depending on depth of research desired at this stage.
Materials Needed	Note cards, tape, a place for a big map, graphic organizer (found on pages 14-17). You could draw the map on the board but ideally you would use a big piece of paper to mark the world of Panem and its Districts. Then you could leave it up on your wall over the course of the project so students could fill in information as you go.

OVERVIEW: In this activity, students will be exploring Panem and therefore the United States. Each group will be assigned a District to research for the day. They will also be given four note cards, each with one of the following words written on it at the top: Topography, Climate, Natural Resources, Plants and Animals. It will be their job to research the aspects of their regions and put the note cards up on the map for the rest of the class. Once all the note cards are in place, students can take their graphic organizer (found on pages 14-17) and record information for the other Districts. *REMINDER:* The information on the map will be their resource for informing their home design – the better the information, the better their design.

ACTIVITY SETUP: Draw or print a large map of the Districts of Panem (if printing a large map is difficult, you can make a large chart with District columns). For each of the 14 Districts (the Capitol and Districts 1-13), write each of the following words on one note card: Topography, Climate, Natural Resources, Plants and Animals. You should have 56 note cards total. If you have computers, ready them for each group. If you don't have Internet access, articles can be printed with the information for students to use. You'll also need to gather / distribute tape to post the note cards.

ACTIVITY:

Step One: Split students into 14 groups (with 2 – 3 students per group).

Step Two: Assign students a District and provide them with the note card and computers / articles. Also hand out the Panem graphic organizer, found on the next page.

Step Three: Allow students 20-25 minutes to compile information, fill out the front of their note cards (they should not use the back), and post them to the map. Allow them the rest of the time to use other student's note cards to fill in their graphic organizers for the remaining class time.

[See graphic organizer on pages 14-17.]

Step Four: If you can, leave your map up in your classroom as a resource for the project. As students read or hear quotes about the District, you could have volunteers go up and write in quotes from the book or film as an ongoing "parking lot" of information about Panem.

****TIP**** A great website to find information is *Climate Types for Kids* at <https://sites.google.com/site/climatetypes/>



Districts of Panem Graphic Organizer

DIRECTIONS: Use these sheets to collect at least one sentence for each space of information about the Districts of Panem.

DISTRICT CLIMATE ZONES	
Capitol – Highland, & Semiarid District 1 – Highland, & Semiarid District 2 – Highland, & Semiarid District 3 – Humid Continental District 4 – Mediterranean, Highland, & Arid Desert District 5 – Desert & Semiarid District 6 – Humid Continental District 7 – Highland & Semiarid	District 8 – Humid Subtropical District 9 – Semiarid & Humid Continental District 10 – Semiarid & Humid Subtropical District 11 – Humid Subtropical District 12 – Humid Subtropical & Humid Continental District 13 – Humid Continental

The Capitol	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 1	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 2	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 3	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 4	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 5	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 6	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 7	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 8	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 9	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 10	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 11	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 12	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	

District 13	Topography	
	Climate Details	
	Natural Resources	
	Plants & Animals	



VI. Portrait of a District Citizen

After having reviewed the general information of Panem and studied the topography, climate, natural resources, and plants & animals of different Districts, students are ready to focus on one particular District of Panem. Focusing on one District will deepen their understanding of the geographical aspects of that region of the United States.

PUT STUDENTS IN GROUPS

Before class assign students different groups. Sometimes there is an instinct to group students of similar ability or behavior patterns, but research suggests it is actually better for low and high achieving students to be mixed together (University of Sussex, 2007).

To ensure the creation of buildings from all across Panem, have students draw a slip of paper to determine which District they're designing for. Drawing for Districts will ensure equity in district selection and make sure all districts are covered.

After each group has picked their District, it's up to you whether or not you'll allow them to switch with others. This might allow for students to advocate their desire to build for one District over another, but still result in approximately 2 to 3 models from each District.

After students have their District, use the guidelines below and the Student Handout on the next page to allow students to create any citizen they want to design a home for.

Purpose	To have students create a client to design for.
Time Duration	15 – 20 minutes, or could be sent home as homework.
Materials Needed	Class set of handouts (found on page 19)

ACTIVITY:

Step One: Explain to students that architects design buildings for a CLIENT. A client is the person who will be using the design when it is done. For a design to be good, it most importantly needs to fit the needs of the client. Their client is a fictional character –so how can we know what that fictional character would need?

Step Two: Walk through the creation of a citizen with your students. You can take suggestions for each category as you go along and let the class build the citizen with you.

Step Three: Provide the students with the handouts found on page 19 and allow them to create their citizen.

NAME _____

DATE _____



Portrait of a District Citizen Worksheet

This page will help you assemble a profile for the citizen of Panem whose home you're designing. Knowing some of these detail elements will help you understand what needs to be included in his or her home.

In which District does your citizen live?		How old is your citizen?	
What's your citizen's name?			
What does your citizen look like?	Write a description of OR draw a picture of your citizen below.		
Is your citizen really poor (like Katniss's family) or merchant class (like Peeta's family)?			
How many members are there in his or her family that will also live in the house?			
How does he or she spend the day / what does he or she do for work?			
What environmental elements will he or she need shelter from in the District?			



VII. Renewable vs. Non-Renewable Resources

*Activity is adapted from a lesson printed by The California Energy Commission which can be found at www.energyquest.ca.gov

Purpose	The purpose of this lesson is to explain to students what a renewable/non-renewable resource is, and to provide knowledge about why renewable resources are preferable.
Time Duration	45 minutes (or one full class period), could stretch longer based on length of discussions / sharing.
Materials Needed	1 paper lunch bag for every 2 students in your class, 91 light beans PER GROUP and 9 dark beans PER GROUP (100 beans per group total), handouts for the class, found on pages 22-23.

OVERVIEW: During this lesson, students will be exploring renewable / non-renewable energy through a hands-on activity. They will start by watching a video defining the terms. Then they will work in groups to understand how resources are used.

ACTIVITY SETUP: Set up your classroom so students can watch the Youtube.com video “Resources” by InteractiuSchool.

ACTIVITY:

Step One: Watch the Youtube.com video “Resources” by InteractiuSchool located at <https://www.youtube.com/watch?v=6O2A2x1Wyhk>

Step Two: Have students fill in the three definitions in the word bank on their worksheet.

Step Three: Divide students into pairs and provide each of them with a brown paper bag of EXACTLY 100 beans – 91 dried cannellini beans (representing non-renewable resource use in the US) and 9 dried kidney beans (representing renewable resource use in the US). Give them the activity graphic organizer, found on pages 22-23.

The Energy Information Administration projects the United State’s estimated renewable resources at 8.7% for 2014 which is why 9 out of 100 beans are “renewable.” You can find the chart with the information here: www.eia.gov/renewable/

Step Four: Explain to students that the reason we are using more and more energy is because the population is growing and needs more energy. However, eventually we will run out of non-renewable resources – it’s just a question of when. This activity will simulate energy use over time and the depletion of resources.

Step Five: Review the rules and do the first draw as a group:

1. Tell students not to look when drawing beans.
2. Renewable beans can be replaced in the bag for more drawings, while non-renewable beans need to be set aside for the remainder of that drawing.
3. Make notes of the results on your worksheet.

Step Six: The first drawing is based on an unchanging population for the span of a year that uses energy at a constant rate. Have students fill out their prediction for the drawing and then start the simulation, pulling 10 beans (the amount of energy needed) at a time until only renewable energy beans are left in the bag.

Step Seven: After the first drawing, have students share the outcomes of their simulations, and how it matched with their projections.

Step Eight: Have students replace the beans and repeat the simulation with the second chart. The second chart represents populations with changing degrees of energy consumption, like the US. Starting again with 10, follow the chart for how many beans to draw. Before they draw, make sure they record their predictions.

The population of the United States has grown between 0.8%-1% every year from 2005 – 2014. For every year, students will pull out one additional bean to represent this growth. This change is represented on chart #2

Step Nine: Repeat the simulation and have students share their results.



Renewable vs. Non-Renewable Resources Worksheet

KEY TERMS DEFINED	
Natural Resource	
Renewable Resource	
Non-Renewable Resource	

Draw the number of beans indicated in row two of the chart and see how long it takes you to run out of non-renewable resources. Use subtraction to record the number of beans remaining

HOW TO PLAY:

1. Remove the number of beans indicated for that “year” in row two of the chart. Don’t look when you pick!
2. Put renewable resources (dark kidney beans) back in the bag when you draw them, and set non-renewable resources (light cannellini beans) to the side once they’ve been “used”.
3. Record the number of beans of each color drawn for that pick.
4. If you need more “years,” continue the recording on the extra chart space provided.
5. Try not to lose any beans so they can be re-used!

Chart #1 – Energy Simulation #1

How many years do you predict it will take to run out of non-renewable resources _____ / 16 years?

Consumption Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
How Much Energy (beans) To draw	10	10	10	10	10	10	10	10
# of white colored beans drawn								
# of dark colored beans drawn								

Chart #1 – Energy Simulation #1 Continued

Consumption Level	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	Year 16
How Much Energy (beans) To draw	10	10	10	10	10	10	10	10
# of white colored beans drawn								
# of dark colored beans drawn								

Chart #2 – Energy Simulation #2

How many years do you predict it will take to run out of non-renewable resources _____ / 16 years?

Consumption Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
How Much Energy (beans) To draw	10	11	12	13	14	15	16	17
# of white colored beans drawn								
# of dark colored beans drawn								

Chart #2 – Energy Simulation #2 Continued

Consumption Level	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15	Year 16
How Much Energy (beans) To draw	18	19	20	21	22	23	24	25
# of white colored beans drawn								
# of dark colored beans drawn								



**CONTINUE
READING/
WATCHING**

Continue reading *The Hunger Games* – Part II “The Games” by Suzanne Collins or watching *The Hunger Games* film (until Katniss begins to search for Peeta in the arena). You could divide student reading time between homework and class depending on your preference. It is suggested that students read in class / at home and then save one class period a week for in-class discussion.

The audiobook averages 25 minutes per chapter.

See next page for a companion discussion activity for *The Hunger Games* – Part II “The Games.”



Discussion Activity Two: Tag Team Seminar

To be done at the end of reading or watching Part II “The Games”

Purpose	To get students discussing key points of <i>The Hunger Games</i> .
Time Duration	30 – 45 minutes depending on how many questions.
Materials Needed	Chairs, timer, a bell or noise making device if you have one (optional)

ACTIVITY SETUP:

- 1.) Divide chairs for class in half – setup two circles of chairs (so that one chair on the inner circle matches one chair on the outer circle, leaving some space for movement).
- 2.) Put questions below on separate pages on a Power Point / Google presentation to project during the seminar.

RULES OF THE SEMINAR:

- 1.) Have the students pair off and one partner be in “group A” and one partner be in “group B.”
- 2.) Remind students about good seminar etiquette:
 - a. **Step Up** – If you’re usually quiet, try to be bold and say a few things.
 - b. **Share the Air** – If you know you’re someone who talks a lot in discussions, try to give other students a chance to speak as well.
 - c. **Be Respectful** – Some people have different opinions (and that’s okay!)
- 3.) Have group A go to the inner circle and group B go to the outer circle.
- 4.) One partner must always be in the inner circle.
- 5.) The teacher doesn’t get involved in the seminar. ***Note*** It’s a student-only discussion (even if there are strange pauses, just wait for them to fill them). The only teacher involvement is when you call time and switch the discussion question to the next topic.
- 6.) After reading the initial question, only students in the inner circle discuss. Students in the inner circle may elaborate on previous points, debate the merits of a previous point, or make an entirely new point.
- 7.) Once the discussion starts, the question stays the same for a total of 10 minutes.
- 8.) Students must talk during a given question round TWICE then they must “tag out” and switch places with their partner. Their partner then stays in the inner circle/seminar and the same rule applies.
- 9.) When the topic switches, the students who are in the circle stay there and switch out after talking twice. Tell students they must be in the circle at some point during each 10 minute discussion.
- 10.) While students talk, you can have a printed roster with their names and check off how many times each person speaks.

SEMINAR QUESTIONS:

- 1.) In what ways do the Gamemakers control the environment and “entertainment” value of the Games?
- 2.) Why do Katniss and Rue team up, and is this partnership different from the other teams that are made?
- 3.) How do the backgrounds or home districts of the tributes influence their skills and abilities?
- 4.) Are Peeta and Katniss actually in love or are they just pretending for the Games? If they are pretending, why?



VIII. Basic Elements of Architecture

Purpose	To help students research different design methods for different climates.
Time Duration	Classwork and homework as appropriate; duration will depend on split between school and home.
Materials Needed	Class set of the packet for students to fill out (found on pages 27-33) optional supplemental reading.

OVERVIEW: During this portion of the project, students will gather the information they need to determine how to build their homes. They will look at how the structure of the home should be shaped, what type of roof it should have, what direction it should point, what materials to use to make it, and where the windows should be.

ACTIVITY SETUP: Attached is a resource packet for students to look up information on the resources in the US, and how those resources should be used to build their homes. Print or make available to the class the information packet. You can also print the suggested articles as supplemental research materials to make available for students.

ACTIVITY:

Step One: Print out or make available the information packet and worksheet found on pages 27-33 for each student.

Step Two: You could have students work together by District, by climate, or individually to find the information they'll need to design their homes.

Step Three: Instruct students to highlight important information and mark on their design sheets what types of elements they'll be using. Allow students time in class to work on their information, or have them take the packet home to fill it out.

REMINDER: Some Districts have two climates in them. Remind students to decide where in the District their character will live and to pick a specific climate to design for. Two students who have the same District could very well have very different designs if they pick different climates.

ADDITIONAL RESOURCES:

Shaping Buildings for the Humid Tropics	http://www.greenhomebuilding.com/pdf/shapingbuildings1.pdf
Which Roof Is Right for Your Climate?	http://www.networx.com/article/which-roof-is-right-for-your-climate
15 Smart Design Choices for Cold Climates	http://www.houzz.com/ideabooks/21279811/list/15-smart-design-choices-for-cold-climates



Panem Architectural Resources

A guide to everything you want to know about making your home in Panem

NAME OF ARCHITECT _____

DATE OF PROJECT _____

DIRECTIONS: The following packet includes all the information you will need to design four walls and a roof to protect and support a citizen of Panem in any District. Use the worksheet on the first page and the information you have gathered about your client to decide all the elements you'll need for their house. ****Challenge Option**** Additional resources may be found online to support a more extensive home design. To learn about more intricate home design, research "Passive Design."

KEY TERMS



Architectural Research Sheet

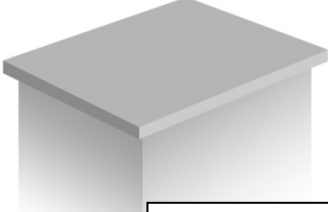

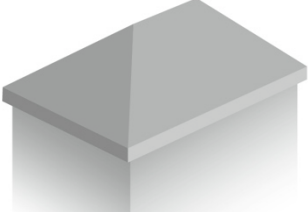
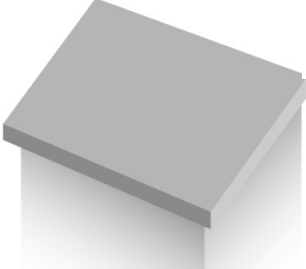
All supporting information for your answers can be found in the provided packet.

What DISTRICT are you designing for?	
What CLIMATE are you designing for?	
What RENEWABLE RESOURCES are abundant in your District?	

What are the WINTERS like where your home will be built? (Include inches of rainfall / snow, wind considerations, temperature, and other relevant info)

What are the SUMMERS like where your home will be built? (Include inches of rainfall / snow, wind considerations, temperature, and other relevant info)

Which of the following best describes the area?	<input type="checkbox"/> Humid / Wet	<input type="checkbox"/> Dry / Arid
---	--------------------------------------	-------------------------------------

What roof shape will you use for your home? (circle one)	
** See information packet for which roof is the best for your climate**	
 FLAT ROOF	 GABLE ROOF
 HIPPED ROOF	 SHED ROOF

What material will you use for your roof? Explain why.

What material will you use for your walls?



Wood (log or siding)



Stones/Bricks



Concrete (Bricks / Panels)



Straw Bales



Earth Sheltered



Adobe Bricks

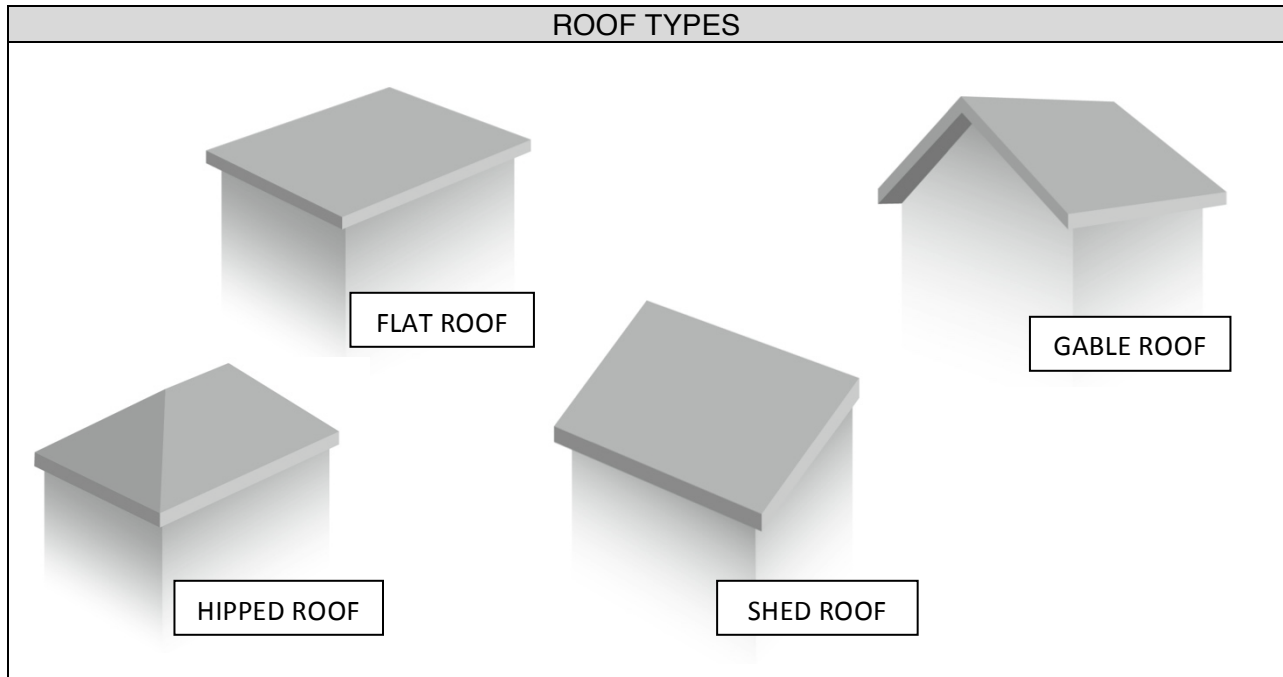
Explain why that is the right material to use.

What direction will your home face? Explain why.

How many windows will you have? Where will you place them? Why? What else is important to note about the windows in your home design?



Building Information: All about Roofs



Flat Roof	In warmer climates where there's less rain and freezing is unlikely to occur, many flat roofs are simply built of masonry or concrete. This type of roof is good at keeping out the heat of the sun and is cheap and easy to build where timber is not readily available. In areas with lots of snow or rain, these roofs are not suitable even though they do have a really slight pitch for water runoff.
-----------	---

Hipped Roof	Slopes down on all four sides. Second most common type of roof. Harder to construct than gable roof, but they perform best in high wind areas and are stronger overall. They can also be used in areas with lots of snow. This type of roof is commonly seen in bungalows and cottages. Hipped roofs are more difficult to ventilate, and there is not a space (like the gable) for a window to let in natural light.
-------------	---

Shed (or Skillion) Roof	Slopes down in one direction and is the simplest type of roof to build. The long slope of the roof makes it a good choice for skylights. This style can also help protect the house interior from excessive sunlight at certain times of the day. The steep pitch allows snow and water to easily run off. Not ideal for high wind areas.
-------------------------	---

Gable Roof	The most popular and second easiest to build. These roofs easily shed water and snow and provide more ceiling space for ventilation. They also have space on two walls for windows. They are not good roofs for use in high wind and tropical areas that have frequent hurricanes.
------------	--

ROOFING MATERIALS



Tile / Clay



Wood



Metal









Thatch or Grass

<p>Tile</p>	<p>Good for homes in warmer/Mediterranean climates. The common rounded shaped tiles allow air to circulate and water to run off – allowing the building to stay cooler. Cold and wet (rainy & humid) weather often makes tiles snap. Also very heavy, and not great for windy areas.</p>
<p>Wood</p>	<p>Traditionally cedar, but sometimes hardwood, shingles have been used for hundreds of years. When they get wet, shingles expand and gaps and cracks are filled with the swollen wood. Wood is a good option for cold / snowy climates as it provides a lot of support for the roof when heavy snow falls on it.</p>
<p>Metal</p>	<p>There are many types of metal roofing to choose from – tin, zinc, aluminum, copper, and galvanized steel. Metal roofs can withstand strong winds. It's a popular choice in hot climates because it reflects solar heat. They are very noisy, and aren't the best solution for humid climates because of the moisture in the air.</p>
<p>Thatch or Grass</p>	<p>Common in climates of northern Europe and the equatorial tropics. Thatch roofs have been used for thousands of years. This material does a good job preventing moisture entry and insulating the structure. Good for places with a hot and damp climate. Not good for hot and dry climate (as fire is a concern).</p>

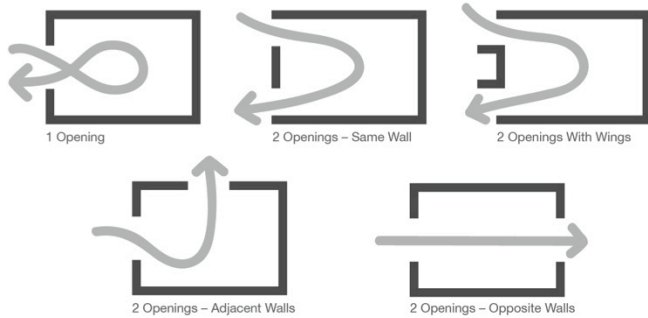
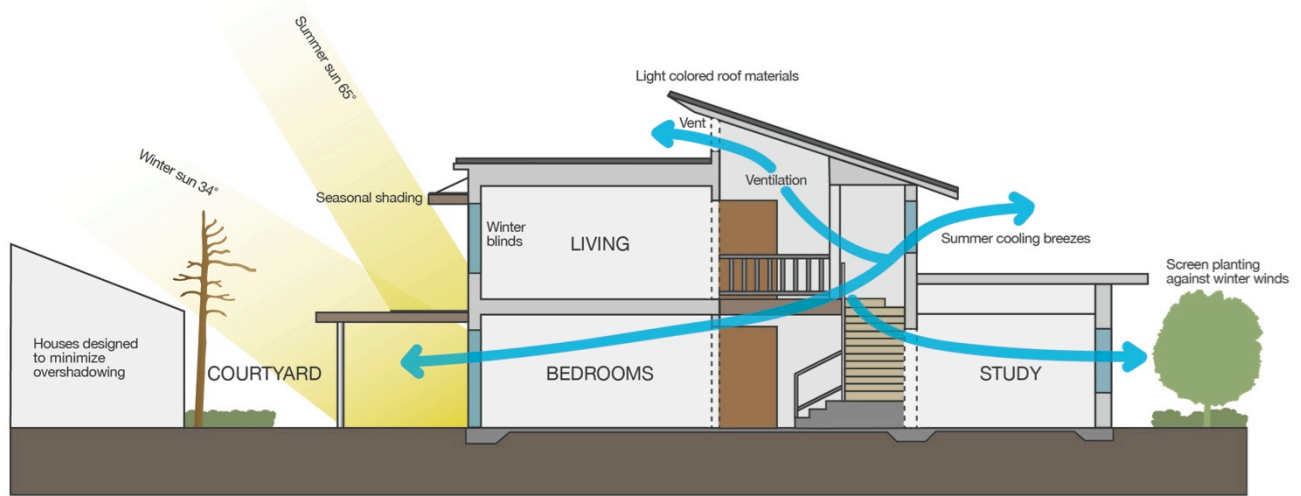


Building Information: What's in a Wall?

Wall Materials		
		
Wood (log or siding)	Stones/Bricks	Concrete (Bricks / Panels)
		
Straw Bales	Earth Sheltered	Adobe Bricks
Wood (Log or siding)	Wood is a natural insulator and even better at isolating cold and heat than brick, stone, or concrete. Wood reacts to its surrounding environment: if humidity is high it absorbs moisture, and if humidity is low it emits moisture. Disadvantages include termites or bugs that can break down wood, and old wood that can sometimes rot.	
Stones / Bricks	An incredibly hard-wearing building material that is good at withstanding weather extremes. It doesn't fade, twist, warp, rot, decay, erode, or dent. Brick buildings (especially double brick) have excellent thermal mass (the ability to retain heat energy). Very durable in wet conditions.	
Concrete (Bricks or Panels)	Concrete homes are very strong, and they are able to withstand high winds and resist hurricanes and tornados. There's low air infiltration so these homes are less drafty. The durability of concrete makes it a good option for really cold or really hot – but usually dry. However, it is becoming more wide-spread in humid areas.	
Straw Bales	Strawbale homes generally use straw bales on the interior and are finished / plastered on the exterior. Straw bales are made from waste – the non-edible part of grain after harvest. Most effective in climates where heating / cooling of home is essential for comfort. More resistant to fire than conventional wooden homes. Not suited for humid/wet environments. Great for hot and dry environments.	
Earth Sheltered	If there is a place that is really cold in the winter and really hot in the summer, earth homes are great. Their average temperature is around 50-60 degrees year round. Good shelter for tornados or other harsh weather. Not good for places with flooding.	
Adobe Bricks	Good for moderate or sunny climates such as desert. Not good for wet or freezing conditions. An abundant material. Mud walls can act as a good heat reservoir due to thermal properties. Drawbacks include maintenance and potential deterioration over time.	



Passive Temperature Control: Natural Ways to Heat and Cool



OVERHANG: Whatever style of roof you end up using, the overhang should be positioned to cover windows enough to EXCLUDE summer sun (that sits higher in the sky), but INCLUDE winter sun (that sits lower in the sky).

PLANTS: Plants can be used as a natural screen / wind barrier.

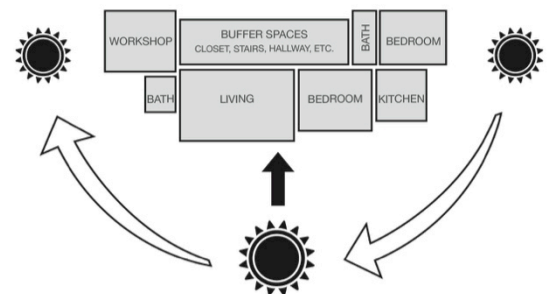
WINDOWS: See image to the left - Cross ventilation (bottom two examples) is more effective than ventilation that doesn't pass all the way through a space (top three examples). While it is good to cross ventilate, you don't want to put windows exactly opposite each other. Placing windows on one wall down low to the ground and then on an opposite wall up high helps cool a space. Cool air is closer to the ground and it will come in the "inlet" window. As the air heats up, it will float up and out the upper window.

HOUSE POSITION: Where cooling is more important than heating, the building should be oriented so that breezes can flow through the house easily. Where heating is more important than cooling, you'll want the longest portion of the house parallel to the sun at the hottest part of the day so that the biggest portion of the house is getting the most light (see image below). Frequently-used rooms should face the SOUTHERN side of the home. This will give them access to midday sun in the winter and relief from sun in the summer.

Western Facing Rooms: Will always be warmest. It's a good idea to put lesser-used rooms (like laundry rooms) here.

Southern Side: Always the coolest – good option for bedrooms.

Eastern Facing: best for sunrooms, living rooms, & possibly bedrooms.





**FINISH
READING /
WATCHING**

Finish reading *The Hunger Games – Part III “The Victor”* by Suzanne Collins or watching *The Hunger Games* film. You could divide the student reading time between homework and class depending on your preference. It is suggested to have students read in class / at home and then save one class period a week for in class discussion.

The audiobook averages about 25 minutes per chapter.

See next page for a companion discussion activity for *The Hunger Games – Part III “The Victor.”*



Discussion Activity Three: Who's on Trial?

To be done at the end of reading or watching Part III "The Victor"

Purpose	To get students discussing key points of <i>The Hunger Games</i> .
Time Duration	45 minutes - could take longer depending on how much you draw out the scenario.
Materials Needed	Class copies of included graphic organizer, found on page 37.

DESCRIPTION OF ACTIVITY:

This is an activity that allows students to practice perspective taking and role-playing. Each group is given a scenario, For example: **Who is responsible for the success of the Hunger Games in Panem?** Then, each person is assigned a role in the scenario. For example: **Head Gamemaker, Caesar Flickerman, a Tribute, a Mentor, a Capitol citizen.** Students then have to plead their case about why their assigned role is not responsible. After they make their case about why it ISN'T them, they suggest another character that should be on trial (they can't say their character is guilty). After everyone has made his or her case, the class as jury votes by hand raise and decides which character is responsible.

ACTIVITY SETUP:

- 1.) Assign students to a scenario and have them take home and fill out their worksheets, found on page 37, the night before the activity – Remind students to speak in the 1st person as if they were that person, and encourage them to stick to the outline of the story but also to come up with motives that might not be clearly stated in the book or film.
- 2.) ***Optional*** Find a gavel or other props to play up the courtroom setting.
- 3.) ***Optional*** Create a presentation that lists the scenarios so they can be projected on the board during the activity for visual and EL learners.

ACTIVITY:

- 1.) Call a group up to the front of the room. One person starts and reads his or her testimony and account of who he or she thinks is responsible in the scenario.
- 2.) At the end of the account, allow about two questions from the jury (rest of the class) for the person. Questions should be answered *in character*.
- 3.) Move on to the next person and repeat.
- 4.) After the last person has spoken, vote for which character is responsible.

SCENARIOS and ROLES:

- 1.) **Who is responsible for the fact that there were TWO victors of the 74th Hunger Games?**
 - a. **Katniss** – Who thinks to eat the berries
 - b. **Peeta** – Who picks the berries in the first place
 - c. **A Capitol Citizen** – Who supports and pushes the love story
 - d. **Seneca Crane** – Who lets them both live
 - e. **Sponsors** – Who provide resources



Discussion Activity Three: Who's on Trial?

...Continued

2.) Who is the most responsible for making the Hunger Games so cruel?

- a. **Caesar Flickerman** – Who highlights and promotes the most brutal kills to all of Panem
- b. **A Gamemaker** – Who designs the elements of the Games
- c. **President Snow** – Who continues the Games each year
- d. **A Tribute** – Who kills brutally once the Games start
- e. **One of the first rebels** – Who rebelled against the Capitol and caused the start of the Hunger Games to begin with.

3.) Who is responsible for the oppression of the people in the Districts of Panem?

- a. **President Snow** – Who makes the laws of Panem
- b. **The Peacemakers** – Who enforce the rules of Panem
- c. **A Law-Abiding Citizen of Panem** – Who does nothing to overthrow the government of Panem
- d. **A Rebel of Panem** – Who causes harsher rules by stirring up trouble
- e. **Capitol Citizens** – Who use all the resources in the Capitol leaving far less for the Districts

4.) Who is responsible for the fact that the tributes hurt other tributes when the Games start?

- a. **A Career Tribute** – Who has been trained for the Games and makes it necessary for other tributes to fight to defend themselves.
- b. **A Tribute From An Outlying District** – Who ends up killing people even if he or she doesn't want to
- c. **A Combat Trainer** – Who works in the Tribute Center and trains tributes to use weapons to kill
- d. **The Mentors** – Who coach their tributes to win at all costs
- e. **A Gamemaker** – Who creates scenarios that force tributes to fight each other

5.) Who is responsible for the success of the Hunger Games in Panem?

- a. **The Head Gamemaker** – Who designs a good show
- b. **Caesar Flickerman** – Who broadcasts it and creates hype
- c. **A Tribute** – Who participates & puts on a “good show”
- d. **The Mentors** – Who give the tributes an “angle” and help them be popular with the people of Panem
- e. **A Capitol Citizen** – Who ALWAYS watches and sponsors tributes

Build up the hype the day before when you assign the work, and remind them that if they aren't prepared with what to say, the activity won't be as fun and their characters could end up on trial without a defense!

NAME _____

DATE _____



Who's on Trial? Worksheet

DIRECTIONS: YOU are a very important part of Panem! However, you find yourself on trial for something unfortunate and you are definitely **INNOCENT!** Plead your case and prove your innocence (**You CAN'T say your character is at fault**) to your fellow citizens of Panem. Also, convincingly accuse another character; it will help your case. Fill out this form to prepare your case and remember: **WRITE FROM THE PERSPECTIVE OF YOUR CHARACTER.**

For example: "My name is Primrose Everdeen, and it isn't my fault Katniss had to go into the Hunger Games! I was scared, but I would have gone. She stepped up and volunteered. I tried to tell her that I would go, but Gale picked me up and carried me off. If it weren't for Gale, I could have convinced Katniss just to let me go and she never would have gone to the Hunger Games in the first place."

What's Your
Scenario? _____

Who's Your
Character? _____

Write AT LEAST THREE reasons the scenario is NOT your fault. (You can't say it's your fault)

My Name is [say your character's name] and it is not my fault that [say what you're on trial for] because :

Reason One:

Reason Two:

Reason Three:

WHO is responsible for the scenario and WHY?



IX. Visiting *The Hunger Games: The Exhibition*

To help students truly visualize and comprehend the world of Panem, this would be an excellent time to visit *The Hunger Games: The Exhibition*.

During this time, students will have a graphic organizer, found on pages 39-40, to help them collect information about different tributes and different Districts.

Students should focus on the following areas of the exhibit: District 12, The District 12 Woods, Map of Panem, The Capitol, and District 13.



Visiting *The Hunger Games: The Exhibition*

DIRECTIONS: As you go through the Exhibition, take notice of the style of scenery in different areas. How is one District distinguished from another? Use the prompts to record your observations.

Describe what District 12 looks like (list materials and colors that you see):

--

What natural resource is used in the building of houses like Katniss's house?

--

Describe what The Capitol area looks like (list materials and colors that you see):

--

In a scene cut from the film, they show District 13's hydroponics area. Find where the hydroponics area is talked about in the Exhibition. What is hydroponics and why does District 13 need it?

--

Describe what the District 13 area looks like (list materials and colors that you see):

What is your assigned District to study _____

Go to the the Map of Panem Interactive and find your District. Record information about your District below that you can use to inform your design of the home for the citizen in your District.



X. Building the Model

Purpose	Steps for how to build the model house
Time Duration	Over the course of several class periods
Materials Needed	The model materials are detailed below. You'll also need several rulers, and a non-toxic sealant (such as modge podge) for the cardboard, lots of small cheap paint brushes (or sponges with handles), permanent markers, cardstock, CA adhesive.

OVERVIEW: For ease of implementation, the following information hasn't been broken down into lessons but rather a series of instructions on how to build the model houses. You can print and share this information with students as needed. The duration of this portion of the project depends on available materials, and how quickly a particular group of students can work.

ADULT SUPERVISION: For younger students, adult supervision will be needed. Box cutters can be some of the more dangerous tools in the classroom. It is suggested that on these days, you reach out to parent volunteers to assist with helping students cut out the shapes of their homes. They might also need assistance with the hot glue gun.

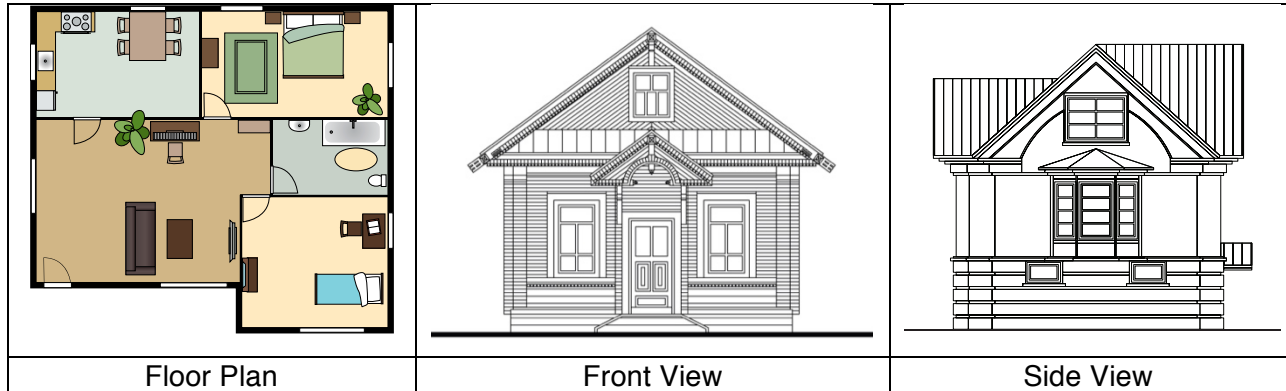
MATERIALS: You can see above the different types of materials students will be choosing to replicate in their model homes. Most of these, however, can be simulated with a color / style of paint. If you need to save money on materials - donated cardboard, hot glue, paint, and paper can be used to build the models. The higher quality the materials (foam core vs. cardboard, and Cyanoacrylate or CA adhesive etc), the better their models will look. You can also have students go outside and collect grass, sticks, mud, and leaves to simulate some of the materials above.

MODEL BASES: These will need to be the most robust portions of the models as they will be supporting everything else. You can get TEN foam core boards online (i.e. Amazon.com) for approximately \$40.00. Cut them in half to make 20 boards that are appropriately sized for the project. You could also have students use wood glue to adhere several pieces of recycled cardboard together. While this will not look as polished as foam core, a sturdy cardboard base will work just fine.



Draw a First Draft Design

DIRECTIONS: You will be drawing three different images for your home design – a floor plan, a front view, and a side view of your home.



STEP ONE: Once you've decided what style of roof, material of walls, and placement of windows, look up examples of what similar buildings look like.

STEP TWO: Decide what you want your house to look like. As you're designing, keep referring to the sheet you filled out with information on your character. Does your design work for your character? Does it work with the climate? Does it work with the materials available in the region?

STEP THREE: Use the grid as a guide for your drawings and to keep them "in scale." That means that all the sizes of your home will be in the right proportion to the other parts of the home. Each square on the page = 1 foot in real life. One story of a building is usually about 10 feet tall plus the height of the ceiling – so that would mean if you have a ONE story building you would draw it TEN squares tall and then draw a roof on top of that. Each of our squares is $\frac{1}{4}$ " tall so you would say our SCALE is $\frac{1}{4}$ " = 1'.

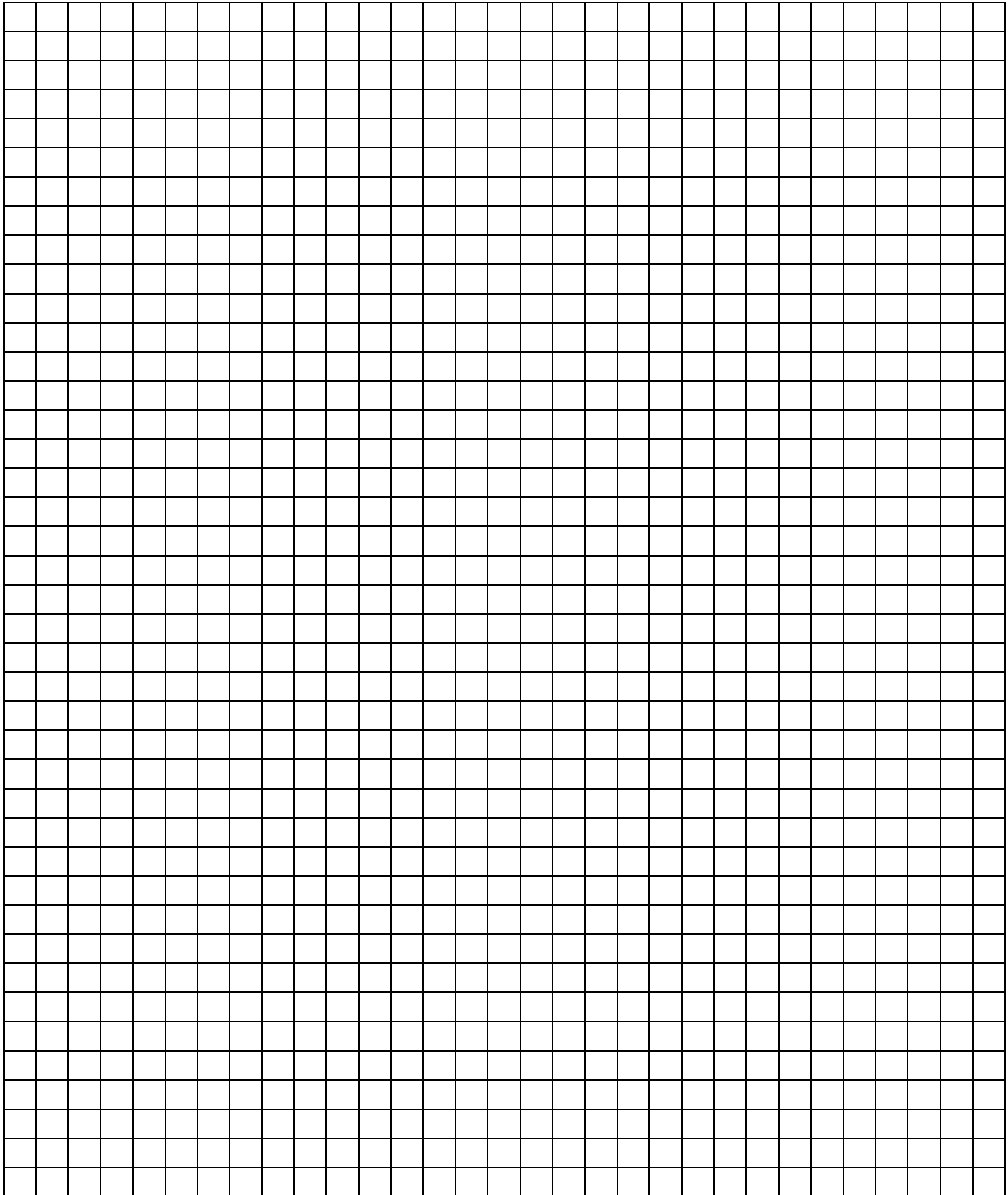
TIP All of these drawings are like you're looking straight at the building from the top (floor plan), front (front view), and side (side view). There is no perspective in any of these drawings. Eventually you will use them as a stencil to cut out your walls and if they are drawn in perspective they won't look right.

THE SIZES OF YOUR BUILDING SHOULD LINE UP WITH ONE ANOTHER.

- ❖ The WIDTH on your FLOOR PLAN needs to match the WIDTH of your FRONT VIEW.
- ❖ The HEIGHT on your FRONT VIEW needs to match the HEIGHT on your SIDE VIEW.
- ❖ The LENGTH on your FLOOR PLAN needs to match the LENGTH on your SIDE VIEW.



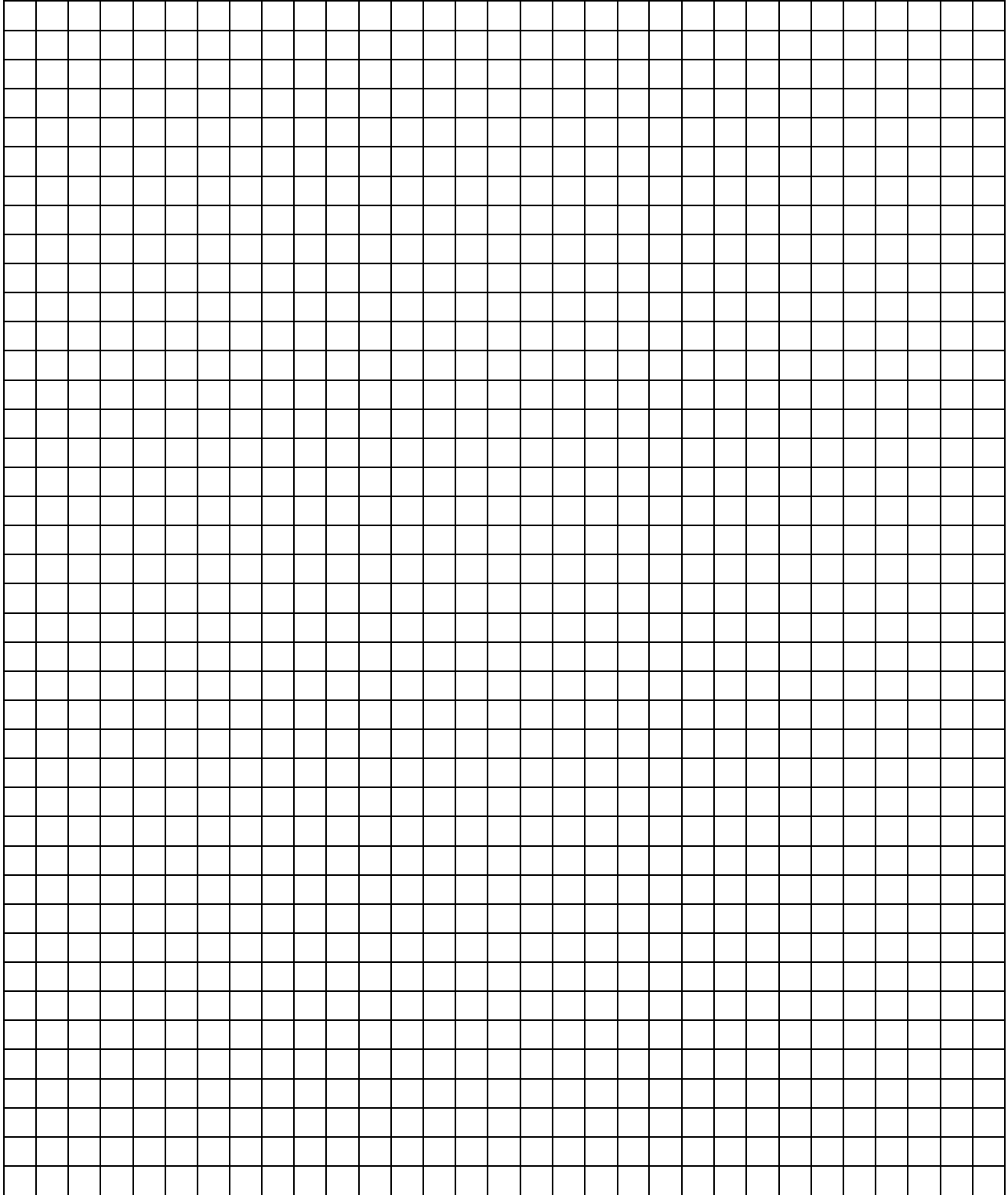
Grid for Floor Plan



SCALE - $\frac{1}{4}'' = 1'$



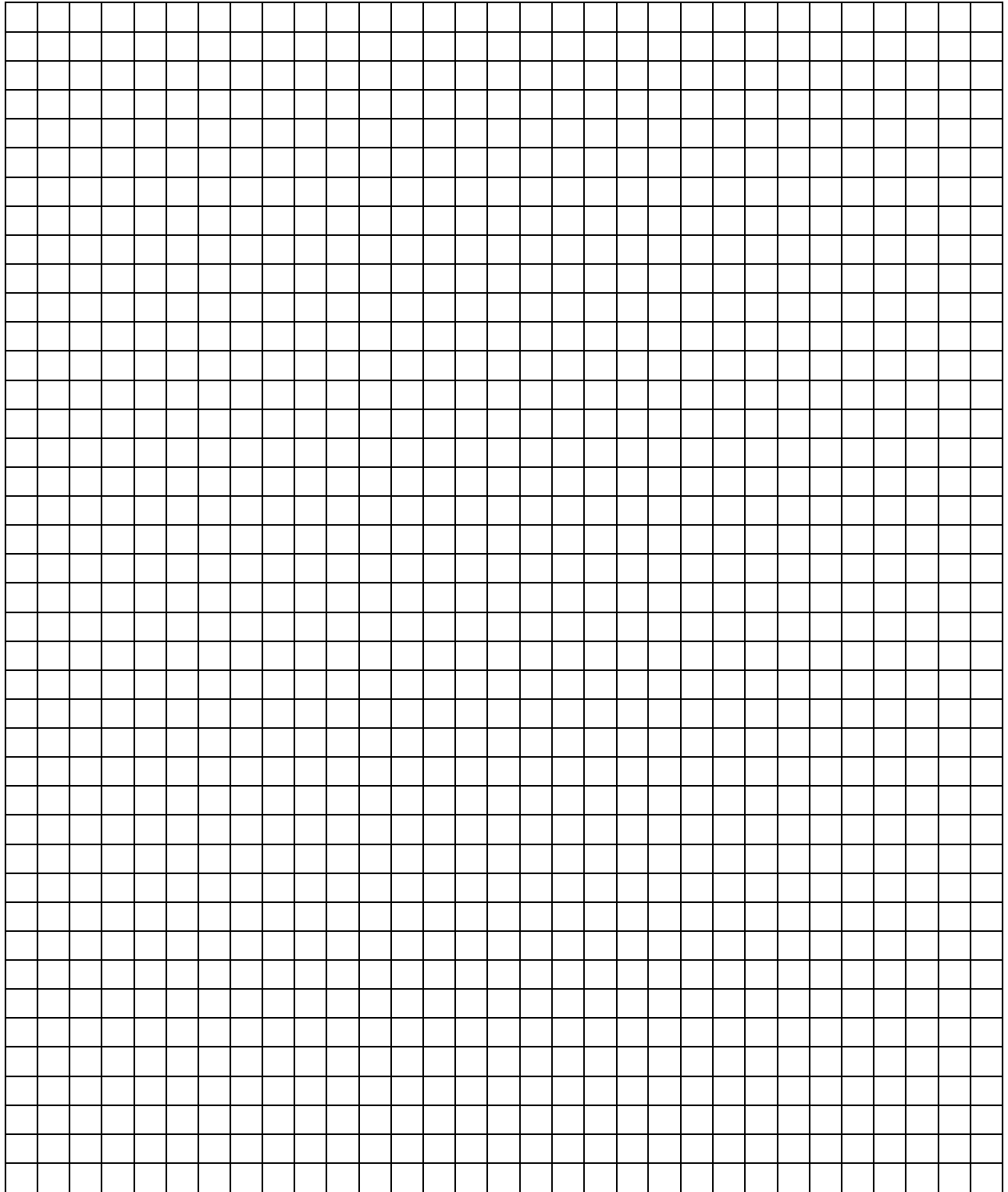
Grid for Front View



SCALE - $\frac{1}{4}'' = 1'$



Grid for Side View



SCALE - $\frac{1}{4}'' = 1'$



Assembling the Model

DIRECTIONS: Once you have an approved drawing of your home design, you can start prepping all of your pieces for assembly.

Step One: Cut out the floor plan, front view, and side view of your house design that you drew on the grid paper. Your teacher may ask you to make a copy of your approved design so that you have a spare.

Step Two: Use the cutout to trace the outline onto the material for your walls.

Step Three: Use scissors or a box cutter to cut out the walls of your house. Ask an adult before you proceed to this step!

Step Four: After your walls are cut out, measure their size and cut out the roof shape you picked to fit them.

Step Five: Find a base for your model and trace your floor plan. Outline it in marker.

Step Six: Seal your cardboard by painting it with modge podge and allowing it to set for 25 minutes.

Step Seven: Paint the base color for your walls (and floor if you're painting the floor).

Step Eight: Use adhesive to attach your walls to your base. Again – ask if you need adult assistance with this step.

Step Nine: While the adhesive is setting, cut out little accent pieces from the cardboard and cardstock and prep them as well. These could be stones, bricks, windows, or anything else to make your home look more like a home.

Step Ten: Put finishing touches on your house and base. Add a tiny person, or landscaping, or anything else that is creative and will liven up your model home.

STEP BY STEP PICTURES

A great step –by-step resource with pictures for how to build a cardboard model can be found on ehow.com titled “How to Build A Cardboard Model House” at this link:

http://www.ehow.com/how_5687720_build-model-house-out-cardboard.html



XI. Model Exhibition

When it comes to an exhibition, you have several options depending on who you want your audience to be. However, students will have put so much time and thought into their designs that a night where they could stand and explain them to (at least) parents would be beneficial to everyone. Exhibiting to an audience is an essential part of Project Based Learning.

Usually students have the best ideas about how to present their work. Include them in the planning, setup, and tear down of the event.

Example One: You could host a “Time-share in Panem” night, or an open house where students are realtors trying to “sell” their designs to potential buyers. This would include having a written script about the benefits of the materials they used and why. It would also push them to sell that particular District as the best place to live, an exercise that would include geographical details about the area.

Example Two: Architectural Showcase. You could have students photograph their home and write a one page article as if it was an entry in an architectural magazine called ‘Homes of Panem’. Then you could compile the pages into something parents could purchase, or you could keep it as a record of their projects.

Example Three: Create a virtual neighborhood blog and have students create their own entry with a picture of their home and an explanation of the design. As more schools do this particular project, they could possibly add to the Districts and eventually there would be many types of home design for each District of Panem.

DISPLAY STUDENT WORK

The overall effort put into the design of their homes should make this project something students will be proud of. To help reinforce that their work is important, clear a space in your room / on the wall to assemble the models for people to look at. You could display them so they are “sitting” in their Districts reflecting the different regions of the United States.



XII. Appendix A: Assessments

In this section, you will find assessments for the overall project and quizzes for the three parts of *The Hunger Games*. The formative and summative assessments are the same form, and students shouldn't study for either. This means that they should be graded for completion, but not for content. Give one before the project starts and one after the project is complete. These assessments are a tool to help gauge student learning over the course of the project.

The section quizzes focus on characters and main ideas from the book or film. Some of them are right / wrong answers but the other questions could be graded for depth of understanding:

- ❖ Formative / Summative Assessment
- ❖ *The Hunger Games* - Part I “The Tributes” Quiz
- ❖ *The Hunger Games* - Part II “The Games” Quiz
- ❖ *The Hunger Games* - Part III “The Victor” Quiz

“District Twelve. Where you can starve to death
in safety.”

- Katniss Everdeen in *The Hunger Games* by Suzanne Collins

NAME: _____

DATE: _____



Resources of Panem Project

Formative/Summative Assessment

Do your best to answer the questions as completely as possible – it's okay if you don't know an answer.

- 1.) List as many climate regions of the United States as you can remember.

- 2.) What are the main themes in *The Hunger Games* by Suzanne Collins?

- 3.) How do these themes compare with things that happen in our world?

- 4.) What's a renewable versus non-renewable resource? Which is better, and why?
(Use the back of the sheet if you need extra room to list).

NAME: _____

DATE: _____



The Hunger Games Part I "The Tributes"

1.) Matching Section: Match the character in one column to information about them in the other.

_____ Katniss Everdeen

_____ Peeta Mellark

_____ Haymitch Abernathy

_____ Effie Trinket

_____ Primrose Everdeen

_____ Gale Hawthorne

- A. Talented artist. His name was pulled at the District 12 reaping as the male tribute for the 74th Hunger Games.
- B. Citizen of District 12 who has a strong dislike of the Capitol and hunts in the woods. Promised to take care of Prim if anything bad happens to Katniss.
- C. 12-year-old whose name was pulled from the tribute bowl at the District 12 reaping, but didn't go to the Hunger Games.
- D. Lives with sister and mother in District 12. Learned how to hunt from her father before he was killed in a coal mining accident.
- E. Lives in the Capitol and works as an escort for the District 12 tributes. She pulls the names of the tributes every year.
- F. Prior victor of the Hunger Games. He has been the mentor for many District 12 tributes over the years and lost them all.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

2.) Is Panem a good place to live? Explain why or why not? (Write 2 – 3 sentences, BE SPECIFIC)

Short Answer Continued:

3.) Describe Katniss's relationship with the following people **BEFORE** the Hunger Games. How do these relationships define her personality?

<p>Prim</p>	
<p>Katniss's Mother</p>	
<p>Gale</p>	
<p>Peeta</p>	



ANSWER KEY

The Hunger Games

Part I "The Tributes"

Matching Section: Match the character in one column to information about them in the other.

- | | |
|--|---|
| <p><u> </u> D Katniss Everdeen</p> <p><u> </u> A Peeta Mellark</p> <p><u> </u> F Haymitch Abernathy</p> <p><u> </u> E Effie Trinket</p> <p><u> </u> C Primrose Everdeen</p> <p><u> </u> B Gale Hawthorne</p> | <p>A. Talented artist. His name was pulled at the District 12 reaping as the male tribute for the 74th Hunger Games.</p> <p>B. Citizen of District 12 who has a strong dislike of the Capitol and hunts in the woods. Promised to take care of Prim if anything bad happens to Katniss.</p> <p>C. 12-year-old whose name was pulled from the tribute bowl at the District 12 reaping, but didn't go to the Hunger Games.</p> <p>D. Lives with sister and mother in District 12. Learned how to hunt from her father before he was killed in a coal mining accident.</p> <p>E. Lives in the Capitol and works as an escort for the District 12 tributes. She pulls the names of the tributes every year.</p> <p>F. Prior victor of the Hunger Games. He has been the mentor for many District 12 tributes over the years and lost them all.</p> |
|--|---|

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Is Panem a good place to live? Explain why or why not? (Write 2 – 3 sentences, BE SPECIFIC)

This is mostly an opinion, but it doesn't really matter if they say it IS or ISN'T a good place to live. Look at the reasons students give to judge their depth of understanding for the structure and situations of Panem and its people. If they say it isn't a good place to live and they might mention things such as: poverty, the Hunger Games, heavy presence of military, the gap between rich and poor. If they say it is they might mention: that there hasn't been a war for 100 years, the people in the Capitol have a really good life, there are lots of technological advancements, etc.

Short Answer Continued:

Describe Katniss’s relationship with the following people **BEFORE** the Hunger Games. How do these relationships define her personality?

Prim	Katniss and Prim are very close. After the death of her father, Katniss took on the role of caretaker for her whole family. She is constantly protecting and providing for Prim. The relationship she has with Prim drives her whole character. Taking care of Prim is what caused her to fight starvation and start hunting, and saving Prim is what caused her to sacrifice herself for the reaping.
Katniss’s Mother	Katniss and her mother have a complicated relationship. Katniss resents her mother for not taking care of her and Prim after her father died. She doesn’t say it much overtly, but she still is uncomfortable trusting her mother’s assistance even though her mother isn’t lost in her grieving of her husband. This relationship helped make Katniss determined and a little more emotionally hardened.
Gale	Before the Hunger Games, Gale is someone who Katniss can trust without question. He is a source of knowledge and they teach each other to survive. When everyone was relying on her, and she had no one to help her, she found Gale. Their relationship holds a great deal of respect and trust. Gale is the only person (before the Games) that Katniss can count on. Her relationship with Gale helps her become strong and confident in herself.
Peeta	Before the Hunger Games, Katniss only knows about Peeta because he saved her life. He showed her mercy and gave her a piece of burnt bread, despite the fact that he was beaten for it. Before the Games, Katniss is thankful for the kindness Peeta showed her but also feels extreme guilt and a bit of resentment towards him. She doesn’t like “owing people” for anything, and she feels like she owes him more than she can repay. Even though they don’t know each other well, Peeta changed Katniss’s life by giving her hope.

NAME: _____

DATE: _____



The Hunger Games

Part II "The Games"

Matching Section: Match the character in one column to information about them in the other.

_____ Cato
_____ Clove
_____ Rue
_____ Glimmer
_____ Marvel
_____ Foxface
_____ Cinna

- A. Female Career tribute from District 1 who was killed by Katniss with a nest of tracker jackers.
- B. Very smart tribute from District 5. She is hard to catch, but not good in a fight.
- C. Male tribute from District 1. Katniss's first direct kill by an arrow to the throat after he kills Rue.
- D. Female tribute from District 2 who is skilled at throwing knives. Only tribute to come close to killing Katniss – twice.
- E. The Hunger Games stylist who made the outfit that turned Katniss into "the girl on fire."
- F. Male tribute from District 2 and leader of the Career pack. Anticipated winner of the Hunger Games.
- G. Female tribute from District 11. Her knowledge of trees and plants keeps her alive longer than anticipated. She forms a strong bond with Katniss.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Why does Peeta join with the Career tributes in the beginning of the Games? What does he hope to gain?

Short Answer Continued:

How are the following skills useful in the Hunger Games? Give examples from the book to back up your answer.

Combat Skills	
Hunting	
Knowledge of Plants and Trees	
Intelligence	



ANSWER KEY

The Hunger Games

Part II "The Games"

Matching Section: Match the character in one column to information about them in the other.

 F Cato

 D Clove

 G Rue

 A Glimmer

 C Marvel

 B Foxface

 E Cinna

- A. Female Career tribute from District 1 who was killed by Katniss with a nest of tracker jackers.
- B. Very smart tribute from District 5. She is hard to catch, but not good in a fight.
- C. Male tribute from District 1. Katniss's first direct kill by an arrow to the throat after he kills Rue.
- D. Female tribute from District 2 who is skilled at throwing knives. Only tribute to come close to killing Katniss – twice.
- E. The Hunger Games stylist who made the outfit that turned Katniss into "the girl on fire."
- F. Male tribute from District 2 and leader of the Career pack. Anticipated winner of the Hunger Games.
- G. Female tribute from District 11. Her knowledge of trees and plants keeps her alive longer than anticipated. She forms a strong bond with Katniss.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Why does Peeta join with the Career tributes in the beginning of the Games? What does he hope to gain?

Peeta joins the Careers to help keep Katniss safe. He knows they are going to go after her, so he pretends to gain their trust so at the last minute he can help save her. At first it seems like he is trying to win the Games for himself, but really the entire time he is working to protect Katniss and playing into their "star-crossed lovers" story.

Short Answer Continued:

How are the following skills useful in the Hunger Games? Give examples from the book to back up your answers.

Combat Skills	Combat skills are useful when you are attacked by another tribute. For more aggressive tributes they are also the best means of winning the game. The Careers from the 74 th Hunger Games couldn't hunt or find supplies well, but since they could fight they used that skill to secure all of the supplies at the Cornucopia. This worked well for them until Katniss blew up the supplies. Then it didn't matter how much combat they knew because the elements / starvation were getting to them.
Hunting	The skill of hunting could be used as an aggressive combat tactic, but more than that it's the art of knowing how to find food. Meat provides severely needed proteins and nourishment over the course of the Games. Tributes who can hunt don't need to rely on the Cornucopia or risk getting stabbed for grabbing supplies. Katniss stays out of the way of the other tributes for a long time, going about her normal hunting routine. The Gamemakers even have to start a fire to push her towards the other tributes.
Knowledge of Plants and Trees	A lot of people underestimate this skill and the skill of camouflage, but victors in the past have used both of these to win the Games. In the Hunger Games, Rue knows more about plants than any of the other tributes in the arena. She shows Katniss what leaves to chew to help cure the tracker jacker stings. Rue also shows Katniss edible berries versus nightlock, which plays a major role in the rest of the games.
Intelligence	Many victors have won the Games using their intellect. In the 74 th Hunger Games, the girl Katniss calls Foxface from District 5 is the smartest tribute in the arena. Though she has no hunting, gathering, or combat skills she is able to evade notice and take food from other tributes (sometimes without them even noticing).

NAME: _____

DATE: _____



The Hunger Games Part III "The Victor"

Matching Section: Match the character in one column to information about them in the other.

_____ President Snow

_____ Seneca Crane

_____ Thresh

_____ Caesar Flickerman

- A. The Master of Ceremonies for the Hunger Games. He conducts tribute interviews, runs the highlight reel, and provides commentary for the Games.
- B. The leader of Panem. He greets the tributes in the opening ceremonies, and always has a white rose in his coat lapel.
- C. The head Gamemaker for the 74th Hunger Games. It was he who allowed Katniss and Peeta to both live at the end of the Games.
- D. The male tribute from District 11. He is extremely strong, but spares Katniss's life because of her partnership with Rue.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Why was what Katniss did with the berries such a big offense to the Capitol?

Short Answer Continued:

2.) In the Games, animals called “muttations” are used against the tributes. Explain what the following muttations are and why they are so dangerous.

Tracker Jacker	
Mockingjay	
Wolf Mutts	



ANSWER KEY

The Hunger Games

Part III "The Victor"

Matching Section: Match the character in one column to information about them in the other.

 B President Snow

 C Seneca Crane

 D Thresh

 A Caesar Flickerman

- A. The Master of Ceremonies for the Hunger Games. He conducts tribute interviews, runs the highlight reel, and provides commentary for the Games.
- B. The leader of Panem. He greets the tributes in the opening ceremonies, and always has a white rose in his coat lapel.
- C. The head Gamemaker for the 74th Hunger Games. It was he who allowed Katniss and Peeta to both live at the end of the Games.
- D. The male tribute from District 11. He is extremely strong, but spares Katniss's life because of her partnership with Rue.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Why was what Katniss did with the berries such a big offense to the Capitol?

The purpose of the Hunger Games is to remind the Districts that the Capitol (and only the Capitol) is in control of the country and not them. For the system to survive, it needs its followers in the Capitol (and first few Districts – like the army) to be on board. Katniss and Peeta created such a good “story” with the star-crossed lovers theme that it put the Gamemakers in an odd position: play into the hype of the Games, or keep it strictly about control. There aren't supposed to be “winners” of the Hunger Games, only “survivors,” because the Capitol is always supposed to be the winner. However, Katniss changed the rules when she held up the berries and forced the Capitol to let her and Peeta live to carry on the appearance of a good show. Then that one spark of defiance starts rebellions in the Districts.

Short Answer Continued:

- 3.) In the Games, animals called “muttations” are used against the tributes. Explain what the following muttations are and why they are so dangerous.

Tracker Jacker	Tracker jackers are the wasp-like creatures in the Hunger Games that Katniss uses to attack the career tributes (killing one of them). Tracker jackers have extremely painful stings and more than a few stings are lethal. On top of being painful, they cause powerful hallucinations. The severity of the stings from the tracker jackers rendered all of the strongest tributes in the Games inactive for several days.
Mockingjay	Mockingjays were not intended to be muttations. They were the result of mockingbirds that mated with the Capitol created jabberjays used to spy on people in the Districts. The mockingjay is not dangerous to the tributes but they are dangerous to the Capitol. They are an example of something the Capitol never intended to happen that flourished on their own. Since their very existence is such an act of defiance, they are dangerous as a symbol of the revolution.
Wolf Mutts	The wolf mutts enter the story running after Cato. They chase Cato, Peeta, and Katniss up on top of the Cornucopia. The scariest thing about these mutts is that they look like the previously killed tributes; more specifically they have their eyes.



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