

# Hunger Games-Advanced 6th Grade

Content Area: **English Language Arts**  
Course(s): **Generic Course, Language Arts 6**  
Time Period: **5 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students will examine *The Hunger Games* by Suzanne Collins as a fiction piece of literature. Students will recognize and synthesis story elements such as effects of setting, symbolism, conflicts, and theme within the plot of the novel.

## Transfer

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Students will be able to independently use their learning to...

- Evaluate the personal context of the novel and relate to other texts and current events
- Investigate the effects of survival and making choices
- Identify the elements of literature
- Understand how authors infuse their opinions and ideas into their writing.

## Meaning

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## Understandings

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Students will understand...

- How the author's perspective can effect thier writing.
- How the need to survive can affect choices
- How theme in fiction relate to current events

## **Essential Questions**

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Students will consider...

1. When is adversity an advantage?
2. When is silence the best force against adversity?
3. What weapons work against ultimate control?
4. What do you do when you know you cannot win?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- author's perspective
- theme and symbolism
- literary elements

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension to critique an author's style and voice.
- Identifying and examining literary elements
- Responding to reading
- Discussing social topics while remaining tolerant of others' opinions
- Identifying elements that create an author's voice.

## **Academic Vocabulary**

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- Plot
- Setting
- Character
- Conflicts
  - man vs. self
  - man vs. nature
  - man vs. man
- point of view
- theme
- symbolism
- courage
- survival

## Learning Goals

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Learning Goal 1: Students will be able to analyze the development of a theme or central idea over the course of *The Hunger Games* including how it emerges and is shaped and refined by specific details.

Learning Goal 2: Students will be able to analyze an author's voice and style to understand the significance of characterization.

## Objective 1: Author's Perspective

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SWBAT:

- Understand and explain how writers express their opinions through their writing. (Level 3)
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LA.RL.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

## Objective 2 - Characterization

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SWBAT:

- Comprehend literature to analyze characters focusing on personalities, relationships, motivations, and their roles within a novel. (Level 2-3)
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LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

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### Objective 3 - Theme

SWBAT:

- Determine theme of text and how it develops throughout the course of the text.
  - Compare and contrast themes from this novel to other works of literature
  - Understand how the use of literary devices can help develop a theme throughout a novel. (Level 3)
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LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.SL.6.1	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.

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### Objective 4 - Writing

SWBAT:

Write for a variety of tasks and purposes:

- to express an idea
- to demonstrate comprehension and critical thinking skills

- to expand thinking about ideas presented in the novel (Levels 2-3)

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LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Summative Assessment

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- character analysis
- Comprehension Quizzes
- project
- Tests

## 21st Century Life and Careers

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WORK.5-8.9.1.8	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.5-8.9.1.8.A	Critical Thinking & Problem Solving
WORK.5-8.9.1.8.B	Creativity and Innovation
WORK.5-8.9.1.8.C	Collaboration, Teamwork and Leadership

## Formative Assessment and Performance Opportunities

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- Class Discussion
- Comprehension Questions
- Exit Slips
- Journal Entries
- Peer and self assessments
- Presentations
- Reading Quizzes
- Small Group Discussion

- Teacher Observation
- Think-pair-share

## **Differentiation/Enrichment**

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- Graphic Organizers
- Guided notes
- Study Guides
- Supplemental Materials

## **Unit Resources**

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- Novel
- Study guides
- Journal Entry Topics
- Quizzes
- Tests