

# Exploring Strategies of Engagement: Using *The Hunger Games* as a Tool in the Battle for Students' Attention.

**Presented by**



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**NCTE@CSU weebly site :** <http://nctecsu.weebly.com>

# Hunger Games Event Checklist

- ☐ Secure Location
- ☐ Approval for food
- ☐ Chairs (10) & Tables (6)
- ☐ Consent Forms for Photo/Video Releases (?)
- ☐ Video Camera
- ☐ Permission Slips for recording/pictures
- ☐ Handouts
  - Synopsis of Novel
  - Game Instructions
- ☐ Booths (Posters & Table Cloths for Each)
  - Registration
    - Forms for 12 Districts, Pens
    - Snacks? Salsa & Chips, Pop
  - Toastmasters Club
    - Handouts
  - Trapping
    - 2 Hula Hoops
  - Knot Tying
    - Ropes, Belay Harness, Shoes
  - Cookie Decorating
    - Cut out cookies
    - Frosting & decorations
    - Napkins, plastic knives
  - Camouflage
    - Face Paint & Brushes, Mirror?
- ☐ Presenters
  - Toastmasters Club
  - Knot Tying for Rock Climbing
- ☐ Game Equipment
  - Tent (Serena)
  - Flag Football Kits (20)
  - Kick balls (4)
  - Hula Hoops (3)
  - Pellet Guns (3)
  - Water Darts (2)
  - Trident
  - Water Balloons
  - Pool Noodles
  - Paratroopers
  - Granola Bars
  - Maps
- ☐ Prizes
  - Copy of *Mockingjay*
  - Target Gift Certificates
- ☐ Costumes & Role Assignment for Event
- ☐ Notes:
  - Introduction to Event Message:



## Welcome to the NCTE@CSU Hunger Games



*You name has been chosen. You have been reaped from your district to participate in this year's Hunger Games. After a brief good-bye to friends and family, you will board a train and head straight to the Capitol where you will be dressed, trained, and prepped for your entrance into the arena where you will fight for survival. Who can you trust? Yourself. Who is on your side? No one. The last one standing is named the victor. In the words of our friend Effie, "Happy Hunger Games! May the odds be ever in your favor."*

### Rules of Engagement

- 1) When you arrive, you will be assigned to a district. If you are not yet assigned, please report to the Effie Trinket at Registration.
- 2) You need to report to the cornucopia and prepare to begin the games at 6:15.
- 3) Each player will be equipped with flags to be worn at the waist. The flags must remain freely hanging at the hip or from your waist. Please do not tuck flags in pockets or attach to upper arm, leg, or other location on the body.
- 4) Tributes are eliminated of "killed" when one of his/her flags is pulled. Tributes can also be "killed" if hit by water from a water gun or water "bomb."
- 5) Once the whistle blows, all tributes can attempt to retrieve supplies from the cornucopia. Hula hoops can be used to "capture" a contestant and remove his/her flag. Pool noodles can be used to distract contestants. Other supplies will be self-explanatory.
- 6) Once you are eliminated, please journey to "the trees" as designated on your map where you will receive additional training.
- 7) Tributes must remain within the arena boundary for the duration of the games. The boundary is outlined on the attached map.
- 8) Contestants may hide behind buildings, trees, and other locations. DO NOT engage in "battle" in any buildings. Water must remain outside. Any type of battle in buildings must be done clandestinely. Gamemakers can eliminate players at any time for inappropriate game play.
- 9) At 7 p.m. all remaining players are asked to come to "the trees" (as marked on your map) to get new supplies and additional sponsor gifts.
- 10) Whether you are dead or alive, you need to be present at "the trees" by 7:15 p.m.
- 11) Please **clean up** all pieces of equipment or wrapping from gifts as you play.
- 12) The victor at this year's Hunger Games will receive a free membership to NCTE@CSU for the entire year and a copy of the third book in *The Hunger Games* series titled *The Mockingjay*.



NCTE@CSU Gamemakers

presents this

# Extra Life Award

to

Tribute in Possession

To be used

In case of elimination due to a flag being pulled or  
water being thrown.

Can only be used once.

## ***The Hunger Games Interview***

*“Effie says with a sigh, ‘Just remember, Katniss, you want the audience to like you’” (115).*

*Haymitch also talks with Katniss and says, “I’m trying to figure out what to do with you . . . How we’re going to present you. Are you going to be charming? Aloof? Fierce? So far, you’re shining like a star” (116).*

**Assignment:** Work with an assigned partner from your “District” to create a persona for yourself as a tribute, prepare for a five minute interview, and prepare potential questions for other tributes that indicate you have been an actively engaged member of the audience.

**Details:** For Katniss and Peeta, a successful interview with Caesar determined the level of sponsorship and help in the arena. Although you will not have to go into an arena, you will need to persuade an audience of classmates that you will be a victorious candidate in *The Hunger Games*. For this assignment, you will be expected to complete the following elements:

- 1) Work with your assigned partner to create a persona. Will you be fierce, aloof, angry, strong, athletic, or evasive? You need to think about how you want the audience to perceive you as a potential candidate. What will be the most persuasive?
- 2) Write a one-page story for your character. Who are you? How many people are in your family? How old are you? Have you prepared your whole life for the Hunger Games?
- 3) Write a written response to each of the following questions: What has impressed you most about the Capitol? What was your training score? Can you offer hints about what happened in the training center? When your name was called at the reaping, how did you feel? What do you hope to do if you win and return home?
- 4) Participate in a five minute interview and respond to audience questions. The questions in the interview will consist of at least two questions listed above, but will also include other questions from audience members.
- 5) Prepare a list of potential questions to ask other tributes and ask at least three reflective questions during the other interviews.
- 6) Write a reflective paragraph on the experience. What did you learn by playing a character and trying to persuade an audience that you will be the best candidate?

## Interview Requirements Rubric

CATEGORY	5	4	3	1	X5
Preparedness	Student is completely prepared and has provided a thorough written response to all questions prior to the interview.	Student seems pretty prepared and has provided a written response for all questions prior to the interview.	The student is somewhat prepared, but has not provided complete written responses for the questions prior to the interview.	Student does not seem at all prepared and has not submitted a written response to questions.	
Interview in Character	Student is able to confidently answer almost all questions posed by classmates and remain in character.	Student is able to somewhat confidently answer most questions posed by classmates and remain in character.	Student is able to answer a few questions posed by classmates, but breaks character or doesn't seem certain about how the character would respond.	Student is unable to answer questions posed by classmates and doesn't stay in character.	
Character Story and Reflection	Student has prepared a thorough background story for his/her character and a meaningful reflective paragraph.	Student has prepared a basic background story for his/her character and a complete reflective paragraph.	Student has prepared a background story that is not complete OR a reflective paragraph that lacks insight or effort.	Student has not prepared a background story OR student has not written a reflective paragraph.	
Participates as an interviewer	Listens intently, asks at least three reflective questions during other interviews, and alters questions based on information from the interviews.	Listens intently, asks at least three questions that are somewhat reflective, but may not alter questions based on information from the interview.	Sometimes does not appear to be listening and asks fewer than three questions during other interviews.	Sometimes does not appear to be listening and asks one or two questions that do not indicate reflection or evaluation.	

Total: \_\_\_\_\_/100

Comments:



## The Hunger Games: Across Content Areas

by

National Council of Teachers of English at  
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Math/Logic

### Problem Solving

"I try to think of anything Peeta ever said that might give me an indication as to where he's hiding out" (249).

### Calculating Tesseræ

"Each tessera is worth a meager year's supply of grain and oil for one person. Gale, who is eighteen and has been either helping or single-handedly feeding a family of five for seven years, will have his name in forty-two times" (13).

Science/Outdoor Education

### Survival Skills

"The twenty-four tributes will be imprisoned in a vast outdoor arena that could hold anything from a burning desert to a frozen wasteland" (18).

### First Aid

"I can see the tear Cato's sword made in the fabric over his thigh, but it in no way prepares me for what lies beneath" (256).

### Natural Foods

"I put in the meat and roots, swap in fresh rocks, and go find something green to spice it up a little. Before long, I discover a tuft of chives growing at the base of some rocks" (267).

### Knot Tying & Trapping

"When he realizes I know something about snares, he shows us a simple, excellent trap that will leave a human competitor dangling by a leg from a tree" (95).

### Camouflage

"Somehow the whole thing—his skill, those inaccessible cakes, the praise of the camouflage expert—annoys me" (96).

### Genetics

"[T]he Capitol bred a series of genetically altered animals as weapons. The common term for them was muttations" (42).

Physical Education

### Archery

"Without thinking, I pull an arrow from my quiver and send it straight at the Gamemakers' table. I hear shouts of alarm as people stumble back. The arrow skewers the apple in the pig's mouth and pins it to the wall behind it" (102).

### Rock Climbing

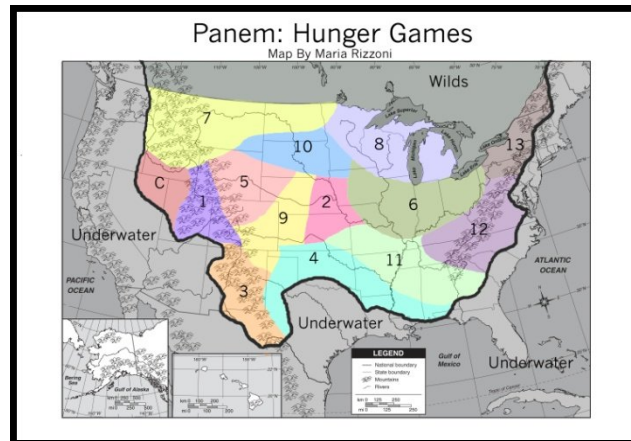
"Hugging the rocks, I move slowly in the direction of the blood, searching for him" (251)

### Other: Flag Football, Dodge Ball, Weightlifting

Social Studies/Economics

### Geography: Map of Panem

"In school, they tell us the Capitol was built in a place once called the Rockies. District 12 was in a region known as Appalachia" (41).



Source: <http://fc08.deviantart.net>

### Distribution of Goods and Services

"'I'd have thought, in District Eleven, you'd have a bit more to eat than us. You know, since you grow the food,'" (202).

### Trade/Bartering: the Hub

"Greasy Sae, the bony old woman who sells bowls of hot soup from a large kettle, takes half the greens off our hands in exchange for a couple of chunks of paraffin" (11).

### Dystopian governments

"[. . .] I scared my mother death, the things I would blurt out about District 12, about the people who rule our country, Panem, from the far-off city called the Capitol" (6).

### Speech & Debate

### Public Relations

"The anthem booms in my ears, and then I hear Caesar Flickerman greeting the audience. Does he know how crucial it is to get every word right from now on?" (360).

### Communications

"[Caesar Flickerman] is wonderful, teasing, joking, getting choked up when the occasion presents itself. He and Peeta already have the rapport they established that night of the first interview" (367).

### Media Studies

"Once we're in the arena, there's detailed coverage of the bloodbath and then the filmmakers basically alternate between shots of tributes dying and shots of us" (363).

- Compare Suzanne Collins's book to the film



## Technology

### Video Production

"Condensing several weeks into three hours is quite a feat, especially when you consider how many cameras were going at once. Whoever puts together the highlights has to choose what sort of story to tell" (362).

### You Tube & Social Networking

"At first I'm frozen, but then I catch sight of us on a large television screen and am floored by how breathtaking we look. In the deepening twilight, the firelight illuminates our faces" (70).

## The Arts

### Cookie Decorating

"'I do the cakes' [Peeta] admits to me [. . .] 'At home. The iced ones, for the bakery,' he says" (96).

### Cooking

"Chicken and chunks of oranges cooked in a creamy sauce laid on a bed of pearly white grain, tiny green peas and onions, rolls shaped like flowers, and for dessert, a pudding the color of honey" (65).

### Costume & Set Design

"[m]y dress, oh, my dress is entirely covered in reflective precious gems, red and yellow and white with hints of blue that accents the tips of the flame design. The slightest movement gives the impression I am engulfed in tongues of fire" (128).

### Theater/Role Play

"Because we're supposed to be making up this stuff, playing at being in love, not actually being in love" (301).

### Drawing

- Comic page



Katniss, in the Arena  
Source: <http://damnskippy.deviantart.com>

### Creative Writing

- Fan Fiction

### Music

- "The song that comes to me is a simple lullaby, one we sing fretful, hungry babies to sleep with [. . .] What my music teacher calls a mountain air" (234).

### **Classroom Application**

- An activity of this caliber and excitement will provide a great opportunity for classroom discussion. The classroom discussion could be done in partners (think, pair, share), small groups, or as a large class. Since the book is rich in moral issues, a Socratic seminar or fishbowl would also be fitting.

Here are some sample discussion questions:

1. Why does the government of Panem use such drastic measures to scare the districts into obedience?
  2. How does the government control and the hunger games resemble things you have witnessed on TV or learned about in world history?
- After *The Hunger Games* activity, students could dive into a multimedia project based off their learnings. A multiliteracies project including podcasts or video would be suiting. Individual students or small groups could create a utopian society of their own. Creating a map, constitution, laws, and even a national anthem would make it necessary for students to apply skills from across the disciplines. Students would incorporate technology to produce a polished project that requires deep thinking, research, and creativity.

## Works Cited

Collins, Suzanne. *The Hunger Games*. New York: Scholastic Press, 2008.

Collins, Suzanne. *Mockingjay*. New York: Scholastic Press, 2010.