**The Hunger Games**

by Suzanne Collins

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**Overview**

In the ruins of a place once known as North America lies the nation of Panem, a shining Capitol surrounded by twelve outlying districts. Long ago the districts waged war on the Capitol and were defeated. As part of the surrender terms, each district agreed to send one boy and one girl to appear in an annual televised event called, "The Hunger Games," a fight to the death on live TV. Sixteen-year-old Katniss Everdeen, who lives alone with her mother and younger sister, regards it as a death sentence when she is forced to represent her district in the Games. The terrain, rules, and level of audience participation may change but one thing is constant: kill or be killed.

**Grade 6**

**LEARNING TARGETS**

**6th Grade**

* I can evaluate the arguments of diverse characters, including the strengths, weaknesses and consequences of their decisions.
* I can identify policy issues within the book, and how values and beliefs support the decisions made in these issues.
* I can identify strategies and evidence characters in the book use to justify their decisions in policy issues.
* I can take a position on a policy issue, use values, beliefs and evidence to justify that position, and develop strategies to persuade others to adopt that position.
* I can describe rights established over time in the United States, and compare these to the situation that exists in the book.
* I can describe how the Minnesota Constitution organizes government and protects rights, and how this compares to the situation of characters within the book.

**STANDARDS**

**6.1.1.1.1** Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.

**Grade 6**

**Civics**

**6.1.1.1.3** Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.

**6.1.3.5.1** Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments.

**6.1.4.7.2** Define federalism and describe the relationship between the powers of the federal and state governments.

**6.1.4.7.3** Identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes government and protects rights.

**6.1.4.7.6** Describe the goals, offenses, penalties, long-term consequences, and privacy concerns of Minnesota's juvenile justice system.

**6.1.4.7.7** Compare and contrast the basic structures, functions and ways of funding state and local governments.

**Grade 6**

**Language**

**Arts**

**6.4.1.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**6.4.3.3** 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.

**6.4.4.4** 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.

**6.4.5.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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

**6.5.1.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**6.5.5.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**6.9.7.7** Understand, analyze, and use different types of print, digital, and multimodal media

**GUIDE**

**Part 1 – Chapters 1-9**

1. In the Hunger Games the government of Panem enforces a policy requiring each District in the country to send children to fight to the death. What is the official reason that the government of Panem gives to justify this policy?
* P. 18 – to remind citizens of the suffering caused through revolt

Civics Standard: 6.1.1.1.1

Language Arts Standard: 6.4.1.1

1. Does the text suggest that there are other, unofficial, reasons why The Hunger Games exist? What beliefs or values are connected to these unofficial reasons?
* P. 18 – threat to the people of the Districts,
* Ch. 5 – for the amusement of those who live in the Capitol

Civics Standards: 6.1.1.1.1 6.1.1.1.3

Language Arts Standard: 6.4.1.1

1. What other Panem government policies do we learn about in the book? How do these policies either support or contradict The Hunger Games?
* P. 5-6 – people are confined to their District
* P. 6 – people are punished for criticizing the government
* P. 13 – families are paid in food for entering a child into the Reaping more than once
* P. 66 – each District is restricted in the kind of work they do
* 59 – people in the Capitol live in luxury while the Districts are poor
* 77 – punishment can include torture and servitude

Civics Standards: 6.1.1.1.1 6.1.1.1.3

Language Arts Standard: 6.4.1.1

1. Why does the Panem government only use children in The Hunger Games? What goals are they promoting in using children as combatants? Compare these goals to the treatment of children by the Minnesota government, especially through the goals of the juvenile criminal justice system.
* P. 18 – greater threat to people to sacrifice their children

Civics Standard: 6.1.1.1.1 6.1.4.7.6

Language Arts Standard: 6.4.1.1 6.5.5.5

1. Why are the children who are chosen called “tributes?” One definition for “tribute” is a tax or payment due to a government. What is the government of Panem saying about the “tributes” by using this word to describe them? How does it support government policies? Compare with Article X section 1 of the Minnesota Constitution, which defines the power of taxation. How does Article X protect citizens from the abuse described in The Hunger Games?
* P. 18
* Minnesota Constitution Article X section 1

Civics Standards: 6.1.1.1. 6.1.1.1.3 6.1.4.7.7

Language Arts Standard: 6.4.1.1 6.4.4.4

1. Formative Assessment:
2. Read Article 1 Section 1 of the Minnesota Constitution defining the Object of Government. Compare this to the basic beliefs and values of the government of Panem. Consider both what Panem says about its policies, and what it actually does.
3. Define the following words, considering what the actual definition is, and how they are used by the government of Panem.
* tribute
* district
* capitol
* treason
* peacekeeper
1. You are an official in the Panem government. You agree that it is important to remind the people of the suffering caused by the rebellions of the past, but you think there is a better way to reach that goal than through The Hunger Games. Write an editorial for the Capitol Newspaper describing your new policy, and persuading the government to abandon The Hunger Games for your new idea.

**Part 2 – Chapters 10-18**

1. Peeta tells Katniss, “. . . I want to die as myself . . . I don’t want them to change me in there. Turn me into some kind of monster that I’m not.” What does this say about Peeta’s view of the Games, and of the government of Panem? Do his actions support his words once they are in the Games?
* P. 141

Civics Standard: 6.1.1.1.1

Language Arts Standards: 6.4.6.6 6.4.1.1 6.4.5.5

1. The Tributes are all constantly under supervision either by guards or by camera and microphones. Read the Bill of Rights in the Minnesota Constitution. What protections would keep the government of Minnesota from supervising the citizens of this state in a similar way?
* P. 141
* Minnesota Constitution – Article 1, sections 3 (freedom of speech), 7 (deprivation of liberty without due process of law), 10 (unreasonable search)

Civics Standards: 6.1.4.7.3 6.1.3.5.1

Language Arts Standards: 6.5.1.1 6.5.5.5

1. The fictional country of Panem occupies the same land as the United States. The government, however, operates in a very different manner than the United States government. Compare how the Capitol relates to the Districts, with how the United States Federal Government relates to Minnesota.
* P. 202-203

Civics Standards: 6.1.4.7.2 6.1.4.7.3

Language Arts Standard: 6.4.1.1

1. Katniss places flowers on Rue after her death. She wants this to be televised, but suspects that the government will want to censor it. Why ? What Panem government policy is Katniss questioning through this action?
* P.237

Civics Standards: 6.1.1.1.1 6.1.1.1.3

Language Arts Standards: 6.4.1.1 6.4.6.6 6.9.7.7 (b)

1. Formative Assessments:
2. Each of the Tributes comes to The Hunger Games with a different perspective and that effects how they act. Choose two Tributes, describe their different perspectives, note their strengths and weaknesses, and evaluate how these factors impacted the decisions they made.
3. Complete two constructed responses to the following questions:
* Article 1 section 2 of the Minnesota Constitution prohibits slavery in the state. How is The Hunger Games a violation of this law?
* Describe another right protected by the Minnesota Constitution that the citizens of Panem are not protected from.
1. Create a Venn Diagram comparing the government of the United States and the state of Minnesota to the government of Panem and District 12.
2. The Gamemakers change the rules of the games twice during the game. These changes cause huge shifts in the fates of the Tributes. Describe how the Minnesota Constitution regulates how laws are made, and how these controls prevent sudden rule changes.

**Part 3 – Chapters 19-27**

1. The citizens of Panem watch The Hunger Games on television. Is this broadcast entertainment or news? The Minnesota Constitution and the United States Bill of Rights protect the freedom of the press. Should the broadcast described in The Hunger Games be protected as “the press?” What does it have in common with news reporting, and how does it differ from reporting? (information distributed to the public and of great concern to the public, information is edited and controlled by the government, only one news source) Examples throughout the book.

Civics Standards: 6.1.1.1.3 6.1.3.5.1 6.1.4.7.3

Language Arts Standards: 6.4.1.1 6.9.7.7

1. Haymitch tells Katniss that she is in danger because the Capitol is angry with her for tricking them into allowing two survivors. Citizens of a country may often do things that are disfavored by the government. What protects citizens of the United States and Minnesota from risks like Katniss faces with the government of Panem?
* P. 356

Civics Standards: 6.1.3.5.1 6.1.4.7.3

Language Arts Standards: 6.4.1.1 6.4.3.3

1. Summative Assessments:
2. Pretend you are President Snow. You want a constitution for Panem, but you want it to be one that keeps the government running as it is. Write a constitution that protects the current system of government of Panem.
3. Write a Bill of Rights for the citizens of Panem. Consider what abuses by their government that they need to be protected from, and make sure to include those in the Bill of Rights.
4. Panem’s government is centered in the Capitol. The United States government is centered in Washington D.C. In both cases the areas are treated differently than other parts of the country. Research how the District of Columbia is different from a state. Make a chart showing how Panem treats the Capitol differently from the Districts, and how the U.S. government treats Washington D.C. differently.
5. The Minnesota Constitution provides that “all political power” is inherent to the people, who can change the government whenever necessary to the “public good.” How would it change the lives of citizens Panem if these provisions were part of their Constitution?

**Notes**

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