

## OLETANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

### LOCATION

**Building(s):** OHMS

**Classes/Grade Level(s):** 8

### ABOUT THE BOOK

**Selection Title/Author:** *The Hunger Games* by Suzanne Collins

**Genre:** Dystopian

**Lexile Reading Level:** 810

**Total number of pages:** 374

**Book Summary (abbreviated, bulleted list or link to a book summary)**

The nation of Panem is divided into 12 districts, ruled from the Capitol. As punishment for a failed revolt, each district is forced to select two tributes, one boy and one girl between the ages of 12 and 18, to fight to the death in the annual Hunger Games until there is only one survivor.

**Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)**

**Violence-** Many references of violence as the “games” are a fight to the death throughout the novel examples including:

A girl is stung by a nest of “wasps” and struggles to a violent death (p. 191)

Many references to the demise of each character in the “games”/references to corpses (p 222)

The main character is trained to kill using a bow and arrow. Decisions about killing/surviving are repeated throughout the book (p 243)

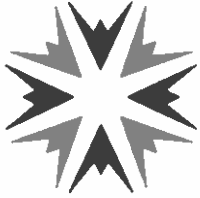
**Trauma-** several references to the characters’ state of living and maternal issues/neglect and poverty (p.52-53)

**Alcohol-** Alcoholism by one character and several examples of his behavior changing due to it. (p. 276)

**Book Reviews (1-2 link(s))** Note: teacher is not responsible for broken links

<https://www.commonsemmedia.org/book-reviews/the-hunger-games-book-1>

<https://ppld.org/book-reviews/hunger-games-5>



## ABOUT THE CLASS

**Rationale for the Literature Selection (In addition to standards):** *Hunger Games* will be a choice in literature circles in our 8th grade dystopian unit. Dystopian literature is used to present a vision of the future that challenges readers to reflect on the current social and political environments in which they live. *Hunger Games* is a high quality choice because the strong characters offer varied perspectives and are engaging and relatable, pulling in even the most reluctant readers. The story is entertaining and told with rich language, chock full of figurative language offering many opportunities for discussion. Many different themes are developed throughout the novel allowing for all students to make connections.

**The Ohio Department of Education ELA Standards (list priority standards *only* and abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standards](#)**

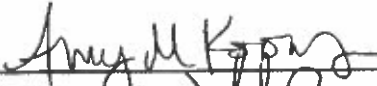



- 1.) SL.8.1 Engage effectively in a range of collaborative discussions
- 2.) RL.8.1 Cite the textual evidence that most strongly supports an analysis
- 3.) RL.8.2 Analyze literary text development, including the development of theme and its relationship to other elements
- 4.) RL.8.3 Analyze how dialogue propels the action
- 5.) RL.8.4 Determine the meaning of words and phrases and their impact
- 6.) RL.8.6 Analyze how perspective creates effects such as suspense or humor.

## ALTERNATIVE TEXTS

**What alternative texts would allow students to meet the same objectives? (Title/author)**

1. Maze Runner by James Dashner
2. Scythe by Neal Shusterman

**SIGNATURES (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)**

Teacher:  Date: 5/9/22  
Department Chair:  Date: 5/9/22  
Building Principal:  Date: 5/9/22  
District Curriculum Administrator:  Date: 5/11/22