

Unit 4: The Hunger Games

8th Grade Honors Language Arts

20 Class Meetings

Revised May 2025

Essential Questions

- How do authors use setting, plot, and character development to explore social issues like inequality, government control, and survival?
- How do power and control affect the decisions, identities, and relationships of characters in the novel?
- How does an author use structure, point of view, and literary techniques to advance their arguments?

Enduring Understandings with Unit Goals

EU 1: Authors create stories to help readers explore how power, control, and injustice affect individuals and society.

- Analyze how authors use symbolism to impart ideas above and beyond the literal meaning of a text.
- Compare and contrast the impact of control in a society on various scenarios.

EU 2: Authors use indirect characterization to reveal details about a character without stating them explicitly.

- Analyze indirect characterization using the STEAL elements: speech, thoughts, effects, actions, and looks.
- Compare and contrast characterization across multiple texts and assess how characterization demonstrates the author's purpose.
- Write appositive phrases to provide additional information about the subject or subjects of the sentence.

EU 3: A writer should support claims with arguments containing clear reasons and relevant evidence.

- Analyze rhetorical devices that writers and speakers use to appeal to audiences.
- Engage in the writing process to craft an argumentative writing paper that argues a claim, distinguishes that claim from opposing views, and incorporates proper in-text citations in a works cited page.

EU 4: Routinely practiced independent reading builds habitual readers with conscious reading identities, increases reading comprehension skills, and develops vocabulary.

- Engage in consistent independent reading of student-chosen books.
- Actively participate in a supportive reading community that introduces students to a wide range of characters and experiences.

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Standards

Common Core State Standards:

- **RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RL.8.5:** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RL.8.6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.
 - **W.8.1.A:** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - **W.8.1.B:** Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text.
 - **W.8.1.C:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **W.8.1.D:** Establish and maintain a formal style.
 - **W.8.1.E:** Provide a concluding statement or section that follows from and supports the argument presented.
- **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.8.5:** 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, focusing on how well purpose and audience have been addressed.
- **W.8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.8.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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- **SL.8.1.A:** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.8.1.B:** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- **SL.8.1.C:** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- **SL.8.1.D:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **SL.8.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- **L.8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Closely Reading for character setting, character development, conflict and theme.

- **Vocabulary:** media, catalyst, symbolism, characterization, direct characterization, indirect characterization, implicit, explicit, speech, thoughts, effects, actions, looks, appositive phrases

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2. Writing and Revising Argumentative Texts

- **Key Terms:** argument, audience, claim, conditional argument, counterclaim, rebuttal, refute, repetition relevant, irrelevant, thesis, support, claim, counterclaim, transition, evidence, author’s point of view, author’s message, credible

Interdisciplinary Connection:

Social Studies, History, Social Emotional Learning – developing empathy, identifying and recognizing emotions

Daily Learning Objectives with TWPS

Students will be able to...

- Build essential background information before reading *The Hunger Games*.
 - *How does the community in which you are raised in shape who you become?*
- Analyze how particular lines in the chapter contribute to the development of setting and characters.
 - *How might the structure of the initial chapters tell us more about the setting and characters?*
- Compare and contrast each character using STEAL elements.
 - *How does an author “show” us who a character is in a written text?*
 - *Explain the elements of STEAL*
- Evaluate the author’s use of symbolism and how it helps us understand the theme of the novel.
 - *What is symbolism? What is the meaning of the symbols (Mockingjay, fire, the games)?*
- Analyze the relationships between several characters in the text and their challenges. *
 - *Which character has experienced the most challenges? How did they handle these challenges?*
 - *Which character experienced the most growth and changed the most throughout the novel?*
- Analyze how an author develops and contrasts the point of view of different characters. *
 - *How does the character’s point of view in the text influence the reader’s perception of events?*
 - *How does Katniss’s point of view differ from Peeta’s? How does this affect you as a reader?*
- Demonstrate their understanding of *the novel* in a final discussion and project. *
 - *How does Katniss change throughout the story, and what causes her transformation?*
 - *Which other character experienced growth or change throughout the novel?*
- Engage with videos, laws, data, and photographs to build essential background knowledge about the impact of media and how image and performance is more important than truth or reality.
 - *How do the characters in Hunger Games use the tv and media to control others? What do we learn about the power of media and human nature? Explain your reasoning.*
- Analyze the development of a central idea over the course of a text and gather evidence for their argumentative essay. *
 - *What is a central idea or theme of the text?*
 - *How do you track the development of a central idea over the course of a text?*

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- Critique an argument and claim in a text to evaluate and gather evidence for their argumentative essay. *
 - *What sort of evidence does an author need to make their claim convincing?*
 - *What is the difference between strong and weak evidence?*
- Create a multi-paragraph outline of an argumentative essay.
 - *What is the purpose of a thesis statement?*
- Write an argumentative essay that introduces a claim and organizes evidence logically.
 - *Which of the following does not belong and why: relevant, credible, sufficient, good?*
- Evaluate peer essays and provide specific, actionable feedback.
 - *How do effective writers use transition words to connect their writing?*
- Develop and strengthen writing by revising, editing, and rewriting, focusing on how well purpose and audience have been addressed.
 - *Describe one thing you learned during revision sessions.*
- Engage effectively in a collaborative discussion using Accountable Talk and text evidence.
 - *Describe three Accountable Talk strategies you will use in today's discussion.*

Instructional Strategies/Differentiated Instruction

- Whole Group Instruction
- Guided Notes
- Paragraph and sentence starters
- Student led Instruction
- Teacher Modeling
- Writing Feedback
- Think Write Pair Share
- Graphic Organizers
- Accountable Talk
- Small group instruction
- Cornell Notes
- Text chunking
- Close Reading Strategies
- Homework
- Word Walls
- Anchor Charts
- Conferencing
- Text and Video Chunking with guiding questions
- Close reading with text-dependent questions
- Annotation of Text

EL DIFFERENTIATED INSTRUCTION:

- Verbal: Prompting, questioning, elaborating, facilitate higher level thinking skills
- Explicit modeling
- Guided and independent practice

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- Small group instruction
- Strategic grouping
- Key Vocabulary
- Graphic organizers
- KWL charts
- Venn diagrams
- Sequence writing
- Reinforcing contextual definition
- Providing correct pronunciation by repeating student's response
- Predicting and inferring
- Directed reading-thinking activities (DR-TA)
- Glossaries
- Sentence starters
- Word banks

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- TWPS
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Text dependent question responses
- Close reading notes and text annotations
- In-Class work and collaborative slides
- Verbal Check-Ins
- Vocabulary Checks
- Grammar and Usage Check
- Independent reading projects (EU 4)
- *Hunger Games* notes & chapter summaries
- *Hunger Games* Free Writes
- Unit Task- Argumentative Essay and Discussion: Media—Control or Change?
 - Argumentative Essay Scoring Guide

SUMMATIVE ASSESSMENTS:

- Quiz 1 (EU 1 and 2)
- Quiz 2 (EU 1 and 2)
- Unit Task- Argumentative Essay: Media—Control or Change? (Scoring Guide)
- Unit 4 Test (FIAB: Write and Revise Argumentative Texts)

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Unit Task

Unit Task Name: Argumentative Essay: Media—Control or Change?

Description: In this task, students will write an argumentative paper requiring analysis of multiple texts. Students will respond to the following prompt: Is the media a powerful tool for control or necessary for change? They will craft an argumentative paper in which they utilize multiple sources to support their point of view (EU1). Students will consider the following: (1) how is the media in the novel used to control the characters? (2) How do the characters change in the novel and fight back; and (3) how does the media impact teens in their own life, is it a tool of control or change? (EU 2, EU3) Students will present their arguments in a coffee house style book discussion.

Evaluation: Argumentative Essay and Discussion Rubric

Unit Resources

- *The Hunger Games Series* by Suzanne Collins
- Worksheets
- Adapted Common Lit 360 Curriculum
- Independent reading materials
- Independent reading one-pagers
- Laptops
- SBAC Prep Online
- IAB Resources Online
- Pear Assessment
- Brief Writes
- Tools for Teachers
- Diffit.com