

EDSE 328

Linked Lesson Plan Assignment

Teacher Name: Carla Mysko

Grade Level: ELA 10-1

Topic: *The Hunger Games*; Propaganda, Perception and Media

Synopsis:

The Hunger Games by Suzanne Collins is one of the most popular novels for youth and young adults that has been published recently. Some critics are seeing it as the next *Harry Potter* in terms of the impact this novel is having on getting teens to read for pleasure. Many teachers have already begun using this work as a novel study for grade 8 and 9 classes. However, there are many resources for using this novel, and its sequels, with grades 7 through 12. The novel has strong themes of survival, loyalty, the effect of the media, the nature of entertainment, wealth and poverty, and revolution. It has strong connections to other pieces of literature that delve into the idea of a dystopian society i.e. *The Handmaid's Tale* by Margaret Atwood. Although the Atwood novel deals with the relationships of women in a futuristic society, *The Hunger Games* focuses a magnifying glass on the effect of class structure on youth. It places a heavy emphasis on the struggle to survive at all costs and the nature of necessity. It leaves us with the questions of: is it alright to do whatever it takes to survive? Or, does survival at all costs take away our humanity and make us no better than the Capital and President Snow? What makes a person good or bad, and can our interpretations of this be changed?

One of the most powerful influences the book has on the reader is the way it examines the relationship with media and popular culture. Students will examine how the media within book influences the Panem people and what they consider entertainment. The cruel competition involving young teens is reminiscent of watching *Survivor* and rooting for contestants as they remove one another from the game. The difference is, the context of the game is life or death and the consequences of a victory are an increase in social status and the provision of the necessities of life for the winner's community. The popularity of the competitor largely determining the possibility of survival

The way the Tributes, the Districts and the Capital are presented by the media in the novel influences the support for each competitor. The people of the Capital as a whole are vilified, rather than just the government. This lesson will attempt to provide insight about where we take our understanding about the nature of good and bad, and what the effect of media on perception can be. Students will review vocabulary in the novel and see videos to support their understanding. Students are expected to perform in-class tasks and homework assignments for the purpose of creating a learning portfolio. The culminating project of the 3 lesson plans is a double-entry journal. The culminating project of the novel study would be an essay with varying topics for students to choose from relating back to the novel.

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Linked Lesson Plan Assignment

Teacher Name: Carla Mysko

Grade Level: ELA 10-1

Topic: The Hunger Games; Vocabulary and the Nature of Propaganda

1. Instructional Expectations and Opportunities

a) Curriculum Links:

1.1.1(b) – Form tentative understandings, interpretations and positions

- *form tentative understandings, interpretations and positions on ideas and issues communicated in literature and other texts by expressing own explorations and considering others' explorations*
- By exploring the vocabulary and concept of propaganda and opinion, students can begin to think about the effect that language has on viewpoints expressed in literature. This is a start to understanding the purpose of metaphor and allegory within a text such as The Hunger Games.

1.1.2(b) – Experiment with language, image and structure

- *experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions*
- By participating in classroom discussion, debate and question and answer, along with Classroom Graffiti, students can explore new and existing ways of exploring ideas. Their observations and opinions will form a basis for later reflections on the text.

1.2.1(a) – Consider new perspectives

- *describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses*
- The question and answer, discussion and debate within the classroom provide opportunities to express opinion. The videos and images shown during the lesson will be discussed to determine if written or visual imagery can influence understanding.

2.1.1(d) – Discern and analyze context

- *identify the impact that personal context – experience, prior knowledge – has on constructing meaning from a text*
- The students will be reflecting on words in the novel that cause particularly meaningful understanding. Through the process of examining the vocabulary, prior experience leads to interpretation and influences how we understand text.

2.1.2 (e) – Understand and interpret content

- *describe a text creator's tone, and relate tone to purpose and audience*
- Students will analyze vocabulary and relate the tone that it imparts to negative

or positive attributes. Once analyzed students will express their opinions on the people of the Capital as the author has presented them to the audience.

b) Opportunities:

- Organization of ideas
- Listening
- Exploration of opinion
- Writing skills

2. Preassessment and Accommodations/Modifications

a) Students

Case:	Accommodation/Modification
Visually Impaired/Blind Student	The novel would have to be made available in large print, braille or audiobook format. All supporting materials would need to be available in similar formats. Videos presented may need to be shown with descriptive settings engaged or may need to be described by an educational assistant. Cooperative and creative work in a group will need to be monitored to ensure the students are including this person's ideas.
Hearing Impaired Student	The videos presented may need to be presented with close captioning for the hearing impaired. A copy of the lesson plan, including support materials and links to media, needs to be provided to the educational assistant or sign language interpreter, at least a day ahead. Cooperative and creative work would include the help of the assistant.

3. Required Resources

- Collins, S. (2008). *The Hunger Games*. New York, NY. Scholastic Press.
- *Wartime Disney Propaganda* <http://www.youtube.com/watch?v=DfIKQkldXWo>

Images: <http://www.darkgovernment.com/news/are-u-s-intelligence-fears-over-iran-just-propaganda/>,
http://adamant.typepad.com/seitz/2006/12/preherein_honor.html,
http://www.deceptology.com/2012_02_01_archive.html, <http://listverse.com/2012/01/16/top-10-disadvantages-to-capitalism/>, http://www.ctv.ca/gallery/html/apology_20080611/photo_5.html

4. Lesson and Activity Set

a) Overview

This lesson will involve an investigation of specific vocabulary used in *The Hunger Games*. Students will be asked to find examples of negative descriptors used in relation to the people of the Capital of Panem. The purpose of this lesson is to give students a basis in looking at

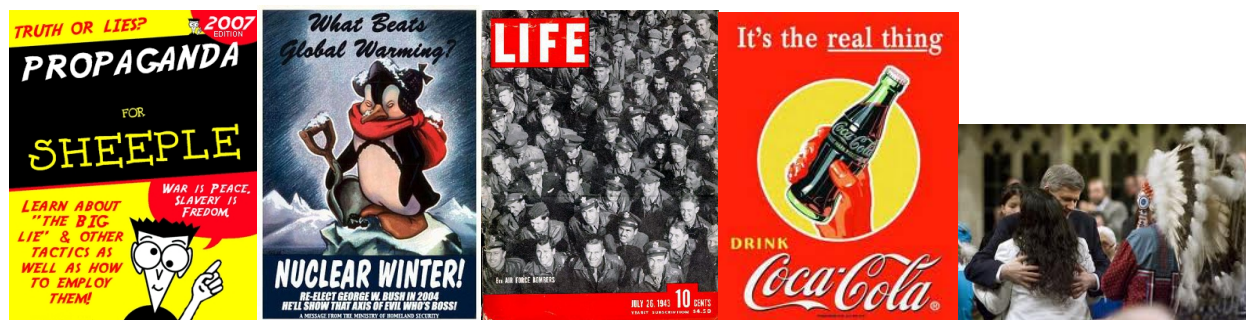
relationships, characters and places from a critical perspective unbiased perspective. It will show how language and words are used to connect these things with what is popularly considered good or bad. Images will be presented in support of looking at how mental images/perception skew reality bases on our understanding.

- Images from propaganda advertising and a video will be shown to support this idea that will be reinforced with questioning in the introduction.
- Questions to class: What is your impression of the Capital and its residents? Why do you hold that view? What in the book led you to feel that way? Is this fair?
- Using close reading, an examination of negative or ambiguous vocabulary words in the book will be examined in an activity called Classroom Graffiti.

In the course of this lesson, students will be encouraged to think, contribute to discussion, physically move from desks and write on the board. They will be receiving visual stimulation, oral instruction and questioning, and will be required to create written answers to thought-provoking questions.

b) Introduction

- Begin by starting with the question, “what is propaganda”?
- Show images on screen. Q & A: “Are these images propaganda”? “What makes them propaganda”?



- Play Disney propaganda video
- Questions: Did you see propaganda at work in the video? Who was portrayed as good/bad? What is the point of mentioning Hirohito or Hitler? What was the relationship to America?

c) Activity

Classroom Graffiti (Mysko, EDSE, 2012)

- The teacher is to provide 2 examples of negative descriptive words from the book and write them on the board to begin the creation of a collage of words. (i.e. *banal*, *arbitrary*)
 - Ask each student to provide examples of negative descriptive words, have them write them on board wherever and however they choose.
 - Ask students if there are words they don't understand and assign those students to look up the definition. Add the words to the board if they are negative or can be taken negatively.
 - Read the words out loud to the class and ask students if there are words already on the board that they don't understand. Define, or have them define the word using the
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dictionary, SmartBoard or internet device.

- Have the class discuss the results of the collage (walk around or from desks).
- Questions to class: What impression of the Capital, its government and people does this give? Why? Whose view is this? Is this fair?

The purpose of this activity is to get the students thinking about the nature of words and the context in which they are used. They must make decisions about the use of words that alter opinion in a uniquely structured, yet unstructured environment. The words themselves form a visual collage that paints an impression on student understanding. The activity is an experimentation in language, image and structure. It is meant to give the students a new way of looking at perspective.

d) Consolidation

Propaganda gives us the view of the world that is neither true nor false, but rather those elements that cause others to see things from a specific perspective. This is used in everyday advertising, news media, popular culture and literature. It is important to view things with an eye for both sides and consider what is real through proof and what is questionable. It is also important to ask, “why am I being shown just this one side of things”? “Is there a hidden message in this or is the story I am reading a metaphor for another meaning”?

- Wrap up questions: What is The Hunger Games really about? Using real places, who are the people of the Capital? The Districts?
- **Homework:** Using proper sentence construction, prepare a short couple of sentences on the answers to those questions for discussion.

5. Assessment

- Formative – Students will be introduced to the process of pulling apart vocabulary for the classroom activity. This will be an opportunity for assessing the depth of thought surrounding the idea of vocabulary of a persuasive nature. Assessment is in the form of question and answer and is meant to be scaffolding for further learning.
- Formative – The homework assignment is formative and meant to measure student understanding. This provides the cues to further scaffold the subject and to provide further support for critical thinking by the students. Assessment would look like: a checklist that the homework is completed with comments for improving closer reading and deeper reflection of the subject matter if needed.

EDSE 328**Linked Lessons Assignment****Teacher Name:** Carla Mysko**Grade Level:** ELA 10-1**Topic:** The Hunger Games; Popular Culture and Media**1. Instructional Expectations and Opportunities****a) Curriculum Links:****2.2.1(b) – Relate form, structure and medium to purpose, audience and content**

- *Describe audience factors that may have influenced a text creator's choice of form and medium (for example, age, gender and culture of the audience)*
- Students will begin to theorize why the author has used the characters and attributes defined to them as she has. Her choices have an impact on the reader and it is important that students derive meaning from more than just the overarching story. The purpose is to have students look closer at the novel.

2.3.1(a) – Connect self, text, culture and milieu

- *Identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion*
- The videos watched will provide a context for examining how media and popular culture can flavour the way we understand context. Through discussion we will reflect on the idea of perspective and student interpretation of text.

3.2.3(c) – Form generalizations and conclusions

- *Distinguish between support and generalization, and provide support for generalizations and conclusions*
- The activity of creating a tribute includes making generalizations about how a person may be perceived. The purpose of the reflection is to pull apart why we make these generalizations.

5.2.1(a) – Cooperate with others, and contribute to group processes

- *set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate*
- For the purposes of this activity, group work is required. Group work with this activity will help support the classroom discussions and general understanding of the greater meanings in The Hunger Games.

b) Opportunities:

- Organization of ideas
- Listening
- Exploration of opinion

- Vocabulary skills
- Creativity
- Group work

2. Preassessment and Accommodations/Modifications

a) Students

Case:	Accommodation/Modification
Visually Impaired/Blind Student	The novel would have to be made available in large print, braille or audiobook format. All supporting materials would need to be available in similar formats. Videos presented may need to be shown with descriptive settings engaged or may need to be described by an educational assistant. Cooperative and creative work in a group will need to be monitored to ensure the students are including this person's ideas. The homework will need to be modified according to the recommendations of a Special Needs Facilitator or other specialist for specialty software. One option would be to have the features of the avatar described in words.
Hearing Impaired Student	The videos presented may need to be presented with close captioning for the hearing impaired. A copy of the lesson plan, including support materials and links to media, needs to be provided to the educational assistant or sign language interpreter, at least a day ahead. Cooperative and creative work would include the help of the assistant. The homework would require no modification.

3. Required Resources

- Collins, S. (2008). *The Hunger Games*. New York, NY. Scholastic Press.
- Survivor: Gabon - Reward Challenge: Fruit Flies
<http://www.youtube.com/watch?v=5AFSIf57s20&feature=related> (6:42)
- Kony 2012 http://www.youtube.com/watch?v=XwaG_dF1n7w (29:59)
- *Is Kony 2012 fraud? Just asking questions!*
<http://www.youtube.com/watch?v=fCv1GybEUxc> (6:39)
- *Darfur in 10 Minutes: An Overview of the Conflict in Sudan*
<http://www.youtube.com/watch?v=USLDoliFzzg> (9:56)
- *Catapult The Propaganda* <http://www.youtube.com/watch?v=VxnegxNEDAc> (0:23)
- *The real speech of George W Bush*
<http://www.youtube.com/watch?v=RYvfxvDwJxA&feature=related> (4:09)

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- Tribute Costume sheet

4. Lesson and Activity Set

a) Overview

Recap the previous lesson regarding vocabulary words and the role propaganda plays in how we view others and how others view us as a society. Ask students if after class they found or thought about other words that seemed negative to them. Why did this seem negative? Who/what was it referring to?

- Discuss previous questions: What is The Hunger Games really about? Using real places, who are the people of the Capital (what country or continent could they be? Who would be considered the Districts? Why?
- Have students read the answers they were asked to provide in writing and have a short classroom discussion about them. Have the students hand in their written homework.
- Using popular culture we see shows like Survivor that show teams of varying values competing against each other for food, rewards and power. Is The Hunger Games presenting a version of this?
- Can you think of a situation or place in the world where these views of another culture might exist? What factors do you think lead others to have these views (wealth, education, media, etc.)? Is it possible to change another person's perception? How?

Strategies for this lesson include question and answer, watching visual media, group work, and collective creation.

b) Introduction

Today we are going to see the effect that popular culture and media has on our perception in a few videos. Take a look and see if the videos cause you to form opinions.

- Introduce *Kony 2012* video, watch the video, ask what the students think about Kony.
- Watch *Is Kony 2012 fraud? Just asking questions!*, ask students if this video changed their minds in any way. Why? Encourage students to watch *Darfur in 10 minutes* on their own time if they want to know the story from a more factual basis.
- Introduce *Catapult The Propaganda*. Question student understanding, ask them to provide examples if they have any. Ask students if they know how Bush allegedly used propaganda and media to push a hidden agenda.
- Introduce *The real speech of George W. Bush* only if students are without ideas regarding this issue.

c) Activity

Create a Tribute (10 minutes)

Students are asked to create their own Tribute costume on paper with words or words and images if there is time or interest.

- Have students form groups of four. Hand out the Tribute sheets.
- Students are to come up with their idea of who they, collectively, would be as a Tribute. This will require making decisions about character type, personality type, age, gender, etc.

- On a blank sheet of paper, at your table (desks) try to come up with words or short phrases that describe aspects of the Tribute's personality, strengths, culture, region, neighbourhood, city, and favourite activities. Write them on the sheet wherever you think they are most applicable in the place where as a group you decide they belong.
- As a group make decisions about what colours your costume would be and label the Tribute costume sheet figure with what images/styles/ideas you would show to represent your "District". i.e. Feathers? Fire? Shiny? Draw it or colour it if you have time.
- Decide on a speaker from each group.
- A speaker from each group stands up and explains their costume.

d) Consolidation

Wrap up with this quote from the Reaping: *"Peeta Mellark, on the other hand, has obviously been crying and interestingly enough does not seem to be trying to cover it up. I immediately wonder if this will be his strategy in the Games. To appear weak and frightened, to reassure the other tributes that he is no competition at all, and then come out fighting."* (3.47) From the beginning of the games we see that strategy and appearances are at play. How a character is seen or the perception of how their seen can affect whether they are viewed as a threat or as someone to disregard. This can effect their rank but also when they are killed off. Perception plays a large role in how a reader assigns qualities to a character. When you add other more emotional assessments (i.e. love), our impression may change again.

- **Wrap-up Questions:** Is a character an antagonist or protagonist and why? Are they good, bad or ineffective and why is this important?
- **Homework:** Using what you have read about how the Tributes in the novel were dressed for the opening parade, come up with an avatar costumed in a way that represents what you would want the other Tributes to think about you. Do this freehand on paper (with colour) or use an avatar creator such as www.doppleme.com. Bring them in next class and be prepared to explain the visual choices made.

The author creates situations where students make generalizations about character and examine how this is done in literature and how it can be done in other forms, such as video. The activity gives students a chance to improve their group work skills and consider other opinions as well as their own.

5. Assessment

- Formative – The group work on the Tribute costume will be looked at as formative in the process of understanding perception. It fulfills the goals of group work and to formatively assess would involve supervision and questioning of groups to see if each student is contributing.
- Summative – The homework assignment will be awarded a summative mark for completion towards the building of a portfolio of work in this unit.

EDSE 328**Linked Lessons Assignment****Teacher Name:** Carla Mysko**Grade Level:** ELA 10-1**Topic:** The Hunger Games; Reflection, Perception and Love**1. Instructional Expectations and Opportunities****a) Curriculum Links:****1.1.1(b) – Form tentative understandings, interpretations and positions**

- *form tentative understandings, interpretations and positions on ideas and issues communicated in literature and other texts by expressing own explorations and considering others' explorations*
- Students will look at how love changes the perception of the other characters in The Hunger Games. They will have the opportunity to evaluate the role perception plays and how it is used for a character's benefit.

2.1.1(d) – Discern and analyze context

- *identify the impact that personal context – experience, prior knowledge – has on constructing meaning from a text*
- Students will be taking a closer look at the language in the book. The activity will give them a chance to reflect, respond to others' reflection and create their own responses as a way to see if impressions can be changed.

3.2.3(c) – Form generalizations and conclusions

- *Distinguish between support and generalization, and provide support for generalizations and conclusions*
- There are no correct or incorrect answers regarding the effect of love on perception; only generalizations can be made and ideas generated for the purpose of the discussion and activity. Both actions will give students a chance to explore their thoughts and opinions.

b) Opportunities:

- Organization of ideas
- Reflection; self and peer
- Exploration of opinion
- Writing skills

2. Preassessment and Accommodations/Modifications**a) Students**

Case:	Accommodation/Modification
Visually Impaired/Blind Student	The novel would have to be made available in large print, braille or audiobook format. All supporting materials would need to be available in similar formats. Cooperative and

	creative work in a group will need to be monitored to ensure the students are including this person's ideas. The activity would be difficult to do for this student unless transcribed by the educational assistant or another student. This may mean spending more time on this activity to ensure a fair chance to respond.
Hearing Impaired Student	A copy of the lesson plan, including support materials and links to media, needs to be provided to the educational assistant or sign language interpreter, at least a day ahead. Cooperative and creative work would include the help of the assistant, but the written work could be done with little modifications other than attention getting techniques for ensuring the student is aware of the start and stop of the activity.

3. Required Resources

- Collins, S. (2008). *The Hunger Games*. New York, NY. Scholastic Press.
- Loose-leaf paper

4. Lesson and Activity Set

a) Overview

In this lesson students are asked to take a closer look at the novel and reflect on how the Districts and Capital think of each other and why. This goes back to the two previous lessons about perception and propaganda and connects lessons 11 and 12 with this lesson. This is so that students have a background for understanding things that create mental impressions.

"I'm trying to figure out what to do with you," he says. "How we're going to present you. Are you going to be charming? Aloof? Fierce? So far, you're shining like a star. You volunteered to save your sister. Cinna made you look unforgettable. You've got the top training score. People are intrigued, but no one knows who you are. The impression you make tomorrow will decide exactly what I can get you in terms of sponsors," says Haymitch." (9.14).

- Using the avatars that the students have created, students will write a paragraph explaining what strengths they would showcase for the Gamemakers during their private session and how they would try to impress them.
- They will also be asked to explain the role that love plays in the impression the Gamemakers have of them by use of the 4 Squares activity.
- Students will be pursuing self-reflection by working on a short double-entry journal.

Strategies for this lesson include question and answer, written response and reflection, 4 Square answer and answer back activity.

b) Introduction

- Students will be asked to hold up their avatar creations. Ask students what aspects the avatar possesses and how this is shown in the appearance. Questions: Why would you want your enemies and Gamemakers to know this? Are there any of these aspects that could be seen as weaknesses/strengths? What might you want to hide?
- Have the students post their creations on the walls

c) Activity

4 Squares (EDSE, 2012) (10 minutes)

- Read the following quote to students: *“He made you look desirable! And let’s face it, you can use all the help you can get in that department. You were about as romantic as dirt until he said he wanted you. Now they all do. You’re all they’re talking about. The star-crossed lovers from District Twelve!” says Haymitch.* (10.22).
- Each student is to fold a piece of paper into four (half lengthwise then half again).
- Ask students to explore the question: What role does love play in a Tribute’s perception by and of others? Ask them to really think about what this means to them and what they think it means to others. Write your answer in the top left square.
- Pass the paper to a student beside/in back/in front and they are to respond to the previous writer in the top right. This response can include questions, and reflections on what has been written – it doesn’t mean they have to agree.
- Pass the paper again and this response, written in the bottom left, will include previous responses, can answer questions, probe deeper or ask new questions.
- Pass the paper back to the person it came from, and again to get it back to who started it. This person responds to any questions or comments and considers if their views have changed or not.
- Ask for a few volunteers to share the nature of their responses. Discuss.

d) Consolidation

Ask students to think about the relationship between the type of person they want to be considered as a Tribute versus the appearance of strength or weakness that being in love gives them.

- **Wrap-up Questions:** Is Peeta and Katniss’ “love” an advantage or disadvantage in the game? Is the image they are trying to present in conflict with their “love” or does it make sense? Is their relationship real? Would you keep them or get rid of them because of this?
- **Homework:** Short Double-Entry Journal (EDSE, 2012)
 - Find one quote from the novel that appeals to you in some way emotionally by making you angry, sad, happy, fearful, etc. and write it down exactly as it appears in the left column of a 2 column table in word. Ensure the page and paragraph number is quoted, i.e. (p. 25, para. 3).
 - In the right-hand column, reflect on the effect this quote has on you. Why is it important? What is the significance of that quote, to whom, etc. Use this as an opportunity to express yourself but proper grammar and sentence structure is expected. The reflection should be no longer than 1 page (but no shorter than 300 words), single-spaced, Times New Roman 12 point, 1-inch margins. This will be due at the beginning of next class.

5. Assessment

- Formative – The activity is a building block for understanding; the course of reflection will lead them into the homework assignment of the double-entry journal. To formatively assess, the original writer would need to write their name on the page and hand in the page to be checked off as completed or not completed (checklist – yes/no).
 - Summative – The homework assignment would be graded summatively as part of a portfolio of work culminating in a final project.
-