

Hunger Games Lesson #1

Objective

Students will be able to draw from prior experience to identify how they have studied the world around them and gained factual knowledge (informally practice science) through the process skills of making observations and inferences. They will demonstrate this through written reflection and spoken communication with peers.

Materials and Technology

- Screen and projector for movie trailer
- Post-it's
- Interactive Science Notebooks (students)
- Access to outdoor lab space

Lab Procedures

1. Students and teacher move outside with lab notebooks (instructions given one time inside and repeated outside)
2. Working individually, they are asked to spend 10 minutes recording what they see, hear, think, feel, know, experience in the outdoor lab space-reference use of all senses.
3. Students and teacher move back inside for Explain step of 5-E cycle

Safety Procedures

1. Teacher needs to be aware of and inform students on any poisonous plants in outdoor lab or unsafe areas of the lab space.
2. Students with significant allergies should be directed to suitable areas or complete the activity in the classroom/other school space like cafeteria or gym.
3. If weather is unsuitable, activity should be completed inside.

Adaptations and Modifications

Depending on demographics of students these activities can be modified to be individual or of varying group sizes. Purposeful partners can also be enacted so students are working in meaningful groups instead of with friends.

If working with students who need more reading support, provide a signal method during read-aloud activity for when students need clarification on a point or word.

5-E Cycle Agenda

1. Engage (Framing the text)

- Show teacher created Hunger Games Trailer to introduce students to the text.

<http://youtu.be/-QDgxw7M8ho>

Explain that this is no ordinary introduction to a text because we are using this novel to investigate various aspects of science, how we learn about the world, and how science is used in society.

- Post-it activity with anticipation questions (students used post-it's to answer questions and stick to board anonymously. Teacher then group questions and reads summarized questions/themes aloud to group addressing some questions or asking student to postulate) Examples include....
 - What do you anticipate this book to be about?
 - What is a dystopian society?
 - What do you think a dystopian society is like?
 - Can you think of examples where groups have been denied access to science and technology?
 - How do we learn about the world around us?
- Read aloud of the first Chapter (Page 3 - 11-End of paragraph 1)
- Think/Pair/ Share on....
 - What do you anticipate now after listening to these pages?
 - What evidence do you see of science in Katniss' live?
 - How did Katniss learn to survive?

One minute Think, One minute per person Share (continuous talking)

2. Explore (Lab activity- this is science class after all :-)

- Observation and Inference Activity
 - Learning the difference between observations and inferences.
 - Class room activity outdoors-10 minutes to collect and record observations about the outdoors.

3. Explain

- Returning to classroom, students will compile their notes in a summary in small groups (3-4 students) and then compile as an entire class.
- Whole group works to categorize whether notes are observations or inferences.
- Results in the creation of a classroom definition for observation and a classroom definition of inference for class dictionary.

4. Expand

- Students add to their scientific journals a 1/2-1 page written reflection on how they have made observations about the world and an important inference which informed their lives—does not have to relate to science, but it can (practicing making a text to self connections).
- If time, allowed reading time to finish Chapter 1-3 which is homework if not completed in class.
- Students asked to record 5 more observations or inferences Katniss or other characters make in The Hunger Games chapters 1-3. They must explain why they decided they are observations or inference.

5. Evaluate

The evaluation here will be formative through teacher observation during discussion, as well as students submissions of homework and their interactive journal reflections.

Assessment

Formative

Throughout the lesson, as students participate in the think/pair/share and the observation/inference activity, teacher takes notes on conversation clarifying miss-conceptions and confusion.

Students submit homework of identifying observations or inferences in the reading, in addition to their interactive science notebooks which are turned in at the end of the week.

Extensions

Next lesson would move to Case Study I: Early 1800's Industrial Revolution America.

Students would be introduced to the material and begin to identify common themes among initial chapters of the Hunger Games and how industrialization separated the coastline and middle America through advances in technology and science.