

# Hunger Games Lesson #4

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## Objective

Students will be able to analyze through a compare and contrast paper the use of science for “good and evil” in the Hunger Games using historical examples.

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## Materials and Technology

- Prompt for students
- Interactive Science Notebooks (students)
- Computer Lab Access
- Rubric for Paper

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## Lab/Investigation Procedures

1. Students move to group lab station.
2. Students complete Share-Feedback Activity
  - Each student has 1 minute to share and other students provide immediate verbal feedback answering the questions....
    - What are did you hear that was most interesting from your peer? What did you want to know more about?
    - What could you share with your peer in collaboration to make his/her work stronger?
    - What point did he/she share that was most surprising to you?
3. Peer review after drafting
  - After drafts have been completed students will regroup with their lab tables.
  - They will be provided with a peer rubric and asked to evaluate specific sections of their peers papers in a round table fashion.
  - If necessary this portion of the activity can be modified to suit diverse learners by moving to single partners.

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## Safety Procedures

1. Arrange room for efficient and effective traffic flow.
2. Remove any hazardous materials from lab benches that could distract/harm students.
3. Have band aides in case of paper-cuts.

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## Adaptations and Modifications

Depending on demographics of students the writing and peer review activities can be modified to be individual or of varying group sizes.

Students with diverse needs can choose to present their paper in another manner such as a presentation, visual display, or in segmented parts.

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## 5-E Cycle Agenda

Prior to this class students will have read either all or most of *The Hunger Games* and completed Case Studies 1,2,3 and 4

### 1. Engage (Framing the lesson)

- Warm up activity: Show a clip of the first time Katniss and Peeta see the Capital and all the advances they have.
- Think/Pair/Share
  - What difference do we see between the Capital and the Districts? How do Peeta and Katniss react to these differences?

### 2. Explore

- Free write activity
- Students will be presented with the prompt for their paper and asked to free write (the pre-write to the paper for 8 minutes--writing continuously)
  - Through the *Hunger Games* we have learned about the many ways science and technology have been used in society for or against people. If you had identify a scientific purpose for the *Hunger Games*, what would that be? What did Suzanne Collins have in her "scientific" mind when she wrote the *Hunger Games* and is this still relevant today?

### 3. Explain (in lab groups)

- Students move to lab stations.
- Students complete a Share-Feedback activity
  - Each student has 1 minute to share the main points from their free-write activity.
  - Peer students then are asked to provide specific feedback by answering these questions...
    - What are did you hear that was most interesting from your peer? What did you want to know more about
    - What could you share with your peer in collaboration to make his/her work stronger?
    - What point did he/she share that was most surprising to you?

### 4. Expand (Essay Writing)

- Students are provided with the full prompt and time to write their papers.

## 5. Evaluate

- Peer review activity
  - Students review one section of each of their lab members essays spending time on reflection, body, and conclusion.
  - Students will be provided with a peer rubric to asses their lab group member.
  - If necessary this portion of the activity can be modified to suit diverse learners by moving to single partners.

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## Assessment

### Formative

Teacher evaluates through student conversations during reflection, and questions.

### Summative

Teacher evaluates essays using 6+1 rubric.

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## Extensions

**None.**