

Standards map for Hunger Games by Suzanne Collins, Grades 9/10

Key Ideas and Details			
CCR 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
ANCHOR TEXT: <i>The Hunger Games</i> by Suzanne Collins			
Literary Text	Informational Text	History/Social Studies	Science and Technical
Topics to explore in each type of text:			
Politics of food Post-apocalypse survival Chronology and flashback Foreshadowing Symbolism	“Real” vs reality TV The Olympic games Travel by train	How capitol are selected Regions of US Economics of supply and demand	First aid and wound care Hunting and foraging Ozone, climate change, and agriculture Hybrids and mutations
RL.1.9-10 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.1.9-10 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RH.1.9-10 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	RST.1.9-10 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Student Performance Tasks for <i>Hunger Games</i> and relative texts			
SYMBOLISM: Explain the importance of the pin Katniss wears. Analyze the affect of the costumes Katniss wears on the viewing public.	Explain how the hunger games are similar to or different from current reality TV	Describe each of the 13 regions of Panem and what current US region they represent. Explain why the Capitol residents can live so differently than the various district residents.	Create a survival pack that you would want to have if you were to survive in with wilderness of Panem or in the arena.