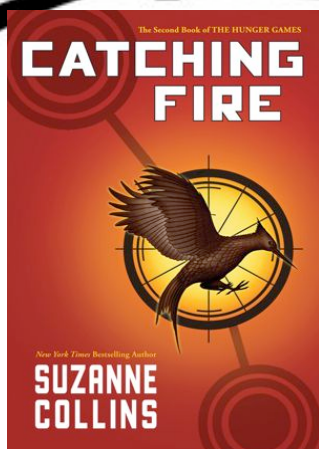




# *Reading Guide*

from Junior Library Guild



## **Catching Fire**

by  
Suzanne Collins

### *Catching Fire*

By Suzanne Collins

Published by Scholastic Press

Copyright © 2009 by Suzanne Collins

ISBN: 978-0-439-02349-8

JLG Reading Guide

Copyright © 2009

Junior Library Guild

7858 Industrial Parkway

Plain City, OH 43064

[www.juniorlibraryguild.com](http://www.juniorlibraryguild.com)

ISBN: 978-1-93612-902-7



## About JLG Guides

Junior Library Guild selects the best new hardcover children's and YA books being published in the U.S. and makes them available to libraries and schools, often before the books are available from anyone else. Timeliness and value mark the mission of JLG: to be the librarian's partner. But how can JLG help librarians be partners with classroom teachers?

With **JLG Guides**.

JLG Guides are activity and reading guides written by people with experience in both children's and educational publishing—in fact, many of them are former librarians or teachers. The JLG Guides are made up of activity guides for younger readers (grades K–3) and reading guides for older readers (grades 4–12), with some overlap occurring in grades 3 and 4. All guides are written with **national and state standards** as guidelines. Activity guides focus on providing activities that support specific reading standards; reading guides support various standards (reading, language arts, social studies, science, etc.), depending on the genre and topic of the book itself.

JLG Guides can be used both for **whole class instruction** and for **individual students**. Pages are reproducible for classroom use only, and a teacher's edition accompanies most JLG Guides.

Research indicates that using authentic literature in the classroom helps improve students' interest level and reading skills. You can trust JLG to provide the very best in new-release books, and now to enhance those selections by giving your school the tools to use those books in the classroom.

And in case you think we forgot the librarians, be sure to check out the **Library Applications** page, shown on the table of contents in each guide.

From all of us at Junior Library Guild, we wish you and your students good reading and great learning . . . with JLG Selections and JG Guides.



# Catching Fire

by Suzanne Collins

JLG Guide written by Sarah Ward Terrell

## Table of Contents

About the Author .....	3
Prereading Activities .....	4
Through the Chapters	
Chapters 1–4 .....	7
Chapters 5–7 .....	12
Chapters 8–9 .....	16
Chapters 10–13 .....	20
Chapters 14–16 .....	23
Chapters 17–18 .....	26
Chapters 19–21 .....	30
Chapters 22–24 .....	33
Chapters 25–27 .....	35
Wrap Up .....	38
Library Applications .....	40
Suggestions for Further Reading .....	41
Correlations to National Standards .....	42

**A school may reproduce copies of the pages in this book for use in its classrooms or library. Any other reproduction is strictly prohibited.**

All rights reserved. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher. For permissions questions, contact Junior Library Guild.

## About the Author

Before becoming a writer of novels, **Suzanne Collins** was an adult playwright and a writer for a number of critically acclaimed children's television shows. Since then she has written a popular fantasy book series for middle-graders, entitled *The Overland Chronicles*, as well as the children's picture book, *When Charlie McButton Lost Power*, illustrated by Mike Lester.

Ms. Collins's most recent series is a fictional trilogy that is nearing completion. *The Hunger Games* was the first title in the series, and *Catching Fire* is the second. Both are about a girl named Katniss who lives in the futuristic country of Panem.

The author's inspiration for this series is rooted in Greek mythology and ancient Roman history. Says Ms. Collins in an interview released by her publisher,

In keeping with my classical roots, I send my tributes into an updated version of the Roman gladiator games, which entails a ruthless government forcing people to fight to the death as popular entertainment. The world of Panem, particularly in the Capitol, is loaded with Roman references. Panem itself comes from the expression "Panem et Circenes," which translates to "Bread and Circuses."

The audiences for both the Roman games and reality TV are almost characters in themselves. They can respond with great enthusiasm or play a role in your elimination.

The Hunger Games series is considered **dystopic fiction**, a type of fiction that features a world in which people live in miserable conditions and that often involves war, oppression, violence, suffering, lack of freedom, and poverty. Though these issues are tough, Ms. Collins thinks many young adults are able to handle the concepts presented in her books. Her hope is that readers will come away from *The Hunger Games* and *Catching Fire* with "questions about how the elements of the book relate to their own lives—and, if they're disturbing, what they will do about them."

### Sources

Collins, Susan. "Biography." Web. 30 August 2009.  
<<http://www.suzannecollinsbooks.com/bio.htm>>

Everett, Sheila Maria." A Conversation: Questions and Answers: Suzanne Collins, Author of The Hunger Games." Scholastic, Inc.

## Prereading Activities

### Book Summary

*Catching Fire*, by Suzanne Collins, is the second in a series of books that starts with *The Hunger Games*. Both books take place in North America after a long string of natural disasters. Encroaching ocean tides have changed the face of the continent, and wars have led to political restructuring of the region. Where once there were Mexico, the United States, and Canada, now there is a new country called Panem.

The ruling elite of Panem live luxuriously in the Capitol, a city west of the Rocky Mountains, while Panem's other inhabitants struggle to exist in the Capitol's thirteen surrounding districts. Citizens in Districts 1 through 12 live in service to the Capitol, and those in District 13 are believed to have been wiped out, because they rebelled against Panem's government.

Life in the districts is focused purely on survival. Each district has a specific industry that makes it useful to the Capitol, and the livelihood of the district's people depends on their ability to work in that industry. Citizens have little knowledge of what goes on in neighboring districts, and cruelly enforced laws ensure their dependence on the Capitol for food and supplies.

*The Hunger Games* is the story of Katniss, a sixteen-year-old girl who lives in District 12. In this district, once called Appalachia and now nicknamed "The Seam," coal mining is the industry. However, Katniss makes her living as an outlaw. She provides for her family by hunting wild game outside district boundaries and selling it on the Black Market—that is, until she's caught up in the Capitol's most insidious strategy for terrorizing the districts.

Every year, the Capitol forces districts to participate in a televised event called The Hunger Games. The Games commemorate the Dark Days, a period of rebellion that ended with the destruction of District 13. They celebrate the Capitol's complete control over the districts, and they continue a punishment that has been passed down for seventy-four years. Each district must provide two tributes, one boy and one girl, to fight to the death in an arena match. Out of twenty-four tributes, only one survives.

Tributes for the Hunger Games are determined through a drawing of names, called The Reaping. But Katniss becomes a tribute by volunteering; she takes her sister's place when her sister's name is drawn. Katniss competes in the Games alongside Peeta, the male tribute from her district. The two become the first joint victors in the Games, when a concocted budding romance between them captures the hearts of some viewers in the Capitol. Katniss and Peeta make a suicide pact, so they won't have to fight each other, and Game organizers are forced to declare them both winners to avoid audience disapproval.

*Catching Fire* picks up where *The Hunger Games* left off. Katniss's victory in the arena has made her a celebrity, but this carries a tremendous weight. She's sickened by what she had to do to stay alive, and she's isolated from the people she loves most. What is more, she has angered Capitol officials, who suspect her suicide pact with Peeta was merely a stunt to make the government look bad—which is probably accurate. Even Katniss is unsure whether love or strategy played a bigger part in her relationship with Peeta during the Games. Now forced to live her life on camera, Katniss may never be allowed to sort out her true feelings for Peeta—or for Gale, the boy she left behind when she became a tribute. Even worse, she fears the government will punish her by harming her friends and family. How will she be able to keep everyone safe while trapped in the public eye?

## Understanding Genre: Dystopian Fiction

You will probably need to do some research to find out about this genre, which is also known as *speculative fiction*. The Internet may be helpful.

1. What are the characteristics of dystopian fiction?

---

---

---

2. Reread the *Catching Fire* book summary. Why is *Catching Fire* an example of dystopian fiction?

---

---

---

---

3. Though this story takes place in the future, the culture it describes is not completely different from ours. How is it similar?

---

---

---

4. How might dystopian fiction be an effective format for commenting on current issues?

---

---

---

## Prereading Activities



### Making Predictions

Reread the Book Summary for *Catching Fire*. Then make predictions based on evidence from the text and/or from your prior knowledge or personal experience.

1. Do you think Katniss will be able to keep her friends and family safe from Panem's government?

I predict:	Based on what evidence?

2. Think about the title, *Catching Fire*. What do you think “catching fire” has to do with what the story is about?

I predict:	Based on what evidence?

3. Set a purpose for reading based on your predictions above.

---

---

---

**Chapters 1–4**  
**Dissent Is in the Air**  
**pages 3–62**



**Before You Read**

**Introducing Vocabulary: Greek and Latin Roots**

A **root word** is the basic part of a word that has meaning. **Prefixes** and **suffixes** are sometimes added to the root word to adapt the meaning in some way. Each of the following vocabulary words contains a root word from the Greek or Latin language. Find two other words containing the same root. Choose Word 1 from the box below and find Word 2 using a dictionary, a word-origins book, or the Internet. Then write their shared root word, along with its meaning, on the line provided.

solely	dynamite	approximate
mental	phobia	renege

1. claustrophobic      Word 1: \_\_\_\_\_      Word 2: \_\_\_\_\_

Root Word and Meaning: \_\_\_\_\_

2. mentor      Word 1: \_\_\_\_\_      Word 2: \_\_\_\_\_

Root Word and Meaning: \_\_\_\_\_

3. proximity      Word 1: \_\_\_\_\_      Word 2: \_\_\_\_\_

Root Word and Meaning: \_\_\_\_\_

4. dynamic      Word 1: \_\_\_\_\_      Word 2: \_\_\_\_\_

Root Word and Meaning: \_\_\_\_\_

5. solitude      Word 1: \_\_\_\_\_      Word 2: \_\_\_\_\_

Root Word and Meaning: \_\_\_\_\_

6. negate      Word 1: \_\_\_\_\_      Word 2: \_\_\_\_\_

Root Word and Meaning: \_\_\_\_\_

## After You Read

### Checking Predictions

Before reading, you made a prediction about how the title *Catching Fire* relates to what the story is about. Based on what you have read so far, is your prediction accurate? If not, how has your prediction changed?

---

---

---

---

### Analyzing the Writing: Sequence

1. As Katniss narrates her story, does the main action of her narration take place in the present or in the past? How do you know?

---

---

---

2. A **flashback** is an interruption in the action of the story to tell about events that took place earlier. In *Catching Fire*, how are flashbacks incorporated into the story?

---

---

---

3. Why is it important for the story *Catching Fire* to include flashbacks?

---

---

---



4. **Foreshadowing** is a hint in the text about events that will take place in the future. Reread page 21. How does Katniss's conversation with President Snow foreshadow what happens in District 11 later, in Chapter 4?

---



---



---

### Getting to Know the Characters: Internal and External Conflict

An **internal conflict** is a problem a character experiences within himself or herself, such as indecision or grief about a loss. An **external conflict** is a problem caused by actions taken against a character by others in the story or by forces of nature, such as weather or animals.

In the chart below are examples of conflict Katniss experiences in Chapters 1–4. Complete the chart by telling whether each conflict is internal or external and then explaining your answer. **Note:** Some conflicts can have both internal and external causes.

Conflict	Internal, External, or Both?	Explanation
Katniss's friendship with Gale is changing.		
Katniss's loved ones are unsafe.		
Katniss must marry Peeta.		
Katniss's friend Rue died during the Hunger Games.		
Katniss has a new life in Victor's Village.		

## Science Connection

### Natural Disasters

In the summary for *Catching Fire*, it says that Panem was created after a series of natural disasters. Find out what kinds of natural disasters lead to the encroachment of ocean tides and share your findings with classmates.



### Responding to the Story

1. Katniss describes feelings for both Peeta and Gale that could be identified as romantic love. However, she seems confused by these feelings and reluctant to admit to them. Why might this be?

---

---

---

---

2. In what ways has Katniss's family been hurt by Panem's government, and how might these experiences reinforce Katniss's feelings about getting married and having children?

---

---

---

---

3. Effie, Octavia, Venia, and Flavius all live and work in the Capitol. How are their lives different from Katniss's, and how does this affect their values and interests?

---

---

---

4. Effie, Octavia, Venia, and Flavius seem to genuinely care about Katniss; however, they support the Hunger Games and lack empathy toward the tributes who go to die in them. Do you think this is because they are evil, or could it be they're just very child-like? Explain your answer.

---

---

---

---

**Chapters 5–7**  
**Unrest in District 12**  
**pages 63–105**



**Before You Read**

**Making Predictions**

In Chapter 4, Katniss unintentionally inspires an act of defiance by in District 11 and then sees a man murdered by two Peacekeepers. How do you think people in District 11 will react?

---

---

---

**Introducing Vocabulary: Idioms**

The following phrases are examples of idioms. An **idiom** is an expression whose meaning can't be figured out from the literal meanings of the words that make it up.

**Example:** He got up on *the wrong side of the bed*.

**Literal meaning:** There is a right side and a wrong side of the bed (which makes no sense).

**Meaning of the idiom:** He woke up feeling grumpy.

Below are more idioms from *Catching Fire*. Use context clues to help you determine the meaning of the idiom and then write the meaning on the line provided.

1. "weather the ups and downs" (page 70): \_\_\_\_\_

---

---

2. "being straight with each other" (page 70): \_\_\_\_\_

---

---

3. "turn this tide" (page 72): \_\_\_\_\_

---

---

**After You Read**

**Checking Predictions**

Earlier you made a prediction about whether or not Katniss would be able to protect her family and friends from Panem's government. What have you read so far that supports your prediction?

---

---

### Analyzing the Writing: Symbolism

A **symbol** is an object or action that stands for something more than its literal meaning. In *Catching Fire*, the mockingjay and its tune are recurring symbols that mean different things to different people. Explain what the mockingjay means to each person or group of people below. (**Note:** Refer to Chapters 1–7 for answers.)

1. Katniss's mother (page 41): \_\_\_\_\_

---

---

2. Rue (page 41): \_\_\_\_\_

---

3. People in District 11 (page 61): \_\_\_\_\_

---

---

4. People in the Capitol (page 78): \_\_\_\_\_

---

---

5. Plutarch Heavensbee (pages 82–83): \_\_\_\_\_

---

6. Katniss (pages 85 and 91–92): \_\_\_\_\_

---

---

7. Madge (pages 87 and 91–92): \_\_\_\_\_

---





## Getting to Know the Characters: Archetypes

The word **archetype** comes from the Greek word *archetypos*, which means “the first of its kind.” There are many archetypes, or models, for storytelling that have been around for as long as stories have been told. Character archetypes represented in *Catching Fire* include *The Hero*, *The Devil*, and *The Mentor*.

1. *The Hero* is the character with whom the audience identifies the most. This character is courageous, and his or her primary purpose is to protect other characters in the story. Often, this protection involves self-sacrifice.

a. In what ways is Katniss a hero? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Does Katniss want to be a hero? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. *The Devil* is the character with whom *The Hero* is most at odds. *The Devil* is nearly impossible to defeat, and his or her primary goal is to destroy.

a. How does President Snow represent this character? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. *The Devil* is the hero of his or her own story. How is this true of President Snow?

\_\_\_\_\_

\_\_\_\_\_

3. *The Mentor* is the character that advises and motivates *The Hero*. He or she does this by sharing wisdom and giving gifts that help *The Hero* realize his or her goals.

a. In what ways is Haymitch a mentor? \_\_\_\_\_

\_\_\_\_\_

b. In some stories, *The Mentor* is a fallen hero with a dark side. How is this true of Haymitch? \_\_\_\_\_

---

---

## Responding to the Story

1. Reread the conversation between Haymitch and Katniss on page 82. Here Haymitch explains a complicated choice he had to make during the last Hunger Games. Do you think Haymitch has had to make choices like this before? How might this have affected him over the years?

---

---

---

---

2. Reread the last paragraph on page 71. Here Katniss describes a mood in Districts 8, 4, and 3 that she knows she can't hold back. Do you think President Snow overestimates her power in the districts, or is it possible he's controlling Katniss for other reasons? Explain your answer.

---

---

---

---

---

3. In Chapter 7, Gale agrees to try to escape with Katniss but then changes his mind. Do you think his reason for staying in District 12 is valid? Why or why not?

---

---

---

---



## Chapters 8–9

### Panem Tightens Its Grip on District 12

pages 106–135

#### Before You Read

##### Making Predictions

At the end of Chapter 7, Katniss finds Gale bound to a post in the town square. Do you think Katniss has any hope of rescuing him?

---

---

#### Introducing Vocabulary: Portmanteau Words

A **portmanteau word** is created by blending two words into one. The new, blended word carries the meaning of both the words used to create it. For example, a portmanteau word you probably know is *smog*, which is a combination of the words *smoke* and *fog*. Another is *chortle*, which is a combination of the words *chuckle* and *snort*.

For *Catching Fire*, author Suzanne Collins created portmanteau words to name some of the beings found in Panem. She defines each portmanteau word in context. However, the words she blends to create it also carry connotations, or associated images and feelings, that help readers further understand the being the word names. Complete the chart below by deciding what two words the author used to create each portmanteau word and then telling what connotation the new word creates. The first one is done for you.

Portmanteau Word and Its Definition	Two Words Blended and Their Definitions	Connotation Created by the Portmanteau Word
<b>Morphling:</b> a person addicted to the drug called morphling		
<b>Muttation:</b> a genetically engineered or enhanced animal		
<b>Jabberjay:</b> a genetically enhanced male bird that can repeat long passages of human speech		
<b>Mockingjay:</b> the species of bird created when jabberjays mated with mockingbirds		

## After You Read

### Checking Predictions

Earlier you made a prediction about whether or not Katniss would be able to rescue Gale. Was your prediction accurate? Why or why not?

---

---

### Analyzing the Writing: Setting, Imagery, and Mood

**Setting** is the time and location in which a story takes place. **Imagery** is descriptive language that appeals to the senses. **Mood** is the emotion an author communicates in his or her writing.

1. In what setting does Katniss feel safest, and why does she feel safe there?

---

---

---

2. Reread the second paragraph on page 134. What are some examples of imagery that appeal to the senses of sight, touch, hearing, and smell?

Sight: \_\_\_\_\_

---

Touch: \_\_\_\_\_

---

Hearing: \_\_\_\_\_

---

Smell: \_\_\_\_\_

---

3. At what point in the second paragraph on page 134 does the mood change, and how does it change?

---

---

---

## **Getting to Know the Characters: Relationships and Their Effect on Plot**

1. At the end of Chapter 7, Katniss was planning an escape from District 12. What has changed her mind?

---

---

2. Katniss's revelation about her feelings for Gale has sparked a new understanding of her reasons for wanting to escape. Why does this new understanding make her feel ashamed?

---

---

---

3. How does Gale inspire Katniss to redefine her course in life? In what way does she want to be like Gale?

---

---

---

4. Does Katniss's desire to protect her family complicate or simplify her resolve to fight the Capitol? Explain your answer.

---

---

---

## **Responding to the Story**

1. In Chapter 8, Katniss realizes her true feelings for Gale, after imagining how she would have felt if Gale had been a tribute in the Games. What is an example from your own life of something you came to understand by imagining a situation from someone else's perspective?

---

---

---

2. Katniss's change of heart about staging a rebellion causes her to see Peeta in a new light. What role does she envision for him? Do you think he would accept that role?

---

---

---

---

---

3. In what ways is District 12 more like District 11 by the end of Chapter 9, and what do you think is the cause of these changes?

---

---

---

---

---

4. Why does Katniss think it would be difficult to start an uprising in her district?

---

---

---



## **Chapters 10–13**

### **The Third Quarter Quell**

**pages 139–187**

#### **Before You Read**

##### **Making Predictions**

At the end of Chapter 9, Katniss encountered a woman in the woods, who showed her a piece of bread with a mockingjay stamped in it. Why do you think this woman is in the woods.

---

---

---

#### **After You Read**

##### **Checking Predictions**

1. Was your prediction above accurate? Why or why not?

---

---

---

2. Reread page 168. How does this affect the prediction about District 11 you made earlier?

---

---

##### **Getting to Know the Characters: Motivation and Its Effect on Plot**

1. When Katniss meets Bonnie and Twill in the woods, she decides to help them reach District 13, even though she doesn't believe it exists. What motivated her to do this?

---

---

2. Some characters' motives are made public in the story, while others' motives are kept private. What is President Snow's public motive for punishing District 12 with strict laws and food shortages?

---

---

3. Reread the last paragraph on page 149. Why is it reasonable to suspect that President Snow has private motives for punishing District 12?

---

---

---

4. Katniss thinks it is unlikely that the original rules for the Third Quarter Quell involved reaping tributes from the districts' pool of victors. What does she think motivated the new rules?

---

---

---

5. What motivates Katniss to decide to fight for Peeta's life in the Third Quarter Quell?

---

---

---

### **Responding to the Story**

1. What helps convince Katniss of the possibility that District 13 exists, and why is Haymitch still skeptical when Katniss tells him about it?

---

---

---

---

2. Suppose District 13 does exist. Do you think this could really escape the attention of the Capitol? Why would the Capitol ignore a settlement in District 13?

---

---

---

3. A quality of the Games that may be eerie for readers is the way they are promoted as a source of entertainment in the Capitol—it is very similar to the way “reality

television” is promoted in our culture. For example, in Chapter 12, Katniss reveals that viewers in the Capitol have been voting on a wedding dress for her to wear when she marries Peeta. What are some other activities surrounding the Games that make you think of our entertainment industry?

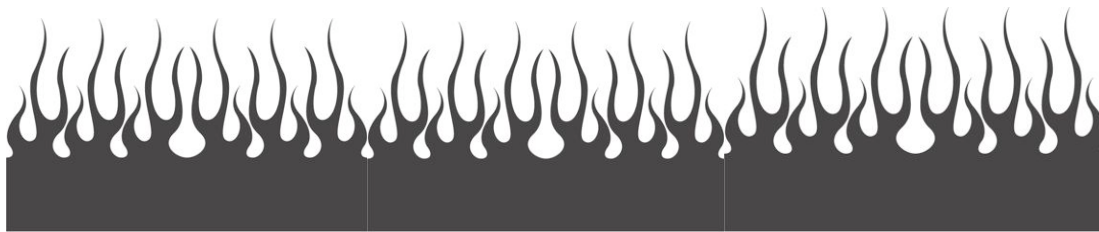
---

---

---

---

---



## Chapters 14–16

### Quarter Quell Training

pages 188–237

#### Before You Read

##### Making Predictions

Do you think Katniss and Haymitch will be able to keep Peeta alive during the Quarter Quell? Why or why not?

---

---

---

---

---

#### After You Read

##### Checking Predictions

What have you read in this section that supports your prediction about whether or not Katniss and Haymitch can keep Peeta alive in the Quarter Quell?

---

---

---

---

##### Getting to Know the Characters: Traits

Our main understanding of Katniss's character traits comes from what she says about herself in the narration of her story. However, we can also gain an understanding of who she is through her interactions, judgments, and impressions on others.

1. How does Katniss react when Chaff and Finnick flirt with her, and what does this say about her character?

---

---

---

2. Who of the victors does Katniss like the most, and why does she connect with them?

---

---

---

---

3. Which of the victors that Katniss meets does she like the least, and why?

---

---

---

4. Reread Katniss's conversation with Peeta on pages 215–216. What do others think of Katniss, according to Peeta? Do you agree with them? Explain your answer.

---

---

---

### **Responding to the Story**

1. In Chapters 14–16, what are some things the Capitol does to Katniss in an effort to defeat her psychologically—to break her spirit?

---

---

---

2. Why might Panem's government be continuing its course with the Quarter Quell, despite the disapproval of people living in the Capitol?

---

---

---

---

3. Why does the mockingjay pin that Madge gave Katniss take on new meaning for Katniss after she sees tapes of the Quarter Quell that Haymitch competed in?

---

---

---

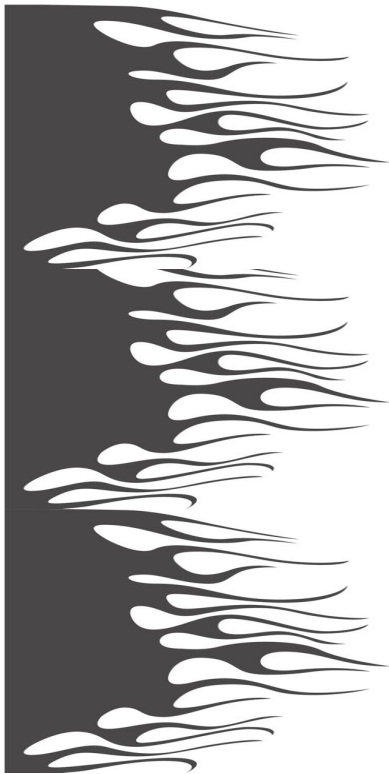
4. What was the purpose of Katniss's stunt during her private session with the Gamemakers?

---

---

---

---



## Chapters 17–18

### The Victors Unify

pages 238–263



### Before You Read

#### Making Predictions

How do you think the Gamemakers will react to Katniss's Seneca Crane effigy? Do you think it will have the desired effect, or do you think it's possible Peeta has upset them more than Katniss?

---

---

---

### After You Read

#### Checking Predictions

What were the reactions to Katniss's Seneca Crane stunt? Did they draw attention away from Peeta, as hoped?

---

---

---

### Analyzing the Writing: Archetypes

An archetypal situation represented in *Catching Fire* is *The Initiation*, which signifies a transformation in *The Hero*. The character has grown to maturity in understanding the world and his or her responsibilities in it.

1. Reread the last four paragraphs on page 242. What does Katniss mean when she says she wants to show the Gamemakers she is “more than a piece in their games,” and how does this represent a turning point in her character?

---

---

---

---

2. Reread the last paragraph on page 243. How does this signify another turning point in Katniss's character?

---

---

---

3. Reread the first paragraph on page 244. What responsibility does Katniss accept here?

---

---

---

4. When Cinna turns Katniss into the mockingjay, he makes her a symbol of the district's rise against the Capitol. How does Katniss's transformation into the mockingjay also symbolize her initiation into maturity?

---

---

---

### **Getting to Know the Characters: Relationships and Their Effect on Plot**

1. Why do you think Peeta announced that he and Katniss don't want to make allies in the arena?

---

---

---

---

2. Why does Katniss finally allow herself to accept Peeta's love, and what prevented her from doing so earlier?

---

---

---

3. How has Cinna's relationship with Katniss affected the plot of the story?

---

---

---

4. How do the victors act during their interviews before the Quarter Quell?

---

---

---

### **Responding to the Story**

1. After Katniss decides to protect Peeta and support the revolution, she is able to sleep without nightmares for the first time in the book. Why is this significant?

---

---

---

2. Reread pages 250–251. Why are the victors' appeals to the emotions of people living in the Capitol successful?

---

---

---

---

3. When does the cruelty of the Games finally register with people in the Capitol, and why do you think their understanding has been changed?

---

---

---

---

4. Haymitch says that even the idea of opposing the Capitol is a source of confusion for the people in the Capitol. Why do you think this is?

---

---

---

---

## **Chapters 19–21**

### **The Games Begin**

**pages 267–310**

#### **Before You Read**

##### **Making Predictions**

The last thing Haymitch tells Katniss, before she goes to fight in the Quell is to remember who the enemy is. What do you think Haymitch meant by that, and how do you think this advice will help Katniss?

---

---

---

---

#### **After You Read**

##### **Checking Predictions**

1. What have you read so far that supports your prediction about the meaning behind what Haymitch last said to Katniss?

---

---

---

2. Have you learned anything in these chapters that supports or makes you want to change your prediction about whether or not Katniss will be able to keep Peeta alive?

---

---

##### **Getting to Know the Characters: Traits as Expressed through Values**

1. Finnick comes from one of the districts that generates Careers, or tributes who have trained for the Games their whole lives. Think about what Katniss has said about Careers over the course of the book. What do they value most, and why does this make Katniss mistrust Finnick?

---

---

2. When Finnick saves Peeta, Katniss is vexed, because she feels like she owes Finnick a debt of gratitude. Who are other people Katniss feels indebted to, and how has this affected her relationship with them?

---

---

---

### **Analyzing the Writing: Setting**

1. What has Katniss noted so far about the physical features of the arena?

---

---

---

---

2. What kinds of animal life has Katniss found in the arena?

---

---

3. So far, what kinds of weather has Katniss's group encountered?

---

---

4. Before the odd weather conditions started, Katniss heard twelve bongs. How long did the first bout of weather last, and what caused the second bout of weather to end?

---

---

---

## Responding to the Story

1. Katniss notes with disappointment that many of the victors jumped right into “massacre mode” as soon as they were released into the arena. Why wasn’t she surprised by this? How can their violence be attributed to an upbringing in the districts?

---

---

---

---

2. Why does Katniss hide her true knowledge about the force field?

---

---

---

3. Katniss is confused by what happened to her group in the fog. Why do you think Finnick left Mags to carry Peeta, and Mags willingly sacrificed herself when it became apparent Katniss could no longer carry her?

---

---

---

4. At the end of Chapter 21, the morphling from District 6 throws herself in front of a monkey mutt just as it was ready to attack Peeta. Do you think this was intentional? Why or why not?

---

---

---

## Chapters 22–24

### Allies and Enemies

pages 311–354

#### Before You Read

##### Making Predictions

Though Finnick has continually proven himself helpful to Katniss and Peeta, Katniss is still unsure she can trust him. Do you think she and Finnick will continue to be allies?

I predict:	Based on what evidence?

#### After You Read

##### Checking Predictions

Based on what you read, was your prediction about Katniss and Finnick correct?

---

---

##### Analyzing the Writing: Pacing

**Pacing** is momentum of action in a story. Changes in time, space, and mood create ebb and flow in the action that carries readers through to the story's climax, when tension is greatest.

1. At the beginning of Chapter 22, the mood has relaxed from what it was in Chapter 21, where the characters in Katniss's group were fighting for their lives. However, there is still tension in the plot. What about the characters' physical surroundings causes a constant state of tension?

---

---

---

2. What kinds of events serve to break up the characters' time while they are in the arena?

---

---

---

3. How do relationships among characters in Katniss's group also create tension in the plot?

---

---

### **Responding to the Story**

1. How do you think Haymitch got Finnick, Mags, Johanna, Wiress, Beetee, and the morphling to protect Katniss and Peeta? What do these victors have to gain by being Katniss and Peeta's allies?

---

---

2. Katniss and Peeta discover that Haymitch has promised them both that he will keep the other alive. Who do you think he lied to, and why?

---

---

---

3. What does Peeta do to try to convince Katniss that she should try to survive the Quell?

---

---

---

**Chapters 25–27**  
**The Mockingjay**  
**pages 355–391**



**Before You Read**

**Making Predictions**

Katniss thinks that Plutarch Heavensbee may have given her a hint about the arena being a clock. Do you think he was setting a trap for Katniss, or is it possible he is really an ally?

---

---

---

**After You Read**

**Checking Predictions**

Based on what you read, did you predict accurately about Plutarch being an ally?

---

---

**Getting to Know the Characters: Motives**

Much comes to light in these last chapters about motives for character's actions that characters made known to few or no other people. Complete the chart by telling who in Katniss's group knew about it and who didn't.

Character and Motive	Who Knew about It?	Who Didn't Know about It?
Heavensbee, Haymitch, Finnick, Mags, Johanna, Wiress, Beetee, and the morphling wanted to keep Katniss alive.		
Beetee wanted to break the arena's force field.		
Heavensbee planned to break the victors out of the Quell arena.		

## Analyzing the Writing: Conflict and Resolution

Though some of Katniss's conflicts were resolved in *Catching Fire*, many were not. For each of the conflicts below, indicate what its resolution was by underlining **resolved** or **unresolved**. Then, on the line following, tell what the conflict's resolution was or why the conflict is unresolved.

1. Katniss wants to protect her family from the Capitol.

**Resolved/Unresolved**

---

---

2. Katniss is unsure whether or not she has romantic feelings for Gale.

**Resolved/Unresolved**

---

---

3. Katniss is unsure whether or not she has romantic feelings for Peeta.

**Resolved/Unresolved**

---

---

4. Katniss wants to save Peeta from dying at the hands of the Capitol.

**Resolved/Unresolved**

---

---

5. Katniss wants to inspire rebellion in the districts.

**Resolved/Unresolved**

---

---

## Responding to the Story

1. What is Katniss's purpose in finding Peeta when she finally wakes up in the hovercraft?

---

---

2. When Katniss walks in on Haymitch, Heavensbee, and Finnick in the hovercraft, Haymitch has just said to Finnick, “Don’t be stupid. That’s the worst thing you could do. Get her killed for sure. As long as *you’re* alive, they’ll keep *her* alive for bait.” What do you think Haymitch and Finnick were talking about?

---

---

3. Why does Katniss feel like she was just a piece in Haymitch and Heavensbee’s game?

---

---

---

4. Do you think Haymitch and Heavensbee’s decision not to tell Katniss and Peeta about their plans was understandable? Why or why not?

---

---

---

---

## Wrap-up

### Reviewing Predictions

Turn to page 5 of this guide to review your first predictions. How accurate were they?

---

---

---

### Making Connections

1. Describe a time in your life when you were conflicted about your feelings for someone. What made your feelings complicated, and how did you resolve them?

---

---

2. Which character in *Catching Fire* did you relate to most, and why?

---

---

### Thinking About the Genre: Adventure

1. This novel includes characteristics of classic adventure tales, such as *King Arthur and the Knights of the Roundtable*. How are the archetypes represented in *Catching Fire* like the archetypes of one of your favorite adventure tales?

---

---

---

2. Why do you think archetypes for storytelling have been carried down for so many generations?

---

---

---

## Thinking about Theme

1. For *Catching Fire*, Suzanne Collins imagined a future society that includes characteristics of present-day culture meshed with characteristics of more barbaric ancient cultures in which ritual sacrifices were made. What circumstances may have led to the demise of civilized culture?

---

---

---

---

2. She seems to suggest that people could return to a more barbaric society? Do you agree with this idea? Why or why not?

---

---

---

---

---

3. How is *Catching Fire* a commentary on the present-day entertainment industry?

---

---

---

4. Suzanne Collins has commented that she fears that depictions of war and violence on television have desensitized people. In *Catching Fire*, how might Collins's worst fears about desensitization be represented in the Capitol?

---

---

---

---

## Library Applications

### Ancient Connections

*Catching Fire* was inspired by the Greek myth *Theseus and the Minotaur*, as well as by the Gladiator games that took place in ancient Rome. Have students read *Theseus and the Minotaur* and research ancient Roman culture using library sources and the Internet. Then have them write an essay in which they draw parallels among the cultures of Panem and ancient Greece and Rome.



### What's in a Name?

In the tradition of Charles Dickens and other literary greats, Suzanne Collins created names for many of her *Catching Fire* characters that relate to their character traits or to the industry in their districts. For example, Plutarch Heavensbee's last name connotes someone busily working for the greater good, and characters from District 11 have names that relate to the agricultural industry their district is known for. Have students discuss other character names from *Catching Fire* and how they communicate something about the characters themselves.

### Regional Industries

The first book in the Hunger Games series explains that the country of Panem is located in what used to be called North America. It also places the Capitol west of the Rocky Mountains and District 12 in the Appalachian region, where coal mining is still a major industry. Have students consider where other districts in Panem might be placed on a present-day map, based on their main industries. Districts whose industries are named in *Catching Fire* include the following:

- District 1: gemstones and diamonds
- District 3: factories, television, cars, and explosives
- District 4: fishing
- District 7: lumber and paper
- District 10: livestock
- District 11: agriculture
- District 12: coal mining

Have students keep in mind that the North American continent in Panem's day is smaller, due to encroaching tides. Invite students create a map of Panem based on their findings.



## Suggestions for Further Reading

### Other books by Suzanne Collins

#### ***The Hunger Games series:***

Book 1: *The Hunger Games*. Scholastic Press, 2008.

Book 2: *Catching Fire*. Scholastic Press, 2009.

Book 3: Stay tuned!

#### ***The Underland Chronicles series:***

Book 1: *Gregor the Overlander*. Scholastic Paperbacks, 2004.

Book 2: *Gregor and the Prophecy of the Bane*. Scholastic Paperbacks, 2005.

Book 3: *Gregor and the Curse of the Warmbloods*. Scholastic Paperbacks, 2006.

Book 4: *Gregor and the Marks of Secret*. Scholastic Paperbacks, 2007.

Book 5: *Gregor and the Code of the Claw*. Scholastic Paperbacks, 2008.

### Other speculative/dystopic fiction from JLG:

Goodman, Alison. *Eon: Dragoneye Reborn*. Viking, 2009.

Goodman, Allegra. *The Other Side of the Island*. Razorbill, 2008.

Lloyd, Saci. *The Carbon Diaries: 2015*. Holiday House, 2009.

Ness, Patrick. *The Knife of Never Letting Go: Chaos Walking, Book One*. Candlewick, 2008.

Ness, Patrick. *The Ask and the Answer: Chaos Walking, Book 2*. Candlewick, 2009.

November, Sharon, ed. *Firebirds Soaring: An Anthology of Original Speculative Fiction*. Firebird. 2009.

Ryan, Carrie. *The Forest of Hands and Teeth*. Delacorte, 2009.

## Correlations to National Standards For Grades 9–12

<b>Content Area</b>	<b>Standard Number</b>	<b>Standard Objective</b>
Languages Arts: English	NL-ENG.K-12.1	Reading for Perspective
Languages Arts: English	NL-ENG.K-12.2	Reading for Understanding
Languages Arts: English	NL-ENG.K-12.3	Evaluation Strategies
Languages Arts: English	NL-ENG.K-12.4	Communication Skills
Languages Arts: English	NL-ENG.K-12.5	Communication Strategies
Languages Arts: English	NL-ENG.K-12.6	Applying Knowledge
Language Arts: English	NL-ENG.K-12.7	Evaluating Data
Languages Arts: English	NL-ENG.K-12.8	Developing Research Skills
Languages Arts: English	NL-ENG.K-12.12	Applying Language Skills
Science	NS.9-12.1	Science as Inquiry
Science	NS.9-12.3	Life Science
Science	NS.9-12.6	Personal and Social Perspectives
Social Sciences	NSS-G.K-12.2	Places and Regions
Social Sciences	NSS-WH.5-12.7	Era 7: An Age of Revolutions: 1750-1914