

The Hunger Games

NAME _____

DATE _____

Class 9- _____

Creative Book Project



Part One: Choose one Activity from Part One.

Now that we have finished reading The Hunger Games, by Suzanne Collins, it's time once again to complete a project based upon our experience.

Below you will find several choices for possible projects. No matter which project you choose, you will receive **two grades**:

- one for originality and creativity,
- and one for the level at which your project reflects an understanding of the book.

If you have any questions about any of these projects, or if you would like to propose an alternate project, please feel free to see me as soon as possible.

Remember, the idea here is to show both your creativity and your understanding of the book.

The final project will be due March _____, 2013. Have fun!

Choice #1 – Board Game

Create a traditional board game based upon The Hunger Games. You will need to create an actual game board, markers or tokens for each player, cards with questions or actions on them, and any other game accessories. Making a board game that actually works requires careful planning and thought, so you will want to sketch out your ideas before executing the final product. Think about modeling your game after an existing game you are already familiar with (**Hungeropoly**, anyone?).

Choice #2 – Traditional Card Game

Create a standard deck of playing cards where the face cards are characters from The Hunger Games. You may choose to modify an existing deck of cards, or you may choose to start from scratch. Each of the twenty face cards must have drawings of characters on them. The rest of the deck may contain important locations, objects, or minor characters. Put some thought into which characters belong to the same “suit” in the deck.

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Choice #3 – Battle Card Game

Create a non-traditional “battle card” type game, using tribute characters from The Hunger Games. Create twenty-four cards (one for each of the Hunger Games tributes). Each card should have a picture of the tribute on one side, and important statistics, special abilities or weapons, and battle rules on the reverse side. You will also have to develop and write out a set of instructions for how the game is played.

Choice #4 – Puzzle Book

Create a book of puzzles based on The Hunger Games. Make crossword puzzles, word searches, mazes, picture puzzles, logic puzzles, or any other puzzles you can think of and bind them together in a book. You may want to use vocabulary words, character and plot facts, or any other details from the book to connect your puzzles to the novel.

Choice #5 – Text Adventure

Those of you whose artistic talents tend toward the verbal, create a standard text adventure based on The Hunger Games. Using a “Choose Your Own Adventure” format or computer-based hypertext, create a text adventure where the reader has control over what happens in the story. More than any other choice, this project requires you to extend the plot of the book with your own creativity, so be sure the plot of the book is accurately represented and realistically modified.

Choice #6 – Combining Visions

Students will create a mural of the novel. Which scenes from the novel would they include on one poster to relate the tale of Katniss’ adventures to someone who had not read the book? One way to decide which images to use for the mural would be to follow the plot structure of the novel when deciding which images to use so that the story is understood entirely from beginning to end. Students might also choose to limit their mural to images of themes or characters from the novel.

Choice #7 – Story Through Song

Rewrite lyrics from familiar songs to create musical parodies which concern the novel in some respect. If possible, bring in a karaoke machine to have students perform their work live. They can also create a recording at home and burn their song on a CD or save as an mp3 file to listen to on their mp3 player.

Choice #8 – Radio Interview

As students read, ask them to accumulate a list of questions they would ask the main characters from the novel. After a cluster of chapters have been read, draw names from the class and ask those students to assume the identities of characters from the novel. Ask one student to assume the role of disc jockey. Have student ‘listeners’ call into the radio show to interview main characters by raising their hands and asking their questions. Students portraying characters should be aware of character motivations and actions before participating in the activity.

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Choice #9 – The Arena

Recreate the Arena by drawing a map, creating a scale model, or through computer animation and graphics. Select a certain area of the arena (like the Cornucopia), or create the ENTIRE domain of *Katniss* and *Peeta*'s suffering! Include textual descriptions and do your best to stick to the novel's depictions of the Arena.

Choice #10 – A Parody (**Note: If you have to ask what a *parody* is you might want to rethink this choice :**)

Create a parody of part of the story, write a script, and act it out (live) or video tape the performance and show to the class.

Choice #11 – A Survival Guide

Pretend you are Atala, the head trainer of the Games. Create a survival guide for the tributes. Using accurate information from the novel, **you must include:**

- A list of supplies (10 minimum) and the benefits of each one
- A list of the best strategies to survive the Games
- Pictures or other visual aides
- Etc.

This can be done in the form of a slideshow presentation, a brochure, or a video.

Choice #12 – A Movie Scene

You must turn in a script to accompany your movie scene, and you may choose a few of your friends to assist you as you create this project. Your script should follow your movie exactly. Be sure you portray the characters, plot, setting, theme, and significance of your book. Your movie scene must be longer than three minutes and shorter than five.

PROJECT TIMELINE!!!

- Initial Decision (due Monday, February 25, 2013)
 - I will be completing project # _____.
 - I will be working with _____.
-

- Blueprint/Punchlist (due Tuesday, February 26, 2013)
- Final Project Presentations (Monday, March 4, 2013)

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Scoring Rubric

The Hunger Games – Book Project – Scoring Rubric					
	5	4	3	2	1
Originality & Creativity	Project shows excellent quality of work and attention to detail, and strong effort to follow the assignment guidelines.	Project shows above average quality of work and attention to detail, and generally follows the assignment guidelines.	Project shows average quality of work with some attention to detail, and sometimes follows the assignment guidelines.	Project shows below average quality of work with little attention to detail, and only loosely follows the assignment guidelines.	Project shows minimal quality of work and attention to detail, and does not follow assignment guidelines.
Understanding of the Book Project	Project shows an outstanding, accurate, written links to the text without errors; an outstanding understanding of the book is evident.	shows strong, accurate, written links to the text with no more than 1 error; a clear understanding of the book is evident.	Project shows several accurate written links to the text with only one or two errors; an above average understanding of the book is evident.	Project shows only one or two accurate written links to the text with several errors; some understanding of the book is evident.	Project shows no accurate written links to the text; no understanding of the book is evident.

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Persuasive Essay

Part Two: Choose one activity from Part Two.

Directions:

1. You have **two choices** in writing this essay. The **first choice** is to decide which question you're going to answer. The **second choice** is which position that you will take. Read the prompts carefully to decide.
2. You must complete sections 1 and 2 in class on Thursday. You will complete sections 3 and 4 in class on Friday. **ALL SECTIONS MUST BE COMPLETE TO EARN FULL CREDIT.** I will check your work as you leave today, and you will turn in your writing tomorrow.

The Writing Prompts:

1. In the Hunger Games, Katniss is considered by some to be a victim of fate, while others consider her to be a creator of her own fate. In an essay, argue that either she (1) is a victim who is helpless in the hands of the government of Panem, and plays the Games only to survive, OR that (2) she creates her own fate by playing by the rules that make most sense to her or in rebelling as she feels necessary in order to survive. (Basically, is she a pawn in the Games or does she have the option to make choices?)
2. Consider Katniss's last act of defiance in the arena. Do you think that she threatened to eat the berries because she wanted to survive or was it an act of defiance against the Capitol? Defend your argument with specifics from the book.



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Name: _____ Class: _____

Which question will you be arguing?

Circle: A or B

Which position will you argue?

- 1(a). Katniss is a victim of fate. ***or***
- 1(b). Katniss is a creator of her fate

OR

- 2(a). Katniss threatened to eat the berries to survive. ***or***
- 2(b). Katniss threatened to eat the berries as an act of rebellion.

Then...

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Fill in the appropriate chart for the essay that you chose. **YES, you must fill in BOTH sides of the argument.**

1.

Katniss is a victim of fate because...	Katniss creates her own fate because...
1. 2. 3. Thesis: Katniss is a victim of fate because _____, _____, and _____.	1. 2. 3. Thesis: Katniss creates her own fate by _____, _____, and _____.

OR

2.

Evidence that Katniss threatened to eat the nightlock berries to survive...	Evidence that Katniss threatened to eat the nightlock berries as an act of rebellion...
1. 2. 3. Thesis: Katniss threatened to eat the nightlock berries and insure her survival because _____, _____, and _____.	1. 2. 3. Thesis: Katniss chose to rebel against the Capitol by threatening to eat the berries because _____, _____, and _____.

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Introduction:

The **first sentence** should be an attention getter. (Hint: Since you're answering a question from the novel, what about a quote here?)

The **second sentence** should be an explanation of the dilemma. (You can restate the essay question!) **Finally**, you need to write your argument (**THESIS**) as the last sentence in the first paragraph.

(Introduction: ROUGH DRAFT)

Body Paragraph 1:

The **first sentence** of the body paragraph needs a transition word or phrase and should restate your first premise. (It **MUST** be the first premise you wrote in your argument!) Then, give two or three specific pieces of evidence from the novel that support that premise. You will get **5 bonus points** if you can use a quote which specifically supports your point. (You must put the page # of the quote in parentheses after the quotation marks, but before the end punctuation.) This paragraph should be **AT LEAST five sentences**.

(Body Paragraph 1 ROUGH DRAFT)

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Body Paragraph 2:

The **first sentence** of the body paragraph needs a transition word or phrase and should restate your second premise. Then, give two or three specific pieces of evidence from the novel that support that premise.

This paragraph should be **AT LEAST five sentences**.

(Body Paragraph 2 ROUGH DRAFT)

Body Paragraph 3:

The **first sentence** of the body paragraph needs a transition word or phrase and should restate your second premise. Then, give two or three specific pieces of evidence from the novel that support that premise.

This paragraph should be **AT LEAST five sentences**.

(Body Paragraph 3 ROUGH DRAFT)

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Conclusion Paragraph

You need to use a transition word/phrase and to **restate your thesis clearly** and concisely in the first sentence. Then, **sum up your premises** in one or two sentences. **Finally**, include an **“insight”** (a unique look at your argument) to end your essay. This paragraph should be four to five sentences long.

(Conclusion Paragraph ROUGH DRAFT)

