

Hunger Games Deepening Comprehension Using Symbols

Language Arts Academic Standard:

Indiana Standard: <https://learningconnection.doe.in.gov/Standards/About.aspx?art=11>

- **EL.8.1.1 2006:** Vocabulary and Concept Development: Analyze idioms and comparisons- such as analogies, metaphors, and similes- to infer the literal and figurative meanings of phrases.
- **EL 8.3.6 2006:** Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use elements to interpret the work.
- **EL 8.5.2 2006:** Write responses to literature that:
 - Demonstrate careful reading and insight into interpretations.
 - Connect response to the writer's techniques and to specific textual references.
 - Make supported inferences about the effects of a literary work on its audience.
 - support statements with evidence from the text.

Common Core Literacy Standard

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Reading:

- **CCSS.ELA-Literacy.RL.7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings

Writing:

- **CCSS.ELA-Literacy.W.7.1b:** Support claim(s) with logical reasoning and relevant evidence using accurate, credible sources and demonstrating an understanding of the topic or text.

Lesson Objective:

Content Objectives:

- Students will work in pairs to orally formulate a meaning/definition for the terms symbols, metaphor, and simile and will demonstrate this knowledge by identifying them in the Hunger Games text.
- Students will demonstrate the understanding of symbols by creating 5 symbols related to a character from the Hunger Games.

Supporting Diverse Learners

Student Assets

2 Level 2 Students:

- Alejandro and Marcos are fluent in Spanish. Alejandro has been going to school in the US for 3.5 years. Marcos has been in school in the US for 2 years. Both students have been classified as ENLs for the entire duration of their schooling in the district. These students are visual learners so they require visual support. Visual support is very helpful for comprehension for both students. These students are able to locate the main idea in a series of related sentences. Alejandro and Marcos can take notes using template with clear and concise directions. Both students need clear oral and written instruction and can ask and answer basic comprehension questions. For this lesson, they should be able to create symbols that relate to the Hunger Games text.

Anticipated Challenges

- I anticipate that it will be difficult for these students to cite textual evidence to back up their claims. They will have difficulty working on the graphic organizer, particularly with citing textual evidence and may require adjustments to the assignment (I may allow them to cross out the textual evidence box). These students will struggle writing their own metaphors so they should be paired with students who can help them understand the meanings of the terms. It may be useful to pair the students together for the template activity so they can speak in their native language. These students will only have to create 2 symbols on the template. And they will also have a pre-made note sheet for the opening video activity.

Student Assets**1 Level 4 Student:**

- Shan speaks a little Chinese, but is no longer fluent. She has been in the United States since she was 8 years old and has attended schools in the district for 4 years. She is beginning to take risks with her English and is able to read out loud with fluency. She is able to use speaking strategies in the classroom. She can infer meaning from text and write content-related texts. For this lesson, Shan should benefit from the visual support during the graphic organizer activity and will also benefit from working with a partner.

Anticipated Challenges

- I anticipate that it will be difficult for this student to make textual connections (direct references to the text) while creating symbols relating the Hunger Games. Completing the graphic organizer on her own, particularly finding textual evidence may be a challenge but she should succeed with a little guidance. It may also be difficult for Shan to write her own metaphors/similes. I will strategically place her with a partner who will provide the proper support for her during this exercise.

Special Considerations for IEP and/or ILP:

- Students will be grouped in pairs for most of the lesson. It should be helpful to have peer support for students who may struggle to work on their own. Students who need accommodations on the graphic organizer can complete step 1 but may cross out the Reference column in Step 2.

Language Objective:

- Students will be able to listen to comprehend the key vocabulary terms symbol, metaphor and simile, and will articulate their understanding of the terms on the Symbols Exit Slip handout after locating metaphors in the Hunger Games with a partner.
- Students will be able to summarize their understanding of symbols by identifying and explaining 5 objects the characters from the Hunger Games would need for survival.

Key Vocabulary

- Symbol: A thing that represents or stands for something else. Used more often than metaphor and does not necessarily need to be used as a statement.
- Metaphor: A figure of speech that describes a subject by asserting that it is, on some point of comparison, the same as the otherwise unrelated object. Comparison that does not use like or as.
- Simile: A figure of speech used when two unlike things are compared using the words like or as.

Methods for Instruction:

- Class/Group Discussion
- Small Group- Assigned Pairs
- Guided Practice- Graphic Organizer

Use of Materials:

- Student Text: The Hunger Games- Suzanne Collins
- Handouts: Hunger Games Graphic Organizer

Use of Technology:

- Video: http://youtu.be/JcEV_3009gM

Rationale (Why are you approaching the lesson this way):

I know that my students are able to make comparisons and should be able to relate the Hunger Games to their own life experiences. I want to start the lesson with a class discussion about symbols, metaphors, and similes. I will show a short video at the beginning of class to grab my students attention and to get them interested in the lesson. This will help students think about what they already know about symbols. I will then ask students to work independently to complete the template. Students should be able to create symbols that relate to a character from the Hunger Games. This will help students make connection between The Hunger Games and the world. Students will then work in pairs, since I know social interaction is important for their learning and development. Students will work together to form their own metaphors and similes with a partner. Working together will make it easier for students to brainstorm and come up with creative ideas. This is also helpful for students who struggle with staying on task or with the academic language. I think slowly moving towards partner work will help students to have a firm understanding of symbols before creating their own symbols (metaphors and similes) about the Hunger Games characters. Students can think about how the symbols they created in their graphic organizers are helpful for making comparisons and connections in the form of similes and metaphors.

Strategies: Why are you selecting these support strategies? What will you and your student accomplish?Strategies

- Creating Metaphors: Students will create metaphors/similes and symbols to deepen their comprehension of the Hunger Games. This strategy is used to help students understand the meaning of metaphors, symbols and similes, and to apply them to their reading.

Lesson Agenda:

Anticipatory Set: How will you support students in accessing prior knowledge, personal, real world, and/or cultural connection?

Class Discussion (15 Minutes 1:1:15)Teacher Activity

- To begin the period, I will have a list of partners on the projector for students. I will ask students to sit next to their assigned partners since they will be working with them throughout the day
- I will hand ELL/IEP students the pre-made note sheet at the start of class.
- I will begin with a short explanation of symbols which can come in many forms including: metaphors and similes. I will start by showing the video about metaphors and pop culture. This will help students determine what they already know about metaphors. Before starting the video I will ask students to listen for three things (The following will be written on the board):
 - The definition of simile and metaphor
 - A specific example of a simile or a metaphor from the video
 - What do you already know about symbols? And how are they a part of your life?
- I will give students 2 minutes to chat about the video. During our whole class conversation I will try to target each of the groups..
- After playing the video I will begin a short class discussion about what the students observed and what they know about symbols, metaphors and similes. I will ask students to define metaphors, similes and symbols and will keep a running list on the board. This will be left up on the board for the remainder of class for students to refer to while identifying their own metaphors. I will also ask, “Was there anything in particular that stood out to you in the video? Why?” This will allow students to make connections between the symbols and their own lives.

Student Activity

- Students should be actively engaged. At the start of class students will move to sit next to their assigned partners.
- Students will listen carefully to the video and take notes if they choose to.
- After the video, students will have 2 minutes after the video to chat with a partner about the questions before we transfer the conversation to the whole group.

- Students will participate in our discussion and will share their definitions for symbol, simile, and metaphor. They will also share anything they found interesting or important from the video.

During Lesson: What support will you use to scaffold students learning so they meet or exceed targeted?

Transition to Guided Practice (20 minutes 1:15-1:35)

Teacher Activity

- Now I will hand students the template worksheet and explain how symbols can help students to think about metaphors and similes.
- I will explain the directions for the handout and provide an example/model for students. I will read the directions on the template and answer any questions that students may still have.
- I will walk around the room and assist students who have questions or need a little guidance.
- ELL students will have the option to create 2 symbols without using direct textual evidence. I will make sure to visit these students desks to offer additional assistance with the activity.

Student Activity

- Students will work on their own but can ask their partners for help or advice. Keeping chatter to a minimum.
- Students will work on the template independently for a majority of the period (about 20 minutes).
- Students will pick which character from the novel they will focus on for their graphic organizer. Students should have a specific intended reason for including an item in the backpack and should be able to support it with evidence from the text.

Transition to Partner Work (20 minutes 1:35-1:55)

Teacher Activity

- I will pass out the Exit Slip handout and write examples of metaphors and similes in The Hunger Games as well as my own created metaphors on the board to model this activity for the students.
- I will explain how metaphors help us become better learners because they help us to make comparisons to our own life or things in our world.
- I will walk around the classroom as students are looking for the metaphors and similes in the text. I will help guide students to certain sections of the novel if they are having trouble.
- I will then ask students to complete the second half of the bell work which asks them to create their own metaphors. I will model this by writing the following examples on the board.
 - Students will use these two formats which will be modeled on the board:

1. Katniss is like/as a lion because she is not afraid of anything
2. Prim is hope because she gives Katniss a purpose for survival.

- I will ask a few students to share a metaphor or simile that they have created and I will give a short response.

Student Activity

- Students will have 5-7 minutes to look for metaphors/similes in The Hunger Games text. They should be able to identify at least 2 with their assigned partner. Partners should write down their findings on their exit slip handout.
- Once students have identified a few metaphors and similes in the reading, they will be challenged to write three metaphors/similes on their own. The students will be exploring character traits and motivations by comparing Hunger Games characters to a person, place or thing.
- Students will share some of the metaphors and similes they have created.

Wrap Up/Closing: How will you engage students in self-assessment and or reflection on key concepts?

Closing (5 minutes 1:55-2:00)

Teacher Activity

- I will ask students to finish up their exit slips and turn them in as an Exit Slip at the end of the period.
- Students who have finished their templates will be directed to turn them in. Otherwise, students should complete their templates for homework.

Student Activity

- Students will turn in the 3 metaphors they created with a partner as an exit slip. Students will either turn their Graphic Organizers in or take them home to complete for homework.

Assessment: How do you know your students have met your lesson objectives and to what extent?

Formative:

- Exit Slips: Students will work in pair groups. Together they will come up with three different metaphors or similes. I will collect these at the end of class as an exit slip. The exit slips will tell me if students understood how to apply metaphors and similes to the Hunger Games.
- Class Discussion: At the beginning of class I will show the students a video. I will then ask students to tell me everything they know about metaphors and similes. This will be a assessment of their background knowledge and comprehension of the video.
- Observation: During students work I will walk around the classroom and listen to the conversations that are happening. I will be sure to provide my input and to be available for help where I am needed.

Summative:

- **Template:** Students will complete graphic organizers after the lesson. These graphic organizers will reflect whether the students understood how to make connections between characters traits/motivations and the text. Students will be required to cite direct evidence from the text. If students are successful at completing the graphic organizer I will know they have a clear understanding of making comparisons using metaphors/similes. The graphic organizers will show how students synthesized the information taught in class during this lesson.

Daily Reflection:**References/Sources of Information:**

- <http://www.dailywritingtips.com/what-is-the-difference-between-metaphor-and-simile/>

Name: _____

Hunger Games Graphic Organizer

STEP ONE: We learn a lot about character motivation by identifying what people value. Imagine that **Katniss or Peeta** were allowed to bring a backpack of their personal belongings to the games. What would be in it? Identify 5-10 objects or symbols, each with a specific meaning. Use drawings/clipart, words, and/or quotes to depict these essential items!

Character: _____



STEP TWO: Please complete the chart below. This chart should **explain** the images or words you decided to place in your graphic organizer. Be sure to make direct references to your text! These references can be to character traits, setting, or to plot points.

SYMBOL List objects chosen in Step 1	EXPLANATION What does this say about your character? How does this connect to your world?	REFERENCE Passage/Quote that support the motivation (page #s)

Names: _____

Symbols Exit Slip

List 2 symbols (metaphors or similes) from the Hunger Games text --include the page number where you found it.

1. _____

_____ pg _____

2. _____

_____ pg _____

Character Metaphors/Similes: Create 2 similes or metaphors on your own using the sentence structures provided. You can compare a Hunger Games character to an object, place, or another person.

1. Character name is like/as _____ because _____

2. Character name is _____ because _____

1. _____

2. _____

3. _____
