The Hunger Games

Part One: Chapters One – Two

Note-Taking and Summarizing: Chapters One-Two

**Directions:** To help you keep track of the novel’s events as they occur, you will be keeping notes using the chart below. For each set of chapters as indicated, fill in the chart with the necessary information. Refer to the example Note-Taking and Summarizing Chart on page 27 for help for completing the chart. If you need more room, attach a separate piece of paper.

<table>
<thead>
<tr>
<th>Main Events of the Chapters</th>
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<table>
<thead>
<tr>
<th>Characters</th>
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<table>
<thead>
<tr>
<th>Setting</th>
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<tr>
<th>Primary Conflict</th>
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<tr>
<th>Thoughts, Feelings or Predictions</th>
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<thead>
<tr>
<th>Thematic Issues Being Raised</th>
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The Hunger Games

Part One: Chapters One – Two

Comprehension Check

Directions: To help you understand all aspects of the novel, answer the following questions for Chapters One – Two. Write your answers on a separate piece of paper using complete sentences.

Chapter 1

1. Where is Katniss going this morning?
2. What kind of place is District 12?
3. What is the reaping?
4. What are the Hunger Games and how did they come about?
5. Theorize how the tessera is another type of punishment.
6. Analyze why Katniss is confused when Gale says they could run away and live in the woods.
7. Predict what Katniss will do when she hears Prim’s name called at the end of the chapter. Explain your answer.
8. Based on what you know so far, draw a conclusion as to what kind of government runs Panem. Explain how you came to your conclusion.
9. Look up the word “seam” in the dictionary. Look for the geological meaning of the word. Based on what you discover, why is this an appropriate name for the area?

Chapter 2

1. What does Katniss do in response to Prim’s name being drawn?
2. Why does Katniss insist that she not cry or respond emotionally?
3. How is television an important factor in the reaping?
4. Infer what the reaction of the crowd means when Katniss volunteers to take Prim’s place. Explain your answer.
5. What is Katniss’s connection to Peeta Mellark?
6. Formulate a theory about the bread incident and Peeta’s behavior toward Katniss on the stage. Why do you think he behaved as he did? What might Peeta’s behavior tell you about him?
7. How was the bread incident a turning point for Katniss?
8. Explain the importance now of Katniss feeling like she owes Peeta something as they plan to compete in the Games.
The Hunger Games

Part One: Chapters One – Two

Standards Focus: The Cast of Characters

Directions: Fill in the characters’ names as you read The Hunger Games. Include descriptions of the characters. Some descriptions and names have been filled in for you.

<table>
<thead>
<tr>
<th>Character Name</th>
<th>Character Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everdeen Family</td>
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</tr>
<tr>
<td>Father</td>
<td>Killed in a mining accident when Katniss was eleven.</td>
</tr>
<tr>
<td>Mother</td>
<td>Seriously depressed after the death of her husband, she is unable to care for her children.</td>
</tr>
<tr>
<td>Katniss</td>
<td>Twelve-year-old sister of Katniss. She is the one person Katniss knows she loves.</td>
</tr>
<tr>
<td>Gale</td>
<td>The boy tribute from District 12. His family works in a bakery. Katniss remembers him because he gave her bread when her family was starving.</td>
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<tr>
<td>Haymitch Abernathy</td>
<td>The Capitol representative for District 12. She is overly happy and chipper.</td>
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<tr>
<td>Madge Undersee</td>
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</tbody>
</table>

Although the Capitol and District 12 aren’t characters, you’ll want to make some notes about where they are located, what kind of cities they are, and what happens there.

<table>
<thead>
<tr>
<th>Location</th>
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<tbody>
<tr>
<td>District 12</td>
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<tr>
<td>The Capitol</td>
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</tbody>
</table>
The Hunger Games

Part One: Chapters One – Two
Assessment Preparation: Verb Tenses & Moods

Part I: Verb Tenses
You already know that we can use verbs show when an action occurs. In English, we show that through the verb tenses – past, present, future.

1. Look through the first chapter of The Hunger Games. In what tense is the novel written? 

2. How do you know? Use an example from the book to help support your answer.

3. As a reader, how do you feel about the way the tense is used to write the novel? Did you notice the tense? Does it make the novel “sound” different to you? Explain your answer.

4. What is the point of view of the novel? How do you know?

5. Why do you think Suzanne Collins chose to write the novel in the present tense rather than the past? Compare the difference between a book written from the first person point of view in past tense and the first person point of view in the present tense. How do you think the verb tense and the first person point of view will affect the tension in the novel?
Part II: Verb Moods

When you think about verbs, your first concern probably isn’t that it will be in a good mood! But verbs do, in fact, have “moods.” That doesn’t really mean the verb is happy, grumpy, or bored, though. The mood of a verb tells the listener or reader what the speaker or writer’s attitude is toward the subject.

The moods (sometimes called modes) of English verbs are:

1. Indicative – states a fact, expresses an opinion, or asks a question
   For example: Harvey made dinner last night. It was Lima Bean Surprise.
   I don’t like lima beans.
   Would you pass the bowl of Lima Bean Surprise and the ketchup?

2. Imperative – gives a command
   For example: Don’t ever invite Harvey over for dinner again!

   When writing in the imperative mood, the subject of the sentence is “you,” but it is implied rather than directly stated. “You” are the subject of the sentence since “you” are being given a command.

3. Subjunctive – makes a suggestion or requirement; states a wish or desire
   For example: When Harvey brings over dinner, I wish I were a lima bean enthusiast.

   Of these three moods, the subjunctive mood is one where writers are most likely to make mistakes. If you are writing about something that might happen, you wish would happen, or that is a hypothetical situation, you are using the subjunctive mood.

Some writers have difficulty when writing in the subjunctive mood because they’re not sure whether to use was or were. In the sentence: “When Harvey brings over dinner, I wish I were a lima bean enthusiast,” you are not enthusiastic about lima beans but you wish you were. Consequently, you use were rather than was to indicate the verb is the subjunctive mood.

Directions: Read the following sentences from The Hunger Games. In what mood is each of them written? Write the mood on the line following the statement and explain your choice.

1. “I prop myself up on one elbow.” (3)

2. “He [Buttercup] hates me.” (3)

3. “‘It’s to the Capitol’s advantage to have us divided among ourselves,’ he might say if there were no ears to hear but mine.” (14)
4. “‘Wear something pretty,’ he says flatly.” (14) 

5. “People file in silently and sign in.” (16) 

6. “‘And may the odds be ever in your favor!’” (19) 

7. “‘Let her come forward.’” (23) 

8. “Haymitch is whisked away on a stretcher, and Effie Trinket is trying to get the ball rolling again.” (25) 

9. “I kept telling myself if I could only hold out until May, just May 8th, I would turn twelve and be able to sign up for the tesserae and get that precious grain and oil to feed us.” (28) 

10. “Feed it to the pig, you stupid creature!” (38) 

Part III: Vocabulary

**Directions:** Imagine the news report that would have been broadcast all over Panem after the unusual events during District 12’s reaping. Using the vocabulary words from Chapters 1 and 2, write a short television news report about the reaping. Include important details in your report. You may use the vocabulary words in any order, and you may change the form of the word if necessary. Present your news report to your class. Your teacher may choose to allow you to work with a partner.

- reaping
- deterrent
- poaching
- maniacally
- preposterous
- haggling

- adjacent
- protocol
- dissent
- plummets
- radical
- predicament