



THE HUNGER GAMES

THE EXHIBITION

Education Package

Project 1: Team Debate Project

June 9, 2015

Version 10.0

LIONSGATE

 **thinkwell**



Table of Contents

How To Use This Module

This curriculum module is designed to support your use of *The Hunger Games* in your class. It provides stepwise instructions, resources, handouts, and assessments for a project-based learning (PBL) unit utilizing a team debate format. Activities may be modified to support the specific needs of your class, but should be performed in the order given to best support optimal learning outcomes. The Project Overview, Standards Overview, and Before the Project will help you plan for this unit.

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I. Project Overview

General Information

Subjects Covered In Project		Grade Level(s)
English, Social Studies		7 th – 9 th
Project Essential Question		
Should a country's government consider the good of the many over the freedom of its individual citizens?		
Culminating Event / Product		Duration of the Project
Class Debate Tournament		Varies
Project Description		
<p>Throughout the course of <i>The Hunger Games</i>, each character faces a number of difficult choices. What drives each character to make those choices and are they simply right or wrong? As the rebellion spreads, characters are faced with the dilemma of staying in the shadows to protect themselves or joining the rebellion at their own personal risk. President Snow argues that an uprising will jeopardize the systems that support the country of Panem. He asserts that without those systems, Panem will fall apart and inevitably lead to some loss of life in the Districts. Should the Districts stop challenging their government in order to maintain the system they're currently living under, or should they look ahead at the possibility of more freedom for each individual person?</p> <p>In this project, students will study Utilitarianism and Libertarianism, and then use their understanding to debate the benefit(s) of one system over the other. Points of reference will include research on societal choices that have influenced the course of history, and choices made throughout <i>The Hunger Games</i> book and film that led to the Districts' rebellion. The end goal of the project is a formally prepared Team Debate on the topic of which is the better system.</p> <p>**NOTE** Visiting <i>The Hunger Games: The Exhibition</i> could happen either prior to, or at the conclusion of the project.</p> <p>By the end of the project students will know:</p> <ul style="list-style-type: none">• The meaning of the terms Utilitarianism and Libertarianism.• How to think about a question from various perspectives.• How to discuss differing ideas respectfully with others.• The structure of formal debate.• How to research a topic, create a convincing argument using historical evidence, and use that evidence to argue a point of view.		



II. Standards Overview

This project addresses the following sets of standards:

- The Common Core English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects
- The National Standards for History

NOTE Standards can each be made more or less rigorous in order to adjust to grade level needs; if listed, they can be addressed at any degree of proficiency.

The CC English Language Arts & Literacy in History / Social Studies, Science and Technical Subjects

CCSS.ELA-LITERACY.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.W.6.1.A – 9.1A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.6.7 - 9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.6.9 - 9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.6.1(A, B, C, D) – 9-10.1 (A, B, C, D)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.6.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-LITERACY.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-LITERACY.WHST.6-8.1.A & 9-10.1A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s),

	counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.WHST.6-8.7 & 9-10.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
The National Standards for History	
NSH Chronological Thinking 1.A	Distinguish between past, present, and future.
NSH Chronological Thinking 1.F	Reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.
NSH Historical Analysis and Interpretation 3.A	Compare and contrast differing sets of ideas.
NSH Historical Analysis and Interpretation 3.B	Consider multiple perspectives.
NSH Historical Analysis and Interpretation 3.J	Hypothesize the influence of the past.
NSH Historical Research Capabilities 4.F	Support interpretations with historical evidence.
NSH Historical Issues-Analysis & Decision Making 5.A	Identify issues and problems in the past.
NSH Historical Issues-Analysis & Decision Making 5.A	Evaluate alternative courses of action.



III. Before the Project

Before the Project

Before presenting the project to the students, there are several things you could do to help make the process a little smoother.

READ/WATCH



Read *The Hunger Games* series on your own and watch the available films, making notes of any details that might relate to the project. *The Hunger Games* series is written by Suzanne Collins and published by Scholastic Inc.

LEARN

If possible, attend a local high school Public Forum debate to get an idea of how it is set up. If that's not possible, there are several YouTube videos that are useful to get an idea of how the debates are formatted and examples of real debates.

Video Title	Video Creator and Link
Public Forum Debate Structure	Zainab Koreshi https://www.youtube.com/watch?v=MxcQbaXDFZw
Showcase – Public Forum Debate	National Speech & Debate Association https://www.youtube.com/watch?v=9Hvq7PXdMjo
The Art of Debate: Never Lose An Argument Again	THNKR https://www.youtube.com/watch?v=LesGw274Kjo
Teaching Debate – Practice Debates	Atlantadebate https://www.youtube.com/watch?v=UrH_3W70CUs
(PDF Article) Guide to Public Forum Debate	University of Vermont https://debate.uvm.edu/dcpdf/PFNFL.pdf

****NOTE**** You will see some debaters speaking VERY fast, but the purpose of public forum is to present an interesting and enjoyable argument that the public can follow. The depth and content of the argument and how convincingly and clearly it is delivered should be the focus of the unit.



Send a letter to parents/caregivers letting them know you'll be studying *The Hunger Games* and holding a debate. You can use this letter to drum up parental support (and perhaps even judges for your debate). Be sure to highlight the depth and value of the project by sharing learning goals and skills their students will learn through the project.



IV. Project Kickoff

ENTRY EVENT

The entry event can be presented in any medium. Example entry events are a class discussion, an intro video, a guest speaker, a field trip to *The Hunger Games: The Exhibition*, or an activity. The best entry events tend to be personalized, meaning either the teacher gives an example of why the project means something to him or her, or there is an activity where students can use prior knowledge and opinions to enter the project as experts.

PBL TIP

Entry Events are used at the beginning of projects to get students excited about the upcoming project.

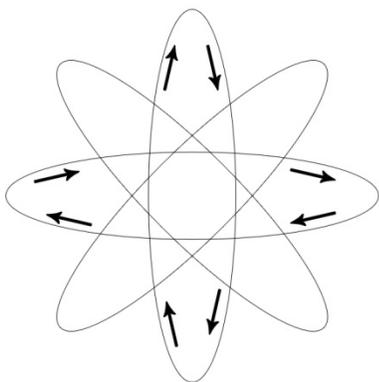


Entry Activity 1: The Moving Atom

Purpose	To loosen students up, get them talking to each other, and activate prior knowledge.
Time Duration	Approximately 20 minutes
Materials Needed	None. This activity can be done outside or in a classroom. Desks might make it more difficult to circulate, but moving around them adds an element of hilarity.

STEP ONE: Instruct students to spread out so that as a group they fill the entire space evenly.

STEP TWO: Tell students that when you say “GO”, they should start moving in towards the center of the room and out toward the walls of the room as if they’re walking the path of an atom.



STEP THREE: Instruct students that they don’t need to be silent, but they do need to move quietly so they can hear your instructions.

STEP FOUR: Tell them to “GO” and allow them to walk around for about 15 seconds.

STEP FIVE: Say loudly “**Find a partner by touching the nearest person elbow to elbow. Elbow to elbow!**”

STEP SIX: Explain each person takes 2 minutes (and the whole 2 minutes) to answer the following question with a partner – and there are NO WRONG ANSWERS. For the first question ask, “**If you could ask the President anything, what would it be?**”

STEP SEVEN: When the first 2 minutes are up, remind students to switch which partner is answering

STEP EIGHT: After both partners have answered, have students stand up and move again so they switch partners. Call out another prompt [**Wrist to wrist / Ankle to ankle / Foot to foot**].

STEP NINE: Ask another question, “**What do you think is the most important freedom we have in this country?**” You could throw out some examples: Education, Speech, Right to Bear Arms, etc.

STEP TEN: Repeat the moving process and ask the final question, “**Do you think the government should be doing more for its citizens or be less involved than it already is?**”

IN CLOSING: Instruct the students to high five their partners and head back to their seats.



Entry Activity 2: Debate with Your Feet

Purpose	To have students take a stand about what they believe in.
Time Duration	Approximately 25 - 35 minutes (based on debate length)
Materials Needed	Two sheets of paper. One with “DISAGREE” and one with “AGREE” written in BOLD letters.

ACTIVITY SETUP:

PAPER: Tape your “AGREE” and “DISAGREE” papers to opposite sides of the room.

QUESTIONS: *optional* Write each of the following scenarios on a separate page of a Power Point (if you have projection capabilities) or on the board as you go if you don't. Projection will be fastest and easiest – you could also incorporate images if you'd like. Having a written version of the questions will help visual and English Language (EL) learners.

DISCUSSION QUESTIONS:

- (1.) You drive a truck for a large and wealthy grocery store chain. You drive through an area where people are starving to death. If you stop and distribute the food, many lives would be saved, and the grocery store wouldn't notice it was gone. However, it's still not your food to give. The right thing to do is to continue driving and not stop.
- (2.) A new reality TV show is about someone who has cameras following them 24 hours a day without their knowledge. The show is a big hit and millions and millions of people watch it. The person that the cameras follow quickly becomes the biggest celebrity on the planet, but has no knowledge of the fact that people watch his/her every move. This is an acceptable idea for a reality TV show.
- (3.) You're walking down a street and pass a man with a gun holding ten people hostage. He tells you if you pick one person to die, he will spare the lives of the other nine. However, if you don't pick one he will kill all ten of them. The right thing to do is not to pick one person to die.

ACTIVITY:

STEP ONE: Have students stand up out of their seats before you read the scenario (having only a handful of chairs on either side will encourage movement). Instruct them that you will put a scenario on the board and read it aloud.

STEP TWO: After the scenario is read, students MUST CHOOSE to agree or disagree with the statement in the scenario & move to the matching side of the room.

STEP THREE: Starting with the opposition to the statement, tell students it's their job to convince students from the other side to join their side of the room (some students might move randomly just because they can, but if you ask them to explain why they moved they usually refocus on the task). Continue discussion as long as you wish, then REPEAT with the other questions.



Start reading *The Hunger Games* – Part I “The Tributes” by Suzanne Collins or watching this section of *The Hunger Games* film (until Peeta’s interview with Caesar). If reading, you could have students split the reading time between homework and class depending on your preference. It is suggested that students read in class / at home and utilize one class period per week for in-class discussion. Once you’ve completed the section, use the activity on the following page for a discussion related to this section of the story. This will deepen your students’ thinking as it relates to the themes in *The Hunger Games*, and what they’re trying to accomplish in their project.

The timeframe for the audio book averages about 25 minutes per chapter.



Discussion Activity One: World Cafe

To be done at the end of reading or watching Part I “The Tributes”

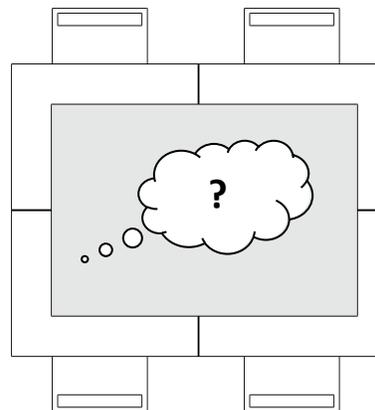
Purpose	To get students discussing key points of <i>The Hunger Games</i> .
Time Duration	Each group (of approximately 4 to 6 students) should average about 5-7 minutes per station. [Approx 45 minutes, depending on number of stations]
Materials Needed	A giant piece of paper, poster board, or something else for students to write on.

ACTIVITY SETUP:

PAPER: Cut large rectangles of paper and cover a group of 4-6 desks with it. Make sure each piece of paper is large enough so every student can reach it easily.

MARKERS: Put out markers for each station. [Note: It could be interesting to have each group carry their own color to distinguish the progression of the discussion].

QUESTION: Write a “Speech Cloud” in the middle of the paper with one of the following questions about *The Hunger Games* - Part I “The Tributes”.



QUESTIONS:

- 1.) How does Katniss feel about the country of Panem before the reaping, and why does she need to be careful about how she speaks about Panem in public? Write down specific examples of how you know this.
- 2.) Describe Katniss’s relationship with Gale, with Prim, and with her mother. How do these relationships define her personality?
- 3.) Why does she say about Peeta, “I feel like I owe him something, and I hate owing people”? How does her early encounter with Peeta affect their relationship after they are chosen as tributes (but before the Games)?
- 4.) Why are tributes given stylists and dressed so elaborately in the opening ceremony and interviews? Does this ceremony remind you of events in our world, either past or present?
- 5.) When Peeta declares his love for Katniss in the interview, does he really mean it or did Haymitch create the “star-crossed lovers” story to help them get sponsors? What are the sponsors looking for when they watch the Games?

ACTIVITY:

Put students into groups of 4 to 6 and assign them to a starting station. Then tell them that each person should write AT LEAST ONE idea per topic / station and no more than THREE per person per station. Also, tell them to try not to repeat ideas that are already on the page. If they agree with a point made, they can put a check mark next to it. Let them know that they can draw images to represent ideas as well as use words. Remind them that the entire class will be contributing and to leave room for others to write.

Project a timer, or just keep time yourself and let them know when to rotate (EVERY 5 to 7 MINUTES). When all groups are done and have visited every station, have each group share with the class the ideas on the station it started at.



V. Utilitarianism vs. Libertarianism

Utilitarianism is the idea that the best solution to any dilemma is the one that maximizes the amount of good or happiness. So, what is good for many outweighs what is good for one person.

Libertarianism is the idea that the rights of an individual (including the right to property) are equally as important as what benefits many.

In this activity you will have students explore their understanding of how they respond to philosophical dilemmas. Do they side more with Libertarianism or with Utilitarianism?

JIGSAW ACTIVITY: Use the activity described on the next page to introduce students to Utilitarianism and Libertarianism. Students will meet in several small groups and be given philosophical dilemmas to talk through. They will use the graphic organizer provided to record their group's ideas about the dilemma. Students will then present their dilemma and decisions as an "expert" to the new group and there will be a short discussion on whether that group agrees with the solution of the prior group.

More detailed directions for the activity, a list of the dilemmas, a key to decoding students' answers, and a Graphic organizer for students can be found on pages 15-19.

Philosophical Dilemma Scenarios Include:

- Scenario 1: Heinz dilemma
- Scenario 2: The trolley problem
- Scenario 3: Medicine for needy
- Scenario 4: Jake's Accident
- Scenario 5: Two on Trial



Philosophical Dilemmas Activity Explanation

Utilitarianism vs. Libertarianism

Purpose	To help students understand utilitarianism and libertarianism, and their own ideas about the two different philosophies.
Time Duration	45 minutes, but could take two class periods based on additional content & discussions.
Materials Needed	Class copies of included graphic organizer (found on page 18); copies of the initial dilemma for each student; *optional* video projecting capabilities

ACTIVITY SETUP:

- 1.) Print copies of student handouts, found on page 18.
- 2.) Arrange areas where students can meet in groups of 4-5.
- 3.) *Optional* Cue up video content to explain moral scenarios.
- 4.) *Optional* Project a list of responsibilities for their open work time to help keep them on track.

ACTIVITY:

- 1.) Count students off 1-4 (or 5) so groups are divided evenly. There should be about 4-5 groups total.
- 2.) Have students sit with their similar numbers (1's with 1's etc).
- 3.) Give each group the graphic organizer that follows and a moral dilemma (from the list below) written on an otherwise blank piece of paper.
- 4.) Have each group discuss its moral dilemma and write down what its group says is the right thing to do – it's okay if they disagree, just tell them to note their disagreements. **10 – 15 minutes.** Note* Some scenarios have different layers of dilemma. Make sure you encourage students to think thoroughly about their dilemma. It isn't important who gets done first, but as "experts" they should understand their dilemma deeply.
- 5.) Then have the groups mix so that one person from each dilemma is in a group (1,2,3,4 – in each group).
- 6.) Each person should explain their dilemma and give the resolution his or her original group came up with. Approximately 3-5 minutes for each person.
- 7.) The new group then has the opportunity to agree or disagree with what the resolution was. The "expert" student should record what is said. Repeat for the remaining resolutions from groups 2, 3, and 4.
- 8.) At the end of the activity, you should read through the dilemmas indicating which action would side more with utilitarianism and which with libertarianism.

ACTIVITY SCAFFOLDING:

If your class needs a little more scaffolding going into this activity, you could take the class period before to walk through the Heinz Dilemma as a class. A great "interactive" video on the Heinz Dilemma can be found on Youtube, titled *Heinz Dilemma – Kohlberg's stages of Moral Development (Interactive Animation)*. The interactive part is more focused on the stages of moral development than utilitarianism vs. libertarianism, but the dilemma can be looked at through different lenses. If the video isn't accessible, the text of the Heinz Dilemma is widely available online.

PHILOSOPHICAL DILEMMAS ARE ON THE FOLLOWING PAGE.



Philosophical Dilemmas Activity Explanation

... Continued

DILEMMAS EXPLAINED (print these on a separate piece of paper for each group):

Scenario 1: Heinz Dilemma (<https://www.youtube.com/watch?v=5czp9S4u26M>)

A woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. Luckily, it was a medicine that a druggist in her same town had recently discovered. The drug was expensive to make, but the druggist was charging lots more than what the drug cost him to produce. It costs \$200 to make the medicine, and he charges \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's laboratory to steal the drug for his wife. Should Heinz have broken into the laboratory to steal the drug for his wife? Why or why not?

Scenario 2: The Trolley Problem- Include all versions

(<https://www.youtube.com/watch?v=bOpf6KcWYyw>)

Version One – A runaway train is heading toward 5 people working on the tracks, who are unaware they're in danger. There is no way to warn them, but you're standing near a switch that would change the course of the train and send it in a different direction. The problem is that there is one worker on the other track that would be killed if you switched the direction, but it's one life versus five. What do you do?

Version Two – What if you know the one person, but you don't know the five?

Version Three – What if there is no switch, but you are standing on a bridge overlooking the track? Next to you is a very large man, and you correctly calculate that if you were to push the man off the bridge onto the tracks, it would be enough to derail the train and spare the lives of the 5 workers. What do you do?

Scenario 3: Medicine for the Sick

You're a doctor and you have four sick patients and one really sick patient. The really sick patient came to you for treatment first, followed shortly by the four other patients. None of them will survive without medication. The one really sick patient needs the same amount of medicine that all four other sick patients need combined. So do you give the really sick patient all the medicine and sacrifice the 4 less sick patients, or do you not give any medicine to the really sick patient and cure the four other patients?

Scenario 4: Jake's Accident

Jake is working in a TV studio when a bunch of heavy equipment falls on him and is crushing his arm. While not fatal, the machine is also electrocuting him a little and causing him to be in constant pain. To remove the equipment, the station would need to cut off the video feed for 15 minutes. However, this event happens during the World Cup final which is watched by 715 million people. This would cause slight discomfort or irritate many of the 715 million viewers. Does the station cut the feed and help Jake or does he need to wait in pain until the end of the match?

Scenario 5: Two On Trial (<https://www.youtube.com/watch?v=2Ddeew1fEaQ>)

You are a judge for separate trials where two different people are charged with murder. This is true – one of them is DEFINITELY guilty and one of them is DEFINITELY innocent. However, you only have two choices: either you send both of them to jail or set both of them free. Which do you do? What if it is (3) DEFINITELY GUILTY people and (1) DEFINITELY innocent person? What if it's (100) DEFINITELY guilty people and (1) DEFINITELY innocent person?



Philosophical Dilemmas Activity Debrief

Have students popcorn out answers to you and fill out the second page of their activity sheet during the class debrief. The list you make will inform their PRO and CON arguments in the formal debate. The three things to ask students while debriefing are:

1. Did you tend to side with Utilitarianism or Libertarianism, and why?
2. What are the arguments in favor of Utilitarianism?
3. What are the arguments in favor of Libertarianism?

(It might be easiest for them to answer the second and third question in the context of the dilemmas they discussed. See examples of possible answers below:

Dilemmas	Arguments in favor of Utilitarianism (These will become the PRO arguments)	Arguments in favor of Libertarianism (This will become the CON arguments)
Heinz Dilemma	Laws are made for the good of everyone, breaking those laws (even to save a life) isn't right. It could lead to no one following laws, which would hurt everyone.	The value of a life is more important than following the law if no one else would be physically injured in the process.
Trolley Dilemma (pulling switch)	No matter who that one person is, the value of five lives is greater than one life.	Even if you could save more people, it's not up to us to decide the value of a life so nothing should be done to choose to harm one person over others.
Trolley Dilemma (Pushing Someone)	If it stops the train from killing five people you should do whatever it takes, even if it includes taking a life to spare others.	Nothing justifies hurting another person, even if it saves several lives.
Medicine for the sick	If you don't do anything then all of them (including that one really sick person) could die anyway. Something should be done, and that thing should help the most people.	You can't decide the value of one person's life over others no matter what the numbers involved are. What if that one person is really important?
Jake's Accident	The final match of the World Cup is a really big deal. If it isn't life or death, then it's okay if one person suffers a little so more people benefit.	Harm to even one person is more important than anything else no matter how many people it bothers.
Two On Trial (1:1)	They should all go to jail because there is potential for more people to get hurt if they don't. Whatever keeps the most people from harm is best.	One innocent person shouldn't get punished for the rest of their life. It's possible the guilty person will end up paying for what they did anyway.
Two On Trial (more guilty / one innocent)	If there is a possibility that a lot of people would get hurt, then it doesn't matter what happens to one person.	There isn't any reason an innocent person should be kept from being free.

NAME: _____

DATE: _____



Philosophical Dilemmas – What would you do?

DIRECTIONS: With your group, read aloud your dilemma and discuss what you would do in the scenario and why. It's okay to disagree! Make note of your opinions and the opinions of the other members of your group. TAKE GOOD NOTES! You'll be presenting these opinions to your other classmates as the "expert" on this dilemma.

What is the main question of your dilemma?	
What would you choose to do, and why?	What did your group choose do to and why?
[Write here after you switch groups] Overall, what did the other groups say they would do in your dilemma?	

PART TWO – PHILOSOPHICAL DILEMMA DEBRIEF

After you're done filling in the first page of the handout, reflect on the activity and answer the questions below.

Did you find yourself more often siding with a Utilitarianist view or a Libenterianist view?	
What were some of the arguments made in favor of Utilitarianism?	What were some of the arguments made in favor of Libertarianism?



During this section, continue reading *The Hunger Games* – Part II “The Games” by Suzanne Collins or watching this section of *The Hunger Games* film (up to Katniss beginning to search for Peeta in the arena). You could split the reading time between homework and class time depending on your preference. It is suggested that students read in class / at home and then utilize one class period a week for in class discussion.

See the next page for the second discussion activity to deepen student understanding of *The Hunger Games* story.



Discussion Activity Two: Tag Team Seminar

To be done at the end of reading or watching PART II “The Games”

Purpose	To get students discussing key points of <i>The Hunger Games</i> .
Time Duration	30 – 45 minutes depending on how many questions.
Materials Needed	Chairs, timer, a bell or noise making device if you have one (optional)

ACTIVITY SETUP:

- 1.) Divide chairs for class in half – set up two circles of chairs (so that one chair on the inner circle matches one chair on the outer circle, leaving some space for movement).
- 2.) Put questions below on separate pages on a Power Point / Google presentation to project during the seminar.

RULES OF THE SEMINAR:

- 1.) Have the students pair off and one partner be in “group A” and one partner be in “group B.”
- 2.) Remind students about good seminar etiquette:
 - a. **Step Up** – If you’re usually quiet, try to be bold and say a few things.
 - b. **Share the Air** – If you know you’re someone who talks a lot in discussions, try to give other students a chance to speak as well.
 - c. **Be Respectful** – some people have different opinions (and that’s okay!)
- 3.) Have group A go to the inner circle and group B go to the outer circle.
- 4.) One partner must always be in the inner circle.
- 5.) The teacher doesn’t get involved in the seminar. ***Note*** It’s a student-only discussion (even if there are strange pauses, just wait for them to fill them). The only teacher involvement is when you call time and switch the discussion question to the next topic.
- 6.) After reading the initial question, only students in the inner circle discuss. Students in the inner circle may elaborate on previous points, debate the merits of a previous point, or make an entirely new point.
- 7.) Once the discussion starts, the question stays the same for a total of 10 minutes.
- 8.) Students must talk during a given question round TWICE then they must “tag out” and switch places with their partner. Their partner then stays in the seminar and the same rule applies.
- 9.) When the topic switches, the students who are in the inner circle stay there and switch out after talking twice. Tell students they must be in the circle at some point during each 10 minute discussion.
- 10.) While students talk, you can have a printed roster with their names and check off how many times each person speaks.

SEMINAR QUESTIONS:

- 1.) In what ways do the Gamemakers control the environment and “entertainment” value of the games?
- 2.) Why do Katniss and Rue team up, and is this partnership different from the other teams that are made?
- 3.) Does knowing that she is on TV make Katniss behave differently than she would otherwise? How do you know?
- 4.) Are Peeta and Katniss actually in love or are they just pretending for the Games?



VI. Learning Public Forum Debate

MODEL DEBATE

Show students a model Public Forum Debate. While watching the model, have them fill out the graphic organizer found in **Appendix A: Student Handouts** on page 43 to help them identify aspects of excellent Policy Debates.

For this exercise you can:

- ❖ Have a high school student debate team come in and present an interesting topic. The topic should be either directly or indirectly associated with *The Hunger Games* in order to help engage students; such as:
 - The option of tesserae is a fair solution for the people of Panem who can't afford food. A "tessera" is a token that children of Panem can sign up for that is worth a small ration of grain and oil for one person for the length of a year. They can sign up for one token per person in their family, but for every token their name is put into the bowl for the Hunger Games drawing another time. This means that the poorest citizens most likely will have their names in the bowl the most times.
 - United Nations Peacekeepers should have the power to engage in offensive operations.

UNDERSTAND PUBLIC FORUM DEBATE STRUCTURE

It might seem difficult at first to grasp the formal structure of Public Forum Debate. The best way for students to learn the components of Public Forum Debate will be to start participating in them. However, debriefing the model debate and talking them through the different sections should help.

TEAMS: There will be (2) teams debating each other in each round with (3) debaters on each team. ***Note*** For smaller classes you can revert to the traditional (2) member teams.

TIMING		Changes From Traditional PFD
Team A: 1 st speaker: Constructive Speech	4 mins	Adjustments have been made for this project to account for class size / ease of final debate. Teams have been made a little larger and speech duties changed slightly. To make the final debates run smoothly, it's suggested to have several debates running simultaneously. When they conclude, have judges calculate the score and then announce who moves on to the next round. The whole class and all the judges / parents should be present for the final debate.
Team B: 1 st speaker: Constructive Speech	4 mins	
<i>Crossfire - between the first 2 speakers</i>	3 mins	
Team A: 2 nd speaker: Constructive Speech	4 mins	
Team B: 2 nd speaker: Constructive Speech	4 mins	
<i>Crossfire - between the second 2 speakers</i>	3 mins	
Team A: 3 rd speaker: Summary	2 mins	
Team B: 3 rd speaker: Summary	2 mins	
<i>Crossfire - between third speakers</i>	3 mins	
Team A: 3 rd speaker: Final focus/ last shot	2 mins	
Team B: 3 rd speaker: Final focus / last shot	2 mins	

PDF GUIDE CAN BE FOUND AT <http://debate.uvm.edu/dcpdf/PFNFL.pdf> AND SHOULD BE PRINTED AND HANDED OUT TO STUDENTS.



Students Participate in Preliminary Debate

Purpose	To get students discussing key points of <i>The Hunger Games</i> .
Time Duration	30 – 45 minutes depending on how many questions.
Materials Needed	Chairs, timer, a bell or noise making device if you have one (optional)

This is one of the most valuable portions of a quality final debate product. Having students go through the process of engaging in a Public Forum Debate on a question directly from *The Hunger Games* that they're comfortable with will help them see where in the format they have opportunities to improve. You might even want to let students choose their own debate groups for this portion so they feel a little more comfortable with their partners.

The presentation of their debates should:

- ❖ Happen in front of the whole class.
- ❖ Use all the formal rules of Public Forum Debate that will be needed for the final presentation.
- ❖ Be presented in a supportive environment. Remind students to be supportive of their classmates who might be more nervous by APPLAUDING loudly at the end of each preliminary debate. This might require a couple of tries, but it completely changes the feeling of the presentations if insisted upon.
- ❖ Focus less on content of the debate and more on staying on time, listening to opponents, responding to points, and speaking loudly / clearly enough.

PRELIMINARY DEBATE TOPIC: Combat Skills are the most useful skills for surviving the Hunger Games arena.

PREP FOR THE PRELIMINARY DEBATE: This should involve following the same guidelines to support the topic (even using the same graphic organizer found on pages 38-41) that they'll use for the larger debate. This is a good opportunity for students to work on their research and organization skills.

DEBRIEF THE PRELIMINARY DEBATE

While you could have partner critiques of their preliminary debrief, the best information will come from the students themselves reflecting on moments in which they felt comfortable and uncomfortable during the process. See **Appendix A: Student Handouts** on page 44 for a reflection sheet that will focus their experience. If you have a class discussion, focus the conversation around the following questions:

- ❖ **When did you feel the most confident during the debate, and why?**
- ❖ **When did you feel the least confident during the debate, and what could you do in the future to feel more confident?** [Note: this isn't a moment to call out students who didn't prepare, but to help them realize that preparation brings confidence.]
- ❖ **Give an example from the debates where someone was really convincing, and explain why.**



Group Students for Preliminary Debate

PBL TIP!

- *Assess through individual tasks versus group grades.*
- *Have students define group expectations/ roles at beginning of groupings.*

You should put students into groups for the preliminary debate and they should remain in the same groups for the final debate as well. This is a good opportunity for them to get a sense of working and debating with each other.

For shorter activities it's more equitable to group students randomly. For longer tasks or whole projects it's usually best to group students to ensure groups are mixed evenly.

Sometimes there is an instinct to group students of similar ability or behavior patterns, but research suggests it is actually better for low and high achieving students to be mixed together (University of Sussex, 2007).

Student voice can be incorporated by asking students to submit a list of their top three choices for partners to work with, and then taking them into consideration when choosing.

You could assign groups randomly by having students draw a group number, using a deck of cards (with the fourth card removed for groups of three), or however else you usually assign students randomly.

As mentioned in the "Format of Public Forum Debate" section, traditional teams are TWO people. However, due to average class size, for the purposes of this project we're assuming THREE students per team. The number of students can be altered from 3 to 2 with no detrimental effect on the outcome.

FINISH READING/ WATCHING

Continue reading *The Hunger Games* – Part III "The Victor" by Suzanne Collins or watching the final section of *The Hunger Games* film. You could split the reading time between homework and class time depending on your preference. The suggestion would be to read in class / at home and then save one class period a week for in class discussion.

See the following discussion activity to help students deepen their understanding.



Discussion Activity Three: Who's On Trial?

To be done at the end of PART III "The Victor"

Purpose	To get students discussing key points of <i>The Hunger Games</i> .
Time Duration	45 minutes - could take longer depending on how much you draw out the scenario.
Materials Needed	Class copies of included graphic organizer (found on page 27).

DESCRIPTION OF ACTIVITY:

This is an activity that allows students to practice perspective taking and role-playing. Each group is given a scenario, For example: **Who is responsible for the success of the Hunger Games in Panem?** Then, each person is assigned a role in the scenario. For example: **Head Gamemaker, Caesar Flickerman, a Tribute, a Mentor, a Capitol citizen.** Students then have to plead their case about why their assigned role is not responsible. After they make their case about why it ISN'T them, they suggest another character that should be on trial (they can't say their character is guilty). After everyone has made his or her case, the class as jury votes by hand raise and decides which character is responsible.

ACTIVITY SETUP:

- 1.) Assign students to a scenario and have them take home and fill out their questions the night before the activity – Remind students to speak in the 1st person as if they were that person, and encourage them to stick to the outline of the story but also to come up with motives that might not be clearly stated in the book or film.
- 2.) ***Optional*** Find a gavel or other props to play up the courtroom setting.
- 3.) ***Optional*** Create a presentation that lists the scenarios so they can be projected on the board during the activity for visual and EL learners.

ACTIVITY:

- 1.) Call a group up to the front of the room. One person starts and reads his or her testimony and account of who he or she thinks is responsible in the scenario.
- 2.) At the end of the account, allow about two questions from the jury (rest of the class) for the person. Questions should be answered *in character*.
- 3.) Move on to the next person and repeat.
- 4.) After the last person has spoken, vote for which character is responsible.

SCENARIOS and ROLES:

- 1.) **Who is responsible for the fact that there were TWO victors of the 74th Hunger Games?**
 - a. **Katniss** – Who thinks to eat the berries
 - b. **Peeta** – Who picks the berries in the first place
 - c. **A Capitol Citizen** – Who supports and pushes the love story
 - d. **Seneca Crane** – Who lets them both live
 - e. **Haymitch** – Who (in the movie) asks Seneca to allow the opportunity for two victors



Discussion Activity Three: Who's on Trial?

... Continued

- 2.) Who is the most responsible for making the Hunger Games so cruel?
- Caesar Flickerman** – Who highlights and promotes the most brutal kills to all of Panem
 - A Gamemaker** – Who designs the elements of the Games
 - President Snow** – Who continues the Games each year
 - A Tribute** – Who kills brutally once the Games start
 - One of the first rebels** – Who rebelled against the Capitol and caused the start of the Hunger Games to begin with.
- 3.) Who is responsible for the oppression of the people in the Districts of Panem?
- President Snow** – Who makes the laws of Panem
 - The Peacemakers** – Who enforce the rules of Panem
 - A Law-Abiding Citizen of Panem** – Who does nothing to overthrow the government of Panem
 - A Rebel of Panem** – Who causes harsher rules by stirring up trouble
 - Capitol Citizens** – Who use all the resources in the Capitol leaving far less for the Districts
- 4.) Who is responsible for the fact that the tributes hurt other tributes when the Games start?
- A Career Tribute** – Who has been trained for the Games and makes it necessary for other tributes to fight to defend themselves.
 - A Tribute From An Outlying District** – Who ends up killing people even if he or she doesn't want to
 - A Combat Trainer** – Who works in the Tribute Center and trains tributes to use weapons to kill
 - The Mentors** – Who coach their tributes to win at all costs
 - A Gamemaker** – Who creates scenarios that force tributes to fight each other
- 5.) Who is responsible for the success of the Hunger Games in Panem?
- The Head Gamemaker** – Who designs a good show
 - Caesar Flickerman** – Who broadcasts it and creates hype
 - A Tribute** – Who participates and puts on a “good show”
 - The Mentors** – Who give the tributes an “angle” and help them be popular with the people of Panem
 - A Capitol Citizen** – Who ALWAYS watches and sponsors tributes

Build up the hype the day before when you assign the work, and remind them that if they aren't prepared with what to say, the activity won't be as fun and their character could end up accused!



Who's On Trial?

The Hunger Games Activity

DIRECTIONS: YOU are a very important part of Panem! However, you find yourself on trial for something unfortunate and you are definitely **INNOCENT!** Plead your case and prove your innocence (**You CAN'T say your character is at fault**) to your fellow citizens of Panem. Also, convincingly accuse another character; it will help your case. Fill out this form to prepare your case and remember: **WRITE FROM THE PERSPECTIVE OF YOUR CHARACTER.**

For example: "My name is Primrose Everdeen, and it isn't my fault Katniss had to go into the Hunger Games! I was scared, but I would have gone. She stepped up and volunteered. I tried to tell her that I would go, but Gale picked me up and carried me off. If it weren't for Gale, I could have convinced Katniss just to let me go and she never would have gone to the Hunger Games in the first place."

What's Your Scenario? _____

Who's Your Character? _____

Write AT LEAST THREE reasons the scenario is NOT your fault. (You can't say it's your fault)

My Name is [say your character's name] and it is not my fault that [say what you're on trial for] because:

Reason One:

Reason Two:

Reason Three:

WHO is responsible for the scenario and WHY?



VII. Building the Arguments / Research

PROS & CONS

It may seem like a daunting task to have students compile and organize all of the information and make it flow seamlessly together. The first step is breaking down all the parts into a manageable process. Then the “polish” will come from practicing.

Purpose	To help students understand how to build a PRO and CON list as main arguments for their debate.
Time Duration	30 – 45 minutes
Materials Needed	Class copies of included graphic organizer on page 30.

Examining the Question: At this point students are familiar with the definition of Utilitarianism, Libertarianism, and the basic arguments for each. However, before jumping into pros and cons, it would be helpful to review the debate resolution, which is:

The government should always consider the good of the many over the freedom of individual citizens.

To help students engage with the topic, show them the following propaganda from *The Hunger Games: Mockingjay – Part 1*. Videos can be found on *The Hunger Games* DVDs. Before watching, ask students to pay attention to the Utilitarian arguments President Snow is using as propaganda.

The Hunger Games DVD – Propaganda film President Snow’s Panem Address #1: Together as One

Extreme Utilitarianism: The argument for the existence of The Hunger Games is to remind the citizens of Panem of the original rebellion and the strength of the Capitol to endure. The Capitol explains it as a method of reminding the Districts of their past and ensuring their system remain intact for the “good of the people”. In the second clip, President Snow maintains this message by reminding Panem the system is there to “nourish” and “protect” them, and to keep it intact they must stick “Together as One.”

President Coin’s Speech, *The Hunger Games: Mockingjay - Part 1*

Both Utilitarianism and Libertarianism: President Coin and District 13 assert that they want a Democratic state where people are able to vote and make choices about their life paths. However, the daily life of Citizens in District 13 is VERY controlled. District 13 is the prime example of the sometimes used libertarian argument that you aren’t really free unless you are completely free to do as you wish as long as it doesn’t disrupt someone else’s personal freedom as well.

Katniss’s Speech, “If We Burn, You Burn With Us!”

Libertarianism: For Katniss the rebellion has always been about protecting individual people. She volunteers for the Hunger Games to save her sister, she almost eats the berries to protect Peeta, tries to do what Snow says to protect Gale. Only when she sees the atrocities and inequality of Capitol rule does she rise up to try and protect innocent people.

PROs and CONs:

After watching the videos and discussing elements of utilitarianism and libertarianism in the context of *The Hunger Games*, work as a class to come up with a PRO and CON argument list as it relates to the resolution on the board. Each class will have its own ideas, but an example of what it could look like is this.

Resolution: The government should always consider the good of the many over the rights of the individual.

PRO	CON
<ul style="list-style-type: none">• They had peace in Panem for a really long time, so for the most part the system was effective.• Though there was a lot of economic inequality, the option of tesserae ensured that everyone could have SOMETHING.• Snow was right about the uprising bringing extreme loss of life in the Districts and Capitol.• In District 13 the rationing of food and other resources meant no one had a whole lot, but it ensured everyone was provided for.• In District 13 the regulating of schedules maintained order and kept the system operating smoothly.	<ul style="list-style-type: none">• In Panem, there might not have been wars for a long time but overall peace didn't mean peace for individual citizens. There was the constant threat of losing their lives in The Hunger Games, being beaten by peacekeepers, or being taken away and turned into an Avox.• Panem was setup so that Capitol citizens benefitted unfairly from the work of the Districts. The Districts did all of the work to provide for the entire country (but mostly the Capitol). They should have been able to keep the money or resources for themselves for their hard work. That would make sure the people who worked the hardest got the most and it would be fair.• Taking away a person's right to choose how they spend their time might help to maintain order but it doesn't make them a "free" district. If they get their work done, why can't they decide what to do with their own time?

After you have done this exercise as a class, hand out the **PRO and CON Evidence Organizer** (page 30) and the article ***The Ten States That Restrict Personal Freedom (And Those That Protect It) by 24/7 Wall Street*** (<http://247wallst.com/investing/2011/06/17/the-ten-states-that-restrict-personal-freedom-and-those-that-protect-it/>) and instruct students to work in their debate groups to fill out the PRO and CON sheet using examples from the United States. If you want to throw out a few examples you could mention:

- Airport Security – Limiting of personal freedom for safety of everyone.
- Taxes – Limiting freedom to personal property to benefit society.
- Helmet Laws – people who don't wear helmets while riding bikes / motorcycles are more likely to be injured or killed. Is it the government's job to protect them or to allow them to make the choice themselves?

EVIDENCE: This PRO and CON list along with examples from *The Hunger Games: The Exhibition* will turn into the evidence (examples, stories, experiences) that they use to support their PRO and CON statements. It will be easier for them to generate examples first and then turn those examples into statements to argue.



Visiting *The Hunger Games: The Exhibition*

Purpose	To gather sources of information to inform the formal debate.
Time Duration	30 – 45 minutes
Materials Needed	Class copies of included graphic organizer on pages 32-34.

The Exhibition: Visiting *The Hunger Games: The Exhibition* will give students an experiential learning opportunity to collect evidence for their debates. While sources of information are usually contained to articles, academic journals, or reference books this incorporates the museum-going experience as a source of information and research.

What to Do: At this point, students are familiar with some instances of Utilitarianism and Libertarianism in *The Hunger Games* and in the United States. Hand out the provided graphic organizer to students and instruct them to be looking for things in the Exhibition that support both the PRO and CON arguments they want to make in their debate.

Have students use the following organizer to gather and record their information and sources.

NAME: _____

DATE: _____



The Hunger Games: The Exhibition Evidence

This sheet is to help you **ORGANIZE EVIDENCE** for your formal debates. Look around the Exhibition and record any mention of Utilitarian and Libertarian ideas.

DISTRICT 12:

What freedoms do the people of District 12 exercise even though it is illegal to do so?

What do you see in the Exhibition that supports your answer above? Is it something written, an image, a prop? Record what you see in the Exhibition that supports your answer above.

THE CAPITOL:

What do you see in The Capitol area of the Exhibition that shows the power of the Capitol over the citizens of Panem?

DISTRICT 13:

How is President Coin different from President Snow?

--

What do you see in the Exhibition that supports your answer above? Is it something written, an image, a prop? Record what you see in the exhibition that supports your answer above.

--

How are President Coin and President Snow similar?

--

What do you see in the Exhibition that supports your answer?

--

What evidence did you see in *The Hunger Games: The Exhibition* that will be useful to you during your formal debate from both the PRO and CON side?



Evidence to Resolution Points

Purpose	For groups to come up with their main points on the resolution.
Time Duration	30 – 45 minutes
Materials Needed	Class copies of included graphic organizer on pages 36-39.

The next step is for students to take all of the PROs / CONs and distill them into main points to support the resolution. Students should do this activity as a group so that they are all on the same page about their arguments for PRO and CON.

There is a great video on teaching the process of citing evidence to 6th graders on The Teaching Channel (www.teachingchannel.org) titled *Getting Ready to Write: Citing Textual Evidence*.

STEP ONE: Have students pick a PRO or CON argument they want to use.

Example: In District 13 the rationing of food and other resources meant no one had a lot, but it ensured everyone was provided for.

STEP TWO: Synthesize the meaning of the PRO/CON and turn it into a statement.

Example: The government should ration resources to make sure that everyone gets something and is taken care of.

STEP THREE: You can have students provide extra sources (such as articles) to back up their claims, or you can have them turn the information they have into an EVIDENCE CARD.

EVIDENCE CARD EXAMPLE

Evidence Card #1

Main point: The government should ration resources to make sure that everyone gets something and is taken care of.

Example: In District 13, the rationing of food and other resources meant no one had a lot, but it ensured everyone was provided for.

Source: *The Hunger Games: The Exhibition*, Text Panel, District 13

NAME: _____

DATE: _____



The Hunger Games: The Exhibition Debate Evidence

Have you ever been in an argument and someone says, “Oh yeah? Prove it.” To avoid this happening in your debate, you need to organize your case and support it with evidence. When it comes to winning a Public Forum Debate, the strength of evidence can play a big part. Use this sheet to organize your main points, and relate them to evidence you’ve gathered.

Evidence can include: ***Historical Events / Documentation, Articles (be careful about sources), Graphs, Facts, Statistics, Expert Quotes, Stories, The Hunger Games: The Exhibition, or Personal Experience.***

RESOLUTION:

The government should always consider the good of the many over the freedom of individual citizens.

PRO EVIDENCE CARD #1

1.) What is your strongest PRO statement that supports the resolution?

2.) Rephrase the PRO statement into your main point:

3.) What is your source for this information?

PRO EVIDENCE CARD #2

1.) What is your second strongest PRO statement that supports the resolution?

2.) Rephrase the PRO statement into your main point:

3.) What is your source for this information?

PRO EVIDENCE CARD #3

1.) What is your third strongest PRO statement that supports the resolution?

2.) Rephrase the PRO statement into your main point:

3.) What is your source for this information?

CON EVIDENCE CARD #1

4.) What is your strongest CON statement that refutes the resolution?

5.) Rephrase the CON statement into your main point:

6.) What is your source for this information?

CON EVIDENCE CARD #2

4.) What is your second strongest CON statement that refutes the resolution?

5.) Rephrase the CON statement into your main point:

6.) What is your source for this information?

CON EVIDENCE CARD #3

4.) What is your third strongest CON statement that supports the resolution?

5.) Rephrase the CON statement into your main point:

6.) What is your source for this information?

WALK STUDENTS THROUGH WRITING THE CASE

Remind students to use their Debate Evidence Notes (pages 36-39) to help them structure their speeches.

Regardless of which speaker (i.e., 1st, 2nd, or 3rd) he or she is, the student will need to write one PRO section and one CON section. The different parts of a Public Forum case speech are:

Constructive Speeches

- *Introduction* – the interesting “hook” that draws the audience in.
- *Definitions (if needed)* – to be added if any words, phrases, or concepts need to be clearly defined.
- *Arguments* – each argument section should present a strong reason to vote for the PRO or CON side. Different persuasive tactics should be use for each point. At least THREE arguments should be presented over the course of the debate.

Summary Speech (the third round of speaking by a team)

- *Introduction* – a hook sentence that draws the audience in.
- *Refutation* – During this summary the team should pick one main argument given by the opposing team and give a good reason as to why it is invalid. This can be prepared ahead of time by writing out scenarios for some of the big arguments. However, it might also need to include some improvised speech.

Revisit the PDF mentioned in the preliminary debate section that can be found at Debate Central’s “Guide to Public Forum Debate” <http://debate.uvm.edu/dcpdf/PFNFL.pdf> for help constructing speeches.

PEER CRITIQUE SESSIONS

Once students have written their speeches, they should practice reading them aloud to their group members and getting KIND, SPECIFIC, and HELPFUL feedback. To help students give targeted feedback, refer to the graphic organizer in **Appendix A: Student Handouts** on page 45.

FLOW NOTES

Use the sheet in **Appendix A: Student Handouts** on page 46 to go over with students how to take notes during a debate. A great reference video is located on YouTube titled: *LFA Flowing, or, Note-taking for Debaters* by LFAdebate (<https://www.youtube.com/watch?v=Rf6HBKgkSAM>).

PRACTICE

Have students work with their debate teams and read over their speeches to each other at least 3 or 4 times so that they get the hang of speaking it loudly and clearly. It might be a good idea to model good public speaking habits to them before they start such as: eye contact, loud & clear voice, calm movements, etc.



VIII. Planning / Organizing the Debate

DRESS THE PART

Requiring students to dress up for the debate exhibition makes the event more formal and their approach more professional. Give them broad dress code guidelines and invite students to talk to you privately if it presents a problem for them.

- ❖ Students can work with teachers to plan the event. Have them design and send invitations.
- ❖ Invite parents to be volunteer judges or assign students to judge different rounds of debate for each other.
- ❖ Discuss with students elements of a formal presentation (e.g., dress code, professionalism, conduct).



IX. Appendix A: Student Handouts

In this section you will find student handouts to help support the project. These worksheets can be adapted or substituted with other worksheets that achieve the same goal. These handouts include the following:

- ❖ Public Forum Debate Model Notes
- ❖ Preliminary Debate Reflection
- ❖ Peer Critique Handout
- ❖ Flow Notes Organizer

“I don’t want them to change me in there.
Turn me into some kind of monster that I’m
not.”

- Peeta Mellark in *The Hunger Games* by Suzanne Collins

NAME: _____

DATE: _____



Public Forum Debate Model Notes

While you watch the model Public Forum Debate, make notes on the sheet below about what you notice during the debate. Try to make note of **THINGS THEY'RE SAYING** and **MAIN POINTS OF THEIR ARGUMENTS**.

What's the resolution?

What do they do to start the debate?

PRO POINTS

CON POINTS

Who won? Why do you think so?

NAME: _____

DATE: _____



Preliminary Debate Reflection

This sheet is to help you reflect on your recent Preliminary Debate. Make notes of how you feel about different elements of the debate process. **KNOWLEDGE AND PREPAREDNESS HELP WITH PUBLIC SPEAKING NERVES.** If you felt anxious during a certain part – try to sort out **WHY** so you can work on that before your final debate.

Before the debate, did you feel prepared? Were there other things you could have done to prepare better?

--

During what part of the debate did you feel the MOST confident? Why?

--

How much time did you spend practicing your speeches / arguments out loud with your group? Was it enough?

--

What's the most important thing you want to focus on to make your next debate stronger?

--

NAME: _____

DATE: _____



Peer Critique Form

This form is for your classmates to fill out during practice sessions for your debate. Have them write feedback to you that you can use to prepare for your debate.

KIND: Negative or mean comments don't help! Try to be aware of people's feelings when you give feedback.

SPECIFIC: Phrases like "that was good" don't help people know WHAT they do well or need to improve. Try to be really specific with your feedback. For example, "I like how you look the audience in the eyes when you speak."

HELPFUL: Make sure your feedback relates to what you're working on as a group.

WHEN GIVING FEEDBACK - BE KIND, SPECIFIC, AND HELPFUL

TEAM MEMBER NAME	LIST ONE THING THE PERSON DID WELL	WHAT'S ONE THING TO IMPROVE?

NAME: _____

DATE: _____



Flow Notes Organizer

Debaters have to take notes on what their opponents are saying REALLY FAST. **FLOWING** helps organize the points presented in a case by using a chart as an outline and filling the chart with notes in shorthand. See the example below for what **FLOW NOTES** look like, and then try it yourself!

WHAT ARE FLOW NOTES?

STEP ONE: Take out a sheet of notebook paper. **STEP TWO:** Fold & fill out the paper to match the image below.

1 st Speech	2 nd Speech	3 rd Speech	4 th Speech	5 th Speech	6 th Speech
Main point one	Point that connects to point one	Response to point one counter			
Main Point two	Point that connects to point two				
	Point three that doesn't connect to prior points	Response			

STEP THREE: Gather two different color pens to help make DEFINITIONS and MAIN IDEAS easy to recognize.

STEP FOUR: As people are talking write down important things.

STEP FIVE: Draw arrows to connect ideas, this will help you recognize the progression of them quickly.

By the end of the debate, you should be able to look at your notes and know very clearly who made what points.

TIP Don't write out full words; use abbreviations so you can recognize ideas, but only write what you absolutely need to.



X. Appendix B: Assessments

In this section, you will find assessments for the overall project and then quizzes for the three parts of *The Hunger Games*. The formative and summative assessments are the same form, and students shouldn't study for either. This means they should be graded for completion, but not for content. Give one before the project starts and one after the project is complete. These assessments are a tool to help gauge student learning over the course of the project.

The section quizzes focus on characters and main ideas from the book or film. Some of them are right / wrong answers but the other questions should be graded for depth of understanding:

- ❖ Formative / Summative Assessment
- ❖ *The Hunger Games* - Part I “The Tributes” Quiz
- ❖ *The Hunger Games* - Part II “The Games” Quiz
- ❖ *The Hunger Games* - Part III “The Victors” Quiz

“District Twelve. Where you can starve to death in safety.”

- Katniss Everdeen in *The Hunger Games* by Suzanne Collins

NAME: _____

DATE: _____



Public Forum Debate Project Formative / Summative Assessment

Do your best to answer the questions as completely as possible – it's okay if you don't know an answer.

1.) What is a Public Forum Debate?

2.) What are the main themes in *The Hunger Games* by Suzanne Collins?

3.) How do these themes compare with things that happen in our world?

4.) What is Utilitarianism?

5.) What is Libertarianism?

NAME: _____

DATE: _____



The Hunger Games Part I "The Tributes"

1.) **Matching Section:** Match the character in one column to information about them in the other.

_____ Katniss Everdeen

_____ Peeta Mellark

_____ Haymitch Abernathy

_____ Effie Trinket

_____ Primrose Everdeen

_____ Gale Hawthorne

- A. Talented artist. His name was pulled at the District 12 reaping as the male tribute for the 74th Hunger Games.
- B. Citizen of District 12 who has a strong dislike of the Capitol and hunts in the woods. Promised to take care of Prim if anything bad happens to Katniss.
- C. 12-year-old whose name was pulled from the tribute bowl at the District 12 reaping, but didn't go to the Hunger Games.
- D. Lives with sister and mother in District 12. Learned how to hunt from her father before he was killed in a coal mining accident.
- E. Lives in the Capitol and works as an escort for the District 12 tributes. She pulls the names of the tributes every year.
- F. Prior victor of the Hunger Games. He has been the mentor for many District 12 tributes over the years and lost them all.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

2.) Is Panem a good place to live? Explain why or why not? (Write 2 – 3 sentences, BE SPECIFIC)

Short Answer Continued:

3.) Describe Katniss's relationship with the following people **BEFORE** the Hunger Games. How do these relationships define her personality?

<p>Prim</p>	
<p>Katniss's Mother</p>	
<p>Gale</p>	
<p>Peeta</p>	



ANSWER KEY

The Hunger Games

Part I "The Tributes"

Matching Section: Match the character in one column to information about them in the other.

D	Katniss Everdeen	A. Talented artist. His name was pulled at the District 12 reaping as the male tribute for the 74 th Hunger Games.
A	Peeta Mellark	B. Citizen of District 12 who has a strong dislike of the Capitol and hunts in the woods. Promised to take care of Prim if anything bad happens to Katniss.
F	Haymitch Abernathy	C. 12-year-old whose name was pulled from the tribute bowl at the District 12 reaping, but didn't go to the Hunger Games.
E	Effie Trinket	D. Lives with sister and mother in District 12. Learned how to hunt from her father before he was killed in a coal mining accident.
C	Primrose Everdeen	E. Lives in the Capitol and works as an escort for the District 12 tributes. She pulls the names of the tributes every year.
B	Gale Hawthorne	F. Prior victor of the Hunger Games. He has been the mentor for many District 12 tributes over the years and lost them all.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Is Panem a good place to live? Explain why or why not? (Write 2 – 3 sentences, BE SPECIFIC)

This is mostly an opinion, but it doesn't really matter if they say it IS or ISN'T a good place to live. Look at the reasons students give to judge their depth of understanding for the structure and situations of Panem and its people. If they say it isn't a good place to live and they might mention things such as: poverty, the Hunger Games, heavy presence of military, the gap between rich and poor. If they say it is they might mention: that there hasn't been a war for 100 years, the people in the capitol have a really good life, there are lots of technological advancements, etc.

Short Answer Continued:

Describe Katniss’s relationship with the following people **BEFORE** the Hunger Games. How do these relationships define her personality?

<p>Prim</p>	<p>Katniss and Prim are very close. After the death of her father, Katniss took on the role of caretaker for her whole family. She is constantly protecting and providing for Prim. The relationship she has with Prim drives her whole character. Taking care of Prim is what caused her to fight starvation and start hunting, and saving Prim is what caused her to sacrifice herself for the reaping.</p>
<p>Katniss’s Mother</p>	<p>Katniss and her mother have a complicated relationship. Katniss resents her mother for not taking care of her and Prim after her father died. She doesn’t say it much overtly, but she still is uncomfortable trusting her mother’s assistance even though her mother isn’t lost in her grieving of her husband. This relationship helped make Katniss determined and a little more emotionally hardened.</p>
<p>Gale</p>	<p>Before the Hunger Games, Gale is someone who Katniss can trust without question. He is a source of knowledge and they teach each other to survive. When everyone was relying on her, and she had no one to help her, she found Gale. Their relationship holds a great deal of respect and trust. Gale is the only person (before the Games) that Katniss can count on. Her relationship with Gale helps her become strong and confident in herself.</p>
<p>Peeta</p>	<p>Before the Hunger Games, Katniss only knows about Peeta because he saved her life. He showed her mercy and gave her a piece of burnt bread, despite the fact that he was beaten for it. Before the Games, Katniss is thankful for the kindness Peeta showed her but also feels extreme guilt and a bit of resentment towards him. She doesn’t like “owing people” for anything, and she feels like she owes him more than she can repay. Even though they don’t know each other well, Peeta changed Katniss’s life by giving her hope.</p>

NAME: _____

DATE: _____



The Hunger Games Part II "The Games"

Matching Section: Match the character in one column to information about them in the other.

_____ Cato

_____ Clove

_____ Rue

_____ Glimmer

_____ Marvel

_____ Foxface

_____ Cinna

- A. Female Career tribute from District 1 who was killed by Katniss with a nest of tracker jackers.
- B. Very smart tribute from District 5. She is hard to catch, but not good in a fight.
- C. Male tribute from District 1. Katniss's first direct kill by an arrow to the throat after he kills Rue.
- D. Female tribute from District 2 who is skilled at throwing knives. Only tribute to come close to killing Katniss – twice.
- E. The Hunger Games stylist who made the outfit that turned Katniss into "the girl on fire."
- F. Male tribute from District 2 and leader of the Career pack. Anticipated winner of the Hunger Games.
- G. Female tribute from District 11. Her knowledge of trees and plants keeps her alive longer than anticipated. She forms a strong bond with Katniss.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Why does Peeta join with the Career tributes in the beginning of the Games? What does he hope to gain?

Short Answer Continued:

How are the following skills useful in the Hunger Games? Give examples from the book or film to back up your answer.

Combat Skills	
Hunting	
Knowledge of Plants and Trees	
Intelligence	



ANSWER KEY

The Hunger Games

Part II "The Games"

Matching Section: Match the character in one column to information about them in the other.

F
_____ Cato

D
_____ Clove

G
_____ Rue

A
_____ Glimmer

C
_____ Marvel

B
_____ Foxface

E
_____ Cinna

- A. Female Career tribute from District 1 who was killed by Katniss with a nest of tracker jackers.
- B. Very smart tribute from District 5. She is hard to catch, but not good in a fight.
- C. Male tribute from District 1. Katniss's first direct kill by an arrow to the throat after he kills Rue.
- D. Female tribute from District 2 who is skilled at throwing knives. Only tribute to come close to killing Katniss – twice.
- E. The Hunger Games stylist who made the outfit that turned Katniss into "the girl on fire."
- F. Male tribute from District 2 and leader of the Career pack. Anticipated winner of the Hunger Games.
- G. Female tribute from District 11. Her knowledge of trees and plants keeps her alive longer than anticipated. She forms a strong bond with Katniss.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Why does Peeta join with the Career tributes in the beginning of the Games? What does he hope to gain?

Peeta joins the Careers to help keep Katniss safe. He knows they are going to go after her, so he pretends to gain their trust so at the last minute he can help save her. At first it seems like he is trying to win the Games for himself, but really the entire time he is working to protect Katniss and playing into their "star-crossed lovers" story.

Short Answer Continued:

How are the following skills useful in the Hunger Games? Give examples from the book or film to back up your answers.

Combat Skills	Combat skills are useful when you are attacked by another tribute. For more aggressive tributes they are also the best means of winning the game. The Careers from the 74 th Hunger Games couldn't hunt or find supplies well, but since they could fight they used that skill to secure all of the supplies at the Cornucopia. This worked well for them until Katniss blew up the supplies. Then it didn't matter how much combat they knew because the elements / starvation were getting to them.
Hunting	The skill of hunting could be used as an aggressive combat tactic, but more than that it's the art of knowing how to find food. Meat provides severely needed proteins and nourishment over the course of the Games. Tributes who can hunt don't need to rely on the Cornucopia or risk getting stabbed for grabbing supplies. Katniss stays out of the way of the other tributes for a long time, going about her normal hunting routine. The Gamemakers even have to start a fire to push her towards the other tributes.
Knowledge of Plants and Trees	A lot of people underestimate this skill and the skill of camouflage, but victors in the past have used both of these to win the Games. In the Hunger Games, Rue knows more about plants than any of the other tributes in the arena. She shows Katniss what leaves to chew to help cure the tracker jacker stings. Rue also shows Katniss edible berries versus nightlock, which plays a major role in the rest of the Games.
Intelligence	Many victors have won the Games using their intellect. In the 74 th Hunger Games, the girl Katniss calls Foxface from District 5 is the smartest tribute in the arena. Though she has no hunting, gathering, or combat skills she is able to evade notice and take food from other tributes (sometimes without them even noticing).

NAME: _____

DATE: _____



The Hunger Games Part III "The Victor"

Matching Section: Match the character in one column to information about them in the other.

_____ President Snow

_____ Seneca Crane

_____ Thresh

_____ Caesar Flickerman

- A. The Master of Ceremonies for the Hunger Games. He conducts tribute interviews, runs the highlight reel, and provides commentary for the Games.
- B. The leader of Panem. He greets the tributes in the opening ceremonies, and always has a white rose in his coat lapel.
- C. The Head Gamemaker for the 74th Hunger Games. It was he who allowed Katniss and Peeta to both live at the end of the Hunger Games.
- D. The male tribute from District 11. He is extremely strong, but spares Katniss's life because of her partnership with Rue.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Why was what Katniss did with the berries such a big offense to the Capitol?

Short Answer Continued:

2.) In the Games, animals called “muttations” are used against the tributes. Explain what the following muttations are and why they are so dangerous.

Tracker Jacker	
Mockingjay	
Wolf Mutts	



ANSWER KEY
The Hunger Games
Part III "The Victor"

Matching Section: Match the character in one column to information about them in the other.

B President Snow

C Seneca Crane

D Thresh

A Caesar Flickerman

- A. The Master of Ceremonies for the Hunger Games. He conducts tribute interviews, runs the highlight reel, and provides commentary for the Games.
- B. The leader of Panem. He greets the tributes in the opening ceremonies, and always has a white rose in his coat lapel.
- C. The Head Gamemaker for the 74th Hunger Games. It was he who allowed Katniss and Peeta to both live at the end of the Hunger Games.
- D. The male tribute from District 11. He is extremely strong, but spares Katniss's life because of her partnership with Rue.

Short Answer: Answer the questions as thoroughly as possible, provide details as examples.

Why was what Katniss did with the berries such a big offense to the Capitol?

The purpose of the Hunger Games is to remind the Districts that the Capitol (and only the Capitol) is in control of the country and not them. For the system to survive, it needs its followers in the Capitol (and first few Districts – like the army) to be on board. Katniss and Peeta created such a good “story” with the star-crossed lovers theme that it put the Gamemakers in an odd position: play into the hype of the Games, or keep it strictly about control. There aren't supposed to be “winners” of the Hunger Games, only “survivors,” because the Capitol is always supposed to be the winner. However, Katniss changed the rules when she held up the berries and forced the Capitol to let her and Peeta live to carry on the appearance of a good show. Then that one spark of defiance starts rebellions in the Districts.

Short Answer Continued:

3.) In the Hunger Games, animals called “muttations” are used against the tributes. Explain what the following muttations are and why they are so dangerous.

Tracker Jacker	Tracker jackers are the wasp-like creatures in the Hunger Games that Katniss uses to attack the career tributes (killing one of them). Tracker jackers have extremely painful stings and more than a few stings are lethal. On top of being painful, they cause powerful hallucinations. The severity of the stings from the tracker jackers rendered all of the strongest tributes in the Games inactive for several days.
Mockingjay	Mockingjays were not intended to be muttations. They were the result of mockingbirds that mated with the Capitol created jabberjays used to spy on people in the Districts. The mockingjay is not dangerous to the tributes but they are dangerous to the Capitol. They are an example of something the Capitol never intended to happen that flourished on their own. Since their very existence is such an act of defiance, they are dangerous as a symbol of the revolution.
Wolf Mutts	The wolf mutts enter the story running after Cato. They chase Cato, Peeta, and Katniss up on top of the Cornucopia. The scariest thing about these mutts is that they look like the previously killed tributes; more specifically they have their eyes.



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