The Hunger Games
Anticipation Guide

Literary Text: The Hunger Games by Suzanne Collins (Scholastic Press First Edition)

Name of Strategy: Anticipation Guide

Purpose: This strategy will introduce key themes from The Hunger Games. It will help students determine their own feelings on many of the subjects that will be address. Then after reading Chapter 1, they will be able to predict how Katniss feels about the statements included on this guide. Finally, by revisiting the anticipation guide throughout the reading of the novel, students will realize that things are not always black and white, and their perspectives may change by reading this novel.

Context: This strategy should be introduced at the very beginning of the novel. It should be the very first thing you do. It can be revisited throughout the reading of the novel, and especially at the end. Students can then compare and contrast their original answers, to their new answers after reading the entire novel.

Directions:
1. Before showing the students anything about the novel, pass out the anticipation guide. Instruct the students to fill out the guide in PEN, so that they cannot change their answers after the discussion. Finally, specify to the students that they must choose agree or disagree. They cannot choose anything in the middle. Give the students time to fill it out.
2. Lead a discussion about the items on the anticipation guide. Find relevant topics in pop culture and modern society to work off of. Remember to play devil’s advocate; it will help encourage the discussion to continue. (Discussion procedures should already be in place when this is introduced).
3. After you have finished the discussion, read Chapter 1 out-loud. If you do not have enough time in a period, the students can read Chapter 1 at home, and the guide can be revisited the next day.
4. After completing the reading of Chapter 1, have the students fill out the final column of the guide. Students need to include specific textual evidence to explain why they think Katniss feels a certain way.
5. Revisit the strategy through the reading, and especially again at the end of the novel.

Assessment: This strategy helps put students in the right mindset for the reading of the novel. It also helps them with predicting skills and inferences. The anticipation guide is a good source to help the teacher determine the students’ prior knowledge and beliefs.

Summary and Segue: By completing this activity, students will have gained a greater understanding of the text and the themes contained within it. It helps students with making predictions and inferences, and it encourages the use of evidence. These are all things that can be used in future literature units, and in their lives as a whole.

Hepworth, BYU, 2009