The Hunger Games
Questioning Strategy

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

Name of Strategy: Question-Answer-Relationships

Purpose: Raphael (1984, 1986) studied the question-answer relationship, a taxonomy broken into four levels: Right There; Think and Search; the Author and You; and On My Own. This strategy promotes active comprehension of the message of the author and provides students with a way to think about questions and answers. If students are asked to create their own questions, QAR also extends their writing ability.

Context: Introduce this strategy at multiple times throughout the novel: at the beginning of Book One: The Tributes, Book Two: The Games, and Book Three: The Victor. Each time you introduce the strategy, you should put more responsibility on the student. For example, when first introduced, you should provide at least one question per category for the students to answer from Book One: The Tributes. The second time you introduce this strategy, the students should be responsible for creating their own questions about Book Two: The Games, and then answering them. The final time you use this strategy, you should have the students create their own questions regarding Book Three: The Victor, then switch with a partner and answer each other’s questions.

Directions:
1. Introduce the Strategy: Introduce the strategy with the included worksheet showing the relationship of the Questions to Answers. Post an enlarged chart of this somewhere in the classroom where students can refer to it.
2. Create QAR questions from small sections of text (not longer than about five sentences) for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between the questions:
   a. Found in the text:
      i. Right There: the answer is textually explicit (can be found in the text), usually as a phrase contained within one sentence.
      ii. Think and Search: while the answer is in the text, the answer is implicit and the student is required to combine separate sections or chunks of text to answer the question.
   b. Found in your head:
      i. On Your Own: requires students to think about what is already known from their reading and experience (schema and prior knowledge) to formulate an answer.
      ii. Author and You: as the answer is not directly stated in the text, the student draws on prior knowledge (schema) and what the author has written to answer the question.
3. At first introduction, provide the student worksheet with sample questions, such as the example provided. At second introduction, provide the students with a blank
worksheet in which they can write down their questions, rationale, and answers. At the third introduction, again provide the students with the blank worksheet. After the students have completed the passage, question, and rationale columns of their worksheets for Book Three: The Victor, have the students trade papers and answer each other’s questions in the answer column. Make sure that each of these worksheets reflects the specific instructions for that particular introduction.

4. Have students work individually on creating questions, or answering given questions.

**Assessment:** Growing awareness of how we read specific texts increases comprehension. As students study different sources of information they learn that there are relationships between questions that readers ask and the types of responses that can be given.

**Summary and Segue:** By completing this activity, students will have gained a greater understanding of the text and the themes contained within it. They should also have gained the skills necessary for both creating and answering higher order questions. It helps students with making inferences, and many other important reading strategies. These are all things that can be used in future literature units, and in their lives as a whole.