

Text Set: Love & Sacrifice

Anchor Text: The Hunger Games | Grade 9

Love & Sacrifice

Timeline: Approximately Two – Three Weeks

Love & Sacrifice is a common theme displayed throughout books, movies, tv shows, plays, poems, and even in real life. There are multiple forms and levels of sacrifice and different roles that individuals play when involving sacrifice. Sacrifice could be as simple as giving up something, such as an object, your effort, your time. It can also be much deeper with some going as far as to sacrifice their own reputation or even their own life for someone else or for the common good.

Through this text set, students will be given the opportunity to explore different characters and people who displayed sacrifice in varying ways and for different reasons. Students will be encouraged throughout this unit to try their best to place themselves in the shoes of the stories shared and reflect on the character they feel that they would best relate to. This will be done through making comparisons between the provided texts, having deep discussions with their peers, and through written responses.

The end goal of this text set is to have students think about what it takes for someone to sacrifice something of themselves and to think for themselves what it would take for them to sacrifice for someone else.

The Saskatchewan Curriculum provides three Broad Areas of Learning that reflect Saskatchewan’s Goals of Education: Building Lifelong Learners, Building a Sense of Self and Community, and Building Engaged Citizens. The theme of “Love & Sacrifice” allows students to dive deeper into building both a sense of self and community, as well as becoming engaged citizens. It allows them to look at their own role within the communities they are a part of and learn how to make a difference in the lives of those around them. The curriculum also provides the cross-curricular competencies of Developing Identity and Interdependence and Developing Social Responsibility. “Love and Sacrifice” is yet another great theme that gives students to think about themselves and their own responsibility to take care of themselves and others through looking at personal, social, historical, and imaginative topics that are provided throughout this text set.

Love & Sacrifice – Questions to Provoke Deep Thinking and Create a Deeper Understanding

- What is sacrifice? Provide an example of sacrifice.
- What responsibility do we (or should we) have to help the people around us?
- Why do you think someone would sacrifice themselves or something of themselves?
- Can sacrifice be a selfish act, and explain why or why not?
- Who in your life has sacrificed something for you?
- When have you made a sacrifice for someone else? If you have not yet, what could you do for someone else?

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ELA Grade 9 Outcomes: Outcomes for this text set are highlighted in green.

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.

CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).

CR9.1b View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering).

CR9.4a View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.

CR9.4b View and demonstrate comprehension of visual and multimedia texts to synthesize and summarize ideas from multiple visual and multimedia sources.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC9.1b Create various visual, multimedia, oral, and written texts that explore identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering).

CC9.6a and CC9.6b Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulating and explaining personal viewpoint, discussing preferences, speaking to extend current understanding, celebrating special events and accomplishments).

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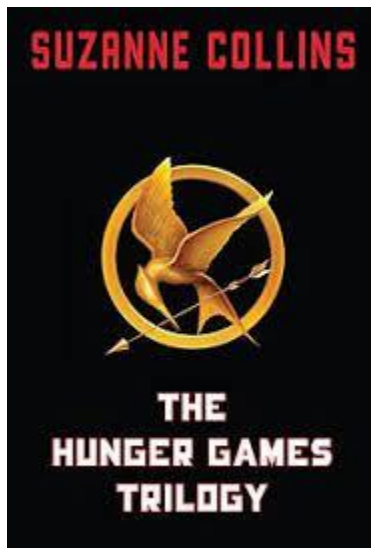
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Key Context of Text Set

Anchor Text

Read Aloud:

The Hunger Games by Suzanne Collins
(Chapter 1, 2, page 342-345)



Synopsis of Text:

This book dives into the life of a 16-year-old girl named Katniss Everdeen. The story begins on the day of reaping in District 12. This means that one boy and one girl will be chosen from District 12 to take part in the Hunger Games; where pairs from each of the twelve districts will come together to fight to the death in an arena until one victor remains. The Hunger Games are held by the Capitol, who is run by President Snow. The governments of North America had collapsed and the country of Panem took their place. A war had started between the Capitol and the districts, but the Capitol won which also resulted in the destruction of what once was District 13. The Hunger Games is to serve as a reminder of what happens to those that revolt against the Capitol.

In chapter one, we learn about Katniss's impoverished state as she fends for her family through hunting as her father had died in a mine explosion, when she was younger. Katniss, and her sister, Prim attend the reaping ceremony, and to their dismay, Prim is chosen as the female tribute.

In chapter two, Katniss chases after her sister and volunteers herself as the female tribute. The male tribute is picked, next and a boy named Peeta Mellark is chosen. Katniss has a flashback of an event that occurred in the past between her and Peeta.

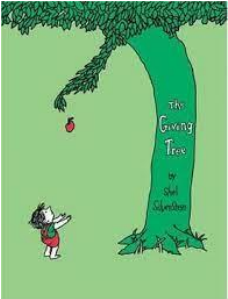

In chapter twenty-five, Katniss and Peeta have successfully survived and are the last two remaining victors. *Context: Usually one victor is to be chosen, however, the game makers change the rule so that any partners from the same district that survive until the end will be crowned victors together.*

Claudius Templesmith, the Games' announcer states that the new rule they had added has been revoked. Katniss and Peeta are left to find a way to choose who dies and who remains the victor. Katniss clues in that the Capitol wants a victor, so she has a plan that her and Peeta will take poisonous berries so that they both die. As they are about to eat, Claudius shouts at them to stop and announces them as the victors of the Seventy-Fourth Hunger Games.

This book provides multiple forms of sacrifice between multiple characters. These particular chapters display sacrifice shown within a family element with Primrose, a friendship element with



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	<p>Peeta and Gale, and for herself. The focus of these chapters is to dive into some of these forms of sacrifice to further explore what sacrifice looks like and why the intention behind it matters. Students will be given opportunity to explore topics such as setting, points of view, characters, and relationships through the use of a graphic organizer.</p>
<p>Picture Book Related Text 1: "The Giving Tree" by Shel Silverstein</p> 	<p>Synopsis, highlighting related learning: "The Giving Tree" is a story about a little boy and his friendship with a tree. The tree is happy when the boy plays with its leaves, swings on its branches, eats its apples, and sits under its shade. As the boy grows up, he becomes unhappy as he now desires money, and other materialistic things. Each time he comes to see her, she says how she does not have what he is asking for, but she can provide some of herself so that he can have the things that he wants. She provides her apples for him to have money, her branches for him to build a house, her trunk for him to build a boat, and lastly, she shares her stump as a resting place. This story provides a good example of what sacrifice can mean for two people that are involved in it. Often, one individual will sacrifice of themselves, whereas the other individual only receives from that sacrifice. "The Giving Tree" provides an opportunity for students to see the effect that sacrifice can have on all parties involved. Students will be tasked with writing a short response on why or why not they think the boy was selfish, and if the tree genuinely loved the boy based on her actions.</p>
<p>Poem Related Text 2: "Sacrifice" by Edgar Albert Guest</p> 	<p>Synopsis, highlighting related learning: This poem highlights the idea that sacrifice in its truest form should cost something to the individual providing it. It is described how someone who has more than they can eat, or more than they can spend, or gives something they will never miss are not truly experiencing sacrifice in their giving. They may receive some praise; however, the poem ends with sharing about the widow who had shown real sacrifice. This is a reference to the Biblical story of the widow who had had barely anything to put in the treasury in the temple but yet gave everything she had. This poem expresses the importance of what sacrifice looks like in one of its deepest forms, reminding students of the idea that sacrifice costs something to the individual providing it. It could also stir up some conversation about the different levels of sacrifice and the impact that it can have on the giver and receiver. In light of Edgar's message, using this poem will provide an opportunity for students to look at the different relationships Katniss had and reflect on if they felt each of those relationships were authentic or self-centered. They will look at Katniss's relationship with Primrose, her relationship</p>


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	<p>with Peeta, and her relationship with herself. They can also take note of any other relationship dynamics that felt showed sacrifice.</p>
<p>Short Story Related Text 3: “The Lottery” by Shirley Jackson</p> 	<p>Synopsis, highlighting related learning: “The Lottery” describes a fictional small town that has an annual tradition called “The Lottery.” The town members come together, and the head of each household or family come up to Mr. Summers, the man in charge of The Lottery, as he calls their name, and they take a slip of paper out of a black box. Once everyone has a paper, the head of each household opens their papers and the one family who has the black dot then redraws a new paper, one for each member of that household. The family member with that dot is the “winner.” It is not until the end that we find out “the lottery” is not something that you want to win. Instead, the “winner” gets stoned by the rest of the community. This story was created with the intention of showing the dangers of blindly following tradition and not questioning things that are regularly done, despite their potential absurdity. In light of the theme of love & sacrifice, “The Lottery” provides another look at what sacrifice looks like and provides room for students to look at sacrifice that is unjustly forced upon an individual. There will be an opportunity for students to compare the setting, points of view, and relationships between Hunger Games and The Lottery noting similarities and differences. Students will also be expected to discuss the difference between forced self-sacrifice and chosen self-sacrifice through comparing Katniss and her relationship with Peeta in chapter 25 to Tessie Hutchinson.</p>
<p>News Article Related Text 4: “Durksen family reunites in light of bravery award” by ECA Review</p> 	<p>Synopsis, highlighting related learning: This news article shares the story of a man who “selflessly gave his life in an attempt to save two of his neighbors.” John Durksen was a husband and father of four children, who had moved over to Canada from Russia. He lived on a farm outside of a small town called Sedalia in Alberta. John had heard some cries from his neighbors who had been working on a septic well. John Dahl had fallen in the well but was succumbed to the carbon monoxide present. John Dahl’s son, Norris, jumped in after his father to try and save him. John Durksen then went after the both of them in an attempt to try and save them, but sadly lost his life as well. Almost 85 years after this fateful event, his family came together to receive a Medal of Bravery and certificate on his behalf for his courage to try and save others. This article provides a sobering element of the theme of sacrifice as it shows that sacrifice does not always have a happy ending or a hopeful conclusion. John Durksen was eventually rewarded</p>

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	<p>for his bravery, but he himself, did not get to experience that reward, on top of the fact that his family lost their father because of his sacrifice.</p> <p>Students will be provided with the opportunity to reflect on their own life and think about if at this point in time, they would have the courage to sacrifice their life for someone else when looking at both the life of Katniss, and John Durksen. This is not meant to make students feel bad if they do not feel that they could sacrifice themselves. It is an opportunity for students to think about what it would take for someone to save the life of someone else.</p>
<p>Film (5:00 min section) *Swear at 1: 33 and 2:38. Related Text 5: “Avengers: Endgame – Black Widow & Hawkeye”</p> 	<p>Synopsis, highlighting related learning: <i>Context: In Avengers: Infinity War, Thanos, an evil demigod retrieves the six Infinity stones, each holding their own individual power, but when used together having the capacity to destroy planets and half of the population of the world. The Avengers fight to stop him, but he successfully achieves his mission, and half of the world’s population has now disappeared into thin air. In Avengers: End Game, the remaining Avengers work together to try and find a way to change back time and stop Thanos by finding the stones before he can fulfill his mission.</i></p> <p>In this particular scene, Natasha Romanoff (The Black Widow) and Clinton Barton (Hawkeye) are tasked with retrieving the soul stone. They are told by Red Skull (a former leader of the evil organization HYDRA, who was teleported and trapped to Vormir where he has now become a StoneKeeper), that they must sacrifice a loved one to obtain the Soul Stone. Natasha and Clint, who have a deep friendship, talk about who should be the sacrifice and they each offer up themselves. They each have strong reasons for being the sacrifice but ultimately, after they fight each other for the place of who will sacrifice themselves, Black Widow sacrifices herself and Clint now holds the infinity stone.</p> <p>This scene shows two people who both feel that they deserve to be the sacrifice, and who literally fought out of their love and forgiveness for each other to become the sacrifice. It is portrayed through this scene the messiness that self-sacrifice can have and also how quickly one will give up their life for someone else or for the greater good.</p> <p>Students will be expected to compare this video clip, with the “And I... Am... Iron Man” clip and Flight 93. They will use a 3-way Venn diagram to compare each of the clips and their similarities and differences. Students will be asked to think about the sacrifice required to fight for the good of everyone knowing you will not get to be a part of that “everyone.”</p>
<p>Film (2:49 min section) Related Text 6:</p>	<p>Synopsis, highlighting related learning:</p>

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“Avengers Endgame – ‘And I... Am... Iron Man’”



With the context of what happened in “Avengers: Infinity War” and “Avengers: End Game” as described above, this scene takes place after the Avengers have received all of the infinity stones, and Thanos is trying to achieve his mission once again of destroying half of the world’s population.

In this scene, we see Dr. Strange hold up one finger to Iron Man. This represents the idea that this is the only possible solution out of the millions of possibilities already thought through by Dr. Strange for how they can bring the world back to some form of normality and destroy the evil Thanos. Iron Man fights Thanos for his glove and tricks Thanos by taking the infinity stones which fit perfectly into his Iron Man suit glove. The one who holds the glove is able to have whatever they want to have happen, happen. Iron Man is able to restore what was lost, for everyone else. but he lost his own life because of it.

This is another good example of someone who chose to sacrifice their own life for the greater good.

Film (4:38 min section)

Related Text 7:

“Flight 93 – Todd Beamer and Lisa Jefferson”

Extra Information: [Flight 93](#)



Synopsis, highlighting related learning:

Context: Flight 93 is a movie that shares a depiction of the tragic unfolding of events that happened during 9/11. This movie shows the events that specifically took place on Flight 93, the fourth plane that was a part of the terrorist attack against the US, but the only plane to not reach its destination due to the bravery of its passengers in stopping the terrorists from achieving their mission.

This specific scene shows a glimpse into the conversation one of the passengers, Todd Beamer, had with Lisa Jefferson, a GTE (General Telephone & Electronics Corporation) airphone supervisor. We see the intensity of the hostage situation arise as we watch Todd Beamer come to the realization that this could be it for him and has to make a decision about how this flight will end.

This story provides students with an opportunity to try and place themselves into this or another similar situation where normal everyday people were faced with a task of having to deal with their impending doom, but also having the courage to do something brave in their last moments to save the intended targets of Flight 93. In the midst of having to face death, these passengers fought with all they had to save people they likely did not even know.

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Text Set Tasks	
Task 1: "The Hunger Games" by Suzanne Collins (Chapter 1, 2, page 342-345)	Description of learning: Students will practice listening and keeping track of the different characters and their relationships to one another as described in "The Hunger Games" on a graphic organizer created by themselves.
Task 2: <i>The Giving Tree</i> by Shel Silverstein	Description of task: Students will be given the task of using the method of think-pair-share with a partner to discuss their opinion on the boy and the tree in the story. They will be asked to share their thoughts on why or why not they think the boy was selfish, and if the tree genuinely loved the boy through the result of her sacrificial actions. It is expected that they come to a consensus and will then be joined together with another pair to share about their previous discussion.
Task 3: "Sacrifice" (Guest) and "The Hunger Games" (Collins)	Description of task: Students will be tasked with writing a personal short written response about the relationships featured in "The Hunger Games." They will share which relationship they felt required the most sacrifice and which relationship required the least amount of sacrifice and provide justification for their answers.
Task 4: "The Lottery" (Jackson) and Hunger Games (Collins)	Description of task: Students will be given the opportunity to compare the setting, points of view, and relationships between "The Hunger Games" and "The Lottery" noting the similarities and differences. Students will also be asked to discuss what they feel is the difference between forced self-sacrifice and chosen self-sacrifice through comparing Katniss to Tessie Hutchinson in small groups.
Task 5: "Avengers Endgame – 'And I... Am... Iron Man'", "Avengers: Endgame – Black Widow & Hawkeye", and "Flight 93 – Todd Beamer and Lisa Jefferson"	Description of task: Students will view these clips and write down the people that are involved in the sacrifice presented, and the result of what occurred to the individual(s) who made the sacrifice.
Task 6: "Durksen family reunites in light of bravery award" (ECA Review) and "The Hunger Games" (Collins)	Description of task: Students will be provided with the opportunity to reflect on their own life and compare it to the life of Katniss, and John Durksen. Students will be given a paper to contain their own thoughts about the sacrifices that Katniss and John Durksen made and if they feel they could have made a sacrifice to the extent that these individuals did and explain why or why not. This is not meant to

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	make students feel bad in anyway but is instead an opportunity for students to think about what it would take for someone to save the life of someone else.
Big Task	
Text Type 1: Written Response	Description of task: As students read, listen, and watch all the different texts surrounding the theme of “Love & Sacrifice” in this text set, they will be encouraged to write down memorable moments, favorite characters, relationships present, and any other information they feel is useful. Their big task will be to write about one of the characters in the texts provided and explain in their own words: <ul style="list-style-type: none">• the sacrifice that character made,• all the people impacted by or that had an influence on that sacrifice, and• why that sacrifice was necessary or unnecessary in their own opinion.
Text Type 2: Opinion/Personal Reflection	Description of Task: Students will end this unit with sharing a personal response to the texts. They can choose the format of their personal response (oral, written, visual). They will be tasked with first writing their own definition of sacrifice (including who might be involved, and what specifically may be sacrificed). They will be asked to provide a short story or example of when they or someone they know showed sacrifice. Lastly, they will be asked to share what level or depth of sacrifice they would be willing to give up for someone else and explain their reasoning.

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Think Aloud Script for The Hunger Games:

**Italics represent actions*

Hello everyone! We are going to be working together to explore the theme of “Love & Sacrifice” through the use of various texts. The main book that we will be going through is a few chapters in the first book of “The Hunger Games” which is written by Suzanne Collins. Some of you may have read this book or watched the movie already, so you may have some deeper knowledge of all that happens. For the purpose of what we will be doing together, I want everyone to focus on the characters present in the chapters we read and the relationships that they have with each other. I want you to take notes on the setting and context of the chapter, the characters that are involved, and the sacrifices that take place. Everyone should have a writing utensil and paper, or some other format to write down jot notes.

Before we begin, it is important to define what sacrifice is. Sacrifice is sometimes thought of as an act of offering to someone of higher authority by killing an animal or other victim. In the case of The Hunger Games, although there is some form of sacrifice done through bloodshed later in the book, we will be looking at sacrifice as being something or someone that is given up, surrendered, or offered to someone else. Does that make sense?

Once again, as I read, write down notes about the characters, the setting and context, and the sacrifices that take place. As a reminder, when I say context, I am requesting that you provide details about the different situations that occur in the chapters. This could include the environment, the location, important names mentioned, emotions of the characters, and other key details.

Start reading chapter 1. Pause after saying “reaping” in first paragraph. Reaping. What does that mean? As we read a bit further, I want to see if you can figure out what Suzanne Collins means when she writes “this is the day of the reaping.”

As we keep reading, I want you to write down words that you hear that you may have not heard before or that you do not understand so that we can go over it more in depth following the chapter.

Let us proceed. *Keep reading and pause after saying words “entrails.”* Entrails. That may be a word that you want to write down if you do not already know what it means.

Keep reading. Pause after “even here, even in the middle of nowhere, you worry someone might overhear you,” on page 6. I am going to briefly pause here. There have been multiple characters mentioned so far. I want you to be thinking of the different relationships and connections that are present between the characters that have been mentioned. An example is Katniss and her father who was killed in a mine explosion. We learned that he built bows which Katniss now uses to hunt and provide food for her family.

As we keep going, we are going to be learning the names of some locations and places, take note of these.

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Keep reading.

Pause on page 10. Do we have a better understanding of what the reaping is after Gale's conversation with Katniss?

Keep reading. Right before explanation of reaping on page 18, pause. In the next couple pages, Mayor Undersee is going to provide a lot of information about the history behind The Hunger Games. I want you to take notes on the details mentioned about the games.

Keep reading. Pause after reading chapter 1. We discovered a lot of valuable information in this first chapter. We learned about Katniss and her family members. We gained some insight into the lifestyle that Katniss has and the quality of the community that she is a part of. There are also some intense emotions being felt by the characters in this chapter. *This is an opportunity to go over words that the students may not know. Have students try and share what they think it is before researching it.*

A reminder that as we begin chapter 2, to keep writing down information that we find out about new characters, relationships, setting and context, as well as any words or phrases that you do not understand.

Go through chapter 2. Teacher Direction: You can choose to pause when there are difficult words to have students write it down for a later explanation.

Pause at the announcement of Peeta Mellark. We are going to be learning a bit about Peeta and I want you to carefully listen and take note about who he is and the connections he has with other people.

Finish reading off chapter. Give students a chance to share words they may not have understood in the chapter. After listening to these last two chapters, you should hopefully have some good details about some of the characters in the book, the setting and context of each chapter, and potentially a few examples of sacrifices that were made. I am going to put you into groups of four and I am going to have you share some of your main details with each other to make sure everyone is on the same page.

After providing some time for students to go over their details, finish off The Hunger Games with reading from page 342 to 345.

I am going to read a section from close to the end of the book. To provide some context, Katniss and Peeta have survived up until the end and have just defeated their last opponent in the games arena. The opponent, Cato, has been taken out of the arena and only Katniss and Peeta remain. The games usually are finished when one tribute remains, however, in the middle of the game, the Game Maker announced that tributes from the same district if left alive until the end can both be victors. Katniss and Peeta are now waiting to see what happens.

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Read page 342 and 344. Pause after saying “We both know they have to have a victor.” I am going to pause here. For those of you who have not read the book or watched the movie, what do you think Katniss and Peeta are going to do? I am going to keep reading and I want you to see if you were correct.

Finish reading chapter. We have now read that Katniss and Peeta are the winners of the seventy fourth hunger games. I want you to think back to the part that I read about Peeta and Katniss and their decision-making process after being told that only one victor could win. A form of sacrifice has taken place. Katniss risked her own life by planning to take the berries which is a form of self-sacrifice. However, she also seemed to make the choice for Peeta to sacrifice himself as well. Her intentions were to hopefully have them both win the games, which is what ended up happening, but what if they had not won? Was she showing self-sacrifice or was there an element of selfishness to risk Peeta’s life? I want you to pair up with someone and share your thoughts.

Text Set: The Hunger Games - [Think Aloud Video](#) (First Section of Chapter 1)

