

Dates of meetings:

April 26, 2012

Committee chair met with committee members and handed out forms to fill out. (See cover letter)

May 2, 2012

Committee met to return papers and discuss The Hunger Games and relevance for 11th grade English curriculum.

Committee members:

| | | |
|-------------------|-----------------|---------------------|
| Pauline Crane | Committee chair | Concord High School |
| Rebecca Dell | Teacher | Concord High School |
| Christina Hillman | Teacher | Concord High School |
| Crystal Stull | Teacher | Concord High School |
| Kimber Kaiser | Administrator | Concord High School |
| Lillian OBryant | Parent | Concord High School |
| Kylie Caton | Student | Concord High School |

Principal Gary McAdam has given permission to purchase enough copies of the book for school use when approved for adoption.

Thank you,

Pauline Crane



cranepa@mdusd.org

Pauline Crane

English III/ ELD, Academic Literature

Concord High School

April 26, 2012

Dear Members of the Literature Committee,

Thank you for agreeing to help me pilot The Hunger Games for the 11th grade curriculum for next year! I am excited about his novel and the interest in reading it has peaked in my students. As you know, getting students to develop an interest and love for reading is one of the most important and long lasting goals we as parents and educators can achieve. Having new, exciting, informative and relevant reading material can certainly help us achieve that goal. I believe Hunger Games meets these criteria.

I have included three separate papers for you to fill out:

1. "Brief Summary of the Book"
2. "The Literary Strengths"
3. "Core and Extended Literature Selection Rubric"

Please fill these forms out as completely as possible. Feel free to email me with any questions you have.

The only other step in the process is to meet as a group, collect the papers, and discuss The Hunger Games and its value for students in the Junior English curriculum. I will be contacting you next week to see when you would be able to meet. (I'm hoping for a day right after school.)

Again, thank you for your help!

Pauline Crane

cranepa@mdusd.org

CORE AND EXTENDED CORE LITERATURE ADVOCACY FORM
6-12

Title of Book The Hunger Games
Author Suzanne Collins
Publisher Scholastic
Year of Publication 2009
Major Theme(s) Dystopian Society, War, coming of age, sacrifice
Suggested Grade Level 11th
Your Name Rebecca Dell

Check One:

Teacher Parent Administrator Student

Brief Summary of Book:

also a parent

The book follows Katniss through the reaping, where she volunteers to fight in her sister's stead. After a rebellion 74 years prior, the government requires a boy and a girl from each district to fight in a gladiator style "game" to the death. The lone remaining child "wins" and gets money and food for life, as well as food for their district. Katniss and her friend/romantic interest subtly rebel against the games and emerge as dual survivors.

Reasons why I think this book should be considered:

This book introduces students to what can happen with a totalitarian government. It also examines consequences of war, consequences of unequal distribution of wealth, what it means to sacrifice your life for someone, and that hope is stronger than fear. In stark contrast to the Twilight Series, the heroine Katniss is confident and brave and gives girls a good

role model

CORE AND EXTENDED CORE LITERATURE ADVOCACY FORM
6-12

Title of Book The Hunger Games
Author Suzanne Collins
Publisher Scholastic
Year of Publication 2009
Major Theme(s) Government, relationships, self preservation
Suggested Grade Level 11 + 12
Your Name Crystal Stull

Check One:

Teacher Parent Administrator Student

Brief Summary of Book:

For 75 years the country of Panem (former USA) has shown control over its citizens by holding annual "Hunger Games" an event which 2 children from each of 12 districts are chosen to be locked in an arena + forced to fight to the death. The "Victor" + their district are rewarded. The "Hunger Games" are promoted as entertainment. This story follows Katniss as she is chosen for, and participates in these "Hunger Games."

by a drawing

Reasons why I think this book should be considered:

There are many reasons I think we should consider this book. First, it is relevant to students today. It has lots of action and makes you feel attached to the characters. I believe this book will hold students' interest + keep them engaged in reading + learning. Since there are 3 books in the series I believe it will also promote continued reading. Once you start the series you want to read all of the books. I also believe the book brings up many themes for cross-curricular learning + important topics for discussion.

CORE AND EXTENDED CORE LITERATURE ADVOCACY FORM
6-12

Title of Book The Hunger Games
Author Suzanne Collins
Publisher Scholastic
Year of Publication 2008
Major Theme(s) identity, society/class, power, sacrifice
Suggested Grade Level _____
Your Name Christina Hillman
Check One:

Teacher Parent _____ Administrator _____ Student _____

Brief Summary of Book:

The protagonist (Katniss Everdeen) must do whatever she can to feed her family when her younger sister gets selected to participate in the annual Hunger Games (a competition where children 12-18 must fight to the death to earn food and bragging rights for their district) Katniss volunteers to take her place. This causes various internal struggles and anger against the Capitol. Katniss ends up outsmarting the Capitol and winning the games.

Reasons why I think this book should be considered:

could be closely related to U.S. history and the American Revolution for cross curricular projects. students would enjoy it.

Book: The Hunger Games

Author: Suzanne Collins

Publisher: Scholastic Year 2008

Your name: Kimber Kaiser

PARENT/TEACHER EVALUATION - THE LITERARY STRENGTH

Appropriate grade level/comments:

- Themes or ideas you recognized in this book:
- Friendship
 - Family - roles
 - Submission/Oppression
 - Grief (loss of a parent)
 - Abuse of Power
 - Self-preservation
 - Sacrifice
 - Humanity
 - Negative effects of war

Genre and setting, time period:

Future setting - post-apocalyptic country of Panem (former North America); 1st book in a trilogy.

Young Adult

Connections that can be made to other curricular areas:

History - war and oppression; standing up for one's rights → Psychology (plus themes above)

Government - role of government; Globalization-economic's

Areas of caution and suggestions for handling:

Students who have lost a parent, especially if recent may need some debriefing. Set stage of themes before start reading and normalize any potential reactions.

Recommend

Do not recommend

CORE AND EXTENDED LITERATURE SELECTION RUBRIC

TITLE The Hunger Games
 AUTHOR Suzanne Collins
 GENRE Fantasy
 SUGGESTED GRADE LEVEL Junior (11th)

| CATEGORY | DON'T KNOW | 1/WEAK | 2/AVERAGE | 3/STRONG | 4/EXCEPTIONAL |
|---|------------|--------|-----------|----------|---------------|
| 1. Represents universal themes | | | | | 4 |
| 2. Has rich powerful language | | | | | 4 |
| 3. Portrays cultures authentically | X | | | | |
| 4. Portrays cultures with sensitivity | | | | | 4 |
| 5. Has multiple layers of meaning | | | | | 4 |
| 6. Has been considered a classic or has potential for permanency | | | 2 | | |
| 7. Is a strong example of a specific genre | | | | | 4 |
| 8. Content is compelling and encourages discussion of intellectual, social, and/or ethical values | | | | | 4 |
| 9. Is relevant to a content-area curriculum, cross-curricular integration, and/or concept development | | | | 3 | |
| 10. Is favorably cited or reviewed in recognized professional sources, such as educational or academic journals, literary | | | | 3 | |

CORE AND EXTENDED LITERATURE SELECTION RUBRIC

TITLE Hunger Games
 AUTHOR Suzanne Collins
 GENRE Fiction
 SUGGESTED GRADE LEVEL 11th

| CATEGORY | DON'T KNOW | 1/WEAK | 2/AVERAGE | 3/STRONG | 4/EXCEPTIONAL |
|---|------------|--------|-----------|----------|---------------|
| 1. Represents universal themes | | | | | X |
| 2. Has rich powerful language | | | | | X |
| 3. Portrays cultures authentically | | | | X | |
| 4. Portrays cultures with sensitivity | | | | X | |
| 5. Has multiple layers of meaning | | | | | X |
| 6. Has been considered a classic or has potential for permanency | | | | X | |
| 7. Is a strong example of a specific genre | | | | | X |
| 8. Content is compelling and encourages discussion of intellectual, social, and/or ethical values | | | | | X |
| 9. Is relevant to a content-area curriculum, cross-curricular integration, and/or concept development | | | | | X |
| 10. Is favorably cited or reviewed in recognized professional sources, such as educational or academic journals, literary | X | | | | |

CORE AND EXTENDED LITERATURE SELECTION RUBRIC

TITLE The Hunger Games
 AUTHOR Suzanne Collins
 GENRE Young Adult
 SUGGESTED GRADE LEVEL High School

| CATEGORY | DON'T KNOW | 1/WEEK | 2/AVERAGE | 3/STRONG | 4/EXCEPTIONAL |
|---|------------|--------|-----------|----------|---------------|
| 1. Represents universal themes | | | | ✓ | |
| 2. Has rich powerful language | | | | ✓ | |
| 3. Portrays cultures authentically <u>fictional</u> | | | | ✓ | |
| 4. Portrays cultures with sensitivity <u>language</u> | | | | ✓ | |
| 5. Has multiple layers of meaning | | | | ✓ | |
| 6. Has been considered a classic or has potential for permanency | | | | ✓ | |
| 7. Is a strong example of a specific genre | | | | | ✓ |
| 8. Content is compelling and encourages discussion of intellectual, social, and/or ethical values | | | | | ✓ |
| 9. Is relevant to a content-area curriculum, cross-curricular integration, and/or concept development | | | | | ✓ |
| 10. Is favorably cited or reviewed in recognized professional sources, such as educational or academic journals, literary <u>has won awards</u> | ✓ | | | | |