

Suzanne Collins's dystopian novel, *The Hunger Games*, is set in Panem—what remains of post-apocalyptic North America. In punishment for a failed uprising, the government annually requires each of the twelve districts of Panem to choose one boy and one girl to go to the Capitol, where they must participate in a televised battle to the death. At the selection ceremony, or reaping, in District 12, sixteen-year-old Katniss watches in horror as her little sister, Prim, is chosen for this year's Hunger Games—then rushes to take her place.

### **Media:** The Hunger Games

Media is the plural form of the word medium. A medium is a means of sending a communication to an intended audience. Throughout most of human history, people communicated through three main media: speech, drawing, and writing. But in the middle of the 19th century media options suddenly exploded. The invention of photography, and then the telegraph and the telephone, changed the world. Within a century, radio, motion pictures, and television followed.

Today new media are being invented at a much faster pace than ever before. We still see films in theaters, but now we also make our own videos with smartphones. We chat, we text, we tweet, and each of these forms of online communication has its own "language" and creates its own experience.

Meanwhile, our stories and ideas change as they are translated from one medium to another. For example, a dialogue between two characters in a novel becomes very different when it is delivered by actors in a film—with close-ups, sound effects such as music, and other elements unique to the medium of film itself. Consequently, examining and comparing how different media affect the content and ideas of our communications is a very important 21st-century skill.

### **Identification and Application:**

- Different types of media treat story elements in different ways.
- Comparing and contrasting a written story to its audio or video versions can pinpoint these differences, such as how the delivery of dialogue can affect the impact of the words.
- Identify techniques that are unique to each medium—print, audio, and video.
- Consider the idea that although all three versions of the same story may feature the same characters, setting, plot, and theme, the techniques used to present these story elements differ and may impact the story and its ideas, as well as the reader's, listener's, or viewer's understanding of the work as a whole.
- When comparing different media, remember that readers can annotate the text, listeners can highlight the text that the actor (or narrator) speaks, and viewers can jot down notes as they watch and listen to the clips.

### **Model:**

At the heart of Suzanne Collins' popular novel *The Hunger Games* is a story about love, survival, and the triumph of the human spirit during times of oppression. What is exciting about the story is the fact that it is available in three different media—in print, audio, and film. This means that you can enjoy it in three different formats. In the audio version, an actor reads the book aloud—including all of the narration and the characters' dialogue. *The Hunger Games* was made into a major motion picture in 2012, and in the film version, all aspects of cinema come into play, including actors, action, images, sound, lighting, camera work. However, as you might expect, when stories are translated from one medium to another, changes occur in the story and in your understanding of it.

To analyze this change, let's compare the text version of *The Hunger Games* to the audio and film versions. Listen to the StudySync audio of the excerpt from the novel.

Then use this link to access a video clip from the feature film: <http://w.studysync.com/?17798>

After experiencing *The Hunger Games* in three different formats, think about these questions: **If you do not have access to the audio and video versions of *The Hunger Games*. Think of a story that you've read, heard told aloud and seen on video. Mentally answer the questions based on this story.**

- What are the strengths of each medium?
- How is the story told?
- How do the techniques of each medium affect understanding?

What are the strengths of each medium?

The audio version enables readers to hear the words, perhaps while reading the text simultaneously. Listening to the words can aid comprehension. Read the first two paragraphs of Chapter 1. Listen to the audio.

**"You look beautiful," says Prim in a hushed voice.**

**"And nothing like myself,"** I say. I hug her, because I know these next few hours will be terrible for her. Her first reaping. She's about as safe as you can get, since she's only entered once. I wouldn't let her take out any tesserae. But she's worried about me. That the unthinkable might happen.

In the above example, the actor reads, "You look beautiful" in a soft, quiet voice, with a hint of wonder in her tone. Her inflection (changes in pitch and tone) helps readers infer that perhaps Katniss doesn't usually dress up or worry about looking beautiful. This inference is confirmed in the audio when Katniss laughs softly and says, "And nothing like myself." In print, the exchange between the two sisters doesn't convey the same quality of surprise and humor. Readers know from the text that Prim speaks "in a hushed voice," but no hint of humor or wonder is evident. The audio also helps listeners pronounce tesserae, a word that is likely to be unfamiliar.

The film version adds even more depth of meaning because it provides actors, moving images, lighting, sound, camera angles, focus, and other techniques of film. Through the actors' words, actions, and interaction, viewers can see, hear, and feel the emotions of the characters. They can also see the physical details of the setting and the action of the plot. Read the following excerpt from the text of paragraph 11 in Chapter 1:

It's time for the drawing. **Effie Trinket** says as she always does, "Ladies first!" and **crosses to the glass ball with the girls' names.**

In print, this passage is narrated by Katniss, who describes the scene and events. Yet in the movie, Katniss's narration becomes dialogue and action, both of which add depth to Effie's character. Review the short scene between 0:17 and 0:27. Here, the viewer learns details about Effie that are not in the text—her white makeup, fancy dress, cheerful manner and tone of voice—all suited to a festival rather than to the deadly reaping.

How is the story told?

In the printed version, Katniss is the first-person narrator, using the I point of view. Readers know about the setting, characters, and events only from her perspective and what she tells them. In the film, viewers are exposed to a much wider range of perspectives through characters' dialogue, actions, interactions, and emotions, all aided by sound and lighting, camera angles, and creative design. All of these elements—not just Katniss's words—help tell the story.

How do the techniques of each medium affect understanding?

Each version of *The Hunger Games* uses its own techniques and differently affects the story and the reader's, listener's, and viewer's understanding of it. The text uses words to describe the characters, setting, and plot. It provides details from which readers can draw inferences from narration and dialogue. The audio aids comprehension through the actors' inflection and tone.

The film replaces narration with camera angles and close-ups, with lighting and sound, and with actors who convey this disturbing story with real-life energy.

1. In order to compare and contrast the text with the film version of *The Hunger Games*, use this link to access a video clip from the feature film: <http://w.studysync.com/?17798> **If you can't access the video clip, again think of the story you've read and seen in movie version to answer the following questions.**

Reread paragraphs 11–13 in the text and view the next part of the video clip (up to 0:48). **(Pick any part of your story and compare it to the video.)** Compare and contrast how the writer builds tension in this part of the plot with the way that the filmmakers do.

2. The text in paragraph 14 is not evident in the film. Reread the paragraph and explain why the filmmakers likely chose not to include the narration in the paragraph as dialogue in the scene.

3. Think again about the story and movie you've read/seen. Explain how one plot detail is presented differently in the printed text and film versions. Why do you think the movie conveys these events in a different way than the book?

## MA + 7<sup>th</sup> Grade/Mixed Class Distance Learning: April 20-24 Mrs. Preece, Language Arts

It is my goal to provide meaningful educational experiences within the "30 minutes a day" guideline provided by the district for each middle and high school teacher. I want my students to be engaged and to work hard when "school" is in session, but I am completely aware that this is not the preferred method for any of us. I appreciate your help at home, parents, but I know questions will come up that you may not be able to answer. I will have office hours every weekday from 10:00-11:00 and again from 2:00-3:00 beginning Monday, April 20<sup>th</sup>. I will be available by email and will use Zoom sessions as well at times. If you cannot touch base with me during these times, send an email and I will respond as quickly as possible.

Everything I assign after Spring Break will be available online to complete and comparable work will be available in a packet to be picked up from Poet on specific dates. Also, everything I assign starting Monday, April 20<sup>th</sup> will be required and graded.

While the paper packet will be available, as a teacher, my preference would be to have your child complete work or at least turn in work in a digital manner so I can give more timely feedback. He/she may submit word documents through his/her school Office 365 account, or take a picture of work done on binder paper or handouts and email it to me.

### Reading:

1. Finish reading your 8<sup>th</sup> novel of the year, which was due on 3-13, if you haven't already done so. Give a commercial during the 7<sup>th</sup> grade commercials Zoom meeting at 1:45 Wednesday, April 22<sup>nd</sup> <https://us04web.zoom.us/j/119487231?pwd=Ny9nMi8yNHdaa28zSXJOUTIyNENMUT09>

Meeting ID: 119 487 231 Password: 020626 or write a one paragraph summary, including a main event from the end of the story to submit. (Use attached summary rubric.) \*A 9<sup>th</sup> novel will be due by year's end, so keep reading!

2. Complete and submit the "First Read" lesson for *The Hunger Games* (Think Questions 2 and 3 only, Study Sync, Unit 2) Use the TLQC document to help you effectively embed evidence into your answers.
3. Complete the "Media" lesson for *The Hunger Games*.
4. Complete the "Close Read Lesson". For this lesson, you only need to complete Focus Questions 2,3 and 4. In addition to highlighting and annotating in the text, you must answer each question **in complete sentences** in which you share your **Claim, Evidence and Reasoning (C.E.R.)**. Remember to embed your evidence using the **T.L.Q.C.** strategy. (See attachment)

### Writing:

1. Write a well-organized summary paragraph for the excerpt from *The Hunger Games*. Use the summary rubric provided to review your work. Copy it onto a new Office 365 document and do your writing below. When you share it with me, I'll be able to use the rubric to grade it.

### Optional Ongoing Activities for students who want more:

**Literature Circle Groups using novels available for free from the Study Sync library.** If you want to read your final novel of the year with a group, send me an email, and I will send you more information. These groups will meet with me via weekly Zoom meetings.

**Writers' Feedback Group** If you love to write and want to collaborate on writing pieces of your choice, this is the group for you! You will get structured feedback from your peers and me as you

work through the writing process. We will have weekly Zoom meetings to touch base and share our writing, questions, comments...

Although this doesn't officially start until the 20<sup>th</sup>, please know that I am around and available to help with anything at all. I truly appreciate your support and patience, as we begin this new adventure together! Send me emails with any questions you may have. [HPreece@tUSD.net](mailto:HPreece@tUSD.net)

I miss you. Stay safe and healthy!

*Heidi Preece*

Use the acronym TLQC to help you remember how to embed a quotation smoothly. The letters stand for Transition, Lead-in, Quote, Citation.

Element	Definition/Purpose	Example
<b>Transition</b>	Use as a bridge to link ideas and strengthen cohesion and fluency.	<b>Early in the story</b> , Mulan reveals her fears when she sings, “Now I see, that if I were truly to be myself, I would break my family’s heart.”
<b>Lead-in</b>	Use to set the context for the information in the quote (complex sentences work well).	Early in the story, <b>Mulan reveals her fears when she sings</b> : “Now I see, that if I were truly to be myself, I would break my family’s heart.”
<b>Quote</b>	Use ideas from a credible source to strengthen your ideas, illustrate a point, and/or support your controlling idea.	Early in the story, Mulan reveals her fears when she sings, “ <b>Now I see, that if I were truly to be myself, I would break my family’s heart.</b> ”
<b>Citation</b>	Include author’s last name and page number to give credit to the author and to make your writing credible to the reader.	Early in the story, Mulan reveals her fears when she sings, “Now I see, that if I were truly to be myself, I would break my family’s heart” ( <i>Mulan</i> 5).

Content	1	2	3	Feedback
Clearly introduce topic using a topic sentence. (I.V.F.)				
Use an appropriate organizational structure. (Plan, chrono. order)				
Develop the topic with the relevant <u>facts</u> , definitions, <u>concrete details</u> , quotations, or other information and examples. (4 main events)				
Use appropriate transitions to create cohesion. (Sentence variety)				
Use content specific language to inform or explain the topic. (Not applicable)	X	X	X	
Provide a strong conclusion. (Not applicable)	X	X	X	
<b>Conventions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Feedback</b>
Edit for proper capitalization, punctuation, indentation, and grammar/usage.				
Spell high frequency words and content specific vocabulary correctly.				

1 = Missing; 2 = Almost There/Not Yet; 3 = Got it!

## Using Office365

1. Restart the computer
2. Log on to the computer using your individual email:  
Student ID@student.tusd.net and password: Password!
3. From the Poet web page click on the **STUDENT** tab (Very top right of screen)
4. Click on the **Office365** tiles (middle of the screen)
5. Enter your user name (Student ID@student.tusd.net)
6. Enter your password on the next screen (Password!)
7. Make sure **YOUR NAME** appears in the blue ribbon at the top of the page. If it is somebody else's name, **log them off**, or they will "own" your document.
8. Go to Microsoft Word and click on a new document.
9. Press "Save as" and then "rename". Choose a name that starts with your name and describes the assignment. Example: "Aliyah Gothic Narrative". Be sure to type your name, date, period # and assignment title on your document. Left justify all paragraphs.
10. As you type, it will save automatically. You may share this document with me to avoid printing multiple drafts. 😊
11. If I have shared a rubric or other document with you, you will need to download it, make a copy of your own, then you may type on it. When you share it with me, make sure you keep the blank rubric at the top.

## Logging in to your Study Sync Account

- Google: My.MHeducation.com
- User name: Student ID followed by TUSD (no spaces)  
Ex: 10366595TUSD
- The first time only, type in the temporary password given to you.
- Immediately change to the standard password: Password! This will be your permanent password.



## Zoom Meeting Guidelines:

1. Your face is the only picture that may be shown. – No computer screens, characters, ...
2. Do not play any background music as we are having a conversation.
3. Do not eat, drink or do other things. Stay focused on the meeting.
4. Have yourself muted until you have been called on so we don't have background noises interfering.
5. Have all materials you are planning to share during the meeting ready and available.
6. If you or anyone in your background uses inappropriate language, you will be removed from the meeting and will not be able to participate in a Zoom meeting again.
7. Remember to actively listen and acknowledge/build upon the comment of the person who spoke before you.

## Before you ZOOM

1. You will need your computer, Chromebook, tablet, or smartphone.
2. You will receive a notification from your teacher with a 9-digit meeting ID that you can use to join your class.

## To Join a ZOOM

1. Join the meeting by clicking on a ZOOM link provided by your teacher. ([join.zoom.us](https://join.zoom.us)).
2. Follow the prompts to download and run ZOOM.
3. Enter your meeting ID if you are prompted to do so.
4. Click to join the audio conference.
5. When you are in the meeting, you may click on the start video button to turn on the camera on your device.

## ZOOM Controls

Using the icons along the bottom of the screen you can:

\* Mute/Unmute your microphone - your teacher may ask you to mute your microphone during the lesson to limit background noises. You can un-mute your device to ask your teacher a question.

\*Turn on/off your camera - turning your camera on allows your teacher to see you and know you are following along with her.

\*View participant list - this opens a list of all the students logged into the classroom. This also has an option to 'raise your hand.' If you click to raise your hand, it will notify your teacher so she can talk to you.

\*Share screen - this allows your teacher to share her computer screen with you.

\*Chat - this opens a chat window where the teacher can see any questions you may have and respond to you. (This may be disabled.)

