

Audience: 10th, 11th, or 12th grade literature course.

General Goals: The goal of this assignment is to focus on the many comparisons and contrasts that exist between book that address similar themes. In this case, the students have already read Suzanne Collins' *Hunger Games*. They will also have studied the devices of literature (i.e. symbol, theme, foreshadowing, irony, etc). When reading *Hunger Games*, the students have studied how these devices are present in the novel, and how these are just to present a dystopian theme in the novel.

Objectives:

For students to:

1. Review the elements of literature.
2. Apply the elements of literature to a new text.
3. Display strong writing skills.
4. Analyse literature.
5. Consider author intent
6. Utilize research skills.

Step One: Complete teacher guided unit of *Hunger Games*, focusing on the presence of the elements of literature in the novel. After the reading of the novel, work to answer this question with the students:

What elements of literature does the author use to express a dystopian theme in the novel?

After focusing on this question, assign the students a paragraph essay answering this question. They will use the knowledge and notes that they have from the many discussions that they have participated in the *Hunger Games* unit.

Step 2: Take the students to the computer lab/library for the day. By the end of the hour, they must find another novel that addresses a dystopian theme. They should, by the end of the hour, have the book in hand or have it located in a local library or interlibrary loaned by the librarians.

Step 3: Assign the students to read their novel, understanding that they will have to answer the following question in an essay.

What elements of literature does the author use to express a dystopian theme in the novel?

Assessment: Essay grade (see rubric)