

THE HUNGER GAMES STUDY GUIDE

BY REBECCA GILLELAND



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Progeny Press

FOR THE
NOVEL BY:

SUZANNE COLLINS

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THE HUNGER GAMES

STUDY GUIDE

BY REBECCA GILLELAND

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The Hunger Games Study Guide

A Progeny Press Study Guide

by Rebecca Gilleland

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Note to Instructor

How to Use Progeny Press Study Guides. Progeny Press study guides are designed to help students better understand and enjoy literature by getting them to notice and understand how authors craft their stories and to show them how to think through the themes and ideas introduced in the stories. To properly work through a Progeny Press study guide, students should have easy access to a good dictionary, a thesaurus, a Bible (we use NIV translation, but that is up to your preference; just be aware of some differences in language), and sometimes a topical Bible or concordance. Supervised access to the Internet also can be helpful at times, as can a good set of encyclopedias.

Most middle grades and high school study guides take from eight to ten weeks to complete, generally working on one section per week. Over the years, we have found that it works best if the students completely read the novel the first week, while also working on a prereading activity chosen by the parent or teacher. Starting the second week, most parents and teachers have found it works best to work on one study guide page per day until the chapter sections are completed. Students should be allowed to complete questions by referring to the book; many questions require some cross-reference between elements of the stories.

Most study guides contain an Overview section that can be used as a final test, or it can be completed in the same way the chapter sections were completed. If you wish to perform a final test but your particular study guide does not have an Overview section, we suggest picking a couple of questions from each section of the study guide and using them as your final test.

Most study guides also have a final section of essays and postreading activities. These may be assigned at the parents' or teachers' discretion, but we suggest that students engage in several writing or other extra activities during the study of the novel to complement their reading and strengthen their writing skills.

As for high school credits, most Christian high schools to whom we have spoken have assigned a value of one-fourth credit to each study guide, and this also seems to be acceptable to colleges assessing homeschool transcripts.

Internet References

All websites listed in this study guide were checked for appropriateness at the time of publication. However, due to the changing nature of the Internet, we cannot guarantee that the URLs listed will remain appropriate or viable. Therefore, we urge parents and teachers to take care in and exercise careful oversight of their children's use of the Internet.

Chapters 19–21

Vocabulary:

The *synonym* of a word is another word that has the same or nearly the same meaning as the original word. One or more synonyms for the missing word is given in parentheses. Choose the vocabulary word from the list below that best completes each sentence.

Word Box

assailants	dissipate	irreparable	loathe	scrupulously
incapacitated	navigate	peruse	levity	demeanor
squeamish	stalemate		arduous	pariahs

- I wait, frozen, for the woods to come alive with _____ (attackers, muggers, assaulters).
- “You know, you’re kind of _____ (put off, nervous, easily nauseated) for such a lethal person.”
- It’s a slow and _____ (onerous, laborious, exhausting) process, but after a lot of sweating and shifting things around, I’m pretty pleased with my work.
- My eyes _____ (scrutinize, examine, inspect) the bank, but there’s nothing.
- Whatever doubts I’ve had about him _____ (vanish, evaporate, disappear) because if either of us took the other’s life now we’d be _____ (outcasts, lepers, undesirables) when we returned to District 12.
- I don’t know what the explosion did, but it damaged something deep and _____ (irreversible, hopeless, beyond repair).
- I’ve just about decided I’m on the wrong track entirely, that a wounded boy would be unable to _____ (negotiate, traverse, make one’s way) getting to and from this water source, when I see the bloody streak going down the curve of a boulder.
- But if he’s that _____ (disabled, debilitated, impaired), how has he managed to stay alive?
- We’re at something of a _____ (draw, impasse, standoff). I know I can’t argue him out of this one, so I don’t try.

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10. In fact, I know if I was watching I'd _____ (hate, detest, abhor) any tribute who didn't immediately ally with their district partner.
11. I try to capture the calm _____ (attitude, look, behavior) my mother assumes when handling particularly bad cases.
12. Today I'll have to be _____ (diligently, thoroughly) careful.
13. But when I start to help him to the stream, all the _____ (lightheartedness, fun, laughter) disappears.

Questions:

1. Immediately after the announcement of the rule change, Katniss thinks through what it means. What does she realize about Peeta? What is her reaction to this news?
2. How did Peeta manage to hide from the Careers?
3. Despite Katniss's revulsion to treating wounds and bad injuries, she forces herself to do what is needed to help Peeta. What does this tell you about her character?
4. After she finds him, where does Katniss hide Peeta?
5. What message does Haymitch send Katniss with the gift of the broth?
6. How does Katniss prepare for and evaluate her situation at the beginning of Chapter 21?
7. Why does Katniss drug Peeta before going to the feast?

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8. How does Foxface get her backpack at the feast?

9. What does the girl Clove intend to do to Katniss when she catches her? How does Katniss get away?

10. How is Katniss injured and what is the last thing she forces herself to do before passing out?

Thinking About the Story:

11. What does Katniss tell Peeta is the happiest day she can remember? Describe it briefly. What does this tell us about Katniss?

12. Why does Katniss risk her life by going to the Cornucopia for the feast? What is she after and why is the risk worth it to her? What are Katniss's choices in this situation?

13. Who saves Katniss when Clove is about to kill her? Why does this person save Katniss and not kill her?

Dig Deeper:

14. In Chapter 20, the Gamemakers announce a feast at which something each tribute or team needs will be available. Peeta and Katniss have very different perspectives on whether she should go to the feast. Next to their names below, briefly describe each character's opinion and why

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Optional Activities:

1. Choose one of the following optional writing activities:
 - Write a paragraph or two or a poem describing your favorite place or a memory of childhood. Use vivid descriptive language to bring this scene to life. Why is this location meaningful to you?
 - Write a one- to two-page paper recalling a childhood memory of being afraid. Use vivid descriptive language to tell the recollection.

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why she fears it now. She also may be showing us that Peeta is simply a kind person and always has been and that their connection goes far back. At the end of Chapter 2, Katniss explains that she has never been able to break the connection in her thoughts between Peeta, the bread that gave her hope, and the dandelion that reminded her they were not doomed. The author may be using this to set up how conflicted Katniss begins to feel toward Peeta because she feels she owes him an unpayable debt.

13. Early in Chapter 4, when she throws out the cookies given to her by Peeta's father and they fall in a dandelion patch, Katniss flashes back to the day Peeta had given her the burnt bread. She seems to relive part of the memory, even recalling dialogue, but almost immediately after this begins telling us what happened, summarizing what happened over the next weeks. Once she is past the day she got the bread from Peeta, Katniss slips into exposition. Answers about its importance will vary. This exposition explains how Katniss and her family survived after her father died and how she began hunting and gathering food outside of the fence. It also explains how her mother gradually came out of her stupor and returned to normal, but why Katniss no longer trusts her.

14. a. as fresh as a raindrop; b. perched like buzzards on rooftops; c. it's silent as a stone; d. like the flat round disks of hard candy

Dig Deeper:

15. Katniss says it would be awful if she forgets that her opponents are people and she is able to kill them as easily as she kills animals for food. She sees each tribute as a person, not just as a game piece or way to get extra food and supplies for her district. She recognizes the humanity of each person, even if she does not like them, and she does not want to see the tributes dehumanized. She clearly believes that she *should* feel badly about killing someone, even if she is forced to for survival. She clearly sees each human life as important.

16. Answers will vary. When Katniss runs forward, she believes she is volunteering to die to save her sister's life because she believes she has no chance to survive the games. The verses tell us that dying for someone else is the greatest show of love possible, and we usually will only die for someone good. God showed his love to us by sacrificing his son, Jesus Christ, to die to save us even when we were still sinners and didn't deserve it.

17. The context of this passage is what happened to their family after Katniss's father died; Katniss is explaining how they survived. Her mother had become depressed and could not function; she did nothing to provide for her family, so it was up to Katniss to do. They all almost starved while their mother sat and stared into nothing. After this, Katniss no longer trusts her mother. She fears that if anything happens, her mother will disappear again. Katniss has not forgiven her mother. She is filled with anger, bitterness and distrust. The verses teach us to get rid of bitterness and anger and to forgive. We are supposed to forgive others as God forgave us.

Chapters 5–7

Vocabulary:

1. ~~personable~~/unintelligible; 2. ~~shallow~~/amiable; 3. ~~resentful~~/fixated; 4. ~~coiled~~/surlly; 5. ~~median~~/mediocre; 6. ~~decorate~~/demean; 7. ~~impulsive~~/exertion; 8. ~~subdued~~/flamboyant; 9. ~~betrayal~~/contempt; 10. ~~myriad~~/underrate; 11. ~~entitled~~/venture; 12. ~~aversions~~/adversaries; 13. ~~immaculate~~/emaciated; 14. ~~intriguing~~/despicable

Questions:

1. Katniss expected someone dyed, stenciled, and surgically altered, perhaps to the point of grotesque. She expected someone flamboyant, old trying to look young, and someone who viewed her like a piece of meat. Cinna is actually normal looking with close-cropped naturally brown hair, simple black shirt and pants, and a light application of gold eye-liner to accent his green eyes. He seems to treat her with consideration and respect.

2. For the opening ceremonies, rather than dress Katniss and Peeta in coal miner outfits, Cinna and Portia concentrate on coal and what it does. They dress Katniss and Peeta in black unitards with flaming capes and headdresses, burning with safe, manmade fire. The crowd goes wild, throwing flowers, shouting their names and admiring them.

3. First Katniss reacts to Peeta's smile with a rush of unexpected warmth, then she has a warning bell go off in her head and she reminds herself that he wants to kill her and is luring her in to make her easy prey. She decides two can play at that game and she kisses his cheek.

4. An Avox is someone who's been convicted of a crime against the Capitol and had their tongue cut so they can't speak anymore. It seems then they must work as servants in the Capitol.

5. The red-headed girl is a servant that Katniss sees at dinner the day after the opening ceremonies. Katniss recognizes her and tries to speak with her, but the girl quickly hurries away. The others explain that the girl is an Avox, so Katniss couldn't