

## The Lottery Anticipation Guide

Statement	Agree	Disagree
Winning the Lottery is always a good thing.		
One should always follow authority without question.		
Given no other option, I would sacrifice one human life if it meant saving others.		
All traditions are important and should never be forgotten.		

# Literary Elements

setting

protagonist

antagonist

conflict

plot

climax

resolution

point of view

theme

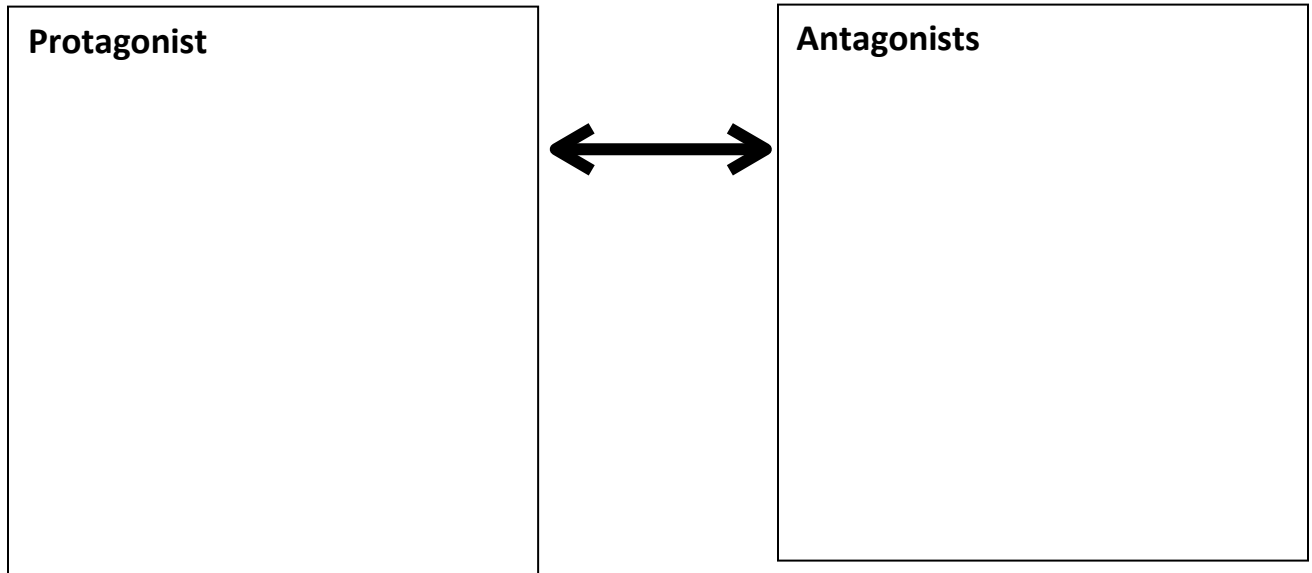
**SUMMARY**

# The Lottery Story Analysis

## Setting

When?	Where?
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## Characters



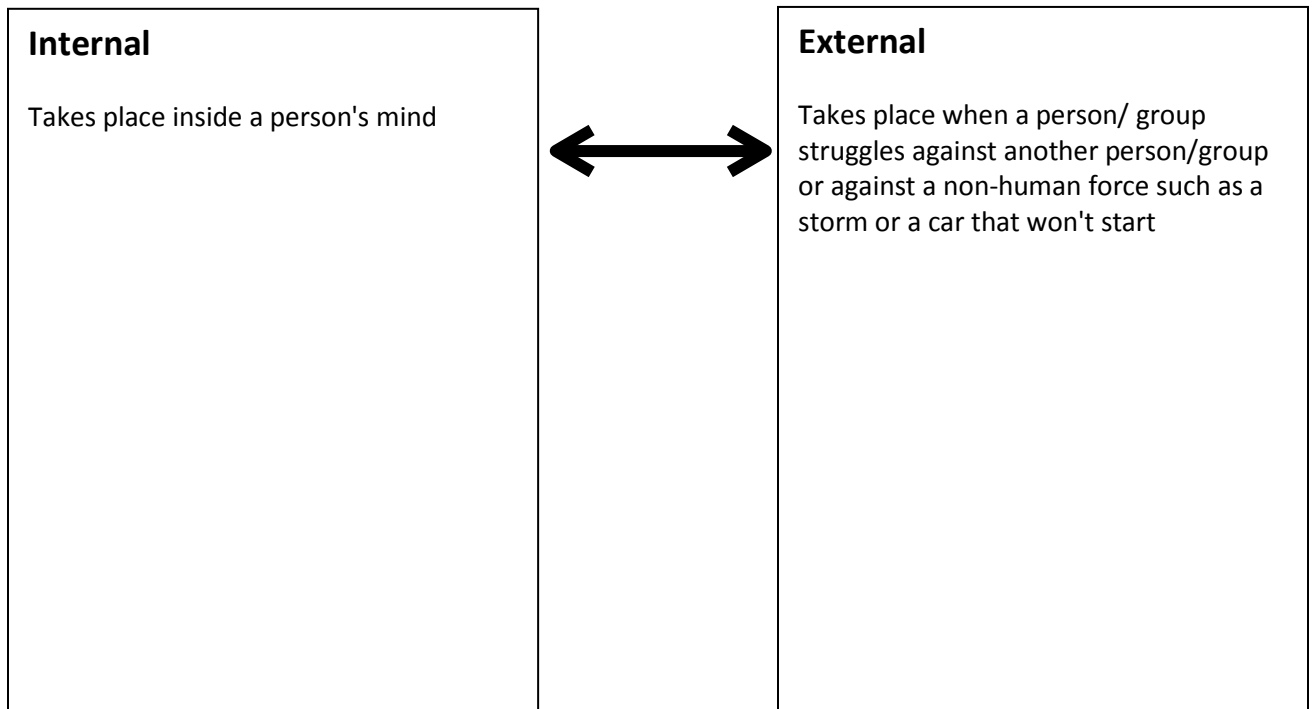
**Other Character**

Include name, appearance, personality, and relationship to protagonist. Support with a quote from the story.

**Other Character**

Include name, appearance, personality, and relationship to protagonist. Support with a quote from the story.

## Conflicts



## Point of View

A large, empty rectangular box intended for notes or definitions related to Point of View.

# The Short Story Plot Map

## It's One Roller Coaster of a Ride!

Each box must be filled with at least two complete sentences.

Title of Story:

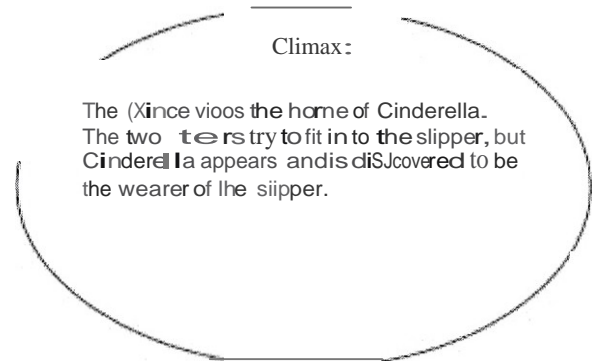
Exposition: Since the morning the prince discovered the slipper.

Rising Action: The prince and Cinderella go to the ball and dance.

Climax: The prince and Cinderella get married.

Falling Action: The prince and Cinderella live happily ever after.

Resolution: The prince and Cinderella live happily ever after.



Event 3:  
 Cinderella finds the slipper on the steps; the prince finds the slipper and agrees to marry the woman whom it fits.

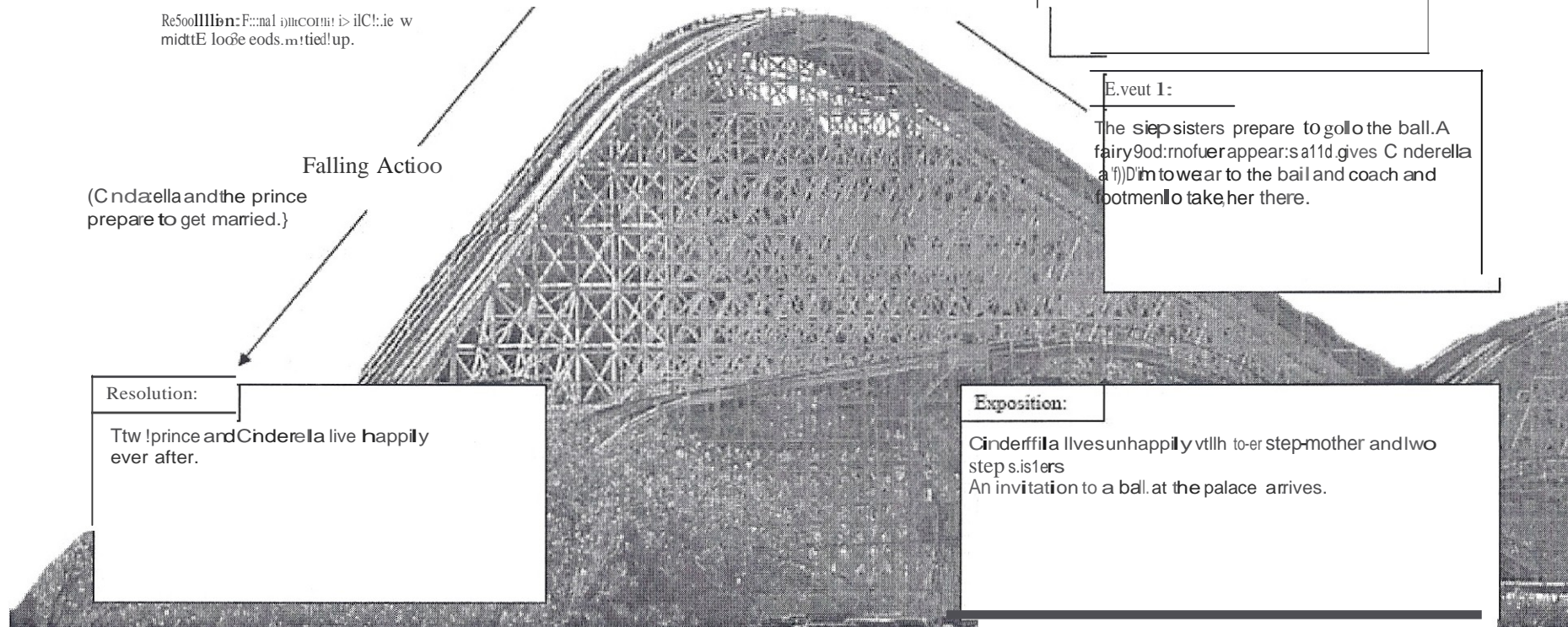
Event 2:  
 Cinderella goes to the ball and dances with the prince. She leaves at midnight.

Event 1:  
 The step-sisters prepare to go to the ball. A fairy godmother appears and gives Cinderella a magic wand to wear to the ball and coach and footmen to take her there.

Falling Action:  
 (Cinderella and the prince prepare to get married.)

Resolution:  
 The prince and Cinderella live happily ever after.

Exposition:  
 Cinderella lives unhappily with her step-mother and two step-sisters. An invitation to a ball at the palace arrives.



# PLOT<sup>6</sup>

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

## CLIMAX

## RISING ACTION

(List examples that create complications or suspense)

## FALLING ACTION

## CONFLICT

## RESOLUTION

## EXPOSITION

Setting:

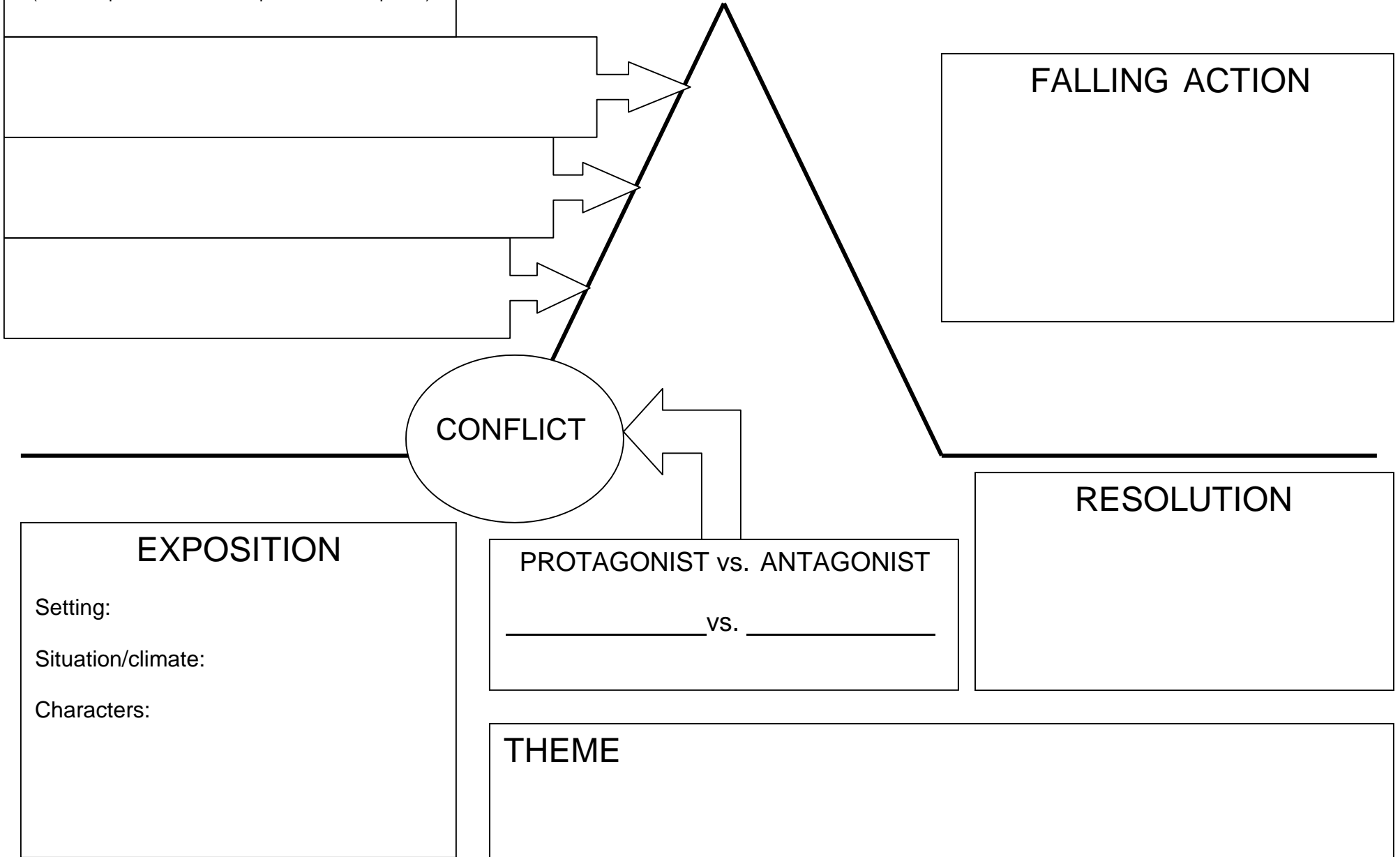
Situation/climate:

Characters:

PROTAGONIST vs. ANTAGONIST

\_\_\_\_\_ vs. \_\_\_\_\_

## THEME



## Theme

A theme is a statement about how things are in the world. Themes often focus on these issues:

- The nature of humanity
- The nature of society
- The relationship between humanity and nature
- Ethical responsibility

The following concept words may help you think about theme. You may add words to this list.

tradition	courage	freedom	fear	defeat
dignity	survival	forgiveness	aggression	compassion
peace	success	evil	discrimination	hope
duty	suffering	perseverance	ambition	betrayal

1. Choose the term you feel is the major (dominant, repeated) subject of the story.

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2. What is the author saying about this idea? This is the theme or the message. Write it in the form of a sentence.

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3. List 2-3 pieces of specific evidence from the story that explain why you think this is the theme (message) of the story.

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## Literature Circles

### Overview

**Literature Circles** are structured book discussion groups in place until the members finish the book. The class is divided into groups and each group member is given a role as described below. The roles will rotate for each meeting.

**Preparing for Literature Circle Meetings:** Read the specified selection of the book for homework. Each group member is assigned the same reading selection each day. By the time the literature circle meets, students must have completed their reading and their written part of the role. The Discussion Director will be in charge of the group and give each member about 3-4 minutes to share/discuss his/her part before leading a general discussion based on the prepared discussion questions. At the end of the session, each person rotates to the next role and records the next reading assignment.

### Roles

**Discussion Director/Circle Leader:** Your job is to create a list of questions your group can use to discuss the part of the book you are currently reading. Write questions that will really make your group think. The best discussion questions usually come from your own thoughts, feelings, and concerns as you read. You need to know your own answers to these questions before your group meets. Remember that your questions should have answers that cannot be found in the book.

**Vocabulary Enricher:** Your role is to enrich vocabulary by completing the vocabulary squares and learning the meaning of the five new words from the list. Use the context clues given by the author. You will teach these words to your group since there will be a quiz on those terms. Include the page the word occurs on, so other group members can go back to the specific pages.

**Character Analyzer:** Your role is to write about the characters. Pick a character (that has not been analyzed in a previous meeting) and tell what he/she is like and how you know that he/she is like that. Use quotes from the book (by the chosen character or by other characters talking about him/her). Compare the character with other people you know.

#### **Illustrator:**

Your job is to create an illustration of a specific scene from the part of the book your group is currently reading. Draw and color a “snapshot” of a funny, scary, emotional, exciting, or interesting scene. Try and make your picture detailed enough that your group will easily be able to guess which scene you illustrated. Be sure you color the entire picture. When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you.

**Literary Luminary:** Your role is to locate a few special sections or quotations in the text to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text and think about them more carefully. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one and consider some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss. Remember, the purpose is to suggest material for discussion. Complete the provided chart below prior to coming to class.



Name: \_\_\_\_\_

### Literature Circles – General Guidelines

**Preparing for Literature Circle Meetings**

- Read the specified selection of the book for homework
- Complete the written part of your role before your literature circle meets
- Be prepared to present your findings orally to your group
- Prepare questions for those parts or words that you had difficulty understanding
- On all five jobs, the job’s heading should be completely filled out. This includes student name, date, book title, and chapters/pages (write the number of the chapters or pages covered, and then circle either “Chapters” or “Pages.”)

**Grading Procedures**

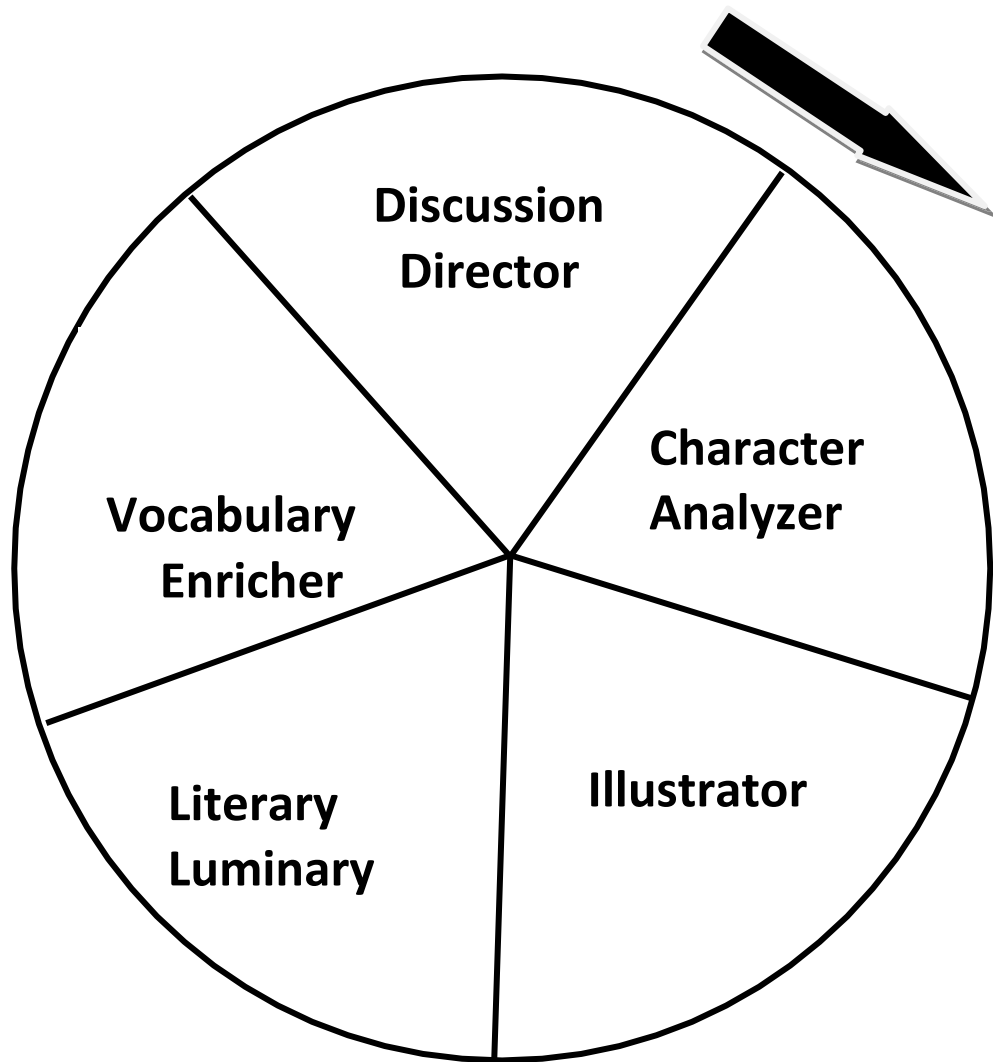
- Each week, your group will turn in a folder with each member’s written assignment and notes from the discussions for a maximum of 25 points (5 points for each member’s assignment)
- If you are absent, your written assignment will be absent as well, and your group will not receive the 5 possible points for your part; THEREFORE, keep in touch (by phone or e-mail) with each group member to ensure everybody’s assignment is ready.
- Members who miss two or more literature meetings will receive 50% of the group’s final grade.

### Literature Circles Assignment Sheet

	Date	Next Mtg. Date	Job for Next Mtg.	Assignment for Next Mtg.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

## Literature Circles

Use this wheel to rotate your jobs for each literature circle meeting.



**DISCUSSION DIRECTOR:** Your job is to create a list of questions your group can use to discuss the part of the book you are currently reading. Write questions that will really make your group think. The best discussion questions usually come from your own thoughts, feelings, and concerns as you read. You need to know your own answers to these questions before your group meets. Remember that your questions should have answers that cannot be found in the book.

(**Sample Questions:** What was going through your mind when you read ...? How did you feel when...? Can someone summarize this (specific pages) section? What surprised you about this (specific pages) section of the book? What do you predict will happen in the next section of the book?)

### **POSSIBLE DISCUSSION QUESTIONS:**

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

**Remember to get each person's input/answer to your questions!**

# ILLUSTRATOR

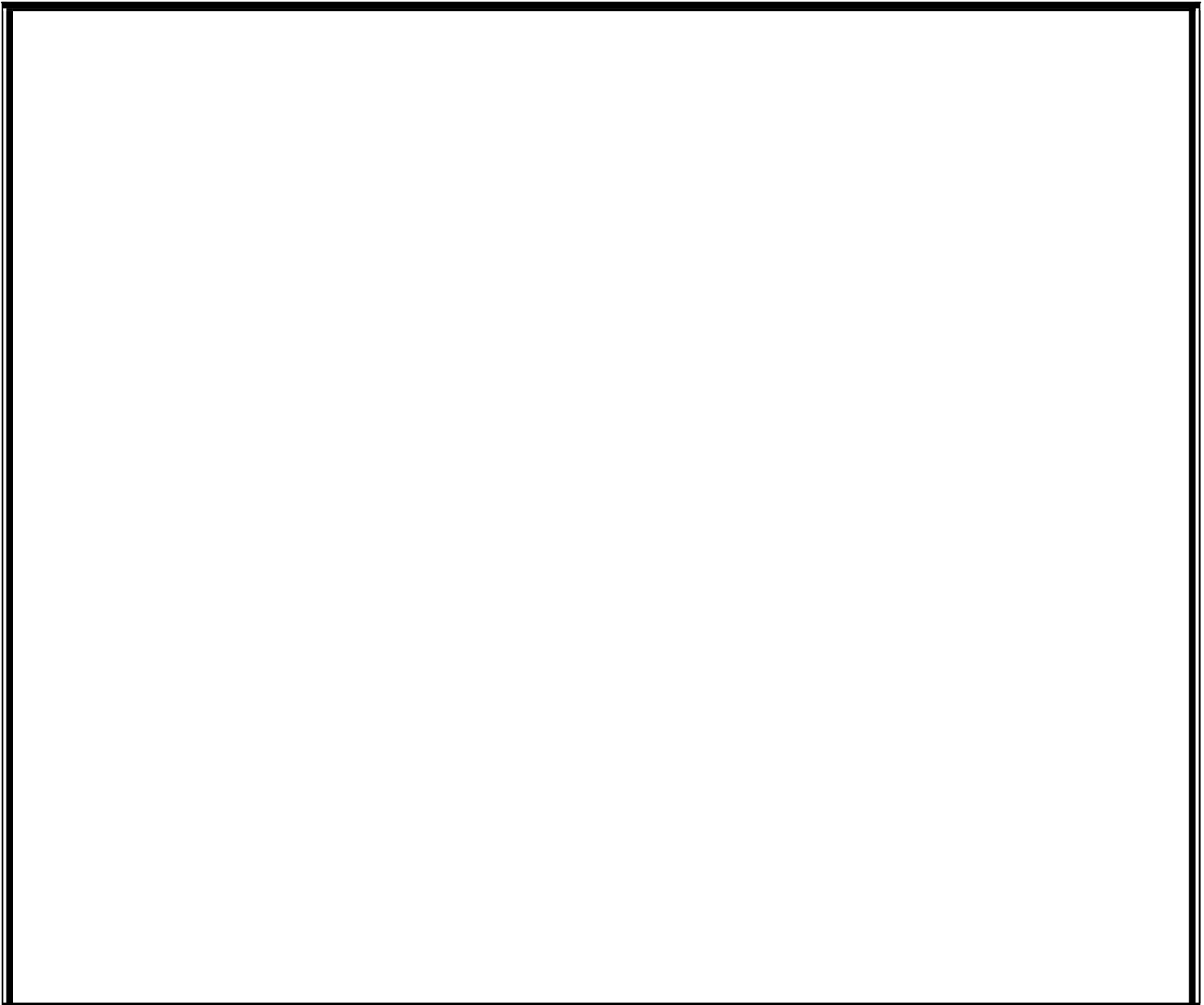
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Chapters/Pages: \_\_\_\_\_

**ILLUSTRATOR:** Your job is to create an illustration of a specific scene from the part of the book your group is currently reading. Draw and color a “snapshot” of a funny, scary, emotional, exciting, or interesting scene. Try and make your picture detailed enough that your group will easily be able to guess which scene you illustrated. **Be sure you color the entire picture.** When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you.



Caption: \_\_\_\_\_

**LITERARY LUMINARY:** Your role is to locate a few special sections or quotations in the text to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text and think about them more carefully. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one and consider some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss. *Remember, the purpose is to suggest material for discussion.* Complete the chart below prior to coming to class.

Page#	Reason for Picking	Plan for Discussion

**VOCABULARY ENRICHER:** Your role is to enrich vocabulary by completing the vocabulary squares and learning the meaning of the five new words from the list. Use the context clues given by the author. You will teach these words to your group since there will be a quiz on those terms. Include the page the word occurs on, so other group members can go back to the specific pages.

Etymology/ Part of Speech	Synonyms/Antonyms
WORD/pg.:	
Definition	Picture/Representation
Sentence:	

Etymology/ Part of Speech	Synonyms/Antonyms
WORD/pg.:	
Definition	Picture/Representation
Sentence:	

**CHARACTER ANALYZER:** Your role is to write about the characters. Pick a character (that has not been analyzed in a previous meeting) and tell what he/she is like and how you know that he/she is like that by completing the chart below. Use quotes from the book (by the chosen character and by other characters talking about him/her). Compare the character with other people you know.

### Physical Qualities

List 3 physical characteristics of that character

### Personality

Tell about the character's personality (What is this person like?)

### Character's Name

### In his/her own words

Find one important thing the character said. Quote it directly, and list the page number you found it. Then, explain why the quote is important.

**Quote:**

**Page #:**

**Explanation:**

### Reactions of Others

Explain what other characters think of that character

**Hunger Games Anticipation Guide**

<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>
Poaching is wrong.		
Having children is always a good decision.		
Reality TV is an exciting form of entertainment.		
There are some situations where it's okay to break the law. Some rules are made to be broken.		
It is never okay to kill humans.		
If a government is wrong, the citizens of that country need to do something about it.		



ACDV B62

Name \_\_\_\_\_

Date/Time \_\_\_\_\_

***The Hunger Games -- Video Guide***

Watch the interview with Suzanne Collins about her novel, *The Hunger Games* (2008), on the website: <http://www.scholastic.com/thehungergames/videos/suzanne-collins-message.htm>

**Watch each of the videos and answer the questions:**

**1. Classical Inspiration (video: 1:46)**

What story inspired her to create *The Hunger Games*?

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What message did Crete give to the people of Athens?

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How is the story inspired by Roman times?

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**2. Contemporary Inspiration (video 1:13)**

How did Collins put a contemporary spin on *The Hunger Games*?

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The games are required viewing not only for entertainment purposes, but what is the second (and most important reason) the citizens are required to view them?

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**3. Desensitization (video 1:20)**

Do you share Collins' fear that we are becoming desensitized to war and violence because we see it so often on TV? Why or why not? \_\_\_\_\_

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**4. Getting Personal (video 4:10)**

List three things (or facts) about Suzanne Collins that interested you. \_\_\_\_\_

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What three things would she take with her if she were on a deserted island? \_\_\_\_\_

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What three things would YOU take if you were on a deserted island? \_\_\_\_\_

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**My Group Members for “The Hunger Games” Literature Circle:**

<b>Name</b>	<b>E-Mail</b>	<b>Phone Number(s)</b>