

**Grade level:** English 8

**Text:** *Catching Fire*

**Date:** Nov 4

**Lesson Topic:** *Catching Fire*

**Essential Question:** How are symbols used in literature? How can we use symbols to predict what might happen next?

**Objective:** SWBAT use symbols from *Hunger Games* to connect to *Catching Fire* and predict plot development.

**Standards:** [CCSS.ELA-Literacy.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**Materials:** Students will need their journals to keep track of symbols and ideas. Teachers will need a blank piece of paper and Elmo to record ideas that the class discusses.

**Activity:** To be repeated for each of four symbols

- 1) First question (as a whole class): What did this symbol do/mean in *The Hunger Games*?
- 2) Second question: Do you think the symbol's meaning will change in *Catching Fire*? (class splits into "yes" and "no," talk with group about why you think symbol will or will not change).
- 3) Give students 1-2 minutes to talk with each other, then have them come together with one sentence explaining their group's perspective. Write in a T-chart.

After each symbol is discussed, clarify meaning of symbols (what class decided first), then the possibilities this meaning leads us to think about (based on class discussion). Wrap-up.

**Rationale:** Symbolism ties the entire series together in important ways, as the major symbols change meaning throughout the three texts. By addressing symbols from the first book, we are not only helping students remember the previous text, but also giving them key points/ideas to look for in the second text.

**Symbols (placed in a grid):**

Hunger (use to scaffold activity)

Mockingjay

Fire

Water