

AVOIDING THE PATH TO PANEM

An Educurious Project Based Learning Unit

Featuring video interviews with Gary Ross,
Director of *The Hunger Games*

Educurious™ Units begin with a challenge for students to solve that is relevant to their lives and has a real impact on the world. *The Hunger Games* book provides many opportunities to raise such questions. These include questions of social class, trust and human connections, and the role that the media plays in forming public opinion and political systems. In this Educurious mini-unit we begin with the challenge: **How can we avoid the path to Panem, the post-apocalyptic world of *The Hunger Games*?**

Unit Overview

In this Educurious mini-unit, students use evidence from the text to **infer** what events or series of events might have led to Katniss's world. Students use primary source documents found through research to support their analysis. As students' expertise emerges, they communicate and inform others about how we can avoid a similar path in our world. They check in with Experts in the field to help them think about their analysis. The culminating task of this Project Based Unit is for students to write an informative essay analyzing the evidence of a social, political or environmental issue we face (e.g. sustainability, poverty, war, racism, economics) that may have led us to Katniss's world. Included in this analysis are specific recommendations of what can be done now to avoid this scenario. Students present their analysis and recommendations through a social network space that you may know—Glogster—with a call to action and an opportunity for others to respond to the vexing problems of our world.

About Educurious

Educurious is a 501(c)3 organization on a mission to fundamentally transform the K– 12 education experience. Our vision is an effective education system in which young people learn in meaningful and inspiring ways and classrooms are a place they want to be. To achieve our vision, we bring together teachers, students and professionals to work on project-based courses through an online platform that opens the classroom to the world. [Click here to learn more about us.](#)

Experts

The Educurious model features professionals who serve as mentors to our students. Our virtual experts share their knowledge, creativity, real-world insights, and a passion for their work in order to inspire students. [Click here to learn more about The Educurious Expert Network \(TEEN\).™](#)

Educurious Badges

Badges are emerging as a new way to both encourage and demonstrate the acquisition of knowledge and skills of all kinds—in both formal and informal settings. [Click here to learn more about the Educurious Badges for this unit.](#)

Learn About Our Approach

Educurious combines project-based learning, technology, and connections with real-world experts to capture the imagination and interest of today's students. Together, these ingredients create a meaningful learning experience that cultivates curious, motivated young people who are ready for college and tomorrow's careers. [Click here for more information on our 6-week units and year-long courses.](#)

Standards Alignment

Common Core Standards: Reading

Reading Key Ideas and Details (RL.9-10.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Common Core Standards: Writing

Text Types and Purposes (W.9-10.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing (W.9-10.6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge (W.9-10.7) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Common Core Standards: Speaking and Listening

Comprehension and Collaboration (SL.9-10.1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

National Educational Technology Standards (NETS-S)

Student NETS-S 1: Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.

Student NETS-S 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Student NETS-S 4: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.

Unit Deliverables

Mini Task 1: Collection of Evidence from the Text

What is the evidence? Where did you find it? Using evidence from *The Hunger Games* book, students begin to make their case answering the question, *How did North America get from where we are now to Katniss's world?* This evidence is collected collaboratively with student groups formed by interest. Students use a graphic organizer in this task: *Claims, Evidence and Explanation*.

Product: Claims, Evidence and Explanation organizer

Mini Task 2: The Tuning Protocol

Using the Tuning Protocol as a structure for peer feedback, students present their case (evidence from the book) to a group of peers. Peers provide warm and cool feedback. Students then revise their work ensuring that each group offers strong and thorough textual evidence that support their analysis of what the book says explicitly, as well as the inferences they drew from the text. This task sets up the next task where students begin the research component of the project.

Product: Participation of students in the Tuning Protocol process; revisions are noted in each group's Claims, Evidence and Explanation organizer

Mini Task 3: Strengthen Your Evidence

Students conduct a short research project to continue to work on answering the question, *"How did North America get from here to Katniss's world?"* They begin to answer the challenge, *"What can we do to avoid the path to Panem?"* Students use Cornell Notes to record and summarize the information gathered. Through this process students narrow or broaden their inquiry; synthesize multiple sources on the subject, and demonstrate understanding of the evidence of a social, political or environmental issue that is their primary focus.

Product: Cornell Notes representing the research component of this project.

Final Project Task: Call to Action

The final project task in this unit is to write an informative essay that students will post in a Glog built by each team. Educurious has partnered with Glogster to provide a FREE special gallery for teachers of The Hunger Games mini-unit that will showcase students' projects around the world. If you prefer, you can use another public posting forum for student work.

How to Sign Up for your FREE basic license on Glogster

The Glog, or any public presentation of work, is a key component of Project-Based Learning. The Glog will include a call to action with an opportunity for others to respond to the challenges of our world as presented by students. Using technology for the presentation of information provides the capacity to link to other information and to display information flexibly and dynamically. **The essay is scored with an Informational Writing Rubric.**

Resources & Materials You Will Use in this Course

1. The Educurious video, "**Surviving High School and Off to College**" featuring Gary Ross, Director and Co-screenwriter of the film version of *The Hunger Games* for LionsGate Films.
2. Internet access
3. Computers
4. *The Hunger Games* book by Suzanne Collins
5. Educurious Badges
6. Graphic Organizer
7. The Tuning Protocol
8. Cornell Notes
9. Informative Writing Rubric
10. Glogster or other public posting forum

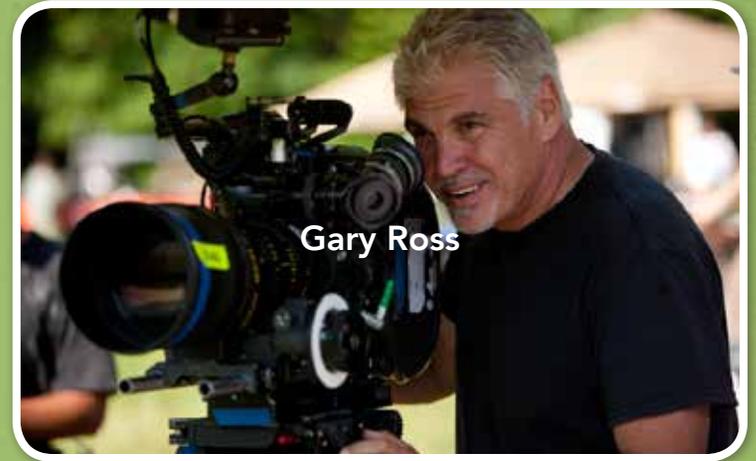


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Students participate effectively in a peer review process to get feedback on the quality of the evidence generated from the text.

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Using Cornell Notes, students conduct a short research project to broaden their inquiry as they continue to work on answering the central challenge of the unit. After watching the Educurious video, "Surviving High School and Off to College" featuring Gary Ross, Director and Co-screenwriter of *The Hunger Games*, students will discuss the role an educated public plays in a free society. They begin to answer the question, "What can we do to avoid the path to Panem?"

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Students use the Claims, Evidence and Explanation organizer, their Cornell Notes and feedback from peers and experts to write an informational essay that will be posted on Glogster. The essay will include a call to action that will help us avoid the path to Panem.

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Taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically, students use Glogster to produce and publish their final project. A rubric is used to assess the quality of informational writing and students' creativity and innovation in their postings.

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Lesson 1: Launching the Unit

In this lesson, students' prior knowledge and opinions will be utilized. Students will talk about the catastrophic events or event that may have caused Katniss's world to become what it is. Students will make claims about how North America became Panem and will find textual evidence in the book to back up their claims. Students will then select their top claims and ideas. From these top ideas, students will collaborate with a group of like-minded peers. The project for this unit is launched with the challenge: "How can we avoid the path to Panem?" The final project task is to post an informative essay on Glogster, a collaborative online learning platform for teachers and students. Each team will create a Glog. The project question and culminating task should be presented in this first lesson of the unit.

Common Core Standards



Reading Standard

RL.9-10: Cite strong and thorough textual evidence to support analysis of what the book says explicitly as well as inferences drawn from the text.

Student NETS-S 4:

Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.

Background Knowledge

If students have not read *The Hunger Games* book by Suzanne Collins, time should be given before beginning this mini-unit to do so.

Lesson Description (for students)

To begin the unit launch, students will talk about the catastrophic events or event that may have caused Katniss's world to become what it is. You'll touch on possible explanations for how North America became Panem. This discussion is a launching point for your work today where you begin to gather evidence from the text that supports what you believe led to Katniss's world. You'll be using a graphic organizer to keep track of your notes. This is a beginning step toward the completion of the project for this unit, which is to develop a Glog or public posting that will include an informative essay posted by your group. Be thinking about your call to action so that we can avoid the path to Panem!

Lesson Description (for teachers)

This lesson focuses on the Common Core Reading standard, citing "strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." Students will use the graphic organizer: *Claims, Evidence and Explanation* to keep track of their evidence. They will continue to use this organizer as a tool building toward the final project – developing and posting an informative essay.

An important component of an Educurious unit is for students to use technology to communicate across and among social networks. In this lesson, the student's networking skills will begin with peers in your classroom. The homework assignment is to network beyond the classroom using the tools that are important to teens: Facebook, Twitter and/or texting as they gather opinions from their friends and social networks.

Engagement Strategy & Learner Choice

Students' work will utilize their prior knowledge and opinions about the book. They network in and outside the classroom to continue to formulate their claims (backed up by evidence from the book). They choose (through evidence) their explanation for the catastrophic events that led to Panem. Students find like-minded peers to form collaborative working groups.

Planning Notes

Access to computers and the Internet will be needed. If you haven't already, now is the time to contact potential experts.

Now would also be a good time for you to become familiar with the Free Educurious gallery on Glogster. If you prefer, you can use another public posting forum for student work.

How to Sign Up for your FREE basic license on Glogster

You will want to create your own Glog or public post in preparation for lessons 4 and 5 in this unit where students write and post their project. If you haven't already worked with your students on Internet etiquette and Internet safety, it would be helpful to cover these important topics prior to starting Lesson 4.

Possible Challenges & Strategies

Before beginning this lesson, students should have read most of the book. However, if some of your students have not completely finished, they can find evidence from what they have read. If you are finding that students are struggling with picking an idea they care most about, or have no idea on how to prevent such events from happening now, you might solicit ideas from peers or provide a number of ideas for students to rank based on preference (first choice, second choice and so on). **Vision 2050** will have some ideas that may be helpful to students.

Materials You Will Use in Lesson 1:

The Hunger Games book by Suzanne Collins

Graphic Organizer

Index Cards

Expert Involvement

Students will need access to Experts in upcoming lessons to provide feedback on their work. [Click here](#) for suggestions for recruiting Experts and how to leverage the participation of your Expert Network.

Instructional Sequence, Technology Use & Timing

1. Launch this mini-unit with a student discussion of *The Hunger Games* book by Suzanne Collins. Ask students: *What do you think happened?* Students do a quick write noting their personal thoughts. Afterwards they do a share out. If your school's learning management system has a space for students to use an electronic notebook or blog space, use that. If not, paper and pencil will work.
2. Explain to students that it is important to make a claim with evidence. Use personal or relevant examples to illustrate the point.

3. Model the set up and use of the graphic organizer below, where students make a claim around this question: *How did North America get from where we are now to Panem?* This graphic organizer (see below) will set the stage for accumulating the evidence needed for students to complete the final project.
4. Students complete this graphic organizer in small groups or individually. Expect that your students will network around the room, finding peers who are working on the same analysis.
5. After collecting claims and quotes, students examine their graphic organizer and write the two ideas they care the most about exploring further on an exit ticket (an index card or half sheet of paper)
6. Collect the exit tickets. Use the exit tickets to create groups of 3 to 4 for next lessons.

Homework

Do a search for websites that might answer the question, "*How did North America get from here to Panem?*" Check in with friends you know who may have an opinion by texting, posting a question on

Example of a Graphic Organizer:

Claim	Evidence	Explanation
Some corrupt people overthrew the government and took control by ruling with fear.	"When I was younger, I scared my mother to death, the things I would blurt out about District 12, about the people who rule our country, Panem, from the far-off city called the Capitol. Eventually I learned that this would only lead us to more trouble. So I learned to hold my thoughts and turn my features into an indifferent mask so no one could ever read my thoughts." p.6	The author describes the fear that Katniss feels and how it is dangerous to trust anyone.
There was a terrible shortage of food and water due to environmental pollution.	"Most of the Peacekeepers turn a blind eye to those of us who hunt because they're as hungry for fresh meat as anybody is." p.5 "In the fall, a few brave souls sneak into the woods to harvest apples. But always in sight of the Meadow. Always close enough to run back to the safety of District 12 if trouble arises. "District 12. Where you can starve to death in safety," I mutter. p.6	Katniss and Gale hunt for food to supplement the meager allotments from the Capitol. People take risks to find any kind of food.

Facebook or on a Twitter feed. Continue to gather evidence from the book and record the evidence on your graphic organizer.

Deliverables & Assessment Rubrics

Students will turn in their exit ticket and on day two they will turn in their Claims, Evidence and Explanation graphic organizer as a formative assessment. Check to see if students have evidence that is sound. Students will participate in a peer review of their evidence in Lesson 2.

Elective Learning Activities

Students may add as many claims and evidence to their graphic organizer as they like. Challenge students to make more claims with evidence.

Ways to Locally Adapt the Lesson

If you live in areas where mining is prominent, you may want to focus directly on challenging issues related to energy, mining, sustainability, and/or environmental issues.

If your district uses a learning platform such as Edmodo, Moodle, E-Pals or Echo, please feel free to upload the unit, lessons and assets into your system. If your district allows access to Google docs, it would be ideal to put the Claim, Evidence and Explanation organizer in a shared collaboration space for student groups to work together. If not, paper and pencil will do.

Assessments

At the end of the period tomorrow, students will turn in their graphic organizer as a formative assessment for teachers to check and see if students have provided evidence that is sound.

Physical Resources:

The Hunger Games book, computer, internet access, paper, pencils, graphic organizer.

Lesson 2: Tuning It Up

This lesson begins with a peer review of the evidence collected from the text of *The Hunger Games* book. Using the Tuning Protocol, students listen and provide feedback to each other. The presenting team begins with a **focusing question** about what feedback they require in order to move their ideas forward. For example, *"In our work so far (the Claims, Evidence, Explanations organizer) are you seeing evidence that food shortages and riots contributed to the path to Panem?"* The peer review group has time to examine the presenting group's work and ask clarifying questions. Then, with the presenting group listening but silent, the peer review group offers warm and cool feedback - both supportive and challenging. The groups switch roles so all groups in the class have an opportunity to receive peer feedback on their work to this point. After each group has received feedback, they revise the graphic organizer.



Common Core Standards

Reading Standard: Key Ideas and Details

(RL.9-10) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Speaking and Listening: Comprehension and Collaboration (SL.9-10.1)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Background Knowledge

The Tuning Protocol was originally developed as a means for high schools in the **Coalition of Essential School's Exhibitions Project** to receive feedback and fine-tune their developing student assessment systems, including exhibitions, portfolios and design projects. This collaborative reflection helps to design and refine work, as well as to support higher quality student performance. Since its trial run in 1992, the Tuning Protocol has been widely used and adapted for professional development purposes in and among schools.

Lesson Description (for students)

Today, you will receive feedback on your work to date through a process called the Tuning Protocol. Your group will present your work to another group. Your group should have a focusing question that represents the feedback that you need to move forward. Each group will have a facilitator who will move the process along and hold all members of both groups accountable to following the protocol as written. After one group presents and receives feedback, you will switch roles so all groups receive feedback on their work. After both groups have received feedback, revise your graphic organizer as needed.

Lesson Description (for teachers)

This lesson offers an opportunity for your students to learn a process for providing peer feedback. The Tuning Protocol can be used in a broad range of situations where there is a piece of work that is in progress and you are seeking feedback to strengthen the product. Each group will present their work to another group. Before pairing groups, you will need to provide time for each group to determine and select their focusing question. This should be an authentic question that requires feedback to the group. For example, one possible focusing question would be, "Were our claims justified in the evidence we provided?" Each group will have a facilitator who will move the process along and hold all members of both groups accountable to

following the protocol as written. You will need to meet with the facilitator of each group prior to the feedback session to prepare them for facilitating the protocol process. After one group presents and receives feedback, groups switch roles so all groups receive feedback on their work.

Engagement Strategy & Learner Choice

In this lesson, students choose the focusing question that will give them the feedback they need. This is completely determined by students. Because students lead the selection of the question, engagement will be high.

Planning Notes

Review the Tuning Protocol before presenting this process to your students. Determine groups for peer feedback. Within each group a facilitator should be chosen. The facilitator does not participate in the feedback. The sole responsibility of the facilitator is to move the process along and hold all participants to the structure of the protocol. Be sure to set aside time to prepare the facilitator for their role.

Possible Challenges & Strategies

Students may deviate from the protocol or the facilitator may not be skilled in keeping the process on track. Preparing the facilitators ahead of time will alleviate confusion. One possible way to scaffold this process is to use a fishbowl to demonstrate. One group asks their focusing question, a second group provides feedback while the rest of the class sits in a circle around the groups that are modeling. The teacher models the facilitation of the process.

Expert Involvement

Your list of Experts should be ready to go by now. Tomorrow is the day that your students will be contacting

an Expert in the field they are investigating.

Materials You Will Use in Lesson 2:

The Hunger Games book by Suzanne Collins

Claims, Evidence and Explanation graphic organizer

Tuning Protocol

Instructional Sequence, Technology Use & Timing

1. Check in with students about their homework from last night. What new knowledge did they gain from networking? What did they add or take out of their Claim, Evidence, and Explanation organizer?
2. Quickly model the **Tuning Protocol**, explain each section in the process and describe the role of the facilitator. If you think it is needed, you can do a fishbowl to model the process.
3. Groups revise their work and prepare to begin their research as a homework assignment.
4. Students turn in their graphic organizer.

Homework

Do a search for websites that might begin to answer the question, “How can we avoid the path to Panem?” Provide some possible websites for students to begin to investigate. Distribute a list of possible Experts that students can e-mail to see if they have recommendations for information that would be helpful in answering their question. Post your progress on your preferred networking method: Facebook, Twitter, texting.

Deliverables & Assessment Rubrics

Students will turn in their graphic organizer as a formative assessment for teachers to check and see if students have evidence that is sound.

Elective Learning Activities

If your district uses a learning platform such as Edmodo, Moodle, ePals or Echo, please upload the unit, lessons and assets into your system. If your district allows access to Google docs, it would be ideal to put the Claim, Evidence and Explanation graphic organizer in a shared collaboration space for student groups to use.

Ways to Locally Adapt the Lesson

You may have a different protocol that your students use for peer review. There are many options to make this lesson effective.

Assessments

Students will turn in their graphic organizer as a formative assessment for teachers to check and see if students have evidence that is sound.

The following bulleted points are specific subsets skills of the CCS SL.9-10.1

As you listen in to groups working through the process of the Tuning Protocol, use your phone, tablet, laptop, checklist or post-its to collect data for individual students or for groups as they demonstrate these expectations.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Physical Resources

The Hunger Games book, graphic organizer (if you can load this into a shared space for collaborative work that would be best, if not use paper and pencil), Tuning Protocol, computers.

Lesson 3: Strengthen Your Evidence

Students conduct a short research project to continue to work on answering the question, “How did North America get from here to Panem?” They then begin to answer the question, “What can we do to avoid the path the Panem?” Students will use Cornell Notes to record and summarize the information gathered. Through this process, students narrow or broaden their inquiry; synthesize multiple sources on the subject, and demonstrate understanding of the evidence of a social, political or environmental issue the have chosen as their focus. Remember that the goal here is to deepen knowledge and develop recommendations and a call to action to avoid the path to Panem!



Common Core Standards

**Writing Standard:
Research to Build and
Present Knowledge
(W.9-10.7)** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Student NETS-S 3:
Research and
Information Fluency**
Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Background Knowledge

There are two pieces to this lesson that require prior experience. The research process itself and using Cornell Notes. [Click here](#) for a link that describes the process of using Cornell Notes.

To use Cornell Notes in this situation:

- The right column** is for recording information in any style that is comfortable for you.
- The left column** is the cue column for learning. Keep this section empty while taking notes. Return to it later to reduce the content for recall by pulling out keywords and formulating key questions from your running notes.
- The summary** section at the bottom is an important element because it helps to refine thinking. Determining key points and paraphrasing them is a very interactive process that improves memory and critical thinking skills.

Students will also need some prior experience using the Internet for research.

Lesson Description (for students)

Equipped with evidence from the text, you are now ready to back up your claims with research that supports your group's inferences as to what catastrophic event or set of events happened to North America that led to Katniss's world. Today, you will begin to search for evidence from recent articles that demonstrate ways that we may be on the path to Panem. Using Cornell Notes as an organizer, you will be well prepared for tomorrow when you will write the first draft of your informative essay.

Lesson Description (for teachers)

This is a very full day that may likely spill over to tomorrow. A lot depends on whether or not your students have had prior experience using Cornell Notes, whether or not your students are clear about their theory of what led to Panem, and whether or not your students are skilled in using the Internet for research. This is a great place to pause and teach some of these skills if necessary!

Engagement Strategy & Learner Choice

Students have made inferences about what led to Panem. They are now working on backing up their claims. Students are invested in the work. They have choices about what to read, where to find resources and how to organize their thoughts.

Planning Notes

You will need to prepare for the use of Cornell Notes. A template that students can upload and use collaboratively on-line would be best. If not, paper and pencil will do. You will also want to preview some news articles that would support students' inferences from the text and be prepared to share some of these if students get stuck. Students will need access to Experts at this stage to provide feedback and offer suggestions about resources.

Possible Challenges & Strategies

Students may not be able to find the right resources to back up their claims. If this happens, they can rethink their inference and choose a new route. The reading level of the primary source documents students find online may be too challenging. If so, encourage partner reading, making notes on the margins of the text, and highlighting unknown words.

Expert Involvement

Students should send emails or Skype their Experts to gather feedback on both their inference and the research phase.

Materials You Will Use in Lesson 3:

Cornell Notes

This is also an ideal point in the mini-unit to share the Educurious video: **"Surviving High School and Off to College"** featuring Gary Ross, the Director and Co-screenwriter of the film adaptation of *The Hunger Games*.

Discussion around this video can include the role an educated public plays in a free society. In their theory of what led to Panem, students can examine how the Capitol limits access to knowledge or information to maintain power and control.

Instructional Sequence, Technology Use & Timing

1. Ask students to complete a status update: "When searching online, how do you typically find information?"
2. Review the final project task, so students have a good concept of where they are headed. Share the Informative Writing Rubric for the final project.
Remember: You are answering the challenge; "How can we avoid the path to Panem, the post-apocalyptic world of *The Hunger Games*?" You have a concept of what happened, now find out if it could happen now. If so, what do we do to avoid that path?"
3. If your students haven't used Cornell Notes, this is a good time to teach the process.
4. Groups begin building a bank of resources by searching websites and recording their evidence using Cornell Notes.
5. Answer student questions as they work independently. Possible sources to begin with: Wikipedia, Onion, Huffington Post, Salon, New York Post, New York Times, Daily Show, Time Magazine, Christian Science Monitor, Guardian, Al Jazeera, ABC News, NPR, YouTube, TED Talks
6. Students should be sharing resources with each other and networking across the classroom. Are there resources that are particularly helpful? Which ones didn't help at all?

Homework

Continue to gather information using Cornell Notes. Be ready to begin to write your essay and start building your Glog tomorrow!

Deliverables & Assessment Rubrics

Students won't turn anything in today because they will need their Cornell Notes to continue their research at home.

Elective Learning Activities

If you have a different way for students to collect and manage information as a part of a research process, please feel free to use it.

Ways to Locally Adapt the Lesson

If your district uses a learning platform such as Edmodo, Moodle, ePals or Echo, please upload the unit, lessons and assets into your system. If your district allows access to Google docs, it would be great to put the Cornell Notes in a shared collaboration space for student groups to use.

Assessments

No assessments for this lesson.

Physical Resources

Cornell Notes, *The Hunger Games* book, computer, Internet access.

Lesson 4: Informative Essay

By now, students have been working in their interests groups and done research around preventing America from going down the path in the world of *The Hunger Games*. They will have collected key sources from both the text itself as well as other primary and secondary sources. They will now begin work on their final project components.

A public presentation of work is a key component of Project-Based Learning. In this unit, the presentation piece of the project is to create a Glog or public post where students will visually display information and recommendations. The Glog will include an informative essay and a call to action with an opportunity for others to respond to the challenging problems of our world that are presented by students in this unit. This will be the major written component within the Glog itself. Using technology for the presentation of information provides the capacity to link to other information and to display information flexibly and dynamically. This product will also be scored with a Informative Writing Rubric for both content and presentation.

Common Core Standards: Writing

Text Types and Purposes (W.9-10.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

Production and Distribution of Writing (W.9-10.6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Student NETS-S 1: Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.

Student NETS-S 3: Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Student NETS-S 4: Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.

Background Knowledge

A public exhibition is an important component of Project Based Learning. In this case, the “public” is a social networking space. You may also want your students to participate in a school-based forum where parents, members of the community and other students are invited to attend.

Lesson Description (for students)

Today, you will begin your final project for this unit. First, you will write an informative essay stating your claim to the question, “*How can we avoid the path to Panem?*” Remember! You will make a call to action with specific actions we can take now to avoid this path. Your first work will be the essay. Then you will develop a Glog and post your work.

Lesson Description (for teachers)

This lesson begins the final project work for this unit with an informative essay focusing on the CCS of writing to “examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.” Students should have access to all the notes they took including the Claims, Evidence and Explanation graphic organizer and their Cornell Notes. Share the Informative Writing Rubric for writing an informative essay with your students prior to starting their work to ensure that expectations are clear.

Engagement Strategy & Learner Choice

Students will create a Glog, much of which will have digital and visual components chosen completely by the students. In addition, the informative essay is on a topic of student choice.

Planning Notes

At this point in the unit, you will need to have experts identified for feedback. For suggestions on how to recruit and work with experts in your community, [click here](#).

In addition, you will need to have Glogster accessible for your students. Educurious has partnered with Glogster to provide a FREE special gallery for teachers of *The Hunger Games* mini-unit that will showcase students’ projects around the country. If you prefer, you can use another public posting forum for student work.

[How to Sign Up for your FREE basic license on Glogster](#)

Possible Challenges & Strategies

Students may need more assistance writing an effective claim. Teachers may need to do specific instruction on how to structure an informative essay with claims, evidence and warrants (commentary). Models may need to be given to support this differentiation.

Many students will be strong writers that can make effective claims with good evidence. You can use examples of strong student writing as exemplars to share with your class. In addition, some students will be highly technologically proficient and will find ease in creating Glogs. Utilize these students as leaders in your classroom.

Expert Involvement

Experts will be giving students critical feedback on their informative essay that will be posted on their Glog. Teachers will focus their feedback on students’ evidence and claims in their work.

Materials You Will Use in Lesson 4:

Graphic Organizer
Cornell Notes
Computers
Informative Writing Rubric
Examples of high quality informative essays

Instructional Sequence, Technology, Use & Timing

1. Students gather their resources: Claims, Evidence and Explanation organizer, Cornell Notes, etc.
3. Students pick one claim from their research that answers this question. *What can we do to avoid the path the Panem?* Students check to see if they have evidence from both the novel and the research process.
4. Students draft their informative essay, making sure that they have a major claim or thesis, evidence to support the claim, and written commentary to connect their claims and evidence.
5. Students can submit their written components to their Expert for feedback.
6. Students finish and submit their essay to the teacher and to their Expert. Once the essay is submitted for feedback, students can begin constructing their Glog. They may choose to include their informative essay initially, or focus on other visual components.

Homework

Students continue to work on their essay and on the construction of their Glogs.

Deliverables & Assessment Rubrics

Claims, Evidence and Evaluation graphic organizer, Cornell Notes and Informative Essay.

Elective Learning Activities

You may choose to analyze and critique other examples of other Glogs or informative essays to further provide students with exemplary ideas.

Ways to Locally Adapt the Lesson

If your district uses a learning platform such as Edmodo, Moodle, ePals or Echo, please upload the unit, lessons and assets into your system.

Assessments

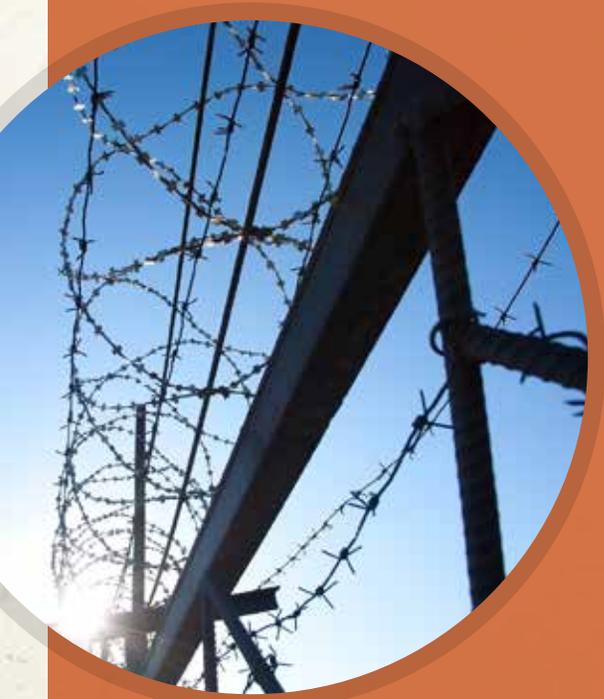
Informative essay; scored with Informative Writing Rubric.
Feedback from teacher and Expert.

Physical Resources

Access to computers and Internet.

Lesson 5 – Creating and Presenting the Glog

Students will have written the initial draft of their essay for their Glog and received Expert feedback. Students will use this lesson to reflect on the feedback they have been given, revise their work, and continue working on their polished Glog. They will examine the rubric to ensure that their work meets the requirements. Students will spend the remainder of the time crafting their final project and reflecting on what they learned in this unit.



Common Core Standards: Writing

Text Types and Purposes (W.9-10.2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

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- a. identify and define authentic problems and significant questions for investigation.

Background Knowledge

Glogster has partnered with Educurious for The Hunger Games mini-unit to sponsor a special page that is FREE to teachers using our course. It will be very exciting to see a gallery of student projects from around the world and we encourage you and your students to frequently check the site that will be continually updated with new student projects.

Lesson Description (for students)

In this lesson you will prepare for launching a public presentation of your claims and evidence. You will make a call to action on a public website.

The centerpiece of your Glog will be the informative essay you completed. Look over the rubric to be sure you understand the expectations.

Lesson Description (for teachers)

You will want to review the rubric for the final project of this unit with your students. It is also important to review Internet etiquette and safety.

Engagement Strategy & Learner Choice

Students are presenting work they care about; concepts they chose to develop. Glogster is an engaging website with potential for students to develop a highly interactive and creative Glog. Expectations are high for students to post rigorous, challenging content.

Planning Notes

You will want to create your own Glog or find some exemplars if students are stuck.

Possible Challenges & Strategies

If students are either challenged by the task or the technology (or you are challenged by the technology) make use of the resources you have in other students.

Many of your students will be highly skilled with the technology and will easily develop their Glog. Many students will be creative in their design. Others will have strong writing skills.

Expert Involvement

Experts should give feedback to students on the final product. Students should provide the website for Experts to view their Glog. You may want to share the rubric with the Experts before they review student work.

Materials You Will Use in Lesson 5:

Informative essay

Internet access

Computers

Glogster or other public posting forum

Informative Writing Rubric

Instructional Sequence, Platform Use & Sequence

1. Students look over their Expert feedback.
2. Review the rubric with the students to ensure clarity of expectations.
3. Students work on creating their final Glogster project, including written and visual components, as well as a bibliography of resources.
4. Students submit their final project to the teacher and Experts.
5. Students do a quick write, reflecting on their most important learning from this unit. If you are using Edmodo, ePals, Echo or Moodle, students can write their reflection there. If not, paper and pencil will do.

Deliverables & Assessment Rubrics

Final Glog assessed using the Informative Writing Rubric.

Elective Learning Activities

The teacher may want to spend some instructional time on visual rhetoric to ensure that students are picking highly effective visual components within their Glog.

Students may engage in a formal presentation of their Glog for their class or a panel of invited Experts. If so, additional time will be needed to prepare and refine an oral presentation.

Ways to Locally Adapt the Lesson

Experts might be brought into the classroom physically to help coach and critique students' final project.

Assessments

Final Glog with essay uploaded. This assessment will be scored with the Informative Writing Rubric.

Physical Resources

Computers, Internet access, Glogster or public posting forum for student work.

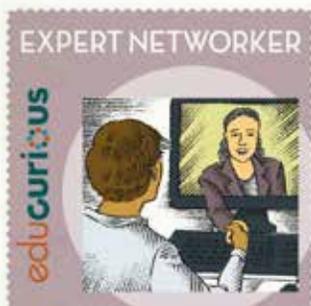
Resources & Materials You Will Use in this Unit

Educurious Badges

Educurious courses integrate badges as a component of our assessment system. Each badge demonstrates specific skills and competencies and is awarded by teachers, Experts and, in some cases, a student's peers.

Badges are emerging as a new way to both encourage and demonstrate the acquisition of knowledge and skills of all kinds—in both formal and informal settings.

In this unit, two badges are available for students to earn:



[Click to download](#)

The Expert Networker Badge

To earn the Expert Networker badge, students demonstrate skill in both communicating with an Expert outside the classroom and effectively using the feedback provided by an Expert to revise and improve the student's work.

- Demonstrates that a learner has learned how to effectively communicate with Experts from a variety of fields and is able to use relevant aspects of those communications to further project work.
- Demonstrates that a learner is able to communicate with Experts to discuss and learn about the disciplines and careers beyond project work and focus.

To earn this badge the learner must:

- Respond to and/or use Expert feedback in multiple instances in a unit to advance project work.
- Pose meaningful questions to Experts that provide a meaningful resource for other learners as rated by their peers.
- Document engagement with Experts on topics and ideas outside of project work.

**NOTE: The Expert Networker badge will be given to learners by Experts, teachers and peers.*



[Click to download](#)

The Top Glogger Badge

To earn the Top Glogger badge, students demonstrate their communication skills by posting an informational essay on a Glog. In addition, students must make an evidence-based “call to action” with a convincing argument to take specific actions to solve a challenging problem faced by the world.

- Students produce an informational essay that examines and conveys complex ideas, concepts and information clearly and accurately.
- Students demonstrate the effective selection, organization and analysis of content
- The Glog is graphically appealing and includes multimedia links.
- There is a “call to action” with a convincing argument that includes specific steps the general population can take toward solving a challenging problem.

To earn this badge the learner must be:

- An author of informational text that includes examining information from text, describing and communicating complicated ideas
 - An effective communicator
 - An effective opinion researcher
 - An active community member (defined by accepting and thoughtfully incorporating feedback from experts and peers)
 - An initiator and participant in a range of collaborative discussions
 - A creative thinker and developer of innovative products and processes using technology
- *NOTE: The Top Glogger badge will be given to learners by Experts, teacher, and peers.*

For more information about this emerging field, visit:

[Mozilla](#)

[MacArthur Foundation](#)

How to Sign Up for your FREE basic license on Glogster:

Teachers: Register on edu.Glogster.com for your **FREE** basic license and create your user name and password [login]. Once you login, you will be automatically redirected to your dashboard and will receive your **assigned teacher code**. To access the special Educurious page on Glogster, click here and enter your assigned teacher code [here](#).

Students: Once the teacher has registered, students will register as a **student** on the dashboard using the **assigned teacher code**. Once the student is registered, they will have access to The Educurious Learning Challenge page with the link provided.

NOTE: Educurious has partnered with Glogster to provide a FREE special gallery for teachers of The Hunger Games mini-unit that will showcase students’ projects around the world. If you prefer, you can use another public posting forum for student work.

Claims, Evidence and Explanation Graphic Organizer

Claim	Evidence	Explanation

Steps of the Tuning Protocol

1. Focus Question
Each group determines their focusing question (e.g. Does our evidence back up our claims?).
2. Presentation
Group 1 presents their focus question. They provide their Claim, Evidence and Evaluation organizer to Group 2. Group 2 takes notes during Group 1's presentation. Group 1 describes where they are with their claims and evidence. What are they claiming happened? Does the evidence presented back up their claim? They ask their focus question (e.g. Does our evidence back up our claims?).
3. Warm and Cool Feedback
Group 2 provides feedback to Group 1. They answer the question Group 1 posed with specific feedback. Group 2 first provides warm feedback (what they like and appreciate). Next they provide cool feedback (suggestions for improvement). Group 1 is silent during this time. They do not respond to any of the feedback, however they do take notes.
4. Reflection
Group 1 responds to any feedback they choose to react to. Group 2 is silent during this time. It is a time for Group 1 to think out loud. They talk about how they will use the feedback they heard to revise their work, either changing their claim or strengthening the evidence.
5. Change Roles
Repeat the process in Steps 1-4. Group 2 are now the presenters and Group 1 provides feedback.
6. Debrief
The facilitator asks: How did it feel hearing warm and cool feedback? How did it feel not being able to respond immediately to the feedback? How was the feedback useful to your work? How would you adapt the process to make it more useful?

Cornell Notes

Click here for a link that describes the process of using Cornell Notes.

To use Cornell Notes in this situation:

- a. The right column is for recording information in any style that is comfortable for you.
- b. The left column is the cue column for learning. Keep this section empty while taking notes. Return to it later to reduce the content for recall by pulling our keywords and formulating key questions from your running notes.
- c. The summary section at the bottom is an important element because it helps to refine thinking. Determining key points and paraphrasing them is a very interactive process that improves memory and critical thinking skills.

Informative Writing Rubric: Glog Posting

		Strong and Thorough Evidence (CCS)	Analysis Supports Evidence (CCS)	Conveys Complex Ideas, Concepts and Information Clearly (CCS)	Creative, Engaging and Innovative (NET)	Organization and Conventions (CCS)
Exceeds Standards Shows control and skill; many strengths present	4	Provides detailed and convincing evidence that establishes a clear, nuanced perspective. (For example: "I believe that X happened or can happen because Y; or with the condition Z.")	Provides strong, distinct analysis. Feelings or personal preferences may be present but don't stand-alone.	Presents thorough and detailed information to strongly support the claim. Thoroughly discusses relevant and salient implications or consequences.	The writing and presentation (Glog) effectively uses language, style and tone appropriate to the genre, medium and audience and engages the reader through things like attention getting introductions, word choice, images, personal stories (whatever the teacher would like to focus on)	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response include language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Meets Standards Some control; strengths outweigh the weaknesses; addresses prompt	3	Develops fairly convincing evidence with sufficient information to establish a perspective but is not conditional or well thought out.	Provides reasons for the analysis. Feelings or personal preferences may be present but don't stand alone.	Present appropriate and sufficient details to support the claim. Explains relevant and plausible implications.	Most of writing and presentation (Glog) effectively uses language, style and tone appropriate to the genre, medium and audience and engages the reader through things like attention getting introductions, word choice, images, personal stories (whatever the teacher would like to focus on)	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.
Almost Meets Standards Some control; weaknesses outweigh strengths, does not address prompt	2	Attempts to develop convincing evidence although details are lacking and perspective may be unclear.	Few reasons are evident; there needs to be more support and development of the analysis. Feelings and personal preferences are the primary drivers.	Presents appropriate details to support the claim. Briefly notes a relevant implication.	While there are some sections or words that try to engage the reader, the language, style or tone need more work to engage the reader and are not appropriate to the genre, medium and audience.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.
Not Yet Needs more work	1	Does not seem to attempt to develop convincing evidence and details are lacking. Perspective is unclear.	No reasons or only vague reasons are provided. There needs to be more support and development of the analysis. Feelings and personal preferences are the primary drivers.	Attempts to provide details in response to the claim, including retelling, but lacks sufficient development or relevancy. Implication is missing, irrelevant, or illogical.	The language, style and tone of the work make little attempt to engage the reader.	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.

About Educurious

About Educurious

Educurious is on mission to fundamentally transform the K– 12 education experience. Our vision is an effective education system in which young people learn in meaningful and inspiring ways and classrooms are a place they want to be. To achieve our vision, we bring together teachers, students and professionals to work on project-based courses through an online platform that opens the classroom to the world. Educurious units, modules and lessons are built to the Common Core State Standards (CCSS) and the Framework for K-12 Science Education, with multimedia elements, gaming, badges, and technology-rich assessments to support trajectories toward mastery and personalized learning pathways. Key features of Educurious include:

- **Breaking down the barriers** between the classroom and the real world.
- **Increasing students' engagement, motivation and self-confidence** as they solve real problems and see the results of their work.
- **Equipping students with the communication and technology skills** they need to succeed in a global economy.
- **Shifting the role of learners** from passive consumers of information to active collaborators, problem solvers and contributors to curriculum.
- **Incorporating the technologies that teens use every day** outside the classroom to improve their work in the classroom through our blended learning model.
- **Repositioning teachers as guides and facilitators** with materials, tools and support to transform their classrooms into learning communities.
- **Expanding students' career possibilities** by connecting them to renowned Experts from a wide range of careers and professions through The Educurious Expert Network (TEEN)[™].



More About The Educurious Expert Network (TEEN)™

Educurious courses feature professionals from all walks of life who demonstrate an ongoing commitment to share their knowledge, creativity, real-world insights, personal histories and a passion for their work in order to inspire students.

In addition to noteworthy Experts, such as Gary Ross, the Director and Co-screenwriter of *The Hunger Games* movie, who appear in videos embedded in this mini-unit *Avoiding the Path to Panem*, local professionals volunteer their time to review student projects in progress and answer student questions about what it is like to work in their chosen field. Experts in TEEN™ provide a range of roles to support student learning:

- a. Some Experts define projects and present challenges in feature videos which are integral to the units and full courses.
- b. Some Experts visit the classroom via Skype or Webinars to field questions on real-world projects.
- c. Other Experts provide helpful tips, suggestions and constructive feedback on a student's work in progress via the Educurious virtual network.

This dialogue and exchange between the student and the Expert adds an important dimension to the course and student outcomes. We have included some ways you can recruit experts for your students as they experience the Educurious mini-unit, *Avoiding the Path to Panem*.

Where Will We Find these Experts?

For this mini-unit, it would be great to find writers who are working as journalists, copywriters and editors. They will bring a real-world perspective to the review of your students' informational/persuasive essays. Scientists are also important experts for *Avoiding the Path to Panem*. Science Experts can provide feedback and resources for students in the research phase of this mini-unit as students answer the question, "How did North America get from here to Panem?"

1. Check with writers at local newspapers – both print and online. The writer covering either Science, Books/Literature and Arts/Entertainment is a good first contact.
2. Contact your school or district's Career or Internship coordinator. Often, they are working with companies that employ professionals in various capacities.
3. Send a letter home to parents to tap their connections.
4. Don't overlook your local library or bookstore—they frequently host readings and book signings and can put you in touch with local authors.
5. The **World Business Council's Vision 2050** is an organization of 29 corporations from around the world who are working together to define a path for the world where "nine billion people can live well, and within the planet's resources." There are a number of resources on their website that will be useful to you and your students during the research phase of this mini-unit and would be a great resource to recruit Experts.

How Many Experts Will We Need?

For Experts who review student work and provide feedback, we generally recommend that each Expert work with a maximum of 4 to 5 students.

Learn More About Our Approach

Teachers who experienced success with our 1-week mini-unit may want to consider using our 6-week units. Some schools may decide they want a complete year-long course while others may supplement their current curricula with one or two units. For more information and a detailed course syllabus, contact us at: curriculum@educurious.org

English Language Arts Courses (9th grade)

Charting Great Controversies

Picking Up the Clues

Mapping Your Great Places

Investigating Science through Story

Approaching Amazing Art

Imagining New Worlds

Biology Courses (9th grade)

Charting the Diversity of Life

Evolution & Extinction

Predicting & Preventing Infectious Disease

Contemporary Approaches to Genetics

Environmental and Human Health

The Ecological Impacts of Climate Change

Prosthetics and Neurobiology

Your Feedback is Essential

This one-week mini-unit is a preview of the innovative Next Generation high school English Language Arts, Biology and Algebra courses that Educurious is currently developing. Your feedback will assist us in refining our courses to reflect what teachers and students need to stay engaged and inspired in the classroom. We welcome your comments and suggestions: educators@educurious.org