

CATCHING FIRE

FIGURATIVE LANGUAGE SENTENCE STRIPS

CREATED BY TRACEE ORMAN

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GREAT FOR INTERACTIVE NOTEBOOKS

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TEACHER GUIDELINES/DIRECTIONS

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Practice identifying and analyzing figurative language: *Catching Fire* by Suzanne Collins is rich with figurative language. The text offers a perfect opportunity for students to identify and analyze figures of speech such as similes, metaphors, hyperboles, onomatopoeia, idioms, personification, and euphemisms.

The examples on page 4 are from chapters one through four only. You can find additional figurative language practice in my *Catching Fire Discussion Questions* pack. (Included in my *Catching Fire Teaching Unit*.)

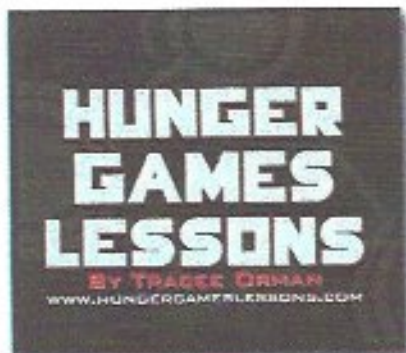
To implement:

1. Print the sentence examples on page 4.
2. Cut along the dotted lines so each sentence is a slip (or strip) of paper.
3. Have students draw a sentence slip. (Because there are 10 strips: 5 with one example and 5 with two examples, you can have students partner up.)
4. They should identify the figures of speech.
5. Next, they should analyze its use, noting how it affects the tone, meaning, and imagery in the sentence. (Handout on page five or have students use their own reader's notebook.) They should explain **why** the author uses the different devices. What would the passage read like if no figures of speech were used. (Note: They should analyze the connotations of the words used to assess the tone and meaning.)
6. When a group finishes, they should swap with another group until everyone has analyzed the number of slips you want them to. (Some students could do all, some may need to do less.)
7. Finally have students come up with their own sentence slips examples to stump their classmates. You can use the template on page 6. Everyone loves a little competition, right?

STANDARDS PRACTICED:

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



1. But instead I sit, as motionless as the rock beneath me, while the dawn begins to lighten the woods. (page 3) - 2 examples
2. The sun persists in rising, so I make myself stand. (page 4) - 1 example
3. The houses inhabited by my family and Peeta give off a warm glow of life. (page 13) - 1 example
4. It's jarring to see [President Snow] surrounded by the ordinary objects in the room. Like taking the lid off a pot and finding a fanged viper instead of stew. (page 18) - 1 example
5. [Haymitch] pushes past me and lurches down the hall to a door. When he wrestles it open, a blast of snow hits us. (page 43) - 2 examples
6. I can't let President Snow condemn me to this. Even if it means taking my own life. (page 46) - 2 examples
7. If I feel ragged, my prep team seems in worse condition, knocking back coffee and sharing brightly colored little pills. (page 48) - 2 examples
8. Now the crops begin, stretched out as far as the eye can see. (page 55) - 2 examples
9. There's loud applause, but none of the other responses we got in the Capitol, the cheers and whoops and whistles. (page 58) - 1 example
10. [Rue's] five younger siblings, who resemble her so closely. The slight builds, the luminous brown eyes. They form a flock of small dark birds. (page 58) - 1 example

NAME(S): _____

Date: _____ Period: _____

Sentence # and devices found	How it affects the tone (Connotations of certain words)	How it affects the meaning (Connotations of certain words)	How it contributes to the imagery

Sentence:

Chapter: _____ Page Number: _____

Sentence:

Chapter: _____ Page Number: _____

Sentence:

Chapter: _____ Page Number: _____

Sentence:

Chapter: _____ Page Number: _____

Sentence:

Chapter: _____ Page Number: _____

Sentence:

Chapter: _____ Page Number: _____

Sentence:

Chapter: _____ Page Number: _____

Sentence:

Chapter: _____ Page Number: _____

ANSWERS (EXPLANATIONS MAY VARY; THESE ARE ONLY SUGGESTIONS):

- (2) Simile:** Katniss is comparing herself to a motionless rock: she is having trouble moving (she's dreading what she must do: go on the Victory Tour).

Personification: "dawn begins to lighten the woods" (dawn lightens)

 - The simile is necessary to portray the negative connotation: Katniss does **not** want to go on the Victory Tour.
 - The personification adds imagery of a sunrise.
- Personification:** "sun persists"

 - Adds to the negative connotation that Katniss does not want to go—does not want this day to begin. It also adds imagery.
- Personification:** "houses...give off a warm glow."

 - The "warm glow" is a stark contrast to not only Haymitch's house, but to the Seam and Hob, where Katniss just visited. It portrays the economic divide between the poor and (as in Haymitch's case) damaged people with the young, *seemingly* perfect victors.
- Simile:** President Snow's appearance in her house, in ordinary (unglamorous) surroundings, is like finding a viper inside a pot instead of stew. **Snow and a viper in an unexpected place** are being compared.

 - The snake comparison will come up again, so it's a way to establish it. Comparing Snow with a snake also shows how sneaky he can be, cold-hearted, and poisonous.
- (2) Hyperbole:** "wrestles it open"

Personification: "snow hits us."

 - The exaggeration of Haymitch wrestling the door intensifies the imagery of him drunk (struggling with a door), and adds some humor to the image.
 - The snow hitting them also adds to the imagery, but it adds to the conversation they are about to have: Katniss will realize her life will never be the same; she will never have the freedom to make her own decisions on how to live her life and with whom. President Snow has made that choice for her; so, **snow** hitting her with this is a **double entendre**, as well.
- (2) Euphemism:** "...taking my own life" is a **euphemism** for committing suicide.

Hyperbole: "President Snow condemn me..."

 - "Taking my own life" is less harsh than the phrase "committing suicide" BUT it also places the responsibility of the action into the speaker's hands and this foreshadows Katniss's failure to do so.
 - While the phrase is meant as an exaggeration now, President Snow will literally condemn Katniss later, so this plays into the foreshadowing, as well.
- (2) Hyperbole:** "feel ragged"

Idiom: "knocking back coffee"

 - "Ragged" gives the negative connotation of a rag doll and the imagery of just how much work the prep team has ahead of them. Though it has only just began, Katniss is already wiped out. This shows just how much worse things will get.
 - The idiom also adds to the imagery, showing us that the prep team needs stimulants to wake up and do their job. It also shows that they will use drugs/unnatural means to do their job and Katniss gets through it on her own without help. This, of course, won't always be so. It may foreshadow her need for drugs later.
- (2) Personification:** "crops...stretched out"

Idiom: "as far as the eye can see" means they go on for a long time; as far as anyone's eyes can see.

 - The personification and idiom both add imagery to the sight of District 11, contrasting the size of it with District 11.
- Onomatopoeia:** "cheers, whoops, and whistles"

 - The sounds that *aren't* coming from the crowd in D11 contrast those from the Capitol. It's a way to show how different the atmosphere is for the people: this isn't a party; it's not an occasion to celebrate, as the Capitol crowd thinks it is.
- Metaphor:** Rue's siblings are being compared to a flock of small, dark birds

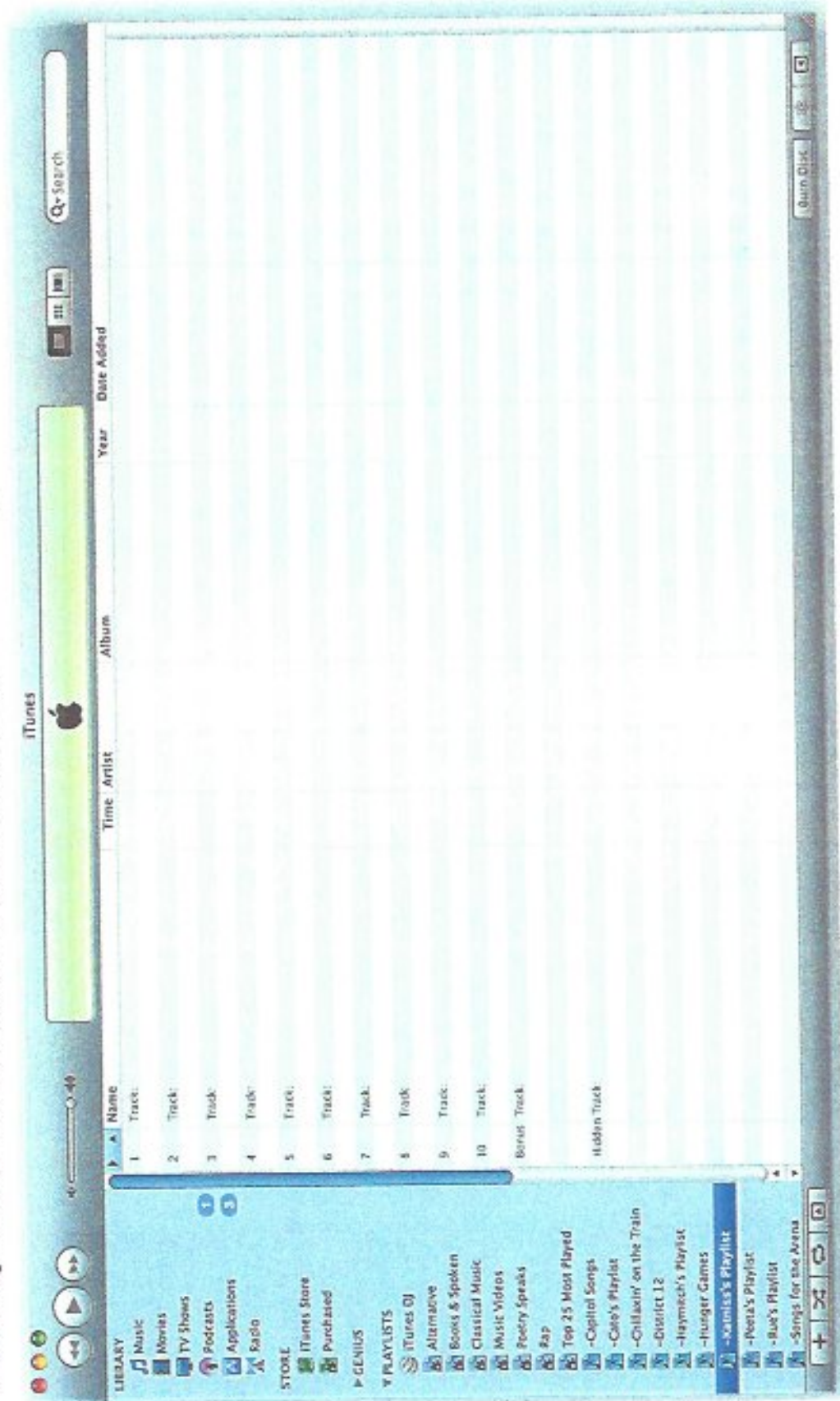
 - Katniss always compared Rue to a bird taking flight; her siblings remind her. This is the mockingjay symbolism coming through Rue, as well. It's necessary to connect the mockingjay with Rue to be consistent with the symbolism in all three books.

THE 75TH HUNGER GAMES QUARTER QUELL TRIBUTES

CHARACTERS	WHO IS THIS PERSON?	WHAT HE/SHE LOOKS & ACTS LIKE	NOTABLE QUOTES/THOUGHTS/ ACTIONS	REMINDS ME OF..
1. Cashmere				
1. Gloss				
2. Brutus				
2. Enobaria				
3. Beetee				
3. Wiress				

Katniss's iTunes Playlist

Which songs would Katniss have on her playlist? Fill in 10 songs and write why you chose each one for her.



CATCHING FIRE

NAME: _____

Supplemental Research Projects for *Catching Fire*:

1. Research the history of clocks. What is the oldest working clock in the world? What does the word "clock" mean? What else can you discover about clocks?
2. Research the use of spiles. Are they used today to extract sap or water, or other forms of liquid, from trees? What else can a spile be used for?
3. Research hovercrafts. How are they made? Is it possible to have one today that can transport people?
4. Draw a map of Panem based on the context clues. (Bonnie & Twill were on their way to District 6, but jumped off the train at a fuel stop & walked to District 12. Those three must be in the same vicinity.)
5. Write your prediction to what will happen in Book 3. Who will live? Who will die? Will the people of Panem be saved from the Capitol?
6. Write a chapter that would serve as a prequel to the series. Imagine Katniss's parents meeting & falling in love, or Haymitch coming home as a victor from his Games. Be creative.
7. Try to find 10-20 figures of speech that Suzanne Collins uses in *Catching Fire*. Find as many clichés or idioms as you can. Then research the origins of them.
8. Draw a depiction of Katniss's wedding/mockingjay dress. The website deviantart.com held a contest for the best drawing of her dress. Look at the entries here: <http://hungergamesfangroup.deviantart.com/blog/30657496/>
Note: You may need to register on the site to view the winners/entries.



CATCHING FIRE

NAME: _____

Catching Fire Projects/Additional Research

1. Ermine

- What is it?
- What symbolism does it have in history?
- What works of art has it been featured in?
- Why do you think Cinna chose ermine for Katniss to wear as they left for their victory tour?
- Can you find any other connections between one of the famous artworks and *Catching Fire*?



2. Compare the three covers of novels: *The Hunger Games*, *Catching Fire*, and *Mockingjay*. (See back.)

- What do they have in common? (Similarities)
- What differences do you notice?
- What might this mean, or what is significant about these differences and similarities?
- Predict what will happen in *Mockingjay*.

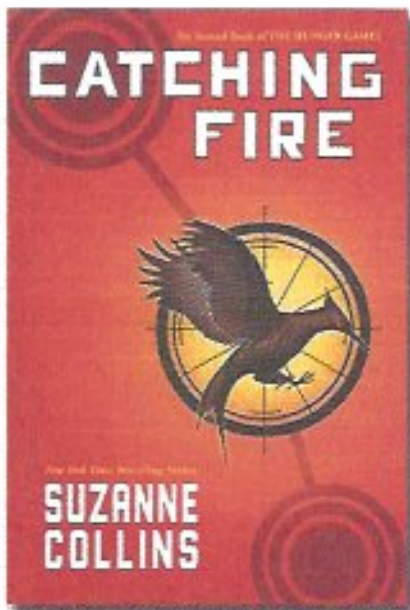
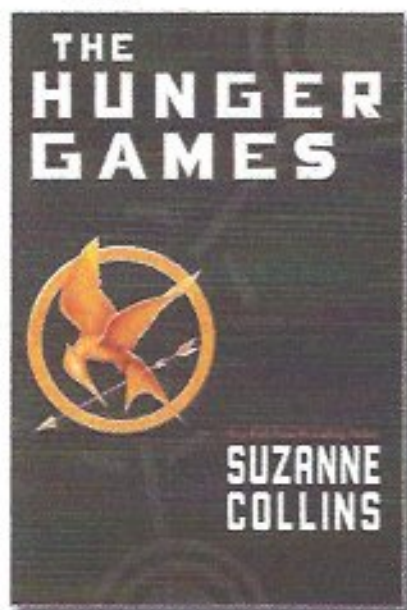
3. Based on new information from *Catching Fire*, draw a new map of Panem.

- Where would each district be located?
- Where are the District 13 ruins?
- Which paths would the train tracks take from each district? Include Katniss & Peeta's victory tour route from start to finish.

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Examine the covers of the novels below. List the ways they are similar, different, and the significance of each. Also, predict what you think will happen in *Mockingjay*, based on the clues you are given in the cover design.



Similarities

Differences

Significance & Prediction

CATCHING FIRE

NAME: _____

MAP OF PANEM: Map out the Capitol and its 13 districts. Also, trace the route you think Katniss and Peeta would have taken on their victory tour, beginning and ending in District 12.



THE 75TH HUNGER GAMES QUARTER QUELL TRIBUTES

CHARACTERS	WHO IS THIS PERSON?	WHAT HE/SHE LOOKS & ACTS LIKE	NOTABLE QUOTES/THOUGHTS/ ACTIONS	REMINDS ME OF...
4. Finnick Odair				
4. Mags				
5. Unnamed Male				
5. Unnamed Female				
6. Morphling Male				
6. Morphling Female				
7. Blight				

THE 75TH HUNGER GAMES QUARTER QUELL TRIBUTES

CHARACTERS	WHO IS THIS PERSON?	WHAT HE/SHE LOOKS & ACTS LIKE	NOTABLE QUOTES/THOUGHTS/ ACTIONS	REMINDS ME OF...
7. Johanna Mason				
8. Woof				
8. Cecelia				
9. Unnamed Male				
9. Unnamed Female				
10. Unnamed Male				
10. Unnamed Female				
11. Chaff				

THE 75TH HUNGER GAMES QUARTER QUELL TRIBUTES

CHARACTERS	WHO IS THIS PERSON?	WHAT HE/SHE LOOKS & ACTS LIKE	NOTABLE QUOTES/THOUGHTS/ ACTIONS	REMINDS ME OF..
11. Seeder				
12. Peeta Mellark				
12. Katniss Everdeen				