

Mapping Panem

Introduction: Katniss and Gale know about District 12 and the surrounding woods. Additionally, from television coverage, they know that there are 12 districts and the Capitol. District 13 used to exist until the rebellion. But where are these districts now that the geography of North America has changed?

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Time Required: 50 minutes

Suggested Grade Levels: 6-9

Objectives:

- The students will classify the districts of *The Hunger Games* to create a map of Panem in groups of three.
- The students will discuss current physical and human features of North America in creating the map of Panem.

Virginia Standards of Learning:

WG.1c	The student will use maps, globes, satellite images, photographs, or diagrams to develop and refine mental maps of world regions.
WG.1d	The student will use maps, globes, satellite images, photographs, or diagrams to create and compare political, physical, and thematic maps.
WG.3a	The student will apply the concept of a region by explaining how characteristics of regions have led to regional labels.
WG.4	The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean and United States and Canada.

Materials:

- North America maps for each group (a PDF is found at the Arizona Geographic Alliance's map page - <http://alliance.la.asu.edu/maps/N-AMER.pdf>)
- Markers (1 to 2) for each group

Procedure:

1. Place the students in groups of 3 and project slide 1 on the board as the daily warm-up.
2. Relate the concept of mental maps to your students if you have not already. Mental maps are maps found in your head. People (and animals) use mental maps to help identify where they are in relation to other places. Katniss has a mental map of the districts and

the Capitol from what she has heard in school and on television. However, no paper map existed.

3. Using the PowerPoint, ask the students what they know about the geography of Panem. Try to keep their comments related to the physical geography and location versus the human geography. Some typical comments:
 - a. Seam – is just like a seam of coal for miners
 - b. Districts all surround the Capitol with 12 and 13 being farthest away.
 - c. Capitol is in the Rocky Mountains.
4. Now relate the ideas given by the students to slides 2 and 3 in the PowerPoint.
5. Explain to the students that they will now be creating a map of Panem based on the geography mentioned in the book and based on their knowledge of North America. By this time my students have learned about North America's geography.
6. Now distribute the North America maps to the groups. Have the groups flip to the back side of the map (blank) and number from 1 to 13 and write the Capitol in a list down the page. This is where they will give their reasons for their choices of district placement.
7. Show the students slide 4. Explain the directions: mark the place on the North America map for each of the 13 districts and the Capitol. Do this first in pencil and then in marker once you are sure of your choice. Then on the back your group must give the reasons for why you placed each district in that point. The students are also able to draw circles on the maps if they want to determine district boundaries. I have found that groups of 3 work very well for this activity. Each student tends to remember another feature from our unit and from the book. The key to this activity is to have the students not only place the number on the map, but to also give reasons for their choice on the back of the paper. I don't know or just because are not good reasons.
8. Give the groups about 15-20 minutes to work on the maps.
9. Now use the website links for other Panem maps that have been made by fellow readers. I really like the "aimmyarrowshigh" link. They give wonderful explanations for their map. Prior to showing the maps to the students, remind them that these are guesses by other readers also.
10. I then post the maps once all classes are done.