

**CELEBRATE**  
**POETRY MONTH**

# **HUNGER GAMES**

**STYLE!**

**CREATED BY TRACEE ORMAN**

**[WWW.HUNGERGAMESLESSONS.COM](http://WWW.HUNGERGAMESLESSONS.COM)**

**[WWW.TEACHERSPAYTEACHERS.COM/STORE/  
TRACEE-ORMAN](http://WWW.TEACHERSPAYTEACHERS.COM/STORE/TRACEE-ORMAN)**

## **TEACHER'S GUIDE TO "THE HUNGER GAMES POETRY EXERCISES"**

Thanks for downloading! I love incorporating poetry into my curriculum whenever I can. It inspires students to think creatively and critically about the subject. You can use these activities **any** time throughout the year, or plan a special celebration for National Poetry Month in April.

### **OBJECTIVES:**

1. Students will write original poetry inspired by the characters, themes, and events in the novel.
2. Students will use artwork as inspiration for writing poetry.
3. Students will analyze song lyrics from the novel.
4. Students will create their own song lyrics.

### **COMMON CORE STANDARDS ALIGNED, GRADES 6-12 Anchor Standards - Reading**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.
10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Anchor Standards - Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTINUED...**

TEACHER'S GUIDE TO  
"THE HUNGER GAMES POETRY EXERCISES"

WRITING POETRY ACTIVITIES

Sample acrostic poems (from my website [www.hungergameslessons.com](http://www.hungergameslessons.com))

**Acrostic KATNISS (p. 5):**

Knowing I will most  
Assuredly die  
Tomorrow, I toss aside the  
Notion of hope I've recklessly  
Instilled in my  
Sister. But hope has a way of  
Sneaking back.

**Here's a more simple poem for Peeta with adjectives Katniss may use to describe him during the Games (p. 6):**

Patient  
Emotional  
Elusive  
Traitor  
Admirable

**A sample "Someday" poem from a Tribute's perspective (p. 14):**

Someday I will have to say goodbye to my loved ones  
Someday I will board that train to the Capitol  
Someday I will be trained for combat  
Someday I will be forced to kill against my will  
Someday I will watch a stranger die because of me  
Someday I will be unable to protect my allies  
Someday I will tell the Gamemakers how I really feel  
Someday they will respond and my body will return home to my family...  
Someday.

**(After sharing the example with your students, ask if they could see anyone today writing a similar poem. Change a few words, and it could have been written from the perspective of a young soldier.)**

**Meadow Song Responses (p. 18)**

1. The tone is hopeful.
2. The rhyme scheme is: aa-bb-cc-dd
3. Examples personification: sun will rise, daisies guard, tomorrow brings them [dreams] true, troubles lay, [troubles] wash away,  
Metaphor: bed of grass, cloak of leaves
4. The meadow represents a safe resting place, or better days. In context, it is perhaps heaven, or easing of Rue's pain--that soon she won't feel the pain anymore.

**Diamante Example (p. 22 & 28-29):**

Train  
Fast, Luxurious  
Speeding, Eating, Wondering  
Transport, Arrival, Ceremony, Departure  
Primping, Training, Waiting  
Untimely, Needless  
Death

**See my source page (p. 30) for more information on the Futurist art movement and Umberto Boccioni.**

**Clip art and backgrounds created by Tracee Orman. (Soon to be listed on TpT.)**



# WRITING POETRY

EXERCISES IN  
CREATIVE WRITING

## CHARACTER ACROSTIC POEMS

### KATNISS EVERDEEN

AN ACROSTIC POEM CONSISTS OF USING THE LETTERS OF A WORD, WHICH IS THE SUBJECT OF THE POEM, TO BEGIN EACH LINE OF THE POEM. IN THIS CASE, THE CHARACTER'S NAME WILL BE THE SUBJECT OF THE POEM. EACH LINE MAY CONTAIN ONE WORD OR MULTIPLE WORDS THAT RELATE TO THE CHARACTER.

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### CHALLENGE

ON A SEPARATE SHEET OF PAPER, WRITE AN ACROSTIC POEM USING KATNISS'S FULL NAME: KATNISS EVERDEEN.

## CHARACTER ACROSTIC POEMS

### PEETA MELLARK

AN ACROSTIC POEM CONSISTS OF USING THE LETTERS OF A WORD, WHICH IS THE SUBJECT OF THE POEM, TO BEGIN EACH LINE OF THE POEM. IN THIS CASE, THE CHARACTER'S NAME WILL BE THE SUBJECT OF THE POEM. EACH LINE MAY CONTAIN ONE WORD OR MULTIPLE WORDS THAT RELATE TO THE CHARACTER.

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### CHALLENGE

ON A SEPARATE SHEET OF PAPER, WRITE AN ACROSTIC POEM USING PEETA'S FULL NAME: PEETA MELLARK.

## CHARACTER ACROSTIC POEMS

### PRIMROSE EVERDEEN

AN ACROSTIC POEM CONSISTS OF USING THE LETTERS OF A WORD, WHICH IS THE SUBJECT OF THE POEM, TO BEGIN EACH LINE OF THE POEM. IN THIS CASE, THE CHARACTER'S NAME WILL BE THE SUBJECT OF THE POEM. EACH LINE MAY CONTAIN ONE WORD OR MULTIPLE WORDS THAT RELATE TO THE CHARACTER.

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### CHALLENGE

ON A SEPARATE SHEET OF PAPER, WRITE AN ACROSTIC POEM USING PRIMROSE'S FULL NAME: PRIMROSE EVERDEEN.

## CHARACTER ACROSTIC POEMS

### GALE HAWTHORNE

AN ACROSTIC POEM CONSISTS OF USING THE LETTERS OF A WORD, WHICH IS THE SUBJECT OF THE POEM, TO BEGIN EACH LINE OF THE POEM. IN THIS CASE, THE CHARACTER'S NAME WILL BE THE SUBJECT OF THE POEM. EACH LINE MAY CONTAIN ONE WORD OR MULTIPLE WORDS THAT RELATE TO THE CHARACTER.

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### CHALLENGE

ON A SEPARATE SHEET OF PAPER, WRITE AN ACROSTIC POEM USING GALE'S FULL NAME: GALE HAWTHORNE.



## CHARACTER ACROSTIC POEMS YOU CHOOSE THE CHARACTER

AN ACROSTIC POEM CONSISTS OF USING THE LETTERS OF A WORD, WHICH IS THE SUBJECT OF THE POEM, TO BEGIN EACH LINE OF THE POEM. IN THIS CASE, THE CHARACTER'S NAME WILL BE THE SUBJECT OF THE POEM. EACH LINE MAY CONTAIN ONE WORD OR MULTIPLE WORDS THAT RELATE TO THE CHARACTER.

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## SETTING & SYMBOLS ACROSTIC POEMS

### THE CAPITOL

AN ACROSTIC POEM CONSISTS OF USING THE LETTERS OF A WORD, WHICH IS THE SUBJECT OF THE POEM, TO BEGIN EACH LINE OF THE POEM. IN THIS CASE, THE CAPITOL WILL BE THE SUBJECT OF THE POEM. EACH LINE MAY CONTAIN ONE WORD OR MULTIPLE WORDS THAT RELATE TO THE CAPITOL.

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### CHALLENGE

ON A SEPARATE SHEET OF PAPER, WRITE AN ACROSTIC POEM USING PRIMROSE'S FULL NAME: PRIMROSE EVERDEEN.

## SETTING & SYMBOLS ACROSTIC POEMS

### DISTRICT TWELVE

AN ACROSTIC POEM CONSISTS OF USING THE LETTERS OF A WORD, WHICH IS THE SUBJECT OF THE POEM, TO BEGIN EACH LINE OF THE POEM. IN THIS CASE, DISTRICT TWELVE WILL BE THE SUBJECT OF THE POEM. EACH LINE MAY CONTAIN ONE WORD OR MULTIPLE WORDS THAT RELATE TO DISTRICT 12.

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## SETTING & SYMBOLS ACROSTIC POEMS

### MOCKINGJAY

AN ACROSTIC POEM CONSISTS OF USING THE LETTERS OF A WORD, WHICH IS THE SUBJECT OF THE POEM, TO BEGIN EACH LINE OF THE POEM. IN THIS CASE, MOCKINGJAY IS THE SUBJECT OF THE POEM. EACH LINE MAY CONTAIN ONE WORD OR MULTIPLE WORDS THAT RELATE TO A MOCKINGJAY.

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## SETTING & SYMBOLS ACROSTIC POEMS

### YOU CHOOSE THE PLACE OR ITEM

AN ACROSTIC POEM CONSISTS OF USING THE LETTERS OF A WORD, WHICH IS THE SUBJECT OF THE POEM, TO BEGIN EACH LINE OF THE POEM. IN THIS CASE, THE SETTING OR A SYMBOLIC ITEM WILL BE THE SUBJECT OF THE POEM. EACH LINE MAY CONTAIN ONE WORD OR MULTIPLE WORDS THAT RELATE TO THE SUBJECT.

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## SOMEDAY... POEM

PRETEND YOU ARE ONE OF THE CHARACTERS FROM THE NOVEL. BEGIN EACH LINE WITH THE WORD "SOMEDAY" AND COMPLETE IT WITH A WISH YOU (THE CHARACTER) HAVE. MAKE THE FIRST TWO OR THREE LINES SAY SOMETHING ABOUT YOUR EVERYDAY WISHES AND SLOWLY MOVE AWAY FROM YOURSELF TO THE WORLD IN GENERAL. YOU MAY END THE POEM WITH THE WORD SOMEDAY....

SOMEDAY \_\_\_\_\_

SOMEDAY \_\_\_\_\_

SOMEDAY \_\_\_\_\_

SOMEDAY \_\_\_\_\_

SOMEDAY \_\_\_\_\_

SOMEDAY \_\_\_\_\_

SOMEDAY \_\_\_\_\_

SOMEDAY.

## CHARACTER BIO POEM

WRITE A BIO POEM FOR ONE OF THE CHARACTERS FROM THE NOVEL. USE THE FORMAT BELOW TO FILL IN THE BLANKS RELATING TO THE CHARACTER YOU'VE CHOSEN.

Character's First  
Name:

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Four words that  
describe character:

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Relative of:

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Resident of:

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Who reads  
(list four things):

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Who likes  
(list three things):

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Who loves  
(list three things):

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Who fears  
(list three things):

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Who wishes  
(list three wishes):

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Who admires (list  
three):

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Who needs  
(three things):

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Who aspires to (list at  
least two things  
character aspires):

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Character's Last  
Name:

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## IMAGERY POEM

**PREWRITING:** CHOOSE ONE SCENE FROM THE NOVEL. WRITE A LIST OF ALL THE THINGS YOU PICTURE IN YOUR MIND WHILE READING THAT PART. INCLUDE ITEMS YOU MAY SEE, HEAR, HOW YOU FEEL OR HOW CHARACTERS MAY FEEL, TOUCH, AND TASTE.

**WRITING:** USING YOUR LIST, WRITE A POEM ABOUT THAT SCENE FROM THE NOVEL.

**PREWRITING: YOUR LIST...**


**YOUR POEM:** \_\_\_\_\_



The background is black with several large, concentric circles in a dark gray color. A thin, light gray diagonal line runs from the bottom left towards the top right, passing behind the text.

# READING & ANALYZING POETRY

USING THE LYRICS  
FROM  
THE MEADOW SONG  
(RUE'S LULLABY)

## **The Meadow Song** (also known as “Rue’s Lullaby”)

by Suzanne Collins, *The Hunger Games*, chapter 18, pages 234-235

Deep in the meadow, under the willow  
A bed of grass, a soft green pillow  
Lay down your head, and close your sleepy eyes  
And when again they open, the sun will rise.  
Here it's safe, here it's warm  
Here the daisies guard you from every harm  
Here your dreams are sweet and tomorrow brings them true  
Here is the place where I love you.

Deep in the meadow, hidden far away  
A cloak of leaves, a moonbeam ray  
Forget your woes and let your troubles lay  
And when again it's morning, they'll wash all away.  
Here it's safe, here it's warm  
Here the daisies guard you from every harm  
Here your dreams are sweet and tomorrow brings them true  
Here is the place where I love you.



### **Questions for analysis:**

1. What is the tone of the song?
2. What is the rhyme scheme/pattern?
3. Find examples of figurative language, such as personification and metaphor.
4. What is the message the speaker is conveying?
5. What does the meadow symbolize?

Take inspiration from *The Meadow Song* and

## WRITE YOUR OWN SONG

### POSSIBILITIES MAY INCLUDE:

- WRITE THE WORDS TO THE “VALLEY SONG” KATNISS SANG ON HER FIRST DAY OF SCHOOL.
- USE A SCENE FROM THE BOOK AS INSPIRATION.
- WRITE A SONG PRIM WOULD SING TO KATNISS AS SHE IS IN THE ARENA.
- WRITE A SONG THE CAPITOL CITIZENS MAY LISTEN TO.
- WRITE PANEM’S NATIONAL ANTHEM.
- WRITE A SONG HAYMITCH MIGHT LIKE.
- PRETEND YOU ARE PEETA AND WRITE A SONG FOR KATNISS.
- PRETEND YOU ARE GALE AND WRITE A SONG FOR KATNISS.
- WRITE A SONG KATNISS MIGHT SING TO HER MOTHER, OR ONE DEDICATED TO HER FATHER.
- WRITE A SONG DEDICATED TO ONE OF THE TRIBUTES.
- WRITE A SONG THE DISTRICT 12 MINERS MIGHT SING WHILE THEY WORK.
- WRITE A SONG CINNA WOULD LIKE.
- PRETEND YOU ARE EFFIE AND WRITE A SONG TO SING ON THE TRAIN RIDE.
- WRITE A SONG PEETA’S FATHER MIGHT HAVE WRITTEN FOR KATNISS’ MOTHER WHEN THEY WERE TEENAGERS.

The background is black with several abstract, light gray geometric shapes. These include concentric circles of varying sizes and thin lines that intersect them, creating a sense of depth and movement. The shapes are distributed across the frame, with some appearing more prominent than others.

# WRITING POETRY

EXERCISES IN  
CREATIVE WRITING  
USING ARTWORK FOR  
INSPIRATION

(ALSO A LESSON IN ART  
HISTORY USING BOCCIONI'S  
"STATES OF MIND" SERIES)



# USE ARTWORK AS INSPIRATION

## THE FAREWELLS, STATES OF MIND (1911) BY UMBERTO BOCCIONI



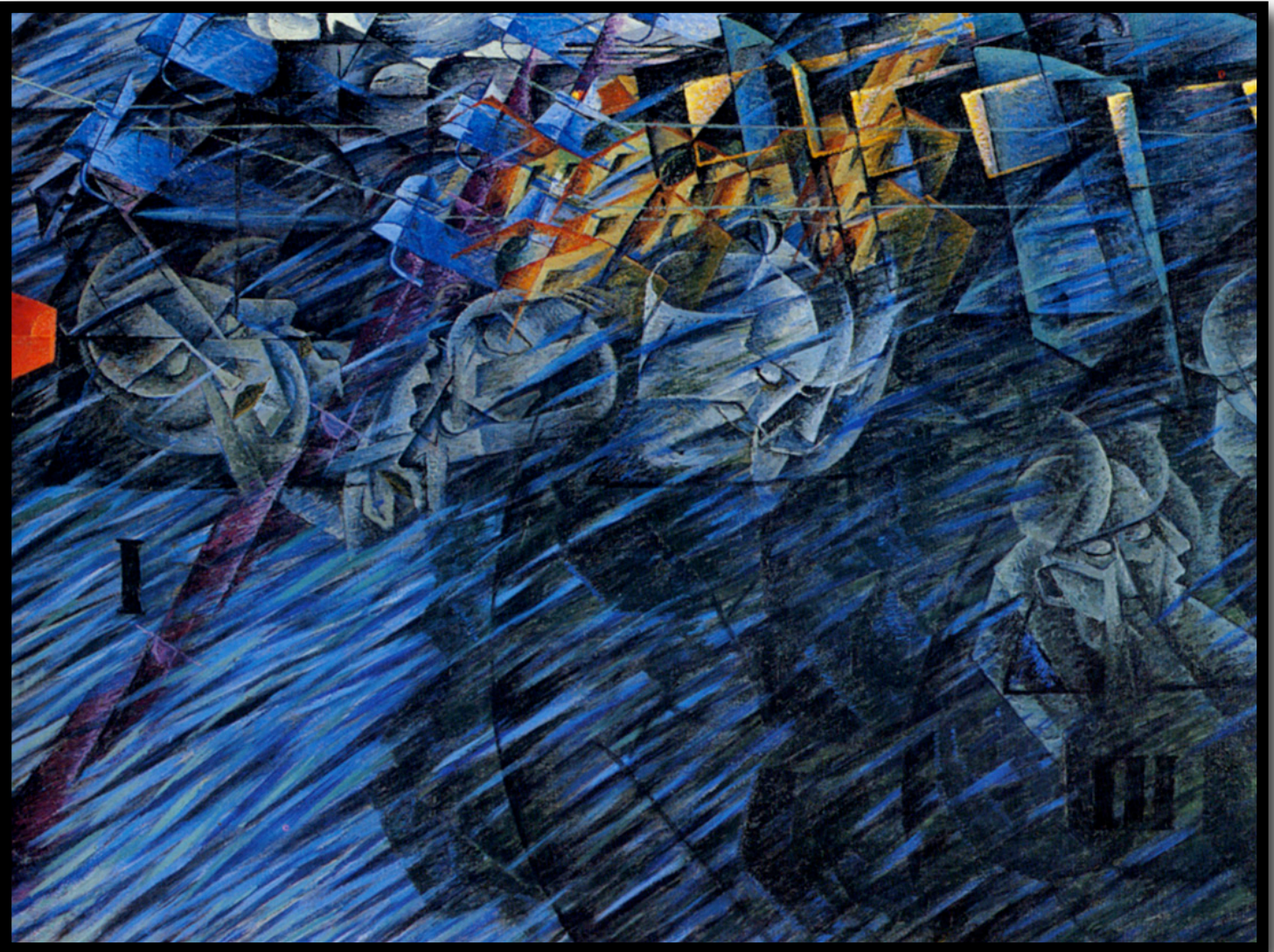
Katniss and Peeta leave home for the Capitol in a high-tech fancy train. Boccioni's painting depicts the subjects also leaving on modern machinery (for the time). Write a poem or song that conveys the feelings of leaving home, knowing you may never return. Or approach it from the perspective of a new experience in technology: how do you feel when you try something new for the first time?

"The Farewells" by Umberto Boccioni (1911)

Image courtesy of: <http://www.quailhollow365.com/blog/wp-content/uploads/2011/03/the-farewells.jpg>



THOSE WHO GO,  
STATES OF MIND (1911)  
BY UMBERTO BOCCIONI



Boccioni depicts movement of the subjects as they leave on the modern train by using diagonal lines. Write a poem about movement. How do you feel when you are moving at high speeds? Start with verbs that describe movement (such as speeding, rushing, spinning) then finish with adjectives and adverbs that describe how that movement feels (like dizzy, nervous, exhilarating). You may use any form of poetry, or try using a **diamante** style. (See handouts on p. 28-29 for this option.)

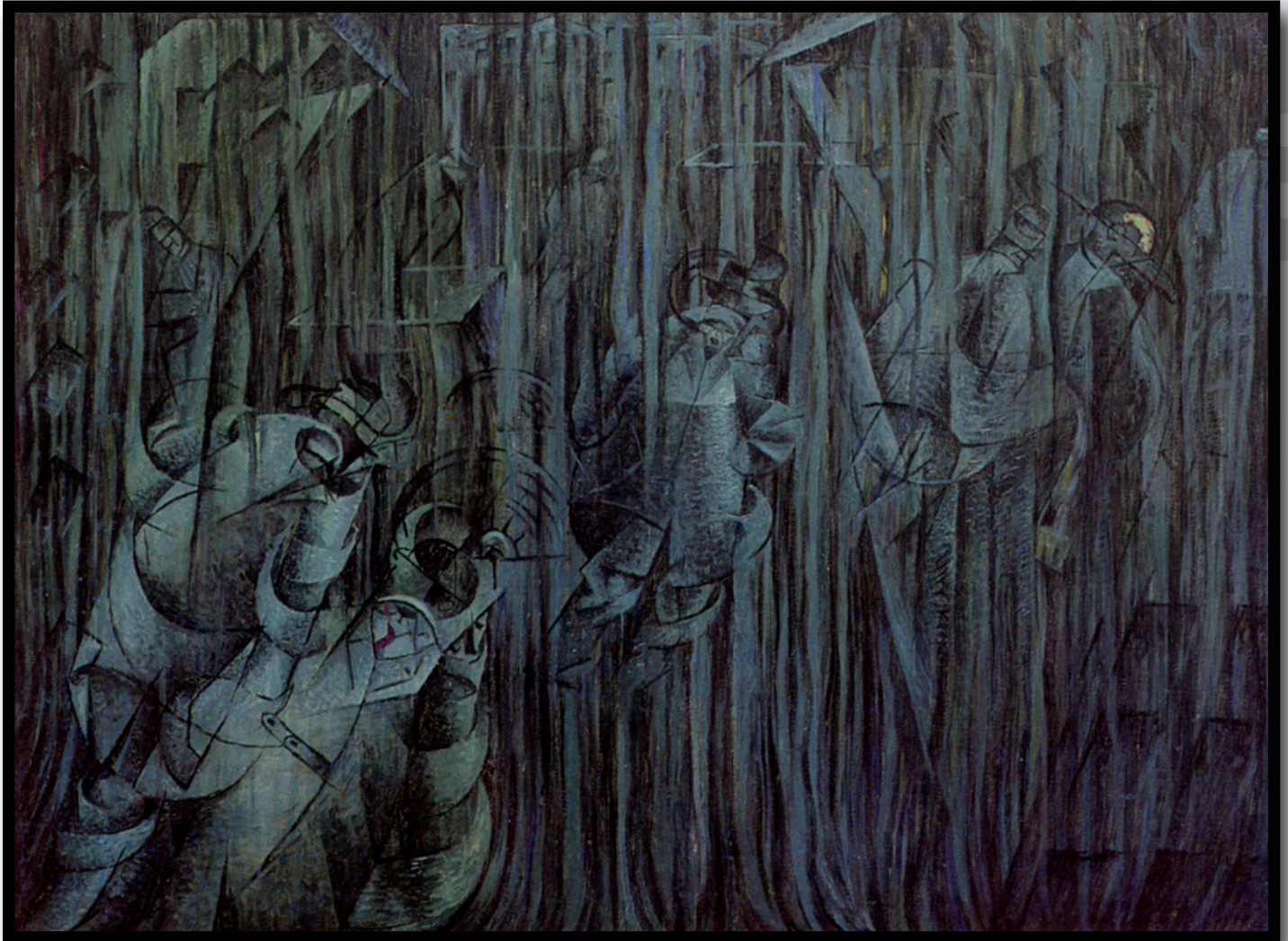
**EXTENDED ACTIVITY:** Research the Futurist art movement. What were characteristics of their work? Do any of the pieces of artwork remind you of the Capitol? Why?

“Those Who Go” by Umberto Boccioni (1911)

Image courtesy of: <http://www.quailhollow365.com/blog/wp-content/uploads/2011/03/those-who-go1.jpg>



THOSE WHO STAY,  
STATES OF MIND (1911)  
BY UMBERTO BOCCIONI

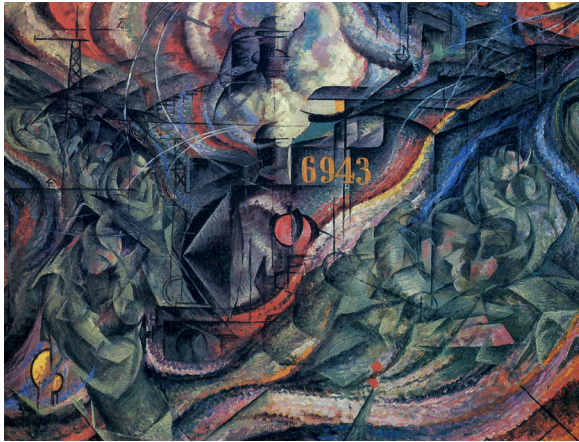


Boccioni's final painting in the States of Mind series is "Those Who Stay." It is a stark contrast to the lines and movement in the first two paintings. What kind of mood is created by the use of vertical lines and muted colors? Is this reflective of the mood of the people in the districts who saw their children leave for the Games? What other feelings are conveyed? Write a poem or song that expresses the emotion of the district citizens.

"Those Who Stay" by Umberto Boccioni (1911)

Image courtesy of: <http://www.quailhollow365.com/blog/wp-content/uploads/2011/03/those-who-stay.jpg>





"The Farewells" by Umberto Boccioni (1911)  
Image courtesy of: <http://www.quailhollow365.com/blog/wp-content/uploads/2011/03/the-farewells.jpg>



"Those Who Go" by Umberto Boccioni (1911)  
Image courtesy of: <http://www.quailhollow365.com/blog/wp-content/uploads/2011/03/those-who-go1.jpg>



"Those Who Stay" by Umberto Boccioni (1911)  
Image courtesy of: <http://www.quailhollow365.com/blog/wp-content/uploads/2011/03/those-who-stay.jpg>

## RELATING BOCCIONI'S "STATES OF MIND" TO "THE HUNGER GAMES"

After I read *The Hunger Games*, I was thinking of artwork that would connect with and depict some of the images and feelings portrayed in Suzanne Collins' novel. I used to teach art history as a nine-week course for freshmen. I actually team-taught with the music teacher, so we had very little time to go in-depth with all the art and music movements from the beginning of time to the present.

One artist who always stood out for me was Umberto Boccioni, part of the Futurist art movement of the early 20<sup>th</sup> century. Though we barely touched on the movement (we spent more time on Cubism and Picasso/Braque), I always loved to show them Boccioni's sculpture *Unique Forms of Continuity in Space* (1913). But since we had to keep moving on, we never got to explore Boccioni's paintings.

Looking at his *States of Mind* series, I cannot help but think of Katniss and Peeta's trip to the Capitol and how it affected not only them, but those who were left behind.

While I am offering these as creative writing exercises, I'm also including extended exercises to explore the art world, additional artists and artwork, and make connections to not only *The Hunger Games*, but other works of literature.

Umberto Boccioni's *States of Mind* series (1911) begins with "The Farewells", which depicts subjects boarding a train--which in Boccioni's time was modern transportation. For Katniss and Peeta, the train ride is also a new experience for them.

The second piece is "Those Who Go." The colors turn darker, the faces more sinister. I can't help but think of the paradox that is the Capitol: a world of modern technology and seemingly perfect life, but also a place where these Tributes spend their last days with, rather than their families.

"Those Who Stay" is the darkest of the series, showing muted colors with vertical lines. It conveys a depressed feeling, much like the families of the Tributes might feel after their children have left for the Games.

In context, Boccioni might be making a statement about World War I and those who go to fight the war and never return home.

**Ask your students how the Tributes compare to soldiers leaving home for war.**

Helpful sources:

<http://juleswidmayer.wordpress.com/2009/11/18/hello-world/>

<http://www.quailhollow365.com/blog/2011/03/artwork-of-the-day-boccionis-states-of-mind/>



**ADDITIONAL PROMPTS FOR USING  
ARTWORK AS INSPIRATION**  
**LA STRADA ENTRA NELLA CASA**  
(THE STREET ENTERS THE HOUSE, 1911)  
BY UMBERTO BOCCIONI



The colors Boccioni uses in his oil painting reminded me of the Capitol square. Write a poem about Katniss's and Peeta's reaction to the Capitol the first time they saw it. What did they notice about the buildings? The people? The mood?

Image source: [http://www.artinthepicture.com/paintings/Umberto\\_Boccioni/Street-Noises-Invade-the-House/](http://www.artinthepicture.com/paintings/Umberto_Boccioni/Street-Noises-Invade-the-House/)



VISIONI SIMULTANEE  
(SIMULTANEOUS VISIONS, 1911-1912)  
BY UMBERTO BOCCIONI



This painting by Boccioni is from the perspective of a woman looking down on the street from a window. Katniss and Peeta also look down from the Training Center on their last night in the Capitol before the Games. The mood was electric, celebratory. Not for the Tributes, of course. How do you think Katniss and Peeta felt as they watched and listened to the party below them? Write a poem that conveys how they might feel, and the stark contrast of the mood in the Capitol.

**EXTENDED ACTIVITY:** The woman looking down also has a reflection in the window. What else is reflected in the window? Are they reflections or part of the building and street? How do you think people reacted to this abstract art in the early 1900s? Why?

Would Katniss like this type of artwork? Why or why not?

Image source: <http://marcleacock1.wordpress.com/2011/10/20/umberto-boccioni-visioni-simultanee-1912/>



MONUMENT MOUNTAIN, BERKSHIRES  
(1855-1860)  
BY ASHER BROWN DURAND



**Haikus** are Japanese poems that are typically about nature. They are three lines in length and 17 total syllables. The first line is five syllables, second line is seven syllables, and third line is five syllables.

Durand's painting portrays a landscape typical of the Hudson River Art Movement. Write a haiku about the nature in the arena and in the woods surrounding District 12.

**EXTENDED ACTIVITY:** Though both places have negative consequences for their inhabitants (the woods are forbidden, the arena is a killing field), they both emit the sense of peace. Write about the irony of Katniss's situation in both places. For further comparison, contrast the Boccioni paintings with the Durand painting. Do they reflect the contrast between District 12 and the Capitol? Or the arena and the Capitol?

Image source: <http://www.dia.org/object-info/a2aa6009-c8c7-49dc-af2c-8931233f6fad.aspx>  
Photo of the painting Copyright ©2012, Detroit Institute of the Arts: [www.dia.org](http://www.dia.org)

## **HANDOUT: DIAMANTE POEM**

Use the prompts to fill in the blanks for your “Diamante” poem. It should look like a diamond when completed. (Note: It may be easier to come up with lines 1 and 7 first before writing lines 2-6.)

**Line 1:** Noun or subject - one word

**Line 2:** Two **adjectives** that describe line 1

**Line 3:** Three **words ending in “ing”** that describe line 1

**Line 4:** Four **nouns** - the first two are connected with line 1; the last two are connected with line 7

**Line 5:** Three **words ending in “ing”** that describe line 7

**Line 6:** Two **adjectives** that describe line 7

**Line 7:** Noun (synonym) for the subject

### **EXAMPLE:**

These words (above  
the red line) all  
relate to “train”

**TRAIN**

**FAST, LUXURIOUS**

**SPEEDING, EATING, WONDERING**

**TRANSPORT, ARRIVAL, CEREMONY, DEPARTURE**

**PRIMPING, TRAINING, WAITING**

**UNTIMELY, NEEDLESS**

**DEATH**

These words (below  
the red line) all relate  
to “death”

The Opening Ceremony and  
primping of the tributes are both  
readying them for their untimely  
deaths.

## **HANDOUT: DIAMANTE POEM**

**SHARE YOUR POEM IN THE DIAMOND BELOW.**

A large diamond shape, outlined in black, serves as a template for a diamante poem. Inside the diamond, there are ten horizontal lines for writing. The lines are arranged in a symmetrical pattern: one line near the top point, two lines below it, three lines below that, four lines below that, and then three lines, two lines, and one line near the bottom point. This arrangement creates a diamond shape within the diamond, with the widest part in the middle.

# SOURCES

## FORMULA POETRY & EXERCISES:

40 Formulas for Writing Poetry - <http://www.teacherspayteachers.com/Product/Writing-Poetry-40-Formulas-to-Help-Students-Write-Poems>

<http://www.theartstory.org/artist-boccioni-umberto.htm>

<http://juleswidmayer.wordpress.com/2009/11/18/hello-world/>

## ARTWORK SOURCES

Umberto Boccioni:

<http://www.quailhollow365.com/blog/2011/03/artwork-of-the-day-boccionis-states-of-mind/>

Asher Durand:

Detroit Institute of Art

<http://www.dia.org/object-info/a2aa6009-c8c7-49dc-af2c-8931233f6fad.aspx>

Clip art created by Tracee Orman (soon to be listed on [TeachersPayTeachers.com](http://www.teacherspayteachers.com))

IF YOU LIKE THIS PACKET, YOU'RE SURE TO LIKE MY BEST-SELLING  
UNIT FOR TEACHING [THE HUNGER GAMES](#).

I ALSO HAVE TEACHING UNITS FOR [CATCHING FIRE](#) AND  
[MOCKINGJAY](#). I'VE TAUGHT ALL THREE NOVELS SEVERAL TIMES,  
WHICH IS ESSENTIAL (IN MY OPINION) FOR PROVIDING HIGH-QUALITY  
TEACHING MATERIALS.

YOU CAN CHECK THEM OUT HERE:

The Hunger Games Teaching Unit: <http://www.teacherspayteachers.com/Product/Hunger-Games-Unit-Lessons-QA-Tests-Activities-Quiz-Vocab-Maps-Key>

Catching Fire Teaching Unit: <http://www.teacherspayteachers.com/Product/Catching-Fire-Complete-Unit-Questions-Activities-Tests-Vocab>

Mockingjay Teaching Unit: <http://www.teacherspayteachers.com/Product/Mockingjay-Novel-Teaching-Unit-Tests-Questions-Projects-Vocab>

MAKE SURE TO READ THE [FEEDBACK](#) FROM OTHER TEACHERS WHO  
HAVE USED MY MATERIALS IN THEIR CLASSROOMS.

FIND ADDITIONAL HUNGER GAMES FREEBIES HERE:

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