**Economic Goals and the Hunger Games/Divergent**



**Application and Analysis**

1. **Summarize the story in one paragraph.** **10 Points**.
2. **While you are reading or watching the Hunger Games (2008) or Divergent (2014) you will need to identify ALL the Economic Goals and Socioeconomic Goals that show up (or lack thereof) within the stories and be able to explain why each example meets that specific economic goal. Make sure you have detailed a specific scene or passage to support each goal. You can only use a specific quote or scene once in the paper for each specific goal. Do this part of the paper as a list or in bullet format. Highlight the goals. *20 Points.***

18-20 (4)- Students have a summary. Students are able to identify all 9 goals that show up or lack thereof within the movie/book and are able to explain why each example meets that specific goal. Students identify a scene or passage to support each goal. Scenes or passages are only used once. Goals are bulleted and the goals are highlighted.

16-17 (3)- Students have a summary. Students are able to identify 6 goals that show up or lack thereof within the movie/book and are able to explain why each example meets that specific goal. Students identify a scene or passage to support each goal but make 1 to 2 mistakes. Scenes or passages are only used once. Goals are bulleted and the goals are highlighted.

14-15 (2)- Students have a summary. Students are able to identify 4 goals that show up or lack thereof within the movie/book and are able to explain why each example meets that specific goal. Students identify a scene or passage to support each goal but there are substantial mistakes. Scenes or passages are only used once. Goals are bulleted and the goals are highlighted.

12-13 (1)- Students are missing a summary. Students are able to identify up to 2 goals that show up or lack thereof within the movie/book but are unable to explain why each example meets that specific goal. Students do not identify a scene or passage to support each goal. Scenes or passages are used multiple times. Goals are mostly bulleted and the goals are highlighted.

**Explanation, Reasoning, & Understanding**

1. **In a paragraph you need to support or refute the societal laws put forth by both movie and use at least 5 *economic reasoning* (any vocabulary from this first unit i.e. Scarcity, Incentives, Opportunity Costs, Marginal decisions etc.) terms to explain why or why not. *20 points.***

18-20 (4)- Students make a statement to support or refute the societal laws put forth within the movie/book they chose. At least 5 economic reasoning terms are used correctly to support student claims.

16-17 (3)- Students make a statement to support or refute the societal laws put forth within the movie/book they chose. 4 economic reasoning terms are used mostly correctly to support student claims.

14-15 (2)- Students make a statement to support or refute the societal laws put forth within the movie/book they chose. 3 economic reasoning terms are used somewhat correctly to support student claims.

12-13 (1)- Students make a statement to support or refute the societal laws put forth within the movie/book they chose. Up to 2 economic reasoning terms are used but some incorrectly to support student claims.