



Catching Fire Discussion Guide

GRADES 7 - 12

Before using this book with your class or recommending the book to students, we suggest reading the book closely to determine if it is a good fit. Consider saying to your students:

"This book contains topics that may be sensitive. Not all books fit all readers. If you are uncomfortable with this book, you have the right to stop reading it, but please pick another."

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Have students read [The Hunger Games](#) by Suzanne Collins the first in the series, prior to starting this novel.
- Frontload vocabulary with the [Vocabulary Guide](#).

During Reading: to engage students, check for understanding, and make connections.

Chapters 1 - 9

- When President Snow visits Katniss early in the book, what does he demand of her? What clues show that the berry stunt has become a bigger problem than she realized?
- On the Victory Tour, how do people in the districts react to Katniss? What evidence shows she is becoming a symbol rather than a person?
- Gale is whipped in the square. How does Katniss respond, and what does her choice reveal about what she values most?
- Compare how Katniss behaves on camera with how she feels in private. What does that gap tell you about life under the Capitol?

Chapters 10 - 18

- When the Quarter Quell twist is announced, what becomes Katniss's plan? How do her priorities differ from Peeta's?
- Cinna dresses Katniss as the mockingjay. Why is that costume dangerous, and what message does it send to the Capitol?
- In the arena, Katniss forms alliances she didn't expect. Using evidence, explain what makes her decide to trust, or distrust, Finnick, Mags, Beetee, Wiress, and Johanna.
- Katniss insists her only goal is keeping Peeta alive. Point to a moment where the text puts that goal to the test.

Chapters 19 - 27

- The tributes realize the arena is built like a clock. How does understanding its design change their strategy?
- When the wire plan unfolds and Katniss aims at the force field, what is she trying to do? How does the text hint at a larger plan she isn't fully aware of?
- At the end, Katniss learns a rebel plot was underway all along and that District 12 is gone. Which characters kept secrets from her, and why might they have?
- Look back at the three part titles. Explain how "The Spark," "The Quell," and "The Enemy" each names a stage in Katniss's change from Games victor to the face of a rebellion.

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After Reading: to summarize, question, and reflect.

- Katniss rarely chooses to lead; events push her into it. Is she a hero, a symbol, a pawn, or all three? Defend your answer with specific moments.
- The Capitol uses the Games as entertainment to keep the districts afraid and divided. Where do you see spectacle or entertainment used to control people in the real world?
- The book ends on a cliffhanger. Based on how Katniss and Panem have changed, predict what the rebellion will demand of her next.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.