Unit 1: Harry Potter and the Sorcerer's Stone: Introduction to Literary Analysis

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **September**
Length: **10 blocks**
Status: **Published**

Transfer

By applying theories of literary analysis to popular fiction, we enhance the reading experience and increase understanding of a text.

Literature reflects and perpetuates archetypes from mythology, ultimately creating a collective human subconscious.

Enduring Understandings

Literary theories act as lenses readers use to analyze literature

Applying literary theories allows readers to consider literature based on certain assumptions.

Applying literary theories deepens understanding and provides purpose while reading.

Applying literary theories helps readers focus on certain specific aspects of a text.

There are ancestral memories shared by all humans, identified by Carl Jung as the "collective unconscious."

By reading literature with a purpose, we can discover and define Jung's "collective unconscious."

Literature reflects archetypes which are found in mythology.

Characters in works of literature reflect archtypal mythological figures.

Literature often reflects archtypal narrative structures.

The protagonist of a story often reflects the "hero" of myth.

The protagonist often embarks on a physical journey with symbolic and/or spiritual significance.

Symbols in a work of literature often reflect shared human values and experiences.

Journal writing is an essential element of a lifelong a commitment to writing.

Journal writing helps students develop the habit of writing, which is a key to academic success.

Ecocriticism emerged in the 1980s and recognizes a connection between human culture and the physical

world.

Ecocritics attempt to identify how the definition of "nature" is culturally constructed.

Nature is portrayed symbolically in literature.

Ecocriticism identifies the distinction between human and non-human, or nature and non-nature, as a social construction which should be challenged.

Ecocritics focus on how wilderness is portrayed in modern fiction.

Feminist criticism is concerned with "...the ways in which literature (and other cultural productions) reinforce or undermine the economic, political, social, and psychological oppression of women" (Tyson)

Gender studies and queer theory explore issues of sexuality, power, and marginalized populations (woman as other) in literature and culture.

Essential Questions

How do understanding and applying the methods of literary analysis improve our understanding of works of literature and thereby our overall critical reading and thinking skills?

How can the interpretation of an author's specific creative decisions help reveal the author's general intentions?

How can applying sound critical reading strategies improve comprehension?

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How does literature reflect archetypes found in mythology?

How do characters in works of literature reflect archetypal mythological figures?

How does literature reflect archetypal narrative structures?

How do characters in modern fiction reflect those of ancient mythology?

How does fiction, both modern and mythological, reflect Carl Jung's idea of the "collective unconscious"?

How does the journey of a hero of modern fiction reflect the journey of the mythological hero?

How does identifying the archetypes present in a work of literature help the reader understand the work?

How does the symbolism in a work of literature reflect universal human truths?

How can developing the habit of keeping a journal lead to academic success?

How is nature represented, literally and symbolically, in this text?

How has the concept of nature changed over time?

How is the definition of "nature" constructed in contemporary western society?

Is a distinction made between human and non-human in this text?

How does this work of literature reinforce or undermine the oppression of women?

How does this work of literature explore the treatment of sexually marginalized populations?

Content

Works of Study:

Purdue OWL "Literary Theory and Schools of Criticism" Allen Brizee, J. Case Tompkins, Libby Chernouski, Elizabeth Boyle, https://owl.english.purdue.edu/owl/resource/722/01/

Harry Potter and the Sorcerer's Stone: novel, audio book and film

Excerpts from: *Critical Theory Today: A User-Friendly Guide*, 1999, by Lois Tyson

Supplemental materials: See Resources

Skills

Demonstrate comprehension of literary analysis techniques and literary devices through graphic organizers

Understand the emergence of the English language and the development of literary forms.

Interpret the possible influences of historical contexts on literary works.

Evaluate whether or not sources provide accurate and complete information and determine if the information is relevant for a topic

Resources

Purdue OWL "Literary Theory and Schools of Criticism" Allen Brizee, J. Case Tompkins, Libby Chernouski, Elizabeth Boyle, https://owl.english.purdue.edu/owl/resource/722/01/

Critical Theory Today: A User-Friendly Guide, 1999, by Lois Tyson

Rugters University Libraries: Introduction to Literary Study: Literary Theory

http://libguides.rutgers.edu/c.php?g=336752&p=2267168

Introduction to Modern Literary Theory

Dr. Kristi Siegal

Mount Mar College

http://www.kristisiegel.com/theory.htm

Introduction To Theory of Literature

Dr Paul H. Fry

Yale University: Open Courses

http://oyc.yale.edu/english/engl-300

Pottermore

https://www.pottermore.com/

Critical Perspectives on Harry Potter 2nd Edition

by Elizabeth E. Heilman (Editor)

Muggles, Monsters and Magicians: A Literary Anlysis of the Harry Potter Seres

by Claudia Fenske

Standards

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

NJSLSA.R4. 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.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Text Types and Purposes

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on

that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text,

	create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.