Unit 3: Harry Potter and The Prisoner of Azkaban

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **October**
Length: **15 blocks**
Status: **Published**

Transfer

Literature reflects the historic moment in which it was created

Enduring Understandings

By examining the political and cultural movements in society we can better understand the literature of a time period.

Language, characters and events in a work of literature reflect the current events of the author's life.

It is impossible to separate the observer from the society of which he or she is a member, so all analysis, including historical, is necessarily subjective.

The presentation and interpretation of historical events in a work represents the culture of the author.

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

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

Essential Questions

How does literature shape or reflect society?

What is the relationship between place and literature?

What is the relationship of writer/storyteller to changing society?

How do writers/storytellers present changing societal values and social realities in their work?

How can we examine political and cultural movements to better understand a work of literature?

How does an author's life shape characters and events in a work of literature?

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

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 Prisoner of Azkaban: 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 through written reflection

Interpret the possible influences of historical contexts on literary works.

Analyze key ideas in a text as evidence to support understanding of text.

Read closely to determine what the text says explicitly and to make logical inferences from it

Determine central ideas or themes of a text and analyze their development

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Propel conversations by posing and responding to questions that probe reasoning and evidence.

During class discussions, ensure a hearing for a full range of positions on a topic or issue.

During class discussions, clarify, verify, or challenge ideas and conclusions

During class discussions, respond thoughtfully to diverse perspectives.

During class discussions, synthesize comments, claims, and evidence made on all sides of an issue.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Use time set aside daily to write in journal.

Use journal as means of reflection, analysis and creation.

Resources

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

Reading Harry Potter: Critical Essays by Giselle Liza Anatol

https://books.google.com/books?hl=en&lr=&id=-__ICQemqaEC&oi=fnd&pg=PR5&dq=harry+potter+psychoanlytic+theory&ots=IU-l0UeXmv&sig=qJT54kTePMInnpBVvWsOPbdFEP4#v=onepage&q=harry%20potter%20psychoanlytic%20theory&f=false

The Ivory Tower & Harry Potter: Perspectives on a Literary Phenomenon

by Lana A. Whited

https://books.google.com/bookshl=en&lr=&id=iO5pApw2JycC&oi=fnd&pg=PA211&dq=harry+potter+and+the+prisoner+of+azkaban+literary+anlysis&ots=AEJP5YcHPx&sig=Feh1sLcssRcrKKbBF2XMuA9dFM8#v=onepage&q=harry%20potter%20and%20the%20prisoner%20of%20azkaban%20literary%20anlysis&f=false

Fantastic Beasts and Where to Find Them (book and upcoming movie)

by Newt Scamander

http://www.fantasticbeasts.com/

Harry Potter & The Cursed Child

by JK Rowling

The Tales of Beedle the Bard

by JK Rowling

Pottermore

https://www.pottermore.com/

"Gender Perspective: Hermione Granger"

https://books.google.com/books?hl=en&lr=&id=iO5pApw2JycC&oi=fnd&pg=PA211&dq=harry+potter+and+the+prisoner+of+azkaban+literary+anlysis&ots=AEJP5YcHPx&sig=Feh1sLcssRcrKKbBF2XMuA9dFM8#v=onepage&q=harry%20potter%20and%20the%20prisoner%20of%20azkaban%20literary%20anlysis&f=false

"What Lies Deep in the Unconscious: A Psychoanalytical Scrutiny of Harry Potter in J. K. Rowling's Harry Potter Series"

by Kaustav Chanda

http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=05e47fb2-c89a-4182-8f8d-0b5d95d22692%40sessionmgr101&vid=20&hid=125

"Harry's Girls: Harry Potter and the Discourse of Gender"

by Meredity Cherland

http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=05e47fb2-c89a-4182-8f8d-0b5d95d22692%40sessionmgr101&vid=24&hid=125

"Sneaking Out After Dark: Resistance, Agency, and the Postmodern Child in JK Rowlings Harry Potter Series"

by Drew Chappell

http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=18827af8-04ce-4c23-a6e6-

1e526dc32276%40sessionmgr106&vid=6&hid=125

Standards

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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.W10. 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.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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.

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.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W.11-12.10. 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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides

of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.W.11-12.10	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.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.