Unit 5: Harry Potter and The Order of the Phoenix

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

Transfer

Characters in literature, as well as readers of literature, define themselves through their actions.

Enduring Understandings

Humanism, an intellectual and cultural movement which developed in the Renaissance, continues to be relevant in literature today.

Rather than being at the mercy of outside forces such as fate or a divine being, human beings have the capacity to define themselves through free will.

Individuals, in both literature and real life, define themselves through their actions.

Humanism places responsibility on the individual.

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.

Successful narratives include compelling, detailed and thoroughly developed characters.

Writers use dialogue to help build characters indirectly (show not tell).

A rewarding, enriching narrative includes a meaningful conflict and resolution.

Writers use descriptive detail to characterize indirectly and introduce figurative language into their work.

Writers use figurative language, symbolism and other literary devices to characterize indirectly and add layers of meaning to their work.

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 did Humanism emerge from the Poly- and Mono- theistic belief systems which preceded the Renaissance?

What effect does the idea that mankind can define itself have on life and literature?

How do we see characters in literature defining themselves through their actions?

How meaningfully and effectively does Humanism in literature reflect real life?

What is the significance of placing responsibility for one's actions on oneself?

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?

Why do successful narratives include compelling, detailed and thoroughly developed characters?

How can writers use dialogue as a plot device and to help build characters indirectly (show not tell)?

Why is a meaningful conflict and resolution essential to a good narrative?

How can writers use descriptive detail to characterize indirectly and introduce figurative language into their work?

How can writers use figurative language, symbolism and other literary devices to characterize indirectly and add layers of meaning to their work?

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 Order of the Phoenix 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

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

Assess how point of view or purpose shapes the content and style of a text.

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome

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

Use time set aside daily to write in journal.

Use journal as means of reflection, analysis and creation.

Resources

"J.K. Rowlings Ambivalence Towards Feminism: House Elves Women in Disguise - in the "Harry Potter" Books"

by Riva Temima Kellner

http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=05e47fb2-c89a-4182-8f8d-0b5d95d22692%40sessionmgr101&vid=27&hid=125

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.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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-

chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

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.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live

	production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.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.
LA.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.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
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.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.11-12.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.