Unit 7: Harry Potter and The Deathly Hallows

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

Transfer

Students will enjoy compiling and publishing their work in a magazine of their own design.

Enduring Understandings

By employing good organizational skills students can achieve personal and group goals previously thought unattainable.

Teamwork and collective expression increase respect and solidarity among members of a community.

Attention to detail, communication and cooperation are essential for the successful completion of a complicated, challenging group project.

Regardless of skill and ability, seeing one's work in print as a result of one's own effort is a thrilling accomplishment.

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

Essential Questions

How can employing good organizational skills help students achieve personal and group goals previously thought unattainable?

How can teamwork and collective expression increase respect and solidarity among members of a community?

How can attention to detail, thorough communication and cooperation lead to the successful completion of a complicated, challenging group project?

Why is working hard to see your own writing in print a source of such excitement and pride?

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 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 Deathly Hallows: novel, audio book and film

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

Supplemental materials: See Resources

Skills

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

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

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

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.

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

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

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.

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

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.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Conduct short as well as more sustained research projects based on focused questions, demonstrating

understanding of the subject under investigation.

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

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.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.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.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.

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

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.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.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

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.

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.

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.

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.

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.

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.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
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.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.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.11-12.3	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.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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.11-12.10	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.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.