

## Literature Guide

for

# Harry Potter and The Prisoner of Azkaban



by **J.K. Rowling**



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### Anticipation Guide

Teacher Directions: Before reading, have your students use the left column to mark whether they agree or disagree with the statement. After you read, have your students reread each statement and respond again in the right column. They can use the empty boxes to change the inaccurate statements into accurate statements. When appropriate, this activity can be done in a group. Read the statements to the students both before and after reading, mark the columns according to the group’s consensus and change the inaccurate statements.

<u>Agree</u>	<u>Disagree</u>		<u>Agree</u>	<u>Disagree</u>
_____√_____	_____	<b>Dementors affect victims by stealing their minds</b>	_____	_____√_____
		Dementors suck happiness out of souls.		
_____√_____	_____	<b>A boggart disappears when confused</b>	_____	_____√_____
		A boggart disappears when a person controls his own fear		
_____	_____√_____	<b>Hogsmeade is a suitable refuge for students and faculty</b>	_____√_____	_____
_____√_____	_____	<b>No wizard can escape from Azkaban</b>	_____	_____√_____
		Sirius did as an Animagus – a dog		

## Possible Sentences

Teacher Directions: Before reading, discuss the meaning of key vocabulary words. Have the students write each word in a possible sentence. After reading, determine if their sentences are compatible with or a possible fit for the story. Have the students create new sentences that reflect how the vocabulary words are used in the story.

dementor

Animagus

boggart

Patronus

### Before Reading:

The dementor was a ghostly creature who sucked joy out of life.

By becoming an Animagus, no one could identify you.

My boggart is a vicious snake.

A Patronus for an Olympic challenger is a gold medal.

### After Reading:

The dementors get hungry and will suck the soul out of anyone.

Sirius as an Animagus was a dog who could watch Harry.

Neville's boggart was Snape.

Harry had a difficult time conjuring up a strong Patronus because he couldn't remember too many really happy times.

## Personal Response / Literary Analysis

Teacher Directions: Before reading, have your students look over these questions and discuss the information with you. After reading, have them answer the questions and discuss their responses.

1. With whom would you share a Fidelus charm? Explain your choice. *I would share it with my sister. She would be my secret keeper and would protect me always.*
2. Do you think that Hermione was correct about identifying Professor Trelawney as a fake? Support your answer. *Hermione was correct because everything she said was so general you could find an example to think that she could see the future. For example, indicating that something happened that Lavender was dreading could be anything from a test to her pet dying.*
3. What would your boggart and Patronus be? *My boggart would be a snake and my Patronus would be my birthday with my family.*
4. Which of Hagrid’s “interesting creatures” would you like to see or have as a pet? Explain why. *I’d like to have a hippogriff as a pet so I could fly anywhere and it would protect me because no one would come near us.*
5. The author uses expressive language to indicate that Percy is being pompous. Fred and George mock Percy by offering greetings as an older English person would. These include “Simply Splendid to see you, old boy” and “Marvelous, absolutely spiffing.” Create a greeting for Percy using the “British vernacular.” *Good Day, chap. It’s super running into you.*
6. The author foreshadows events throughout the story. For example, we know that mischief is afoot early in the book when Ron, Harry and Scabbers are together because the Sneakoscope whistles. We also learn that Scabbers appears ill but think it is because of Crookshank. Do you think the author’s use of foreshadowing helps hold the reader’s interest? Explain your answer. *Yes, when you read these clues you try and piece together the puzzle. The clues are spread throughout the book so you want to keep reading and find out what the problem is and who is responsible and how it is solved.*
7. Create a cheering charm to make an opposing team root for your school. Or you may choose two rival Hogwarts teams. *Although we huff and puff, we’re not as tough as Gryffindor*
8. Design your own obstacle course for a Defense Against the Dark Arts exam. *I would have Hinkypinks give misleading directions so that the students would keep returning to boggarts. In that way, they would eventually overcome their fears by repeatedly meeting them. It would be a good test of their ability to control a boggart.*

9. Contrast the teaching styles and abilities of Professors Gilderoy (Harry Potter and the Chamber of Secrets) and Lupin. *Professor Gilderoy was unorganized and merely talked about what he had accomplished. He bragged most of the time and left students with many unanswered questions. Lupin taught a concept and then let students practice the concept under his direction and encouragement. He was warm and accepting while Gilderoy remained detached and uninterested in whether students really learned.*
  
10. What changes in Hermione’s character are evident in this book? *She usually appears as the studious, somewhat shy student who always goes beyond what teachers ask of her. She is the “know-it-all brain” at Hogwarts. Yet, in this book, she disobeys rules, gets angry at Malfoy and smacks him, and is terribly distressed by the “fight” with Ron over Scabbers. She goes from being an almost stereotyped character to one that is much more human and interesting. She loses her “one sidedness” and becomes more complex and more genuine.*
  
11. In many instances the author uses elements of surprise in the book. When were these used effectively? *Answers will vary, but it was surprising that Scabbers was the book’s traitor, that Sirius Black was not the terrible murderer he was said to be, that Professor Lupin was a werewolf. Crookshanks appeared guilty of Scabber’s death, but wasn’t.*
  
12. In the book we learn more about Harry’s father and the kind of person he was. What are your impressions of him? *Answers will vary, but we learn that James Potter had a few very close friends. He believed in his friends and trusted them with the safety of his wife and son. He, like Harry, would not have allowed Sirius and Lupin to kill Pettigrew. Like Harry, he was extremely faithful to his friends and “bent school rules” in an effort to help them. He was insightful and honest, loving and kind.*

## Probable Passage

**Teacher Directions:** Before reading, discuss the meaning of the vocabulary words with your students. Have them use the Story Grammar format to develop a story line. Then have them insert the vocabulary words into the various elements of the story. They can use the outline to write an original story. After reading, have them compare their story with the real version.

### Vocabulary Words: dementors, Azkaban, Animagus, boggart, Patronus

<b>Setting:</b>	Hogwarts
<b>Characters:</b>	Harry, Hermione, Ron, Dumbledore, Malfoy, Hagrid
<b>Problem:</b>	Malfoy tries to get Hagrid sent to Azkaban for mismanaging classes.
<b>Events:</b>	
1.	Dumbledore asks Hagrid to teach Defense Against the Dark Arts because the teacher will arrive several weeks late.
2.	Hagrid doesn't prepare well and causes problems when the experiment with boggarts backfires and scares all the students.
3.	Professor Dumbledore is called in to rid the classroom of boggarts. He recruits all the instructors to help and they spend hours finding the correct Patronus.
4.	Dumbledore continues to allow Hagrid to teach, but Hagrid bungles the next class by turning Malfoy, Harry, Hermione and Ron into Animagi that suit their personalities.
5.	Harry becomes a lion, Hermione a unicorn, Ron a bear, and Malfoy a serpent.
6.	Dumbledore is called in to transform the students, yet he allows Hagrid to continue to teach.
7.	Hagrid gets his charms confused and calls up a dementor rather than a dragon.
8.	Dumbledore rescues everyone, but Malfoy's father wants Hagrid sent to Azkaban for endangering the students.
9.	Hagrid is called before the Minister of Magic and must stand trial.
<b>Ending:</b>	
10.	Harry, Hermione and Ron help Dumbledore defend Hagrid. He remains at Hogwarts, but is not allowed to teach until he retakes and passes all the classes for Master Wizards.

**Probable Passage (continued)****Original Story:**

Malfoy is intent on getting Hagrid to Azkaban for mismanaging classes. Dumbledore asks Hagrid to teach Defense Against the Dark Arts because the intended teacher will arrive several weeks late. Hagrid doesn't prepare for classes well and causes problems when the experiment with boggarts backfires and scares all the students. Professor Dumbledore is called in to rid the classroom of boggarts. He recruits all the instructors to help him and they spend hours finding the correct Patronus.

Dumbledore continues to allow Hagrid to teach, but Hagrid bungles the next class by turning Malfoy, Harry, Hermione, and Ron into Animagi that suit their personalities. Harry becomes a lion, Hermione a unicorn, Ron a bear, and Malfoy a serpent. Dumbledore is again called in to transform the students, yet he continues to allow Hagrid to teach.

Hagrid gets his charms confused and calls up a dementor rather than a dragon. Dumbledore again rescues everyone, but Malfoy's father wants Hagrid sent to Azkaban for endangering students. Hagrid is called before the Minister of Magic and must stand trial. Harry, Hermione and Ron help Dumbledore defend Hagrid. Hagrid remains at Hogwarts, but he is not allowed to teach until he retakes and passes all the classes for Master Wizards.

## Story Grammar / Summary

**Teacher Directions:** After reading the book, have your students complete the Story Grammar. This can be done individually or as a class. Then have students use the information from the Story Grammar to write a story summary.

**Setting:** Hogwarts School, Dursleys', Diagon Alley, Hogsmeade  
**Characters:** Harry, Hermione, Ron, Sirius Black, dementors, Remus Lupin  
**Problem:** Sirius Black, an escapee from Azkaban, appears to be out to kill Harry.

### Events:

1. Harry enchants Aunt Marge and escapes to the Leaky Cauldron and learns people are afraid Sirius Black is out to kill him.
2. Harry encounters a dementor on the Hogwarts Express, has a seizure and is revived by Professor Lupin.
3. Harry learns about boggarts and begins to control dementors with Patronus Charm.
4. Harry, Hermione and Ron end up at Shrieking Shack with Sirius Black.
5. Lupin arrives and he and Black reveal their friendship with Potter's Dad and Pettigrew and explain how they helped Lupin survive as a werewolf.
6. Snape refuses to listen to Black and Lupin and is enchanted by Harry.
7. Sirius claims innocence and explains Pettigrew told Voldemort the location of Harry's parents so he could kill them.
8. Scabbers is transformed into Pettigrew and everyone heads to the castle.
9. Lupin becomes a werewolf, Black and Pettigrew transform to Animagi and Scabbers runs off.
10. Harry tries to save Black and Hermione from dementors and is almost lost.
11. Harry and Hermione use a Time-Turner and save Buckbeak and Black.

**Ending:** Black escapes and Harry returns to Dursleys for the summer.

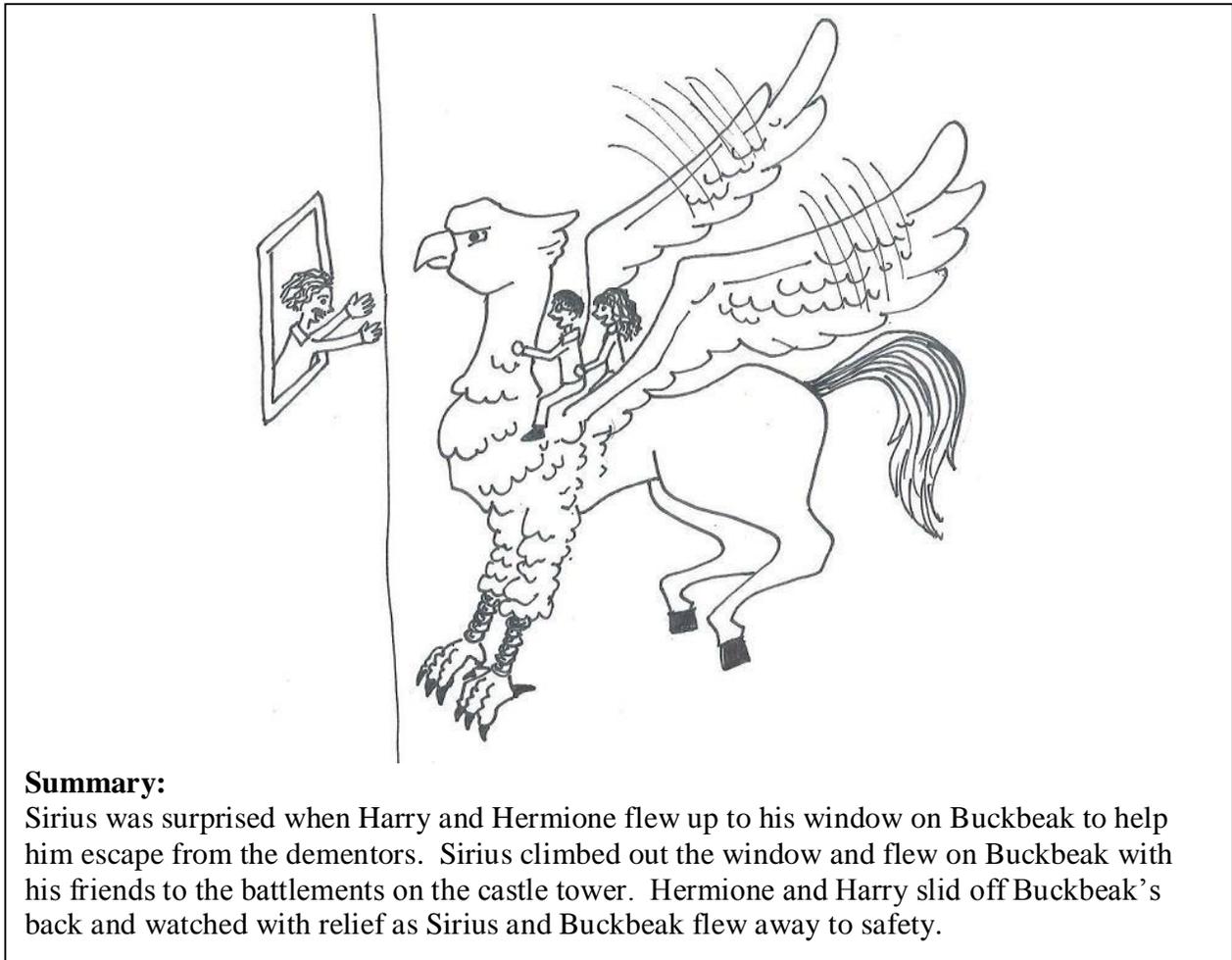
### Summary:

Harry enchants Aunt Marge and escapes to the Leaky Cauldron and learns people are afraid Sirius Black is out to kill him. Harry encounters a dementor on the Hogwarts Express, has a seizure and is revived by Professor Lupin. Harry learns about boggarts and begins to control dementors with the Patronus Charm. Harry, Hermione and Ron end up at the Shrieking Shack with Sirius Black. Lupin arrives and he and Black reveal their friendship with Potter's Dad and Pettigrew and explain how they helped Lupin survive as a werewolf. Snape refuses to listen to Black and Lupin and is enchanted by Harry. Sirius claims innocence and explains Pettigrew told Voldemort the location of Harry's parents so he could kill them. Then Scabbers is transformed into Pettigrew and everyone heads to the castle. Lupin becomes a werewolf, while Black and Pettigrew transform to Animagi and Scabbers runs off. Harry tries to save Black and Hermione from dementors and is almost lost. Harry and Hermione use a Time-Turner and they save Buckbeak and Black. Black escapes and Harry returns to live with the Dursleys for the summer.

## Pictorial Outline

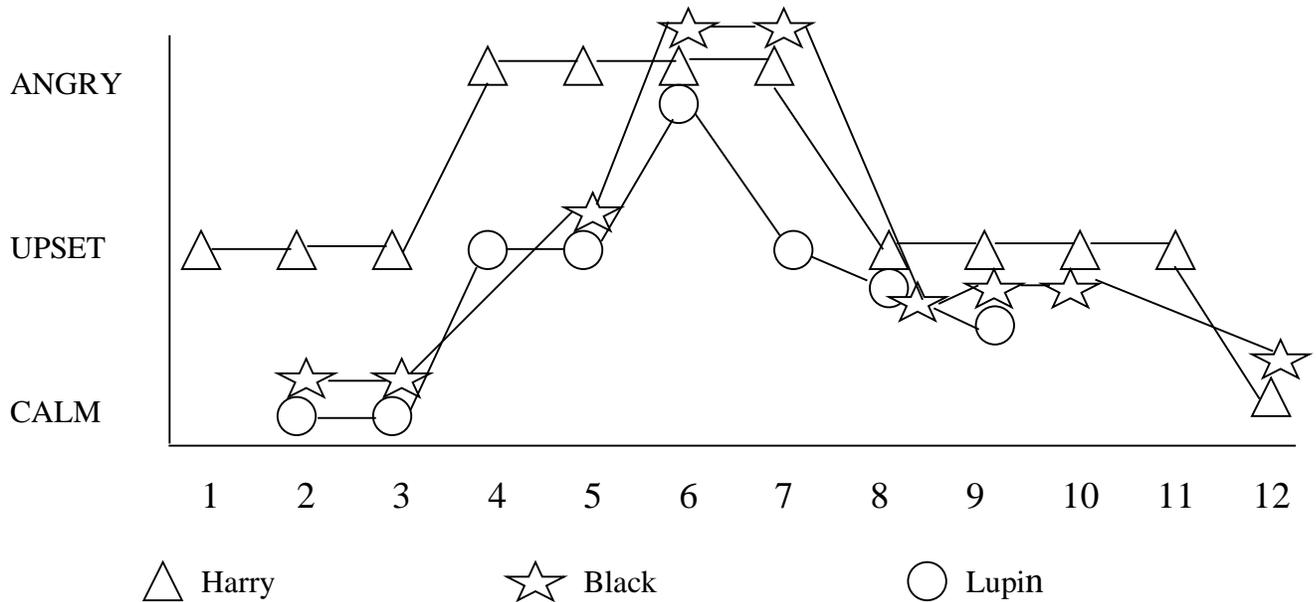
Teacher Directions: After reading the book, have your students create a pictorial outline of a favorite scene from the book. They can choose a scene or use one of the following suggestions. They then write a brief summary of the events depicted in the scene.

- The dementor visiting Harry’s cabin on the Hogwarts Express.
- Hogsmeade scene
- Marauder’s Map of Hogwarts rooms.
- Harry and Hermione in a time turning scene.
- Sirius and Buckbeak escaping
- Harry meeting the Dursleys at King’s Cross



## Emotions Chart

**Teacher Directions:** Have your students discuss the emotions listed on the chart. Have them think about how the first character, Harry, felt at the time each of the numbered events took place. Have them plot their responses with the designated  $\Delta$  symbol. Then they should draw lines between each point, connecting the  $\Delta$  symbols so they can understand how the events in the story affected Harry. Have them follow the same procedure with the second and third characters using different symbols (Black  $\star$ , Lupin  $\circ$ ) to plot their emotions. Have them use different colored markers to draw lines connecting those symbols.



### Events:

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8. Scabbers is transformed into Pettigrew and everyone heads to the castle.
9. Lupin becomes a werewolf, Black and Pettigrew transform to Animagi and Scabbers runs off.
10. Harry tries to save Black and Hermione from dementors and is almost lost.
11. Harry and Hermione use a Time-Turner and save Buckbeak and Black.
12. Black escapes and Harry returns to Dursleys for the summer.

## Vocabulary Words

Below is a list of vocabulary words from the book. A good strategy for helping your students learn the meaning of those words is Personal Clues.

### Personal Clues

Teacher Directions: (1) Before you read the book discuss the meaning of these words with your students. Have them write the definition. (2) Once they understand the definition of each word, have them write a personal clue that will help them remember what the word means. For example, for the word, “enormous,” their clue could be “dinosaur,” their friend’s clue could be “jumbo jet.” (3) After they have completed the book, their clues will help them remember the meaning of the words. To study a word, students cover the clue and definition. If they cannot remember the definition, they should uncover their clue. They can check their accuracy by looking at the definition.

### Vocabulary Words from *Harry Potter and the Prisoner of Azkaban*

abashed	maliciously
aggressively	mundane
berating	ogling
derisively	plunged
disdainful	portly
disgruntled	raucous
embolden	remote
euphoria	replenish
formidable	sumptuous
fumbling	tatty
furtive	tirade
grappled	tumultuous
grotesque	venerable
laden	vindictive
malevolently	

## Personal Clues for Harry Potter and the Prisoner of Azkaban

(The clues are examples only; students will have their own clues.)

<p><b>Word:</b> abashed</p> <p><b>Personal Clue:</b> <u>Nevill / Malfoy</u></p> <p><b>Definition:</b> destroy self confidence</p>	<p>aggressively</p> <p><u>football play</u></p> <p>hostile, ready to argue</p>
<p>berating</p> <p><u>bad grades / parent</u></p> <p>scold</p>	<p>derisively</p> <p><u>crowd / umpire</u></p> <p>ridicule, mock</p>
<p>disdainful</p> <p><u>Dudley / Harry</u></p> <p>scorn, despise</p>	<p>disgruntled</p> <p><u>no recess</u></p> <p>disappointed</p>
<p>embolden</p> <p><u>peers, tease</u></p> <p>encourage</p>	<p>euphoria</p> <p><u>winning</u></p> <p>feeling of happiness</p>
<p>formidable</p> <p><u>giant</u></p> <p>fearful</p>	<p>fumbling</p> <p><u>football pass</u></p> <p>botch, make a mess of</p>
<p>furtive</p> <p><u>thief</u></p> <p>done secretly</p>	<p>grappled</p> <p><u>math problem</u></p> <p>wrestle</p>
<p>grotesque</p> <p><u>hunchback of Notre Dame</u></p> <p>odd, unnatural in appearance</p>	<p>laden</p> <p><u>groceries / arms</u></p> <p>loaded down</p>
<p>malevolently</p> <p><u>Malfoy</u></p> <p>wishing harm to others</p>	<p>maliciously</p> <p><u>Cinderella's stepsisters</u></p> <p>ill will, spite</p>

## Personal Clues for Harry Potter and the Prisoner of Azkaban

mundane

hamburgers

wordly, common, ordinary

ogling

dessert tray

look at intently

plunged

cliff

sudden drop

portly

Santa Claus

stout, heavysset

raucous

hockey game

rowdy, harsh

remote

cabin in woods

far away

replenish

bird feeder

to fill again

sumptuous

Thanksgiving Dinner

splendid, luxuriously fine

tatty

bag lady

cheap, shabby

tirade

Howler

a long vehement speech

tumultuous

riot

disorderly, turbulent

venerable

Grandfather

worthy of respect

vindictive

Snape / evil fairy in Sleeping Beauty

vengeful, unforgiving

	<b>STRATEGIES</b>			
	<b>Background Knowledge</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Application/ Extension</b>
<b>Cognitive Processes</b>	Anticipation Guide	Possible Sentences	Personal Response/ Literary Analysis	Pictorial Outline
Develop Background Knowledge	√			
Expand Vocabulary Knowledge		√		
Use Text Structure				
Set a Purpose for Learning	√			
Infer/ Select Information			√	
Create Images			√	
Relate/ Connect Ideas			√	
Clarify/ Monitor Understanding			√	
Analyze			√	√
Synthesize			√	√
Evaluate/ Justify			√	
Create/ Invent			√	√
<b>Language Processes</b>				
Read			√	
Write		√		√
Listen/ View	√	√	√	
Communicate Orally	√	√	√	

## Alternative Strategies

	<b>STRATEGIES</b>			
	<b>Background Knowledge</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Application/ Extension</b>
<b>Cognitive Processes</b>	-----	-----	Probable Passage Story Grammar/ Summary	Emotions Chart
Develop Background Knowledge				
Expand Vocabulary Knowledge				
Use Text Structure			√	
Set a Purpose for Learning			√	
Infer/ Select Information			√	
Create Images			√	
Relate/ Connect Ideas			√	
Clarify/ Monitor Understanding			√	
Analyze				√
Synthesize				√
Evaluate/ Justify				√
Create/ Invent				√
<b>Language Processes</b>				
Read			√	
Write			/√	√
Listen/ View				√
Communicate Orally				√