

Literature Guide

for

Harry Potter and

The Prisoner of Azkaban



by **J.K. Rowling**

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Anticipation Guide

Student Directions: Before reading, use the left column to mark whether you agree or disagree with the statement. After you read, respond to each statement in the right column. Use the empty boxes to change the inaccurate statements into accurate statements.

<u>Agree</u>	<u>Disagree</u>		<u>Agree</u>	<u>Disagree</u>
_____	_____	Dementors affect victims by stealing their minds	_____	_____
_____	_____	A boggart disappears when confused	_____	_____
_____	_____	Hogsmeade is a suitable refuge for students and faculty	_____	_____
_____	_____	No wizard can escape from Azkaban	_____	_____

Possible Sentences

Student Directions: Before reading, write sentences using the vocabulary words. After reading, determine if your sentences are a possible fit for the story. Create new sentences that reflect how the vocabulary words are used in the story.

dementor

Animagus

boggart

Patronus

Before Reading:

After Reading:

Personal Response / Literary Analysis

Student Directions: Before reading, look over these questions so that you can think about your responses as you read. After reading, answer the questions.

1. With whom would you share a Fidelus charm? Explain your choice.

2. Do you think that Hermione was correct about identifying Professor Trelawney as a fake? Support your answer.

3. What would your boggart and Patronus be?

4. Which of Hagrid’s “interesting creatures” would you like to see or have as a pet? Explain why.

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.”

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.

7. Create a cheering charm to make an opposing team root for your school; Or you may choose two rival Hogwarts teams.

8. Design your own obstacle course for a Defense Against the Dark Arts exam.

9. Contrast the teaching styles and abilities of Professors Gilderoy (Harry Potter and the Chamber of Secrets) and Lupin.

10. What changes in Hermione's character are evident in this book?

11. In many instances the author uses elements of surprise in the book. When were these used effectively?

12. In the book we learn more about Harry's father and the kind of person he was. What are your impressions of him?

Probable Passage

Student Directions: Use the Story Grammar format to develop an outline for an original story. Insert the vocabulary words listed into the various elements of the story. Use the outline to write your story. After reading, compare your story with the real version.

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

Setting: Hogwarts
Characters: Harry, Hermione, Ron, Dumbledore, Malfoy, Hagrid
Problem: Malfoy tries to get Hagrid sent to Azkaban for mismanaging classes.

Events:

Ending:

Original Story:

Story Grammar / Summary

Student Directions: After reading the book, complete the Story Grammar. Then 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:

Ending:

Summary:

Pictorial Outline

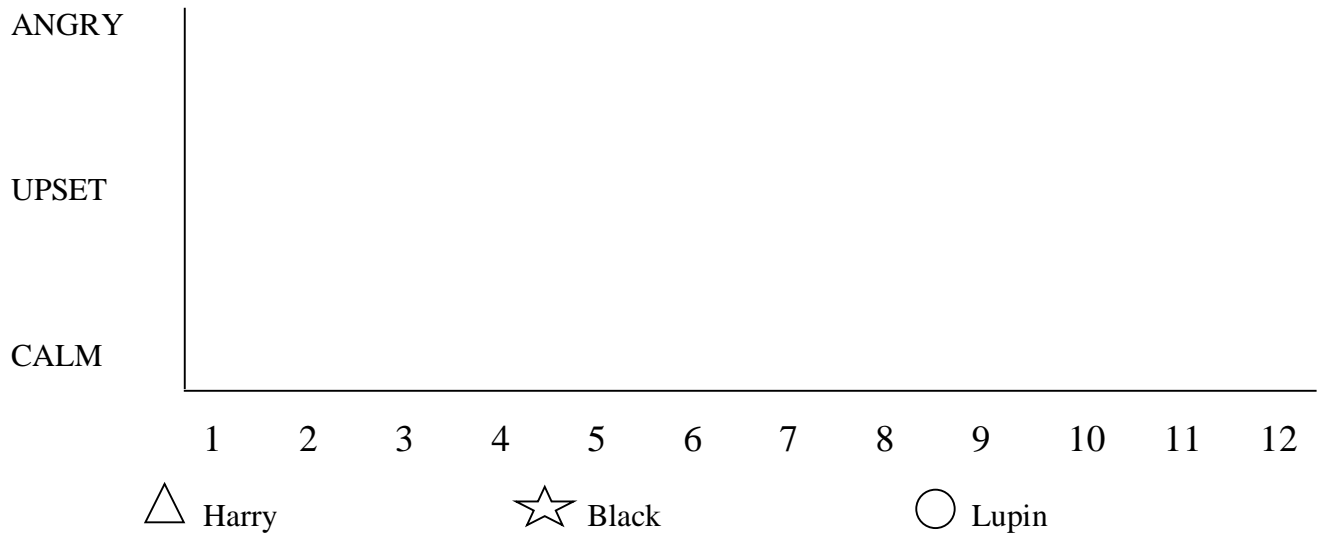
Student Directions: After you read the book, create a Pictorial Outline of a favorite scene from the book. Choose a scene or use one of the following suggestions. Then, write a brief summary of the events depicted in the scene.

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

Summary:

Emotions Chart

Student Directions: Review the emotions written on the chart. Think about how the first character, Harry, felt at the time each of the numbered events took place. Mark your response with the Δ symbol. Draw lines between each point, connecting the Δ symbols, so you can understand how the events in the story affected Harry. Follow the same procedure with the second and third character, using different symbols (Black \star , Lupin \circ) to plot their emotions. Draw lines connecting those symbols with different colored markers.



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.
12. Black escapes and Harry returns to Dursleys for the summer.