

## Literature Guide

for

## Harry Potter and

## The Prisoner of Azkaban



**by J.K. Rowling**

**Background  
Knowledge**

**Vocabulary**

**Comprehension**

**Application/  
Extension**

**Menu**

**Problem  
Solution  
Guide**

**Concept  
Circles**

**Questions for  
Quality Thinking**

**Editorial**

**Alternative  
Strategies**

**Story Chart/  
Summary**

**Pictorial Outline**

## Problem Solution Guide

Teacher Directions: Pose the following problem to your students and have them develop possible solutions. Have them read the book so they can identify a similar problem in the story and determine how the main character solved the problem.

Teacher: What is your greatest fear?

Student: *I hate snakes and can't stand being near them. I'm afraid they'll wrap around me or bite me.*  
*I don't like lightening and thunder.*  
*The dark because I don't know what's around me.*

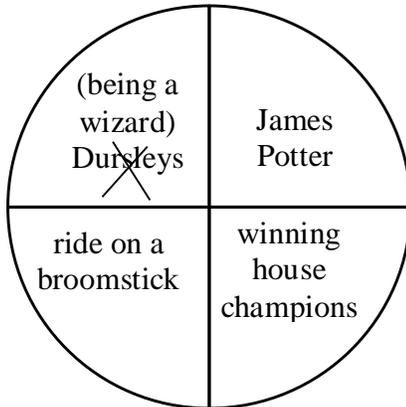
Teacher: Sometimes we have to face our fears so we can do what we have to every day.

Harry's adventures in this book pertain to learning to control his fears and do what he must.

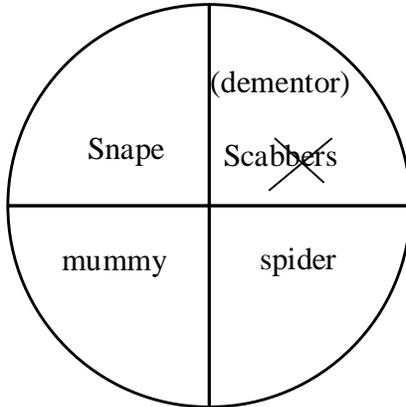
### Concept Circles

Teacher Directions: After reading the book, have your students complete the Concept Circles as indicated.

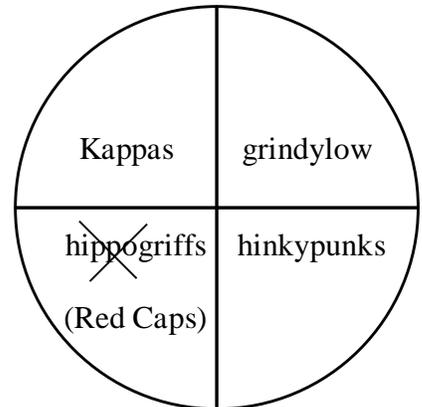
**Discuss the meaning of the words in the circles and name the concept the words describe. Cross out the information in each circle that doesn't belong and add correct information.**



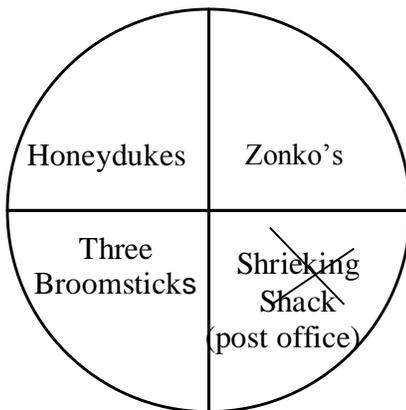
Concept: (Patronus)



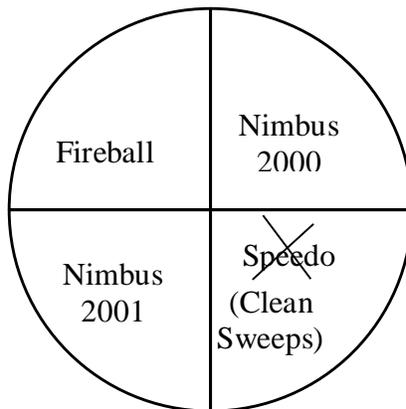
Concept: (boggarts)



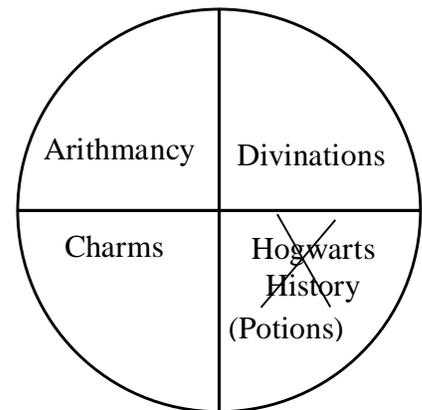
Concept: (Dark Arts topics)



Concept: (Hogmeade shops)



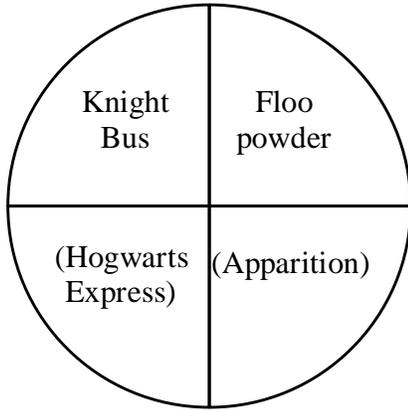
Concept: (racing brooms)



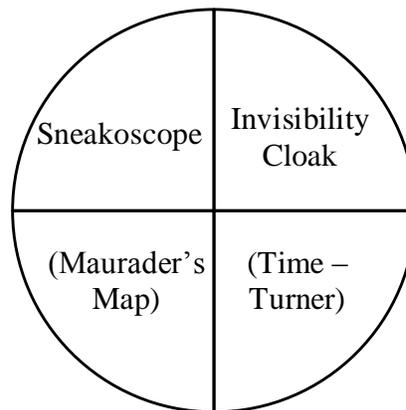
Concept: (Hermione's classes)

### Concept Circles (continued)

Name the concept the words in each circle describe. Fill in the circles by adding in examples from the book that fit the concept.



Concept: means of travel



Concept: magic items



## Questions for Quality Thinking

Teacher Directions: Have your students read each question and discuss information in the book that will help them answer the question. After they answer the questions, have your students share their responses.

### Harry Potter

### Sirius Black

### Model Response – Lesson 2 Magical Creatures

Knowledge	Who was Harry's Patronus?	How did Black survive Azkaban?	Why was the Defense Against the Dark Arts course valuable when taught by Lupin?
Comprehension	Explain why the dementors bother Harry more than others.	Explain why the crime Sirius was accused of was so horrible.	Why were the dementors so frightening?
Application	What would be a suitable Animagus for Harry? Explain your choice.	How could a Time-Turner help Sirius Black?	Which charm could you use to control a werewolf?
Analysis	Why wasn't Harry afraid of Sirius Black killing him?	Why was the possible entrance of Black into Hogwarts considered inexplicable?	What are the similarities and differences among boggarts, dementors, Animagi, and a Patronus? To answer this question, students complete a chart to indicate how the author's creations are similar and different.
Synthesis	During the summer holidays, Harry is always lonely and is delighted when he receives cards and presents from Ron, Hermione and Hagrid. Describe several birthday gifts that you might send Harry if you were one of his friends. Your gifts should help Harry feel less lonely, but be easily hidden from the Dursleys.	Design a plan that Sirius Black could use to clear his name.	If you were the Professor of the course, Defense Against the Dark Arts, which three charms would you consider to be the most important ones for your students to learn? Explain your choices.
Evaluation	What did you learn about Harry's character when he saved Pettigrew's life?	Did Sirius and his friends do the right thing in turning into Animagi to be with Lupin as a werewolf?	In many instances, the author uses magical creatures to add elements of suspense to the story. When were magical creatures used effectively?

## Answers to Questions for Quality Thinking

### Harry Potter

1. Who was Harry's Patronus? *Harry's Patronus was his father.*
2. Explain why the dementors bother Harry more than others. *The dementors bother Harry more than the others because of all the horrors he suffered in the past. He recalls them when the dementors are nearby.*
3. What would be a suitable Animagus for Harry? Explain your choice. *A suitable Animagus for Harry would be a lion because he has courage and is a leader.*
4. Why wasn't Harry afraid of Sirius Black killing him? *Harry wasn't afraid of Sirius Black killing him because Harry had already faced Voldemort three times. Also, Dumbledore was there for protection as well as the Azkaban guards.*
5. During the summer holidays, Harry is always lonely and is delighted when he receives cards and presents from Ron, Hermione and Hagrid. Describe several birthday gifts that you might send Harry if you were one of his friends. Your gifts should help Harry feel less lonely, but be easily hidden from the Dursleys. *I would go to the bookstore in Diagon Alley and buy for Harry The Book of Cuddly Pets. A puppy, kitten or tame magical creature could be safely kept in the book. The pets could keep Harry company when he is studying or sleeping and could be hidden under the floorboard if necessary. Another good gift would be a picture album with pictures of Harry's friends and favorite professors at Hogwarts, similar to the one he has of his parents. When Harry looked through the album, the friends could wave at him and he would feel less lonely. The album could also have pictures of happy events at Hogwarts such as Quidditch games. Exciting events in the game could be replayed like a video. Finally, I would send Harry a small game board with a variety of playing pieces like checkers and parchesi. The pieces would be able to move on their own so Harry would be able to play a game whenever he wanted.*
6. What did you learn about Harry's character when he saved Pettigrew's life? *Harry did not want to be responsible for anyone's death nor could he stand by and let others become murderers. In the end, he upholds the law; he will not give in to his feelings for revenge even toward those responsible for the death of his parents. He is honorable and noble.*

## Answers to Questions for Quality Thinking (continued)

### Sirius Black

7. How did Black survive Azkaban? *Black survived Azkaban by transfiguring into a dog so he wouldn't have complex emotions like a human. Dementors can see and feel their way toward people by feeding off their emotions. The dementors thought he was losing his mind and didn't trouble him.*
8. Explain why the crime Sirius was accused of was so horrible. *Sirius' crime was so horrible because he was accused of betraying his friends whom he had sworn to protect.*
9. How could a Time-Turner help Sirius Black? *With a Time-Turner, Sirius would have turned time back to save Harry's parents by not letting Pettigrew share the Fidelus Charm with them.*
10. Why was the possible entrance of Black into Hogwarts considered inexplicable? *It would be considered inexplicable for Black to enter Hogwarts because there were enchantments around the school to stop people from entering and the dementors surrounded it.*
11. Design a plan that Sirius Black could use to clear his name. *There are two ways that Sirius Black could clear his name. They both involve the Time-Turner and ways to change the past. First, Sirius could use the Time-Turner to return to the time when he first escaped from Azkaban. He could have Apparated as an Animagus and appeared at Dumbledore's office. Armed with the Weasley picture in Egypt, Sirius could have explained the whole story to Dumbledore and then Lupin. Both are reasonable and fair men who trusted Black when he was at Hogwarts. Lupin could verify the Animagus portion of the tale and identify Pettigrew as Scabbers. Then all three could formulate a plan to capture Scabbers before he ran off and make Pettigrew confess. A second plan would be to use the Time-Turner and return to the moment when Lupin saw Black, Ron and Scabbers on the Marauder's Map. Lupin could have taken the map with him so Snape wouldn't have found it. Then, the remainder of the characters at the Shrieking Shack wouldn't have had to deal with Snape. The group could have summoned an owl to bring a message to Dumbledore to come to the Shrieking Shack with Fudge. The events could have been explained to them and the dementors could have been called to take Pettigrew to Azkaban. When Lupin turned into a werewolf, he could have been locked in the shack until Snape was sent to return with the Wolfsbane Potion.*
12. Did Sirius and his friends do the right thing in turning into Animagi to be with Lupin as a werewolf? *Sirius was noble and a good friend to Lupin by becoming an Animagus and staying with him when he was a werewolf. Sirius and his friends behaved responsibly because they were certain that students wouldn't find the hideout that was protected by the Whomping Willow.*

**Answers to Questions for Quality Thinking (continued)**

**Magical Creatures**

- 13. Why was the Defense Against the Dark Arts course valuable when taught by Lupin? *Lupin allowed students to really participate, he knew how to teach and he covered interesting topics.*
- 14. Why were the dementors so frightening? *The dementors were frightening because they sucked the joy and life from their victims.*
- 15. Which charm could you use to control a werewolf? *You could use a Stunning Charm to control a werewolf. (Answers may vary.)*
- 16. What are the similarities and differences among boggarts, dementors, Animagi, and a Patronus? Use the chart below to indicate how the author’s creations are similar and different.

	<b>Shape</b>	<b>Potential for Good</b>	<b>Can Change</b>
Boggart	<i>(any)</i>	<i>(no)</i>	<i>(yes)</i>
Dementor	<i>(human form)</i>	<i>(no)</i>	<i>(no)</i>
Animagus	<i>(animal)</i>	<i>(good or evil)</i>	<i>(yes)</i>
Patronus	<i>(any)</i>	<i>(good)</i>	<i>(yes)</i>

- 17. If you were the Professor of the course, Defense Against the Dark Arts, which three charms would you consider to be the most important ones for your students to learn? Explain your choices. *1) A Patronus Charm would give you the power to defend against the most evil creatures, including dementors. 2) A Summoning Charm would help students get something they need such as a hippogriff to transport them away from evil creatures. 3) A Stunning Charm would give students time to flee danger or time to summon another type of defense.*
- 18. In many instances, the author uses magical creatures to add elements of suspense to the story. When were magical creatures used effectively? *The author uses magical creatures to create suspense frequently and effectively. The dementors are one example. When Harry tries to save Sirius and Hermione from the dementors, it is a moment full of suspense. The author describes the hideous dementor as he clutches Harry and is ready to get rid of him. It is a frightening description.*

## Story Chart / Summary

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

**Setting:** Hogwarts School

**Characters:** Potter, Hermione, Ron, Sirius Black, dementors

**Somebody:** Sirius Black

**Wanted:** to find Peter Pettigrew to mete out justice

**But:** everyone thought Sirius wanted to kill Harry

**So:** Sirius hid as an Animagus, kidnapped Ron and Scabbers and was able to explain to Harry who was really responsible for contributing to his parents' death.

**Theme:** We can conquer our fears and accomplish our goals.

**Moral:** Things may not be as they appear.

**Expressive Language:**

namby – pamby

wishy – washy

“... watching the giant squid waving its tentacles lazily above the water”

“... a hand protruding from the cloak and it was glistening, grayish, slimy looking and scabbed, like something dead that had decayed in the water.”

**Vocabulary:**

raucous

emboldened

malevolently

berating

euphoria

**Summary:**

Sirius Black wanted to find Peter Pettigrew to mete out justice for the evil he had done. But, everyone thought Sirius wanted to kill Harry. So, Sirius hid as an Animagus, kidnapped Ron and Scabbers and was able to explain to Harry who was really responsible for contributing to his parents' death.

## Editorial

Teacher Directions: After reading, have your students write an editorial that expresses their opinion of an event or topic. Students can write the editorial from their own perspective or from the perspective of one of the characters in the story. Before writing, they should complete an Editorial Planning Guide, which prepares them for the writing task. On the guide, they indicate who the author of the editorial is (the student or a character in the story). They then write a statement that expresses their opinion regarding an action they feel should be taken. They list reasons that justify their opinion and include a closing statement. They can use the information in the guide to write their editorial.

Suggestions for editorial topics.

- Defending Hagrid’s use of hippogriffs and other interesting creatures in class
- Opposing or supporting the use of dementors as security guards at Hogwarts
- A call for better sportsmanship at Quidditch games
- Acknowledgment of the excellent health care in the infirmary
- Supporting or opposing the promotion of Hogsmeade as a tourist mecca

**Editorial (continued)**

<p><b>Editorial Planning Guide</b></p>	<p><b>Editorial</b></p>
<p><b>Author:</b> S. Sutherland – Hogwarts Parent</p> <p><b>Audience:</b> Wizards and witches</p> <p><b>Opinion:</b> Appalled</p> <p><b>Point:</b> Use of dementors as security guards for Hogwarts</p> <p><b>Reasons:</b></p> <ol style="list-style-type: none"> <li>1. Entered Hogwarts Express and caused student Harry Potter to have a seizure</li> <li>2. Frightened Harry and caused him to fall from Nimbus 2001 and lose his first Quidditch match</li> <li>3. Surrounded Black, Hermione and Harry, causing them to collapse, and almost sucked the soul from Harry</li> </ol> <p><b>Closing:</b> need a safe environment; no place for dementors.</p>	<p>I am appalled that dementors have been called to serve as security guards for Hogwarts school. From the first encounter with Hogwarts students, the dementors have caused trouble.</p> <p>One dementor entered a student’s compartment as the Hogwarts Express was taking him to school. The dementor caused the young Potter to have a fit and become rigid. Fortunately, immediate help was available to revive Potter.</p> <p>Dementors continued to cause problems for Potter by appearing at a Quidditch match where he played Seeker. They frightened Potter who fell and subsequently the team lost the game.</p> <p>A more serious problem occurred when the dementors surrounded a suspected criminal, Sirius Black, but almost sucked the soul from the innocent Potter. It is ironic that the dementors terrified and almost hurt the person who needed the most protection, Harry Potter.</p> <p>Hogwarts school should be a safe learning environment for our young witches and wizards. It is no place for dementors under any circumstance.</p> <p style="text-align: right;">S. Sutherland Hogwarts Parent</p>

## 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.

- Harry flying on the hippogriff
- A boggart and Patronus associated with a student
- Harry catching the Snitch
- Returning Pettigrew and Snape to Hogwarts
- Lupin, Black and Pettigrew transforming
- Harry defeating the dementors by the lake



### Summary:

Harry won the Quidditch match in an amazing play. He saw Malfoy fly toward a gold object just above the ground. Malfoy was ahead of Harry and on target to capture the Snitch. Harry flew as quickly as possible, caught up with Malfoy and pushed his arm away from the Snitch. Harry pulled out of the dive with the Snitch in his hand. Gryffindor won the match.

## 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>	Problem/ Solution Guide	Concept Circles	Questions for Quality Thinking	Editorial
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>	-----	-----	Story Chart/ Summary	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				