



Harry Potter And The Prisoner of Azkaban KWLH Strategy

Purpose of Strategy:

The purpose of this strategy is to help readers link prior knowledge to new knowledge by initiating active engagement in the reading/learning task. This strategy creates an instructional framework where students list (1) what they *know*, (2) *what* they want to find out, (3) *how* they plan to find new information, and (4) record what they have *learned* or still want to learn. This activity can be used individually, in small groups, and with whole class activities. If you are using it for the first time, or your students are unfamiliar with it, I would recommend using it as a whole class activity so everyone can fully understand the process. This strategy allows students to share what they learn with others, learn that there are many sources where information can be found, and to summarize their findings.

Directions:

Step 1: Introduce the Strategy (with a new topic)

The topic for this KWLH strategy for *Harry Potter and the Prisoner of Azkaban* is **capital punishment**. For this particular book, I would suggest completing or at least beginning this activity before reading chapter 17: Cat, Rat, and Dog. To begin, make and pass out copies of the KWLH worksheet to each student. Place an overhead copy of the KWLH worksheet on the overhead and have the class follow along. Explain that before we study, read, or make final decisions about a topic, it is important to first find out what we already know. After you have helped the class organize what they know, help them generate questions that will focus on the reading and what we want to find out. If new questions occur after continuing to read beyond chapter 17, you can refer back to the worksheet and add any new questions or information.

Step 2: List What is Known (ask questions to create a list in column 1)

Brainstorm with the class to see what they already know about capital punishment. Make sure they know that there are no right or wrong answers; you just want them to share what they've already learned regardless of the details. Keep in mind that it's okay to write down answers that may not be entirely true because this can be a valuable lesson when completing the "what I learned" column. They will be able to see how much more they know now, compared to what they thought they knew. Allow at least 10 minutes to give them time to think and respond.

Possible Prompts:

- * Are there any cases you can think of that involved capital punishment?
- * What crimes should require capital punishment?
- * What are the alternatives?
- * Does this state support it?
- * When did it begin?
- * What types of capital punishment are there?

Step 3: List What They Want to Learn (generate a list of student questions)

Begin by asking "What do you want to know more about?" or "What questions do you have about this topic?" List all the responses on column 2 of the worksheet. Model questioning techniques and probe until the list seems complete. Remember that many students will be reluctant to share, so be patient and try to promote conversation by suggesting something you're curious about. Allow about 5-7 minutes to generate questions. Remind them of the questions they couldn't answer in step 2. Do any of these

questions provide interest? How does capital punishment affect people? Criminals? Victims and their families?

Step 4: Students Generate their own Questions (individual or small group discussion)

Allow the students another 5-7 minutes to work on their own to decide which question they want to research personally. If you feel comfortable, you can also allow them to discuss their ideas with one or two people sitting near them or organize them into small groups. Be sure to leave the chart visible on the overhead that was created by the class so they can refer back to it.

Step 5: Discuss How to Find Answers to Questions

As a class, list possible sources where answers to the questions that were generated could be found. Guide students to sources other than just the primary text or the encyclopedia.

Step 6: Read to Find Out

You can wait to continue this strategy until the students finish the book, but you should at least have them read through chapter 20: The Dementor's Kiss. At this time, you should also have your students reading and researching other sources to answer their questions. Tell you students that some of their questions may not have easy answers. Encourage them to note on their charts any new things they want to learn or questions that come up during their reading.

Step 7: Share Answers

Invite students to share what they found and record these on the chart. Share the fact that real-life learning is ongoing and invite students to submit additional statements about things that they want to learn as well as questions that they now have about the topic. Record and discuss the additional responses.

Step 8: Follow-up Activities

You can use this activity as a basis for a number of activities. Since capital punishment is a related point in the novel you'll want to be sure to tie it back in. As you read and discuss the last 100 pages of the novel, be sure to point out the feelings of different characters about what should happen to Sirius Black and why. Help them consider their own feelings about capital punishment and how it affects their view of the novel and the characters in it. They can use their research about capital punishment to write a perspective paper about what should happen to Sirius Black and support their decision with the articles and research they find. This can be done before reading chapter 18 (finding out that Black is innocent) or after finishing the novel, depending on how you feel the class is developing their opinions or research.

Assessment

The KWHL strategy allows you to preassess what students already know about a given topic. This preassessment directs subsequent instruction during a unit. At the conclusion of the KWHL activity, you can assess what was learned and what may still need to be taught. You can post the chart in the classroom so that information can be added later or as a class reference. You can also instruct the students to refer back to their own worksheets if necessary.