









## Harry Potter Around the World

### Lesson Overview:

 <b>Content Areas</b>	Literature, social studies
 <b>Grade Levels</b>	2-6
 <b>Approx. Time</b>	1.0 – 1.25 hours
 <b>Materials</b>	<a href="#">Suggested Presentation (Canva)</a> <a href="#">Worksheet (PDF)</a>

 <b>Learner Outcomes</b>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify <i>Harry Potter</i> book covers from different cultures</li> <li>• Interpret different cultural factors contributing to cover designs</li> <li>• Compare different book covers and cultures</li> <li>• Create a book cover based on their own interests</li> </ul>
 <b>Key Words /Vocabulary</b>	<p>Localization: adapting something, like a story, to make it familiar to a particular culture          Culture: the beliefs and behaviors of a group of people</p>
 <b>Standards</b>	<p>CCSS.ELA-LITERACY.RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.  <b>Other standards, particularly state standards, likely apply to this lesson; this is one example of a Common Core standard.</b></p>
 <b>Captivate</b>	<p><b>Intro Activity/Background (30 minutes)</b>          Please note this lesson can be completed with any book that has been localized to multiple cultures. The template uses <i>Harry Potter</i> due to how many students already read and enjoy the books.</p> <p><i>Slide 1</i>          Prepare students as needed for the presentation and subsequent activity.</p>

*Slide 2*

Warm up the class by having a partner discussion on favorite moments in *Harry Potter*. After students have had a chance to discuss, invite students to share with the class.

*Slide 3*

Show the first two book covers; the sample presentation uses the U.S. and U.K. covers. Invite students to guess which is which. You might choose to tell students the two possible answers or let them guess with no suggestions on region.

*Slide 4*

Students can now see which cover is which. Ask them what differences they notice in the covers; they might point out the title, the action, the borders around the image, etc.

Consider prompting questions like, “do you think these covers are by the same or different artists?”, “what part of the book is being shown?”, or “why do you think they have different titles?”

*Slide 5*

Show the next two books covers; the sample presentation uses the Japanese and Indonesian covers. Invite students to guess which is which in the same or similar manner as Slide 3.

*Slide 6*

Again, students can now see which cover is which. Ask them what differences they notice; they might notice the emphasis on Hedwig, Indonesia's depiction of so many characters, Japan's picturesque and setting-heavy art, etc.

Consider prompting questions like, “do you think these covers use same or different mediums?”, “what part of the book is being shown?”, or “what do you notice about the colors?”




Consider now switching between slides to compare all four book covers.

*Slide 7*

Invite students to share aspects of their culture, either by using the prompt suggested on the presentation or a different prompt based on what conversations your class has already had on culture.

*Slide 8*

Explain to your students what culture is and the different sizes of cultures.

	<p>Now is a good time to provide a rudimentary (or advanced) explanation of localization. You might say something like, “When books are brought to a new culture, the book cover designer is given the job of creating a book cover that readers in the culture will want to pick up.” An example of localization when <i>Harry Potter and the Sorcerer's Stone</i> was brought to the U.S. is changing all mentions of the ‘philosopher’s stone’ to the ‘sorcerer’s stone’ due to American youth being unfamiliar with the story of a philosopher’s stone.</p> <p>Invite students to investigate the book covers for clues as to what each culture might find interesting about <i>Harry Potter</i>; why did each artist design the book cover the way they did?</p>
 <b>Explore</b>	<p><b>Activity (15-30 minutes)</b>  <i>Slide 9</i></p> <p>Pass out the book cover worksheet. Explain to students that they are tasked with designing a book cover ‘localized’ to their interests and what they find most interesting about <i>Harry Potter</i>. Students might choose to design a cover for <i>Harry Potter and the Sorcerer's Stone</i>, a book cover of a book exploring an aspect of the world of <i>Harry Potter</i> (i.e., a book about the house Ravenclaw), etc.</p>
 <b>Reflect</b>	<p><b>Follow-Up Activity (15 minutes)</b></p> <p>Have students share their creations. For smaller classes, they might share one at a time; for larger classes, consider creating a ‘gallery’ with the art, so that students can walk around and see their classmates’ creations. Do whatever works best for your class.</p>
 <b>Synthesize</b>	<p>Consider continuing this conversation with other books read in class; show alternative book covers for your reading and discuss the differences and cultural factors contributing to them.</p>