

Literature Guide

For

Harry Potter and



by J.K. Rowling

**Background
Knowledge**

Vocabulary

Comprehension

**Application/
Extension**

Lesson

**Semantic
Map**

**Personal
Clues**

**Personal Response/
Literary Analysis**

Raft/Letter

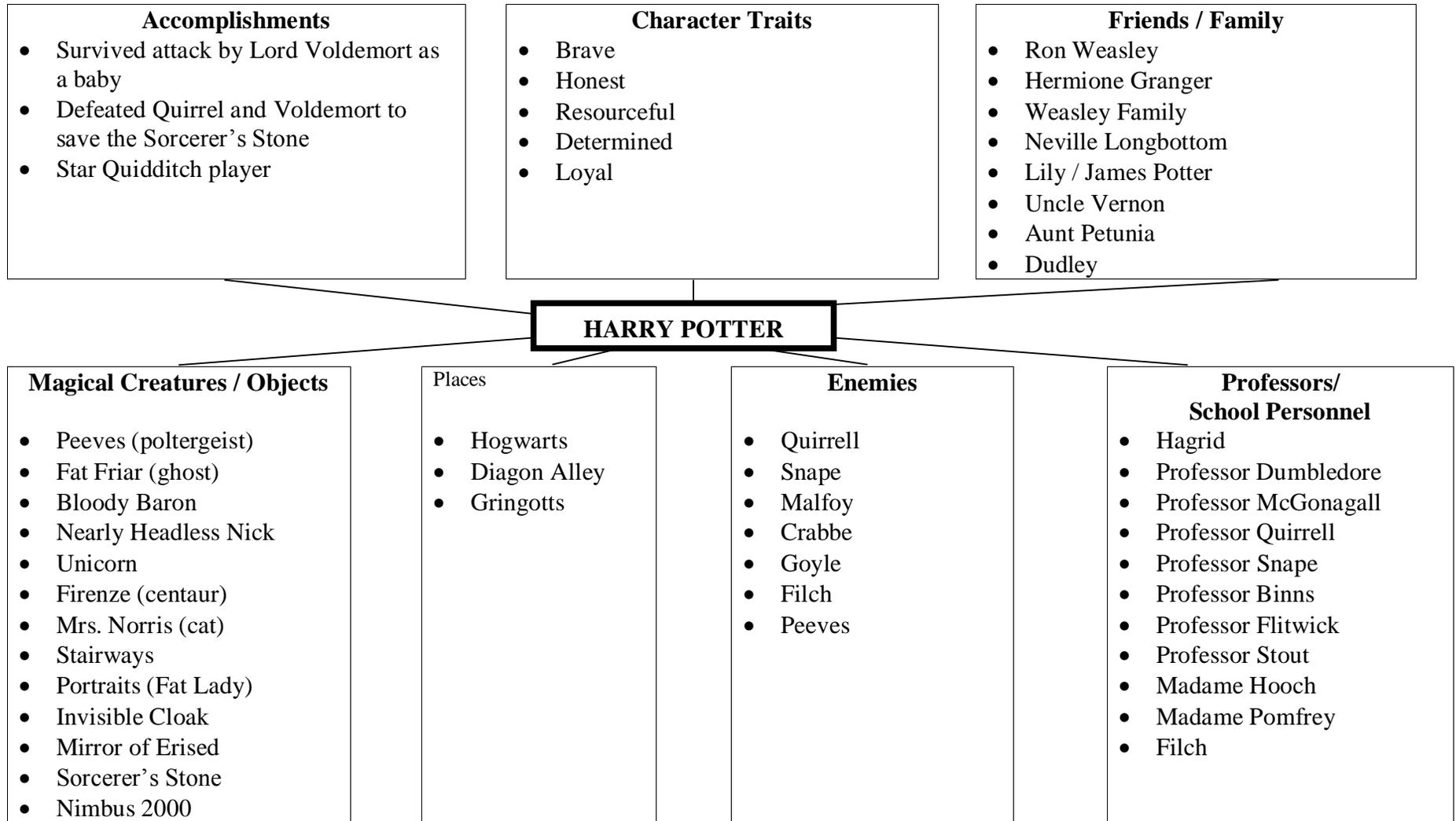
**Alternative
Strategies**

**Story Map from
Characters'
Perspective/Summary**

Pictorial Outline

Semantic Map

Student Directions: Before reading, complete the Semantic Map. Brainstorm and list information that you know about the topic. You may return to the Semantic Map after reading and include additional information learned from reading and discussion. Note: Perseverance or Prejudice could also be topics for the Semantic Map.



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.

Word: house-elf

Clue: | slave / Dobby

Definition: servant who belongs to one family

gnome

| concrete garden dwarfs

magical creature, small, dull
with bald head

Floo powder

| Santa Claus / chimneys

allows free travel

phoenix

| Fawkes

bird that bursts into
flame and is reborn

Howler

| curfew broken

letter that screams and
corrects you for bad behavior

Azkaban

| penitentiary

wizard prison

Squib

| Filch

born into wizard family, but
no magic powers

basilisk

| Moaning Myrtle

king of serpents, eyes kill
with stare

Parselmouth

| Harry / Slytherin

can talk to snakes

Parseltongue

| boa in zoo

language of snakes

translucent

| polar bear hair / glass of water

can see through clearly

rogue

| delinquent / Bludger

out of control, not acting properly

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. The author incorporates a variety of literary devices in her writing. She uses alliteration (repetition of sound) frequently to add interest to the text. For example, alliteration is used in names of characters, objects and spells (i.e., Moaning Myrtle, Witch Weekly and Transfiguration Torture). Provide three additional examples of alliteration from the book and create three examples of alliteration by changing the names of three characters, objects or spells used in the book.

Salazar Slytherin, Dudley Dursley, Whomping Willow, Forbidden Forest, Polyjuice Potion, Peskipiksi Pesternomi

Ron Weasley to Wade Weasley; Hermione Harcourt, Daphne Dursley

2. The author uses “expressive language” to describe a setting (“summer was creeping over the grounds, sky and lake alike were periwinkle blue”) or give us an insight into a character (“winking cheekily”) or a situation (“fear had spread as never before, so that the sun warming the castle walls seemed to stop at the mullioned windows”). Provide six examples of “expressive language” used in the book and indicate the author’s purpose for using it (i.e., Does it describe a setting, character or situation?).

Setting: *“Raindrops the size of bullets thundered on the castle windows for days on end;”*

“... standing at the end of a very long, dimly lit chamber.”

Character: *“... roguish wink...”*

“... a voice to chill the marrow of a bone!”

Situation: *“... insides started writhing as though he swallowed live snakes.”*

“... standing stock still...”

3. Mrs. Weasley and Professor Lockhart both use idioms to convey a message. Mrs. Weasley tells Fred that ... “You could do with taking a leaf out of Percy’s book...” Professor Lockhart tells Harry that “Celebrity is as celebrity does” and “Fame is a fickle friend.” Explain what each of the idioms means.
- “You could do with taking a leaf out of Percy’s book.” - Fred could learn from Percy and be more responsible like him.*

“Celebrity is as celebrity does.” – A true celebrity acts like one.

“Fame is a fickle friend.” – Fame doesn’t always last a long time.

Then write an action of the character that can be related to the idioms listed. You can also create or add idioms of your choice.

Character	Action	Idiom / Message
Harry	Calling for help in the Chamber of Secrets	Never give up, help maybe on the way.
Hermione Granger	Using the library to find information about the problem of identifying the monster in the Chamber of Secrets and learning to make Polyjuice Potions to enter Slytherin House.	Every problem has a different solution.
Tom Riddle	Attempted to kill Harry twice.	You can’t change your own nature.
Ron Weasley	Tried to use his wand to punish Malfoy for calling Hermione a mudblood and it backfired and worked against Ron.	Revenge is dangerous; it may hurt you as well as your enemy.
Gilderoy Lockhart	Inability to use potions, charms and teach Defense Against the Dark Arts.	Don’t judge peoples’ usefulness by their appearance.
Lucius Malfoy	As a result of giving the diary to Ginny, he lost Dobby as a house-elf.	Troublemakers make trouble for themselves.
Ginny Weasley	Wrote in the riddle diary and became involved in the Chamber of Secrets.	Always think how what you do affects other people.

4. The author uses “flashback” to give readers insight about what happened in the past. One instance of the use of “flashback” is the use of the diary to learn about Tom Riddle and the events surrounding the Chamber of Secrets. Explain whether you think this is an effective way for the author to convey the information.
- It’s a good way to learn about the events because it is a clever use of the diary. It really becomes interesting to read how to get the information from the diary when the obvious, trick ink, isn’t the answer. It also only provides part of the information so you want to read on and find out what happens.*

5. The Howler is an unusual and effective way to reprimand someone. Whom would you send a Howler to and what would your message be?
I would send a Howler to my little sister telling her to stay away from me when my friends were over: “Bug off! You’re a pest! My friends and I want to be alone, that means without you! We don’t bother you every day so go hang around with your friends or walk the dog.”

6. What would the talking mirror at the Weasleys’ say to you and three of your friends or family members? Be certain to write the name and the mirror’s response.
Me – No more twinkies, Sweets
Sister – Nice earrings, Girlfriend
Brother – Can’t you wear your pants longer, Dude?
Sal – Nasty shirt, Pal

7. What was the most exciting part of the book?
Definitely when Harry was in the Chamber of Secrets and the basilisk tried to attack him.

8. What surprised you the most in the book?
It surprised me that Ginny opened the Chamber of Secrets. I didn’t guess that at all.

9. A variety of potions, charms and magic has been used in the book. Think of how Harry could have used some of this magic as an alternative to what he actually did to help him solve one of his problems. For example, Harry could have used the “Blocking Unfriendly Spells Charm” to protect himself from the rogue Bludger.
Harry could have used the Body Bind Spell to stop the basilisk from flailing at him.

10. Which class or activity that Hogwarts students have would you like to have at your school? Explain your choice.
I would like to have a class on charms because I would enjoy having a magic wand and learn how to use charms to have fun like making self shuffling cards to play with.

11. In this second Harry Potter book, his Muggle family, the Dursleys, seem even more unkind and cruel to Harry than before. What specific examples from the book support this?
They forget Harry’s twelfth birthday entirely; they tell him to hide in his room and pretend he “doesn’t exist” when they have important company; and then they lock him in his room and won’t let him out even for supper. Later, they ask him not to return to them for summer break, but to stay at Hogwarts over the summer.

12. How has Harry matured since the first book?
During Harry's first encounter with Voldemort, Dumbledore steps in and saves him. In the second meeting, even though Harry is helped by the Sorting Hat and Fawkes, it is his quick thinking and bravery that help him to defeat Tom Riddle. It is also Harry who decides he must help Dobby gain his freedom. Harry is becoming more of an independent thinker and doer.
13. At the conclusion of the book, Dumbledore tells Harry, "It is our choices... that show what we truly are, far more than our abilities." What lesson does Harry need to understand?
Throughout the novel Harry has doubts that he is a true Gryffindor. Since he has qualities of the Slytherin House, he fears that he may be the heir of Slytherin. The Sorting Hat, too, told Harry he could belong to the Slytherin House. It was Harry's free will, his conscious choice, his desire NOT to be placed in Slytherin, which made him belong to the House of Godric Gryffindor. Dumbledore reminds Harry that he has the power to choose good or evil, right or wrong, and his ability to make choices reveals his true personality. Harry's life will be judged on his choices.
14. How does the author introduce the theme of prejudice in the book?
Draco and Lucius Malfoy hate "mudbloods," that is, children whose parents were Muggle and wizard. They feel that human or Muggle blood will somehow contaminate or weaken wizard magic. Like other forms of prejudice seen in the real world, there is no basis in fact for this belief. The Malfoy desire to exclude others or to appear better than everyone else only hurts other people and makes father and son less likeable.

Story Map from Characters' Perspective / Summary

Teacher Directions: After reading the book, ask your students questions to help them understand the problem and major events of the story from the different points of view of two characters in the story, Harry and Riddle. Have them complete the Story Map first from one character's perspective and then from the other one's perspective. They can then write a summary of the story from one character's perspective.

Setting: Hogwarts

Characters: Harry, Ron, Hermione, Ginny, Dumbledore, Riddle

	HARRY	RIDDLE
Problem:	Harry is involved in discovering why students are being petrified and how to stop the evil emanating from the Chamber of Secrets.	Riddle desires to spread evil, finally kill Harry and resume his powerful role as the Dark Lord.
Beginning:	Harry is warned by Dobby to stay away from Hogwarts because evil will be unleashed there during the school year.	Riddle works on transferring part of his spirit to Ginny to manipulate her into opening the Chamber of Secrets.
Middle:	Students are petrified, Harry hears evil voices and learns from the diary about evil unleashed from the Chamber of Secrets.	Students are petrified and Riddle continues to work on regaining power and getting Harry into the Chamber of Secrets by kidnapping Ginny.
End:	Harry tries to rescue Ginny, is trapped in the Chamber of Secrets with Riddle and the basilisk but is saved by Fawkes and they destroy the basilisk and cause Riddle to disappear.	Riddle uses the basilisk to kill Harry, but is thwarted by Fawkes and Harry. The basilisk is killed, the diary is pierced with a poison fang and Riddle is forced to disappear.

Summary:

Harry is warned by Dobby to stay away from Hogwarts because evil will be unleashed there during the school year. Students are petrified, Harry hears evil voices and learns from the diary about evil unleashed from the Chamber of Secrets. Harry tries to rescue Ginny, is trapped in the Chamber of Secrets with Riddle and the basilisk, but is saved by Fawkes and they destroy the basilisk and cause Riddle to disappear.

RAFT / Letter

Teacher Directions: “R” indicates the role of the writer. (Are you a character in a story, a scientist, or simply yourself?) “A” identifies the audience to whom the letter or response is addressed. (Are you writing to a friend, a newspaper, or a government official?) “F” describes the format of the letter. (Are you writing a friendly letter, a business letter, an editorial, a brochure, or a report?) “T” indicates the topic. (Do you want to persuade a legislator to vote on an issue, tell a group of friends about a party, or invite a character in a book to dinner?) Once the “RAFT” outline has been completed, students can use the information in the outline to write their letter or response. Have your students complete a RAFT outline. Using a friendly or business letter format, they can then write a letter about one of the following topics or a topic of their choice.

- Write a letter to Sir Patrick Delaney–Podmore requesting reconsideration of Nearly Headless Nick’s petition to join the Headless Hunt and Polo Team.
- Write a letter to the Minister of Magic requesting permission for young students to Apparate rather than use Floo powder for travel.
- Write a letter to the Directors of Hogwarts requesting Professor Lockhart’s dismissal as the Defense Against the Dark Arts Professor.
- Write a letter to the families of the students who had been petrified by the sight of the basilisk inviting them to the end of the year celebration party.
- Write a fan letter to Professor Lockhart.
- Write an endorsement letter about the effectiveness of the Kwikspell course.

R – friend of Nearly Headless Nick

A – Sir Patrick Delaney – Podmore

F – friendly letter

T – request consideration of Nearly Headless Nick’s petition to join the Headless Hunt and Polo Team

Dear Sir Patrick Delaney – Podmore,

I am writing to request that you reconsider Nearly Headless Nick’s petition to join the Headless Hunt and Polo Team. For over five hundred years, Nearly Headless Nick has been attached to his head by only a thread. This unfortunate occurrence has kept him from joining your team.

There are several reasons why I feel that you should reconsider Nearly Headless Nick’s petition. He is an excellent polo player. The mobility of his head provides a view from a variety of angles so his shots are accurate. Nick is also a loyal fan. He has followed your team for centuries and invited you all to his Deathday Party. In addition, Nick has access to the Hogwarts fields and could provide opportunities for free and unlimited practice times for the team. For these reasons, Nick would be an asset to your team.

It was a pleasure to talk with you at Nearly Headless Nick’s party. Best wishes for a great polo season.

Sincerely,

Ramon

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.

- Weasleys rescuing Harry from the Dursleys in the enchanted car.
- Deathday party
- Ron receiving a Howler
- Harry fighting the basilisk in the Chamber of Secrets
- Christmas dinner



Summary:

Ron, Hermione and Harry were nervous and surprised when they joined the festivities at Nearly Headless Nick's deathday party. The setting was eerie. Tables were covered with black velvet and thin tapers let off a blue flame into the room. Translucent people including a Friar, the Bloody Baron and the Hufflepuff ghost drifted through the frosty air. Trays of moldy cheese and rotten fish and a gray tombstone cake were available. The students had never seen a party quite like this.

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 Chamber of Secrets

aghast	nondescript
bemusedly	ominous
blundered	pandemonium
cajolingly	perturbed
clamoring	plummeting
contorted	pummeling
cowering	rampaging
decrepit	resplendent
disheveled	retorted
dwindling	serenely
faltered	shrewdly
lamented	undaunted
ludicrous	valiant
mayhem	vermin
morosely	

Personal Clues for Harry Potter and the Chamber of Secrets

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

Word: aghast

Personal Clue: crime spree

Definition: shocked

bemusedly

daydream

lost in thought

blundered

Neville
a careless mistake

cajolingly

baby / eat
coax, persuade by flattery

clamoring

mob
loudly, uproariously

contorted

tornado
twist violently

cowering

Dad yelling
shrink in fear

decrepit

old houses
old, falling apart

disheveled

wrinkled clothes
untidy, rumpled

dwindling

eagles
getting smaller, decrease

faltered

baby's step
hesitate, waiver

lamented

argument / friend
regret, be sorry for

ludicrous

clown
ridiculous

mayhem

rally
confusion

morosely

punished child
gloomy, sullen

nondescript

jeans
not distinctive

Personal Clues for Harry Potter and the Chamber of Secrets

ominous

clouds / rain

threatening, foreboding

pandemonium

recess

chaos, disorder

perturbed

little Red Hen

upset, disturbed

plummeting

mountain / fall

plunge, fall straight down

pummeling

boxer

beat

rampaging

mob

reckless behavior

resplendent

star

shining brilliantly, gleaming

retorted

teenager

a sharp answer back

serenely

sunset lake

clear, calm

shrewdly

Nate the Great

cleverly

undaunted

fireman

fearless

valiant

policeman

brave

vermin

rats

nasty, objectionable animals

	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	Semantic Map	Personal Clues	Personal Response/ Literary Analysis	RAFT/ letter
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			√	√
Language Processes				
Read			√	
Write				√
Listen/ View	√	√	√	
Communicate Orally	√	√	√	

Alternative Strategies

	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	-----	-----	Story Map from Characters' Perspective/ 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			/√	√
Language Processes				
Read			√	
Write			√	√
Listen/ View			√	
Communicate Orally			√	