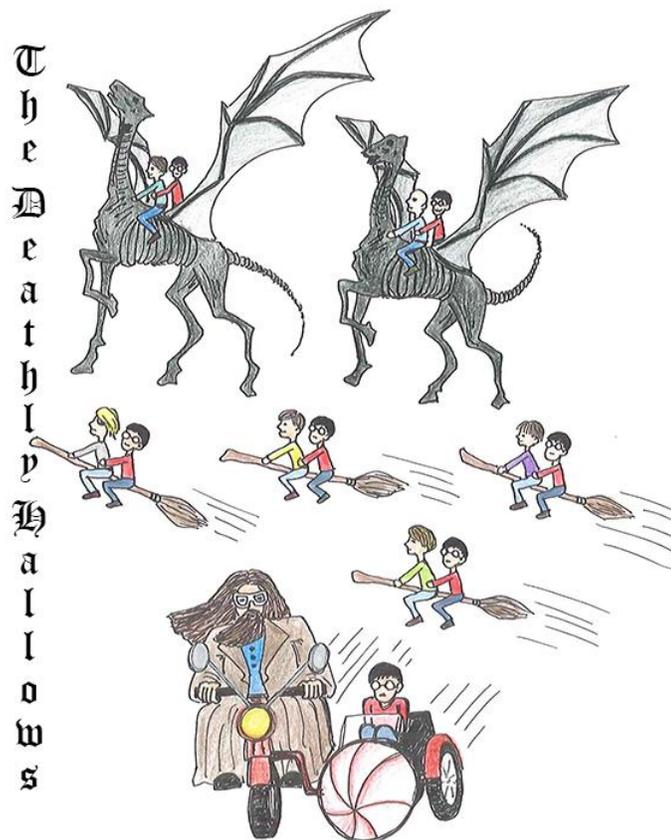


Literature Guide

for

Harry Potter and



by J.K. Rowling

**Background
Knowledge**

Vocabulary

Comprehension

**Application/
Extension**

Lesson

**Quickwriting
with Knowledge
Rating Scale**

**Personal
Clues**

Personal Response/

Emotions Chart

**Alternative
Strategies**

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

Pictorial Outline

Quickwriting with Knowledge Rating Scale

Teacher Directions: Before reading, have your students write everything they know about the vocabulary words listed in the left column. Then have your students rate their understanding of the same words on a scale ranging from “Have no Idea” to “Can Use in a Sentence.”

After reading, students can review their Quickwriting to elaborate on and extend their thinking. They also can use the vocabulary words in sentences related to the story.

	Have No Idea	Have Seen	Can Define	Can Use in a Sentence
Horcruxes				√
Death Eaters				√
Hallows	√			
Dementors				√
Gringotts				√
Patronus				√

Horcruxes are objects that hold a portion of a soul.

Death Eaters are evil creatures who guard prisoners and torture and kill others.

The three Hallows were believed to help the person who possessed them cheat death.

Dementors, with their kiss of death, suck one’s soul from its body.

Gringotts contains vaults where wizards store valuables.

A patronus, unique for each wizard, offers protection for the wizard when called upon.

Personal Clues

Directions: Fill in your Personal Clues. Write the definition underneath the vocabulary word (you can use synonyms here – make sure you leave room to add a few more synonyms as your vocabulary increases) Then, write a clue in the space below the vocabulary word to help you connect the meaning to something you know or have experienced.

• **renege**

no backsies

go back on one's word, revoke.

• **emulate**

mentor

to try to equal.

• **imbibing**

scenery

drink in, absorb.

• **trepidation**

siren

alarmed.

• **dire**

famine

dreadful.

• **surfeit**

Halloween candy

satisfy to excess overindulge.

• **modicum**

1 piece/
6 people

moderate, small amount.

• **acrid**

sour ball

bitter.

• **perfidy**

Eve / apple

lie.

• **talisman**

rabbit foot

a charm, a symbol to benefit the possessor.

• **mollified**

pacifier

soothe, make less angry.

• **irascible**

anger management

quick tempered.

• **smiting**

duel

to strike a blow.

• **sumptuously**

palace

lavish, luxurious.

• **honed**

pitching practice

sharpened.

• **consternation**

fire

fear, panic.

• **aspersions**

gossip

slandorous report, damaging.

• **palpably**

wedding/
happiness

obviously.

• **sundry**

button box

several, various.

• **supercilious**

song:
You're So Vain

arrogant.

- **pompous**

Emperor's
New
Clothes

pretensions, self
importance.

- **badgered**

Jimminy
Cricket

harassed, nagged.

- **assuage**

nurse/
medicine

make less harsh
alleviate.

- **burgeoning**

garden/
summer

flourishing,
growing.

- **pristine**

Grand
Canyon

unspoiled.

- **sonorous**

fog horn

loud, full
sounding.

- **bemused**

study

deep in thought.

- **sanguine**

7 Dwarfs

cheerful,
confident.

- **languid**

illness

listless, fatigue

Personal Response

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.

Do you think having Harry’s decoys was the best way to transport Harry to safety? If not, provide an alternative way.

- I would have used a port key so that no one was in jeopardy.

Why was creating a Horcrux an unknown for Voldemort?

- Although he knew how to create a Horcrux, Voldemort didn’t know the outcome of creating seven Horcruxes.

What would you give Harry for his 17th birthday?

- An impenetrable armoire so nothing could get through it to hurt Harry.

Why was it so important for Harry to possess Gryffindor’s sword?

- It contains basilisk venom which can be used to destroy Horcruxes and ultimately Voldemort.

Do you agree with the adage, “Wit beyond measure is man’s greatest treasure”?

- I don’t agree. Being clever helps you solve different problems but I believe that loving friends and family is more important because they provide you with support and counsel.

Harry wanted to find Deathly Hallows Stone first, Ron wanted to search for the sword, and Hermione desired to find the invisibility cloak. Explain how their choices reflect their personalities.

- Ron is more likely to fight, Harry feels that he would see his parents and Sirius if he had the stone, and Hermione – the thinker- agrees with the reasoning that Death couldn’t find you under the cloak.

How did Harry obtain the Invisibility Cloak?

- He is a descendent of Ignatius Perverel who hid from death with the cloak.

Indicate some alternative places that Voldemort could have used to hide the horcruxes.

- He could have hidden items in protected places under enchantment like the Whomping Willow or the Ministry of Magic.

What do you think that Dumbledore would have seen in the Eristed mirror?

- I don't think that he would see himself holding a pair of woolen socks. Rather, he would see his family together forgiving him.

What mistake did Harry make that surprised you?

- It was a simple mistake, but I was surprised that Harry said Voldemort's name after being told that mentioning it might break the protective enchantments.

Why were the Hallows known as deathly?

- One story states that when all three Hallows were collected, the possessor could cheat death.

Story Map from Characters' Perspective

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: The Wizarding World beyond Hogwarts.

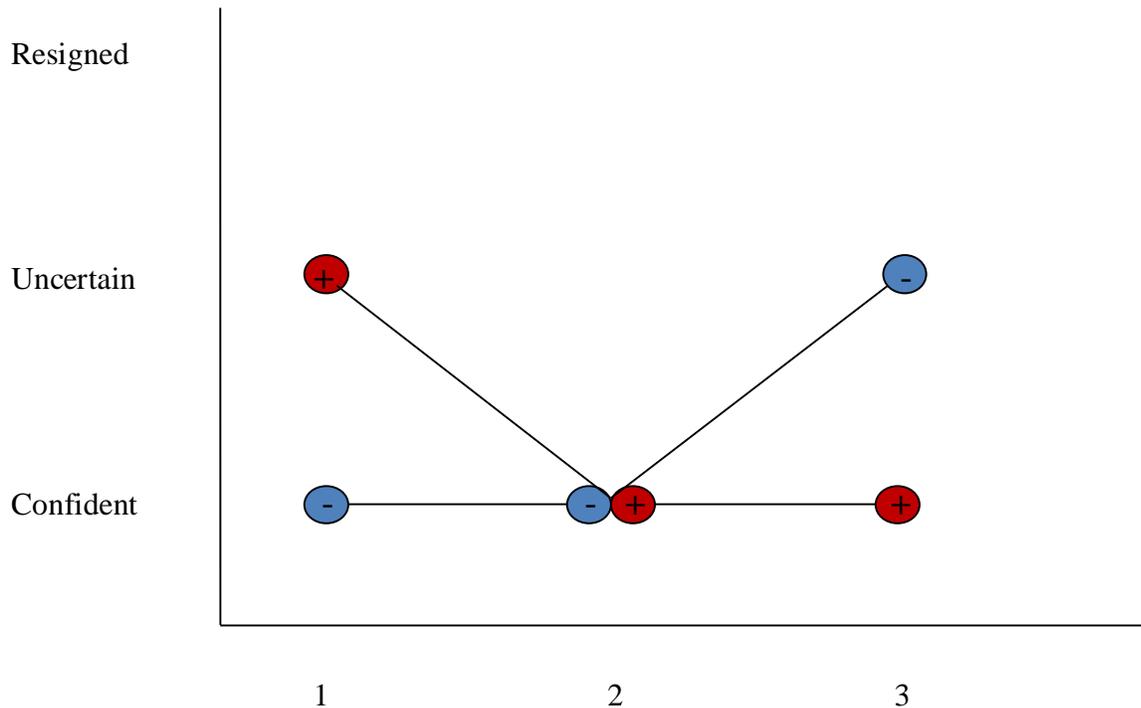
Characters: Harry, Dumbledore, Ron, Hermione, Snape, Voldemort

	Harry	Voldemort
Problem	Harry is on a mission given to him by Dumbledore to defeat Voldemort. He must discover and destroy the Horcruxes that contain pieces of Voldemort's soul, but he doesn't know where they are.	Voldemort wants to destroy Harry but realizes that his wand is not powerful enough to kill Harry. He seeks information on how to obtain a wand to destroy Harry.
Beginning	Harry, accompanied by his look-alikes, leaves Dursley's for safety before his 17 th birthday when his protection is over. He, Ron and Hermione venture to find the Horcruxes believed to be hidden in places important to Voldemort.	Snape lets Voldemort know when Harry leaves Dursley's but the Death Eaters and Voldemort are unable to destroy him. Voldemort becomes more powerful, and places his followers in the office of ministry and Hogwarts in an effort to rule the Wizard World.
Middle	They learn of the Deathly Hallows but decide to seek the Horcruxes. They obtain the golden cup from Gringotts, and the Gryffindor sword. They proceed to Hogwarts to find the Ravenclaw Horcruxes and not get the Elder Wand before Voldemort.	Voldemort learns that Harry has robbed Beatrixe's vault of a Horcrux. He checks the other Horcruxes and realizes that Harry found them. He goes to Hogwarts to protect the remaining Horcruxes and to obtain the Elder Wand which is the most powerful wand one can possess. Voldemort obtains the wand, from Dumbledore's grave. He demands that the rebelling students and faculty surrender and that Harry face him.
End	Harry realizes that he must go to Voldemort to be killed. Voldemort believes that he killed Harry, and demands that Hogwart's defenders surrender. Harry's supporters fight off Voldemort's followers and Harry and Voldemort face each other. Voldemort is killed by his own curse. The curse rebounded because the Elder Wand did not belong to Voldemort. The wand wouldn't attack Harry; its true master.	He attacks Harry and believes that he kills him. Neville kills Nagini. Harry's supporters contrive to fight. Voldemort is surprised when Harry appears before him and explains why Voldemort can't kill him. Voldemort dies from a rebounding curse.

<p>Summary</p>	<p>Harry leaves Dursley’s when his protective charms are about to dissipate on his 17th birthday, Harry, Ron, and Hermione venture to find Voldemort’s Horcruxes in places that were deemed to be important to him. They learn of the Deathly Hallows but decide to seek the Horcruxes. They obtain the golden cup from Gringotts, the Gryffindor sword and proceed to Hogwarts to find the Ravenclaw Horcrux. They do not return to Hogwarts to obtain the Elder Wand before Voldemort. Harry realizes that he must go to Voldemort to be killed. Voldemort believed that he killed Harry and demanded that Hogwarts defenders surrender. Harry’s supporters continue to fight off Voldemort’s followers and Harry and Voldemort face each other. Voldemort is killed when his own curse rebounds. The Elder Wand did not belong to Voldemort and wouldn’t attack Harry; its true master.</p>
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Emotions Chart

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 “+” symbol. Draw lines between each point, connecting the “+” symbols, so you can understand how the events in the story affected Harry. Follow the same procedure with the second character, Voldemort, using the “-” symbol to plot his emotions. Draw lines connecting those symbols with different colored markers.



Harry	(+)
Voldemort	(-)
Beginning	1
Middle	2
End	3

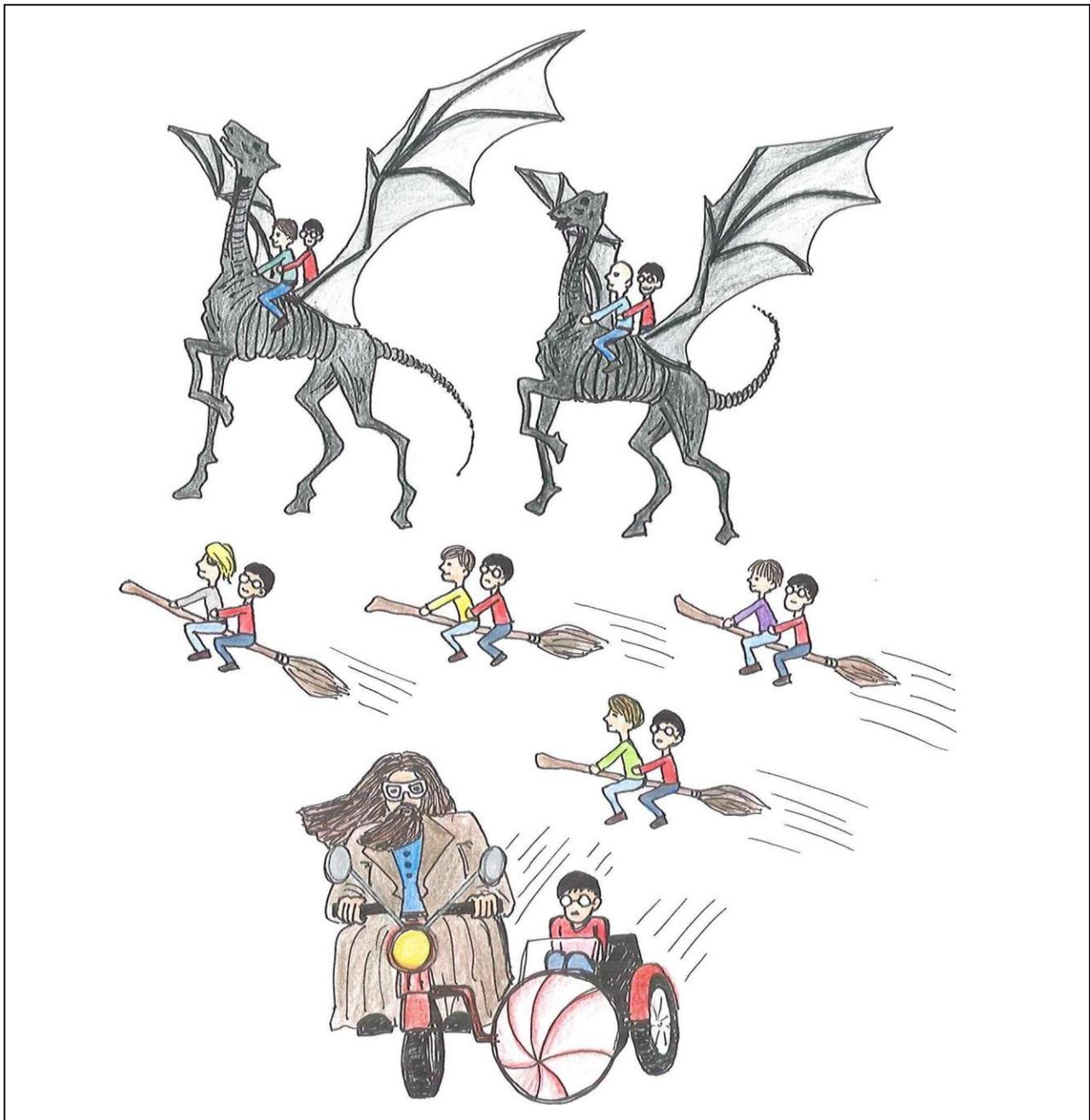
Harry and Voldemort’s confidence levels reverse from the beginning to the end of the story. Initially, Harry is uncertain of how to find the Horcruxes and fulfill the mission given to him by Dumbledore. In time, he becomes confident of his decisions to seek the Horcruxes and allow Voldemort to obtain the Elder Wand, one of the Deathly Hallows. At the end of the story, Harry remains confident that his decision to face death is right.

Voldemort, on the other hand, is confident from the start that he can capture and kill Harry. He is also confident that once he obtains the Elder Wand, he will be able to destroy Harry. At the end of the story, Voldemort is less confident in his ability to prevail as Harry provides information that he does not know about the Wand. The fortunes of both Harry and Voldemort are directly opposite at the end of the book from where they were at the beginning of the story.

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.

- The seven Harry Potters flying to safe houses to secure Harry's protection.
- Fleur and Bill's Wedding.
- The battle of Hogwarts.
- A memory of Snape.
- Dumbledore's army assembling in the Room of Requirement.
- The battle between Voldemort and Harry.



	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	Knowledge Rating Scale	Vocabulary Overview Guide	Personal Response/ Literary Analysis	Emotions Chart & About Point Writing Response
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	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			√	