

Literature Guide

for

Harry Potter and



The Goblet of Fire

by **J.K. Rowling**

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Comprehension

**Application/
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Menu

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Problem Solution Guide

Teacher Directions: Present the following information to your students: Harry has encountered many challenges in previous books. Sometimes the challenges were presented by witches, wizards, magical creatures or enchanted objects. Select a situation or problem for each of these categories and develop alternative solutions that you feel may have been more effective than the ones presented in the books.

Problem	Alternative Solution
1. Wizards: Wormtail turned into Scabbers and ran away.	Harry could have used a Time-Turner to go back and prevent Wormtail from escaping by stunning him.
2. Magical Creatures: Harry is frightened by a dementor.	Harry could have become an Animagus (a dragon) and devoured the dementor that frightened him.
3. Enchanted Objects: Harry thought Sirius was not trustworthy.	Harry could have used his Sneakoscope to determine if Sirius was trustworthy.

Now have your students read the book to discover Harry's new problems. As they read, they should think of alternative ways in which Harry could address his problems.

Semantic Feature Analysis

Teacher Directions: After reading the book, have your students complete the following Semantic Feature Analysis Guides. Discuss with the students each mode of travel listed in the left hand column of the first guide. Review the words across the top of the grid. Then as a class, in small groups or individually, have students mark each box on the grid. A plus (+) signifies a positive relationship between two terms. A minus (-) means a negative relationship. A question mark (?) indicates uncertainty about the relationship.

Modes of Wizards' / Witches' Travel

	Individual	Group	Age Restricted	Ability Restricted
Floo Powder	+	-	-	-
Apparition	+	-	+	+
Magic Carpet	-	+	-	-
Broomstick	+	-	-	-
Portkey	+	+	-	-
Knight Bus	-	+	-	-

Teacher Directions: Discuss with the students each of the creatures in the left hand column. Review the words across the top of the grid. Have students complete the grid, indicating the relationship between each creature and the characteristics listed.

Characteristics of Enchanted Creatures

	Evil	Helpful	Mischievous	Limited Interactions with Hogwarts Students	Frequent Interactions with Hogwarts students	Good
Dementors	+	-	-	+	-	-
Aurors	-	-	-	+	-	+
Death Eaters	+	-	-	+	-	-
Poltergeists	-	-	+	-	+	-
Trolls	+	-	-	+	-	-
Giants	+	-	-	+	-	-
Leprechauns	-	-	+	+	-	-
Veela	-	-	+	+	-	-
Dragons	+	-	-	+	-	-
Goblins	-	+	-	+	-	-
Gnomes	-	-	+	-	+	-
House-Elves	-	+	-	+	-	+
Phoenix	-	+	-	+	-	+

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. Flashback and foreshadowing are literary devices that interrupt the story line to either describe an event that happened earlier (flashback) or provide the reader with clues about an event that is about to happen (foreshadowing). A flashback helps the reader understand what’s happening in the story, while foreshadowing builds suspense about what is to come. Provide at least one example each of flashback and foreshadowing and indicate if you think the author’s use of them was effective in increasing your understanding and riveting your attention.

Flashback – Harry’s experience with the Pensieve helps the reader understand the relationships and positions of Karkaroff, Crouch and his son, Bagman and the Longbottoms during the time of Lord Voldemort. Understanding this information keeps the reader from becoming lost and helps the reader to predict what might occur in the story. Foreshadowing occurs when Harry’s scar hurts and he dreams about Voldemort, Wormtail and the snake. The reader understands that Voldemort is becoming more powerful and has followers to help him. The author is building suspense and interest.

2. Imagery is the use of words and expressions to help the reader create a mental picture of what a character sees, hears, smells, feels or tastes. Give three examples of imagery that help you experience what the characters are experiencing. Indicate the emotions that you feel along with the character.
 - a) *Harry hears the voice of Lord Voldemort in a dream and feels fear.
“... felt as though an ice cube had slipped down into his stomach.”*
 - b) *Harry travels with the Portkey and probably feels suspense, queasiness and excitement like a roller coaster ride.
“... felt as though a hook just behind his navel had been jerked irresistibly forward.”*
 - c) *Harry, facing the first task of the Triwizard Tournament, feels nervous.
“... as though it were crouching ahead of him like some horrific monster.”*

3. Inferences are conclusions drawn by the reader about characters or events based upon clues presented in the story. Provide examples of inferences that can be drawn about two characters in the book. Indicate the clues that you used to draw the inferences.

Hermione is an intelligent and honest witch. Moody suggests she has the mind to be an Auror. She selects charms and spells and trains Harry to use them correctly for the tournament. She is one of the best students at Hogwarts, even though she takes difficult courses and does extra work.

Mrs. Weasley is a compassionate woman. She and Bill attend the last tournament task to support Harry. She is with Harry to comfort him in the infirmary after his encounter with Voldemort. She makes sweaters for her children and Harry.

4. Irony is a contrast between what characters expect to happen and what actually happens. Situation irony is when events turn out the opposite of what is expected. Give an example of irony from the book. Explain your selection.

Situation irony occurs when Moody appears to be the faithful servant of Voldemort at the end of the book. Moody helped Harry and seemed to protect him throughout the book. For example, he gave Harry advice about the tournament, wouldn't allow Snape to punish him, and he even was nasty to Malfoy. Moody was an Auror and fought against the Death Eaters. Crouch assumed Moody's appearance through Polyjuice Potion because no one would suspect Moody.

5. A symbol is a person, object or action that stands for a more abstract emotion or idea. Explain what the following symbols represent.

Dark Mark – *evil*

Phoenix – *hope*

Maze – *path of life full of obstacles*

Dementor – *despair*

Auror – *protection of the good*

Harry's scar – *a warning that the presence of evil is around us*

Lord Voldemort – *evil*

Figures exiting Voldemort's wand – *triumph of good*

Dumbledore – *wisdom and goodness*

Harry – *good people who control their actions and make choices*

6. The theme is the message the author wants to convey to her readers. What is the theme of the book? *Although there is evil around that sometimes becomes even stronger in our lives, if we face it as it comes and take good actions, it can be conquered.*

7. The tone of a piece of writing is the author's overall attitude or feeling, while mood is the feeling the reader gets from the writing. What are the tone and the mood of the book? *The tone of the book is the constant presence of evil and the importance of vigilance and good actions to overcome it. The mood or feeling created in the reader is suspense and excitement about seeing who wins the battle.*

8. Do you think it is appropriate for the Ministry of Magic to receive Howlers for the lack of security at the Quidditch World Cup? *The Ministry of Magic took reasonable precautions to provide security at the Quidditch World Cup and should not be subjected to Howlers. The situations with the Dark Mark and Death Eaters could not be foreseen. The response of the Ministry to their threat was prompt. Security arrived on the scene where Harry was and discovered Winky and the wand.*

9. What descriptions might you substitute on Mrs. Weasley's clock if it were a timepiece for your family? *The descriptions on the clock would include work, practice, school, library, friends, store, travel, and mortal peril (location). I like the idea of having mortal peril so that you would know if your family were in danger. I would have a space next to it for location so I would know where to find them.*

10. How could the Quick-Quotes Quill be useful to you? *I would use the Quick-Quotes Quill to write thank you letters and do my written homework.*

11. Which of your thoughts might you put in the Pensieve? *I would put a lot of my thoughts about schoolwork and take them out for exams to study them. I would know that I hadn't forgotten anything.*

Action Belief Chart

Teacher Directions: After reading, have your students review actions of the characters and identify beliefs implied by the actions. Discuss with your students how story events or actions and a character's beliefs are interrelated.

ACTION	BELIEF
Uncle Vernon allows Harry to go to the Weasleys' and attend the Quidditch World Cup.	Uncle Vernon is afraid Sirius Black will punish him if Harry is unhappy.
Hermione forms a group to help the house-elves.	She thinks it's wrong for house-elves to work without pay and holidays.
Rita Skeeter wrote negative articles about wizards.	She wanted readers and did not care if her stories were accurate.
Sirius returned to Hogwarts to meet with Harry.	He was worried about Harry and wanted to ensure his safety.
Dobby brings Harry gillyweed.	He is grateful to Harry and wants him to help his friend Ron and win the tournament.
Wormtail returns to help Voldemort.	He feels that he will gain power and prestige by helping Voldemort return to power.
Voldemort guarantees that Harry will win the cup.	He feels that he will become stronger with Harry's blood and will resume his power and control.
Dumbledore confronts Cornelius Fudge and demands that he stop Voldemort's rise to power.	The Ministry must take action to stop Voldemort before he increases in power and draws wizards, witches and magical creatures to the Dark Side.

Character Rating Scale

Teacher Directions: After reading the book, have your students complete the Character Rating Scale. Students rate a character by putting a check mark on one of the spaces separating the opposite character traits or qualities. A check mark on the space right next to the quality indicates the character has that quality, while a check mark in the middle of the scale indicates that the character is not strong on either quality. Students then justify their rating with at least three of the character's actions.

Hermione

ordinary

eccentric

- 1) Spends free time on homework and research
- 2) Wants to be an expert in all subjects
- 3) Spends time with only Ron and Harry

Malfoy

benevolent

malicious

- 1) Made nasty remarks to Hermione about being a Muggle
- 2) Teases Ron about being poor
- 3) Read loudly about Mr. Weasley's mistakes at the Ministry to embarrass Ron

Harry

sincere

unctuous

- 1) Was grateful to the Weasleys for allowing him to visit
- 2) Was appreciative of Dobby's helping him with the second task
- 3) Wanted to share the Triwizard Cup with Cedric

Character Rating Scale (continued)

Ron

_____	_____	_____	_____	_____
tolerant			√	intolerant

- 1) Was not tolerant of Percy's attitude
- 2) Was intolerant of Krum and his friendship with Hermione
- 3) Often accepted his friends' behaviors, but was touchy about Harry's wealth and ability to buy Omnioculars

Neville

_____	_____	_____	_____	_____
subdued				√
				vociferous

- 1) Didn't want to enter the Triwizard Tournament
- 2) Was quiet after Moody demonstrated the Cruciatus Curse
- 3) Did not want to go off with Professor Moody

Hagrid

_____	_____	_____	_____	_____
amiable		√		ruthless

- 1) Was very kind to Madame Maxime
- 2) Was always supportive of and kind to Harry
- 3) Was not civil to Malfoy

Character Sketch

Teacher Directions: After reading the book, have your students write a Character Sketch using information from the Character Rating Scale. They can use this guide to organize and write their paragraph. (1) In the left column, they write the name of the character (the “about”). (2) Then they write the point they want to make about the character (the “point”). (3) They write three details to support their "about point." (4) They write a closing sentence that restates the "about point" in different words. (5) They then write their paragraph in the right column.

<p>About: Hermione</p> <p>Point: is considered eccentric by Hogwarts students</p> <p>Details:</p> <ol style="list-style-type: none"> 1. enjoys free time in the library doing homework and research 2. desires to be an expert in all subjects 3. hangs out only with Ron and Harry <p>Closing: People who don't know Hermione would think that she is eccentric.</p>	<p style="text-align: center;">Character Sketch</p> <p>Hermione is considered eccentric by many of Hogwarts students. She enjoys spending her free time in the library doing homework and independent research. Hermione wants to be an expert in all subjects so she is always studying. She hangs out mostly with Ron and Harry. People who don't know Hermione would think that she is eccentric.</p>
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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.

- One task of the Triwizard Tournament.
- Leprechaun performance at the World Cup
- Veela performance at the World Cup
- Quidditch World Cup game
- Campgrounds at the World Cup
- Rebirthing of Voldemort
- Portkey Travel



Summary:

Harry was fascinated by his first ride on a Portkey. The nine wizard passengers gathered around an old boot that served as the Portkey. They were crowded by the backpacks they carried. They needed only a finger to touch the Portkey. Suddenly they were flying through the howling wind on their way to the final of the Quidditch World Cup.

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 Goblet of Fire

askance	mayhem
colluding	mesmerize
contemptuous	miniscule
contorted	nonplussed
derelict	obsession
diatribe	peevishly
eccentric	procure
exacerbated	protruded
havoc	renown
impeded	snarled
incognito	surmised
incoherent	tumult
indignation	unctuous
livid	vociferous
malice	

Personal Clues for Harry Potter and the Goblet of Fire

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

Word: askance

Personal Clue: homework excuse

Definition: side glance, skeptically

colluding

spy

secret plan

contemptuous

lion / mouse

scornful

contorted

acrobat

twisted

derelict

skip chores

neglectful, negligent

diatribe

Howler

a bitter criticism

eccentric

hermit

uncommon, strange

exacerbated

tease / angry child

make worse

havoc

war

ruin, destroy

impeded

road barrier

hinder, stop

incognito

spy

hidden identity

incoherent

babble

not understandable

indignation

Howler, Mrs. Weasley

righteous anger

livid

cheating

enraged, angry

malice

wolf / Red Riding Hood

desire to harm

mayhem

riot

deliberate violence, rowdy disorder

Personal Clues for Harry Potter and the Goblet of Fire

mesmerize

magician
spellbound

miniscule

baby's nail
very tiny

nonplussed

win lottery
at a loss for words

obsession

chocolate
persistent idea

peevishly

tired child
cross, fretful

procure

permission
obtain

protruded

peninsula
stick out

renown

Michael Jordan
famous

snarled

Doberman
growl angrily

surmised

mystery
guess, conjecture

tumult

tornado
uproar, disturbance

unctuous

Dudley / dinner party
self serving, smarmy

vociferous

baby crying
loud, insistent

Personal Clues

Word:

Personal Clue: _____

Definition:

	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	Problem/ Solution Guide	Semantic Feature Analysis	Personal Response/ Literary Analysis	Character Rating Scale/ Character Sketch
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	-----	-----	Action Belief Chart	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			√	