

# Literature Guide

for

## Harry Potter and



by J.K. Rowling

**Background  
Knowledge**

**Vocabulary**

**Comprehension**

**Application/  
Extension**

**Menu**

**List Group  
Label**

**Concept  
Circles**

**Questions for  
Quality Thinking**

**Discussion Web**

**Alternative  
Strategies**

**Story Pyramid/  
Summary**

**Literary Poster**

## List Group Label

Teacher Directions: Have your students identify five characters for each category. Then ask them to indicate how the characters have played the role of guardian, enemy or friend in Harry's life.

### Guardians

Sirius Black

Godfather

Dumbledore

protective Headmaster

Professor McGonagall

Head of Gryffindor

Weasleys

like family to Harry

Hagrid

groundskeeper protector

### Enemies

Lord Voldemort

tried to kill Harry

Wormtail

one of Harry's father's friends, supports Voldemort

Quirrell

evil professor, helped Voldemort survive

Dementors

steal soul and joy, tried to get Harry

Malfoy

student who tries to ridicule Harry, his father is follower of Voldemort

### Friends

Hermione

clever, helps solve problems

Ron

sidekick

Neville

clumsy, tries to help, raised by grandmother

George Weasley

Ron's brothers who

Fred Weasley

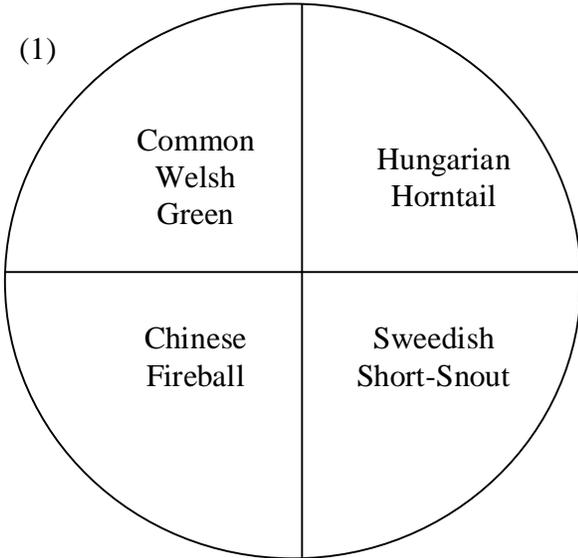
gave Harry the Marauder's Map and want to start a joke shop

You will be encountering some of these characters again as Harry continues at Hogwarts. Think about how each of them has played a role in forming Harry's character and the potential role they may play in future adventures.

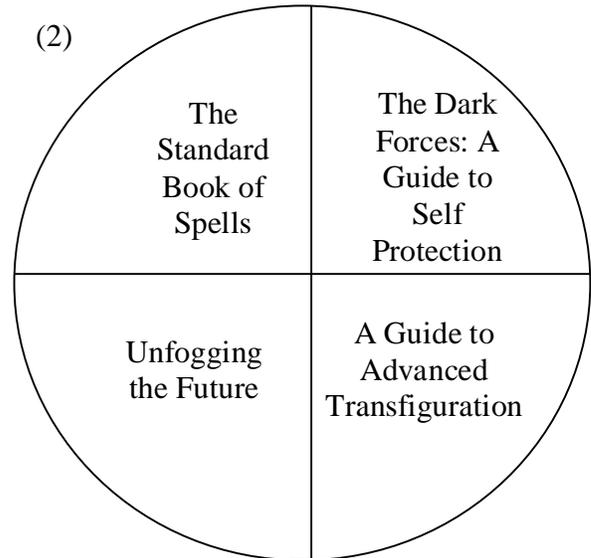
### Concept Circles

Teacher Directions: After reading the book, have your students complete the Concept Circles as indicated.

**Discuss the meaning of the words in the circles and name the concept the words describe.**

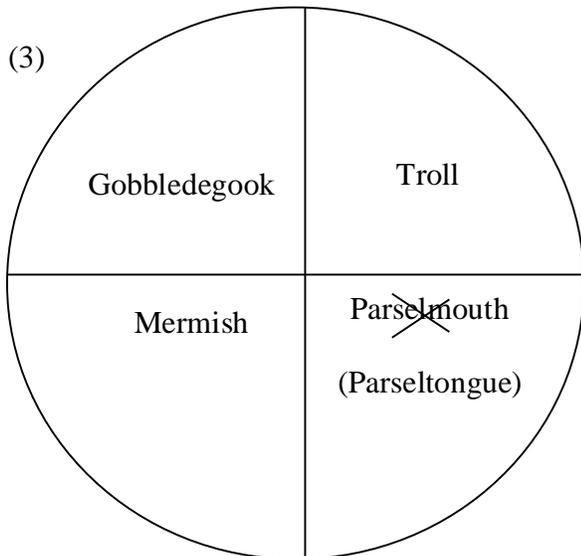


Concept: (types of dragons)

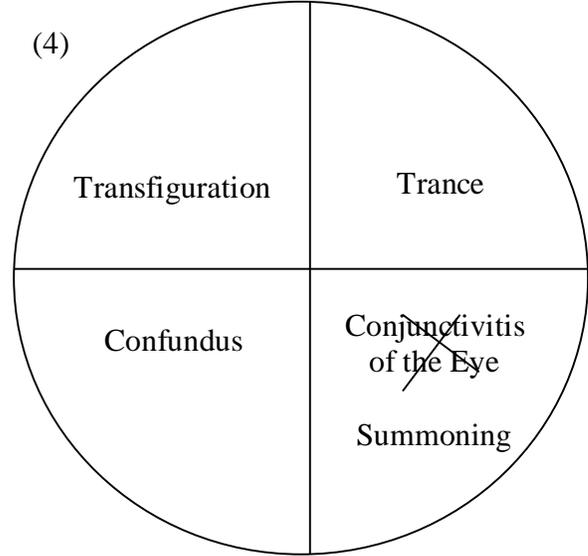


Concept: (Hogwarts books about magic)

**For circles 3-10, name the concept the words describe, cross out the information in each circle that doesn't belong and add correct information.**

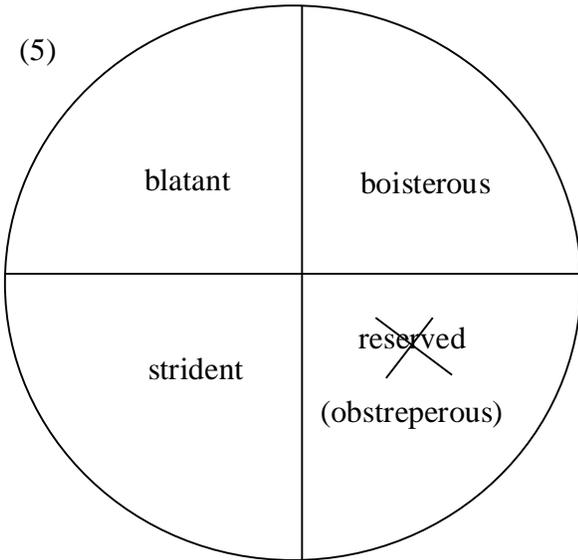


Concept: (magical languages)

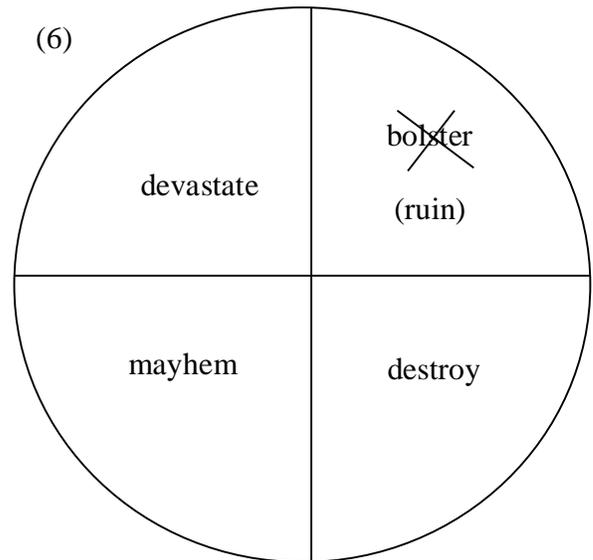


Concept: (types of spells)

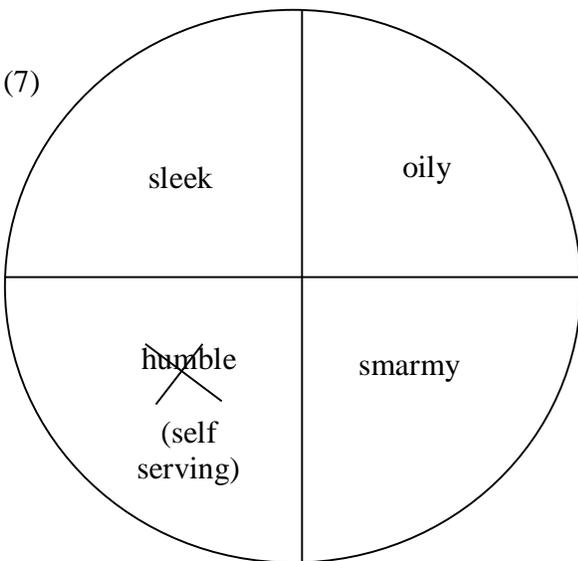
**Concept Circles (continued)**



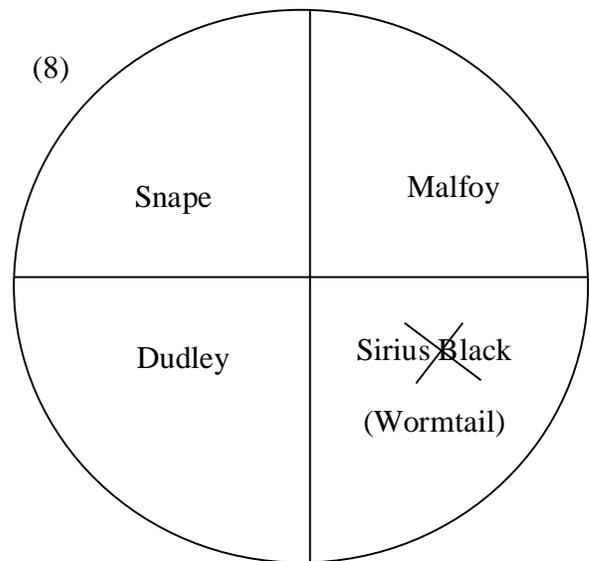
Concept: (vociferous)



Concept: (havoc)

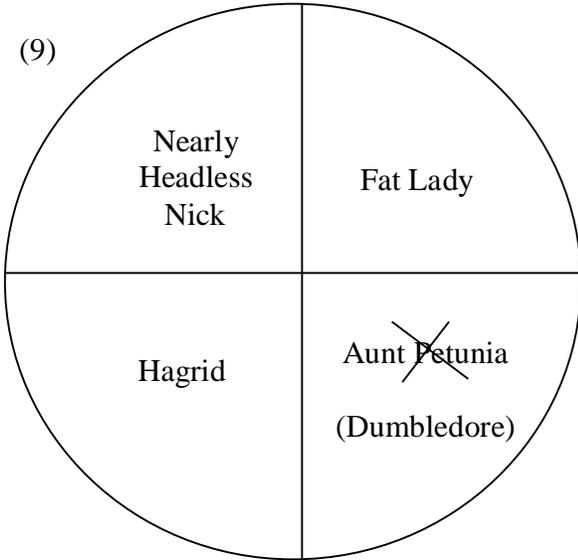


Concept: (unctuous)

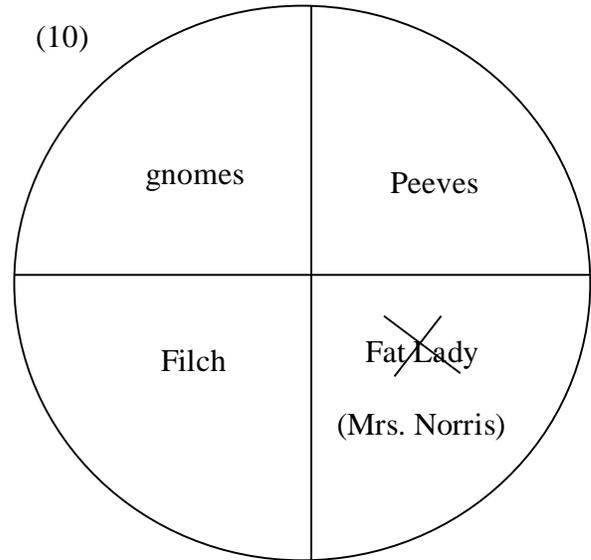


Concept: (malicious)

**Concept Circles (continued)**

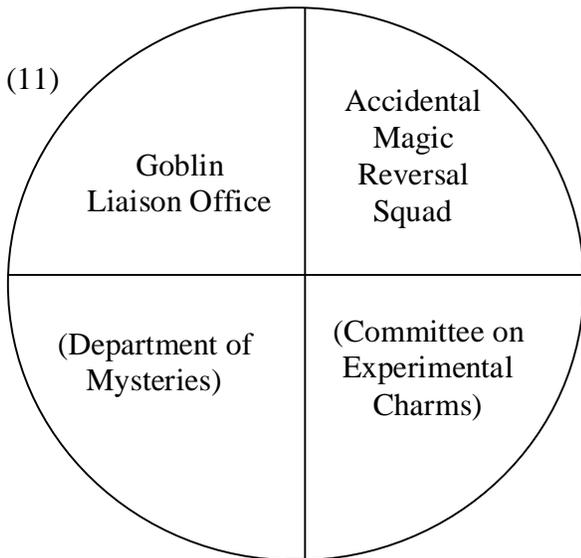


Concept: (Hogwarts inhabitants)

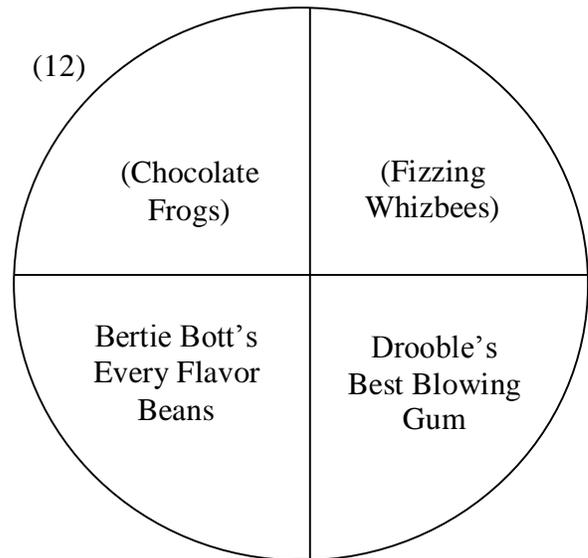


Concept: (peevish)

**Name the concept the words in each circle describe. Fill in the circles by adding examples from the book that fit the concept.**



Concept: (Ministry of Magic agencies & services)



Concept: (sweets)

### Questions for Quality Thinking

Teacher Directions: Have your students read each question and discuss information in the book that will help them answer the questions. After they answer the questions, have your students share their responses.

	<b>Characters</b>	<b>Harry</b>	<b>Voldemort and Followers</b>	<b>Creatures</b>	<b>Charms</b>
<b>Knowledge</b>	What is unusual about Mrs. Weasley's cooking?	How is Harry's scar valuable to him?	What does Voldemort need from Harry?	How did the mascots cause difficulties at the World Cup Games?	What are the problems with inappropriate Apparition use?
<b>Comprehension</b>	Why is Ron angry at Krum?	Why does Dumbledore want Harry to return to the Dursleys?	Why does Lord Voldemort use Nagini for nourishment?	Why would it be important to draw giants and dementors to the good side?	Why is the Sorting Hat so important?
<b>Application</b>	Provide an example of Snape's vindictive behavior.	Explain why Harry would be a good Auror.	How could the Dark Mark on a Death Eater's arm be useful to Aurors?	How would you use one of the magical creatures to help Harry?	Which charm would you use to teach Malfoy a lesson?
<b>Analysis</b>	Why is Neville's loss of his parents similar to Harry's loss?	Why is it ironic that Harry's wand was used to conjure up the Dark Mark?	How is Crouch's son similar to and different from Wormtail?	How are the creatures in the first and second tasks both similar and different?	The Dark Arts classes at Hogwarts and Durmstrang have different emphases. Pick two characters from the book and explain which of these two classes would be the more appropriate one for each character.

## Questions for Quality Thinking (continued)

	Characters	Harry	Voldemort and Followers	Creatures	Charms
<b>Synthesis</b>	If you were Hermione, how would you handle Malfoy's remarks about Muggles?	How would you ensure that Harry would always be safe from Voldemort wherever he is?	In spite of Cornelius Fudge's unwillingness to take measures against a revived Voldemort, how can Harry, Sirius Black, Dumbledore, Snape, Arthur Weasley, and others defend against Voldemort as he grows in power?	Devise a plan for getting past the dragon that plays to your strength.	What challenges would you put in the maze? Explain your choices.
<b>Evaluation</b>	The author designates three curses as being "unforgivable." Which of the curses meet your standards for unforgivable actions? Explain your answer.	In the beginning of the book, Harry takes advantage of the Dursleys' fear of Sirius to get their permission to attend the Quidditch World Cup. Do you think Harry is right or ethical in taking advantage of the Dursleys' fear of what Sirius might do? Explain your answer.	Which of Voldemort's followers is the most evil? Support your choice with three reasons.	In the book, the author creates creatures that have the power to do good or evil. Which of the creatures do you think can do the most evil and which one can do the most good? Explain your choices.	Harry used many charms in the books you have read. Which charm do you think he would value the most? Explain your answer.

## Answers to Questions for Quality Thinking

### Characters

1. What is unusual about Mrs. Weasley's cooking? *Mrs. Weasley's wand makes sauce as she stirs ingredients. She lights the fire with her wand and knives fly out of drawers and chop potatoes.*
2. Why is Ron angry at Krum? *Ron was jealous because Krum took Hermione to the Yule Ball and he was concerned that Krum was trying to find out information about Harry from Hermione.*
3. Provide an example of Snape's vindictive behavior. *Snape gave Neville detention.*
4. Why is Neville's loss of his parents similar to Harry's loss? *Neville's parents were hurt by dementors because they opposed Voldemort and they ended up in an institute for the insane. Voldemort was responsible for the Potters' death because they opposed him.*
5. If you were Hermione, how would you handle Malfoy's remarks about Muggles? *I would ignore him until he became too obnoxious, then I would use a Stunning Spell or the Imperious Curse.*
6. The author designates three curses as being "unforgivable." The curses are used by several characters in the book. Which of the curses meet your standards for unforgivable actions? Explain your answer. *All three curses meet my criteria for unforgivable actions. The Imperious Curse is evil because it robs a person of free will and essentially his personality. The curse actually creates a puppet who has no control over his actions. The Cruciatius Curse is unforgivable because it causes another to suffer needlessly. Man should not willfully hurt others. The Avada Kedavra, or the Killing Curse, takes another's life, which is forbidden by law and morality.*

## Answers to Questions For Quality Thinking (continued)

### Harry

7. How is Harry's scar valuable to him? *The scar warns him when Voldemort is dangerous or close by.*
8. Why does Dumbledore want Harry to return to the Dursleys? *No harm can come to Harry when he is with relatives.*
9. Explain why Harry would be a good Auror. *Besides being brave and honest, Harry has a way of thinking clearly to determine who is good and evil.*
10. Why is it ironic that Harry's wand was used to conjure up the Dark Mark? *Harry was the target of Lord Voldemort.*
11. How would you ensure that Harry would always be safe from Voldemort wherever he is? *One way would be to have Dumbledore always present at Hogwarts when Harry was there because Voldemort fears Dumbledore. Another way to protect Harry both at Hogwarts and in the outside world would be to make the phoenix, Hawkes, Harry's pet and constant companion. Hawkes' tears have curative powers.*
12. In the beginning of the book, Harry takes advantage of the Dursleys' fear of Sirius to get their permission to attend the Quidditch World Cup. Do you think Harry is right or ethical in taking advantage of the Dursleys' fear of what Sirius might do? Explain your answer. *Although it seems as if Harry should be justified because the Dursleys treat him so badly, I think it's not right to play on another person's fears to get what you want. When Harry tells Uncle Vernon that he is going to write to Sirius, he just shows that he is human like the rest of us. He is so frustrated by the Dursleys' manners that what he does is understandable, but not right.*

## Answers to Questions for Quality Thinking (continued)

### Voldemort and Followers

13. What does Voldemort need from Harry? *Harry's blood to make him stronger.*
  
14. Why does Lord Voldemort use Nagini for nourishment? *Nagini is a snake whose milk nourishes Voldemort. Lord Voldemort can speak to snakes which are the symbol of Slytherin House. Slytherin has produced more Dark Wizards, such as Voldemort, than any of the other houses at Hogwarts.*
  
15. How could the Dark Mark on a Death Eater's arm be useful to Aurors? *As the mark gets darker, it symbolizes the increasing strength of Voldemort and his call for supporters to report. When an Auror saw a mark darkening, he could catch the Death Eater and have him imprisoned in Azkaban.*
  
16. How is Crouch's son similar to and different from Wormtail? *Both are supporters of Voldemort, but Crouch never deserted Voldemort.*
  
17. In spite of Cornelius Fudge's unwillingness to take measures against a revived Voldemort, how can Harry, Sirius Black, Dumbledore, Snape, Arthur Weasley, and others defend against Voldemort as he grows in power? *They can look for Dark Marks on the arms of people so they can identify possible followers of Voldemort. Each person should check his Pensieve regularly to identify people and events that would give insights into Voldemort's plans. Dumbledore needs to hire an effective Defense Against the Dark Arts professor since there is now a vacancy.*
  
18. Which of Voldemort's followers is the most evil? Support your choice with three reasons. *Barty Crouch, because he killed his own father, and he let his mother follow her plan and die alone in prison in his place. He conspired to use one of the "Unforgivable Curses," the Cruciatius Curse, on a respected Auror, Frank Longbottom.*

## Answers to Questions for Quality Thinking (continued)

### Creatures

19. How did the mascots cause difficulties at the World Cup Games? *The veelas and leprechauns interrupted the games by mocking the opponents and the veelas enchanted the referee.*
20. Why would it be important to draw giants and dementors to the good side? *These creatures enjoy killing and could be recruited to beat Voldemort.*
21. How would you use one of the magical creatures to help Harry? *I would use a dementor to give Voldemort the kiss of death so that he could no longer be a threat to Harry.*
22. How are the creatures in the first and second tasks both similar and different? *The creatures in the first and second tasks are similar because they are magical and want to stop Harry. The creatures in both tasks have horns on their bodies to use for attack. They are different because grindylows live in water, while the dragons are on land. Dragons use hot fire to attack and grindylows are deterred by hot water.*
23. Devise a plan for getting past the dragon that plays to your strength. *I would use charms to stun the dragon because I am a good talker.*
24. In the book the author creates creatures that have the power to do good or evil. Which of the creatures do you think can do the most evil and which one can do the most good? Explain your choices. *I think that the most evil creature is a dementor because it can suck all happiness away from a person. Life would be very difficult without any joy. I think that the phoenix, Hawkes, is the creature that is able to do the most good in the book. Its tears can heal the most dangerous wounds and therefore it can save a person's life.*

## Answers to Questions for Quality Thinking (continued)

### Charms

25. What are the problems with inappropriate Apparition use? *You can lose part of yourself if it's not done properly.*
26. Why is the Sorting Hat so important? *It places people in the right schools so they can find the best support for developing their talents.*
27. Which charm would you use to teach Malfoy a lesson? *I would give him a Ton-Tongue Toffee to prevent his speaking ill of others.*
28. The Dark Arts classes at Hogwarts and Durmstrang have different emphases. Pick two characters from the book and explain which of these two classes would be the more appropriate one for each character. *Krum might be better suited to classes at Hogwarts where he would learn to defend against the Dark Arts. Krum might have learned to protect himself from the charm that Moody cast on him. His values seem to fit with those of Harry and his friends. Malfoy might be better suited to classes at Durmstrang where he could learn and practice the Dark Arts. Malfoy's father had once sided with Voldemort and Malfoy also has a questionable character.*
29. What challenges would you put in the maze? Explain your choices. *First, a dementor who would challenge a person to think of a charm to trick him like the person becoming an Animagus. Second, a boggart that makes one face his greatest fear. Third, a dragon would force a student to know how to use charms to disarm it like putting it into a trance.*
30. Harry used many charms in the books you have read. Which charm do you think he would value the most? Explain your answer. *I think Harry would choose the Patronus charm because it taught Harry that he could conquer his fears.*

## Story Pyramid / Summary

Teacher Directions: After reading the book, have your students complete the Story Pyramid from the position of one of the characters listed. Then have your students use the information in their Story Pyramid to write a summary.

Harry  
Dumbledore  
Hermione

Ron  
Voldemort  
Moody

Fleur  
Krum  
Cedric

Cedric  
popular athlete  
Hogwarts Wizard School  
desires Triwizard Tournament win  
completes task with Harry's help  
teams with Harry to complete the maze  
Portkey transports them to face Lord Voldemort  
Voldemort kills Cedric and Harry returns body to Hogwarts.

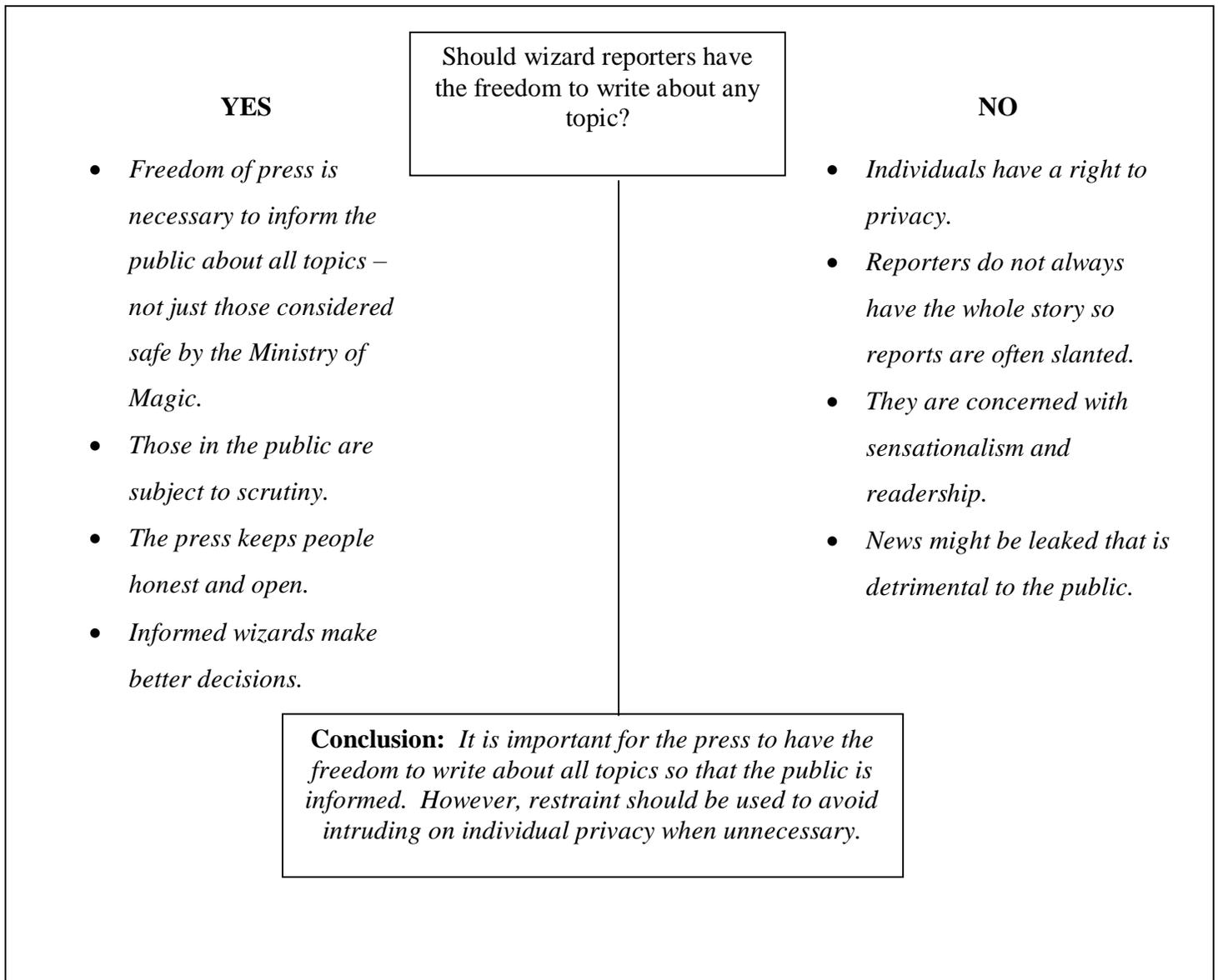
- |  |                                    |
|--|------------------------------------|
| 1. Name of main character              | 5. Five words stating one event    |
| 2. Two words describing main character | 6. Six words stating second event  |
| 3. Three words stating setting         | 7. Seven words stating third event |
| 4. Four words stating problem          | 8. Eight words stating solution    |

### Summary:

Cedric was a very popular athlete at Hogwarts School of Witchcraft and Wizardry. Cedric was chosen as a champion to try and win the Triwizard Tournament Cup. He completes the first task successfully with Harry's help. He teams up with Harry and they help each other complete the maze. The Triwizard Cup is a Portkey that transports them to face Lord Voldemort. Voldemort uses a curse to kill Cedric, but Harry is able to return his body to Hogwarts.

## Discussion Web

Teacher Directions: Introduce the discussion question. Have your students discuss the two points of view. They should write down an equal number of reasons to support each point of view. Have the students decide which point of view they support. Then have them write a conclusion that expresses their view and include at least one reason that supports their view.



Alternative topics for discussion include:

House-elves should be freed.

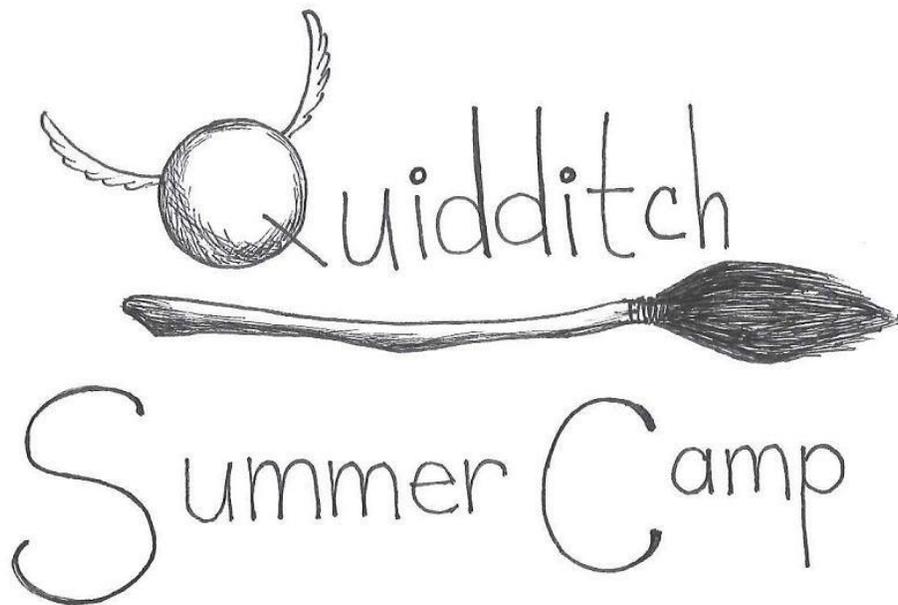
Triwizard Tournaments should not have age restrictions.

Raising magical creatures should be a priority at Hogwarts.

## Literary Poster

**Teacher Directions:** After you read the book, have your students complete a poster about their impressions of some aspect of the story. They can create a Wanted Poster, Ad or Reward Poster. Encourage them to use in their poster vocabulary words learned while reading the book. You may have the students as a class generate ideas for posters. You can label the posters and have groups of students illustrate them. Alternatively, students may design, label and illustrate the posters individually or with a partner. You may select either option, depending upon the ability of your students.

- Quidditch summer camp
- Recruit students for one of the wizard schools
- Sell a magical pet
- Mascot tryouts for a Quidditch team
- Hogwarts course (e.g., Care of Magical Creatures)



**Reserve your place for Quidditch Summer Camp!!**

**Coach:** Viktor Krum (Bulgarian National Quidditch Team)

**Time:** July 15 – August 15

**Place:** Durmstrang School

**Cost:** Sixty Galleons (Room and Board included)

**Transportion:** Durmstrang Express – Platform nine and one quarter  
Firebolts and Nimbus 2000 models will be available for all participants.

## 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

nonplussed

win lottery  
at a loss for words

peevishly

tired child  
cross, fretful

protruded

peninsula  
stick out

snarled

Doberman  
growl angrily

tumult

tornado  
uproar, disturbance

vociferous

baby crying  
loud, insistent

miniscule

baby's nail  
very tiny

obsession

chocolate  
persistent idea

procure

permission  
obtain

renown

Michael Jordan  
famous

surmised

mystery  
guess, conjecture

unctuous

Dudley / dinner party  
self serving, smarmy

## Personal Clues

**Word:**

**Personal Clue:** \_\_\_\_\_

\_\_\_\_\_

**Definition:**

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	<b>STRATEGIES</b>			
	<b>Background Knowledge</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Application/ Extension</b>
<b>Cognitive Processes</b>	List Group Label	Concept Circles	Questions for Quality Thinking	Discussion web
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			√	
<b>Language Processes</b>				
Read			√	
Write				
Listen/ View	√	√	√	√
Communicate Orally	√	√	√	√

## Alternative Strategies

	<b>STRATEGIES</b>			
	<b>Background Knowledge</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Application/ Extension</b>
<b>Cognitive Processes</b>	-----	-----	Story Pyramid/ Summary	Literary Poster
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				√
<b>Language Processes</b>				
Read			√	
Write			/√	√
Listen/ View				
Communicate Orally				