

# Literature Guide

for

## Harry Potter and



by **J.K. Rowling**

|                               | <b>Background Knowledge</b> | <b>Vocabulary</b>      | <b>Comprehension</b>                  | <b>Application/ Extension</b> |
|-------------------------------|-----------------------------|------------------------|---------------------------------------|-------------------------------|
| <b>Menu</b>                   | <b>List Group Label</b>     | <b>Concept Circles</b> | <b>Questions for Quality Thinking</b> | <b>Discussion Web</b>         |
| <b>Alternative Strategies</b> |                             |                        | <b>Story Pyramid/ Summary</b>         | <b>Literary Poster</b>        |

### List Group Label

Student Directions: Put five characters in each category. Then indicate how the character has played the role of guardian, enemy or friend in Harry’s life.

- |              |                |                      |                |
|--------------|----------------|----------------------|----------------|
| Sirius Black | Hermione       | Wormtail             | Hagrid         |
| Dumbledore   | George Weasley | Malfoy               | Weasleys       |
| Neville      | Dementors      | Fred Weasley         | Lord Voldemort |
| Quirrell     | Ron            | Professor McGonagall |                |

#### Guardians

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

#### Enemies

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

#### Friends

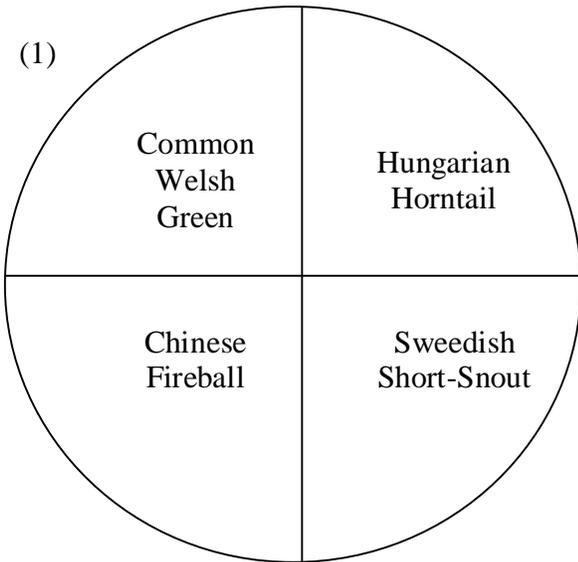
|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

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.

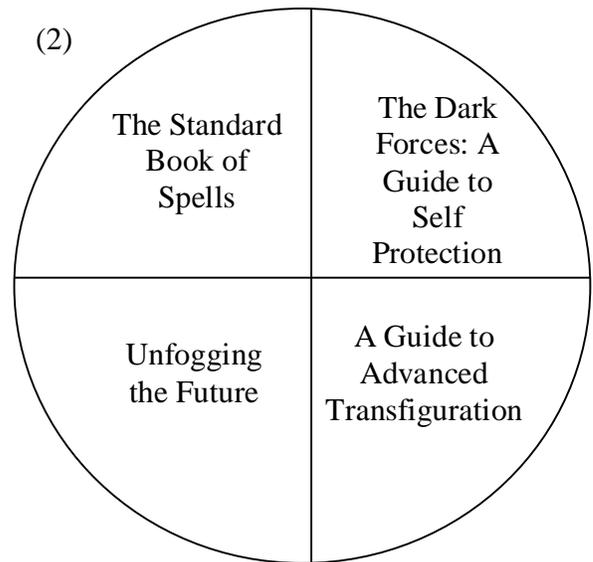
### Concept Circles

Student Directions: After reading the book, complete the Concept Circles as indicated.

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

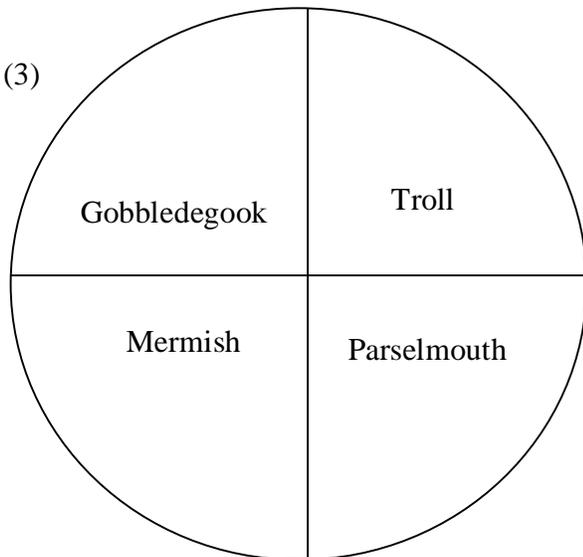


Concept: \_\_\_\_\_

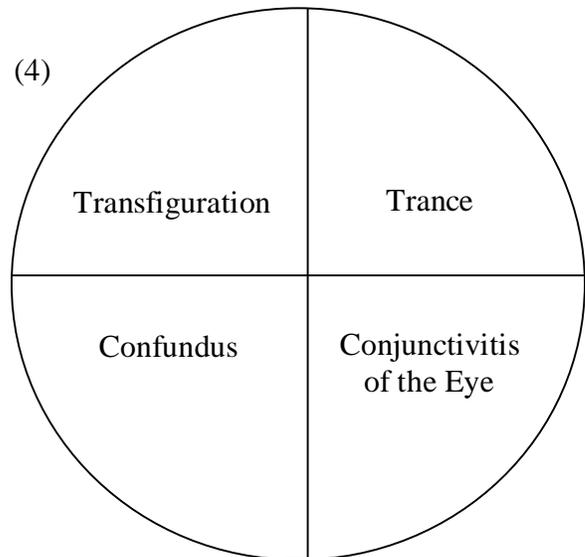


Concept: \_\_\_\_\_

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

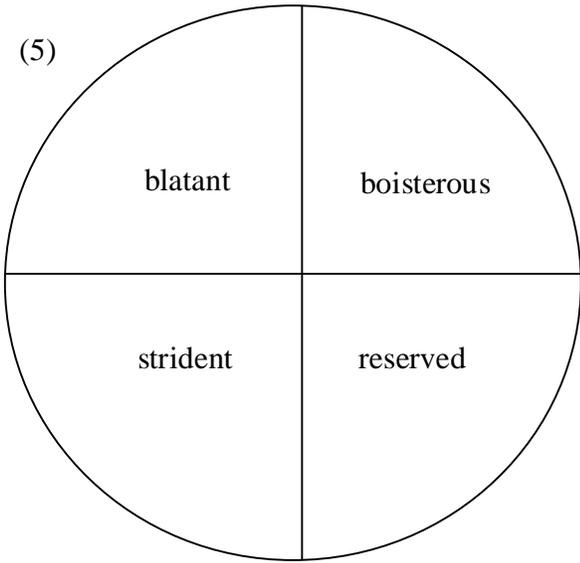


Concept: \_\_\_\_\_

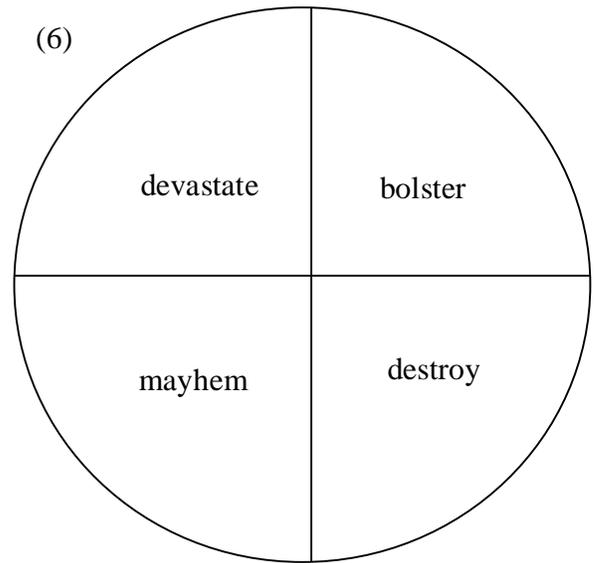


Concept: \_\_\_\_\_

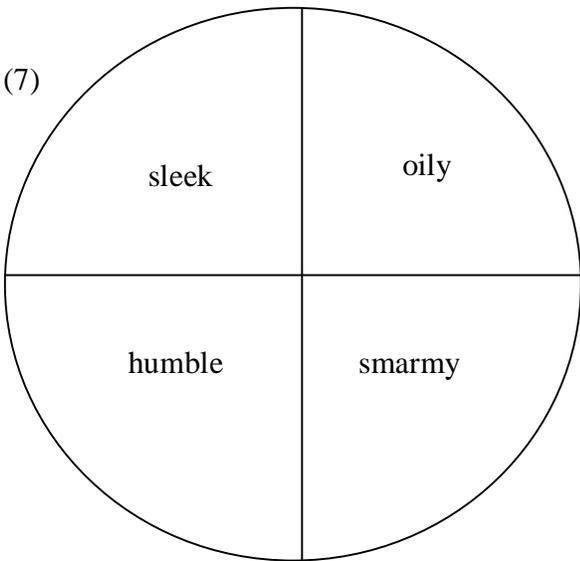
**Concept Circles (continued)**



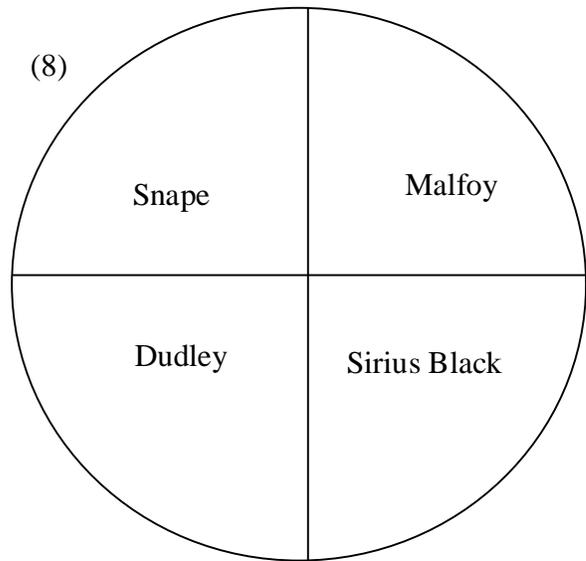
Concept: \_\_\_\_\_



Concept: \_\_\_\_\_

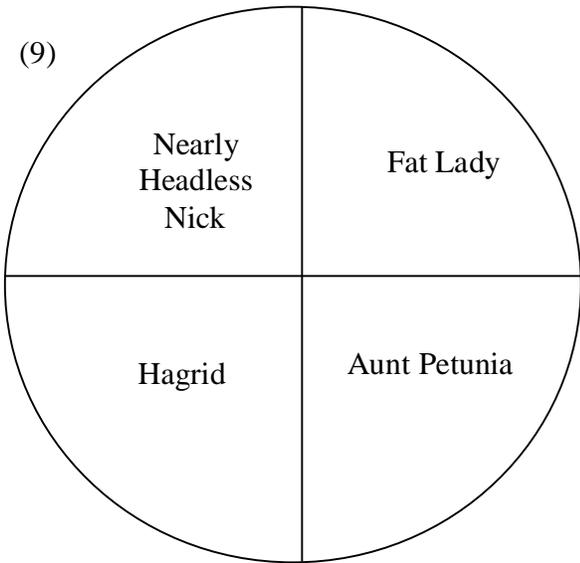


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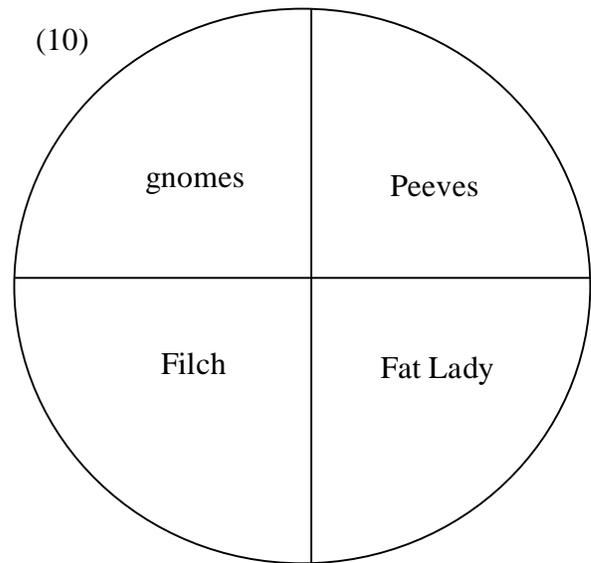


Concept: \_\_\_\_\_

**Concept Circles (continued)**

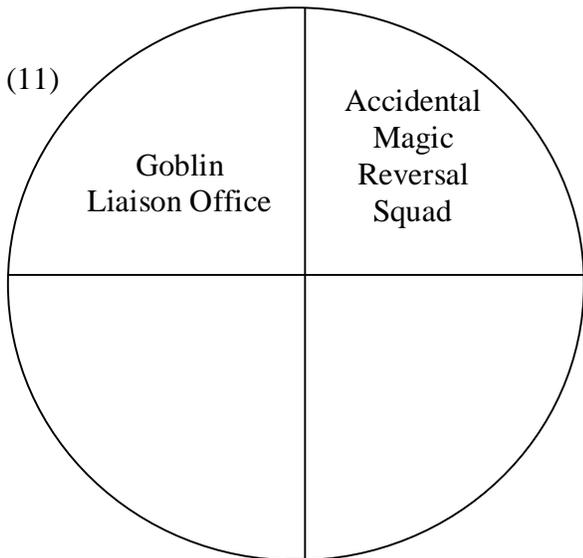


Concept: \_\_\_\_\_

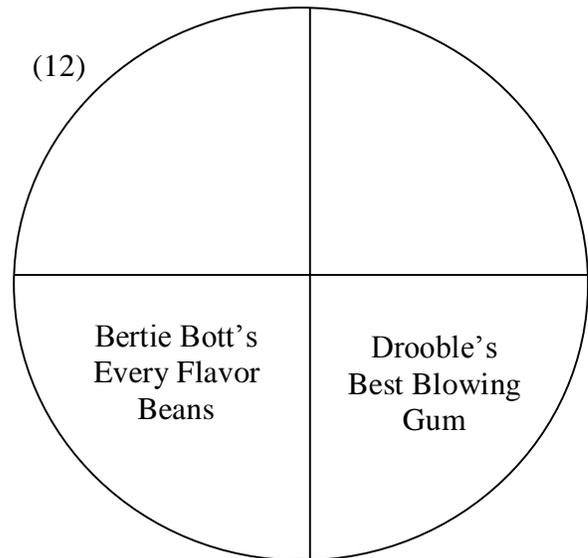


Concept: \_\_\_\_\_

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



Concept: \_\_\_\_\_



Concept: \_\_\_\_\_

## Questions for Quality Thinking

Student Directions: After reading, think about information in the book that will help you answer the following questions. Discuss and share your responses with others.

### Characters

1. What is unusual about Mrs. Weasley’s cooking?

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2. Why is Ron angry at Krum?

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3. Provide an example of Snape’s vindictive behavior.

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4. Why is Neville’s loss of his parents similar to Harry’s loss?

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5. If you were Hermione, how would you handle Malfoy’s remarks about Muggles?

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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.

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### Questions for Quality Thinking (continued)

#### Harry

7. How is Harry's scar valuable to him?

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8. Why does Dumbledore want Harry to return to the Dursleys?

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9. Explain why Harry would be a good Auror.

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10. Why is it ironic that Harry's wand was used to conjure up the Dark Mark?

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11. How would you ensure that Harry would always be safe from Voldemort wherever he is?

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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.

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## Questions for Quality Thinking (continued)

### Voldemort and Followers

13. What does Voldemort need from Harry?

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14. Why does Lord Voldemort use Nagini for nourishment?

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15. How could the Dark Mark on a Death Eater's arm be useful to Aurors?

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16. How is Crouch's son similar to and different from Wormtail?

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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?

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18. Which of Voldemort's followers is the most evil? Support your choice with three reasons.

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## Questions for Quality Thinking (continued)

### Creatures

19. How did the mascots cause difficulties at the World Cup Games?

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20. Why would it be important to draw giants and dementors to the good side?

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21. How would you use one of the magical creatures to help Harry?

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22. How are the creatures in the first and second tasks both similar and different?

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23. Devise a plan for getting past the dragon that plays to your strength.

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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?

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## Questions for Quality Thinking (continued)

### Charms

25. What are the problems with inappropriate Apparition use?

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26. Why is the Sorting Hat so important?

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27. Which charm would you use to teach Malfoy a lesson?

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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.

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29. What challenges would you put in the maze? Explain your choices.

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30. Harry used many charms in the books you have read. Which charm do you think he would value the most? Explain your answer.

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### Story Pyramid / Summary

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

Harry  
Dumbledore  
Hermione

Ron  
Voldemort  
Moody

Fleur  
Krum  
Cedric

|          |
|----------|
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |
| 5. _____ |
| 6. _____ |
| 7. _____ |
| 8. _____ |

|  |                                    |
|--|------------------------------------|
| 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:**

### Discussion Web

Student Directions: Read the Discussion Question. Think about the two points of view and write down reasons supporting each viewpoint. Formulate a conclusion that expresses your viewpoint. Include at least one reason supporting your viewpoint. You can complete the Discussion Web independently or you and a partner can discuss the question and complete the web together.

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| <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>Wizard: Should wizard reporters have the freedom to write about any topic?</b> </div> |  |
| <p><b>YES</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>  | <p><b>NO</b></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> |
| <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p><b>Conclusion:</b></p> </div>   |  |

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

Student Directions: After you read the book, complete a poster which includes your impressions of some aspect of the book. You can create a Wanted Poster, Ad or Reward Poster. Use some of the vocabulary words that you learned in the poster.

- 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)

