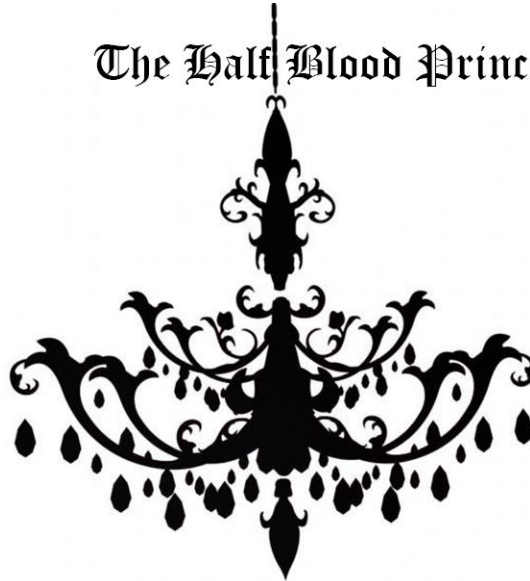


Literature Guide

for

Harry Potter and

The Half-Blood Prince



by **J.K. Rowling**

**Background
Knowledge**

Vocabulary

Comprehension

**Application/
Extension**

Lesson

**Anticipation
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**Vocabulary
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Personal Response

**Character Rating
Scale**

**Alternative
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Literary Poster

Anticipation Guide

Teacher Directions: Before reading, have your students use the left column to mark whether they agree or disagree with the statement. After you read, have your students reread each statement and respond again in the right column. They can use the empty boxes to change the inaccurate statements into accurate statements. When appropriate, this activity can be done in a group. Read the statements to the students both before and after reading, mark the columns according to the group’s consensus and change the inaccurate statements.

Before			After	
<u>Agree</u>	<u>Disagree</u>		<u>Agree</u>	<u>Disagree</u>
_____	_____ ✓	Dumbledore injured his hand in a battle with Death Eaters.	_____	_____ ✓
		Dumbledore injured his hand while destroying a horcreux.		
_____ ✓	_____	Aurors provide the bulk of protection at Hogwarts.	_____ ✓	_____
_____ ✓	_____	The Half Blood Prince is Voldemort who had one muggle parent.	_____	_____ ✓
		The Half Blood Prince is Severus Snape.		
_____ ✓	_____	Horcruxes are rare amulets that protect the wearer from harm.	_____	_____ ✓
		Horcruxes are special objects that hold a portion of the soul.		
_____ ✓	_____	The death mark indicates that Death Eaters are present.	_____ ✓	_____
_____ ✓	_____	Inferi are not protected from the Avada Curse.	_____	_____ ✓
		Inferi can't be affected by the Avada Kedavra Curse because they are already dead.		

Vocabulary Overview Guide

Directions: Fill in your Vocabulary Overview Guide. Write a clue underneath the vocabulary word to help you connect the meaning to something you know or have experienced.

Descriptions of Characters

• **Gloating**

Cinderella's step sisters

Malicious delight.

• **Savoring**

dessert

Enjoy with pleasure, relish.

• **Surreptitiously**

spy

Secretly, slyly.

• **Uncanny**

fortune teller

Strange, without explanation.

• **Placidly**

napping

Calmly.

Descriptions of Events

• **Atrocity**

Holocaust

Cruel, wicked.

• **Tedious**

swimming laps

Boring.

• **Stringent**

parents' rules

Strict.

Descriptions of Objects

• **Admonitory**

road work

Cautionary.

• **Cache**

safe

Concealed storage space.

• **Enigmatic**

maze

Puzzling, baffling.

Actions

• **Proffered**

ads

Offered.

• **Ensued**

speed/accident

Follow as a consequence, result.

• **Remonstrated**

picket sign

Protest against.

• **Discerned**

spot on clothes

Perceive, recognize.

• **Brandishing**

knight's sword

Wave triumphantly or menacingly.

• **Astute**

trader

Shrewd

• **Depraved**

criminal

Corrupt

• **Protuberant**

fish eyes

Bulging

• **Inscrutable**

riddle

Incomprehensible

• **Corpulent**

Sumo wrestler

Obese

• **Notorious**

America's Most Wanted

Widely known, deplored

• **Desecrated**

graffiti

Treat sacrilegiously, without respect

• **Obliterating**

bombing

Destroy

• **Ministrations**

Red Cross

Helping, giving aid

• **Envisioned**

dream

See in the mind

• **Simpered**

poor winner

Smirk

• **Inexorably**

hunter

Relentlessly

• **Unfathomable**

earthquake
destruction

Unimaginable

Prediction Chart

Teacher Directions: As you read, think about the following questions as information is encountered in the book. As you think about what you know and have learned from reading, fill in the column under the word “Predictions.” Then, read the passage and fill in the column under the words “What Happened.” Discuss the similarities and differences between students’ predictions and what really happened in the story. Continue to ask these types of questions throughout the reading of the text.

	Predictions	What Happened
What is Draco’s task?	To kill Harry.	Draco was to kill Dumbledore but he couldn’t so Snape did.
Why is Dumbledore’s hand weathered?	He hurt it fighting.	He hurt it destroying a cursed horcrux.
What is the purpose of Dumbledore’s instructional meetings with Harry?	To teach him defense against the Dark Arts.	To share with Harry memories about Voldemort’s life
Who is the Half Blood Prince?	Voldemort	Severus Snape is the Half Blood Prince.
Why did Slughorn run after his memory?	He didn’t want anyone to know what he did.	He was ashamed and wanted to keep his actions secret.
Why are horcruxes important to find?	They protect one from danger.	They contain parts of Voldemort’s soul. If they are destroyed, Voldemort will be weakened and hopefully destroyed.
Identify some possible horcruxes.	Weapons, jewelry and other personal objects can be horcruxes because they would be meaningful to the owner.	The diary, ring, locket, and cup. Two are unknown. Perhaps nagini is one. – Voldemort is the seventh.

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.

1. What was an interesting and unexpected development in the book? Explain your reaction to it.
 - I didn't expect Dumbledore to die. He is a role model for everyone and mentor for Harry. I believe that good triumphs and am disappointed the Dumbledore is a victim to evil.
2. Do you feel that Dumbledore's trust in Snape was well placed? Explain your answer.
 - I don't think that Dumbledore should have trusted Snape. Snape looks out for himself and has a pattern of challenging allegiance depending on his needs. He was a Death Eater but gave that up for teaching when Voldemort was on Azkaban. He gave Lupin Wolfsbane medicine but told everyone he was a werewolf because he wanted a job at Hogwart's. He can't be trusted.
3. Does the story end the way you expected it to? What clues does the author provide to prepare you for this ending?
 - The ending was unexpected even though the author provided clues that could point to the death of Dumbledore. Dumbledore's withered hand was a symbol that part of him was dead. Dumbledore shared all the information he had about Voldemort with Harry to prepare him for his absence. He also told Harry to share information with Ron and Hermione so that Harry would have support after he was gone.
4. How does the author use events that happened in the past to help you understand the present?
 - Dumbledore shared memories, learned through his pensieve to help Harry understand Voldemort and the extent of the actions he took to preserve himself. This information from the past could be used by Harry to defeat Voldemort.
5. Does any character change during the story? How is the character different? What caused the character to change?
 - Draco Malfoy was always calculating and nasty to Harry and others but he becomes more evil in this book. He becomes a Death Eater and is selected by Voldemort for dreadful task – to kill Dumbledore. Draco became a Death Eater because his father is imprisoned and Voldemort threatens Draco's family. Draco had a difficult choice but he chooses evil.

6. Identify two clues that the author uses to foreshadow and alert you to further events in the story.
 - The author uses Dumbledore's withered hand to signify his mortality. Voldemort asks Slughorn about the possibility of splitting one's soul seven times because that is the most powerful magical number. This clue suggests that there are seven horcruxes.

7. Describe three of Dumbledore's actions that made him an appropriate head of Hogwarts.
 - Dumbledore was always a consummate mentor and role model for Hogwarts' students. He ensured that the students were protected by stationing Aurors at the school. In the face of danger, he thought of Draco's future and tried to persuade him to leave Voldemort's following. He collected information for Harry and guided his thinking to ensure that he had every advantage in facing Voldemort.

8. Who is more evil, Draco Malfoy or Professor Snape? Explain your reasoning.
 - I believe that Professor Snape is more evil than Draco Malfoy. Draco, not yet an adult, was impressionable. He and his family were threatened by Voldemort. Snape was an adult, had more history with Hogwarts, and was a teacher there. When he killed Dumbledore he turned his back on everything Hogwarts stood for and destroyed his role as mentor and moral leader to the students.

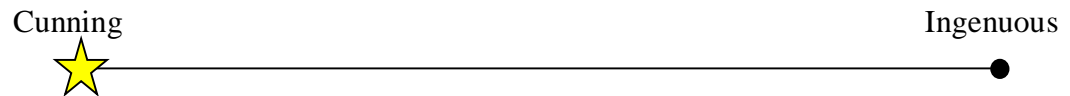
9. Which of the charms that you have read about could have protected Dumbledore? Support your opinion.
 - The Felix Felicis charm could have bought Dumbledore luck and protected him from harm.

10. How did the prophecy seal Harry's fate as the Chosen One?
 - It was more of Voldemort's fear of the prophecy that sealed Harry's fate, not the prophecy itself. Dumbledore explained to Harry that he did not have to fulfill the prophecy. It was Harry's choice. Voldemort sealed Harry's fate as the Chosen One when he marked Harry as a baby and believed that Harry could interfere with his plans as the Dark Lord.

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.

Draco Malfoy



- Covered his arm at Madame Malkin's to conceal the Death Eaters mark.
- Threatened to use Greyback to control Borgin and secure Dark Acts objects.
- Thought of the Vanishing Cabinet to transport Death Eaters to Hogwarts.

Slughorn



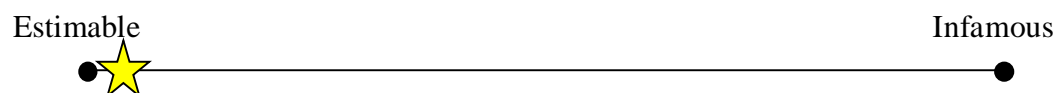
- Sincere in wanting to spend time with students.
- Invited famous or well connected students to his parties.
- He ignored students that he deemed as unworthy.

Seville Snape



- Provided wolfbain medication to Lupin to ease his sufferings as a werewolf.
- He was vengeful toward Harry.
- Was spiteful toward Harry's friends Ron and Hermione.

Dumbledore



- He was fair to Draco and his friends even when they were cruel.
- Faculty, such as professor Trelowney and Hagrid, were recruited and respected for their contributions despite odd personalities and characteristics.

- He treated all outside the Hogwart’s family, including the Dursleys, with respect.

Character Sketch

Teacher Directions: After reading the book, have your students write a Character Sketch. 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 are now ready to write their paragraph in the right column.

<p>About: Draco</p>	<p>Character Sketch:</p> <p>Draco was cunning in his effort to complete the task that Lord Voldemort ordered. He kept his arm covered when he was measured for a robe at Madame Malkin’s to conceal his Death Eaters mark. He used the threat of retribution by Greyback to control Borgin and ensure that he had help in securing needed Dark Acts objects. He thought of the Vanishing Cabinet as a means of transporting Death Eaters to Hogwarts. He was able to keep his task and the necessary preparations secret.</p>
<p>Point: was cunning in his effort to complete the task that Lord Voldemort ordered.</p>	
<p>Details:</p> <ol style="list-style-type: none"> 1. He kept his arm covered when he was measured for a robe at Madame Malkin’s to conceal his Death Eaters mark. 2. He used the threat of retribution by Greyback to control Borgin and ensure that he had help in securing needed Dark Acts objects. 3. He thought of the Vanishing Cabinet as a means of transporting Death Eaters to Hogwarts. 	
<p>Closing: He was able to keep his task and the necessary preparations secret.</p>	

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, Reward Poster or Trading Cards for story characters. Encourage them to use in their poster or trading cards vocabulary words that they learned while reading the book. You can label the posters and have groups of students illustrate them. Alternatively, students may design, label and illustrate the posters/cards individually or with a partner. You may select either option, depending upon the ability of your students.

Create a poster of your choice or use one of the following suggestions:

- A memorial dedicated to one character in the series.
- A poster warning school shoppers to use precautionary safety measures.
- An ad for some of the jokes in Fred and Ron Weasley’s Store.
- An invitation to a “Slug Club” party.
- A sign with information about horcruxes.



	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	Anticipation Guide	Vocabulary Overview Guide	Prediction Chart	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	-----	-----	Personal Response/ Literary Analysis	Literacy 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			√	√
Language Processes				
Read			√	
Write				√
Listen/ View			√	
Communicate Orally			√	