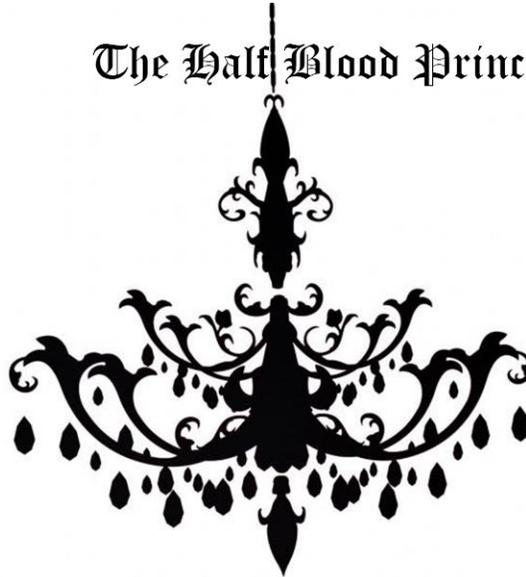


Literature Guide

for

Harry Potter and

The Half-Blood Prince



by **J.K. Rowling**



**Background
Knowledge**

Vocabulary

Comprehension

**Application/
Extension**

Lesson

**Problem
Solution
Guide**

**Concept
Circles**

Thinking Minds

**Proposition
Support
Outline**

**Alternative
Strategies**

Story Chart

Pictorial Outline

Problem Solution Guide

Teacher Directions: Pose the following problem to your students and have them develop possible solutions. Have them read the story so they can identify a similar problem in the story and determine how the main character solved the problem.

Usually, as we are with people over a period of time we begin to know them well. Getting to know someone is like peeling an onion. As trust builds between people, the outer layers of cursory understanding are peeled away and we get to the fleshy part – the core of who they are.

Sometimes, people don't find it easy to be close to anyone and are secretive about their thoughts and feelings. What would you do if it was necessary to find out more about someone who was remote from others?

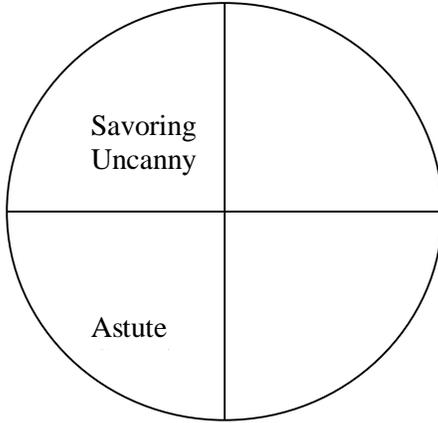
- I might try and set up specific times to join that person to do something of interest to him (her).
- I would talk to people who know the person to try and find out more about him (her).
- A private investigator might be helpful in obtaining information.

Those are good ideas. In this book, it is time to discover the secrets of Lord Voldemort's life. Obtaining such information from Lord Voldemort would be problematic. Let's read to discover the information about the Dark Lord and the ways it was obtained.

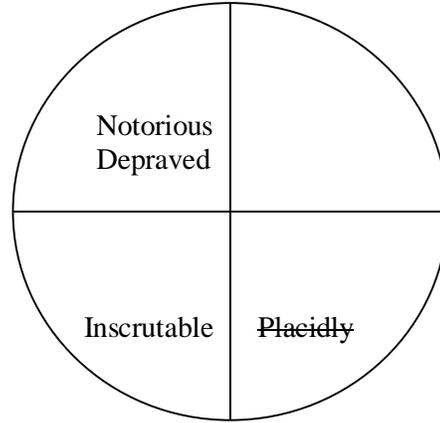
Concept Circles

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

Cross out the information in each circle that doesn't belong and add correct information.

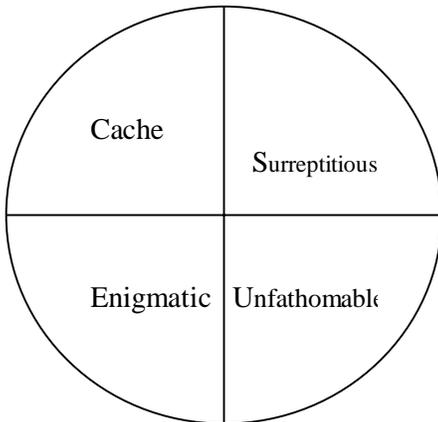


Concept: Positive Characteristics

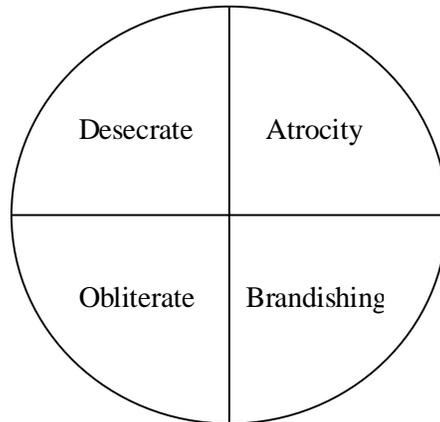


Concept: Negative Characteristics

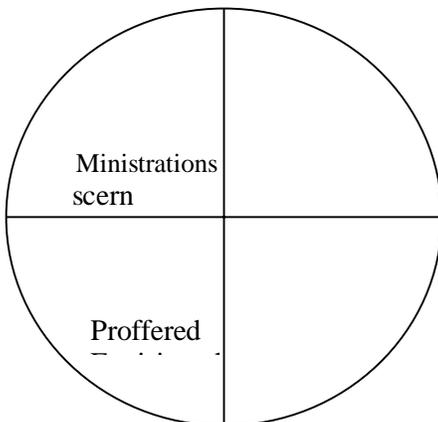
Fill in the circles by creating or adding examples from the book that fit the concept.



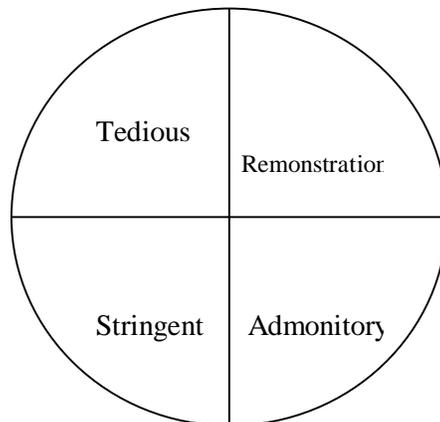
Concept: Secretive



Concept: Destructive



Concept: Positive Connotations



Concept: Negative Connotations

Thinking Minds

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. The author provided deeper glimpses into several of the lives of central characters in the book. Three of these characters are Draco Malfoy, Severus Snape and Lord Voldemort. Choose one of the three characters and explain why the author developed the character as she did.

- Draco Malfoy was always a bully, but in this book, he moved beyond bullying to participating in truly evil tasks. He planned a murder and therefore was an accomplice to it. One could argue that he obeyed Voldemort because he and his family were threatened. However, I saw his actions as a result of a character flaw that was never corrected by family or associates.

2. Did your opinion of the character change from what you previously thought?

- No, I always thought Draco was a malicious character. The author also provided information throughout the story that suggested Draco's involvement with Lord Voldemort. I was not surprised by his actions.

3. What insights can you gain from the characters' development that would relate to interactions with people you know in your life?

- Draco was a bully for years and no attempts were made to curb that behavior. His actions became worse throughout the years. There are many people that one sees in life whose behavior worsens if no one objects to or halts their malicious activities.

Story Chart

Teacher Directions: After reading the book, have the students complete the Story Chart. This can be done individually or as a class. Then have students use the information from the Story Chart to write a story summary.

<p>Setting: Hogwarts</p> <p>Characters: Dumbledore, Harry</p> <p>Somebody: Dumbledore</p> <p>Wanted: Harry to be well prepared to conquer Voldemort</p> <p>But: he needed more information about what Voldemort had done to make himself immortal.</p> <p>So: Dumbledore searched for memories from those who knew or interacted with Voldemort. Dumbledore pieced together information about the Horcruxes, identified and found some of them. He shared the information with Harry to guide him on his mission to destroy Voldemort.</p> <p>Theme: Keep seeking what you need to face your enemy and achieve your goals.</p> <p>Moral: prepare yourself for the unexpected.</p>	<p>Expressive Language</p> <ol style="list-style-type: none"> 1. ... rip his soul repeatedly. 2. Dumbledore's idea of a few words, nitwit, oddment, blubber and tweak. 3. Keep fighting for only then could evil be kept at bay though never eradicated. 4. inexcusable trust in Snape. 5. a stricken lament of terrible beauty.
<p>Summary:</p> <p>Dumbledore wanted Harry to be well prepared to conquer Voldemort, but they needed more information about what Voldemort had done to make himself immortal. So, Dumbledore searched for memories from those who know or interacted with Voldemort. Dumbledore pieced together information about the Horcruxes, identified and found some of them. He shared the information with Harry to guide him on his mission to destroy Voldemort.</p>	

Proposition Support Outline

Directions: After reading and thinking about the proposition, discuss how you feel about the issue. Write down reasons for and against the issue on the Proposition Support Outline. Then, use the Outline to evaluate the pro and con arguments and determine your own position. Then, write a summary using the About Point Writing Response format. Compose a topic sentence by using the issue as the About and your stance on the issue as the Point. Then, create the body of the paragraph by using information in the support, the opposition, or both of the columns. Then, end the summary with your conclusion about the issue.

Proposition: Supplies of Felix Felices should be carried by all Hogwarts students, faculty, and members of the wizarding community until Voldemort is destroyed.

<u>Support</u>	<u>Refute</u>
<p>It is a lucky potion that can be used as protection against harm. The potion can be swallowed quickly in an emergency when other help is unavailable. It lasts for 12 hours which is usually sufficient time to resolve a dangerous situation.</p>	<p>It takes a long time to make even small batches of the potion. Some people might misuse it. Aurors and other means of protection are available.</p>
<p><u>Summary:</u></p> <p>The Felix Felices potion should be carried by all Hogwarts students, faculty, and members of the wizarding community until Lord Voldemort is destroyed. Felix Felices is a lucky potion which can be used for protection against harm. The potion can be swallowed quickly in an emergency situation when other help such as Aurors, are unavailable. It lasts for 12 hours which should be sufficient time to resolve a dangerous situation. It is better to be prepared and protected than to leave anyone defenseless against a Death Eater.</p>	

Pictorial Outline

Directions: Create a news blog for one of the following!

- Snape making the unbreakable vow.
- Fudge visiting the muggles Prime Minister.
- Harry and Dumbledore visiting Slughorn to persuade him to teach at Hogwarts.
- Harry and Dumbledore viewing a memory about Voldemort.
- The Death Eaters' entrance into Hogwarts.

Blog Post:



The muggles Prime Minister received a warning from a portrait on the wall that Cornelius Fudge requested a visit. Upon his arrival, Fudge explained the Bridge Collapse, deaths of Bones and Varel, the hurricane in the west and the breakout from Azkaban and their links to Lord Voldemort's return. The portrait then announced the arrival of the new minister of magic – Scringeur.

	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	Problem/ Solution Guide	Concept Circles	Thinking Minds	Proposition/ Support 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	√	√	√	√

Alternative Strategies

	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	-----	-----	Story Chart/ Summary	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				