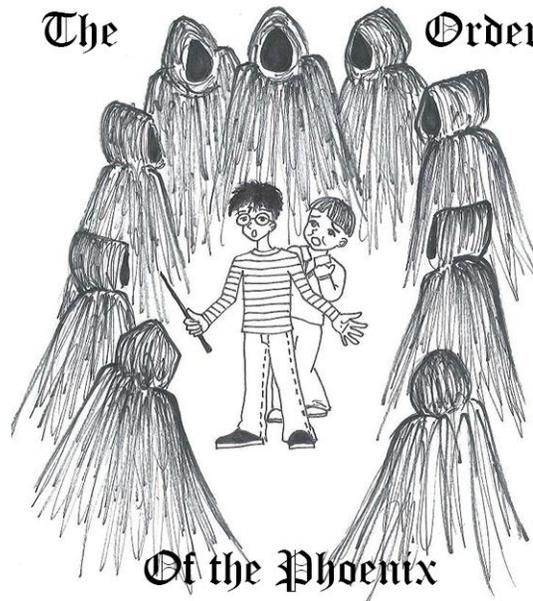


Literature Guide

for

Harry Potter and

The Order



Of the Phoenix

by **J.K. Rowling**

**Background
Knowledge**

Vocabulary

Comprehension

**Application/
Extension**

Lesson

**Experience
Text
Relationship**

**Personal
Clues**

**Personal Response/
Literary Analysis**

RAFT

**Alternative
Strategies**

**Plot Relationship
Chart**

Pictorial Outline

Experience Text Relationship

Directions: Before reading with your child/ students, present the following scenario.

Teacher: Have you ever been in a situation with your friends when suddenly you felt alone and uncertain of whom you could trust?

Student: Yes, when I was trying out for a place on our school team, many of my friends were competing with me and I felt as if I couldn't talk to them about anything.

Student 2: I get good grades and my friends tease me so I feel uncomfortable talking about school work with them.

Teacher: At some point you figured out how to react to these situations and resolve your feelings about them. In this book, Harry has doubts about trusting those he cares about most. Initially, he is unsure of why his friends aren't communicating with him. Throughout the book, he continues to doubt his friends. He even questions Dumbledore's actions. He is also concerned about his father's past interactions with Snape and others. Through investigation and reflection, Harry is able to look at situations from alternative perspectives and reconcile his feelings about his friends and family.

Personal Clues

Directions: (1) Before you read the book, discuss the meaning of these words with your students. (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” or “jumbo jet.” (3) After they have completed the book, their clues will help them remember the meaning of the words. To study the words, cover the clue and definition. The clues will help them recall the word meaning of the word. They can check their accuracy by looking at the definition.

• **Churlish**

pirate

rude, boorish

• **Perusal**

exam

examine carefully

• **Flouting**

Plymouth Colony/
stocks

mock, express scorn

• **Stupor**

medicated

dulled senses

• **Balefully**

defeated champions

hurtfully, sorrowfully

• **Blatant**

unruly fans

loud, obnoxious

• **Abated**

shower to drizzle

induce, make less

• **Flumoxed**

maze

confused

• **Onerous**

boot camp

offensive, burdensome

• **Replete**

trick or treat bag

full

• **Miscreants**

Voldemort

evildoer, villainous

• **Pallid**

ghostly

pale

• **Lethargy**

heavy meal

inaction, sluggishness

• **Brandished**

pirate/ sword

wave, shake

• **Vapid**

tragedy aftermath

having lost spirit, dull

• Incandescent

light bulb

glowing, shining with
brilliance**• Desultory**

Bingo

random, inconsistent

• Inscrutable

code

cannot be understood,
incomprehensible**• Abysmal**

Tsunami

extreme, immeasurable

• Turmoil

riot

disturbance

• Gamboling

preschool field day

skip, leap

• Disconsolate

funeral

inconsolable, dejected,
saddened**• Assiduously**

servant

attentive, devoted

• Devoid

broken heart

empty, not possessing

• Tauten

leash

tightly drawn, tense

• Copious

feast

plentiful, ample

• Blandly

ulcer diet

mild, dull

• Shrewd

financial investor

wise, sly

Personal Response/ Literary Analysis

Directions: Before reading, have students look over these questions and discuss the information. After reading, have them answer the questions and discuss responses.

1. Identify instances from previous books that indicate that Harry is indeed “the Chosen One” who has to rely on his own skill and cunning to thwart Voldemort.
 - *Harry saved the Sorcerer’s Stone, destroyed Riddle and rescued Hermione and Ron from the dementors. He worked his way through the Triwizard Maze and got past dragons and a sphinx. Finally, he met Voldemort and escaped.*

2. There is a disagreement among members of the Order of the Phoenix about how much information should be shared with Harry. Mrs. Weasley and Dumbledore want to share information on a need to know basis because Harry is not an adult. Sirius and Lupin want Harry to know everything so he has correct information when needed. Whom do you think is correct?
 - *I agree with Sirius and Lupin. Harry has acted as an adult when fighting Voldemort and his followers. He would be better able to take appropriate actions if he knew all available information.*

3. Voldemort is seeking a weapon that is worse than the Aveda Kedavra curse. What could be worse than a curse that causes instant death to a person?
 - *Perhaps Voldemort is looking for a weapon that will kill many people at once or one that causes a very painful death.*

4. Why was Sirius removed from the Slytherin Family Tree?
 - *Sirius repudiated his family’s beliefs and lived with Harry’s grandparents. His family renounced Sirius.*

5. How are OWL exams different from and similar to your exams?
 - *Hogwarts OWL exams last two weeks and are divided by theory and practice. Anti-cheating charms are used by the teachers. Quills, remembralls, and self correcting ink are prohibited. Exams in the non-wizard school would not last as long as two weeks and are not generally divided by theory and practice. Teachers in both schools would*

- prohibit cheating and expect students to rely on what they learned to complete the exams.*
6. Why did Dumbledore distance himself from Harry and demand that he learn Occlumency from Snape?
- *Dumbledore saw the shadow of Voldemort in Harry's eyes and knew that the Dark Lord could at times share Harry's thoughts. Dumbledore wanted Harry to learn Occlumency so he could control his mind and shut Voldemort out. Dumbledore feared that Voldemort would use Harry to spy on him and try to make Dumbledore kill Harry and destroy Voldemort as well.*
7. How did Dumbledore's caring for Harry help Voldemort cause destruction?
- *Dumbledore did not tell Harry the whole truth about his Scar. He wanted to protect Harry from the fact that Voldemort wanted to kill him because of a prophecy made before his birth. Voldemort and Harry could not coexist. One must kill the other.*
8. Lord Voldemort is known by several names. These include Tom Riddle and the Dark Lord. Lord Thingy was also coined in this book. Create another appropriate name for Voldemort.
- *He Who Must be Obeyed.*
9. The author uses the literary device foreshadowing to predict events that will occur in the future. Foreshadowing builds suspense and understanding by focusing the reader's attention on important and sometimes subtle events that can be related to what the foreshadowing anticipated. In one instance of foreshadowing, the sorting hat warns of disunity at Hogwarts and advises everyone to "stand together." Provide two examples of the disunity at Hogwarts and the responsive actions of certain Hogwarts members in their efforts to stand together.
- *Disunity: Professor Umbridge prohibits the formation of clubs without her approval and forbids students to practice defense against the Dark Acts.
Response: A group of students forms a secret club (Dumbledore's Army) and Harry teaches them Defense Against the Dark Arts.*
 - *Disunity: Professor Umbridge reviews teachers' performances and places some of them on probation.
Response: Professors refuse to react to stop out of control fireworks claiming they had no authority.*

10. Fred and George’s departure from Hogwarts to open their joke shop was unexpected by everyone and left a void at the school. However, their activities before leaving help create a sense of unity at Hogwarts and made them and their infamous activities memorable. Name three enduring effects that were initiated by the Weasley twins.

- *“Do a Weasley” was coined as a saying.*
- *A portion of the Swamp was maintained.*
- *Students got “umbudgelitis” from the Weasley’s inventions and left class whenever they wanted.*

11. The author uses idioms to describe characters’ actions and personality traits. Ron, speaking about Snape says, “poisonous toadstools don’t change their spots.” All Raven Claw students adhere to the motto “wit beyond measures is a man’s greatest treasure.” Explain what each idiom means.

- *“Poisonous toadstools don’t change their spots”- Evil creatures are who they are and don’t change.*
- *“Wit beyond measure is man’s greatest treasure” – The ability to think well and flexibly is a valuable quality.*

12. These idioms can be applied to many characters in the book. Characters are identified and related to one of the idioms. Identify two actions of each character that exemplifies the following idioms.

“Poisonous toadstools don’t change their spots”

Character	Actions
Professor Snape	<ol style="list-style-type: none"> 1. <i>He gave detentions for any minor infractions.</i> 2. <i>He was verbally abusive to Harry in class and when he taught him Occlumency.</i>
Professor Umbridge	<ol style="list-style-type: none"> 1. <i>Sent dementors to Harry and later planned to use the Cruciatius Curse on him.</i> 2. <i>She became increasingly controlling at Hogwarts. She controlled the curriculum, student meetings and finally put faculty on probation.</i>
Lucius Malfoy	<ol style="list-style-type: none"> 1. <i>He plotted with Fudge at the ministry after Harry’s hearing.</i> 2. <i>Lucius and the Death Eaters trap Harry and others when they sought the prophecy.</i>

“Wit beyond measures is a man’s greatest treasure”

Character	Actions
Dumbledore	<ol style="list-style-type: none"> 1. <i>Dumbledore knew that Voldemort wanted control of Harry’s thoughts so he asked Snape to teach Harry Occlumency.</i> 2. <i>He thought of several ways to save Harry from expulsion. First, he defended Harry’s use of magic against the dementors and he took responsibility for Dumbledore’s Army.</i>
Hermione	<ol style="list-style-type: none"> 1. <i>Tricked Umbridge into thinking that she would lead her to the “finished weapon.”</i> 2. <i>Asked Harry to teach students Defense Against the Dark Arts so they would be able to protect themselves.</i>
Weasley Twins (Fred and George)	<ol style="list-style-type: none"> 1. <i>Developed unusual jokes that could be used by students.</i> 2. <i>Caused a diversion with firecrackers that allowed Harry to escape from Umbridge’s view.</i>

13. In the first chapter, the author sets a tone of loneliness that is woven throughout the book. Despite his many friends, ultimately, Harry is alone to face the demons in his head. The thoughts include some related to Voldemort, others concerning Voldemort’s associates and thoughts Harry shares with Voldemort. Provide two examples of each of the three types of demons Harry faces alone.

- *Demonic thoughts:*
 - a. *While sharing Voldemort’s thoughts, Harry desires to bite Dumbledore.*
 - b. *Harry, possessed by Voldemort, taunts Dumbledore to kill Harry.*
- *Associates of the Dark Lord:*
 - a. *Fighting the dementors who attacked Dudley and Harry.*
 - b. *Not drinking the potion laden tea from Professor Umbridge.*
- *Voldemort:*
 - a. *Harry tries Occlumency to close his mind to Voldemort.*
 - b. *Harry tries to share Voldemort’s thoughts to find out where Mr. Weasley and the Ministry of Mysteries are in order to foil Voldemort’s plans.*

14. Several new charms have been introduced in this book including metamorphmagus, scourgify, disillusionment, occlumency, silencing, protean, and obliteration. Choose one charm that you feel would be useful to you and explain how you would use it.

- *I would use the metamorphmagus charm so I could change my appearance at will. I could change my looks to match my mood and activities. It would also be fun to constantly surprise everyone.*

RAFT

Teacher Directions: “R” indicates the role of the writer. (Are you a character in a story, a scientist, or simply yourself?) “A” identifies the audience to whom the letter or response is addressed. (Are you writing to a friend, a newspaper, or a government official?) “F” describes the format of the letter. (Are you writing a friendly letter, a business letter, an editorial, a brochure, or a report?) “T” indicates the topic. (Do you want to persuade a legislator to vote on an issue, tell a group of friends about a party, or invite a character in a book to dinner?) Once the “RAFT” outline has been completed, students can use the information in the outline to write their letter or response. Have your students complete a RAFT outline. Using a friendly or business letter format, they can then write a letter about one of the following topics or a topic of their choice.

- Write a letter nominating the Dursleys for the Best Kept Suburban Lawn Award.
- Write a letter of support to Professor Umbridge about the effectiveness of Hagrid as a teacher.
- Write a letter to the Weasley twins suggesting that they invent a duplicate of Moody’s Magical eye for their shop.
- Write a letter to the Office of Ministry requesting the testimonial of Professor Umbridge from Hogwart’s School.
- Write a letter to Sirius suggesting ways that he can help Harry and the Order of the Phoenix.

RAFT

- R – Hogwarts Student
- A – Professor Umbridge
- F – Friendly letter
- T – Effectiveness of Hagrid as a teacher

Dear Professor Umbridge,

Hagrid, our instructor for the class on Magical Creatures, has recently been placed on probation. I am writing a letter of support for Hagrid because he is an effective teacher in every way.

There are several aspects of Hagrid's teaching that should be considered when rating his effectiveness. Hagrid feels responsible for the care of all creatures and he models those responsible feelings and actions for his students. For example, he brought his half brother giant GAWP to the Forbidden Forest to live. Hagrid has asked Hermione and Harry to assume responsibility for his class if Hagrid must leave Hogwarts.

He fosters curiosity among students by exposing them to interesting creatures of which most students are unaware. For example, he led the students in his class into the Forbidden Forest to visit Thestials. Magical creatures that are visible to most student.

Additionally, Hagrid welcomes and is interested in his students. Many students find comfort and security in his home and appreciate his efforts to follow their achievements in sports and hobbies.

For these reasons, I believe that Hagrid is a very effective teacher who has many years of good instruction, to share with Hogwarts students in and out of class.

Sincerely,

Penelope Childs

Plot Relationship Chart

Teacher Directions: After reading the story, students pull out the key parts of the story plot. In the first column, they write the name of the character being discussed. In the second column, they explain what the character wanted. In the third column, they list the obstacles that stood in the character’s way. And in the fourth column, they write the conclusion of the story. Students may follow this procedure for one or more characters in the story. Once the “Plot Relationship Chart” has been completed, students can write a summary based on the information in the chart.

Somebody	Wanted	But	So
Voldemort	To control Harry’s thoughts to discover the prophecy and determine how to kill him.	Harry was protected by Dumbledore and his friends.	Voldemort was unable to kill Harry and the Ministry finally realized that Voldemort had returned.
Dumbledore	To protect Harry from the truth about his Scar and the prophecy as long as he could.	Voldemort shared Harry’s thoughts and tried to trick him.	Dumbledore saved Harry from the Aveda Kedvra Curse and explained why he had distanced himself from Harry.
Harry	To use his shared visions to discover what was hidden in the ministry.	Voldemort and his followers attacked Harry and his friends to discover the prophecy.	Dumbledore saved Harry and finally explained the prophecy.

Summary:

Voldemort wanted to control Harry’s thoughts to discover the prophecy and determine how to kill him. But Harry was protected by Dumbledore and his friends. So, Voldemort was unable to kill Harry and the Ministry finally realized that Voldemort had returned.

Dumbledore wanted to protect Harry from the truth about his Scar and the prophecy as long as he could. But Voldemort shared Harry’s thoughts and tried to trick him. So, Dumbledore saved Harry from the Aveda Kedvra Curse and explained why he had distanced himself from Harry.

Harry wanted to use his shared visions to discover what was hidden in the ministry. But Voldemort and his followers attacked Harry and his friends to discover the prophecy. So, Dumbledore saved Harry and finally explained the prophecy.

Pictorial Outline

Directions: After reading the book, create a pictorial outline of a favorite scene from the book. Choose a scene or use one of the following suggestions. Then write a brief summary of the events depicted in the scene.

- Dementors' attack of Harry and Dudley
- The Ministry of Magic Hearing about Harry's underage use of magic
- Sirius's appearance in the common room fireplace
- The fight for the prophecy ball
- The centaurs berate visitors to the forest



Harry and Dudley are surrounded by miscreant dementors in an alley way on their way back to Privet Drive. Initially, Harry has difficulty conjuring up a Patronus because of distracting voices in his head. He calls forth a silver stag which destroys the dementors. Miss Figg, a squib assigned to watch over Potter, Mundungus and Harry himself, carry Dudley, who is in a stupor, back to his home.

	STRATEGIES			
	Background Knowledge	Vocabulary	Comprehension	Application/ Extension
Cognitive Processes	Experience Text Relationship	Personal Clues	Personal Response/ Literary Analysis	RAFT
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	-----	-----	Plot Relationship 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			√	