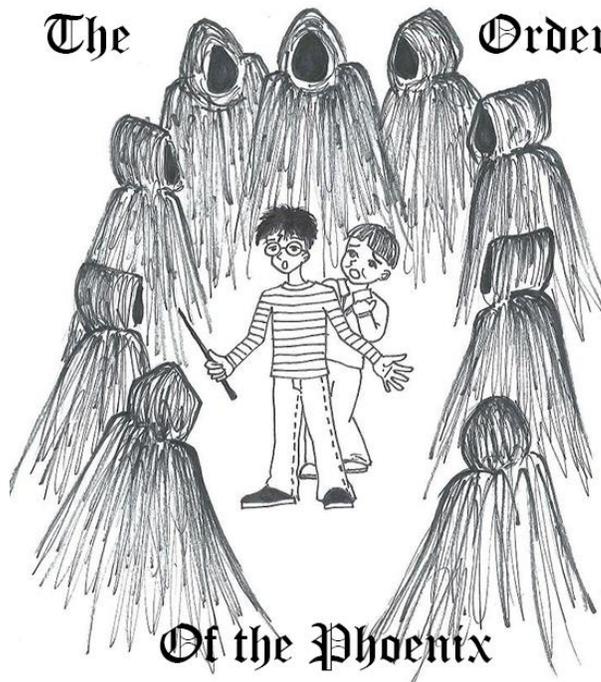


Literature Guide

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, think about the following scenario.

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

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 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 and he questions Dumbledore's actions and is concerned about his father's 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**

rude, boorish

• **Perusal**

examine carefully

• **Flouting**

mock, express scorn

• **Stupor**

dulled senses

• **Balefully**

hurtfully, sorrowfully

• **Blatant**

loud, obnoxious

• **Abated**

induce, make less

• **Flummoxed**

confused

• **Onerous**

offensive, burdensome

• **Replete**

full

• **Miscreants**

evildoer, villainous

• **Pallid**

pale

• **Lethargy**

inaction, sluggishness

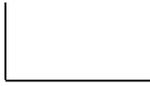
• **Brandished**

wave, shake

• **Vapid**

having lost spirit, dull

• **Incandescent**



glowing, shining with
brilliance

• **Desultory**



random, inconsistent

• **Inscrutable**



cannot be understood,
incomprehensible

• **Abysmal**



extreme, immeasurable

• **Turmoil**



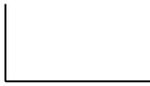
disturbance

• **Gambling**



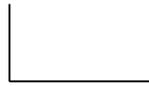
skip, leap

• **Disconsolate**



inconsolable, dejected,
saddened

• **Assiduously**



attentive, devoted

• **Devoid**



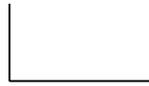
empty, not possessing

• **Tauten**



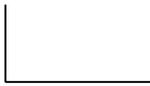
tightly drawn, tense

• **Copious**



plentiful, ample

• **Blandly**



mild, dull

• **Shrewd**



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.
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 the right information. Whom do you think is correct?
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?
4. Why was Sirius removed from the Slytherin Family Tree?
5. How are OWL exams different from and similar to your exams?
6. Why did Dumbledore distance himself from Harry and demand that he learn Occlumency from Snape?

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.

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	
Professor Umbridge	
Lucius Malfoy	

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

Character	Actions
Dumbledore	
Hermione	
Weasley Twins (Fred and George)	

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; those linked to the Dark Lord and Voldemort himself. Provide two examples of each of the three types of demons Harry faces alone.

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.

RAFT

Directions: “R” section 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?)

Complete a RAFT outline and then write a friendly or business letter about one of the following topics or a topic of your 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.

Role:

Audience:

Format:

Topic:

Plot Relationship Chart

Student Directions: After reading the story, complete the Plot Relationship Chart. In the second column, explain what the character wanted. In the third column, list the obstacles that stood in the character’s way. And, in the fourth column, write what you believe the conclusion of the story is. Once the “Plot Relationship Chart” has been completed, write a summary based on the information in the chart.

Somebody	Wanted	But	So
Voldemort			
Dumbledore			
Harry			

Summary:

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

