

Character Based Literacy Program

Independent Study Lesson Plan

Harry Potter and the Sorcerer's Stone, Background



The Heroic Journey

This 4 week unit on *Harry Potter and the Sorcerer's Stone* by J. K. Rowling will examine the text through a close reading in the light of a common theme in mythology: the hero's journey. We will apply this theme to our reading of Harry Potter's life, as well as our own and the lives of others and others we know of. We will start by introducing the notion of the hero's journey as Joseph Campbell developed it and Christopher Vogler applied it to film. A chart is provided to explain the stages of the heroic journey using the scenes of two movies you might be familiar with as examples.

The journey begins in the Ordinary World where you are bored, feeling stuck, finding your life is going nowhere, or at least not where you want it to go.	The Wizard of Oz	Star Wars IV: A New Hope
	Dorothy is in Kansas on the farm and Toto is threatened, but no one will listen.	Luke Skywalker is bored on this planetary farm with his aunt and uncle.
But then, unexpectedly, you receive a Call to Adventure . Often from a herald, an invitation, a plea for help, or a disruption.	Toto is threatened, Dorothy begins to run, and then, the tornado comes.	R2D2 brings an urgent message from Princess Leia.
But our hero, bored and stuck, is Reluctant to answer this call and even Refuses the Call . It is too different, there are too many obligations, not now...	Dorothy hides. She's not in Kansas anymore.	Luke has obligations at home and must stay. This changes when the farm is blown up.
This will change and the call will be answered. Training will be required and for this a Mentor will enter and provide the crucial training, expertise, wisdom, and some tool or symbolic object necessary for the journey.	The Good Witch Glenda encourages Dorothy and gives her the ruby slippers.	Obi-Wan gives Luke the training tools of the Jedi Knight.

You can't stay in school and enjoy the wisdom of the mentor forever. Somewhere the journey must begin and you must enter the special world where this heroic journey will take place, and so you Cross the Threshold and begin the journey.	Dorothy sets out on the Yellow Brick Road.	Luke leaves home with his light saber.
The journey is never really alone – you need companions on the way. Now the test comes and you find who will be with you, and who will not. Who will be your friends and who will be in your way? This is the time of Tests, Allies, Enemies.	Dorothy gathers her companions – the Scarecrow, the Tin Man, and the Lion.	Luke meets Han Solo in the cantina.
As you set off with your companions, you now approach that which is your deepest fear, longing, desire, and dread, and Approach the Inmost Cave. You must approach – get ever closer - to what causes you the most anxiety and pain.	Dorothy meets and has to approach the Wizard of Oz.	The Death Star pulls them in.
As you approach, you reach the central crisis – you find yourself in the horrible mess you most feared – the Ordeal has come and you must summon everything heroic in yourself to get through it.	Dorothy approaches and experiences the Wicked Witch's Castle.	the trash master scene
You have survived and won. You now claim your victory and leave with your Reward, which you can celebrate.	Dorothy has the witch's broom to give to the wizard.	They survive and launch an attack.

The story isn't over yet because you have to either stay in this special world or return to the ordinary world – which heroes almost always do – and the real proving is on the The Road Back .	Deceived by the Wizard, she learns he is a fake and she will still have to solve her own problem.	Darth Vader pursues Luke.
What has our hero learned? Has he or she really changed? In this journey their old self really dies and is reborn as the new hero and this is where we really see it – is there a real Transformation when everything depends on it?	Glenda enters and tells Dorothy that she has always had the power.	Han Solo assists Luke, even though he is a mercenary who previous pattern has always been to cut and run; Luke trusts the force, even though he has never trusted anything except himself before – he makes his shot and destroys the Death Star.
The heroic journey ends with what the hero has learned through of all of this. Return with what you take out of this experience.	Dorothy clicks the ruby slippers and goes home.	Award Ceremony – connection to Jedi Knight
Outcome: In simplest terms, what was it that you learned?	There's no place like home.	Trust in the force.

The Heroic Journey

	The Wizard of Oz	Star Wars IV: A New Hope
Ordinary World	Dorothy is in Kansas on the farm and Toto is threatened – and no one will listen.	Luke Skywalker is bored on this planetary farm with his aunt and uncle.
Call to Adventure	Toto is threatened, Dorothy begins to run, and then, the tornado comes.	R2D2 brings an urgent message from Princess Leia.
Reluctant Refuse the Call	Dorothy hides—she's not in Kansas anymore.	Luke has obligations at home and must stay; this changes when the farm is blown up.
Mentor	The Good Witch Glenda encourages Dorothy and gives her the ruby slippers.	Obi-Wan gives Luke the training tools of the Jedi Knight.
Cross the Threshold	Dorothy sets out on the Yellow Brick Road.	his light saber.
Tests, Allies, Enemies	Dorothy gathers her companions – the Scarecrow, the Tin Man, and the Lion.	Luke meets Han Solo in the cantina.
Approach the Inmost Cave	Dorothy meets and has to approach the Wizard of Oz.	them in.
Ordeal	Dorothy approaches and experiences the Wicked Witch's Castle.	the trash master scene
Reward	Dorothy has the witch's broom to give to the wizard.	They survive and launch an attack.
The Road Back	Deceived by the Wizard, she learns he is a fake and she will still have to solve her own problem.	Darth Vader pursues Luke.
Transformation	Glenda enters and tells Dorothy that she has always had the power.	Han Solo assists Luke, who trusts the force. makes his shot, and destroys the Death Star.
Return with what you take out of this experience	Dorothy clicks the ruby slippers and goes home.	Award Ceremony – connection to Jedi Knight
Outcome	There's no place like home.	Trust in the force.

Name _____

The Heroic Journey

	<i>Harry Potter and the Sorcerer's Stone</i>
Ordinary World	
Call to Adventure	
Reluctant Refuse the Call	
Mentor	
Cross the Threshold	
Tests, Allies, Enemies	
Approach the Inmost Cave	
Ordeal	
Reward	
The Road Back	
Transformation	
Return with what you take out of this experience	
Outcome	

Character Based Literacy Program

Independent Study Lesson Plan

Harry Potter and the Sorcerer's Stone, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Where is Privet Drive?

What is the heroic journey?

What is a boa constrictor?

Heroic journey: What is Harry's "ordinary world?"

What is Harry's "call to adventure"?

Who is Harry's herald?

Who are Harry's mentors?

Word Wall Here are vocabulary words to add to the Word Wall.

sorcerer (title page)	tyke (2)	cloak (3)	flatter (11)	nonsense (11)
tantrum (21)	sobs (23)	hoodlums (25)	waddling (28)	vanish (30)
secondary (31)	knickerbockers (32)	parchment (34)	sneered (35)	quivering (36)
bewildered (50)	forbid (50)	abnormal (53)	persuade (55)	grateful (58)
puncture (62)	goblins (63)	transfiguration (66)	cauldron (67)	babble (70)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 1-76

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary

Wizarding Vocabulary	What is it?
Muggle	non-magical person

Map

Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an Open Mind Portrait for Harry Potter. What is he thinking about this situation?

Materials:

1. Large piece of stiff paper for each character, like 11x17 oak tag
2. Paper for bubbles with scissors and glue sticks
3. Markers, crayons, pens, pencils, or paint
4. Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character.

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? From the shoulders up? From the waist up? The whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.

3. Draw the character's head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper, or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait.

1. Cut cartoon bubbles out.
2. Write things the character thinks or says to herself or himself on each bubble.
3. Put the bubbles up around the portrait.

Step Three: Add bubbles as you learn new things about the character.

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Venn Diagram

Complete a Venn diagram comparing and contrasting Harry and Dudley.

Sketch

Create a sketch of either Harry Potter and the snake at the zoo, or Harry under the cupboard. Which scene do you remember more? What items are there? What expression does Harry have in your chosen setting?

Envelope

Create an envelope from Hogwarts. Page 34 has a detailed description of the mysterious envelope that arrives for Harry. Create your own version of it.

Sketch

Create a sketch of the envelopes coming down the chimney. What are the characters doing in the scene? How many envelopes do you imagine in the room?

Character Profile Chart

Take a look at the Character Profile Chart – what was Uncle Vernon's reaction?

Picture

Draw a picture of what happened the night Harry's parents died, Voldemort disappeared, and our hero received his scar.

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages.
2. Make a list of all the details.

Step Two:

1. Draw a sketch of Hagrid. What do you think he looks like? Create thought bubbles above his head showing what he might be thinking.

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.

2. The same process can be used to create a visual of the future wishes of characters in any story.
3. This sketch can be used to help write a setting paragraph.

Suitcase Bookmark

Now that Harry is going to Hogwarts, what will he need to pack? Create a suitcase (or a trunk) for Harry including visual representations of at least 10 of the things he will need to take with him on his Heroic Journey.

Materials:

- Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors, and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are going to be moving around from place to place for the next few years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.

2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Step Two: Make a bookmark like a suitcase full of things you would take.

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

Step Three: As you read the story you can add things to your suitcase.

Variations of this Bookmark

1. Draw the items inside the suitcase with a marker instead of gluing construction paper.
2. Make a bigger suitcase – even life, wall size, or 3D.

Variations for Writing

1. Write a paragraph describing yourself packing a suitcase and deciding what to bring on the road and why.
2. Pick one important item in your suitcase and write a paragraph explaining why it is important to you.

Advertisement

For an additional activity, consider drawing an advertisement for a business in the book. You could choose between Gringotts Bank, The Leaky Caldron and Owl Emporium. What aspects of the business would you highlight? What images would make people want to learn more? Is there a catchy tag line or slogan you would include in the ad?

Discussion

Key Questions, p. 1-17

1. What hints does Rowling give in the text that something abnormal is occurring in the world on this particular day?
2. What clues are there about what Harry's life will be like with the Dursley's?
3. Why does Rowling use Mr. Dursley as the introducing character in the story, instead of Mrs. Dursley, Dumbledore, or a random narrator?
4. Courage requires seeing purposes bigger than one's own wants and needs. Do you think the Dursley's will demonstrate courage by taking Harry in? What about in the way they treat him?
5. Why does everyone refer to Voldemort as "You-Know-Who"?
6. Courage is risk for a reason. What is Dumbledore's reason for leaving Harry with the Dursley's?
7. Would you like to grow up famous like Harry would in the magical world?
8. Have Professor McGonagall and Hagrid shown courage by connecting themselves to Harry that night?
9. How is the act of showing up for someone courageous?
10. How does this chapter set Harry up for beginning a heroic journey? Make predictions about the qualities his upbringing will lead him to have.

Key Questions, p. 18-30

1. What is significant about the ordinariness of Harry's appearance?
2. Do Harry and Dudley remind you of anyone you know?
3. How does Rowling portray Harry? Is she showing us that he is about to undertake a Heroic Journey?
4. Does Harry show sensitivity to other's wants and needs?
5. What descriptions and events does Rowling use to reveal the character of the Dursleys?
6. List the mysterious things that have happened around Harry, to his recollection.
7. How does Rowling use comedy to interest the reader in Harry's plight?
8. Though they were raised in the same house, Dudley and Harry are very different individuals. Why is this so?
9. If the Dursleys wanted Harry to be less "funny," how *should* they have treated him as he was growing up?
10. Courage requires moderating our impulses and emotions. Do you think Harry will have to learn how to control his magic?
11. Do you think it takes courage to show restraint? Do you think it takes courage to follow your impulses? Is it possible that both choices can be courageous in different ways?

Key Questions, p. 31-45

1. Why does Harry look forward to school for the first time?
2. What reactions do Aunt Petunia and Uncle Vernon have to the letter? How are they the same and how are they different?
3. What clues does Rowling give throughout the chapter as to what might happen next?

4. Why do the Dursleys choose to give Harry his own room at this point? What is their motivation?
5. Are the Dursleys putting their own wants and needs before Harry's happiness?
6. If there is an opposite of courage – what would it be? Would you say the Dursleys exhibit this word?
7. Have you ever known someone who over reacted like Uncle Vernon does here? What was that situation?
8. Courage requires we moderate our impulses. Does Uncle Vernon act rashly or does he show calculation in his actions?
9. How would you feel if you were Harry in this situation?
10. What happens at the very beginning of Harry's eleventh year?

Key Questions, p. 46-60

1. Why does Rowling choose Hagrid to deliver the letter? Why not Dumbledore?
2. Dumbledore has trust for Hagrid. How do you think his admiration developed?
3. What is deceptive about Hagrid's appearance?
4. How does Hagrid gain Harry's trust and friendship from the very beginning?
5. Courage involves thinking of someone other than one's self. How is Hagrid's gift toward Harry a sign of courage?
6. How does Hagrid speak to Harry? Does he use a different tone than the Dursleys?
7. Why did the Dursleys lie to Harry about his parents' deaths?
8. When Rowling uses capital letters, what is she trying to convey to the reader?
9. Why are people afraid to say You-Know-Who's name? Do you think it would take courage for someone in the wizarding world to speak his name?
10. What is in Hagrid's pink umbrella?
11. Why does Harry refuse the call at first? What changes his mind?
12. Do you have a mentor you look up to the way Hagrid respects and reveres Dumbledore?

Key Questions, p. 61-76

1. Why does Harry assume Hagrid's arrival was a crazy dream?
2. Why do people stare at Hagrid in the street?
3. Hagrid doesn't know how to use public transportation because wizards have no need for it; do you know how to use the bus or the train?
4. If you were on Diagon Alley, which store would you find most interesting?
5. If you were Harry would you be scared or excited in Diagon Alley?
6. Does it take courage for Harry to try new things in the wizarding world? Do you think he is open to seeking purpose bigger than himself?
7. What *would* the Dursleys have done had they known about the gold the Potters left their son?
8. Do you think Dumbledore was right to have Harry grow up with Muggles? What traits has he acquired that will better prepare him for a Hero's Journey?
9. What is in the package Hagrid picks up for Dumbledore?

10. How does Rowling establish the “specialness” of the magical world? What literary tools does she use?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Passage, p. 17

“A breeze ruffled the neat hedges of Privet Drive, which lay silent and tidy under the inky sky, the very last place you would expect astonishing things to happen. Harry Potter rolled over inside his blankets without waking up. One small hand closed on the letter beside him and he slept on, not knowing he was special, not knowing he was famous, not knowing he would be woken in a few hours’ time by Mrs. Dursley’s scream as she opened the front door to put out the milk bottles, nor that he would spend the next few weeks being prodded and pinched by his cousin Dudley....He couldn’t know that at this very moment, people meeting in secret all over the country were holding up their glasses and saying in hushed voices: ‘To Harry Potter – the boy who lived!’” (p. 17).

Writing Prompt

In today’s reading, Harry Potter has been dropped off to grow up on Privet Drive in the Dursley household. We read that those who dropped him off had some apprehension about how he would fit into the Dursley household, and we get a hint at the end of the chapter that he won’t be staying there forever.

Have you ever felt like you did not belong in your environment? How did that make you feel? Why did you feel that way? **Using your own experiences, write about a time or place where you felt you did not belong. Did it take courage to be there? Describe how you felt different in this environment and why.**

- Think about your first day of school, starting at a new school, or entering a new classroom.
- Other situations might be: beginning a new job, living in a new home or living situation such as a group home, being away at a camp, in juvenile hall, or a ranch.
- Have you ever had to take a class or sport that you knew nothing about? Did you feel like you were taking a risk for a reason? Engage and orient the reader by setting out a problem, situation, or observation and be sure to create a smooth progression of experiences or events.
- Have you ever had to move or visit a new country or state that is different from your own community?

Key Passage, p. 24

“The problem was, strange things often happened around Harry and it was just no good telling the Dursleys he didn’t make them happen” (p. 24).

Writing Prompt

“My Heroic Journey”

Create a one-page paper showing ways you are like a hero. **Use narrative techniques such as dialogue, pacing, description and reflection. Outline your heroic journey in the ordinary world. Use the following questions to give you ideas for your writing.**

- Where you would like to be, what you would like to achieve, or what you would like your life to be like?
- What is your ordinary life like now?
- Think about something you want or need in life that would make you happy.
- What obstacles or barriers do you face in your life that stop you from doing what you want, hold you back, or stop you from being happy? Why?
- What do you most want to achieve in your life?
- Would you like to demonstrate courage your life? How so?
- What will be the biggest steps you will have to take and the biggest obstacles you will have to overcome to get achieve what you most want?
- What events, experiences, and characters help shape your journey?

Key Passage, p. 34

“Harry picked it up and stared at it, his heart twanging like a giant elastic band. No one, ever, in his whole life, had written to him. Who would? He had no friends, no other relatives – he didn’t belong to the library, so he’d never even got rude notes asking for books back. Yet here it was, a letter, addressed so plainly there could be no mistake” (p. 34).

Writing Prompt

“My Call to Adventure”

In great heroic stories, the call to adventure comes, often when the future hero least expects it, while the hero is bored in his daily world. Often the one who brings the call to adventure is a herald. In mythic stories, the herald might issue a challenge to the future hero or be a signal that a significant change is about to occur. So, in the middle of the boring, daily life, the soon to be hero starts to notice that things are changing and the call to adventure comes from an unexpected place: a challenge to do something.

We all get calls to adventure in our daily lives, and the heralds are sometimes circumstances, sometimes people. The circumstances can be problems, even crises, or just opportunities and possibilities. The people acting as heralds sometimes bring cries for help, but more often invite us to join them in something they are doing.

Write a narrative paragraph about a call to adventure in your life. Use a variety of techniques to sequence events so that they build on one another to create a coherent story. In your page of writing, answer the following questions:

- What was your ordinary life like at this time?
- When and where did it take place?
- Who or what was the herald?
- How did you respond?
- Did you demonstrate courage in your response?
- Is it courageous to try something new?

Key Passage, p. 58

“‘Hagrid,’ he said quietly, ‘I think you must have made a mistake. I don’t think I can be a wizard.’

To his surprise, Hagrid chuckled.

‘Not a wizard, eh? Never made things happen when you was scared or angry?’

Harry looked into the fire, Now he came to think about it... every odd thing that had ever made his aunt and uncle furious with him had happened when he, Harry, had been upset or angry...chased by Dudley’s gang, he had somehow found himself out of their reach...dreading going to school with that ridiculous haircut, he’d managed to make it grow back... and the very last time Dudley hit him, hadn’t he got his revenge, without even realizing he was doing it? Hadn’t he set a boa constrictor on him?

Harry looked back at Hagrid, smiling and saw that Hagrid was positively beaming at him.

‘See?’ said Hagrid. ‘Harry Potter, not a wizard — you wait, you’ll be right famous at Hogwarts’ (p. 58).

Writing Prompt

“More Than I Thought”

Mythology is full of stories where the hero finds out that he or she is much more talented, much braver, much more capable than he or she ever dreamed. King Arthur finds out he was a king all along. Harry Potter finds out he is really a wizard. Dorothy finds out she always had the power to go home. Cinderella finds out that she is the one.

Write *one narrative* paragraph describing a moment on your life when you realized that you could do much more than you ever thought, or that you could be much more than you ever thought, or go much further than you ever thought. Write out this experience using effective technique, well chosen details, and well structured event sequences.

This can happen when you learn to read or use a computer and a whole world of information is now open to you. Or when you realize you can get a job you want, or get into a training program you want, or go to a college you want. Or learn to drive and find out you can go places you never could before. Or stop a habit, addiction, or behavior that is getting in your way. Or learn to play an instrument, swim, play a sport or game, or do anything that is important to you.

In your paragraph:

- Explain what changed in your life.
- Explain how you thought about what was possible before this change.
- Explain how you thought about what was possible after this change.
- Explain in what way this change required courage.
- Explain the progression of your realization. Were there small events that led you to feel this way? If so, describe them chronologically in a smooth fashion.
- Courage requires reason, not thrill. Did you have a reason for the change?
- What made the difference?

Key Passage, p. 71

“Three up...two across...” he muttered. ‘Right, stand back, Harry.’

He tapped the wall three times with the point of his umbrella.

The brick he had touched quivered —it wriggled—in the middle, a small hole appeared —it grew wider and wider — a second later they were facing an archway large enough even for Hagrid, an archway onto a cobbled street that twisted and turned out of sight.

‘Welcome,’ said Hagrid, to ‘Diagon Alley.’

He grinned at Harry’s amazement. They stepped through the archway. Harry looked quickly over his shoulder and saw the archway shrink instantly back into solid wall.

The sun shone brightly on a stack of cauldrons outside the nearest shop. Cauldrons — All Sizes —Copper, Brass, Pewter, Silver—Self-Stirring —Collapsible, said a sign hanging over them.

‘Yeah you’ll be needin’ one,” said Hagrid, “but we gotta get yer money first” (p. 71).

Writing Prompt**A Mentor on Your Heroic Journey**

In *Harry Potter and the Sorcerer’s Stone*, we learn how Hagrid, Albus Dumbledore, and others have been mentors for Harry by teaching, guiding, training, and protecting him in the story. For example, Hagrid teaches Harry about the wizarding world, guides him through decision he must make, trains him in how to use a wand, and protects him from injury and several occasions.

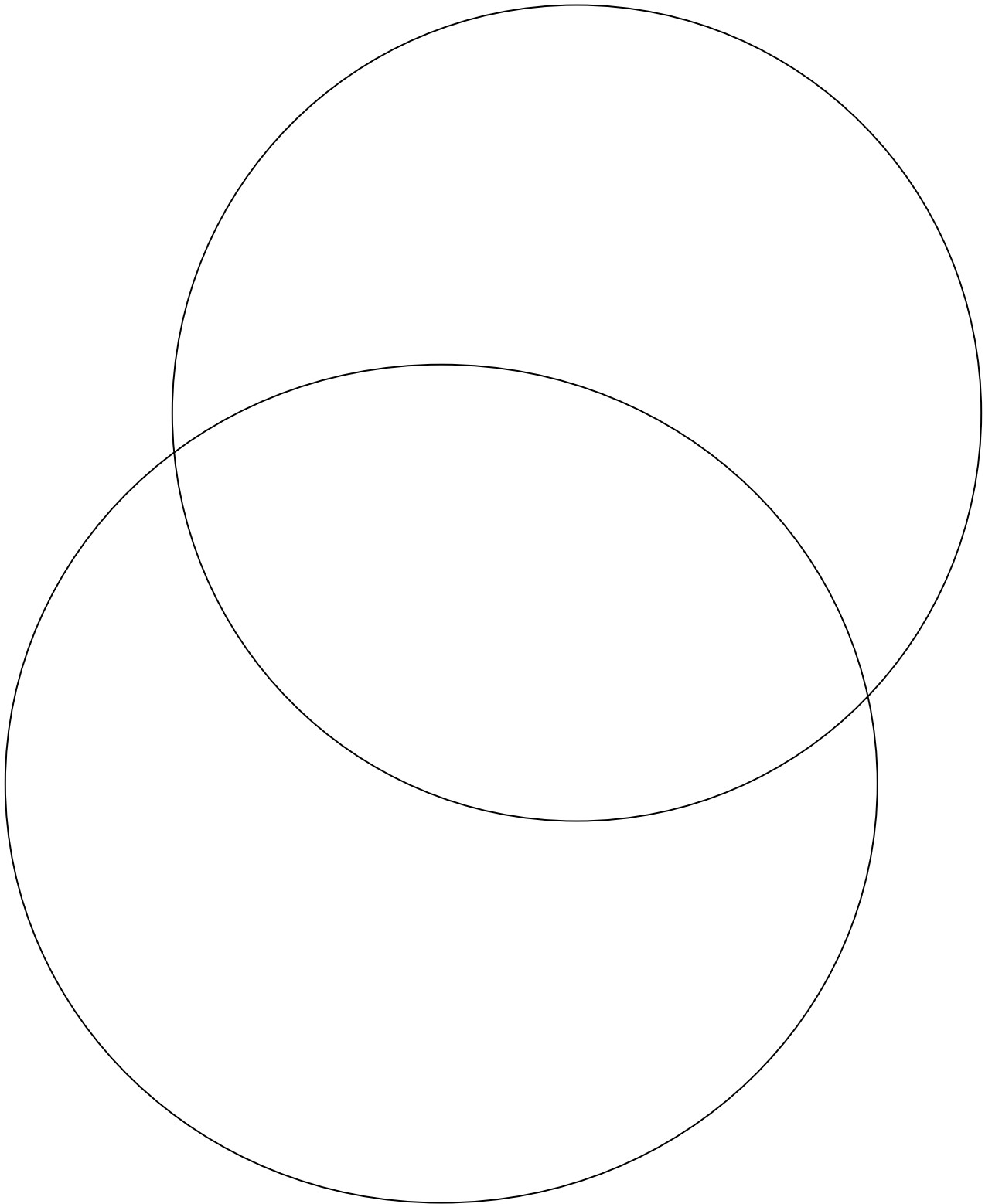
Today, write about someone who has been an important mentor in your life. Someone who has taught, guided, trained, protected you, or any combination of these things. In your paragraph, identify who this mentor is. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the person you are describing.

Explain how you are different as a result of knowing this person. Explain at least 3 ways this person has mentored you. Are they someone you look up to? Do the exemplifying the theme: Courage Requires Fortitude? Give at least one concrete example – like a little story – to back up how this person has mentored you.

3g6 Plot Profile Chart

10											
9											
8											
7											
6											
5											
4											
3											
2											
1											
Intensity	Description										
Event		1	2	3	4	5	6	7	8	9	10

6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

Harry Potter and the Sorcerer's Stone, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does Harry “Cross the Threshold”?

How does Harry discover his tests, allies, and enemies?

Where does the name Hermione come from?

What is a foundation myth?

What role do teachers play in Harry’s Heroic Journey?

Word Wall Here are vocabulary words to add to the Word Wall.

surname (78)	circumstances (80)	counter-curse (80)	curses (80)	phoenix (84)
platform (89)	scarlet (93)	disgruntled (94)	prefect (96)	goggle (97)
headmaster (102)	astonishment (103)	rummaged (105)	vault (107)	corridors (110)
dormitory (114)	noble (114)	anxiously (115)	chivalry (118)	nearly (124)
wheeze (132)	quill (136)	subtle (136)	infusion (137)	draught (138)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 76-142

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary

Add to your wizarding vocabulary chart! Are there new terms you have learned in this section? What did they mean?

Map

Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Book Cover

Pages 66-67 and 80 list a lot of books that will be part of Harry's wizard education. Create a book cover for a wizard book. It can be one of the books Rowling mentions, or one that you make up. Be sure to include the title, author, illustration, and a description of the book on the back cover.

Advertisement

After the book cover, consider making another advertisement. This time, choose between Madame Malkin's Robes, Ollivanders Wand Shop. What images would the ad include? What aspects of the products are most engaging?

Quidditch Rule Book

For an additional activity, work with your class to create a Quidditch Rule book. What are the 10 most important rules? Make sure to explain the rules in a way that someone who hasn't read the book or seen the films would understand. Rank them in order of importance.

Venn Diagram

Complete a Venn diagram comparing Harry Potter and his new friend, Ronald Weasley.

Open Mind Portrait

Add to the open mind portrait of Harry. What is he thinking in this section?

Advertisement

Create a trifold brochure or TV spot advertising the Hogwarts Express. It should try to encourage students to take the train to Hogwarts instead of alternate modes of transportation (brooms, buses, etc.).

Character Profile Chart

Create a character profile chart for Draco Malfoy. What do we know about him? What is mysterious? Do you think he wishes he were like Harry?

Sorting Hat

Based on the information provided by the Sorting Hat, sort yourself into a house. Think about the different qualities of each house and then decide which house you think you would be placed in. There are even online computer programs that will give you a quiz to determine what house you should be in.

Setting Chart

Complete a 1g6 setting chart for Hogwarts. This is where the rest of the story will take place; Hogwarts is really a primary character throughout the novel.

Character Profile Chart

Complete a character profile chart for Harry.

Discussion

Key Questions, p. 76-87

1. Which characteristics does Harry dislike?
2. What prejudices does the blond boy have? Is his decision to insult Hagrid an indication of his character?
3. Courage requires moderating one's impulses. Does the blonde boy achieve this? Is he indulgent and rash?
4. Do you think prejudice is a common part of the magical world? How is this like the muggle world?
5. To what sport is Quidditch very similar?
6. What is Harry worrying about?
7. Why does Hagrid have so much faith in Harry?
8. Hagrid assumes that Harry is like his parents; are children always like their parents?
9. In what way did Harry's parents show courage? Would you argue that they are the most courageous characters in the book? Why or why not?
10. What kind of pressure is Harry under?
11. Is Harry special? In what ways?

Key Questions, p. 88-101

1. Courage leads us to consider a larger purpose. Do you think Harry knows his larger purpose yet? If not, do you think he will discover it soon?
2. Why are the Dursleys terrified of Harry? What is Harry's mood as he heads off to school?

3. Why does Mrs. Weasley feel bad for Harry? What qualities do the Weasleys show? Are they admirable?
4. How is the scene at the platform similar to the first day of school in our muggle world? Does Harry show courage when completing this act?
5. Rowling introduces several characters in this part of the chapter: how does she tell us quickly what we need to know about Mrs. Weasley, Percy, the twins, Ron, Ginny, Neville, and Lee?
6. How are Harry and Ron similar? How are they different?
7. Contrast Ron and Harry's cousin. How do their actions differ? Which demonstrates strength of character?
8. What is Ron's attitude toward Harry?
9. Do you think Ron's friendship will make Harry a better person? Will they each have a hero's journey?

Key Questions, p. 101-112

1. Why does Harry clean out the food cart and share his snacks with Ron?
2. What is the first impression Harry and Ron have of Hermione?
3. Does Hermione show courage by helping Harry with his glasses? Does she think about other's wants and needs?
4. Do you think first impressions can be wrong? How might Hermione add to the friendship of Ron and Harry?
5. Why does Rowling introduce Dumbledore to Harry through a Chocolate Frog Card instead of in person? Draw research from the text to support your reflection and analysis.
6. What role do you think Dumbledore will play in this novel: herald, ally, mentor, or enemy?
7. Do you think Dumbledore will show courage? Why do you think he was present in the first chapter?
8. What makes Hermione annoying? Is she being misunderstood? Does it take courage to speak your mind?
9. Have you ever had a first impression of a person that was wrong?
10. Why do the first years cross water? What mythological journey does this echo? (Hint: think of Ulysses.)
11. What details does Rowling use to make the magical world come to life?
12. Who are Harry's immediate allies?
13. Who are Harry's enemies?

Key Questions, p. 113-130

1. What is Hermione's role in the story? Does she demonstrate courage? Why will she become important to Harry?
2. What essential background does the Sorting Hat's song share with the reader?
3. Why does the Sorting Hat place Harry into Gryffindor even though he would do well in Slytherin?
4. Why does the hat choose Gryffindor rather than Ravenclaw or Hufflepuff?

5. What do students placed in each house have in common? (Think of names and personality traits.)
6. Harry asks the hat to put him in Gryffindor. Did it take courage for him to ask for what he wanted? Do you think it takes courage to listen to your instincts?
7. Which house would the Sorting Hat choose for you?
8. Based on Rowling's descriptions, which teachers are potential allies for Harry? What are their characteristics? What do you think Harry will learn from them?
9. Do you think they will learn from Harry?
10. Which teachers will probably be Harry's enemies?
11. What does Harry's dream foreshadow?

Key Questions, p. 131-142

1. How does Harry feel when the other students are constantly staring and whispering about him?
2. Is Harry a good student? What evidence shows this?
3. Which of the Hogwarts classes would you enjoy the most? The least?
4. Which teacher would you like the most? What characteristics do you admire in that teacher?
5. Rowling uses names to indicate people's relationship to Harry. Notice: who does he call by their first names? Who does he address with titles like Professor, Mr., and Madame? Who does Harry think about only by their last name? What is the significance of this differentiation?
6. Why does Snape appear to hate Harry so much? Do you think Snape is on a journey bigger than himself?
7. What role does Hagrid play in the story? Does he show courage and take risks for reasons or for thrills? What kind of information does he/will he provide to Harry throughout the book?
8. Why are Harry and Ron best friends?
9. How have Harry and Ron shown growth so far in the book? What lessons do you think they are learning together?
10. Which character do you think has the most courage?
11. Do you have predictions about characters who might surprise us with their courage in the chapters to come?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 86

"'Everyone thinks I'm special,' he said at last. 'All those people in the Leaky Cauldron, Professor Quirrell, Mr. Ollivander...but I don't know anything about magic at all. How can they expect great things? I'm famous and I can't even remember what I'm famous for. I don't know what happened when Voldemort, sorry—I mean, the night my parents died'" (p. 86).

Writing Prompt

Crossing the Threshold

Today's reading talks about crossing the threshold into the world of adventure. This is the act of courage that propels us fully into our story. It is risk for a reason, not for a thrill. Often some event forces us to act; and when we act, there may be powerful people and forces blocking our way.

Write a page about a time when you finally made up your mind to do something. This should be something that took courage, was difficult for you, that you had been putting off, that you weren't looking forward to, that you were avoiding, or you were dreading having to do.

When you started on your way to do it (crossed the threshold), did anyone or anything get in your way? Did any thoughts or doubts get in your way? Did you find it difficult to actually carry out your plans? What made you keep going? Be sure to describe what you made up your mind to do and what this would require of you (the threshold you would have to cross). Provide a conclusion that follows from and reflects on what you experienced and resolved over the course of your story.

Key Passage, p. 100

"Harry didn't think there was anything wrong with not being able to afford an owl. After all, he'd never had any money in his life until a month ago, and he told Ron so, all about having to wear Dudley's old clothes and never getting proper birthday presents. This seemed to cheer Ron up" (p. 100).

Writing Prompt

An Ally on Your Adventure

As Harry is looking for the platform in the train station, he meets the Weasleys. and befriends Ron. Courage leads us to consider a heroic journey; sometimes we meet friends at just the right time. In some cases, it can be when we are beginning the same adventure in life, such as the first day of school, the beginning of a program, or the start of a season or experience. Ron and Harry became friends partly due to timing but also because of their demeanor and attitude.

Write a narrative about a time when you met someone just as you were about to both begin a similar experience. This should be someone who became a friend. How were you alike and not alike? What things were you able to do together that you could not have accomplished separately? How did you make each other's adventure or experience better or worse? Make sure your writing uses effective technique, well chosen details, and well structured event sequences.

Key Passage, p. 108

"He turned back to Harry. 'You'll soon find out some wizarding families are much better than others, Potter. You don't want to go making friends with the wrong sort. I can help you there.'

'I think I can tell who the wrong sort are for myself, thanks,' he said coolly" (p. 108).

Writing Prompt

Someone Not Like Me

Harry quickly identifies that not only does he not like Draco Malfoy, he does not want to be like Draco Malfoy – he does not want to be the sort of person that Malfoy is. He is completely different and wishes to remain completely different.

Draw evidence from the text showing characteristics of characters that Harry might lean toward. Then, make a list contrasting characteristics of characters that Harry should not emulate.

Write a paragraph about someone in your life from whom you are completely different. This should be someone you do not want to be like, or to be same sort of person as. This may be a person you know, a historical figure, a public figure, or just someone who is completely different from you. Do they lack courage? If so, give an example. Do they see a journey as something larger than themselves?

You don't have to necessarily dislike this person. Be sure to describe what this person is like, how this person is like and unlike you, what this person does that is completely unacceptable to you, and concrete examples of how this person is different from you.

Key Passage, p. 121

"The last thing Harry saw before the hat dropped over his eyes was the hall full of people craning to get a good look at him. Next second he was looking at the black inside the hat. He waited.

'Hmm,' said a small voice in his ear. 'Difficult. Very difficult. Plenty of courage, I see. Not a bad mind either. There's talent, oh my goodness, yes—and a nice thirst to prove yourself, now that's interesting... So where shall I put you?'

Harry gripped the edges of the stool and thought, *Not Slytherin, not Slytherin*" (p. 121).

Writing Prompt

A Personal Test

One of the crucial stages of any heroic journey is the "Tests, Allies, and Enemies" stage. It is here that the hero finds himself in the presence of all the other major characters in the story. Here, in front of his enemies and his potential allies, the hero is tested. In today's reading, Harry manages to influence the sorting hat. He avoids a connection with Slytherin (the enemy,) and forges an alliance with the house of Gryffindor.

Write about a time in your life when you had to choose sides. Describe the situation and the elements involved. Engage and orient the reader by setting out a problem, situation, and introducing characters. Make sure your writing shows a smooth progression of experiences or events.

What influenced your decision? What happened as a result? Did your decision demonstrate courage? Did you moderate your impulses and emotions? Why or why not? In the end, did you choose the right side? If you had a chance to do it over, would you choose differently?

Key Passage, p. 131-132

“There were a hundred and forty-two staircases at Hogwarts: wide sweeping ones; narrow, rickety ones, some that led somewhere differently on a Friday, some with a vanishing step halfway up that you had to remember to jump. Then there were doors that wouldn’t open unless you asked politely, or tickled them in exactly the right place, and doors that weren’t really doors at all, but solid walls just pretending. It was also very hard to remember where anything was, because it all seemed to move around a lot. The people in the portraits kept going to visit one another and Harry was sure the coats of armor could walk.

The ghosts didn’t help, either” (p. 131-132).

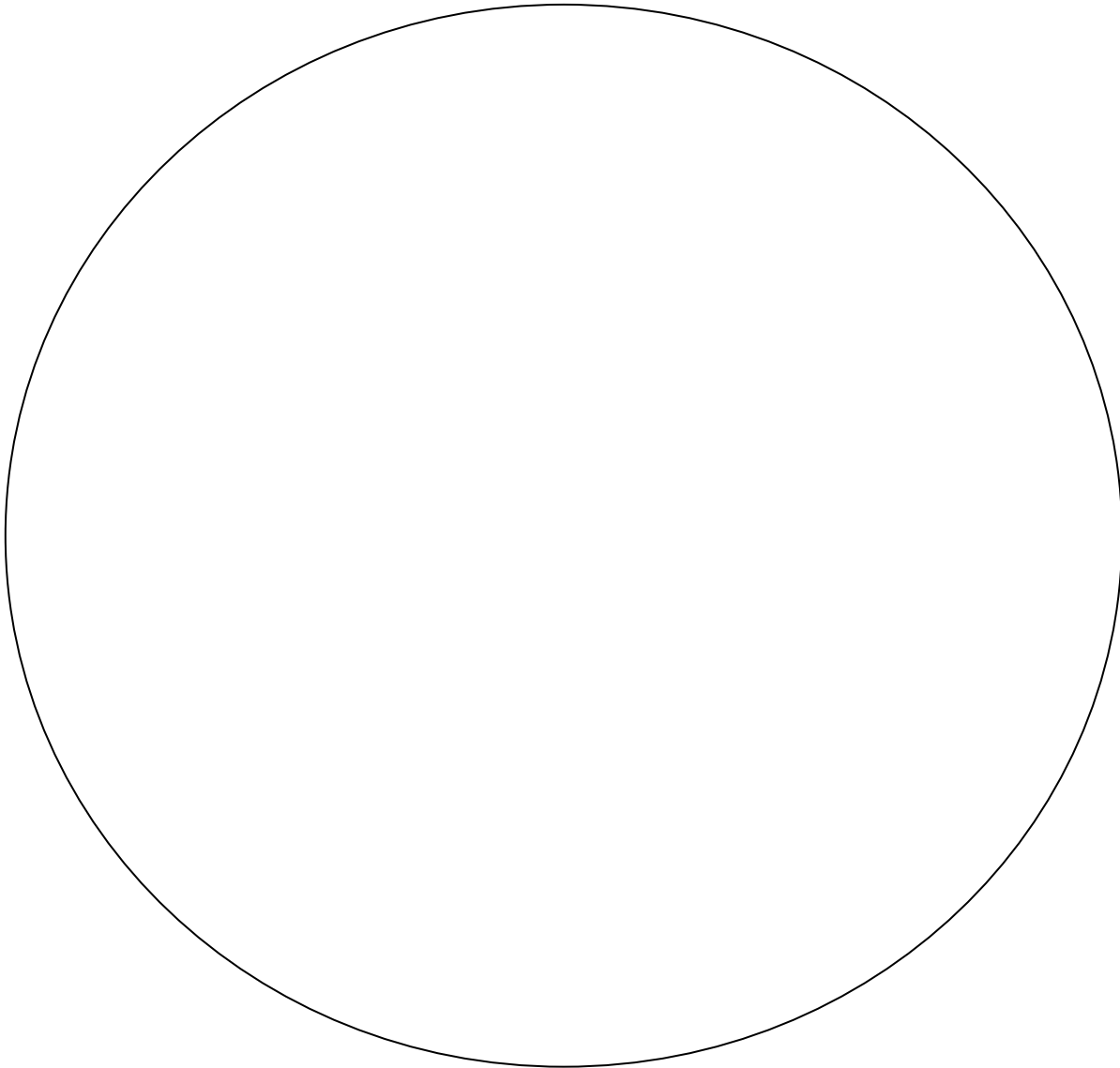
Writing Prompt

Think back to your first day of school. You may choose this school or any other you have attended.

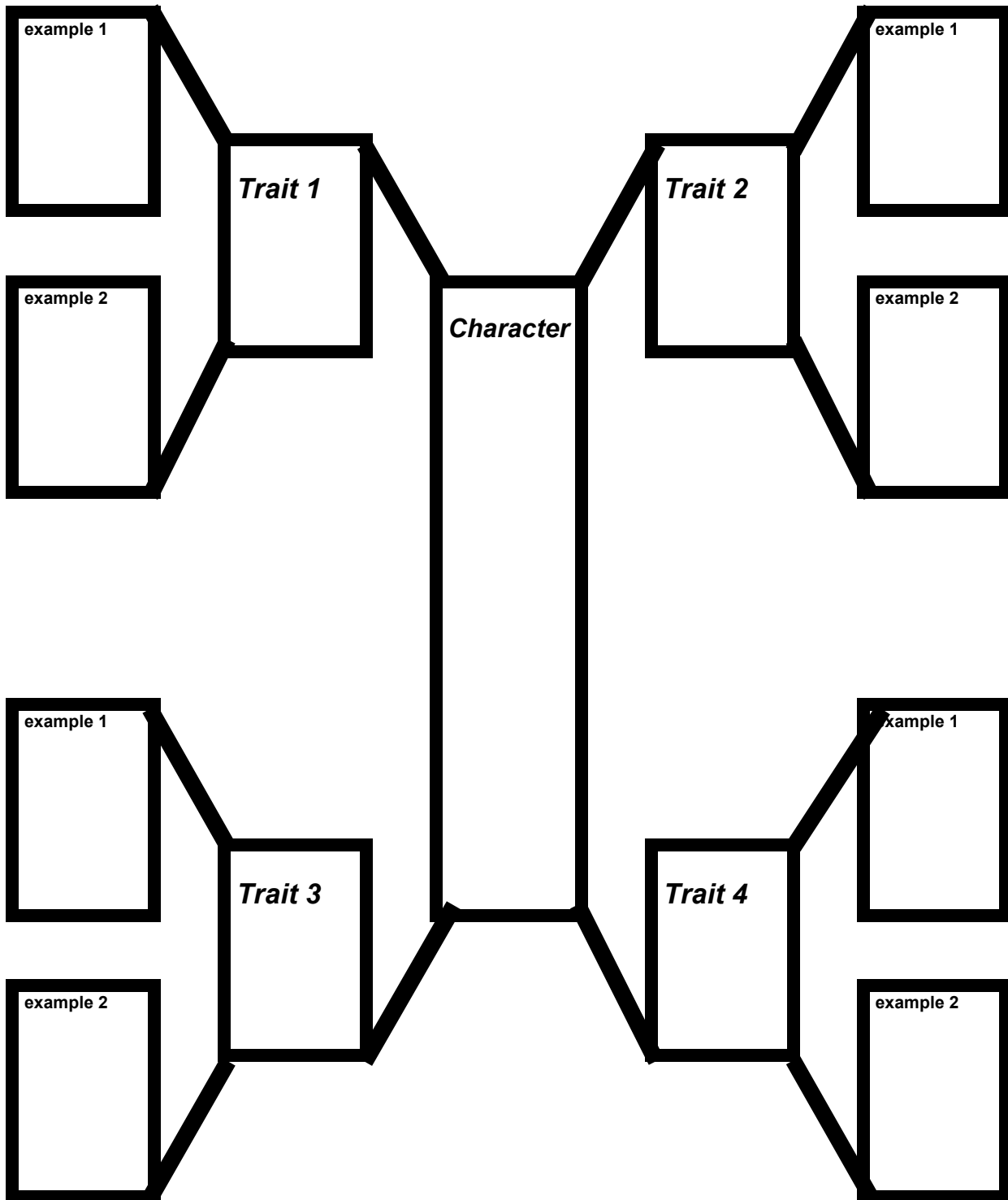
In a detailed narrative paragraph, describe that day in full. Explain your expectations and your initial fears. Then explain what it turned out to really be like. Describe your arrival to school and your navigation of the school campus. Who did you meet? How did you make friends? What turned out to be your biggest challenges? Use well-chosen details and event sequences to describe the experience. You can also use pacing, dialogue and reflection.

Which, if any, of your initial fears came true? Did your first day require courage? What would you tell someone who was about to have their first day?

6g6 Venn Diagram Chart



4g6 Character Profile Chart



1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program

Independent Study Lesson Plan

Harry Potter and the Sorcerer's Stone, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does Harry begin to approach the inmost cave?

Did Rowling make up that three-headed dog?

What is a troll?

What is the significance of the Quidditch match in Harry's heroic journey?

What is a cracker?

Word Wall Here are vocabulary words to add to the Word Wall.

notice (143)	gloatingly (145)	vibrate (146)	snatching (148)	triumphant (150)
brilliant (153)	duel (153)	interfering (155)	lurking (157)	snout (161)
keen (163)	parcel (164)	awkward (172)	banquet (172)	boulder (174)
conjured (181)	mangled (182)	fury (183)	budge (186)	lurch (189)
smirking (196)	restricted (198)	ornate (207)	desire (213)	nearsighted (213)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Read p. 143-214

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Wizards Vocabulary

Add to your wizards vocabulary chart. Are there new terms you have learned in this section? What did they mean?

Map

Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Venn Diagram

Create a Venn diagram of Harry and Malfoy. They seem like opposite characters but there are probably traits they have in common. Be sure to think through similarities and differences.

Story Prop

Create a prop of Harry's Broom

Materials:

- Construction paper or other stiff paper
- Pencils, pens, crayons, markers
- Scissors and glue sticks (if desired)

Step One: Think about Harry's Broom

1. If you were acting out this story, what objects in the story would you want on the stage for people to see? Why is Harry's broom special?
2. What are features it includes that you would want to highlight in your creation?
What colors and materials do you think it is made up of?

Step Two: Make a colorful 9 x 12 inch version of the broom.

Step Three: Put the prop you make up with others on the wall.

Variations for the Prop

1. Make a 3 dimensional or life size version of the prop.
2. Create a bulletin board with cut outs or drawings of each prop.
3. Put a label with the name of each object underneath the prop.
4. Using a smaller piece of paper [binder paper size], make a mini-wall with small drawings of 10 important objects in the story.

Drawing

Create a fantastic artistic representation of the three-headed dog.

Open Mind Portrait

Add to the Open Mind Portrait for Harry. What do you think he's considering in this section? How has his state of mind changed? Do you think he has become more savvy in the wizarding world?

Story Sketch

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencil, pen, crayon, marker or chalk as desired

Step One: List the details.

1. Read pages.
2. Make a list of all the details.

Venn Diagram

Compare Ron and Hermione in a Venn diagram. What qualities do they share and how are they different?

Character Interaction Chart

If there's time, create a character interaction chart between Harry, Hermione and Ron. Do they relate to each other the same way? Are some characters closer than others? Do they have similar ways of thinking?

Advertisement

Create a TV ad or poster advertising a Hogwarts Quidditch match. Be sure to include the logos, colors, and stars of at least two Hogwarts houses. *Or* create an ad for the World Quidditch League. Come up with logos, mascots, and stars for different national teams.

Character Profile Chart

If there is time, create a character profile chart involving Snape, Quirrell, and Hagrid. Do they get along? Do they work together? How do they overlap?

Picture

Draw a picture of what you would see if you looked into the Mirror of Erised.

Open Mind Portrait

Add to Harry's Open Mind Portrait. What is he thinking about his Christmas present? How does this Christmas compare to ones in the past?

Character Profile Chart

If there is time, create a character profile chart featuring Harry and Dumbledore. What traits do they demonstrate? Are they the most important people in Harry's life right now?

Discussion

Key Questions, p. 143-152

1. Why does Harry hate Malfoy more than Dudley Dursley?
2. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and wants and needs. Did Harry's parents have this kind of courage?
3. What about Dudley's? What about Malfoy's?
4. What are Malfoy's negative qualities?
5. Does Malfoy have any positive qualities? What are his reasons for taking risks?
6. What are Harry's personal strengths?
7. Why did it take courage for Harry and the other Gryffindors to stick up for Neville even when he isn't there?
8. How do the individual weaknesses and strengths of the Gryffindors compliment each other?
9. Why is Malfoy a necessary element in Harry's heroic journey? Isn't Voldemort enemy enough?
10. How do you think Harry feels to know that he has something in common with his father, James?

Key Questions, p. 152-162

1. Is Malfoy a brave person? Is bravery the same thing as courage? Why or why not?
2. Why does Harry agree to a duel, even though he knows it's breaking the rules?
3. Is Hermione right? Should Harry just ignore Malfoy?
4. Did Harry moderate his impulses and emotions in this chapter? What happened as a result?
5. What is Hermione's motivation for keeping Harry from breaking the rules?
6. Who do you think is right: Harry or Hermione? Which one is a better example of Courage or Fortitude in this section?
7. When does the welfare of many outweigh the welfare of a few?
8. What are Hermione's greatest strengths? Does she live for something larger than herself? How do these strengths make her a valuable ally?
9. Why does Rowling include Neville in this nighttime journey? Does he show courage? If yes, how so?
10. What other mythical creatures does the three-headed dog remind you of?
11. Do you think Rowling drew inspiration for this scene from other moments in literature? How do you think it formed such a grand imagination?

Key Questions, p. 163-179

1. Do you think it's fair that Harry has a broomstick when no other first year is allowed to have one?
2. Did he demonstrate courage when racing Malfoy?
3. What are the rules of Quidditch?

4. What makes Quidditch a dangerous sport? Do the players have to work together as a team?
5. How does finally being good at something—Quidditch—change Harry's outlook on life?
6. Why do Ron and Harry feel threatened by Hermione? Does Hermione take risks for reasons or thrills?
7. What prompts the pair to save Hermione, even though they act like they can't stand her?
8. How were Ron and Harry able to overcome the troll? Did they show courage? Do you think they were scared?
9. What qualities in Harry and Ron lead McGonagall to respect them?
10. What is it about facing the troll together that binds Harry, Ron, and Hermione?

Key Questions, p. 180-193

1. Why is Harry nervous about his first Quidditch match?
2. Did Harry show courage despite his hesitations?
3. How does Hermione help Harry through this difficult time at Hogwarts? Would you say she shows the most courage consistently out of the three friends?
4. What is the purpose of a pre-game pep-talk like Wood gives?
5. What specific descriptive language does Rowling use to bring Quidditch to life?
6. Which would you rather play: Quidditch, football, basketball, or soccer?
7. Why do Ron and Hermione assume that Snape is causing Harry's broom problems?
8. Are there any other suspects besides Snape? Are they moderating their impulses when making this assumption?
9. Why do you think Hagrid named his dog Fluffy?
10. Is Fluffy an appropriate name for this kind of creature? What would be a better name?
11. Why is it Hagrid who always lets information slip out?
12. Why does Harry care about the Fluffy/package/Flamel mystery so much?
13. Do you think it took courage for Rowling to create an entire world with new sports and rules for the reader to learn? Was she brave to believe she could write this book?

Key Questions, p. 194-214

1. What do you think Harry's Christmases have been like in the past?
2. How do we show courage by showing up for each other? Which characters do that the best in the book?
3. What is the most important aspect of Christmas Day for most people?
4. Why is this Harry's best Christmas ever?
5. Why does Rowling choose to have Harry spend Christmas with the Weasley boys, and not with the Dursleys or with Hermione?
6. What is special about the invisibility cloak?
7. Who do you think sent the cloak to Harry? Does it take courage to wear the cloak? Do you think Harry will use it with a specific purpose in mind?

What does the word “erised” mean?

8. Why does Harry see family in the mirror? Why does Ron see himself alone?
9. What does Dumbledore *really* see in the Mirror of Erised?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Passage, p. 150

“Harry caught sight of Malfoy, Crabbe and Goyle’s triumphant faces as he left, walking numbly in Professor McGonagall’s wake as she strode toward the castle. He was going to be expelled, he just knew it. He wanted to say something to defend himself, but there seemed to be something wrong with his voice. Professor McGonagall was sweeping along without even looking at him; he had to jog to keep up. Now he’d done it. He hadn’t even lasted two weeks. He’d be packing his bags in ten minutes. What would the Dursleys say when he turned up on the doorstep?” (p. 150).

Writing Prompt

Allies on Your Heroic Journey

In today’s reading, Harry sticks up for a friend who he doesn’t think is being treated rightly.

two pages describing a time when you stood up for a friend, or when a friend stood up for you. Make sure to detail experiences, events, and/or characters involved with the incident. Was it difficult? What happened? Did your actions require courage? Why did people make the choices they made in this situation? Do you think what anyone did was heroic? Do you think it was wise?

You will probably have very different ideas about the person who had to be stood up to, the person victimized, and the person who stood up. Be sure to talk write about the event from differing viewpoints and include well-chosen details.

Key Passage, p. 162

“I hope you are pleased with yourselves. We could all have been killed—or worse, expelled. Now, if you don’t mind, I’m going to bed” (p. 162).

Writing Prompt

Courage requires a risk for a reason. Harry, Ron and Hermione were wandering the corridors of Hogwarts at night when they are not supposed to. What was their reason? Were they prepared for the 3 headed dog with yellow fangs and 6 eyes staring at them?

Create a page of narrative writing about a situation where you ran into something you never expected—something, someone, or some situation you never thought could occur or were totally unprepared for. Were you in a dangerous situation you did not expect at all? What happened? How did you feel? What did you do? Did you show courage? What do you think about it now?

When writing, use a variety of techniques to sequence events when you tell your story, thus building on it as a whole. Also, be sure to share well-chosen details and real experiences.

Key Passage, p. 179

"But from that moment on, Hermione Granger became their friend. There are some things you can't share without ending up liking each other, and knocking out a twelve-foot mountain troll is one of them" (p. 179).

Writing Prompt**A Task in Your Heroic Journey**

Have you ever faced a troll in your own life? Were you able to battle it on your own or did you require help? Or have you seen this happen to someone else in their life?

Write a narrative about a time when you heroically overcame a troll in their life: something big and ugly that could have overcome them. How did you do it? Did you show courage? Do you wish you had shown more? When writing, use precise words and phrases, telling details, and sensory language to show the experience. Be sure to include details about the setting as well.

Key Passage, p. 191

"Hermione had fought her way across to the stand where Snape stood, and was now racing along the row behind him; she didn't even stop to say sorry as she knocked Professor Quirrell into the row in front. Reaching Snape, she crouched down, pulled out her wand, and whispered a few, well-chosen words. Bright blue flames shot from her wand onto the hem of Snape's robes" (p. 191).

Writing Prompt**Another Task in Your Heroic Journey**

Harry is doing his best to play Seeker and win the Quidditch match. But his broomstick keeps going off course. Something appears to be interfering with his ability to play this game successfully. Harry might have explained this many different ways. This was not his day. The winds were wrong. The broomstick wasn't working. Was he able to moderate his impulses and emotions to get through the problem and remain calm? Did he exemplify courage in this scene?

In a narrative paragraph, write about a situation in your life where you knew it might not be possible to succeed/win, no matter how hard you tried. How did you feel about it? How did you keep yourself motivated to keep trying? What ended up happening? What advice would you give someone in a similar situation? End the paragraph with a conclusion about what you experienced and what was resolved over the course of your story.

Key Passage, p. 213

Dumbledore explains the Mirror of Erised:

"It shows us nothing more or less than the deepest, most desperate desire of our hearts. You, who have never known your family, see them standing around you. Ronald Weasley, who was always overshadowed by his brothers, sees himself standing alone, the best of all of them. However, this mirror will give us neither knowledge nor truth.

Men have wasted away before it, entranced by what they have seen, or been driven mad, not knowing if what it shows is real or even possible" (p. 213).

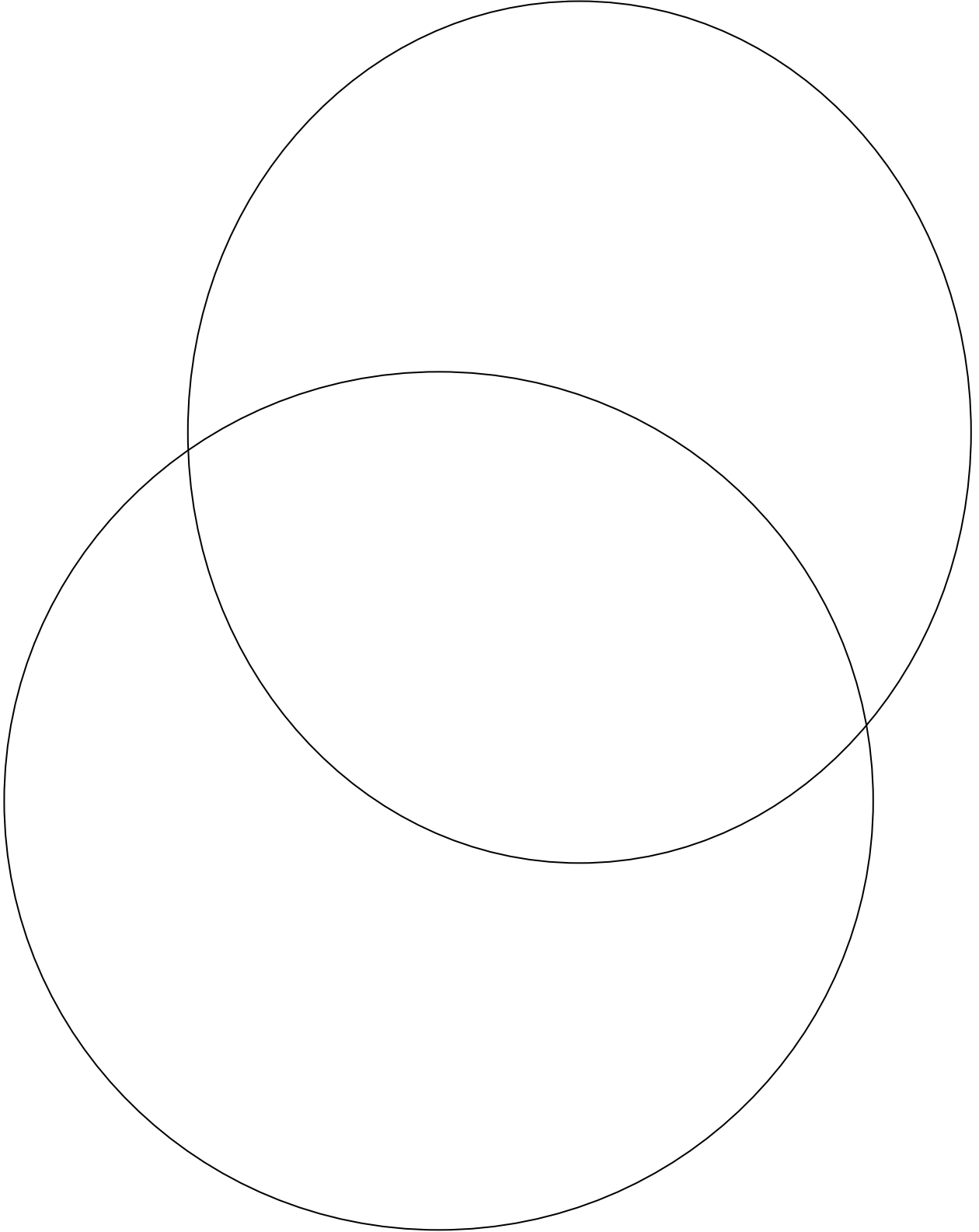
Writing Prompt

To Harry, the Mirror of Erised showed his family. To Ron, it showed him as head boy and a Quidditch star. What would it show to you?

Write a narrative paper describing what it will take for Ron and Harry to leave the mirror alone. Will it take courage to live life instead of staying in the room, staring into what they wish would happen?

Use the Internet to look up examples of times screens distracted viewers from real life. Can fantasies be dangerous? Have people gotten hurt while distracted by their devices?

6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

Harry Potter and the Sorcerer's Stone, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who was Nicholas Flamel?

What have been the steps of Harry's heroic journey so far?

What is the history of the unicorn?

What is the significance of the name Firenze?

What is Harry's ordeal?

What is chess?

Word Wall Here are vocabulary words to add to the Word Wall.

elixir (220)	immortal (220)	biased (221)	prowling (225)	petrified (226)
stutter (228)	shifty (229)	stifling (231)	hatched (233)	lullaby (237)
ajar (242)	astronomy (246)	leering (248)	strode (249)	hoisted (251)
fret (263)	frantically (267)	assured (268)	omen (273)	ghoulie (274)
cease (275)	impress (275)	flailing (278)	pounced (283)	logic (285)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 215-287

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Wizarding Vocabulary

Add to your wizarding vocabulary chart! Are there new terms you have learned in this section? What did they mean?

Map

Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Cartoon

Create a cartoon recap of the Quiddich match. What were the main events?

Character Profile Chart

Complete a character profile chart on Harry. Why was this an important experience him? What was revealed about his character?

Chocolate Frog Card

If there is time, make a craft version of Dumbledore's chocolate frog card. Have fun with font and chocolate frog drawings – make it look like something that could appear in the wizarding world.

Character Interaction Chart

Complete a Character Interaction Chart that shows the complex relationships of Harry, Hermione, and Ron.

Analytic Cubing

Cube the How, What, When, Where, Why, and Who of the events in the Forbidden Forest. What did Harry finally learn through this experience?

Materials:

- Desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
- Cubing format 1c2 for cutting and folding directions

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- Pencils, pens, crayons, markers
- Scissors, glue sticks or paste

Step One: Decide what you want to study and select a cubing form.

1. Decide what you want to study: a concept or idea, an event, something you've read, a thesis you want to make the case for, a topic or idea, a place, some event or period in history, a person, an action, or how something works or why it might not work.
2. Choose the cubing form that matches what you have selected to study: a concept or idea [1c12 or 3c12], an event [4c12], something you've read [5c12], a thesis you want to make the case for [6c12], a topic or idea [7c12], a place [8c12], some event or period in history [9c12], a person [10c12], an action [11c12], or how something works or why it might not work [12c12]. The entire list of cubing forms is:

2c12 Cubing Directions: Assembling the Cube

4c12 Cubing Who, What, When, Where, Why

Step Two: Fill out the six squares by writing about the topic in each square.

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square, write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

Step Three: Cut out the cube and assemble it, following the directions on 2c12.

1. Cut out the cube along all dotted lines on the form; this will sometimes mean cutting between squares. One of these might be an information square and one might be a flap.
2. Fold the cube form on all lines to make it easier to assemble. Fold the form back – all the folds should be behind, instead of above, the printed side.
3. Use a glue stick or paste to apply the adhesive to every shaded square. In you can't make out the shading, use the glue stick on every flap. None of the information squares should have glue or paste on them.
4. Fold the cube carefully, following the directions on 2c12.

Beginning-Middle-End Chart

Complete a Beginning Middle End chart for the novel thus far. You'll use it tomorrow to help complete a Plot Profile Chart.

Character Profile Chart

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Create a character profile chart on Harry. What has changed since the last one you created about him? Be sure to update his open mind portrait as well!

Plot Profile Chart

Complete a Plot Profile Chart for ten important things that have happened in the story thus far. Use your BME chart from yesterday to give you ideas.

- Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
- Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
- Connect the marks in the boxes to form a graph.
- This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, chapter, or segment.

Discussion

Key Questions, p. 215-227

1. Why does Harry start to have nightmares about his parents, who he doesn't even remember?
2. Do you think Harry is aware that his courage is about to be tested? Is he scared?
3. Why do you think Snape volunteered to referee the match?
4. How should Neville deal with Malfoy's bullying?
5. What are the similarities between Harry's situation and Neville's?
6. Why does Rowling include the character of Neville Longbottom in her story? Do you think he is easy to relate to?
7. Who is the most courageous character in this chapter? Who best embodies the entire definition of courage requires fortitude?
8. What would you do with the sorcerer's stone?
9. Harry and his friends assume Snape is the villain. What leads them to jump to this conclusion? Is it dangerous to make assumptions without knowing?
10. What evidence is there that Snape is *not* the villain?
11. What action *should* Harry take at this point?
12. Do you think he will show fortitude?

Key Questions, p. 228-241

1. Courage is risk for a reason. What reasons do Harry, Ron, and Hermione give for their behavior in this chapter?
2. What is the primary method of discovering knowledge in the magical world?
3. How does Harry plan to solve the Norbert problem?
4. Why do you think Malfoy is so determined to get Harry in trouble?
5. When is breaking the rules the right thing to do?
6. Is Harry a good friend? Is that part of his heroic journey?

7. Does it require courage to be a good friend? Do you have to be intentional to achieve it?
8. How does Rowling build suspense through the use of rising action in the novel?
9. Where would the Norbert incident fall in Harry's Heroic Journey?
10. What kind of person is Hagrid? Does he show fortitude? Has he been dependable throughout the book?
11. What house do you think Hagrid was in when he was a student at Hogwarts?
12. Why is it important to take courageous risks?
13. Do Harry and Hermione deserve to get caught? Why or why not?
14. What should their punishment be?

Key Questions, p. 242-261

1. Based on the information she has, is McGonagall's decision to deduct the 150 points from Gryffindor fair?
2. Why doesn't Harry tell McGonagall the truth about Norbert?
3. Has Professor McGonagall proven to be courageous throughout the book? Should Harry trust her?
4. Is Harry's decision to stop getting involved a courageous one?
5. Why does Malfoy continue to bully Neville even while they're in the middle of a dangerous situation?
6. Why is Malfoy such an unsettling character? Does he follow his impulses and emotions? Will he ever catch on to the meaning of Courage requires Fortitude?
7. Is astrology a logical thing to base your decisions on?
8. Why does Rowling include centaurs at this point of the story, instead of letting Harry confront Voldemort on his own?
9. Why does Firenze decide to go against the other centaurs to help Harry?
10. Would you drink unicorn blood?
11. What does this new information reveal about the mysterious Voldemort?
12. Is Voldemort courageous? Why or why not?
13. Who returned the invisibility cloak to Harry?
14. Given all of his new information, what will Harry decide to do next? Will it require more courage than the previous chapters?

Key Questions, p. 262-274

1. Why does Rowling mention that the weather is extremely hot?
2. How do you deal with big tests or exams? Is it intimidating to be tested in a subject that is difficult for you? Does it take courage to learn about something new?
3. Why do you think Harry's scar hurts all the time?
4. What lesson can we learn from Hagrid about keeping secrets?
5. How does Rowling build the action leading up to the ordeal that's fast approaching for Harry?

6. Courage leads me to consider the heroic journey: is Harry approaching an important part of his journey? How should he prepare mentally? What do you think he should anticipate?
7. Why does McGonagall ignore Harry's fears?
8. Have you ever been frustrated by an adult ignoring a worry or fear that you had?
9. What quality does Neville show in standing up to Harry and his friends? Does Neville demonstrate courage? Is he what you imagine a hero to look like? Can heroes come in different forms?
10. What is wrong with Harry's plan?
11. What alternatives did Harry have at this point? Was there a more moderate course?

Key Questions, p. 275-287

1. Once they see that Fluffy has been compromised, what would have been the best thing for Harry, Ron, and Hermione to do?
2. Why do you think Hermione temporarily forgets that she's a witch? Does she show courage when helping Ron?
3. Would any of the three have been able to get through the tests on their own? How does this scene showcase people living for purposes bigger than themselves and their wants and needs?
4. Of the three, who do you think exhibits the most courage in this part of the story? Why?
5. Do you think you could have solved the logic puzzle?
6. Do your friends balance you the way that Ron, Harry, and Hermione balance each other? Do they show courage? Do you have shared goals that you work toward together?
7. Do the tasks that these three face remind you of any mythological tasks faced by others in the past?
8. Does Rowling give any clues as to who the mystery person at the end of the chapter might be?
9. Will it take courage for Harry to move forward alone?
10. Why is courage needed now more than ever?
11. What makes this scene so climatic?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 227

"So we were right, it *is* the Sorcerer's Stone, and Snape's trying to force Quirrell to help him get it. He asked if he knew how to get past Fluffy—and he said something about Quirrell's 'hocus-pocus' – I reckon there are other things guarding the stone apart from Fluffy, loads of enchantments, probably, and Quirrell would have done some anti-Dark Arts spell that Snape needs to break through" (p. 227).

Writing Prompt

Write a narrative real or imagined about a time in your life when you were falsely accused of something you did not do. Explain the situation in detail using well sequenced event sequences. Then reflect. What did this situation teach you about how to treat others?

After writing your narrative, work with your classmates to find a narrative in literature that has similar themes. What did the characters in that story do? Did yours act the same way? What can you learn by comparing the two?

Key Paragraph, p. 237

“Dear Ron,

How are you? Thanks for the letter—I’d be glad to take the Norwegian Ridgeback, but it won’t be easy getting him here. I think the best thing will be to send him over with some friends of mine who are coming to visit me next week. Trouble is, they mustn’t be seen carrying an illegal dragon.

Could you get the Ridgeback up to the tallest tower at midnight on Saturday? They can meet you there and take him away while it’s still dark.

Send me an answer as soon as possible.

Love,

Charlie” (p. 237).

Writing Prompt

A Risk on Your Heroic Journey

Write about a time when you risked something important to help a friend. Explain the situation. Discuss your dilemma and describe the thought process you went through in making your decision to be of service. Engage and orient the reader by setting out a problem and establishing your point of view. What did you stand to lose? How did things work out in the end? How did this affect your relationship? Use event sequences and well-chosen details to show if it had an effect on future relationships?

Key Passage, p. 251-252

“Hagrid seized Harry and Hermione and hoisted them off the path behind a towering oak. He pulled out an arrow and fitted it into his crossbow, raising it, ready to fire. The three of them listened. Something was slithering over dead leaves nearby: it sounded like a cloak trailing along the ground. Hagrid was squinting up the dark path, but after a few seconds, the sound faded away” (p. 251-252).

Writing Prompt

Approaching Your Innermost Cave

Today, as Harry travels further along on his hero’s journey, he comes face to face with his biggest fear.

Discuss a time when you faced a large fear. Explain the situation and the setting. Then describe the outcome. **Use narrative techniques, such as dialogue, pacing, description, reflection to tell your story. Did things happen the way you imagined they might? Did you react in a way that made you proud? Or, did you end up wishing you had reacted differently? Did facing your fear require a special kind of**

courage? What did you learn from this incident? Will you react similarly or differently the next time?

Key Passage, p. 272

“Don’t you call me an idiot!” said Neville. ‘I don’t think you should be breaking any more rules! And you were the one who told me to stand up to people!’” (p. 272).

Writing Prompt

Courage requires we moderate our impulses and emotions. Even though Harry, Ron, and Hermione are probably Neville’s closest friends, he finds the courage to stand up to them when he believes he is right. He encourages them to follow the rules because breaking them will hurt all of the Gryffindors.

Write about a time when you tried to stop a friend (or, when a friend tried to stop you) from making a bad decision. Explain the situation using specific details. What decision was ultimately made, and what were the consequences? Was your friend (or were you) grateful for the advice, or did it hurt your friendship? When writing, use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Key Passage, p. 283-284

“He stepped forward, and the white queen pounced. She struck Ron hard across the head with her stone arm, and he crashed to the floor – Hermione screamed but stayed on her square—the white queen dragged Ron to one side. He looked as if he’d been knocked out.

The white king took off his crown and threw it at Harry’s feet. They had won. The chessmen parted and bowed, leaving the door ahead clear. With one last desperate look back Ron, Harry and Hermione charged through the door and up the next passageway” (p. 283-4).

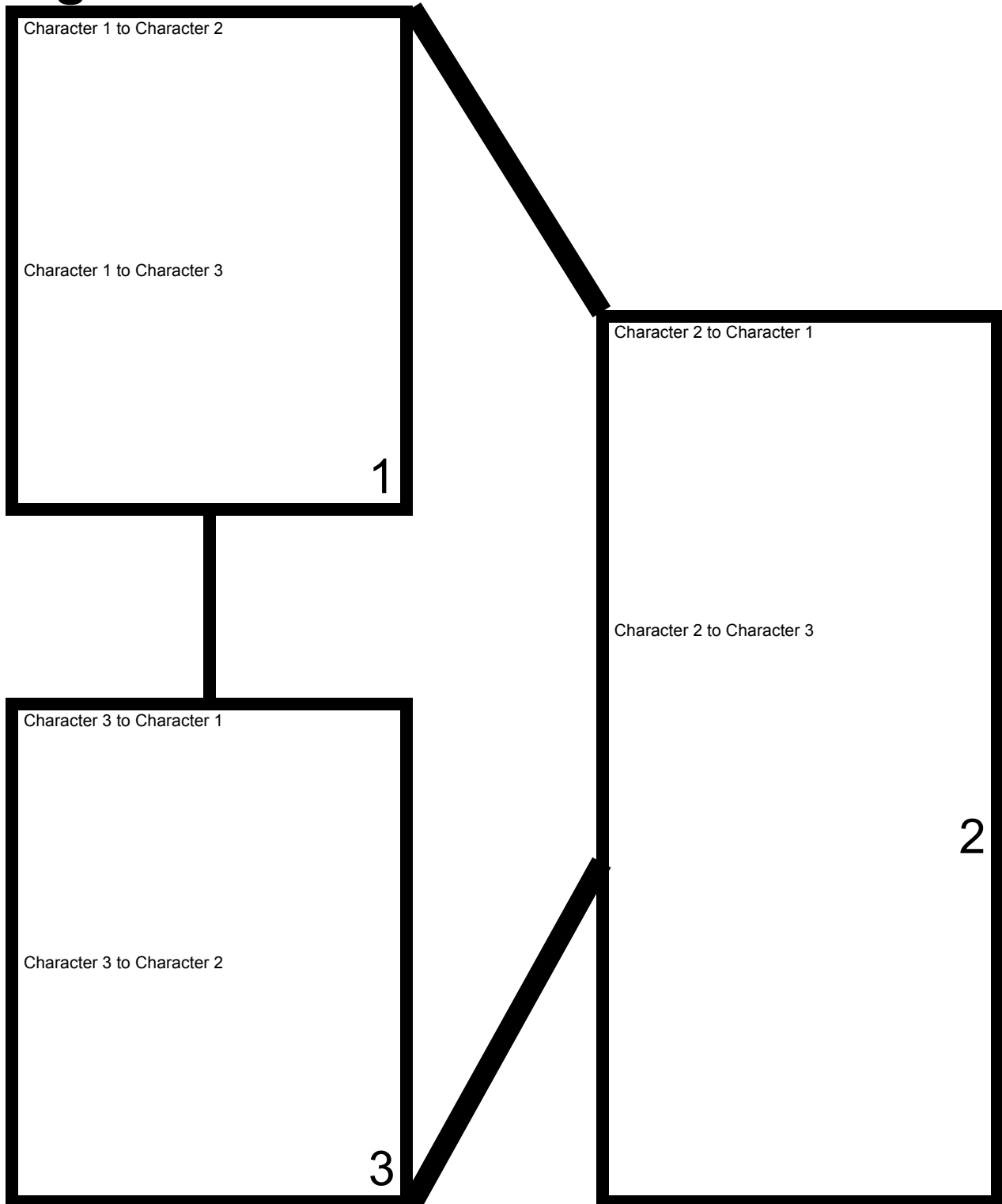
Writing Prompt

Your Ordeal

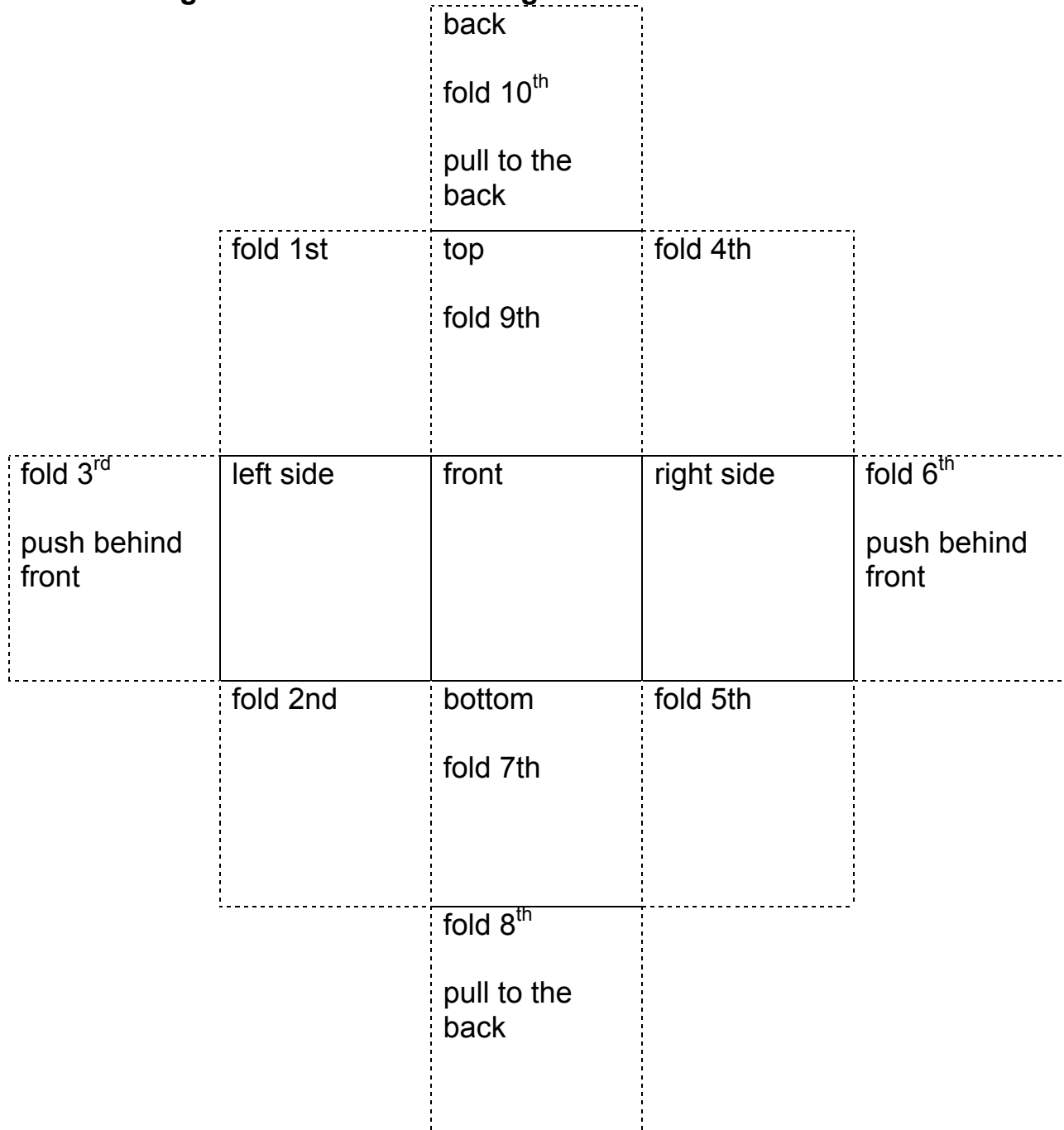
In this chapter, our hero enters the ordeal He is on the final stretch to confronting evil. **Write about a time when you were in the final stretch of completing something difficult. Did it require courage? Did you do it on your own or with the help of friends? Explain the situation.**

Provide well-chosen details and descriptions that that make your readers root for your success. Use precise words and phrases and sensory language to create a strong picture of your experience.

5g6 Character Interaction Chart



2c12 Cubing Directions: Assembling the Cube



1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape or a drafting dot on each shaded square.
Do not get paste or glue on the un-shaded squares.

4c12 Cubing Who, What, When, Where, Why

		Name		
		Who		
	What	When	Where	
		Why		

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". To its left and right are two identical structures. Each structure consists of a central rectangle labeled "Trait 1" (top) and "Trait 3" (bottom). To the left of each trait rectangle are two smaller rectangles labeled "example 1" and "example 2". To the right of each trait rectangle are two smaller rectangles labeled "example 1" and "example 2". The entire structure is connected by a series of diagonal lines forming a zig-zag pattern.

Character

Trait 1

Trait 2

Trait 3

Trait 4

example 1

example 2

example 1

example 2

example 1

example 2

example 1

example 2

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program

Independent Study Lesson Plan

Harry Potter and the Sorcerer's Stone, Week 5



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How does Harry's heroic journey end?

Word Wall Here are vocabulary words to add to the Word Wall.

twitching (288)	master (290)	value (294)	confiscated (296)	knack (297)
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READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read p. 288-309

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Wizardsing Vocabulary

Add to your wizarding vocabulary chart! Are there new terms you have learned in this section? What did they mean?

Map

Keep an active map of places in Hogwarts and important events that happen there. Use the Plot Profile Chart to organize your information.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Plot Profile Charts

Now that the book is coming to a close, take a look at your plot profile charts. Select the 10 most important events. Rank them in order of importance. Once completed, compare with your classmates. Did you pick the same moments? How do your lists differ?

Newspaper

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks (if desired)

Step One: Imagine you are on the editorial team for *People* magazine.

You have been assigned to do the cover story.

- You will have the cover and 5 pages to cover the story.
- Decide on your take on the story: what is it really about?
- What title will you give the overall story?

Step Two: Create the cover for the magazine.

- Decide on the size of the pages and then lay out the cover in this size.
- Decide what text, pictures, or other images you will bring together to make sure the cover conveys your take, central impression, or thesis about the story.
- Create the cover.

Step Three: Decide what will be on each of the 5 pages.

- Decide what the main idea will be for each page.
- Remember that each page must relate directly back to the cover.
- Use the first page to introduce the basic facts about the story (the setting and characters) and the last page to bring it to conclusion (the resolution of the plot).

Step Four: Make each of the pages and assemble the story.

- Make each of the pages filling in the words, pictures and images.
- Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.

Bind the cover and pages together to form a mini-book.

Discussion

Key Questions, p. 288-309

1. What devious methods did Quirrell use to divert suspicion from himself throughout the novel?
2. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs. Which characters made choices in this chapter that were beyond their own well-being?
3. How was fortitude essential in Harry's survival of his ordeal?
4. Do you agree with Dumbledore that "to the well-organized mind, death is but the next great adventure" (pg. 296)?
5. Is Dumbledore correct when he says that "The truth... is a beautiful and terrible thing, and should therefore be treated with great caution" (pg. 298)?
6. Is it always best to tell the truth? Why or why not?
7. What qualities make Dumbledore a good teacher and headmaster? Does it take courage to be a great leader?
8. How did Neville prove that he is a true Gryffindor? Was he rewarded for his courage and risk with reason?
9. Why was the banquet Harry's best day ever, rather than the day he defeated Voldemort?
10. Do you think this is a preview of more to come? Will Harry and his friends have to continue showing courage, teamwork, and fortitude?
11. Why is it necessary for our hero to return to the ordinary world?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 306

"First - to Mr. Ronald Weasley..."

Ron went purple in the face; he looked like a radish with a bad sunburn. '...for the best played game of chess Hogwarts has seen in many years, I award Gryffindor house fifty points.'

Gryffindor cheers nearly raised the bewitched ceiling; the stars overhead seemed to quiver. Percy could be heard telling the other prefects, 'My brother, you know! My youngest brother! Got past McGonagall's chess set!'

'Second - to Miss Hermione Granger... for the use of cool logic in the face of fire, I award Gryffindor House fifty points.'

Hermione buried her face in her arms; Harry strongly suspected she had burst into tears. Gryffindors up and down the table were beside themselves – they were a hundred points up.

'Third – to Mr. Harry Potter...' said Dumbledore. The room went deadly quiet. '...for pure nerve and outstanding courage, I award Gryffindor house sixty points.'

The din was deafening. Those who could add up while yelling themselves hoarse knew that Gryffindor now had four hundred and seventy-two points – exactly the same as Slytherin. They had tied for the house cup – if only Dumbledore had given Harry just one more point.

Dumbledore raised his hand. The room gradually fell silent.

‘There are all kinds of courage,’ said Dumbledore, smiling. ‘It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends. I therefore award ten points to Mr. Neville Longbottom’” (p. 306).

Writing Prompt

Your Greatest Triumph

Write a paragraph about your greatest triumph in life so far. Describe the triumph and the effort it took to get there. Use details and well structured event sequences. Were the rewards internal or external - were you the only one that celebrated your success, or did others participate in the ceremony as well? What did you learn about yourself from this triumph? How did it change your life and the way you view life? End your paragraph with a conclusion about what was experienced and resolved.

Final Writing Project

Write an autobiographical narrative or story, following the formula of a heroic journey. It should contain a theme of courage.

In reading Harry Potter, you have followed Harry and his peers on an adventurous heroic journey. They take calculated risks and succeed by moderating their impulses and emotions and placing the needs of others in front of their own. In each of your daily writing tasks, you have written about your own heroic journey.

To complete your essay, follow these steps:

1. Re-read all of your journal entries. Choose 7 that go together to tell a story of your heroic journey. Sort them out and put them in chronological order. These will serve as the body of your rough draft.
2. Re-read the handouts on the steps of a heroic journey with examples provided for *Harry Potter*. Label your chosen writing tasks with the heroic journey steps they correspond to such as ordinary world, call to adventure, reward, etc. You may not have experiences of all of the stages, so it's alright if only some of them are experienced.
3. End with a reflective conclusion that includes a discussion of the transformation that occurred, what you returned with from the experience, as well as the outcome. Use narrative techniques, such as dialogue and effective technique, well chosen details. The writing task from Day 20 might be a good place to start in wording your outcome.

4. Sequence your paragraphs according to the steps of the Heroic Journey and the definition of Courage is Fortitude. Re-read your autobiography in its entirety, adding connecting sentences where necessary.
5. Write a rough draft of your story.
6. Create a final writing product for your portfolio.