

SECTION VI:

PROJECTS AND ACTIVITIES  
DISCUSSION QUESTIONS  
DEVELOPING WRITING AND CRITICAL SKILLS  
WEBSITES  
READING FOR RESEARCH

This section is divided into segments that are appropriate for different Harry Potter readers, teachers, and researchers. Each of the chapters in the sourcebook focuses on one aspect of the Potter novels—characters, setting, mythology, etc—and this section provides questions and research materials to further the study of concepts presented in the chapters.

Projects and activities gives ideas for hands on experiences derived from the novels. The “basic” activities are for the youngest fans and generally include construction projects; “intermediate” activities are for grades 4-6, and the “advanced” activities are for more mature readers. The same three levels of difficulty also apply to the discussion questions, which are intended to stimulate ideas that teachers can use in the classroom, or parents can use to explore the novels with their children.

Developing writing and critical skills is for more formal classroom use. These questions are appropriate for any classes that use literature as a basis for promoting analytical thinking and persuasive writing. These questions are more involved and advanced than the discussion questions.

The list of websites, which are for all age groups, are rich resources for ideas, data and images to complete the projects, answer the discussion question, or research the critical skills questions.

The bibliography (Reading for Research) is for very advanced students, librarians, and teachers. College professors may want to require some reading from this list in their teacher education, psychology, and literature classes.

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## **Chapter 1: Pottermania**

Projects and Activities

## Basic

- 1) Compare Harry Potter to other wizard depictions in popular culture, such as the cartoon character “The Wizard of Id.”
- 2) Find information about Jim Dale, the reader of the audio versions of Harry Potter, and write an article about him for your school newspaper.
- 3) Keep a journal of cartoons, television shows, and other popular culture references to the Harry Potter novels.

## Intermediate

- 1) Follow the auction of Harry Potter paraphernalia on an internet site. Write a report about the item, the auction, the seller, and the buyer. How much did similar items sell for in other auctions? Prepare an auction catalogue of 5 to 10 Harry Potter items.

## Advanced

- 1) Research the public reaction to *The Wizard of Oz* when it was published and banning attempts at later times. Write a paper comparing censorship attacks on *The Wizard of Oz* and Harry Potter.
- 2) As a group, write a brief screenplay by adapting a Harry Potter storyline or creating a new story. Then select a cast, videotape the performance, create publicity and promotional material to market the film, and publish reviews of the film.
- 3) Write a response to William Safire’s editorial in the *New York Times*, January 27,2000 ([www.nytimes.com](http://www.nytimes.com)) about the Harry Potter series in the form of a letter to the editor.
- 4) Research the history of book banning around the world, focusing on efforts to censor children’s books in schools and libraries.
- 5) Explain why people want to ban books and how the books threaten their values, lifestyles, and belief systems. How realistic are their worries?

## Discussion

### Basic

- 1) How has the internet contributed to Harry’s success?

### Intermediate

- 1) How do you think the Harry Potter novels should be used in schools: as relaxing breaks from class work or as the focus of class discussions? What classroom and extracurricular activities could

they inspire?

2) Why do you think that J. K. Rowling is afraid of the harm commercialism might bring to Harry's reputation?

Advanced

1) What criteria makes a novel a literary classic? Are children's books expected to meet the same standards? Does the Harry Potter series fulfill those qualifications? Will the Harry Potter novels be considered classics decades from now? Centuries from now? Why?

2) Should bestsellers be automatically omitted from literary award considerations? Is this a form of censorship?

Developing Writing and Critical Skills

Intermediate

1) Describe the characteristics of the Harry Potter novels that appeal to a broad spectrum of readers.

Advanced

1) Discuss how the popularity and mass production of books influences readers' perception of them as literature.

2) Prepare an essay telling how the Harry Potter novels have changed attitudes toward literacy and how this may improve both children and adult readers' acceptance of literature.

Reading for Research

Atlas, James. *Book Wars: What it Takes to be Educated in America*. Knoxville, TN: Whittle Direct Books, 1990. Analysis of the literacy expectations of American educators and citizens.

Harris, Cheryl, and Allison Alexander, eds. *Theorizing Fandom: Fans, Subculture, and Identity*. Cresskill, NJ: Hampton Press, 1998. A study of how fans of books and popular culture organize and interact.

Hilton, Mary, ed. *Potent Fictions: Children's Literacy and the Challenge of Popular Culture*. London and New York: Routledge, 1996. States how popular culture can interfere with children's intellectual development.

Holbrook, David. *Creativity and Popular Culture*. Rutherford, NJ: Fairleigh Dickinson University Press, 1994. Discusses how moral and ethical issues can affect children's creativity.

Jenkins, Henry, ed. *The Children's Culture Reader*. New York: New York University Press, 1998. Information about the role of mass media in children's lives.

Marsh, Dave. *50 Ways to Fight Censorship: And Important Facts to Know About the Censors*. New York: Thunder's Mouth Press, 1991. Useful ideas about how to counter book banning efforts.

McDonnell, Kathleen. *Kid Culture: Children and Adults and Popular Culture*. Toronto: Second Story Press, 1994. Examines how relationships between adults and children are formed and influenced by popular culture.

Pendergast, Tom and Sara, eds. *St. James Guide to Popular Culture*. Detroit, MI: St. James Press, 1999. An encyclopedic guide to people, places, things, and other aspects of popular culture.

### Internet Resources

American Library Association's Office for Intellectual Freedom  
<http://www.ala.org/oif.html>

The National Coalition Against Censorship  
<http://www.ncac.org/>

Internet Movie Data Base  
<http://www.imdb.com>

The Pop Culture Page  
<http://www.mtsu.edu/~eng2001a/popculture.html>

Bill Douglas Centre for the History of Cinema and Pop Culture  
<http://www.ex.ac.uk/bill.douglas/menu.html>

## **Chapter 2: Harry Abroad**

### Projects and Activities

#### Basic

1) On a world map, designate the countries where Harry Potter novels are sold.

#### Intermediate

1) Select a country where Harry Potter novels are sold (see Chapter 1, Translations) and compile information about the customs and culture. Write a paper about how the themes and characters in the Harry Potter novels are relevant to that country.

### Advanced

- 1) Locate information about one of the Harry Potter translators and write a brief report.
- 2) Use the Harry Potter novels to teach a foreign friend English as a second language or use them to learn a foreign language.
- 3) Research public reaction to the Harry Potter novels in Portugal where Rowling taught English as a second language and began writing about Harry.
- 4) Use the internet to locate titles of foreign editions and translate the titles, using an English/foreign dictionary.
- 5) Write a report about how a person becomes a translator. Outline educational, professional, and travel opportunities that enhance your abilities as a translator.
- 6) Look in language dictionaries to determine why proper names were changed in some translations. Does the chosen name have a significant meaning in that language?

### Discussion

#### Advanced

- 1) Are there any disadvantages in reading Harry Potter in a language other than English?
- 2) Are there aspects of the Harry Potter stories that might offend people belonging to other cultures.
- 3) Why is some literature politically or socially controversial? Is Harry Potter one of those?

### Developing Writing and Critical Skills

#### Intermediate

- 1) Take a scene or character from one of the novels and rewrite it so that it can be better understood by another culture. For example, research boarding schools in Japan and redescribe it for Japanese audiences.

#### Advanced

- 1) Read reviews of several foreign editions of the Harry Potter novels and write an essay discussing the reviewer's criticisms.
- 2) Analyze how words and phrases in the Harry Potter novels could be misinterpreted by other cultures.

## Reading for Research

Faces: *People, Places, and Cultures*. A magazine published by Cobblestone Publishing Company, Peterborough, New Hampshire (<http://www.cobblestonepub.com>), that prints issues about countries, featuring non-fiction articles, crafts, and folklore.

McCallum, George P. *101 Word Games for Students of English as a Second or Foreign Language*. Oxford: Oxford University Press, 1980. Activities for readers to practice and enhance their English language skills.

Robinson, Douglas. *Translation and Taboo*. DeKalb, IL: Northern Illinois University Press, 1996. The social aspects of translation and how to avoid misunderstandings of interpretation.

## Internet Resources

Lingu@NET

<http://www.linguanet.org.uk/>

EuroDicAutom

<http://eurodic.ip.lu>

Teachers of English to Speakers of Other Languages

<http://www.tesol.org>

Japanese Harry Potter Fan Club

<http://www.harrypotterfan.net>

About.com Site

<http://www.about.com> has links for language, culture, and visitors sites for many countries

Pen Pal and Cyber Pal Sites

<http://www.pen-pal.com/> (fee)

<http://www.world-pen-pals.com> (fee)

<http://www.girlslife.com> click on Pen Pal Program (fee)

<http://www.girlslife.com/cyber.html>

Universal Currency Convertor

<http://www.xe.net/ucc/>

Foreign Publishers of the Potter novels

Czech Republic—Albatros

<http://www.albatros.cz>

Denmark—Gyldendal Tiden  
<http://www.gyldendal.dk>

Finland—Tammi Publishers  
<http://www.tammi.net>

France—Editions Gallimard  
<http://www.gallimard.fr>

Germany—Carlsen Verlag GmbH  
<http://www.carlsen.de/potter/frame.html>

Greece—Psichogios Publications S.A.  
<http://www.psichogios.gr>

Iceland—Bjartur  
<http://www.isholf.is/bjartur>

Italy—Adriano Salani Editore s.r.l.  
<http://www.salani.it>

Japan—Say-zan-sha Publications Ltd  
<http://www.sayzansha.co.jp>

Korea—Moonhak Soochup Publishing Co  
<http://www.moonhak.co.kr>

Norway—Ex Libris  
<http://www.exlibris.no>

Portugal—Editorial Presenca  
<http://www.editpresenca.pt>

Spain—Editorial Empuries  
<http://www.empuries.com>

South Africa—Human & Rousseau Ltd  
<http://www.humanrousseau.com>

### **Chapter 3: Biography of J. K. Rowling**

#### **Projects and Activities**

Basic

1) Make a bookjacket for J. K. Rowling's biography based on her biographical information.

- 2) Pretend you are 100 years old and write your autobiography.
- 3) On a piece of paper, paste pictures and words cut out of newspapers and magazines that represent you and decorate them with your handwriting and drawings. Make a similar page for your favorite Harry Potter character.
- 4) Interview a friend or classmate and write his or her biography. Share these biographies with classmates by either reading them aloud or placing them in a notebook that can be passed around.

#### Intermediate

- 1) Using the timeline section as a model, create a personal timeline with the dates of your birth, significant life events, and achievements.
- 2) Write an article about Rowling for your school newspaper. What do you think were the turning points in her life? What do you think she would have changed if she could have? How might such changes have affected her writing of the Harry Potter novels?
- 3) Locate on a map the places that Rowling has lived. Using internet or print sources, write an essay about some aspect of life in one of those places, such as local industry, historical sites, legends, or native plants.

#### Advanced

- 1) Select one of the human rights issues that Amnesty International addresses and write an essay about that topic.
- 2) Using several articles, interviews, or other biographical sources about Rowling, identify revelations about her life that you think affected the Harry Potter novels' story development and characterization. Write an essay about similar events in your life that would influence any stories that you wrote.

### **Discussion**

#### Basic

- 1) In what ways do you identify with Rowling? Do you share any similar childhood experiences?

#### Intermediate

- 1) What aspects of Rowling's life parallel with traits of Harry Potter, Hermione Granger, Ron Weasley, and other characters at Hogwarts? What does Rowling share in common with the Dursleys?

#### Advanced

- 1) Discuss how biographies are written. What facts are included or omitted? What information about a person should biographers respect as being private? Are biographers ever justified in divulging a subject's secrets?
- 2) Discuss the attitudes of people from different age groups toward children's literature. Should adults read children's books? Some teenagers think that the Harry Potter novels are too young for them to read. Do you agree or disagree? Why?
- 3) What skills and experiences seem essential for these authors to write children's literature well. How do you define quality writing?

## **Developing Writing and Critical Skills**

Intermediate

- 1) Compare Rowling's career development to another writer you admire.
- 2) What themes in Rowling's life are also evident in her fiction?
- 3) Does Rowling's financial success diminish her literary achievements? How does commercialism change the way literature is perceived?

Advanced

- 1) How do you think being a woman and coming of age in the 1970s and 1980s when the women's liberation movement was at its height influenced Rowling's depiction of male and female characters?
- 2) Evaluate different biographical sources about Rowling for accuracy. Note any errors that are repeated and try to determine the source of the mistake.

## **Reading for Research**

Faussett, Charles. *Edinburgh*. London: Cadogan Books, 1999. Historical and geographical discussion of the community that Rowling has made her home and which inspires her fiction.

Heilbrun, Carolyn G. *Writing a Woman's Life*. New York: Ballantine Books, 1989.

Kridel, Craig, ed. *Writing Educational Biography: Explorations in Qualitative Research*. New York and London: Garland Publishing, 1998.

Nicholson, Louise. *London*. Washington, D.C.: National Geographic Society, 1999. A vividly illustrated book of the metropolis where Rowling sets Diagon Alley and is where the characters interact and is the factual home of her publisher and King's Cross Station.

## **Internet Resources**

[What is the focus of each of these sites?]

Chipping Sodbury, England

<http://www.chippingsodbury.com>

<http://www.walusoft.co.uk/yate/>

Chepstow, England

<http://www.chepstow.co.uk>

London, England

<http://www.london-daily.co.uk>

Exeter University

<http://www.ex.ac.uk>

Amnesty International

<http://www.amnesty.org>

Oporto, Portugal

<http://www.oporto.com>

Edinburgh, Scotland

<http://www.geo.ed.ac.uk/home/tour/edintour.html>

Biographies

<http://members.home.net/klanxner/lives/>

## **Chapter 4: Characters and Themes**

Projects and Activities

Basic

1) Create a new Harry Potter character. Is it human or a magical creature, plant, or object? Draw a picture of this character and write a story about Harry, Ron, or Hermione meeting this character.

2) Write an essay about someone you consider a hero. Remember that heroes do not have to be famous.

3) Using several Harry Potter characters, write a poem in which you describe each person, creature, or object.

Intermediate

1) Make up a first and last name of a new character for the novels and write a paragraph about how a person with that name might act and what his/her function in the stories would be. Pick a name for a magical beast, plant, or object and write a description of their characteristics.

2) Write an epilogue (ending) to the Harry Potter novels based on these questions: How do you think Harry will mature in the remaining books in the series? Who do you think he will confront? Who do you think will betray him? Who do you think Harry will betray?

3) Outline one character's actions in several chapters of one of the books and show how his/her/its character develops. How does the character show evidence of maturity? How does he/she change?

4) In a journal entry, describe which characters you found most appealing. Which characters did you think were most interesting? How do these two descriptions vary?

5) Invent names of authors for textbooks that fictional characters might read. Design the dustjacket and write a brief biographical sketch about the author, including his credentials.

#### Advanced

1) Research the legalities of guardianship of orphaned children and in a short paper suggest reasons why the Dursleys agreed to keep Harry in their family.

2) Write a paper stating your evidence that indicates Harry will be tempted by dark powers to forsake his goodness. Then prepare a counter argument that Harry will resist evil. Is it probable, based on other heroes from literature, that Harry will reach a compromise with evil and tolerate some badness in order to achieve his goals?

3) Write a story in which one of the minor characters—perhaps one of Dudley's friends or a student Harry mentions seeing at school—becomes a major character.

4) Write a story in which characters switch places. What would Dudley's life be like at Hogwarts? What if Petunia were a witch or Vernon a wizard?

#### Discussion

##### Basic

1) Discuss the difference between being a hero and being famous.

##### Intermediate

1) Who is most like Harry's parents, Hagrid, Dumbledore, or McGonagall? Do Lord Voldemort and Lucius Malfoy provide Harry fulfillment by sharing some aspect of his parents' history and character?

2) Discuss how Harry, Ron, and Hermione do not always agree. Explain how individual differences can strengthen collective identity and efforts.

3) Describe Harry's reactions to fame and fans. Is his behavior true to his character?

4) Why do you think Harry considers Dumbledore to be the most powerful wizard? Is Harry biased, perhaps overlooking someone else equally powerful?

#### Advanced

1) Discuss how the Harry Potter novels feature so many diverse characters that they are like puzzle pieces that need to be accurately placed together to solve each story's mystery. Is reconciliation possible between the good and evil characters? Do you think they can reach a compromise? Or will one side or the other be the ultimate victor?

2) Discuss Harry's traits and experiences that are universal to human experience. Are his feelings of alienation and being an outsider in one world and awareness of acceptance and belonging in another common emotions humans share?

3) Discuss whether or not any of the characters are depicted as stereotypes. Are female characters punished for taking chances? Are males the only characters rewarded for risk-taking behavior? Who initiates actions and solves problems and mysteries more often, male or female characters?

4) Compare and contrast Harry and Lord Voldemort and explain how their similarities provoke their confrontation. Are there any shared characteristics that they conceal from the other?

#### Developing Writing and Critical Skills

##### Intermediate

1) Are the Dursleys typical Muggles? Why are Muggles unable to understand and respect wizards? Support your answer.

2) Explain why the Ministry of Magic discourages wizards from using magic near Muggles.

3) Why does Muggle technology threaten the wizards' sense of power?

4) Explain whether you think the Harry Potter novels are more plot-driven or character-driven and provide supportive evidence.

##### Advanced

1) Write a paper comparing the Dursleys with their counterparts at Hogwarts. Who do they most resemble? Who is the opposite of each Dursley?

- 2) Explain how Harry exhibits both Muggle and wizard traits and how his wizard characteristics affect his human nature. Which of his characteristics make him a sympathetic protagonist and which make him less appealing?
- 3) Discuss in an essay how Harry's battle against evil is complicated by the obscurity of the characters who perpetrate the crimes at school. How can you determine who evil characters are?
- 4) The Dursleys are depicted as foolish conformist consumers who impulsively indulge in luxury items for themselves and are threatened by people who are unique. Discuss how their characterization is used to represent Muggles and how magic is equated with imagination. Show examples of how these portrayals are sometimes reversed when the Dursleys display originality and Hogwarts encourages conformity, such as students' attire.
- 5) Write an essay explaining why you think Harry is either a hero, a martyr or a composite of the two.

## **Chapter 5: Setting**

### **Projects and Activities**

#### Basic

- 1) Draw a map showing Hogwarts and its surrounding buildings, the Quidditch field, the forest, the lake, and Hogsmeade. Add buildings and sites that you think should be included in future books. Compare it to our maps on pages ??.
- 2) Select one site inside Hogwarts and sketch the layout of that room, chamber, or tower. Write a story based on your drawing.
- 3) Pick a building in Hogsmeade and either draw its layout or construct a model (see David Weitzman's *My Backyard History Book* for instructions on making cardboard models).
- 4) Create a map of Diagon and Knockturn Alleys. Either draw or make a model of a building located in those settings.
- 5) Draw a map of the Dursleys's neighborhood based on the information provided in the books. Or sketch the layout of their house or build a model.
- 6) With your classmates, design and create a mural of Hogwarts or Hogsmeade.

#### Intermediate

- 1) Write an essay about other books you have read in which characters use secret passages.
- 2) Research and write a paper about cities that have underground stores and transportation systems,

such as London, Paris, Seattle, Atlanta, and New York City. Illustrate your paper with a drawing of the layers beneath and above the ground.

- 3) Write a story about how you think wizards live.
- 4) How do you think Hogwarts could be improved? Write a letter from Albus Dumbledore to Cornelius Fudge describing changes that should be made on campus.

Advanced

1) Find out if any buildings in your community have legends associated with them like the Shrieking Shack does. If so, research and write an essay explaining the origins of the legend. If not, select a building that inspires a legend and write a story.

## **Discussion**

Intermediate

- 1) How believable are the settings? Provide examples to support your opinion.
- 2) What do you think is unrealistic in this fantasy world? What is missing from both the Muggle and wizard settings, such as chapels and cemeteries (especially because the books refer to weddings and deaths)? Should they be included in future plots?
- 3) What do the names of places, such as Smeltings and Stonewall, suggest about the characteristics of the settings?

Advanced

- 1) Would the Harry Potter novels work as well in a different or more modern setting? What aspects of Hogwarts are essential for developing the plot?
- 2) Discuss why good and evil settings exist so closely together.
- 3) Compare Harry's battles on the open Quidditch field and in the enclosed chambers and rooms. Why does he always encounter Voldemort in a prison-like setting?
- 4) How do different settings influence Harry's character development?
- 5) Discuss how the Dursleys's home nurtures Harry despite the abuse and neglect he endures? How can Hogwarts sometimes be considered detrimental to Harry's growth?
- 6) How does Harry's perception of places change as he matures?
- 7) In what ways do the settings strengthen Harry and the other characters? How are they weakened by the settings?

## **Developing Writing and Critical Skills**

### Intermediate

- 1) Select one setting from the books and write a paper describing the dual nature of that place.
- 2) Analyze what Harry's arrival at Hogwarts each year indicates. Compare this with his departure and closing comments to Ron and Hermione.
- 3) Compare how one setting that appears in each Harry Potter book changes.
- 4) Pick one setting from each book and show how they are related to the overall plot development of the series.

### Advanced

- 1) How effective are the settings at establishing the books' tone?
- 2) Analyze how Harry's transitions from the Muggle to the wizard world symbolize his metamorphosis into a wizard.
- 4) Write a paper comparing Harry's, Black's, and Dobby's confinement and/or servitude by the Dursleys, the Dementors, and Lucius Malfoy respectively.
- 5) How does Rowling use language, imagery, and other literary devices to create her settings? Compare her techniques to those of authors of similar books such as C.S. Lewis or Lewis Carroll.
- 6) Examine how Harry's world expands in each book and explain how this represents his personal growth and development.

## **Chapter 6: School Life**

### Projects and Activities

#### Basic

- 1) Write an owl letter from one of the Harry Potter characters to his or her family at home.
- 2) Budget and plan for the items and services that a specific type of pet would require. Make a schedule for daily pet care.
- 3) Use a linoleum block or a potato to carve your version of the Hogwarts's coat of arms to use with purple ink to print designs on paper.

4) Design commemorative money for Hogwarts characters.

#### Intermediate

1) Compile a census of Hogwarts, listing the known students by name and recording their age (compute their birth year according to how much younger or older they are than Harry) and hometown or country if known.

2) Pretend that certain coins in your currency are specific types of wizard coins and assign monetary value to them. Using prices mentioned in the books, list what you could buy on Diagon Alley or at a store in Hogsmeade with your money.

3) Prepare an issue of a Hogwarts newspaper. Designate characters to write an advice column addressing how to deal with problems unique to Hogwarts, a sports column, and news column. Make up advertising for merchants at Diagon Alley.

4) Write a story you might find in the back issues about Hogwarts 100 years ago, 500 years, and 1,000 years.

5) Design and compile a Hogwarts yearbook for each character with each person in your class being responsible for a section that includes an illustration, quotes, and other descriptive information usually found in school yearbooks.

6) Research the use of robes in academics. When did teachers and students start wearing robes? Why do school graduates wear robes at ceremonies?

7) Divide the classroom into four teams, assigning each student to a Hogwarts house either by choice or roll of dice. Use a poster board to keep track of points given to and taken from a house based on designated activities and classroom conduct rules. At the end of a designated time period—a day, week, or month—award the House Cup to the top team.

8) For the end of the school year, plan a Hogwarts festival for your class or school.

9) Participate in a Hogwarts spelling bee, using Harry Potter-related words. How would a spelling bee at Hogwarts differ from one at a Muggle school?

10) Write a song for your school or a new version of the Hogwarts song.

11) Create a Gringotts Bank game (like *Monopoly* or *Life*) using a poster board. Design the board, make fake money, write down the rules, make cards for rewards and penalties if players land on specific spots, and develop score cards to keep track of accounts.

12) Write a short story describing how you would use magic if you were invited to attend Hogwarts. What kind of fantastical events, creatures, friends, and enemies would you encounter? Which house would you belong to? In what classes would you perform best? Worst?

13) Prepare a schedule of classes you would take at Hogwarts and which teachers you would study with. Keep a journal about one day of school.

#### Advanced

- 1) Research the history of education in different countries and the types of schools children have attended around the world, such as one-room schoolhouses on the American frontier.
- 2) Write a paper about the history of writing and tools used for penmanship. How did students write 50 years ago? Before that?
- 3) Research how teachers past and present controlled their students and the types of punishments they used.
- 4) Write a short story explaining some aspect of life at Hogwarts that is not explained in the novels.

#### Discussion

##### Intermediate

- 1) How is Harry treated by school administrators as compared to other pupils at Hogwarts? List occasions when he is allowed privileges or his rule breaking is ignored because of his hero status.
- 2) Outline the rules at Hogwarts, both those stipulated and implied. How does the physical structure of the castle help in enforcing obedience.
- 3) How does Harry learn about unwritten expectations of Hogwarts students' conduct and decorum?
- 4) How effective are the Hogwarts instructors?

##### Advanced

- 1) How is each of Harry's professors significant for his maturation as a wizard and as a human? How do their personalities and characteristics aid or impede their students? How do their histories interact with Harry's family's history? How do their names and positions indicate their helpfulness to Harry?
- 2) How did Hermione overcome rules in Book II to gain access to the restricted potions book she needed.
- 3) Compare Harry's educational experiences with those of a normal English or Scottish schoolchild.

#### Developing Writing and Critical Skills

## Intermediate

- 1) Write a critical paper about the rule and punishment motifs at Hogwarts.
- 2) Use the names of Hogwarts's textbooks, their authors, and other school supplies to create a poem, short story, non-fiction essay, or some other form of expression in a creative writing assignment.

## Advanced

- 1) Research the "schoolboy genre" in British fiction and analyze how the Harry Potter series conforms to this literary form.
- 2) Read William Pollack's book *Real Boys* about the culture of boys in Harry's age group in which sports were important and reading was not. Write an essay about how Harry fits Pollack's paradigm. Address how he differs. Does Harry read for pleasure or only to solve mysteries?
- 3) Explain how the school imagery and details of daily academic life enhances the believability of the novels. Provide examples and explain if you disagree.

## Reading for Research

Anderson, Robert D. *Education and the Scottish People, 1750-1918*. Oxford and New York: Oxford University Press, 1995. Focuses on educational reforms and perceptions in Scotland from the Enlightenment through the early twentieth century.

Chrystie, Frances. *Pets: A Comprehensive Handbook for Kids*. 4th ed. Topeka, KS: Econo-Clad Books, 1999. Valuable reference that explains how to care for all types of pets.

Digby, Anne, and Peter Searby. *Children, School and Society in Nineteenth Century England*. London and New York: Macmillan, 1981. Depicts English school culture a century before Harry attended Hogwarts.

Galbraith, Gretchen R. *Reading Lives: Reconstructing Childhood, Books, and Schools in Britain, 1870-1920*. New York: St. Martins Press, 1997. Scholarly study of schools in Great Britain over a fifty-year period, examining the role of literature in education.

Musgrave, P.W. *From Brown to Bunter: The Life and Death of the School Story*. London and Boston: Routledge and Kegan Paul, 1985. Focuses on fiction chronicling British public (meaning they are actually privately endowed) schools for boys. This fiction provides a window for readers to learn about boarding schools.

Myers, Gene. *Children and Animals: Social Development and Our Connections to Other Species*. Boulder, CO, and London: Westview Press, 1998. Studies the relationships between pets and youths and how each benefits the other.

Quigly, Isabel. *The Heirs of Tom Brown: The English School Story* London. Chatto & Windus, 1982. Analyzes fiction depicting British educational experiences and how these stories are similar or differ from literary precedents.

Richards, Jeffrey. *Happiest Days: The Public Schools in English Fiction*. Manchester: Manchester University Press, 1988. Examines how teachers and students are portrayed in children's literature.

## Internet Resources

### United Kingdom Schools

[http://dir.yahoo.com/Regional/Countries/United\\_Kingdom/Education/Primary\\_and\\_Secondary/Schools/](http://dir.yahoo.com/Regional/Countries/United_Kingdom/Education/Primary_and_Secondary/Schools/)

British Broadcasting Corporation Education Guide  
<http://www.bbc.co.uk/education/webguide>

Scottish Education Web Guide  
<http://www.bbc.co.uk/scotland/education/webguide.html>

New York Times Lesson Plans  
<http://www.nytimes.com/learning>

About.com Pet Sites  
<http://dogs.about.com>  
<http://cats.about.com>  
<http://birds.about.com>  
<http://exoticpets.about.com>

Cornell Feline Health Center  
<http://web.vet.cornell.edu/Public/FHC/FelineHealth.html>

## **Chapter 7: Food**

### Projects and Activities

#### Basic

- 1) Prepare a Hogwarts picnic, serving foods mentioned in the books or make up recipes for them.
- 2) Plan a Hogwarts feast, collecting recipes and preparing a shopping list. Design placecards, placemats, and menus for diners. If you have access to supplies, design and paint plates, bowls, and goblets. Sew and embroider napkins.

3) Experiment with eating food unfamiliar to you such as spaghetti squash or zucchini. Write a journal entry about what you expected the food would taste like and your reactions to it.

### Intermediate

1) Learn about foods that people ate at different times in history and why. Write a report or prepare a display about a specific time period and its foods.

2) Research the source of food names such as macaroni.

3) Write the script for and videotape a segment of a television cooking show called “Hogwarts Cooks” or “Chef Wizard.”

### Advanced

1) Study the nutritional information on foods you eat at one meal. Count the calories, grams of fat, and other information listed on the packaging or accompanying the recipe. If such information is not available, look on the internet for nutritional measurements. Write a paragraph about how healthy your meal was.

2) Learn how foods are sometimes used as medicine to restore health.

3) Find a candy recipe in a cookbook and prepare a type of candy. Write a report about the scientific aspects of candy making, such as the importance of exact temperatures.

4) Go to a grocery store and write down the prices for items that are served at Hogwarts and at the Dursleys’s home. Prepare an economics report that totals how much it would cost to feed a family of four or the faculty and students at Hogwarts (see Chapter 5, School Life, for student population statistics).

5) Write a report about a custom related to food, such as why in America turkey is served at Thanksgiving.

6) Look for genetically altered food in your supermarket. Write a report about bioengineered food you have eaten. If you could genetically change a crop or animal, what would you create?

7) Research the history of food preservation methods such as canning, pasteurization, and dehydration.

### Discussion

#### Basic

1) How important is food to the characters in the Harry Potter novels?

2) Should the characters be more concerned with nutritional aspects of their eating?

#### Intermediate

1) Why do you think Rowling has not described who prepares the food for the students and how it is procured and preserved?

2) What does the magical refilling of plates symbolize?

#### Advanced

1) Does Rowling present healthy attitudes toward food and nutrition? If not, how responsible should an author be regarding this issue, especially considering the role of nutrition in child development?

2) How could the magical foods and candies represent the positive and negative aspects of bioengineered food?

#### Developing Writing and Critical Skills

##### Intermediate

1) Analyze how food is used to portray and develop characters in the Harry Potter series.

2) Show how the revolting types of candy and rotting food add elements of horror.

##### Advanced

1) Compare the role of food in Harry Potter with culinary motifs in other works of children's literature.

2) Write a critical paper about the symbolism of food in one Harry Potter novel.

3) Explain the significance of food for plot advancement in each Harry Potter book.

#### Reading for Research

Figtree, Dale. *Eat Smart: A Guide to Good Health for Kids*. Foreword by John McDougall, M.D. Clinton, NJ: New Win Publishing, 1997. Insightful guide to nutrition.

Jaffrey, Madhur. *Madhur Jaffrey's World Vegetarian: More Than 650 Meatless Recipes from Around the Globe*. New York: Clarkson Potter, 1999. Useful recipes for vegetarian Harry Potter readers to try international cuisine.

Lebovitz, David. *Room for Dessert*. New York: Harpercollins, 1999. Instructions for making a variety

of desserts, including treats similar to those featured in the Harry Potter series.

Mladen, Davidovic. *Traditional Food from Scotland: The Edinburgh Book of Plain Cookery Recipes*. New York: Hippocrene Books, 1996. Contains recipes native to the Hogwarts and Hogsmeade setting.  
Rockwell, Lizzy. *Good Enough to Eat: A Kid's Guide to Food and Nutrition*. New York: Harpercollins, 1999. Essential information about the role of nutrition.

Scobey, Joan. *The Fannie Farmer Junior Cookbook*. Illustrated by Patience Brewster. Boston: Little, Brown & Co., 2000. Useful guide telling how to prepare recipes.

Trager, James. *The Food Chronology: A Food Lover's Compendium of Events and Anecdotes, from Prehistory to the Present*. New York: Henry Holt, 1995. Tells about the history of food in society and customs related to eating.

Veza, Diane Simone. *Passport on a Plate: A Round-the-World Cookbook for Children*. Illustrated by Susan Greenstein. New York: Simon & Schuster, 1997. Recipes representing foods favored by diverse cultures.

#### Internet Sources

Medieval/Renaissance Food Homepage  
<http://www.pbm.com/~lindahl/food.html>

The Food Museum  
<http://www.foodmuseum.com/hughes/main.htm>

Simply Food Chocolate Site  
<http://www.simplyfood.co.uk/chocolate>

Tufts University Nutrition Navigator  
<http://www.navigator.tufts.edu/kids.html>

World Health Organization  
<http://www.who.int/>

United Nations Food and Agricultural Organization  
<http://www.fao.org>

Understanding Eating Disorders  
<http://www.nsmda.org/eating.htm>

Food Database  
[http://www.best.com/~yarrow/Usda\\_data/foods\\_db.html](http://www.best.com/~yarrow/Usda_data/foods_db.html)

## **Chapter 8: Sports**

## Projects and Activities

### Basic

- 1) Create a sport and write a brief manual of its rules and description of the game field and equipment.
- 2) Compare the positions in Quidditch with another sport.
- 3) Design Quidditch cards for a Hogwarts House. Display your cards or trade them for another person's House cards.
- 4) Make a banner for your favorite Quidditch team. Write a brief essay about how your banner is like a battle flag.

### Intermediate

- 1) Learn about the history and rules of a sport similar to Quidditch. For example, tell how soccer began in private English schools and became popular during the nineteenth century when associations were formed.
- 2) Follow one team during one season and compile a scrapbook with newspaper and magazine articles and charts of statistics.
- 3) Write a report about the history of baseball cards or another type of sports memorabilia.
- 4) On a map, mark the countries which have soccer teams. Compare this information with countries where Harry Potter novels are sold.
- 5) Write a journal entry about your feelings when you have won and lost at sports.
- 6) Select one Quidditch game and write a play-by-play commentary to deliver to your classmates.
- 7) Arrange a chess tournament in your school.

### Advanced

- 1) Select a World Cup team and research facts about the country it represents. Make a display with a map and other images describing its culture, agricultural products, industrial goods, and other essential information.
- 2) Prepare a brief biography of a soccer player such as Sir Stanley Matthews (or another sport, such as basketball's Michael Jordan) and a biography of a Quidditch player. Compare their styles of play, sportsmanship, and strategies.

## Discussion

### Basic

- 1) Discuss why teamwork is important.

### Intermediate

- 1) Why do some sports exclude women and children?
- 2) Is cheating in sports and games ever acceptable?
- 3) Does talent always determine athletic winners?
- 4) How does equipment affect sporting performances?
- 5) What penalties should be imposed on cheaters? Is sportsmanship effective?

### Advanced

- 1) How important are strategies both mental and physical for winning at sports?
- 2) How are politics, economics, and ethnicity associated with sports?
- 3) In what ways does geography influence sports?
- 4) How effective are associations in regulating sports?
- 5) Are the roles of coaches and referees essential?

## Developing Writing and Critical Skills

### Intermediate

- 1) Analyze how sports and games are used to develop characterization in the novels.
- 2) Explain how sports and games advance the plots in each Harry Potter story.

### Advanced

- 1) Compare the sports motifs in the Harry Potter series with other children's literature, such as Bruce Brooks's *The Moves Make the Man*.
- 2) Prepare an essay about the symbolism of the equipment in Quidditch. Why are each of the four balls significant? Why are two of the balls designated as offensive weapons that try to unseat player?

Why is the Snitch so small, golden, and elusive? What do the balls' names, Snitch, Quaffle, and Bludger, symbolize?

3) Discuss how Quidditch symbolizes Harry's quest against evil, particularly Voldemort. Explain why his position of Seeker is symbolic. What do the other players' positions represent?

4) Analyze how Harry's Quidditch injuries are significant to the characterization, suspense, and plot development in the series.

### Reading for Research

Brooking-Payne, Kim. *Games Children Play: How Games and Sport Help Children Develop*. Beltsville, MD: Gryphon House, 1997. Discusses the positive aspects of recreation for children.

Holt, Richard. *Sport and the British: A Modern History*. New York and Oxford: Oxford University Press, 1989. Narrates the history of informal and organized sports, including at schools, and how they influence the formation of British identity, commenting on commercialism and violence related to athletics.

Hutchinson, Roger. *Empire Games: The British Invention of Twentieth-Century Sport*. Edinburgh and London: Mainstream Publishing, 1996. Tells how soccer was introduced in Scottish schools.

Mason, Tony, ed. *Sport in Britain: A Social History*. Cambridge: Cambridge University Press, 1989. Analyzes the importance of ten sports in Great Britain.

MacDonald, Daniel. *Chess for Kids: Everything You Need to Learn & Play*. Holbrook, MA: Adams Media Corporation, 1997. Has gameboard, chess pieces, and instructions.

Murphy, Shane M. *The Cheers and the Tears: A Healthy Alternative to the Dark Side of Youth Sports Today*. San Francisco, CA: Jossy-Bass Publishers, 1999. Comments on the negativity young players experience and how to deal with cheaters and sports bullies.

Radnedge, Keir, ed. *The Complete Encyclopedia of Soccer: The Bible of World Soccer*. Hertfordshire: Carlton, Watford, 1999. Provides information about major competitions, players, and statistics.

Levinson, David, and Karen Christensen, eds. *The Encyclopedia of World Sport: From Ancient Times to the Present*. New York and Oxford: Oxford University Press, 1999. Covers about approximately 200 sports, describing their history.

### Internet Sources

Rugby.com Site  
<http://www.rugby.com>

Cricket Site

<http://www.lords.org>

Exeter Chess Club

<http://info.ex.ac.uk/~dregis/DR/coaching.html>

Science of Baseball

<http://www.exploratorium.edu/baseball>

Soccer

<http://www.aron.clara.co.uk>

About.com sites for Games and Sport Memorabilia

<http://boardgames.about.com>

<http://cardgames.about.com>

<http://chess.about.com>

<http://sportscards.about.com>

<http://worldsoccer.about.com>

the sports page on this site has many other links

## **Chapter 9: Geography**

Projects and Activities

Basic

- 1) Make a map of a real or fictional place. The map can depict modern conditions or historical or future situations, or you can design a treasure map based on a real or fictional place.
- 2) On a world map, find locations that are significant in the novels and color each site. Draw symbolic images on the map, such as a snake in Brazil.

Intermediate

- 1) On a map of Great Britain, identify ports, rivers, harbors, railroad routes, or other significant sites relating to some aspect of geography and write a report about that topic.
- 2) Write a paper about how geography might have influenced the development of names for characters and places in the Harry Potter series, such as Black Country and Sirius Black.
- 3) Chart or graph statistics showing geographically-related, changes such as the amount of agricultural exports and imports because of crop surpluses or failures.
- 4) Research the types of trees and animals that are native to a country in the United Kingdom. Write profiles of three types of each.

5) Find images on the internet and in magazines and books that show the areas where Rowling has lived. List the unique geographical features such as rivers.

6) Use the internet to learn about the history of Highland Games and modern Scottish festivals. If there is a Highland Games being held near your community, attend and write a journal entry about your experiences and telling about any events in which you participated. Plan Highland Games to be held for students at your school.

7) Use papier mâché, plaster, paint, or other materials to make a relief map of Scotland or another country in the United Kingdom, placing mountains, lakes, and other distinctive geographic features where they should be located. Make a castle to designate where you think Hogwarts is if you make a map of Scotland. If you choose to model England, make a house and a train station to place where you think the Dursleys's house and King's Cross should be.

### Advanced

1) List the names of the London boroughs and write an essay about how you think any of those names and the neighborhood's economic or social characteristics were used in the Harry Potter stories.

2) Use a map of London and a map of the Underground to become familiar with Great Britain's capital. Research and write a report about a geographical area of London.

3) Pretend you are a visitor in London and write a journal entry about where you explored and what you saw.

4) Learn about the natural resources found in the United Kingdom. Choose one raw material and research industries that have been developed to process them. If possible, select one industry, such as coal mining, and find out how it has fared economically in the past decade. Prepare a report citing financial, production, and employment statistics to present orally to your classmates.

5) Research and write a paper about the history of map making, from the earliest known maps to the Shuttle Radar Topography Mission in 2000.

### Discussion

#### Intermediate

1) How do politics, weather, economic conditions, technological developments, and other factors influence geography?

2) Is knowledge of a factual setting helpful in understanding fiction or is it unnecessary? Provide examples to support your opinion. What does knowing that the boa constrictor is Brazilian contribute to the story? How is the boa a metaphor for Harry?

3) Is the geographical setting crucial for the believability of the Harry Potter series or could it happen somewhere else in the world?

Advanced

1) Why are there no native snakes in Ireland? Discuss legends and laws that address why Ireland is snakeless and comment on how geography affects the distribution of wildlife in Great Britain.

2) What geographical details about the United Kingdom do you think Rowling should develop in future books?

Developing Writing and Critical Skills

Intermediate

1) Compare Scottish holidays and festivals with those in the Harry Potter novels.

2) Compare the climate in factual Scotland to the weather in the Harry Potter novels.

3) Rowling says she imagines Hogwarts to be located in northern Scotland. Research weather conditions there.

Advanced

1) Analyze the depiction of fictional and factual places in the Harry Potter series and how effective these descriptions are at creating a believable setting and enhancing literary style.

2) Read a novel whose setting is a real place, and explain the role of realism of geography in literature.

3) Explain how an entirely fictional world with unique names and places such as those in Harry Potter creates a different kind of novel than one with real names, places, and events.

4) Discuss how the indigenous plant and animal life in Great Britain are reflected in the Harry Potter novels.

5) Discuss whether regional dialects are effective at establishing geographic characterizations of people depicted in the Harry Potter series.

Reading for Research

*Faces: People, Places, and Cultures*. A magazine published by Cobblestone Publishing Company, Peterborough, New Hampshire (<http://www.cobblestonepub.com>), that prints issues about countries, featuring non-fiction articles, crafts, and folklore.

Arthus-Bertrand, Yann. *Earth From Above*. New York: H.N. Abrams, 1999. Aerial photographs

documenting global geography.

Bale, John. *Landscapes of Modern Sport*. Leicester: Leicester University Press, 1994. A human geographical study, focusing on the social aspects of athletics.

Brockliss, Laurence, and David Eastwood, eds. *A Union of Multiple Identities: The British Isles, c1750-c1850*. Manchester: Manchester University Press, 1997. Describes national characteristics of England, Scotland, Wales, and Ireland and how those countries formed a group identity.

George Philip & Son. *Encyclopedic World Atlas*. 3rd ed. New York: Oxford University Press, 1996. Valuable children's atlas with sections on Great Britain.

Glasscock, Robin, ed. *Historic Landscapes of Britain from the Air*. Cambridge: Cambridge University Press, 1992. Aerial geography of historic sites.

Johnson, Sylvia A. *Mapping the World*. New York: Atheneum Books, 1999. Brief history of cartography for children.

Lawton, Richard, and Colin G. Pooley. *Britain 1740-1950: An Historical Geography*. London: Edward Arnold, 1992. Focuses on geographical information regarding two hundred years of British history.

Porter, A.N., ed. *Atlas of British Overseas Expansion*. New York: Simon & Schuster, 1991. An historical geography of British imperialism.

Saul, Nigel, ed. *The National Trust Historical Atlas of Britain: Prehistoric and Medieval Britain*. Dover, NH: A. Sutton in association with the National Trust, 1994. Explores the historical geography of early British civilizations.

Smith, Frank. *A Genealogical Gazetteer of Scotland: An Alphabetical Dictionary of Places, With Their Location, Population, and the Date of the Earliest Entry in the Registers of Every Parish in Scotland Having Registers Prior to 1855*. Logan, UT: Everton Publishers, 1971. Geographical guide to Scotland, especially useful for finding information about villages that no longer exist.

Thrower, Norman J.W. *Maps & Civilization: Cartography in Culture and Society*. 2nd ed. Chicago: University of Chicago Press, 1999. Analyzes roles of maps throughout history.

Turnock, David. *An Historical Geography of Railways in Great Britain and Ireland*. Aldershot, Hants, England: Ashgate, 1998. Information about the development and placement of railroads in the different British countries.

Turnock, David. *The Making of the Scottish Rural Landscape*. Aldershot, Hants, England: Scolar Press, 1995. Geographical study of how humans have used land in Scotland.

## Internet Resources

Geography Links at About.com  
<http://www.geography.com>

National Geographic Magazine  
<http://www.nationalgeographic.com>

Destination: Earth  
<http://www.earth.nasa.gov/>

Royal Geographical Society  
<http://www.rgs.org>

Royal Scottish Geographical Society  
<http://www.geo.ed.ac.uk/~rsgs/>

The Association of British Counties  
<http://www.abcounties.co.uk/>

This Britain  
<http://www.thisbritain.com>

United Kingdom for Visitors  
<http://gouk.about.com/>

Britannia Internet Magazine  
<http://www.Britannia.com>

Scottish Gazette  
<http://www.geo.ed.ac.uk/scotgaz>

Gateway to Scotland  
<http://www.geo.ed.ac.uk/home/scotland/scotland.html>

Scottish Culture  
<http://scottishculture.about.com>

English Culture  
<http://englishculture.about.com>

The Kingdom of Fife  
<http://www.fifepost.freerve.co.uk>

Ireland for Visitors  
<http://goireland.about.com/>

Europe for Visitors

<http://goeurope.about.com/>

France for Visitors

<http://gofrance.about.com/>

Spain and Portugal for Visitors

<http://gospain.about.com/>

Africa for Visitors

<http://goafrica.about.com/>

## **Chapter 10: Mythology, Legends, and Fairy Tales**

Activities

Basic

- 1) Rewrite a fairy tale to feature Hogwarts characters. Present it as a play and videotape the performance.
- 2) Write a scene of dialogue between a mythical or fairy tale character and a Hogwarts character that reveals their values and beliefs and any conflicts between the two characters. Illustrate your scene.
- 3) Write a ghost story set in your community based on real events and places or make up a new ghost story about a historic person or place that you think should be fictionally haunted.
- 4) Prepare and present a myth, folktale, fairy tale, or tall tale at storytelling sessions at your school. You can also express the myth as a song, dance, or game.
- 5) Pretend that you are a visitor at Hogwarts. Collect in a journal the stories and record oral histories, legends, and folklore that the characters tell you.

Intermediate

- 1) Select a geographic region or culture and study the myths associated with it. Make a display which has information telling how those myths are similar and differ from other countries' and cultures' mythology.
- 2) Research the history of the Loch Ness Monster and theories that have been publicized about what the monster may actually be. Discuss how scientific expeditions, hoaxes (including photographs), and tourism have influenced folklore about the creature.
- 3) Scotland is home to many ghosts, especially in castles such as the one in Edinburgh which may have inspired Rowling. Research the facts behind a ghost story and how that story became popular.
- 4) Create folklore based on the Harry Potter series as you think people might tell stories about

Harry 500 years from now.

5) Write a news article reporting a myth as if it were part of recent events (such as a hero rescuing a dog from a burning house) and incorporate Harry Potter characters in the article.

#### Advanced

1) Locate versions of the original stories that Harry Potter characters and events were based on and compare them in an essay (also see Chapter 11, Archetypes and Biblical Allusions).

2) Find articles in newspapers and magazines that report modern stories that resemble myths or fairy tales. Write a report explaining why you chose the stories as examples.

3) Choose a myth, legend, or fairy tale that is universal such as Sleeping Beauty and compare different versions and what they reveal about the cultures that created them.

4) Write a paper about myths associated with a holiday, why people believed them when the holiday was first observed, and how people retain some of those customs when celebrating the holidays in modern times.

5) Select a story from collections of fairy tales and ghosts stories listed in the bibliography. Write a paragraph explaining what that story reveals about the culture and history where it was set. Note any similarities of symbolism, characterization, or plot development with the Harry Potter novels.

6) Read fairy tales collected and written by George Cruikshank, Hans Christian Andersen, Andrew Lang, and Charles Perrault and write a paper telling how their versions reflect the time in which they lived and their personal philosophies. How did they change original versions and why?

#### Discussion

#### Intermediate

1) Explain why Hermione could be considered to be Sleeping Beauty when she is petrified. Is Harry her prince? What does her comatose period symbolize?

2) How could Hermione be Beauty and Harry be the Beast?

3) What other fairy tale heroines does Hermione resemble and why?

4) Explain how Ginny could be Sleeping Beauty, Little Red Riding Hood, or Snow White.

5) Explain why people need heroes and heroines. Or, tell why they are not necessary.

#### Advanced

1) Discuss how the Harry Potter novels contain elements of legends, myths, and fairy tales. What

mythical characters and themes seem to be depicted in the novels? How do they affect the stories?

2) Why does modern society perpetuate the theme of a child hero defeating an adult villain? List movies, books, and songs that feature that confrontation. Discuss how the biblical story of Samson and Goliath has contributed to this theme.

3) Discuss possible psychological interpretations and applications of mythic imagery in the Harry Potter novels. In what ways are myths sources of psychological insight and power?

4) How are Harry's physical symptoms manifestations of his mythic role as a hero?

5) Discuss the source of legends within your community. Does the presence or absence of a mythic identity strengthens or weakens the community.

6) Why is wisdom often concealed in hidden messages in literature?

## Developing Writing and Critical Skills

### Intermediate

1) In a creative writing exercise, write a fairy tale reminiscent of the Grimm Brothers which features Harry Potter characters.

### Advanced

1) Write a critical paper about Bruno Bettelheim's ideas regarding the interpretation of fairy tales. Cite several of his examples and provide evidence explaining how you concur or disagree. Include discussion of how critics have perceived Bettelheim.

2) Analyze the mythic imagery in the Harry Potter novels using a psychoanalytic, feminist, Marxist, or other scholarly framework.

3) Select two cultures and compare the motifs in their mythology.

4) Discuss how motifs and symbols such as snakes can have different meanings in literature.

5) Write a paper discussing how effective the mythological imagery in the Harry Potter novels is as a literary device.

6) Compare Harry Potter characters with their mythological or legendary counterparts, citing reasons they are similar and how they differ. Explain the function of both characters and note whether the Harry Potter character adequately fills the role as presented by the mythological figure.

7) Prepare a verse similar to "Beowulf" or the works of early medieval writers that chronicles

Harry's battles with Voldemort or the events in another Harry Potter character's life.

8) Analyze the mythic origins of a rite or celebration and how it is portrayed in literature, including the Harry Potter novels.

9) Use Joseph Campbell's interpretative framework to examine an aspect of the Harry Potter series.

### Reading for Research

Bellingham, David. *Goddesses, Heroes & Shamans: A Young People's Guide to World Mythology*. New York: Kingfisher Books, 1994. Valuable encyclopedia for students.

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Knopf, 1976. Describes Bettelheim's theories about the psychological uses of fairy tales.

Campbell, Joseph. *The Hero With a Thousand Faces*. Princeton, NJ: Princeton University Press, 1949. Discusses his psychoanalytical theories of myths and archetypes.

Campbell, Joseph. *Historical Atlas of World Mythology*. 2 vols. New York: Harper and Row, 1983. Useful source to complement his analytical works.

Campbell, Joseph, with Bill Moyers. *The Power of Myth*. New York: Doubleday, 1988. Compiled from interviews with Campbell during a Public Broadcasting Service series.

Caprio, Betsy. *The Mystery of Nancy Drew: Girl Sleuth on the Couch*. Trabuco Canyon, CA: Source Books, 1992. Provides examples of how to apply psychological interpretation to analysis of children's literature.

Coghlan, Ronan. *The Illustrated Encyclopedia of Arthurian Legends*. Shaftesbury, England: Element, 1993. A beautifully illustrated guide to characters and motifs in the King Arthur legends.

Cousineau, Phil, ed. *The Hero's Journey: Joseph Campbell on His Life and Work*. New York: HarperCollins, 1990. The companion volume to a documentary on Campbell, including interview transcripts.

Cox, Michael, and R.A. Gilbert, eds. *The Oxford Book of English Ghost Stories*. New York: Oxford University Press, 1986. Anthology of tales representing different historic times.

Gimbutas, Marija. *The Goddesses and Gods of Old Europe: 6500-3500 B.C., Myths and Cult Images*. Revised ed. Berkeley: University of California Press, 1982. Useful to understand the mythology of the Harry Potter settings.

*Grimm's Complete Fairy Tales*. New York: Barnes & Noble Books, 1993. Includes 211 stories without annotations.

Hallett, Martin, and Barbara Karasek, ed. *Folk and Fairy Tales*. 2nd edition. Peterborough, Ontario: Broadview Press, 1996. Critical commentary addressing examples of folklore.

Hamilton, Edith. *Mythology: Timeless Tales of Gods and Heroes* Boston: Little, Brown & Co., 1940. A classic source of information about Greek, Roman and Norse mythology.

Hamilton, Virginia. *The People Could Fly: American Black Folktales*. New York: Knopf, 1985. A collection of African-American folklore.

Hammond, N.G.L., and H.H. Scullard, eds. *The Oxford Classical Dictionary*. 2nd ed. Oxford: Oxford University Press, 1970. A thorough scholarly reference useful for mythological names, items, and related topics.

Jung, C.G. *The Archetypes and the Collective Unconscious*. 2nd ed. Princeton, NJ: Princeton University Press, 1969. Details Jung's theories about symbolism.

Karr, Phyllis Ann. *The Arthurian Companion: The Legendary World of Camelot and the Round Table*. Canada: Chaosium, 1997. Provides definitions of major characters, places, and objects, plus maps and information about related topics such as tournaments and coats of arms.

Lacy, Norris J., ed. *The New Arthurian Encyclopedia*. New York: Garland Publishing, Inc., 1996. Comprehensive source of King Arthur lore plus details about modern authors who write about King Arthur themes.

Leeming, David Adams. *The World of Myth: An Anthology*. New York: Oxford University Press, 1990. A scholarly analysis of examples of global mythology.

Matthews, Caitlin and John. *The Encyclopedia of Celtic Wisdom: A Celtic Shaman's Sourcebook*. Shaftesbury, England: Element Books Limited, 1994. Discusses subjects noted in the Harry Potter novels such as prophecy, divination, quests, initiations, shapeshifting, and ancestor worship.

Mercatante, Anthony S. *The Facts on File Encyclopedia of World Mythology and Legend*. New York: Facts on File, 1988. Useful reference source.

Read, Herbert, Michael Fordham, and Gerhard Adler, eds. *The Collected Works of C.G. Jung* 20 vols. New York: Pantheon, 1953. Extensive information about Jung's psychological theories regarding archetypes and the unconscious.

*Scottish Fairy Tales*. London: Senate, 1995. Stories include "The Dwarfie Stone," features witches and other motifs also found in the Harry Potter series.

Sullivan, C.W. III. *Welsh Celtic Myth in Modern Fantasy*. Westport, CT: Greenwood Press, 1989. Comments how the term "Celtic" can have various meanings to scholars and explains which tribes were in the geographic region of modern Great Britain and the language groups they represented. Useful for understanding the background of the Harry Potter novels.

Trites, Roberta Seelinger. *Waking Sleeping Beauty: Feminist Voices in Children's novels*. Iowa City: University of Iowa Press, 1997. Insightful analysis of the Sleeping Beauty motif in children's

literature.

Warner, Marina. *From The Beast to the Blonde: On Fairy Tales and Their Tellers*. New York: Farrar, Straus and Giroux, 1994. Provides information about fairy tale compilers that is useful to supplement reading of their adaptations.

Zipes, Jack. *Fairy Tale as Myth, Myth as Fairy Tale*. Lexington: University of Kentucky Press, 1994. A scholarly analysis of mythology as a literary form.

#### Internet Resources

The Encyclopedia Mythica

<http://www.pantheon.org/mythica>

Folklore, Myth and Legend

<http://www.acs.ucalgary.ca/~dkbrown/storfolk.html>

Fairy Tale Resource Page for Teachers and Librarians

<http://www.ualberta.ca/~mshane/title.htm>

Folklore and Mythology Electronic Texts

<http://www.pitt.edu/~dash/folktexts.html>

Myths and Legends

<http://pubpages.unh.edu/~cbsiren/myth.html>

SurLaLune Fairy Tale Pages

<http://members.aol.com/surlalune/frytales/index.htm>

Sources for the Analysis and Interpretation of Folk and Fairy Tales

<http://shoga.wwa.com/~callison/>

Fairy Tale Origins & Evolution

<http://www.darkgoddess.com/fairy>

The Centaur Compendium

<http://www.cc.gatech.edu/aimosaic/students/centaur/compendium>

Nineteenth-Century German Stories

<http://www.vcu.edu/hasweb/for/menu.html>

Snow White

<http://www.scils.rutgers.edu/special/kay/snowwhite.html>

#### **Chapter 11: Archetypes and Biblical References**

## Projects and Activities

### Basic

- 1) Write a parable or proverb that you think a Harry Potter character would say.
- 2) Compare a Harry Potter character to a biblical character.
- 3) Make a collage of religious images, including clothing, plants, animals, and other symbolic artifacts.

### Intermediate

- 1) Select a religion such as Christianity, Judaism, Hinduism, Buddhism, Shintoism, or Islam and write a report about that religion's beliefs and followers.
- 2) List the rules that govern Hogwarts.

### Advanced

- 1) Write a paper about witches and sorcerers depicted in religious works.
- 2) With a partner, develop opposing arguments about how the Harry Potter novels are like, and not like characters or ideas in the Bible.

## Discussion

### Basic

- 1) Explain the similarities and differences between secrets and lies.

### Intermediate

- 1) Discuss how there are many ways that people believe in a higher power and how they express their faith.
- 2) Explain why religion has been important to people of different cultures and geographic locations throughout history.
- 3) Some parents have complained about Harry Potter novels on religious grounds. Explain how you think the novels do or do not parallel evil, violence, and miracles in the Bible?
- 4) Outline and discuss what you and scholars consider the components of evil to be. Can lies ever be created to achieve good goals or are they told for solely malicious intentions?
- 5) Discuss how deception is integral to magic.

- 6) Can religious ideas be presented humorously or are they always presented in a serious tone? Support your opinions with examples.
- 7) Discuss how popular culture depicts religion. Are movies and songs respectful toward religion or are they sacrilegious?
- 8) Locate articles in current newspapers and magazines about religion and discuss how it is depicted.
- 9) What are some of the obvious references to religion in the Harry Potter novels and the not-so-obvious ones?
- 11) Why do you think the lightning bolt appeared on Harry's forehead? Why is it a lightning bolt and not some other symbol?
- 12) Do you think Harry's fate is predestined? Explain your answer.
- 13) Research how religion has changed in some ways and stayed the same in others since biblical times.

#### Advanced

- 1) Compare biblical stories and characters with Harry's adventures and Hogwarts' residents. Distinguish how reality and fantasy differ and why literary symbolism, allegories, and metaphors are created.
- 2) Discuss how the Harry Potter novels can be compared to other children's books that include religious imagery, such as *The Chronicles of Narnia* by C. S. Lewis and *A Wrinkle in Time* by Madeleine L'Engle.

#### Developing Writing and Critical Skills

##### Intermediate

- 1) For a creative writing exercise, rewrite a scene in which Harry or another character displays religious behavior.
- 2) Describe the final confrontation between Harry and Voldemort in a short story.

##### Advanced

- 1) Write a paper discussing the role of stigmata (a scar or a mark on the skin that is a symbol of disgrace) in literature. Does the stigmata represent someone who is an outcast or a chosen person, or both?

- 2) Analyze how magicians, sorcerers, and witches have been depicted in religious literature.
- 3) Prepare a critical essay about how American literature has portrayed religion, such as in Nathaniel Hawthorne's *The Scarlet Letter*.
- 4) Discuss how the religious imagery in the Harry Potter novels is stereotypical or unique.
- 5) Write about one or two themes in the Harry Potter novels based on religious interpretations.
- 6) Prepare a persuasive paper arguing that Harry's life has been preordained.
- 7) Analyze the religious imagery in the Harry Potter series, including discussion of the significance of numbers and portrayal of evil.

### Reading for Research

Aharoni, Yohanan, and Michael Avi-Yonah. *The Macmillan Bible Atlas*. New York: Macmillan, 1993. Contains maps of the Holy Land and places mentioned in the Bible.

Brownrigg, Ronald. *Who's Who in the New Testament*. London: Weidenfeld and Nicolson, 1971. Includes sketches about major biblical figures supplemented with photographs and drawings.

Comay, Joan. *Who's Who in the Old Testament Together with the Apocrypha*. New York: Holt, Rinehart & Winston, 1971. A useful reference that provides biographical information and includes maps and illustrations.

Halverson, Dean C., ed. *The Compact Guide to World Religions*. Minneapolis, MN: Bethany House Publishers, 1996. Describes basic beliefs and practices of major religions.

Jennings, Philip S. *The Bible for Children*. Illustrated by Severo Baraldi. New York: Barnes & Noble Books, 1994. Prints stories from the Old and New Testaments supplemented with explanatory notes and art.

Murphey, Cecil B. *The Dictionary of Biblical Literacy*. Nashville, TN: Oliver-Nelson, 1989. Provides definitions useful to understand religious terminology.

Packer, James I., Merrill C. Tenney, and William White, Jr. *Bible Almanac: A Comprehensive Handbook of the People of the Bible and How They Lived*. Nashville, TN: Thomas Nelson, 1980. Descriptive accounts useful for understanding the context of Bible stories.

Richards, Larry. *International Children's Bible Handbook*. Dallas, TX: Word Books, 1997. A comprehensive view of world religions.

Trimiew, Anna. *Bible Almanac*. Lincolnwood, IL: Publications International, 1997. Information

about people, miracles, and other significant biblical events.

Water, Mark. *Big Book of Bible People*. Illustrated by Graham Round. Nashville, TN: Thomas Nelson, 1996. Valuable biographical resource.

Water, Mark. *The Children's Encyclopedia of Bible Books*. Grand Rapids, MI: Zondervan Publishing House, 1995. Explains the significance of each book in the Bible with details about people and places and comments about food, clothing, and geography. Suggests how readers can apply each book's messages.

Wigoder, Geoffrey. *Illustrated Dictionary and Concordance of the Bible*. Jerusalem: G.G. The Jerusalem Publishing House, 1986. Provides Jewish perspectives about religion.

### Internet Resources

#### Religion Online

<http://www.religion-online.org/>

#### Virtual Religion Index

<http://religion.rutgers.edu/vri/index.html>

#### World Wide Study Bible

<http://ccel.wheaton.edu/wwsb/>

#### Bibles

<http://www.bibles.net>

#### The Text This Week

<http://textweek.com>

## **Chapter 12: History**

### Projects and Activities

#### Basic

1) Write several journal entries as if you were a historical character, such as a blacksmith shoeing General George Washington's horse before a major battle. Illustrate your journal with pictures of artifacts that your character might use or need.

2) Make a model train to resemble the Hogwarts Express. Design a layout with models of King's Cross, Hogwarts, and Hogsmeade. Design tickets and a time schedule for the model Hogwarts Express.

3) Pretend that you have traveled in a time machine to Hogwarts one thousand years in the future from now. Describe what you find.

- 4) Describe a civilization somewhere in the world in the year 1000, about the time that Hogwarts was built.
- 5) Write a paper about the education of a knight, a lady, and an apprentice during the Middle Ages.
- 6) Design a coat of arms for yourself, your classroom, or a Harry Potter character, selecting heraldry symbols to represent traits and achievements.
- 7) Make a time capsule of items that you think Harry Potter and the students at Hogwarts would collect to represent their school, such as bookmarks and lightning bolt tattoos. Bury the time capsule someplace where you have received permission. Make sure that you draw a map and write instructions so that people in the future can find the time capsule.

#### Intermediate

- 1) Research and write a biographical sketch of significant leaders when Britain was known as Britannia, Caledonia, and Dalriada during the Dark Ages.
- 2) Research a historic hero, such as Sir Winston Churchill or Mahatma Ghandi, and compare them to Harry Potter characters. What traits do they share that make their actions memorable throughout time?
- 3) Write a mystery story set in an historic era with a Harry Potter character as the detective trying to solve the puzzle.
- 4) Study the history of calendars in various cultures and outline significant dates when calendars were changed and explain why and by whom.
- 5) Learn about the different tasks that trains are used for, describing specific types of cars, and the various jobs required to design, manufacture, and operate railroads, such as conductors and engineers.
- 6) List the people who work on the Hogwarts Express, such as the candy seller. Who do you think drives the train? Draw a diagram of the Hogwarts Express which emphasizes its unique technology as you imagine it to be.
- 7) Watch World II movies about evacuated children, such as "Hope and Glory," and/or read children's books about evacuees, such as Margaret Anderson's *Searching for Shona*. Write an essay about parallels between those children and Harry Potter and his classmates.
- 8) Develop a Living History Hogwarts Museum with your classmates and friends representing different characters, both prominent like McGonagall and anonymous like a Hogsmeade shop clerk. Make costumes, sets, and props and practice speaking and acting like your character. Carefully choose clothing and jewelry that represent the historical period and person that you are portraying.

15) Write stories for both a Muggle newspaper and the wizard newspaper announcing Harry's birth or reporting the Potters' death.

#### Advanced

1) Profile a notorious historical figure, such as Genghis Khan, Mao Tse Tung, Josef Stalin, Osama bin Laden, Saddam Hussein, Fidel Castro, or the Ayatollah Ruhollah Khomeini. Compare these infamous people to villains in the Harry Potter series. Learn how these factual political and military leaders governed by using domestic terrorism and enforcing a restrictive culture. Discuss countries where such tactics are a modern reality, such as Afghanistan.

2) Consult the timeline and write an essay about how the real historical dates and the Harry Potter dates seem related. What historic events would you add? Why?

3) Research and write an essay about British transportation, such as the development of the railway system, canals, or the longest road, or focusing on accidents, such as the Tay Bridge Disaster or the deadly train wreck at Quintinshill. Note any folk songs or other popular cultural references to your subject.

4) Research and write about the discovery and recovery of artifacts, such as the expedition to find and preserve items in the pirate ship Whydah off the coast of Cape Cod, Massachusetts; Captain Kid's ship; astronaut Gus Grissom's space capsule Liberty Bell 7; or the Titanic.

5) Research British castles and select one, such as the Edinburgh Castle, and compile information about its history, folklore, and architecture to share with your classmates.

6) Divide the classroom into a fief, allotting certain sections to be the lord's manor, serfs' huts, and fields. Assign students specific roles so they can interact and role play based on feudalism customs.

#### Discussion

#### Intermediate

1) What historical figures and occurrences seem to be depicted in the Harry Potter novels? How do they affect the stories?

2) Compare Harry and Hermione with child geniuses, such as Amadeus Mozart and Albert Einstein.

#### Advanced

1) The wizards at Hogwarts are separated from the Muggles by the barrier at King's Cross Station. Discuss how political boundaries separate countries with radically opposing political beliefs, such as the Demilitarized Zone in the Korean peninsula or the Berlin Wall in Germany.

2) How would different Harry Potter characters interpret and narrate wizard history? Would Lord

Voldemort and Dumbledore tell the same story about the murder of the Potters? How would their versions vary and how would this reveal their biases?

### Developing Writing and Critical Skills

- 1) Analyze how the historical allusions and motifs affect the literary quality of the Harry Potter novels.
- 2) Research a historic era that might be considered to be the basis for the setting and events of the Harry Potter novels and write a paper discussing the parallels between the historic past and Rowling's fantasy worlds.
- 3) Write an essay about how different societies determine when a person is considered an adult. Discuss rites of passage that different societies require for a young person to enter adult society. Provide some historical examples.
- 4) Cite examples of time being used as a metaphor in children's literature, such as Alice falling down the rabbit hole in *Alice in Wonderland* or the children passing through the wardrobe in *The Lion, the Witch and the Wardrobe*.

### Reading for Research

Cobblestone Publishing Company, Peterborough, New Hampshire (<http://www.cobblestonepub.com>). History magazines for children published.

Organization of American Historians. [citation or website]. *Magazine of History*. Has lesson plans on various world history topics.

Aries, Philippe, and Georges Duby, eds. *A History of Private Life*. 5 vols. Cambridge: Belknap Press of Harvard University, 1987-1991. Descriptive information about daily life of both common and notable figures in history.

Blackburn, Bonnie, and Leofranc Holford-Stevens. *The Oxford Companion to the Year*. New York and Oxford: Oxford University Press, 1999. Extensive coverage of calendar history and day-by-day analysis of holidays and significant events in numerous cultures.

Bruce, Duncan A. *The Mark of the Scots: Their Astonishing Contributions to History, Science, Democracy, Literature, and the Arts*. Secaucus, NJ: Carol Publishing Group, 1997. Collection of biographical information about Scottish achievements.

Cannon, John Ashton, ed. *The Oxford Companion to British History*. Oxford: Oxford University Press, 1997. An essential guide for the study of Great Britain's history.

Chandler, David G., and Ian Beckett, eds. *The Oxford Illustrated History of the British Army*. 1994. Useful for understanding military history, especially leaders and their strategies.

Commire, Anne, and Deborah Klezmer, eds. *Women in World History*. Waterford, CT: Yorkin Publications, 1999- . In addition to length biographical profiles of significant women, this series includes genealogical charts of royal families.

Cunningham, Hugh. *Children & Childhood in Western Society Since 1500*. London and New York: Longman, 1995. Describes how children were perceived and treated by adults and discusses related topics such as schools, charity, religion, and emotional and physical health.

Davidson, James West, and Mark H. Lytle. *After the Fact: The Art of Historical Detection*. 4th ed. Boston: McGraw-Hill, 2000. Shows readers how to conduct historical research through case examples, including the Salem witchcraft trials and a study of indentured servitude. Suggests methods to reconstruct events, look for visible and invisible clues, and assess evidence and sources.

Fraser, Antonia. *Boadicea's Chariot: The Warrior Queens*. London: Weidenfeld & Nicolson, 1988. Examines the role of women in history, particular the British Boadicea who fought Roman invaders.

Gies, Joseph, and Frances Gies. *Life in a Medieval Castle*. New York: Harper & Row, 1979. Studies Chepstow Castle by River Wye, which may have influenced a young Rowling who lived nearby, and tells how and when knights began their training. Contains useful glossaries of castle and feudal terms and lists locations of castles.

Goring, Rosemary, ed. *Chambers Scottish Biographical Dictionary*. Edinburgh and New York: Chambers, 1992. Facts about significant people who were born, lived, or worked in Scotland.

Gravett, Christopher. *The World of the Medieval Knight*. Illustrated by Brett Beckon. New York: Peter Bedrick Books, 1996. Narrates the process of how young boys became knights.

Gregory, Tony. *The Dark Ages*. Facts on File, 1993. a children's book that provides comprehensible information about this elusive period.

Holt, Marilyn Irvin. *The Orphan Trains: Placing Out in America*. Lincoln: University of Nebraska Press, 1992. Describes the history of orphan train riders whose stories resembled the orphaned Harry Potter's traveling to a new life aboard a train.

Howarth, Sarah. *Medieval People*. Millbrook, 1992. Focuses on the lives of a knight, a monk, a lady, a heretic, a doctor, a pilgrim, a bishop, and others.

Hurst, Carol Otis, and Rebecca Otis. *In Times Past: An Encyclopedia for Integrating US History with Literature in Grades 3-8*. Boston: McGraw-Hill, 1993. Lesson plans and resources for teachers that supplement the author's web site.

Jackson, Ellen. *Turn of the Century*. Illustrated by Jan Davey Ellis. Watertown, MA: Charlesbridge Publishing, 1999. Describes children's experiences in Great Britain and North America on the first day of each century between 1000 and 2000.

Johnson, Paul. *The National Trust Book of British Castles*. New York: British Heritage Press, 1984. An elaborate book of castles.

Macaulay, David. *Castle*. Boston: Houghton Mifflin, 1977. Shows how castles were built and their inner structure.

Mason, Antony. *If You Were There: Medieval Times*. New York: Simon & Schuster, 1996. Good introduction to the Middle Ages for children and includes a board game utilizing information from the book.

Meltzer, Milton. *Ten Queens: Portraits of Women of Power*. Illustrated by Bethanne Andersen. New York: Dutton Children's Books, 1998. Short biographies of female leaders including Boudicca (the name is spelled several ways), the leader of the Iceni, a Celtic tribe, who rebelled against Roman rulers in Britain.

Schmitt, Jean-Claude. *Ghosts in the Middle Ages: The Living and the Dead in Medieval Society*. Translated by Teresa Lavendar Fagan. Chicago: University of Chicago Press, 1998. Information about tomb sculpture and funerary customs that resemble themes and symbols of the Harry Potter series.

Simmons, Jack, and Gordon Biddle, eds. *The Oxford Companion to British Railway History*. From 1603 to the 1990s. Oxford: Oxford University Press, 1999. Thorough coverage of the history of rail transportation in Great Britain.

Stalcup, Ann. *On the Home Front: Growing Up in Wartime England*. North Haven, CT: Linnet Books, 1998. An autobiographical account written for children.

Weitzman, David. *My Backyard History Book*. Illustrated by James Robertson. Boston: Little, Brown and Company, 1975. This excellent resource is filled with ideas for history projects that encouraged readers to understand their families and communities. These activities help readers relate personal and local historical concepts to broader historical events. Includes instructions to build models and other crafts.

Williams, Ann, Alfred P. Smyth, and D.P. Kirby. *A Biographical Dictionary of Dark Age Britain: England, Scotland, and Wales, c. 500-c. 1050*. London: Seaby, 1991. Profiles of individuals who were prominent or infamous during this era.

## Internet Sites

### History, Heraldry, and Genealogy

<http://www.thehistorynet.com>

<http://www.electricscotland.com/history/index.htm>

<http://www.bedfordstmartins.com/history> (click links library)

<http://www.castlesontheinternet.com/>

<http://www.btinternet.com/~timeref/>

<http://www.learner.org/exhibits/middleages/>

<http://thesecondworldwar.com>  
<http://www.euronet.nl/users/wilfried/ww2/ww2.htm>  
<http://www.ddaymuseum.org/>  
<http://royalty.about.com>  
<http://www.heraldica.org>  
<http://genealogy.about.com>  
<http://www.genuki.org.uk>  
<http://www.britishtiesgenweb.org>  
<http://archaeology.about.com>  
<http://www.about.com> has history sites for ancient, medieval, military, royal, and women's history as well as the 18th through 20th centuries and historical reenactment.

British Library  
<http://www.bl.uk/index.html>

National Library of Scotland  
<http://www.nls.ac.uk>

Do History (Historical Toolkit)  
[http://www.dohistory.org/on\\_your\\_own/index.html](http://www.dohistory.org/on_your_own/index.html)

The History Sourcebook Project  
<http://www.fordham.edu/halsall/index.html>

Online Reference Book for Medieval Studies  
<http://orb.rhodes.edu>

National Council for History Education, Inc.  
<http://www.history.org/nche>

The National Council for the Social Studies  
<http://www.ncss.org>

Works Progress Administration Oral Histories  
<http://rs6.loc.gov/wpaintro/wpahome.html>

United Kingdom Railroads  
<http://ukhrail.uel.ac.uk>

King's Cross Station  
<http://www.speel.demon.co.uk/other/kingsx.htm>

British Tube and Railway  
[http://ourworld.compuserve.com/homepages/Peacock\\_Ian/homepage.htm](http://ourworld.compuserve.com/homepages/Peacock_Ian/homepage.htm)

The Historical Model Railway Society

<http://www.hmrs.org.uk/>

National Railway Museum

<http://www.nmsi.ac.uk/nrm/>

Pirates

<http://www.nationalgeographic.com/features/97/pirates/maina.html>

<http://www.columbia.edu/~tg66/piratepage.htm>

## **Chapter 13: Science**

### Projects and Activities

#### Basic

- 1) Make a sundial. Write a report about the history of timekeeping, including the development of hourglasses, watches, and clocks from being manufactured by craftsmen to mass production.
- 2) Prepare charts, tables, and graphs of Hogwarts information, such as potion proportions, the number of students in houses, Quidditch scores, and house points lost and earned as revealed in the Harry Potter series.
- 3) Research and write a report about one of the real animals mentioned in the Harry Potter novels such as snakes and squids. Are any species in the Harry Potter series endangered?
- 4) How do humans measure time based on celestial movements? What superstitions are based on the moon's phases?
- 5) Write a report about the development of telescopes from the earliest efforts of humans to see distant stars and planets to the modern Hubble Space Telescope.
- 6) Design a Harry Potter garden with mazes, topiary, and other fantasy elements.
- 7) Learn about the scientific causes of meteors, comets, and eclipses and how humans have reacted throughout history to these events.

#### Intermediate

- 1) Investigate and write a paper about alchemy. When and why did humans begin to practice alchemy? Who practiced alchemy? What did different metals such as gold symbolize to alchemists? How did alchemy influence the development of science?
- 2) Study how the Earth's daily revolution on its axis and annual orbit around the sun affects the length of daylight and seasons around the world. Where and when does the sun shine almost all day or not at all? How does the moon's cycles affect life on Earth?

- 3) Plan a Hogwarts science fair for your class with projects being related to scientific and technological aspects of the Harry Potter series.
- 4) Research how technology and science have been used to restore old photographs and manuscripts to reveal portions of pages faded beyond comprehension.
- 5) Write a biographical profile about a Scottish scientist or inventor. Some Scottish scientists include Joseph Black, James David Forbes, Sir James Young Simpson, James Watt, James Clerk Maxwell, John McAdam, John Muir, Henry Faulds, Alexander Graham Bell, William McNab, Sir William Ramsay, John Hughes Bennett, Kirkpatrick McMillan, Sir Alexander Fleming, John Logie Baird, James Naysmith, Lord Kelvin, Lord Joseph Lister, John J.R. Macleod, Lord Boyd Orr, Sir Robert Watson-Watt, Charles Macintosh, David Brewster, and Robert Stevenson.
- 6) Write an essay about how Harry riding his broomstick could be compared to an astronaut spacewalking. Explain what physical principles are involved, such as gravity.
- 7) Write an essay about weather in the Harry Potter novels, from the storms that affect the Quidditch games to the symbolism of his scar being a lightning bolt.
- 8) Research the history of the imperial weights and measurement system in Great Britain. How does it differ from the metric system?

#### Advanced

- 1) Research the scientific principles of petrification. What is typically petrified? Could a human be petrified and survive? What does petrification symbolize in science and literature?
- 2) Learn about Gregor Mendel's pea-breeding experiments and how this contributed to genetic theory. Apply these ideas to how the traits of children with Muggle-Wizard ancestry might be influenced genetically. Could siblings with the same parents represent both Muggle and Wizard characteristics with some children not being magical?
- 3) Research the scientific explanations for mirages, such as the fata morgana which sometimes resembles a castle or city floating in the air. How have people explained these atmospheric physical phenomena? Write an illustrated report about the fata morgana and its namesake.
- 5) Find examples of carnivorous and poisonous plants in literature and popular culture, such as the man-eating plant in John Collier's story "Green Thoughts" or the plants in the movie "The Little Shop of Horrors." Write an essay explaining why dangerous plants appeal to humans and how effective they are as literary devices. List what herbs and plants have been used for remedies.

#### Discussion

#### Intermediate

- 1) Are the Hogwarts residents modern Luddites (people who destroyed machinery to protest technology)? Why do they choose to rely on simpler, non-scientific methods? Is this a nostalgic response to technology or a sustained pattern of retaining a millennium of tradition at Hogwarts?
- 2) Explain how the science and technology subtly present in the wizard world contrasts to that in the Muggle world.
- 3) How have scientific charlatans scammed people desiring cures for diseases.

#### Advanced

- 1) The fantastical plants and creatures at Hogwarts resemble bioengineered plants and animals which have had their genetic material manipulated to produce better and abundant meat, milk, and fiber. Discuss whether this is ethical and how it affects environmental, health, and diplomatic issues. Why or why not should scientists continue to refine such processes?

#### Developing Writing and Critical Skills

##### Intermediate

- 1) In a creative writing exercise, write a short story in which Harry or other Hogwarts's characters engage in scientific or inventive activity. What problem would their experiment or invention attempt to resolve?
- 2) Write a paper about the weather imagery in the Harry Potter series.

##### Advanced

- 1) Analyze how scientific and technological motifs have been depicted in children's literature [give examples of the literature].
- 2) Write a critical paper about myths related to celestial phenomena, such as a person's fate being written in the stars. Cite examples from the Harry Potter novels.
- 3) Compare how science and technology are associated with Muggle characteristics, and how the absence of science defines the wizard world. In what ways do wizards desire technology and Muggles want magic? How do these groups overlap? Is this an effective literary technique?
- 4) Prepare an essay about the symbolism of the sorcerer's stone and alchemy in the Harry Potter series.
- 5) Study how different authors [give some examples] have either explained or been vague about the physics of time travel, such as Harry's and Hermione's time manipulation.

#### Reading for Research

*Odyssey: Adventures in Science*. A science magazine for children published by Cobblestone Publishing Company, Peterborough, New Hampshire (<http://www.cobblestonepub.com>).

Arnold, Tim. *Natural History From A to Z: A Terrestrial Sampler*. New York: M.K. McElderry Books, 1991. Children's book about animals.

Berlow, Lawrence H. *The Reference Guide to Famous Engineering Landmarks of the World: Bridges, Tunnels, Dams, Roads, and Other Structures*. Phoenix, AZ: Oryx, 1998. Lists prominent technological achievements around the world.

Dannenmaeier, Molly. *A Child's Garden: Enchanting Outdoor Spaces for Children and Parents*. New York: Simon & Schuster, 1998. A creative book that tells how to plant mazes, make topiary, grow carnivorous plants, and other horticultural projects and explains how plants have been portrayed in children's literature. Provides excellent resources for further study.

Dykstra, Mary. *The Amateur Zoologist: Explorations and Investigations*. New York: Franklin Watts, 1994. Suggests animal-related experiments for young readers.

Eliade, Mircea. *The Forge and the Crucible: The Origins and Structures of Alchemy*. 2nd ed. Translated by Stephen Corrin. Chicago: University of Chicago Press, 1978. Analyzes the religious aspects of alchemy.

Grafton, Anthony. *Cardano's Cosmos: The Worlds and Works of a Renaissance Astrologer*. Cambridge, MA: Harvard University Press, 2000. Discusses how astrology was considered a science at one time.

Gribbon, John. *In Search of the Edge of Time: The Definitive Account of the Science of Time, Time Travel and Time Machines*. London: Black Swan, 1993. Examines the physical laws of time and how Albert Einstein's theory of relativity can be interpreted for movement within timeframes.

Grossinger, Richard, ed. *The Alchemical Tradition in the Late Twentieth Century*. Berkeley, CA: North Atlantic Books, 1983. Explains how alchemy influences recent scientific investigations.

Harre, Rom. *Great Scientific Experiments: 20 Experiments that Changed our View of the World*. Oxford: Oxford University Press, 1983. Historic accounts of significant scientific accomplishments.

Levy, David H. *The Ultimate Universe: The Most Up-to-Date Guide to the Cosmos*. New York: Simon & Schuster, 1998. Valuable reference written by a renowned astronomer who explains basic astronomical information. A CD-ROM accompanies the text.

Macaulay, David. *The New Way Things Work*. Boston: Houghton Mifflin, 1998. Illustrated explanations about technology encountered in daily life.

Mottana, Annibale, Rodolfo Crespi, and Giuseppe Liborio. *Simon & Schuster's Guide to Rocks & Minerals*. Edited by Martin Prinz, George Harlowe, and Joseph Peters. New York: Simon & Schuster, 1978. Useful reference guide for identifying rocks and learning about their properties.

Olson, Roberta J.M., and Jay M. Pasachoff. *Fire in the Sky: Comets and Meteors, the Decisive Centuries, in British Art and Science*. Cambridge University Press, 1998. Explains how people reacted to celestial phenomena.

Ruggles, Clive L. N. *Astronomy in Prehistoric Britain and Ireland*. New Haven: Yale University Press, 1999. Analyzes what archaeoastronomy reveals about ancient British scientific beliefs.

Salzberg, Hugh W. *From Caveman to Chemist*. Washington, D.C.: American Chemical Society, 1990. An historical account of the development of chemistry as a science.

Scientific American. *Scientific American Science Desk Reference*. New York: John Wiley & Sons, Inc., 1999. A comprehensive source of scientific and technological definitions, explanations, sources, and biographical material. An essential reference for children to consult.

Spence, Lewis. *An Encyclopedia of Occultism*. Seacaucus, NJ: Citadel Press, 1996. A reprint of a classic 1920 encyclopedic source listing information about alchemy, the Philosopher's Stone, and the real Nicholas Flamel.

Stillman, John Maxson. *The Story of Alchemy and Early Chemistry*. New York: Dover, 1960. Focuses on ancient people's interest in alchemy.

Vecchione, Glen. *100 First-Prize Make-it-Yourself Science Fair Projects*. New York: Sterling, 1999. Ideas for a wide variety of experiments and displays.

## Internet Resources

### Alchemy

<http://www.levity.com/alchemy/index.html>

### Science Sites

<http://kidscience.about.com>

<http://www.beakman.com>

<http://inventors.about.com>

<http://mathforkids.about.com>

<http://chemistry.about.com>

<http://www.invent.org>

<http://dbhs.wvusd.k12.ca.us/Chem-History/Hist-of-Web.html>

<http://web.mit.edu/invent/index.html>

### Scientific American

<http://www.sciam.com>

### Medical Sites

<http://www.cellsalive.com>

<http://www.innerbody.com/htm/body.html>

<http://www.medicinenet.com/>

Greenwich Mean Time  
<http://greenwichengland.com>

Sundials  
<http://www.sundials.co.uk>

Aerospace Sites  
<http://nasa.gov>  
<http://www.space-science.com>  
<http://kidsastronomy.about.com>  
<http://space.about.com>

U.S. Naval Observatory Astronomical Tables  
<http://aa.usno.navy.mil/AA/AAmap.html>

Gardening Sites  
<http://www.vg.com>  
<http://www.Garden.com>  
<http://www.Windowbox.com>  
<http://www.sarracenia.com/cp.html>

UK Database of Historical Parks and Gardens  
<http://www.york.ac.uk/depts/arch/landscapes/ukpg/database/index.htm>

Weather and Natural Disasters  
<http://www.wunderground.com>  
<http://hurricane.terrapin.com/>  
<http://www.tornadopproject.com/>  
<http://www.geo.ed.ac.uk/quakes/quakes.html>  
<http://www.geo.mtu.edu/volcanoes/>

Animal Sites  
<http://www.owlpages.com>  
<http://www.herp-edia.com>  
<http://www.nrcc.utmb.edu/>

Microbe Zoo  
<http://commtechlab.msu.edu/sites/dlc-mi/zoo/>

The Environment News Service  
<http://ens.lycos.com>

## **Chapter 14: Magic and Witchcraft**

Projects and Activities

Basic

- 1) Design a poster for a magic show.
- 2) Learn several magic tricks and perform them at a magic show in your classroom or for the school.
- 3) Learn about the role of witchcraft in different cultures. Either make a costume for yourself or a doll, or use paint, crayons, or construction paper to design the attire of witches in a specific geographic area.
- 4) Make a collage of the habitat and food for an animal you would choose to shapeshift into.

#### Intermediate

- 1) Write an essay about how witches, magicians, and shapeshifters are depicted in popular culture. How accurate are these portrayals?
- 2) Look up the names mentioned on the wizard cards [what wizard cards?] and list whether they are real or fictional. If they are historic figures, write a paragraph about each magician, witch, or wizard.
- 3) Read about historic cases of witch trials, then write a play about a witch or several witches being tried.
- 4) Write a biographical profile of a historical witch, judge, witch hunter, or persecutor.
- 5) Choose three magicians who lived at different times and write a brief biographical sketch of each, comparing their careers, tricks, and how the earlier magicians may have influenced the latter.
- 6) Has your school or community ruled that children cannot wear witch or devil costumes at Halloween? How have the parents reacted? Write a letter to the editor of your school or local newspaper expressing your opinion about this.
- 7) Pretend that you are a newspaper reporter in medieval Europe or colonial America. Interview a suspected witch and write an article about his or her trial.
- 8) Write a report about your daily activities from the point of view of a witch hunter.

#### Advanced

- 1) Read about Harry Houdini or other magicians in which they reveal their tricks. Write a report about any scientific principles involved or explain how they created the illusion through other deceptive means.

#### Discussion

## Basic

- 1) Has being a witch ever been considered positive?
- 2) What are some similarities between magic tricks and a movie? How is magic a theatrical activity?
- 3) Should audiences be shown the secret techniques of magical illusions?
- 4) Can watching magic ever be physically or psychologically harmful to the audience and/or the performer? Cite examples.
- 5) Should twenty-first century witches living in the United States be punished?
- 6) Why do some parents forbid their children from dressing like witches, devils, and other demonic characters at Halloween?

## Intermediate

- 1) How important is magic to modern society? How does witchcraft affect current culture?
- 2) When is “naming names” (giving people’s names to the authorities, such as identifying Jews during the Holocaust) morally acceptable? Should people identify other individuals to save their lives? Their jobs? Their property? How should people be punished for making false accusations?

## Advanced

- 1) Discuss how Muggles and wizards produce mudblood children if they are so unaware of the other group? How can wizards not comprehend such Muggle items as money and technology, purchase homes, and provide pre-Hogwarts education for their children? And how can Muggles not realize the occurrence of bizarre things such as flying cars or children disappearing to attend Hogwarts? Should Rowling have more clearly explained that the two types of people live in separate but overlapping dimensions or does her vagueness and contradictions add to the magical nature of her fantasies?

## Developing Writing and Critical Skills

### Basic

- 1) For a creative writing exercise, write a poem, short story, play, literary non-fiction, or other form of expression about magic or witchcraft.

### Intermediate

- 1) Analyze the role of shapeshifting in Harry Potter

### Advanced

- 1) Analyze how the witchcraft and magical motifs in the Harry Potter series conform to scholarly definitions of witchcraft and magical activities.
- 2) Compare how three authors have depicted witches at different times, such as William Shakespeare (*MacBeth*), Nathaniel Hawthorne (*The House of the Seven Gables*), and Elizabeth George Speare (*The Witch of Blackbird Pond*).
- 3) Write a paper about how efforts to ban the Harry Potter novels because of their themes of evil, sorcery, and witchcraft, and to forbid children from wearing witch and devil costumes, resemble historic witch hunts.
- 4) Explain how current events influence writers' portrayal of witches such as Shakespeare trying to appease King James I.
- 5) Find instances of white and black magic in the Harry Potter series and interpret how each occurrence contributes to characterization, plot development, and literary style.
- 7) Discuss the theme of persecution in Harry Potter.
- 8) Interpret how "naming names" represents identity and power in the Harry Potter series, such as Harry's saying Voldemort's name. Compare Hogwarts's characters with McCarthy era figures.

#### Reading for Research

Adler, Margot. *Drawing Down the Moon: Witches, Druids, Goddess-Worshippers, and Other Pagans in America Today*. Boston: Beacon Press, 1986. Describes modern witchcraft practices in the United States.

Alderman, Clifford Lindsey. *A Cauldron of Witches: The Story of Witchcraft*. New York: Julian Messner, 1971. A history of witchcraft written for children.

Alderman, Clifford Lindsey. *Witchcraft in America*. New York: Julian Messner, 1974. Explores regional witchcraft practices in New England, New Orleans, the southwest, and other places.

Ankarloo, Bengt, and Gustav Henningsen, eds. *Early Modern European Witchcraft*. New York: Oxford University Press, 1989. A scholarly examination of witchcraft persecution in the Middle Ages.

Brandon, Ruth. *The Life and Many Deaths of Harry Houdini*. London: Secker & Warburg, 1993. A biography of Houdini which elaborates about the techniques of his escape tricks and illusions and his philosophies about magic and showmanship.

Cavendish, Richard. *History of Magic*. Rev. ed. New York: Taplinger, 1980. Narrates the role of magic from ancient through Renaissance eras, providing biographical information.

Charney, David H. *Magic: The Great Illusions Revealed and Explained*. New York: New York Times, 1975. Based on a nineteenth century manual telling how to perform magic tricks.

Christopher, Milbourne. *Panorama of Magic*. New York: Dover Publications, Inc, 1962. Discusses ancient magical practices.

Clark, Hyla M. *The World's Greatest Magic*. Photographs by Paul Levin. New York: Crown Publishers, 1976. Guide to performing magic tricks.

Cohen, Daniel. *Ceremonial Magic*. New York: Four Winds, 1979. Discusses how magic has been used for rituals from the Egyptian to modern periods.

Davies, Owen. *Witchcraft, Magic, and Culture, 1736-1951*. Manchester: Manchester University Press, 1999. A scholarly account of witchcraft in Great Britain, discussing aspects such as the popularity of Wicca in modern society.

Dawes, Edwin. *The Great Illusionists*. London: David & Charles, 1979. A history of circus-related magic.

Doerflinger, William. *The Magic Catalogue: A Guide to the Wonderful World of Magic*. New York: E.P. Dutton, 1983. A comprehensive history of magic which includes biographical information.

Gibson, Walter. *Walter Gibson's Big Book of Magic for All Ages*. New York: Doubleday, 1980. Explains how to perform magic tricks with items used in daily life.

Green, Miranda J. *The World of the Druids*. London: Thames and Hudson, 1997. Describes the history, mythology, and literature associated with Druids in addition to discussing modern witchcraft and sorcery practices that are Druid-inspired.

Hoffer, Peter Charles. *The Salem Witchcraft Cases: A Legal History*. Lawrence, KS: University Press of Kansas, 1997. Focuses on the judicial aspects and personalities of the Salem witchcraft trial.

Jay, Ricky. *Learned Pigs & Fireproof Women*. New York: Villard Books, 1986. An entertaining account of bizarre magical performers and animal assistants.

Karlsen, Carol F. *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*. New York: Norton, 1987. Studies the role of gender in witchcraft persecution, specifically in colonial Massachusetts.

Kieckhefer, Richard. *Forbidden Rites: A Necromancer's Manual of the Fifteenth Century*. University Park: Pennsylvania State Press, 1997. An interpretation of contemporary reactions to magical experiments and their practitioners.

Kieckhefer, Richard. *Magic in the Middle Ages*. Cambridge: Cambridge University Press, 1970. Scholarly examination of medieval magicians and sorcery by a renowned expert.

Kovel, Joel. *Red Hunting in the Promised Land: Anticommunism in the Making of America*. New York: Basic Books, 1994. Discusses how Joseph McCarthy's blacklisting efforts and other actions against

American communists affected politics and society.

Meltzer, Milton. *Witches and Witch-hunts: A History of Persecution*. New York: The Blue Sky Press, 1999. A children's book which effectively covers the history of witchcraft and modern witch hunts against targeted groups. Includes transcripts of related documents.

Otten, Charlotte F., ed. *A Lycanthropy Reader: Werewolves in Western Culture*. Syracuse, NY: Syracuse University Press, 1986. A collection of documents, folklore, and essays that show how werewolves have been perceived at varying times.

Parker, John. *At the Heart of Darkness: Witchcraft, Black Magic and Satanism Today*. New York: Citadel Press, 1993. Comments on modern peoples' interest in witchcraft and how this influences culture.

Reis, Elizabeth. *Damned Women: Sinners and Witches in Puritan New England*. Ithaca: Cornell University Press, 1998. Analyzes the affect of gender and theology on societal persecution of witches.

Russell, Jeffrey B. *A History of Witchcraft: Sorcerers, Heretics and Pagans*. New York: Thames and Hudson, 1980. In addition to historical interpretation, applies the information to modern instances of witch hunting and evil.

Spence, Lewis. *An Encyclopedia of Occultism*. Seacaucus, NJ: Citadel Press, 1996. Originally published in 1920, this scholarly reference documents and explains the roles of various magicians and witchcraft practitioners and persecutors in history, as well as related topics.

Steiger, Brad. *The Werewolf Book: The Encyclopedia of Shape-shifting Beings*. Foreword by Franklin Ruehl. Detroit: Visible Ink Press, 1999. References about werewolves and other Animagi-like beings, including folklore and legends about these beasts.

## Internet Sites

### Magic Sites

<http://magic.about.com>  
<http://AllMagic.com>  
<http://www.magictimes.com/>  
<http://www.magic-library.com/index.html>  
<http://www.tmc.ndo.co.uk/magic.html>  
<http://web.superb.net/cardtric/index.htm>  
<http://astrology.about.com>  
<http://www.magictricks.com>  
<http://www.HarryHoudini.com>  
<http://paranormal.about.com>

Magical Pasttimes: The On-line Journal of Magic History  
<http://www.uelectric.com/pastimes/index.html>

International Brotherhood of Magicians  
<http://www.magician.org>

Society of American Magicians  
<http://www.magicsam.com/samweb.html>

Society of Young Magicians  
<http://www.magicsym.org/>

The Case Magic Tricks  
<http://www.TheCase.com/kids/magic/>

The Mystica Site  
<http://www.themystica.com/themystica.html>

Superstitions  
<http://www.corsinet.com/trivia/scary.html>

Witches  
<http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm/salem/salem.htm>  
<http://www.salemwitchmuseum.com/learn.html>  
<http://www.nationalgeographic.com/features/97/salem>  
<http://www.salemweb.com/witches.htm>  
<http://celticcrow.com/>  
<http://www.witchvox.com/>  
<http://druidry.org>  
<http://www.druidorder.demon.co.uk/>  
<http://www.lysator.liu.se/religion/neopagan/druidism.html>

Werewolves  
<http://www.pitt.edu/~dash/werewolf.html>  
<http://www.rscreations.com/werewolf/index2.html>

The Wonderful Wizard of Oz Website  
<http://www.eskimo.com/~tiktok/>

## **Chapter 15: Literary Qualities**

### Projects and Activities

#### Basic

1) Assign each member of the class a letter of the alphabet, then research images related to the Harry Potter novels in magazines, newspapers, the internet, or drawn by students which represent that letter. Collate the pages into a Harry Potter Alphabet Book to display.

- 2) Compile a dictionary of Harry Potter words.
- 3) Use Morse code or symbols, such as semaphore or American Sign Language, or a code you create, to send secret messages about Harry.
- 4) Invent some words, then make a small dictionary defining them and telling how to pronounce them.
- 5) Create tongue twisters using Harry Potter characters and words.

#### Intermediate

- 1) Create a crossword puzzle, or a jeopardy-type word game using words from the Harry Potter series.
- 2) Combine the ideas of two book titles to create a new book title, then write a short description, such as *Alice in Potterland*: A young girl gazes in the mirror and realizes that her greatest desire is to defeat the Cheshire cat in a broom race.
- 3) Type names of Hogwarts characters and words unique to the Harry Potter series into a word processor and perform a spell check. List the alternatives the spell checker suggests. Look those words up and write a brief essay about how they could or could not share similarities in definition, as well as spelling with the Harry Potter word.
- 4) Design monograms for the Hogwarts characters. Do any of their initials spell words such as RAT or reveal clues about their personality? Switch the letters in your first and last name (Parry Hotter, Won Reasley, Hermione Hranger) and write a brief character sketch about a fictional character with that name or one of the Hogwarts characters.
- 5) Define the word “idiom” and identify any you find in the Harry Potter series.
- 6) Make a list of people whose name figuratively reflects something about their appearance, personality or achievements such as Black Beard and Captain Hook.
- 7) Compare the different meanings and uses of the words “wizard” and “witch,” both positive and derogatory.
- 8) Rearrange the letters found in a Harry Potter character’s name and write a short story about this new character.
- 9) Create Harry Potter puns and share them with your classmates.
- 10) What appeals to you about Rowling’s style? Why? Write a review focusing on her stylistic techniques.
- 11) Select three reviews or articles analyzing the Harry Potter series and write an essay discussing whether you agree or disagree with their statements.

12) Write an editorial for your school newspaper about whether children's novels should be considered literature on the same level as adult fiction? Explain your answer?

13) In a group, have one person write the beginning of a story depicting a Harry Potter scene, then each person in the group continues the story and the last person concludes it with a "cliffhanger" ending.

Advanced

1) Write a grue, haiku, tanka, limerick, or pictogram about an aspect of the Harry Potter series.

2) Find figures of speech including onomatopoeia, assonance, alliteration, and oxymora in novels.

3) Find the meaning of the word "eponyms" and find some examples in novels.

4) Look up the meanings of first and last names of the Hogwarts characters and write brief explanations of their origins. Discuss how of the names and traits suggested by those names could relate to the character.

5) Determine the basis for characters' names such as mythical, legendary, or historical figures or medieval words and explain how they help describe each character.

6) "Kangaroo" words are words that contain a shorter word with a similar meaning without changing the letter order, such as facade (face) and precipitation (rain). Find kangaroo words in the Harry Potter novels?

7) List any Freudian slips made by Harry Potter characters [such as ?].

8) Use the anagram function on the Word-A-Day internet site ([www.wordsmith.org](http://www.wordsmith.org)) to list the words in your name. Write a journal article about any revelations you have about yourself based on this exercise.

Discussion

Basic

1) Does humor detract from the literary qualities in the Harry Potter series?

Intermediate

2) How do male and female readers perceive the story differently? What does each gender seek from the stories?

3) What inconsistencies do you find, such as the wizards not monitoring Harry while he was a child and not intervening when he was poorly treated? How does this affect the believability of the story?

- 4) Discuss how the Dursleys suppressed knowledge of Harry's heritage and how this affects Harry's use of his magical powers and search for his parents' murderer.
- 5) How do the chapter titles hint at possible plot developments and twists? Are they ever misleading? How do they reveal symbolism of the novels? Would the omission of the titles affect the story?
- 6) Discuss what a "fantasy" is and how each Harry Potter novel has fulfilled the requirements to be considered a fantasy.
- 7) Are the messages and lessons in the Harry Potter novels too didactic?
- 8) How do the riddles and puzzles contribute to the novels' development?
- 9) Discuss why the author chose the name for each spell and why it is appropriate.

#### Advanced

- 1) Discuss how different characters' point of view is enhanced by stylistic techniques.
- 2) Discuss how Rowling provides hints that foreshadow what happens to Harry in future tales. Did you notice the clues when you first read the text or did you consider them to be insignificant details at the time?
- 3) What characteristics of a book are required for it to be considered literature? What qualities designate a book a classic?
- 4) Discuss how the structure of Rowling's stories conforms to the "quest cycle" in which the hero moves from the real world into a fantasy realm before returning to reality when the quest is resolved.
- 5) Why does Dumbledore advise Harry to use the names of items and peoples and confront any fears he might have which encourage him to avoid those names. Why is Harry willing to face his fears and confront Voldemort by speaking his name?
- 6) Explain how Rowling's wordplay, especially through the use of puns, enrich characterization and comprehension of the stories.
- 7) Explain how some names accurately represent characters, spells, and things while others are humorous because they create an opposite image of the character, charm, or item. How would the novels differ if such clever names were not used?
- 8) What does the word "philosopher" suggest? What does the word "sorcerer" suggest? Can they mean the same thing? Should the title have been changed for the American edition?

#### Developing Writing and Critical Skills

## Intermediate

1) Write a paper explaining the beginning of each novel's mystery, the placement of clues, when the villain is first mentioned, and when twists become apparent.

## Advanced

1) Write a paper about the symbolism of the spells, names, colors, metal, stone, or bones.

2) How are foreshadowing and cliffhangers useful literary devices to build suspense and thicken the plots. Cite examples and explain your answer in an essay.

3) Write a paper about Rowling's literary craftsmanship and how effectively she creates sensory details for readers vicariously to taste, feel, hear, smell, and see Harry's world.

4) Analyze Rowling's use of metaphors.

5) Analyze how Rowling uses the wording of spells and magical phrases.

6) Distinguish between "British English" and "American English" using examples from the novels.

7) Discuss how personification is developed in the Harry Potter series.

8) Study the word choices that the characters make and elaborate how this contributes to their characterization.

## Reading for Research

Bierce, Ambrose. *The Devil's Dictionary*. Introduction by Roy Morris, Jr. Oxford and New York: Oxford University Press, 1999. Acerbic definitions of words and their relationships to society and culture.

Evans, Ivor H., ed. *Brewer's Dictionary of Phrase and Fable*. New York: Harper and Row, 1981. Contains sayings often used in American culture.

Feldman, David. *Who Put the Butter in Butterfly? . . . And Other Fearless Investigations Into Our Illogical Language*. New York: HarperCollins, 1990. Discusses the development of language in the United States.

Grothe, Mardy. *Never Let a Fool Kiss You or a Kiss Fool You: Chiasmas and A World of Quotations That Say What They Mean and Mean What They Say*. New York: Viking, 1999. Contains explanation and examples of chiasmas like the two included in the title.

Holder, R. W. *A Dictionary of American and British Euphemisms: The Language of Evasion, Hypocrisy, Prudery and Deceit*. Bath, England: Bath University Press, 1987. Compares expressions used in two

cultures and why their speakers rely on them.

*The Merriam-Webster New Book of Word Histories*. Springfield, MA: Merriam-Webster, Inc., 1991. Valuable reference for learning the origins and applications of words.

Morris, William, and Mary Morris. *Dictionary of Word and Phrase Origins*. Foreword by Isaac Asimov. New York: Harper and Row, 1988. Helpful source to identify when words and sayings were first used, how, and why.

Rawson, Hugh. *Rawson's Dictionary of Euphemisms and Other Doubletalk: Being a Compilation of Linguistic Fig Leaves and Verbal Flourishes for Artful Users of the English Language*. New York: Crown Publishers, 1995. An entertaining discussion of synonyms, antonyms, euphemisms, slang, and jargon.

Rees, Nigel. *Why Do We Say?: Words and Sayings and Where They Come From*. Poole, Dorset, and New York: Blandford, 1987. Explains etymology of popular words and phrases.

Terban, Marvin. *Superdupers!: Really Funny Real Words*. Illustrated by Giulio Maestro. New York: Clarion Books, 1989. Book for children about word play.

#### Internet Sites

The American-British British-American Dictionary  
<http://www.peak.org/~jeremy/dictionary/dict.html>

English as a Second Language for Americans  
<http://pages.prodigy.com/NY/NYC/britspk/main.html>

Dictionary.com with thesaurus and games/puzzles too  
<http://www.dictionary.com>

A Word A Day  
<http://www.wordsmith.org>

The Word Detective  
<http://www.word-detective.com>

WordCentral  
<http://www.wordcentral.com>

Words and Pictures, Listen and Write, Read and Write Together  
<http://www.bbc.co.uk/education/wordsandpictures>  
<http://www.bbc.co.uk/education/listenandwrite>  
<http://www.bbc.co.uk/education/readandwrite>

The Phrasefinder

<http://www.shu.ac.uk/web-admin/phrases/go.html>

Chiasmas.com

<http://chiasmas.com>

Crosswords/Word Puzzles

<http://puzzles.about.com>

Mondegreens Ripped My Flesh

<http://www.sfgate.com/columnists/carroll/mondegreens.shtml>

A.Pun.A.Day

<http://apad.listbot.com>

Latin Language Links

<http://latin.about.com>

Hangman Word Game

<http://gem.win.co.nz/hangman/hangman.php>

Dujour.com "Exercise Your Brain Every Day"

<http://www.dujour.com>

## **Chapter 16: Social Sensitivity**

Projects and Activities

Basic

- 1) Set up a Hogwarts student court and hear cases against Draco Malfoy, Harry Potter, Neville Longbottom, the Weasley twins, and other students who disobeyed the rules. Decide appropriate punishments, such as writing letters of apology or having points deducted from the student's house.
- 2) Create a program entitled "Hogwarts Most Wanted," featuring fugitives and lesser criminals. Include segments of tips for safety at Hogwarts and in Hogsmeade. Prepare visuals of suspects to display. Select who will represent the journalists, criminals, and any law enforcement officers. Either videotape the performance or present it as a play.
- 3) Write an essay about people being courteous in your school and community. In what ways are people impolite? What can you do to improve the situation now and in the future?
- 4) Did you ever play a prank that did not happen as planned? Or were you the victim of a joke? Or an observer? Write a journal entry about how you felt then and now.

Intermediate

- 1) Hold a mock trial for Lord Voldemort. Study the procedure of a famous trial and use that to

establish trial rules. Decide who will play Voldemort, the judge, witnesses, and the jury. Prepare a script, design costumes, and present the trial as a play to your school or community.

2) Using clues from the novels, explain where you think Voldemort and Black, might hide? Where do you think they would hide in your community?

3) Write lyrics for an ode to Black or Voldemort that depicts their alleged crimes and include details about the efforts of Harry and other pursuers who strive to capture those criminals.

4) Write a report about the values of characters that you respect. Whose behavior do you dislike and why?

### Advanced

1) In an essay, describe the bullies and victims in the novels. Discuss why the bullies pick on specific people, how they attack them, how victims react, and the results of both bullies' and victims' actions.

2) Research the history of child abuse, both physical and emotional, noting when laws regulating child labor were passed in different countries as well as legislation regarding humane care of children.

3) Write a report about the eugenics movement, which encouraged only wealthy, educated people with distinguished ancestry to have children and arranged for impoverished people, often of mixed-heritage, to be sterilized. Would Slytherin and the Malfoys be considered eugenicists?

4) Study how institutions are necessary to guide and control individual behavior in society. Write a paper comparing a real governmental system with the Ministry of Magic.

5) Assist people resisting banning efforts against the Harry Potter novels and other books targeted for removal from classrooms and school libraries (for contact information and ideas see the site at <http://www.mugglesforharrypotter.org>).

### Discussion

#### Intermediate

1) Explain why Harry is sometimes punished for using magic in front of Muggles and other times he is excused?

2) Was Harry justified in using his friends' magic to escape from the Dursleys in Book II? What were his alternatives? Do you think he should have been more severely punished or exonerated by the Ministry of Magic for Dobby's hover charm?

3) Why do some wizards display bigotry against Muggle-born students? How does their elitism and

snobbery pose problems to all of the Hogwarts community? How do the terms “mudblood” and “squid” reveal prejudices?

4) Why is each victim singled out for petrification? What is the true symbolic horror that the Chamber of Secrets represents?

5) Dobby worships Harry, saying he is both great and good. Distinguish between these qualities. Does a wizard have to be good to also be considered great?

6) Are males and females treated equally within the Hogwarts community or does a subtle sexism prevent girls and women from excelling?

7) Why was Snape bitter so many years after James Potter and his friends played the joke on him?

8) What is significant about *The Daily Prophet* explaining what a gun is in the report about Black's escape? [I don't understand this question. What is TDP? What did it explain?]

9) Why didn't a neighbor, teachers, or social worker intervene when Harry was living with the Dursleys? Why didn't Harry ask for help?

#### Advanced

1) Discuss how Professor Lockhart's taking credit for others' acts of sacrifice and courage is unethical. Should his victims be compensated and how?

2) Discuss how the characters' beliefs influence readers' opinions of them. How effective is Rowling at using this method of characterization?

3) Talk about how unintended results, such as Hermione's transformation into a cat, influence the novel. Do Harry's plans always produce the results he expects or does he experience alternative consequences? How do such unpredictable twists influence his self-esteem and maturation as a wizard? How are these twists necessary for conflict resolution?

4) Discuss how characters either seek power or are too weak to pursue it, and how this relates to being good or evil.

5) Do you think Rowling intended to incorporate social messages in her stories? How do you think she expects readers to react?

#### Developing Writing and Critical Skills

##### Intermediate

1) Explore the themes of forgiveness and redemption especially in Book III. Who does Harry forgive? Who forgives him? How are relationships affected?

2) Examine the depiction of women in the novels.

3) Compare the bullies and victims in Harry Potter's communities with fictional counterparts in other children's books. How do portrayals and resolutions differ and what is the most effective presentation?

#### Advanced

1) In an essay, discuss how abuse and physical violence help develop the characters. Do some of the depictions seem stereotyped? Could Harry also be considered to be a bully? Do all of the characters display different levels of meanness and abuse toward their peers, professors, the ghosts, and others?

2) Write a paper about the power of love as a theme in the novels. How does love redeem some characters? How does love reinvigorate some characters despite the despair or discouragement they experience? Does love prevail? Does Harry suffer from depression?

3) Analyze the role of money, both Muggle currency and coins and wizard gold. Why do you think Rowling chose goblins to guard the bank vaults? Discuss possible reasons for Harry not sharing his inherited riches with Ron's impoverished family even though they sheltered and fed him.

4) Discuss how ethnic diversity is portrayed in the series. Do characterizations of minorities seem stereotyped? How are the minority characters developed or ignored?

5) Write a paper about exclusion and inclusion in the Muggle and wizard worlds. Describe codes, such as clothing and material possessions, that identify social rank in both societies.

6) Analyze Rowling's use of dark humor.

7) Find another children's book that deals with racism or social injustice and compare it to Harry Potter.

#### Reading for Research

Alexander, Jenny. *Bullying: Practical and Easy-To-Follow Advice*. London: Penguin, 1998. Suggests useful ideas for coping with taunts.

Baldrige, Letitia. *Letitia Baldrige's More Than Manners! Raising Today's Kids to Have Kind Manners and Good Hearts*. New York: Scribner, 1997. Insightful guide to teaching children how to act with respect for people and their community and how to deal with a variety of situations.

Birdnow, Brad. "Pull Harry: He Makes Witchcraft Palatable." *Iowa City Gazette*, April 2, 2000, A-7. A parent who requested that a Harry Potter novel be removed from a Cedar Rapids (Iowa) Community School District elementary library argues that the PTA's refusal to comply might result in future acts of violence such as a school shooting.

Erlbach, Arlene. *Kids' Volunteering Book*. Minneapolis, MN: Lerner Publications, 1998. Describes ways children can help improve their communities.

Fried, Suellen, and Paula Fried. *Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield*. Mendocino, CA: M. Evans & Co., 1998. A guide for parents to help their children deal with hostile classmates.

Goodman, Alan. *The Big Help Book: 365 Ways You Can Make a Difference by Volunteering*. Illustrated by Fiona Smyth. New York: Minstrel Books, 1994. Tells children what they can do to help people.

Hoose, Phillip. *It's Our World, Too!: Stories of Young People Who Are Making a Difference*. Boston: Little, Brown & Co., 1993. Provides inspiring examples of children volunteers.

Lewis, Barbara A. *Kids with Courage: True Stories About Young People Making a Difference*. Minneapolis, MN: Free Spirit Publishing, 1992. Describes what some children have done to better their communities.

Lewis, Barbara A. *The Kid's Guide to Social Action: How to Solve the Social Problems You Choose And Turn Creative Thinking into Positive Action*. Minneapolis, MN: Free Spirit Publishing, 1998. A valuable source to guide children who want to stop or change negative situations into positive activities.

Lewis, Barbara A., and Pamela Espeland. *What Do You Stand For?: A Kid's Guide to Building Character*. Minneapolis, MN: Free Spirit Publishing, 1997. Discusses how to recognize and strengthen appropriate behaviors.

Martino, David. "Don't Burn Poor Harry at the Stake." *Iowa City Gazette*, April 2, 2000, A-7. A developmental psychologist defends the Harry Potter series as valuable resources for children to learn how to solve problems through the guidance of Harry Potter's actions and attitudes. novels novels

McNamara, Barry E., and Francine McNamara. *Keys to Dealing with Bullies*. Hauppauge, NY: Barrons Educational Series, 1997. Recommends how children can defend themselves against verbal and physical attacks.

Noble, William. *Bookbanning in America: Why Bans Books?* Middlebury, VT: P.S. Eriksson, 1990. Insightful commentary about literary censorship in the United States and strategies to prevent book banners from being successful.

## Internet Resources

The Southern Poverty Law Center's Teaching Tolerance Program  
<http://www.splcenter.org/teachingtolerance/tt-index.html>

Save the Children

<http://savethechildren.org>

Free Food Donation

<http://www.thehungersite.com>

Kids Can Make a Difference

<http://www.kids.maine.org>

Forgiveness

[http://www.forgiveness-institute.org/what\\_is\\_forgiveness.html](http://www.forgiveness-institute.org/what_is_forgiveness.html)

Bullies

<http://www.sass.ca/bully.htm>

<http://www.apa.org> and search for bullies

The Golden Rule

<http://www.fragrant.demon.co.uk/golden.html>

Famous Trials

<http://www.umkc.edu/famoustrials>

## **Chapter 17: Illustrations and Foreign Editions**

Projects and Activities

Basic

- 1) Design a tapestry like those hanging in Hogwarts. Paint a mural featuring your tapestry, cross stitch it, or use some other artistic medium.
- 2) Visit a local art museum or gallery and write an essay about how the artists' work might have been inspired by your community. Write a profile of one of the artists.
- 3) Create a collage of images representing themes from the Harry Potter novels. Use the internet to supplement library sources.
- 4) Choreograph a dance or compose music and lyrics that express the emotions in one scene from the novels.
- 5) Draw or sculpt a statue or monument of a Harry Potter character to be displayed at Hogwarts.
- 6) Organize a Harry Potter art show.
- 7) Sketch pictures of clues from the novels.
- 8) Design a pop-up or interactive book based on a scene from the Harry Potter series.

- 9) Paint a backdrop and stage and create puppets or marionettes for a Harry Potter puppet show.
- 10) Use papier mâché to make a mask of one of the Harry Potter characters, human, ghost, or creature, and paint and decorate it with beads, feathers, fabric, and other materials.

#### Intermediate

- 1) Write an essay about your reactions to the illustrations in one of the novels. What does the art on the covers and in each chapter communicate about the story? Did they provide you clues about what would happen next?
- 2) List predictions that readers' might make based on the cover and chapter illustrations. How many of these suggestions proved to be accurate?
- 3) Write a journal entry explaining how art inspires you.
- 4) Compare the art in another children's book to Harry Potter.
- 5) Study some art that depicts snakes, then write about how many ways, ranging from sinister to humorous, they can be portrayed. Illustrate your essay.
- 6) Photograph objects and scenes reminiscent of Harry Potter images and themes. Arrange the photographs artistically in a shadowbox, as a collage, or decoupage them on a bottle or wooden box.

#### Advanced

- 1) Draw a picture of a scene in the style of novels, and then draw the same scene using techniques of another artistic style, such as Cubism or Impressionism. How would artists such as Vincent Van Gogh, Pablo Picasso, Grandma Moses, Edward Munch, or Norman Rockwell have depicted Harry Potter?
- 2) Learn about the history of comic book illustration and write a paper about how the Harry Potter art can and cannot be compared to the styles of that genre.
- 3) Research the biography of Quentin Blake who has illustrated the Roald Dahl and Edward Eager books. How do you think he would have depicted Harry Potter and Hogwarts?
- 4) Compare GrandPre's Harry Potter illustrations with those she created for other stories such as Jennifer Armstrong's two books *Chin Yu Min* and the *Ginger Cat and Pockets*; Marguerite W. Davol's *Batwings and the Curtain of Night*; Domenico Vittorini's *The Thread of Life: Twelve Old Italian Tales*; and Christopher King's *The Vegetables Go to Bed*.
- 5) Compare the illustrations on the title page and for each chapter in the novels and write a brief

essay about any patterns you detect.

## Discussion

### Basic

- 1) What do pictures reveal that words cannot?
- 2) Does art have to be attractive, appealing, and interesting? Is there anything redeeming about ugly, boring, or disgusting art?

### Intermediate

- 1) How does art improve readers' experiences with a story? How do illustrations affect readers' interpretations?
- 2) Is censorship of art ever warranted? Is banning of art acceptable?
- 3) How does art fulfill humans? Is art necessary for humanity and civilization?
- 4) Do the illustrations show the Harry Potter characters as you imagined them? Do they enhance or distract from the text?
- 5) Should the Harry Potter novels have more illustrations? If so, what would you add?

### Advanced

- 1) Compare foreign editions of Harry Potter novels and explain which illustrations are the most effective portrayal of the stories and which illustrations are not believable. Discuss how cultural expectations and interpretations affect illustrations.

## Developing Writing and Critical Skills

### Intermediate

- 1) Analyze how effectively the artists visually express the ideas and themes of the Harry Potter novels.

### Advanced

- 1) Research and write a critical paper about the cultural influences on Harry Potter illustrations.
- 2) Explain in an essay about how art in children's books can be simultaneously humorous and serious, using the Harry Potter novels as examples.

3) Compare the imagery presented in words to the illustrations in the books.

#### Reading for Research

Dalby, Richard. *The Golden Age of Children's Book Illustration*. London: M. O'Mara Books, 1991. Addresses the history of artwork designed specifically for children's books.

Feaver, William. *When We Were Young: Two Centuries of Children's Book Illustration*. London: Gollanez, 1976. Overview of the role of art published in children's books.

Hunt, Peter, ed. *Children's Literature: An Illustrated History*. Oxford: Oxford University Press, 1995. A useful introduction to prominent children's books in history.

Nodelman, Perry. *Words About Pictures: The Narrative Art of Children's Picture Books*. Athens, GA: University of Georgia Press, 1988. Analytical strategies to interpret illustrations in children's books.

Spitz, Ellen Handler. *Inside Picture Books*. New Haven, CT: Yale University Press, 1999. Studies the psychological affects of parents interacting with their children and books.

Whalley, Joyce Irene, and Tessa Rose Chester. *A History of Children's Book Illustration*. London: J. Murray with the Victoria and Albert Museum, 1988. Provides information about significant achievements in the field of children's literary art.

#### Internet Sources

Mary GrandPre'  
<http://www.maryGrandPre.com>

Art  
<http://artforkids.about.com>

Art History Resources on the Web  
<http://witcombe.sbc.edu/ARTHLinks.html>

National Center for Children's Illustrated Literature  
<http://www.nccil.org/home.html>

The Drawing Board for Illustrators  
<http://members.aol.com/thedrawing/index.htm>

Women Children's Book Illustrators  
<http://homepage.fcgnetworks.net/tortakales/illustrators/index.html>

Early Illustrators of Children's Books from the 19th and 20th Centuries  
<http://www.scils.rutgers.edu/special/kay/illus.html>

Web Museum, Paris: Famous Paintings Exhibition  
<http://metalab.unc.edu/wm/paint/>

[Subject of this site?]  
<http://babelfish.altavista.digital.com>

## **Chapter 21: Related Titles**

### Projects and Activities

- 1) Start a book club to discuss books that remind you and your friends of the Harry Potter series.
- 2) Write a report about an author whose books you like and then compare his or her stories and writing career with J.K. Rowling's.
- 3) Prepare short book reviews written by people who were not alive when specific books were published, such as Edgar Allan Poe reviewing *Harry Potter and the Chamber of Secrets*. What would the reviewers like and dislike and why? Explain why readers living in different time periods might have different literary expectations for books.

### Discussion

- 1) How are the Harry Potter novels unique and how are they derivative?
- 2) In what ways do movies like *Shakespeare in Love*, *Saving Private Ryan*, *A Bridge Too Far*, *Romeo and Juliet*, *Hamlet*, and *The Hunchback of Notre Dame* remind you of the Harry Potter novels?
- 3) Compare other popular series such as R. L. Stine's *Goosebumps*, Terry Deary's *Horrible Histories* or other books to the Harry Potter novels, explaining if they possess or lack redeeming literary qualities.

### Developing Writing and Critical Skills

- 1) Cite parallels of Harry Potter characters and characters in other books, such as Harry being like Dorothy, Hermione being like Ozma, and Professor McGonagall being like Glinda in the *Wizard of Oz* stories or the Dursleys resembling Roald Dahl's Wormwoods in the novel *Matilda*.
- 2) Analyze the use of literary devices such as magical objects, food, drink, and plants; characters being marked at birth and undergoing a series of tests; dangerous landscapes; twins; and magical mirrors and pictures in the Harry Potter series.
- 3) Compare the philosophies, settings, characters, themes, and events of Harry Potter's worlds, both Muggle and wizard, with the inanity of George Orwell's novels, *Animal Farm* and *1984*. Can

the term Orwellian be applied to an analysis of the Harry Potter novels?

#### Reading for Research

Dodson, Shireen. *100 Books for Girls to Grow On*. New York: HarperCollins, 1998. Recommends books and provides activities and discussion questions.

Dodson, Shireen, and Teresa Barker. *The Mother-Daughter Book Club: How Ten Busy Mothers and Daughters Came Together to Talk, Laugh and Learn Through Their Love of Reading*. New York: HarperCollins, 1997. Explains how to start a book club.

Odean, Kathleen. *Great Books for Boys: More Than 600 Books for Boys 2 to 14*. New York: Ballantine Books, 1998. Suggests books that appeal to young male readers.

Odean, Kathleen. *Great Books for Girls: More Than 600 Books to Inspire Today's Girls and Tomorrow's Women*. New York: Ballantine Books, 1997. Describes books with strong female characters and role models.

Trelease, Jim. *The Read-Aloud Handbook*. 4th ed. New York: Penguin USA, 1995. Anthology of literature suitable for oral presentation and representative of various genres of children's literature.

#### Internet Sources

##### Reader's Robot

<http://www.tnrplib.bc.ca/rr.html>

##### ExLibris Reviews

<http://wjduquette.com/exlibris/>