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# Lumos Literacy: Utilizing Harry Potter as a Guide for English Language Learners

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LUMOS LITERACY:  
UTILIZING HARRY POTTER AS A GUIDE FOR ENGLISH LANGUAGE LEARNERS

An Undergraduate Honors Thesis  
Submitted in Partial fulfillment of  
University Honors Program Requirements  
University of Nebraska-Lincoln

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### **Abstract**

This research paper and project looks at teaching literacy in a 9<sup>th</sup> grade Standard English classroom with accommodations for high-level English Language Learners through JK Rowling's *Harry Potter and the Sorcerer's Stone*. It explores three schools of thought surrounding ESL education: transitional bilingual education, developmental bilingual education, and two-way immersion, and then uses this information to guide a full unit plan, complete with assessments, a lesson map for 20 days, and two appendixes of lesson plans. Drawing inspiration from Parker Palmer (1997), Lourdes Ortega (2013), and Kylee Beers (2003), the unit focuses on the engaging elements of *Harry Potter* that gave the series its fame in order to promote literacy, increase student buy-in, and foster authenticity in the ESL classroom for new and/or struggling readers.

**Key Words:** Harry Potter, English as a Second Language (ESL), English Language Learner (ELL), English education, literacy, first language (L1), second language (L2), interactionism, culturally and linguistically diverse (CLD), Cognitive Academic Language Proficiency (CALPS)

**Dedication/Appreciation**

I confess I am not the sole creator of this thesis. While I typed the words to the document, many people influenced the formation of those words to create the following paper. To my brother and sister, my very first students; to my mom and dad; to my partner, Cameron; to the professors and teachers who pushed me to think with both a critical eye and a passionate heart; and, of course, to Dr. Sarah Thomas, the English education department's Wonder Woman, who mentored me through this process and much more.

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## Introduction

“Harry Potter was a highly unusual boy in many ways.” My eight-year-old eyes devoured this first sentence before zooming down the page and onto the next. After three days of reading under the covers late into the night (ten o’clock pm!) and countless raps on my door from my agitated mom, I flipped to the last page where Harry and the gang “walked back through the gateway to the world.”

Much like the opening scene to the third installment in this fantastic series, the *Harry Potter* series was the *lumos* to my love for reading. During those first few years of reading JK Rowling’s published series, I went through ten back up reading lights—I used everything from an actual clip-on book light, to my sister’s clip-on book light, to my Nintendo DS, and to my iPod Nano (of which I had to keep spinning the clicker wheel to keep the light on). Each night, my mom would confiscate every one of them and each morning I would wake up with bags under my eyes and a need to scavenge for the lights in her closet.

Like many people in my generation, I caught the Harry Potter bug. At just eight years old, I could suddenly study potions instead of my math equations, I could fly higher than my house on a broomstick, and I could answer every question in class just like Hermione. This series is a huge reason I love to read to this day, and it inspired me to make my life an adventure. My passion for literacy started with a fictional character, and it taught me that magic exists in our capacity to create worlds in our heads.

The magic of words is a recurring theme in the series and a major motivational piece for the following research and unit plan. Students who are learning to communicate in their L2 need material that is both age appropriate and engaging – two criteria that the *Harry*

*Potter* books excel in. *Harry Potter and the Sorcerer's Stone* (the first novel of seven) ought to be used as a linguistic guide in the ESL classroom. I was inspired to create a unit plan for ESL students based on *Harry Potter and the Sorcerer's Stone* because (1) I want to work with ESL students post graduation and (2) I want to inspire my students to read by using the book that inspired me—and so many others—to read recreationally.

### **Context**

English language learners make up a significant portion of the student population in the United States, growing to 9.4 percent—4.6 million students—in 2015 from 9.1 percent in 2005—4.3 million—according to the National Center for Education Statistics (2017). Despite dating back to the beginning of public education, national standards for English language learners remain nonexistent. To best plan a unit centered on promoting literacy, it is important to know the characteristics, successes, and failures of three program models for CLD students: transitional bilingual education, developmental bilingual education, and two-way immersion. As a pre-service English instructor, knowledge of what works—and what does not—for ELLs is vital for a productive and successful classroom.

### **Transitional Bilingual Education**

Transitional, or “early-exit,” programs “provide students with some level of instruction in their primary or native language for a certain period of time—generally one to three years—before students transition into English-only instructional programs” (2013). Due to their short-term nature and a general lack of funding for ELL programs in the US, early-exit programs are the most common form of bilingual education. Students are expected to learn the L2 quickly enough to be able to engage in an English-only classroom

environment, often relying completely on their foundational knowledge of language learning from their L1. Emphasis is placed on reading and writing rather than speaking.

Additionally, experts have some concerns with transitional bilingual education. First, students are placed in rigorous classroom and content regimens to make up for the fact that they only have three years in the program because “federal guidelines...suggest that 3 years is the target amount of time for learners to receive L1 support, in spite of studies showing that 5-7 years is a more realistic time frame” (Roberts, 1995, p. 374). Also, rather than integrating the L1 into a general education classroom, “transitional bilingual programs are often perceived by both students and staff as segregated, compensatory education” (Herrera & Murry, 2016, p. 118). If the goal of any classroom is to welcome and celebrate all students, transitional programs must be framed in a deliberate manner and contain content that challenges students.

### **Developmental Bilingual Education**

Developmental bilingual education “enriches the education of CLD students by using both L1 and L2 for academic instruction” (Herrera & Murry, 2016, p. 119). Students are expected to remain in the program for the majority—if not all—of their school career. Unlike transitional programs, developmental programs understand the underlying principles of the attainment of CALPS, in that speaking abilities ought to come before writing and reading. According to Herrera and Murry (2016), research regarding language acquisition in this breed of program states that students “need four to seven years...to acquire full proficiency” (p. 120). Native English speakers accompany CLD students in the classroom as well, which emphasizes the value of learning both English and the L1 of the CLD students.



However, there are some downfalls to this type of bilingual education. The main issue is a lack of consistency amongst districts and schools. Students who leave the program early, arrive late, or are “highly transient” face difficulties when faced with new curriculums and ways of learning (2016, p. 121). Furthermore, if there is poor communication between the teachers within the program—such as repeating lessons in both languages—students “who know they will hear the material in both languages may...not pay attention until the teacher begins using their preferred language” (Roberts, 1995, p. 376). Without proper communication or support from the community and school district for multilingualism, English tends to dominate, which produces results that are different than what was intended (Roberts, 1995, p. 376). Therefore, developmental bilingual education is meticulous to set up and maintain, requiring intensive teacher training and retraining.

### **Two-Way Immersion**

Two-way enrichment programs “teach both native and non-native English speakers in two languages with the goal of developing bilingual fluency” (2013). CLD students who gained high levels of literacy in both their L1 and English “realized they now had a skill that ...positioned them...to play crucial leadership roles in bridging between their birth nation and their newly adopted nation” (Olsen). Increased knowledge of CALPS in both the L1 and L2 promotes an acceptance of multiculturalism in the community and reduces a subconscious (or conscious) tendency to otherize ELLs. According to Herrera and Murry (2016), the primary benefits of utilizing two-way immersion programs are;

a language-rich environment, a climate of cross-cultural respect, high expectations for every child, genuine bilingualism for the majority population, mutual learning...and comparatively manageable implementation costs (p. 121).

This program model is usually only implemented in elementary schools (but has been adapted in some middle and high schools) and operates in one of two ways: a 90-10 or a 50-50 ratio (Herrera & Murry, 2016). In a 90-10 model, the L1 is used 90 percent of the time, with English added 10 percent of the time to enhance oral speech. The 50-50 model operates similarly, but with each language used only half the time. The 90-10 model ultimately transitions into a 50-50 model (Herrera & Murry, 2016, p. 122). Time and time again, research has shown the benefits of running a bilingual classroom that applauds all languages equally and establishes the goal as not “learning English” but as “becoming bilingual.” Recent meta-analyses have shown that,

educational programs that systematically incorporate use of ELLs' home language result in levels of academic success, including achievement in literacy and other academic subjects, that are as high as and often better than that of ELLs in English-only programs (Genesee & Lindholm-Leary, 2010).

To prove the validity of these analyses, Goldenberg (2008) reviews, "No other area in educational research with which I am familiar can claim five independent meta-analyses based on experimental studies — much less five that converge on the same basic finding" (p. 15). Of course, even common knowledge proves true in this arena, “a growing body of evidence...has shown that bilingual children exhibit significant cognitive advantages in comparison to monolingual children” (e.g., Bialystok 2006; Chin & Wigglesworth, 2007; Kovaacs & Mehler, 2009). Bilingual children demonstrate a difference in executive control

processes that relate to attention and inhibition used when problem solving. Thus, bilingualism has shown major benefits for all students.

Nevertheless, there are concerns with two-way immersion plans. The inclusion of native English speakers is seen as a necessary aspect of these programs, but they are often difficult to recruit or retain. Parents of native English speaking students “prove enthusiastic at program conception and belligerent or apathetic as the program progresses” (Herrera & Murry, 2016, p. 123). Beyond parental intervention, those L1 English speakers who do remain in the program are frequently given privilege over the other children, and teachers adapt by incorporating unequal amounts of English to accommodate these students. Most of the problems within this program seem to lie within a deeper cultural subconscious for awarding privilege to students without color, which can be eradicated through time and generations.

### **Rationale**

ESL education plays a huge role in all classrooms today. Each of the three aforementioned program models includes some level of bilingual education, but as stated previously, there are little, if any, national standards for ESL education, making it very easy for schools to incorporate academically incorrect-based programs to accommodate their CLD students. Local lawmakers play key roles in the establishment of these programs. The greatest affront to the idea of bilingual education occurred during the twentieth century in California, where a law mandated educators could not use languages other than English to teach students. This law was eventually overturned and replaced with the Seal of Biliteracy, “an award that validates, certifies and encourages students to pursue and attain high level mastery of two or more languages through a Seal granted upon high school graduation to

all students with such skills” (Olsen). In Arizona, “Raza” or Mexican-American studies were eliminated from public schools because superintendents “said the program taught Latino students to hate other races and that they’d been historically subjugated and mistreated by the government, and that it even encouraged sedition” (Phippen, 2015). During the time that laws are passed or revoked regarding ELLs, these students are enduring years of school in transitional (I am not referring to the program here) stages. In the amount of time a law takes to pass, or a standard takes to set, a student is graduating.

These three programs are intricately formed, complicated to implement, and still in the process of development. However, all are based on meta-analyses and countless studies that prove bilingual education is the best way to learn an L2. Therefore, when forming a unit based on *Harry Potter and the Sorcerer’s Stone*, I took bilingualism into account. The novel is offered in 68 languages, which, granted I have unlimited resources, would help me engage most, if not all, of my CLD students. In this lesson plan, students will be offered a version in their L1 and a version in their L2. ELLs in the class will be required to complete assignments in English, but be able to reference the text in their L1 for guidance and comprehension. The motivation for this structure is derived from the Two-Way Immersion approach (regarded as the best approach to ESL instruction), in which 50% of class time will be devoted to the L1 and the other 50% to the L2.

### **Project Goals**

When forming any lesson plan, I first start with the big picture in order to ensure the cohesiveness of the unit. Every assessment, text, and supplement to the unit links back to a few “essential questions,” which help frame the whole concept and provide a simple

answer to the age-old question, “why is what we’re learning important?” For this unit, the essential questions I came up with were:

1. What led to *Harry Potter* becoming an international phenomenon? How did the novel/series change or contribute to the shift in reading culture?
2. How does *Harry Potter* reshape or reinforce your perspective on reading? Where do we go from here?

These questions set up my unit with a focus on reader response: a common lens of analysis when reading for fun. With these questions, students can evaluate their own experience of reading the book in class. The “Where do we go from here?” reinforces that the unit is bigger than the classroom.

In an ESL classroom, where teachers often follow scripts of worksheets and offer little opportunity for discussion, the joy for literature and reading is almost nonexistent. Beyond this particular population within education, according to a report from the National Endowment for the Arts, “literary reading in America is in dramatic decline, especially among young adults aged 18-24...only 16% of them can be described as ‘high-frequency readers’ (those who read for pleasure every day)” (Cart, 2007, p. 53). As a future educator in the field of reading, this statistic is more than unnerving. The essential question that guides my own general pedagogy stems from *Teaching in Class*: “How do we prepare children to live as civil, thoughtful citizens in a diverse society?” (McCann, 2006, et al. 196). Everything I do with regards to teaching centers on this inquiry. In a 2006 study conducted by Yankelovitch-Scholastic, “51% of the 5- to 17-year-olds polled said they hadn’t read books for fun until they started reading the JK Rowling series” (Cart, 2007, p. 53). Clearly,

in this case, the goal for teaching *Harry Potter and the Sorcerer's Stone* is to get students to read independently – to teach motivation and grit.

### **Methodology**

When creating this unit plan, there were a few fundamentals I had to understand in order to proceed. First, I had to have a good grasp of the level at which my audience would be if I taught this. My audience is a 9<sup>th</sup> grade English class with many students at ESL levels 3 and 4. These two levels are often combined in high school and are most likely to share time with standard English classes—my domain as a certified English teacher.

Unfortunately, there is no set federal—or even state—standard for what these levels consist of. According to the “Teachers First” online ESL resource (2008), level 3 is when a “student participates in most classroom activities and follows directions adequately, though with frequent misunderstandings” and level 4 contains students who “easily participate in classroom and social activities, constantly adding to his/her knowledge of vocabulary, American culture, and teacher expectations.” Each chapter in *Harry Potter and the Sorcerer's Stone* is roughly twenty pages long, and the book itself would be one of the largest novels students at levels 3 & 4 will have read, but fits in the 9<sup>th</sup> grade setting.

Additionally, it was vital to incorporate grammar and vocabulary into the unit. In his book, *Mechanically Inclined*, Anderson (2005) tells teachers to “teach, not mention. Teach, not correct errors” (p. 11). In the standard and honors English classrooms, grammar is often mentioned in passing comments about essays and written answers, not taught. With ESL students, however, what standards exist dictate a need to build upon these tools, which I outline in my justification for each formative assessment. It is difficult to find the balance between too little and too much grammar in the classroom, with the latter having a

tendency to fall back on workbooks and out-of-context learning. Therefore, I elected to have students learn vocabulary in the book with their “Mark My Words” bookmarks and then teach grammar through the “Transfiguration Sessions” of their Inquiry Journals.

Beyond formalized grammar instruction, many authors argue that the best way to learn vocabulary is to surround oneself with the L2. Anderson (2005) discusses ways in which to make grammar the cornerstone of pedagogy. He writes, “Kids need to hear the flow of language, its patterns, its cadences, its surprises, its syntax. Students who have limited experience with English need this even more” (p. 17). In my own experience with learning my L2 (Spanish), I have come to realize that the more I hear, read, or write in it, the more comfortable I feel in noticing if something doesn’t “sound right.” ESL students need to be surrounded by the L2 in meaningful ways, but have the L1 to lean on for support (as the context section suggested).

This idea of surrounding oneself with the L2 is referred to as interactionism. Interaction is important to language acquisition because it is student-directed and thus student-resolved, building on the self-determination or self-efficacy of students to learn a language. Fostering intrinsic motivation is the best way to approach second language learning. Margaret Hawkins (2005) argues, “It is...agency, and how the child’s actions resonate with others’ views and actions, that provide a feedback loop that shapes his or her ongoing interpretations and actions and those of others” (p. 66). Intrinsic motivation is a motivation that is extremely hard to tap into as a facilitator. It relies on individual will and grit, of which students often feel robbed of when entering an out-of-context, discouraging classroom environment.

In my unit plan, I chose to incorporate more oral activities than what is typical in an

ESL setting. *Talking in Class* asserts that teachers should “provide frequent occasions for students to engage each other in meaningful, content-related conversations about challenging issues that matter to them” (McCann et al, 2006, p. 197). The Quidditch Matches tend to this flame, as well as the summative assessment being a sharing of thoughts. Many of the activities scattered throughout the unit cater to this idea of Socratic discussion. Creating a community of both external and internal learning opportunities promotes interaction. Students are driven by an innate desire for inclusivity, and, “because of the need for relatedness, certain external values, beliefs and behaviors may be gradually adopted and internalized, thus allowing individuals to function more successfully” (Ortega, 2013, p 176). Therefore, communities of learners use a feedback loop to improve L2 usage, relying on the interaction amongst its members. Language is inherently for communication, for coaxing the human desire for belonging, and thus, learn a language.

Lastly, I took the liberty to be as creative as I could be in the construction of this unit. Parker Palmer (1997) insists that “Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher” (p. 10). My own identity as an avid reader and my love for the *Harry Potter* series would be what drives this unit towards success. When students see and feel the passion of their instructor, they tend to feel more inclined to learn. Therefore, participation points are “house points” seen through M&Ms in glass jars, Socratic discussions are quidditch matches, and the unit is framed as a hero’s journey.

### **Challenges of the Project**

This project posed a few challenges for me. As I mentioned earlier, pacing is extremely difficult to discern outside of an actual classroom. With the mix of students, both



ESL and standard-track, it proved difficult to piece together twenty days of a unit and create material that is both age- and proficiency-appropriate. However, my love for the series, as well as teaching English, helped in my motivation to research and create the unit, which can be viewed on the following pages.

### **Project Implications/Conclusion**

As evidenced by the three ESL program models, the need for student buy-in in the ESL classroom is high. Not only does the structure of the language in the class guide this mentality, but also the course material. Due to underfunding and lack of resources, curricula for ELLs is not often age-appropriate in terms of subject matter. Utilizing young adult books like *Harry Potter and the Sorcerer's Stone* helps engage students at the middle and high school levels in the language-learning process. Time and time again, it has been proven that learning something small – whether it is a grammar rule or reading – within the context of a greater unit brings more benefits than out-of-context instruction. Nearly 10% of the student population in America is an English Language Learner, yet this field of education is drastically underfunded and under-researched. If the following unit guide for *Harry Potter* can add anything to the dialogue surround ESL education, it's the words of Albus Dumbledore himself, "Words are, in my not so humble opinion, our most inexhaustible source of magic." Without adequate resources and curricula guides for our nation's ESL students, the potential for learning English – for accessing the magic behind words – disappears.

**Assessments Point Break-Down**

<b>Assessment</b>	<b>Points (400 Total)</b>	<b>Percent of Final Grade</b>
Participation	40	10%
“Mark My Words” Vocabulary Bookmark (2)	80	20%
Quidditch Match Discussion (2)	80	20%
Inquiry Journals	80	20%
Supreme Ordeal Project & Presentation	120	30%

**Formative Assessments****Participation (15%)**

*Description:* Students are expected to be respectful and considerate of their peers and teachers during class time by being active listeners and thoughtful speakers. If a circumstance arises in which a student must arrive late to, leave early, or be absent from class, the student needs to talk with their teacher prior to a planned absence or after an unplanned absence to get notes, handouts, or further instructions on how to make up for missed class time. Participation points will be rewarded to students both individually for the gradebook and also based on Hogwarts House for House Points during the unit. House Points will be added at the end of each class period via marbles into see-through canisters.

*Standards:*

- LA 10.3.3 Student will develop, apply, and adapt reciprocal communications skills.
- LA 9-12.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.

*Criteria:* Participation points can be earned if the student:

- Brings all required materials to class and is ready to learn
- Is present and engaged during major class discussions, activities, and presentations (or arranges make-up dates with the teacher)
- Demonstrates exceptional respect and consideration for the teacher and peers

**“Mark My Words” Vocabulary Bookmarks (20%)**

*Description:* Students collect words in the text they like, don’t understand, think sound funny, think look funny, or that invoke a particular memory or image. They write these

words and their page number on the “Mark My Words” bookmark given to them by their instructor. These words will be discussed every 10 days.

*Standards:*

- ELP 9-12.10 Make accurate use of standard English to communicate in grade appropriate speech and writing
- ELP 9-12.2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

*Criteria:* Full points can be earned if the student:

- Brings their bookmark on every “check up day”
- Fills the bookmark with all relevant information: page numbers, words, and definition guesses

**Quidditch Matches (Socratic Discussions) (20%)**

*Description:* Students prepare answers to pre-assigned questions and bring them to class on the day of the quidditch matches. There will be two matches - with two Houses in each discussion circle. Only one match can happen at a time, so non-participating teams must observe the current teams and write down notes of the speakers on the Quidditch Match Answer Tracker. All members of each House are expected to speak, but only when the Quaffle is passed to them. Observers from other Houses determine the match.

*Standards:*

- LA 10.1.6 Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
- ELP 9-12.2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- ELP 9-12.6 Analyze and critique the arguments of others orally and in writing

*Criteria:* see rubric in Appendix A.

**Inquiry Journals and Transfiguration Sessions (20%)**

*Description:* An Inquiry Journal is a place for students to record questions every day. Once a week, students will be asked to write about any of the questions they have recorded. These may be as formal or informal as they want - the point is to explore the stuff they are interested in and share it with others in the class. The Transfiguration Sessions will be grammar lessons meant to take in-context writing and alter it to fit grammar rules.

*Standards:*

- ELP 9-12.4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence
- ELP 9-12.9 Create clear and coherent grade-appropriate speech and text

- LA 10.2.1 Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
- LA 9-10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- LA 11-12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.

*Criteria:* Full points can be earned if the student:

- Turns in the journal on time every week
- Showcases deep thoughts on any issue/topic
- Demonstrates creativity
- Spends time on the piece, doesn't rush through it
- Shows evidence of editing during Transfiguration Sessions

## **Summative Assessment**

### **Supreme Ordeal Oral Presentation (30%)**

*Directions:* Congratulations! You have reached the Supreme Ordeal and your task now is to think creatively. Explore the following essential questions that were our guide throughout the past eight weeks:

- What led to Harry Potter becoming an international phenomenon? How did Harry Potter change or contribute to the shift in reading culture?
- How does Harry Potter reshape or reinforce your perspective on reading? Where do we go from here?

The purpose of this final assessment is to connect an aspect of your life with the themes learned during this unit. Your job is to create a project that draws inspiration from Quidditch Matches and Transfiguration journal entries and from the novel. My advice is: don't hold back. Create a blog that calls the community to action, write a song that summarizes the book, or paint a mural! Consider these options, and if you come up with a brilliant idea that's not on the list, be sure to run it by your teacher:

- Make a podcast
- Create a website/blog
- Create artwork (painting, poster, drawing, collage, digital)
- Compose a creative writing piece (collection of poems (3-5), short story, creative nonfiction, a persuasive speech)
- Make a video
- Write and perform a song
- Other: Please check with teachers for approval

You will then upload a photo, PDF, or link along with an author or artist's note to a cohesive blog (created by the teacher) for publication. The remainder of the unit will be spent with

short presentations of your respective projects to the class in 5-10 minute increments. Your author/artist's note must clearly explain your project by answering the following questions:

- Why did you chose to explore this idea?
- Why did you chose this medium of presentation? What was your inspiration?
- Who is your audience?
- What message are you trying to convey?

Be sure to review the rubric (Appendix A) for the project and the artist/author's note thoroughly before you begin this project!

**Harry Potter and the Sorcerer's Stone Lesson Plan**

<b>Status Quo</b>		
<b>Day 1</b>	<p><b>Opening/Warm-up:</b>  <b>What's in a Hero?</b> Create a concept map with the class: What defines a hero? Have students come up and write one defining characteristic of a hero.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- "What Makes a Hero? - Matthew Winkler"</li> <li>- Hero's Journey handout</li> <li>- Ball</li> <li>- Whiteboard + markers</li> </ul>
	<p><b>Presentation of Content:</b>  <b>The Hero's Journey:</b> Watch "What Makes a Hero? - Matthew Winkler" and pass out accompanying handout to each student. After the video, walk through the handout (Appendix B) by having volunteers read each section. Model annotations for the handout on the board (for example: write Spanish translations next to difficult English words).</p>	
	<p><b>Practice/Application:</b>  <b>Create-a-Hero Ball Game:</b> To reinforce understanding of the Hero's Journey, start with a "Status Quo" scenario (for example: Once upon a time, there lived a girl named Amelia who lived in Normal Town) and then pass the ball to a student, who will create a "Call to Action" for Amelia, and so on until the Journey has reached "Status Quo" again.</p>	
<b>Day 2</b>	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- Books for students</li> <li>- KWL handout</li> <li>- KWL class chart</li> <li>- Grade recording sheet</li> <li>- Whiteboard + markers</li> </ul>
	<p><b>Presentation of Content:</b>  <b>Hand out books:</b> Give books to each student and then ask them, one by one, to say their book number out loud as instructor records them.  <b>Watch Trailer:</b>  <a href="https://www.youtube.com/watch?v=PbdM1db3JbY">https://www.youtube.com/watch?v=PbdM1db3JbY</a></p>	
	<p><b>Practice/Application:</b>  <b>Book walk-through + KWL:</b> Create a KWL chart (Appendix B) on a giant sheet of paper and pass out a handout with the same chart on it. In the "Know" section of the chart, have students write down things that they know about witches and wizards. Then, walk through the book by asking students to reflect on the images in each chapter and what they might be depicting in the story. As students look at the pictures, have them fill out the "Wonder"</p>	

	<p>section of the chart.</p> <p><b>Review/Assessment:</b>  <b>Check KWL charts:</b> Place a minus sign, checkmark, or a plus sign on each student's KWL chart and record for the gradebook.</p> <ul style="list-style-type: none"> <li>• Minus sign: Not yet at expectations.</li> <li>• Checkmark: Meets expectations.</li> <li>• Plus sign: Exceeds expectations.</li> </ul>	
Day 3	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- HP books</li> <li>- Slips of paper with scenes</li> <li>- Whiteboard + markers</li> </ul>
	<p><b>Presentation of Content:</b>  <b>Begin Reading <i>Harry Potter and the Sorcerer's Stone</i>:</b> Read the first chapter ("The Boy Who Lived") as a class, pausing to ask comprehension questions.</p>	
	<p><b>Practice/Application:</b>  <b>Act Out Scenes:</b> Give students in groups slips of paper that have different scenes from the first chapter of <i>Harry Potter</i> (Appendix B). Have each group prepare to act out the scene, and then while reading the chapter to the class, have groups come up and act it out.</p>	
	<p><b>Review/Assessment:</b>  <b>Homework:</b> Read Chapter 2 "The Vanishing Glass"</p>	
<b>Call to Adventure</b>		
Day 4	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Show Movie Clip:</b> Show the vanishing glass scene. Review chapter 2 with a quick discussion.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- "Mark My Words" bookmark</li> <li>- HP movie</li> <li>- HP book</li> <li>- Whiteboard + markers</li> </ul>
	<p><b>Presentation of Content:</b>  <b>Read Chapter 3:</b> Ask students to pair up or get into groups of three to read through "The Letters from No One"</p>	
	<p><b>Practice/Application:</b>  <b>"Mark My Words" bookmarks:</b> Have students collect words in the text they like, don't understand, think sound funny, look funny, or that invoke a particular memory or image. They will write these words and their page number on the "Mark My Words" bookmark</p>	

	<p>given to them by their instructor. These words will be discussed every 10 days, so tell students to space out the words.</p> <p><b>Review/Assessment:</b> <b>Homework:</b> Read Chapter 4 “The Keeper of the Keys”</p>	
<b>Assistance</b>		
<b>Day 5</b>	<p><b>Opening/Warm-up:</b> <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom. <b>Show Movie Clip:</b> Show the scene where Hagrid enters the hut on the rock. Review chapter 4 with a quick discussion.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- “Mark My Words” bookmarks</li> <li>- HP audio</li> <li>- HP books</li> <li>- Whiteboard + markers</li> <li>- Letters to Hogwarts</li> </ul>
	<p><b>Presentation of Content:</b> <b>Letters to Hogwarts:</b> Hand each student a letter in an enclosed envelope and ask them to wait to open it (Appendix B).</p>	
	<p><b>Practice/Application:</b> <b>Read Chapter 5:</b> Listen to an audio recording of “Diagon Alley.” As students listen and follow along in their books, put up images on the board that correspond with happenings in the book. Pause the audio as needed to pose inferential questions. At the end of the chapter, have students open their letters. Letters will welcome the student to the world of Harry Potter and detail materials they will need throughout their journey.</p>	
	<p><b>Review/Assessment:</b> <b>Letters to Hogwarts:</b> Have students open their letters and ask them to look at the materials list. Over the weekend, they must purchase or gather the materials and bring them to class Monday. Have them rip off or cut the “pets” section, write their name, circle their preference, and hand it in before they leave the classroom.</p>	
<b>Departure</b>		
<b>Day 6</b>	<p><b>Opening/Warm-up:</b> <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- “Mark My Words” bookmark</li> <li>- HP movie</li> </ul>
	<p><b>Practice/Application:</b> <b>Begin Reading Chapter 6:</b> Silent Sustained Reading. Have students continue filling out the “Mark My Words” bookmark (Appendix B).</p>	



	<p><b>Review/Assessment:</b>  <b>Homework:</b> Read Chapter 7, "The Sorting Hat"</p>	- HP books
Day 7	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Pottermore:</b> Students must log onto their Pottermore accounts and take the house quiz to discover their house. Inform them that they must not tell anyone their house until the ceremony, but to write down their house name on a slip of paper with their name on it and deliver it to the teacher.</p>	<p><b>Materials:</b>  - HP books  - HP music  - HP movie  - Snacks  - Witches Hat  - Hogwarts House song projected</p>
	<p><b>Presentation of Content:</b>  <b>Show Movie Clip:</b> show the journey from 9 and <math>\frac{3}{4}</math> to the welcoming feast. Talk about the meaning of each house.  <b>Snacks:</b> before the Sorting Ceremony, tell students that once they've been sorted, they can grab some snacks for the Welcoming Feast.</p>	
	<p><b>Practice/Application:</b>  <b>Sorting Ceremony:</b> Have students gather in the middle of the classroom, and begin placing a hat on each student's head as you read from the slips of paper they handed you earlier. For the rest of the unit, the students will sit with their assigned house.</p>	
	<p><b>Review/Assessment:</b>  <b>Hogwarts Song:</b> At the end of class, after each student has been sorted, have everyone sing the Hogwarts song from the book together.  <b>Homework:</b> Read Chapter 8, "The Potions Master"</p>	
<b>Trials</b>		
Day 8	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Assigned Seats:</b> Student names will be placed on a paper version of their chosen "pet" and assigned seats in their house's section of the classroom.</p>	<p><b>Materials:</b>  - HP music  - HP books  - Pet nametags  - "Mark My Words" bookmarks  - New notebooks  - Logograph sheets</p>
	<p><b>Presentation of Content:</b>  <b>"Mark My Words":</b> At this point, students will come up and write the 6 or so words they wrote on their bookmarks on the board. As a class, narrow the words down to a repeat words. Work to define them as a class. Hand out new bookmarks.</p>	

	<p><b>Logographs:</b> Offer the chance for students to earn extra house points by making logographs (word, definition, picture) that will decorate the classroom for the unit. Logographs will be done on blank sheets of paper given by the teacher.</p>	
	<p><b>Practice/Application:</b>  <b>Inquiry Journals:</b> Students will write Inquiry Journals (Appendix B), asking deeper questions about the reading and their everyday lives. Go through the instruction sheet and model how to come up with questions and then use the questions to write. Explain that journals will be due on different days depending on house so that the teacher can adequately go through each student's work.  Gryffindors: Tuesday  Hufflepuffs: Wednesday  Ravenclaws: Thursday  Slytherins: Friday</p>	
	<p><b>Review/Assessment:</b>  <b>Homework:</b> Read Chapter 9, "The Midnight Duel"</p>	
Day 9	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.</p>	<p><b>Materials:</b>  - HP music  - HP books  - "Mark My Words" bookmarks  - Gallery walk posters + questions  - Markers/pens</p>
	<p><b>Presentation of Content:</b>  <b>Gallery Silent Discussion:</b> On the walls around the classroom, place large poster boards with questions on them. Give each student a marker/pen and have them put answers on the posters. Model the answers for them on a few posters. After about 10-20 minutes of silent "gallery walk," go through each question as a class.</p>	
	<p><b>Practice/Application:</b>  <b>Gallery Discussion:</b> At each poster, station one student to read off the answers from the poster. Expand on answers when needed.</p>	
	<p><b>Review/Assessment:</b>  <b>Homework:</b> Read Chapter 10 "Halloween"</p>	
Day 10	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.</p>	<p><b>Materials:</b>  - HP music  - HP books  - "Mark My Words" bookmarks</p>
	<p><b>Presentation of Content:</b>  <b>Quidditch Match Preparation:</b> Hand out a list of questions that students will be answering during the Quidditch matches on</p>	

	<p>Monday. Inform them that they need to complete the answers and be prepared to talk about them for a formative assessment.</p> <p><b>Practice/Application:</b>  <b>Reading and Inquiry Journal Time:</b> Independently read Chapter 11 “Quidditch” and Chapter 12 “The Mirror of Erised” or work on Inquiry Journals, remainder is homework.</p>	- Discussion questions
<b>Day 11</b>	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Material Preparation:</b> In preparation for the impending quidditch matches (Appendix B), have student get out their books and questions to use during the discussions.</p> <p><b>Presentation of Content:</b>  <b>Quidditch Worksheet Walk Through:</b> Model how to fill out the quidditch score points and notes on the projector. Then, decide which houses will be facing each other that day.</p> <p><b>Practice/Application:</b>  <b>Quidditch Matches:</b> While teams discuss, observers should be taking notes. Allow 10 minutes per match.</p> <p><b>Review/Assessment:</b>  <b>Homework:</b> Gryffindors Inquiry Journals due day 12, read Chapter 13 “Nicolas Flamel”</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- HP books</li> <li>- “Mark My Words” bookmarks</li> <li>- Quidditch match score sheet</li> <li>- Discussion questions</li> <li>- Inquiry Journals</li> </ul>
<b>Day 12</b>	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Inquiry Journals:</b> Collect Gryffindors’</p> <p><b>Presentation of Content:</b>  <b>Show Movie Clips:</b> Mirror of Erised, Quidditch  <b>Introduce Final Project:</b> Hand out final project guidelines and rubric. Model how to brainstorm ideas for a project and insist that students come to the teacher to okay their project. Allow 5-10 minutes of brainstorming time.</p> <p><b>Practice/Application:</b>  <b>Read Chapter 14:</b> Ask students to pair up or get into groups of three to read through “Norbert the Norwegian Ridgeback”</p> <p><b>Review/Assessment:</b>  <b>Homework:</b> Hufflepuff Inquiry Journals due Day 13</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- HP books</li> <li>- HP movie</li> <li>- “Mark My Words” bookmarks</li> <li>- Inquiry Journals</li> </ul>

<p><b>Day 13</b></p>	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Inquiry Journals:</b> Collect Hufflepuffs', hand back reviewed Gryffindors'  <b>Final Presentation:</b> Give students 10 minutes to continue drafting a game plan for their final project</p> <hr/> <p><b>Practice/Application:</b>  <b>Jigsaw Groups:</b> Split up chapter 15 among the houses:  Gryffindor: 242-246  Hufflepuff: 247-251  Ravenclaw: 252-256  Slytherin: 257-261  Each house will read their assigned section and then research 2-3 images that could represent their section of the text. Students should be prepared to share a summary of their section alongside their images as the groups are mixed for the jigsaw sharing time.</p> <hr/> <p><b>Review/Assessment:</b>  <b>Homework:</b> Read Chapter 16 "Through the Trapdoor", Ravenclaw Inquiry Journals due Day 14</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- HP books</li> <li>- "Mark My Words" bookmarks</li> <li>- Inquiry Journals</li> </ul>
<p><b>Approach</b></p>		
<p><b>Day 14</b></p>	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Inquiry Journals:</b> Collect Ravenclaws', hand back reviewed Hufflepuffs'  <b>Final Presentation:</b> Give students 10 minutes to continue drafting a game plan for their final project</p> <hr/> <p><b>Presentation of Content:</b>  <b>"Mark My Words":</b> At this point, students will come up and write the 6 or so words they wrote on their bookmarks on the board. As a class, narrow the words down to a repeat words. Work to define them as a class. Hand out new bookmarks.  <b>Logographs:</b> Offer the chance for students to earn extra house points by making logographs (word, definition, picture) that will decorate the classroom for the unit. Logographs will be done on blank sheets of paper given by the teacher.</p> <hr/> <p><b>Practice/Application:</b>  <b>Gallery Silent Discussion:</b> On the walls around the classroom,</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- HP books</li> <li>- "Mark My Words" bookmarks</li> <li>- Logograph sheets</li> <li>- Inquiry Journals</li> <li>- Gallery posters</li> <li>- Markers/pens</li> </ul>

	<p>place large poster boards with questions on them. Give each student a marker/pen and have them put answers on the posters. Model the answers for them on a few posters. After about 10-20 minutes of silent “gallery walk,” go through each question as a class.</p> <p><b>Gallery Discussion:</b> At each poster, station one student to read off the answers from the poster. Expand on answers when needed.</p>	
	<p><b>Review/Assessment:</b></p> <p><b>Homework:</b> Slytherin Inquiry Journals due Day 15</p>	
<b>Crisis</b>		
<b>Day 15</b>	<p><b>Opening/Warm-up:</b></p> <p><b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.</p> <p><b>Inquiry Journals:</b> Collect Slytherins’, hand back reviewed Ravenclaws’</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- HP books</li> <li>- HP movie</li> <li>- Inquiry Journals</li> <li>- Quotes for scenes</li> <li>- Discussion questions</li> </ul>
	<p><b>Presentation of Content:</b></p> <p><b>Show Movie Clip:</b> Through the trapdoor leading up to the revelation of Quirrell as Voldemort. Reinforce the cliffhanger to give students more incentive to read the final chapter.</p> <p><b>Finish Reading <i>Harry Potter and the Sorcerer’s Stone</i>:</b> Read the last chapter (“The Man with Two Faces”) as a class, pausing to ask comprehension questions.</p>	
	<p><b>Practice/Application:</b></p> <p><b>Act Out Scenes:</b> Give students in groups slips of paper (Appendix B) that have different scenes from the last chapter of <i>Harry Potter</i>. Have each group prepare to act out the scene, and then while reading the chapter to the class, have groups come up and act it out.</p>	
	<p><b>Review/Assessment:</b></p> <p><b>Homework:</b> Hand out review questions for second quidditch match on Monday. Students should answer them and come prepared to discuss. Work on final project.</p>	
<b>Treasure</b>		
<b>Day 16</b>	<p><b>Opening/Warm-up:</b></p> <p><b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.</p> <p><b>Inquiry Journals:</b> Hand back Slytherins’</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- HP books</li> <li>- Inquiry</li> </ul>

	<p><b>Presentation of Content:</b>  <b>Transfiguration Lesson:</b> From the past week's review of the Inquiry Journals, jot down common grammar mistakes that students make. Then, teach correct grammar and have students pick out sentences in their journals that could be fixed with the lesson.</p>	<p>Journals  - Discussion questions  - Quidditch match score sheet</p>
	<p><b>Practice/Application:</b>  <b>Quidditch Matches:</b> While teams discuss, observers should be taking notes. Allow 10 minutes per match.</p>	
	<p><b>Review/Assessment:</b>  <b>Homework:</b> Work on final project. Gryffindors' Inquiry Journals due Day 17.</p>	
<b>Result &amp; Return</b>		
Day 17	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Inquiry Journals:</b> Collect Gryffindors'</p>	<p><b>Materials:</b>  - HP music  - HP books  - Inquiry Journals  - Final project</p>
	<p><b>Practice/Application:</b>  <b>Project Work Time:</b> Give students all of class to work on the final project.</p>	
	<p><b>Review/Assessment:</b>  <b>Homework:</b> Work on final project. Hufflepuffs' Inquiry Journals due Day 18.</p>	
Day 18	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Inquiry Journals:</b> Collect Hufflepuffs', hand back Gryffindors'</p>	<p><b>Materials:</b>  - HP music  - HP books  - Inquiry Journals  - Final project</p>
	<p><b>Practice/Application:</b>  <b>Project Work Time:</b> Give students all of class to work on the final project.</p>	
	<p><b>Review/Assessment:</b>  <b>Homework:</b> First round of final presentations begin the next day. Ravenclaws' Inquiry Journals due Day 19.</p>	
<b>New Life</b>		

<b>Day 19</b>	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Quote:</b> Write, "Happiness can be found, even in the darkest of times, if one only remembers to turn on the light." - JK Rowling, on the board. Before reading and as students come into the classroom, have the lights dimmed or off. Turn lights on at "light." Ask the question, "Where do you find happiness in your life?" Talk about how books can help with bad experiences.  <b>Inquiry Journals:</b> Collect Ravenclaws', hand back Hufflepuffs'</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- HP books</li> <li>- Inquiry Journals</li> <li>- Final project</li> </ul>
	<p><b>Practice/Application:</b>  <b>Presentations:</b> 5-10 minutes for each student</p>	
	<p><b>Review/Assessment:</b>  <b>Homework:</b> Slytherins' Inquiry Journals due Day 20</p>	
<b>Resolution</b>		
<b>Day 20</b>	<p><b>Opening/Warm-up:</b>  <b>Harry Potter Music:</b> Play Harry Potter music as students enter the classroom.  <b>Inquiry Journals:</b> Collect Slytherins', hand back Ravenclaws'</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- HP music</li> <li>- HP books</li> <li>- Inquiry Journals</li> <li>- Final project</li> <li>- House decorations</li> <li>- Snacks</li> </ul>
	<p><b>Practice/Application:</b>  <b>Presentations:</b> 5-10 minutes for each student  <b>Collect books:</b> collect all books and recommend the rest of the series  <b>House Cup:</b> Bring snacks and announce the winners of the house cup. Decorate the classroom for that house.</p>	

**Appendix A: Rubrics**

<b>Quidditch Match Rubric</b>				
	<b>(10 pts)</b>	<b>(8-9 pts)</b>	<b>(6-7 pts)</b>	<b>(1-5 pts)</b>
<b>Speaking</b>	Demonstrates thorough understanding of the questions; cites evidence from text; makes connections between ideas; considers other's viewpoints; progresses the conversation, does not merely repeat what has already been said	Demonstrates understanding of the questions; ideas are logical but does not make connections to other group members; cites evidence from the text; ideas elicit response	Demonstrates little understanding of the questions; does not progress the conversation; did not put much effort into preparation for the circle	Reluctant to participate even when called on; ideas are disconnected from the conversation; did not prepare for the circle
<b>Listening</b>	Takes notes during the observed discussion; can assign a winner of the match	Pays attention and responds to speakers; repeats some information and focuses mainly on own ideas; takes little notes	Needs some information repeated due to confusion; takes little to no notes of conversation	Appears disengaged from the conversation; takes no notes; does not respond to anything that has been said
<b>Conduct</b>	Respectful demeanor; is patient and understanding of differing opinions; speaks to whole circle; avoids talking over others	Respectful, but shows some impatience with differing opinions; somewhat engages others to participate; gets into debates	Forceful when contributing ideas; tends to debate with other speakers	Argumentative; disrespectful of other learners; arrives to class unprepared
<b>Reading</b>	Thoroughly familiar with the novel; has notes prepared outside what has already been written on formative documents	Read the text; comes with formative documents (cheat sheets or detective files) fully completed	Read the text; does not have annotations or notes for a guide	Unprepared in terms of completion of the novel and notes



<b>Final Project Rubric</b>				
	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Not Yet</b>
<b>Format</b>	<i>(10 pts)</i> Project is organized and easy to understand	<i>(8-9 pts)</i> Project is organized and neat	<i>(6-7pts)</i> Project is confusing	<i>(0-5 pts)</i> Project is confusing and disorganized
<b>Insight &amp; Content</b>	<i>(50 pts)</i> Effectively addresses audience; links to personal life; has a clear purpose and subject; demonstrates excellent insight into the essential questions	<i>(40-49 pts)</i> Audience is addressed; links to personal life; purpose and subject stated; addresses essential questions	<i>(30-39 pts)</i> Audience is implied but not addressed; project is linked to society but not to the student; purpose is stated; addresses some essential questions	<i>(0-29 pts)</i> Audience is not addressed; project is loosely linked to society; unclear purpose; briefly touches essential questions
<b>Creativity</b>	<i>(20 pts)</i> Project is creative; student clearly put a lot of thought into the piece	<i>(15-19 pts)</i> Project is creative	<i>(10-14 pts)</i> Project is not very original	<i>(0-9 pts)</i> Simple and “plastic” feeling; little to no thought put into project; unoriginal
<b>Written Explanation</b>	<i>(15 pts)</i> AN clearly explains the project; stylistic flair expresses passion and care for the topic; links project to essential questions; few mechanical errors	<i>(13-14 pts)</i> Explains significance of project; addresses essential questions; mechanical errors do not impede meaning	<i>(10-12 pts)</i> Explains project but leaves much interpretation up to the viewer/reader; addresses essential questions; many mechanical errors	<i>(0-9 pts)</i> No author’s or artist’s note provided
<b>Oral Presentation</b>	<i>(15 pts)</i> Presentation is well thought out & student exhibits a strong control of L2	<i>(13-14 pts)</i> Presentation has some flaws, but is mostly smooth & student exhibits control of L2	<i>(10-12)</i> Presentation is disorganized & student struggles with the L2	<i>(0-9 pts)</i> Student does not present

<b>Effort</b>	<i>(10 pts)</i> Project is turned in on time; presented to the class; polished	<i>(8-9 pts)</i> Project turned in on time; presented to the class	<i>(6-7 pts)</i> Project is turned in late	<i>(0-5 pts)</i> Project is not turned in
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## Appendix B: Handouts and Activity Worksheets

### Quidditch Match Prep

*Directions:* For Monday, prepare answers for the following discussion questions. These are meant to help you during the Quidditch Matches. Remember, the winner of the quidditch match earns extra points for their house.

**Source:** Scholastic Harry Potter Reading Club Discussion Guide

### Quidditch Game 1 Discussion Questions

#### Match 1

- Why does Dumbledore decide to have Harry grow up with the Dursleys rather than with one of the wizard families?
- How does Harry's experience with his relatives build his character?
- How does this compare with your own life? How much does home life affect who you are?

#### Match 2

- Why do Harry and Ron dislike Hermione in the beginning?
- How does their friendship with her grow?
- What qualities and strengths does each of them bring to their adventures?
- How and why did you become friends with your best friend? Did you always like your friends? Why or why not?

### Quidditch Game 2 Discussion Questions

#### Match 1

- Discuss the importance of the Mirror of Erised and the meaning of its name. Dumbledore tells Harry: "It shows us nothing more or less than the deepest, most desperate desire of our hearts . . . However, this mirror will give us neither knowledge or truth." (p. 213) What does he mean by this?
- What would you see if you looked in the mirror? Why?
- Dumbledore tells Harry to "Always use the proper name for things. Fear of a name increases fear of the thing itself." (p. 298) What does he mean by that?
- Why is it important to name a thing that you fear?

#### Match 2

- Professor Quirrell tells Harry: "There is no good and evil, there is only power, and those too weak to seek it." (p. 291) Discuss whether you agree or disagree with this statement.
- How do you see this idea at work in our own world?
- J.K. Rowling has great fun creating names of people, places, and spells in this story. How does a name give us clues to a character's personality? The following are just a few suggestions of names to explore.
  - Severus Snape
  - Professor Quirrell
  - Argus Filch
  - Professor Sprout
  - Draco Malfoy
  - Voldemort
  - Minerva McGonagall
  - Albus Dumbledore

## **Inquiry Journals**

We all have questions. Questions about our lives, ourselves, our families, our culture, our communities, our world. We ask them all the time, whether silently or verbally. During *Harry Potter and the Sorcerer's Stone* and beyond, you are going to have a chance to explore some of these questions every week.

**What is an Inquiry Journal?** An Inquiry Journal (IJ) is a place for you to record questions every day. Once a week you will be asked to write about any of the questions you have recorded. These may be as formal or informal as you want—the point is to explore the stuff you are interested in and share it with others in the class.

**When are these due?** Every week, you will turn in your IJ on a specific day. Each of you will have a different due date that I will tell you. I will start off this unit by Hogwarts House, but as we move through the year, this can be changed. If, for example, your due date is Monday, every Monday you will turn in an IJ between 1-2 pages. You will have two copies: one for me, and one to exchange with a classmate. Both your classmate and I will read them that night and give them back to you with feedback the following day.

**Do these have to be typed?** First drafts should be in your notebook, but further drafts need to be typed. They should be between one and two pages, 12 pt. font, double-spaced. They should include a title. If they are handwritten, it should be the front and back of a loose-leaf paper. Be sure to Xerox it for your classmate.

**What about days when we don't have school like Memorial Day or Labor Day?** You're in luck! You do not have to turn one in that week.

**What if there's a day when we only miss your class?** It's still due.

**How will these be graded?** Each journal will be worth 40 points. I am looking for how deeply you are thinking about an issue/topic, how much time you have spent on it, creativity, and of course, spelling and grammar.

**How am I supposed to organize this?** These are not formal, 5 paragraph essays! These are places for you to creatively explore things that matter to you. You may organize them any way you like.

**Do I have to keep these throughout the year? If so, why?** YES. You need to hang on to the one I give back to you. You need to keep your IJs together because at each semester you will collect the best of them in a portfolio for a major test grade.

**KWL Chart**

*Directions:* Wizards: what do we know about them? In our next novel, witches and wizards are the main characters who live in a magical world that exists near our own. As a class and then individually, we will fill out this KWL chart to demonstrate our prediction skills for *Harry Potter and the Sorcerer's Stone*.

KNOW	WONDER	LEARNED

**Chapter One: The Boy Who Lived Quotes**

(1)

“When Mr. and Mrs. Dursley woke up on the dull, gray Tuesday our story starts, there was nothing about the cloudy sky outside to suggest that strange and mysterious things would soon be happening all over the country. Mr. Dursley hummed as he picked out his most boring tie for work, and Mrs. Dursley gossiped away happily as she wrestled a screaming Dudley into his high chair.

None of them noticed a large tawny owl flutter past the window” (2).

(2)

“It was on the corner of the street that he noticed the first sign of something peculiar—a cat reading a map. For a second, Mr. Dursley didn’t realize what he had seen—then he jerked his head around to look again. There was a tabby cat standing on the corner of Privet Drive, but there wasn’t a map in sight. What could he have been thinking of? It must have been a trick of the light. Mr. Dursley blinked and stared at the cat. It stared back” (2)

(3)

“He found it a lot harder to concentrate on drills that afternoon and when he left the building at five o'clock, he was still so worried that he walked straight into someone just outside the door.

‘Sorry,’ he grunted, as the tiny old man stumbled and almost fell. It was a few seconds before Mr. Dursley realized that the man was wearing a violet cloak. He didn't seem at all upset at being almost knocked to the ground. On the contrary, his face split into a wide smile and he said in a squeaky voice that made passersby stare, ‘Don't be sorry, my dear sir, for nothing could upset me today! Rejoice, for You-Know-Who has gone at last! Even Muggles like yourself should be celebrating, this happy, happy day!’

And the old man hugged Mr. Dursley around the middle and walked off” (5).

(4)

“He found what he was looking for in his inside pocket. It seemed to be a silver cigarette lighter. He flicked it open, held it up in the air, and clicked it. The nearest street lamp went out with a little pop. He clicked it again -- the next lamp flickered into darkness. Twelve times he clicked the Put-Outer, until the only lights left on the whole street were two tiny pinpricks in the distance, which were the eyes of the cat watching him” (9).

(5)

“A low rumbling sound had broken the silence around them. It grew steadily louder as they looked up and down the street for some sign of a headlight; it swelled to a roar as they both looked up at the sky—and a huge motorcycle fell out of the air and landed on the road in front of them. If the motorcycle was huge, it was nothing to the man sitting astride it. He was almost twice as tall as a normal man and at least five times as wide. He looked simply too big to be allowed, and so wild - long tangles of bushy black hair and beard hid most of his face, he had hands the size of trash can lids, and his feet in their leather boots were like baby dolphins. In his vast, muscular arms he was holding a bundle of blankets” (14).

(All)

He couldn't know that at this very moment, people meeting in secret all over the country were holding up their glasses and saying in hushed voices: ‘To Harry Potter—the boy who lived!’ (17).

**Hogwarts House Song**

Hogwarts, Hogwarts, Hoggy Warty Hogwarts,  
Teach us something please,  
Whether we be old and bald,  
Or young with scabby knees,  
Our heads could do with filling  
With some interesting stuff,  
For now they're bare and full of air,  
Dead flies and bits of fluff,  
So teach us things worth knowing,  
Bring back what we've forgot,  
Just do your best, we'll do the rest,  
And learn until our brains all rot

- *Harry Potter and the Sorcerer's Stone*, page 128



**Chapter Seventeen: The Man With Two Faces Quotes**

(1)

“It was Quirrell.

‘*You!*’ gasped Harry.

Quirrell smiled. His face wasn’t twitching at all.

‘Me,’ he said calmly. “I wondered whether I’d be meeting you here, Potter.’

‘But I thought – Snape –’

‘Severus?’ Quirrell laughed, and it wasn’t his usual quivering treble, either, but cold and sharp. ‘Yes, Severus does seem the type, doesn’t he? So useful to have him swooping around like an overgrown bat. Next to him, who would suspect p-p-poor, st-stuttering P-Professor Quirrell?’” (288).

(2)

“He saw his reflection, pale and scared-looking at first. But a moment later, the reflection smiled at him. It put its hand into its pocket and pulled out a blood-red stone. It winked and put the Stone back in its pocket – and as it did so, Harry felt something heavy drop into his real pocket. Somehow – incredibly – *he’d gotten the Stone*” (292).

(3)

“Harry felt as if Devil’s Snare was rooting him to the spot. He couldn’t move a muscle. Petrified, he watched as Quirrell reached up and began to unwrap his turban. What was going on? The turban fell away. Quirrell’s head looked strangely small without it. Then, he turned slowly on the spot.

Harry would have screamed, but he couldn’t make a sound. Where there should have been a back to Quirrell’s head, there was a face, the most terrible face Harry had ever seen. It was chalk white with glaring red eyes and slits for nostrils, like a snake” (293).

(4)

“Harry jumped to his feet, caught Quirrell by the arm, and hung on tight as he could. Quirrell screamed and tried to throw Harry off – the pain in Harry’s head was building – he couldn’t see – he could only hear Quirrell’s terrible shrieks and Voldemort’s yells of, ‘KILL HIM! KILL HIM!’ and other voices, maybe in Harry’s head, crying, ‘Harry! Harry!’ He felt Quirrell’s arm wrenched from his grasp, knew all was lost, and fell into blackness, down...down...down” (295).



HOGWARTS SCHOOL  
of WITCHCRAFT and WIZARDRY



Headmaster: Albus Dumbledore  
(*Order of Merlin, First Class, Grand Sorc., Chf. Warlock,  
Supreme Mugwump, International Confed. of Wizards*)

Dear Ms. Nelson,

We are pleased to inform you that you have been accepted at Hogwarts School of Witchcraft and Wizardry. Please find enclosed a list of all necessary books and equipment.

Term begins September 1. We await your owl by no later than July 31.  
Yours Sincerely,

A handwritten signature in cursive script that reads 'Minerva McGonagall'. The signature is fluid and elegant, with a large initial 'M'.

Minerva McGonagall  
Deputy Headmistress



HOGWARTS SCHOOL  
*of WITCHCRAFT and WIZARDRY*



### Uniform

First-year students will require:

- Wear your house color each day once you have been sorted

### Course Materials

All students should have each of the following:

- A new spiral notebook (come see me if you have an issue with getting this)
- Pen/pencil each class period
- *Harry Potter and the Sorcerer's Stone* by JK Rowling
- An account on pottermore.com (only an account, do not take any of the quizzes yet)

Students may also bring one of the following (circle one):

Owl

Cat

Toad

**Mark My Words Bookmarks**

<p><b>MARK MY WORDS</b>  <i>Harry Potter and the Sorcerer's Stone</i>                      Name: _____</p>	<p><b>MARK MY WORDS</b>  <i>Harry Potter and the Sorcerer's Stone</i>                      Name: _____</p>	<p><b>MARK MY WORDS</b>  <i>Harry Potter and the Sorcerer's Stone</i>                      Name: _____</p>	<p><b>MARK MY WORDS</b>  <i>Harry Potter and the Sorcerer's Stone</i>                      Name: _____</p>
<p>Page: _____                      Word:</p>	<p>Page: _____                      Word:</p>	<p>Page: _____                      Word:</p>	<p>Page: _____                      Word:</p>
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## Defining a Hero Worksheet

### Heroism: What is a Heroic Act?

*Introduction:* While reading *Harry Potter and the Sorcerer's Stone*, we have been looking for elements of Joseph Campbell's hero's journey as Harry enters the magical world, but what about heroes in real life? What aspects of heroism do we see in the people around us? How do these qualities compare to those of Harry and his friends?

*Part I Directions:* Rank the following actions from the one you think is the MOST (1) heroic to the one you think is the LEAST (10) heroic. Be prepared to explain your reasons for ranking each action the way you did.

\_\_\_\_\_

1      2      3      4      5      6      7      8      9      10

A: An accident leaves a gymnast paralyzed. For more than five years, she spends twelve to fourteen hours a day in therapy to try to regain the use of her legs. Her hard work results in a miraculous recovery, and she wins a gold medal in the Olympics.

B: A schoolteacher, invited to be a part of the seven-person crew on the Space Shuttle, dies as the rocket explodes shortly after takeoff.

C: An eleven-year-old boy who sees two men sexually assaulting a thirteen-year-old girl, threatening to stab her if she resists, rides off on his bicycle and gets the police. The officers rush to the scene but arrive too late to prevent the rape; however, the boy's actions probably saved her from being killed.

D: A lifeguard rescues a six-year-old boy from drowning in a public pool by dragging him out with a hook.

E: A scientist works for more than ten years and finally makes a discovery that will help cure thousands of people with heart disease.

F: A woman is swimming in the ocean. Sharks are spotted near her, so her husband runs into the water to save her. Part of his leg is severed by sharks, but he manages to pull his wife and himself to safety.

G. A man runs into a burning building that is about to collapse to rescue a child trapped inside. As he is running out with the child, a portion of the building falls, killing them both.

H. When a boat capsizes in a storm, four people are clinging to a small raft that will hold only three. An old man with a fatal disease knows he will die in a few months, so he gives up the raft for others. He drowns in the waves.

I. A bystander saves a woman from drowning after her plane crashes in a river. The water is very cold, and only a few minutes of exposure could result in death. The bystander is able to save the woman but freezes and drowns in the process.

J. A man finds that the company he works for has been cheating customers. He reports his finding on a television news program. Shortly thereafter, he is fired from his job.

*Part II Directions:* In the space below, write your definition of a heroic act. Your definition should identify at least two key characteristics or rules that could be used to judge whether or not someone's action is a heroic act.

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