



# Harry Potter and the Order of the Phoenix

J.K. Rowling

Teacher's Guide  
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## Why Teach Harry Potter?

When I began writing this guide, the most common reaction I received from friends and colleagues was, "People actually teach that?" Eventually I formulated two replies to their skepticism. First, any piece of literature can be an effective teaching tool, if used properly. Second, there's actually some good stuff in these books.

Perhaps the main pedagogical appeal of Harry Potter is its popularity. With casual reading on the decline, it becomes increasingly important to simply get students to read. Since many students will have already read the Harry Potter books, or at least seen the movies, you're guaranteed an uncommon level of student interest. But what do you do with it?

Treat the books as literature. Critical Reading is a skill, acquired through practice. The interest level and familiarity your students bring to the text frees you to teach them good reading and thinking skills without the impediment of wrangling with archaic language, inaccessible characters, or difficult literal levels. The Harry Potter books are broad and deep enough to support a close reading at any level.

At low levels, reading a book of such proportions is in-itself an accomplishment. It opens a sense of possibility. Additionally, the text supports vocabulary acquisition, thematic discussions, and character analysis. At upper levels, the Harry Potter novels are well-suited for most major critical

approaches. A bio-historical reading could focus on Rowling's experiences as a teacher and single parent. A Marxist reading could deal with characters' relative levels of wealth and their effects on personality development. A broad thematic reading would identify and analyze the many thematic threads running throughout the novels. A feminist reading could incorporate the sources of female power, including the lingering protection Harry enjoys from his mother, Professor McGonagall's source of authority, and Hermione Granger's academic prowess.

In essence, the Harry Potter books combine accessibility with possibility. Students generally want to read them, and you can use that interest to your advantage without sacrificing the possibility of developing necessary skills. They're not *Hamlet*, but they're a good stepping stone.

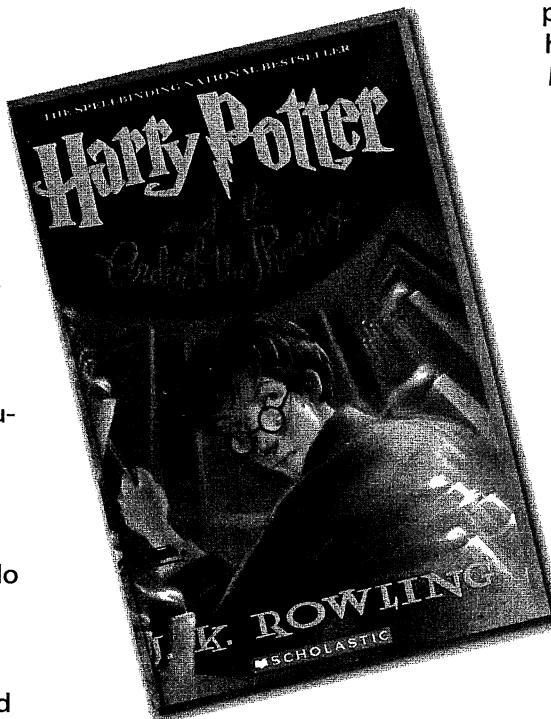
## Synopsis

### Chapter 1

Harry Potter, home for summer vacation, searches mundane and wizarding news sources for events related to Lord Voldemort's return. His friends, Ron Weasley and Hermione Granger, send owl posts devoid of substantive information. On an evening walk, Harry encounters his bully cousin, Dudley. Their exchange of unpleasantries is interrupted by the arrival of two dementors, the soul-eating guards of the wizard prison Azkaban. Harry chases them away with a Patronus charm. His eccentric neighbor Mrs. Figg runs to the scene and admonishes Harry not to put away his wand.

### Chapter 2

Mrs. Figg explains that Dumbledore has set a



watch upon Harry to ensure his safety and that the wizard assigned to him tonight, Mundungus Fletcher, had abandoned his post to buy stolen cauldrons. Mrs. Figg herself in unable to defend Harry because she is a squib, a person born into a wizarding family with no magical ability of her own. Mundungus arrives just in time to be berated by Mrs. Figg. Harry drags a semi-conscious Dudley home, where he is immediately accused of having attacked his cousin. In quick succession, he receives a letter from the Ministry of Magic expelling him from Hogwarts and summoning him to a disciplinary hearing for practicing underage magic, a note from Mr. Weasley telling him that Dumbledore is interceding on his behalf and not to leave the house, a revised letter from the Ministry deferring all disciplinary actions until his hearing, and a note from Sirius Black, his godfather, warning him against leaving the house. Uncle Vernon, characteristically livid, orders Harry to leave the house for good. A mysterious Howler message addressed to Aunt Petunia arrives immediately and warns, "Remember my last." Aunt Petunia then insists that Harry must stay, and he is confined to his room.

### **Chapter 3**

Four days later, the Dursleys go out. Immediately after their departure, a guard of wizards arrive, including the real Mad-eye Moody, the werewolf Remus Lupin, a metamorphmagus Nymphadora Tonks, auror Kingsley Shacklebolt. Taking every possible precaution, they escort Harry to a rundown square in London.

### **Chapter 4**

Magically concealed between two houses on the square is number twelve, Grimmauld Place, the headquarters of the Order of the Phoenix. Harry is rushed inside, where he's greeted by his friends Ron and Hermione. Harry, venting the accumulated frustration of having lived in seclusion all summer, berates them for keeping him in the dark. They protest that they've remained silent at Dumbledore's request. After the row, they fill him in on the Order of the Phoenix, a secret society that Dumbledore has created to combat Voldemort, whose return is still actively denied by the Ministry of Magic. They also inform Harry that he is being portrayed as a delusional child by the *Daily Prophet*, most likely in a Ministry effort to discredit his claims about Voldemort.

### **Chapter 5**

The house at Grimmauld place belongs to Sirius, who inherited it. It is essentially a dark wizard enclave, filled with dangerous artifacts, screeching portraits, various unpleasant creatures, and Kreacher, a vicious and vaguely addled house-elf. After dinner, the adults agree to answer Harry's questions. Voldemort, they tell him, is lying low, presumably quietly swelling his ranks and sowing discord. Cornelius Fudge, the Minister of Magic, is actively hostile to Dumbledore and fears that he wants to usurp his position. Sirius lets slip that the Order is protecting something from Voldemort.

### **Chapter 6**

The next day, Mrs. Weasley enlists the children in her campaign to make the house marginally inhabitable. They begin by clearing poisonous Doxies from the curtains. Fred pockets one; he and George plan on using its venom in joke candies. After lunch, they clear out a cabinet full of various and assorted nasty items, some of which Kreacher tries to salvage. They continue the cleaning for several days, and the house violently resists their efforts.

### **Chapter 7**

On the day of his hearing, Mr. Weasley escorts Harry to the Ministry of Magic. Shortly after their arrival, Harry is informed that the time of his hearing has been moved forward. He barely arrives in time for it.

### **Chapter 8**

Harry's trial on the 12th of August is a full gathering of the Wizengamot, about fifty witches and wizards. Percy Weasley, still estranged from his family, is the scribe for the proceedings. To the council's surprise and obvious chagrin, Dumbledore has learned of the time change and arrives in time to assist Harry. He calls Mrs. Figg as a witness to the dementor attack and successfully argues Harry's defense, leaving them no choice but to clear Harry of all charges. Over the course of the hearing, it becomes increasingly clear that the Ministry desperately wants to discredit Harry publicly. To Harry's disappointment, Dumbledore remains cool to him and leaves immediately after the hearing.

### **Chapter 9**

As Mr. Weasley escorts Harry out of the Ministry,

they encounter Lucius Malfoy, a Death-Eater, and Cornelius Fudge in private conversation. Malfoy, as usual, has a few snide remarks reserved for Harry and Mr. Weasley. At the house, everyone celebrates Harry's acquittal, although over the next few days it becomes clear that Sirius privately wishes for the company Harry's expulsion would have brought. Still unjustly wanted as a mass-murderer, he can't leave the house or directly aid the Order. On the last day of Summer break, the book lists arrive from Hogwarts. Prefect badges, assigned in the fifth year, also arrive. As expected, Hermione is made Prefect. Ron, to everyone's surprise, is also made a Gryffindor Prefect. Mrs. Weasley is ecstatic.

After dinner, Mrs. Weasley goes to clear a boggart, a dark creature that takes the form of its victim's greatest fear, from a desk. Harry finds her weeping on the floor and unable to banish it as it transforms into the corpses of her family and Harry. Lupin intercedes and banishes it.

#### Chapter 10

Harry is escorted by a full security detail to the train station. Sirius insists on coming as well, transformed into his animagus shape, a large black dog. On the train, they share a cabin with their friend Neville Longbottom and Luna Lovegood, an odd girl, the daughter of a tabloid editor. Draco Malfoy, their enemy since their first year, intimates that his father recognized Sirius at the station. Once they arrive at Hogwarts, they puzzle over Hagrid's conspicuous absence.

#### Chapter 11

At the ceremonial sorting of new students into the school's four houses, Harry recognizes Delores Umbridge, one of the witches who most vehemently pursued his expulsion at the Ministry hearing. After the sorting and feast, Dumbledore introduces Professor Grubbly-Plank as interim Care of Magical Creatures instructor and, surprisingly, Delores Umbridge as the new Defense Against the Dark Arts instructor. She makes a speech, which Hermione interprets for the boys to mean that the Ministry is directly interfering at Hogwarts.

In the dorms, Seamus Finnigan, one of Ron and Harry's dorm mates, starts a fight by claiming that his mother believes *The Daily Prophet* about Harry's instability and nearly didn't allow him to return to school. Ron, Neville, and Dean Thomas come to Harry's defense.

#### Chapter 12

Fred and George warn Ron, Harry, and Hermione that their year will be very difficult because they take their O.W.L. (Ordinary Wizarding Level) exams, which will determine their possible career choices and later studies. In Potions, Professor Snape is characteristically ill-tempered. They also have their first class with Umbridge. It quickly becomes apparent that she has no intention of teaching them any practical knowledge, only theory. When the subject of Voldemort is broached, she gives Harry a week's worth of detentions and sends him to his head of house, Professor McGonagall. He expects her to be livid. Instead, she gives him a cookie, warns him that Umbridge reports to the Ministry, and instructs him to be circumspect.

#### Chapter 13

Hermione continues her guerilla campaign against "house-elf slavery" by knitting and hiding garments in Gryffindor House, hoping one of the cleaning elves will accidentally pick one up and thus be set free. Harry's classmates, after his outburst in Defense Against the Dark Arts, gossip incessantly about him. Only a few express solidarity with him. In his first detention with Umbridge, she makes him write "I must not tell lies" with a magic quill that cuts the message into the back of his hand as he writes. The same punishment continues during every detention. After his Friday session, Harry comes back to the dorms to find a celebration. The Gryffindor Quiddich team tryouts had been that day, and Ron made the team as Keeper.

#### Chapter 14

The next day, Harry writes an opaque note to Sirius about Umbridge. At the owlry, he meets Cho, his crush. She chats with him and then covers for him when Filch, the caretaker, insists on inspecting the message, which he has just sent. At Quiddich practice, the Slytherins heckle them. Ron is nervous and plays poorly. The practice session is a travesty.

That evening, Sirius's head appears in the fire in the Gryffindor common room. He provides some information about Umbridge. He's sure that she's not a Death-Eater, but she does have a reputation for loathing part-humans and sentient non-humans. He wants to meet them at Hogsmeade, the nearby village, but Harry warns him off because of the Malfoy sighting at the train station. Sirius seems disappointed in Harry's lack of daring.

## Chapter 15

In a surprise move, the Ministry appoints Umbridge as "High Inquisitor" of Hogwarts, granting her power to inspect and dismiss faculty members. In Divination class, she terrorizes Professor Trelawney and insinuates that she is a fraud. Later, Harry earns another week of detention for pointing out that Professor Quirrel, whom Umbridge cites as their only competent Defense Against the Dark Arts Professor, has Lord Voldemort growing out of the back of his head.

Her inspection of Professor McGonagall goes as expected: McGonagall is coldly furious. Professor Grubbly-Plank's inspection goes well for her, but bodes poorly for Hagrid, should he return from his mysterious absence and resume his duties. Ron and Hermione propose a secret study group, headed by Harry, to make up for the gaps in their formal Defense Against the Dark Arts education. Harry balks.

## Chapter 16

Two weeks later, Hermione presses Harry on the Defense Against the Dark Arts study group, and he reluctantly agrees. That weekend, they meet at a pub in Hogsmeade with twenty-five potential students that Hermione has recruited. After much wrangling, they all agree to take lessons from Harry, and Hermione has them sign up on a parchment.

## Chapter 17

A new educational decree is immediately issued banning all clubs, teams, and societies and forcing existing ones to apply for reinstatement. Participation in unapproved clubs will result in expulsion. Although Umbridge has evidently learned of their study group plans, Hermione insists that no one in the group could have snitched because she's jinxed the parchment they'd signed.

In the evening, Sirius appears in the fire. The Order has learned of the plan as well. He dutifully delivers Mrs. Weasley's message forbidding her children to participate and then personally encourages the endeavor. Their conversation is interrupted when Umbridge's hand appears in the fire, groping for Sirius' head.

## Chapter 18

Harry has an odd dream about a windowless corridor and a mounting sense of excitement. He is woken by Dobby, who is wearing all the garments Hermione has hidden around the dorm. The other house-elves, insulted by her underhanded efforts, now refuse to clean the dorm, leaving Dobby alone in cleaning efforts. When Harry comments that he needs a place for twenty-eight people to meet in private, Dobby tells him about the Room of Requirement, a room that only appears when someone needs it.

At their first secret meeting in the Room of Requirement, the students vote to call themselves Dumbledore's Army. Harry teaches them a basic disarming spell. Generally, the session is a great success. Cho pauses from practicing the spell to flirt with Harry.

## Chapter 19

Gryffindor's Quiddich match with Slytherin comes at the beginning of November. The Slytherins sing taunts at Ron, who plays poorly. The Slytherins play dirty. Harry saves the game by capturing the Golden Snitch. Right after the match, Malfoy provokes a fight by insulting the Weasley's family and Harry's mother. Umbridge permanently bans Fred, George, and Harry from Quiddich and confiscates their brooms.

## Chapter 20

Hagrid finally returns to Hogwarts. Harry, Hermione, and Ron sneak down to his cottage to greet him when they see his light on. He's obviously injured but initially refuses to explain. After Harry promises to trade accounts, Hagrid admits that he was sent to the giants with Madame Maxime as an envoy from the Order. The meeting was unsuccessful, and they had had to flee for their lives. The Death-Eaters, who also sent an envoy, were much more successful. Their reunion is cut short by the arrival of Umbridge, who interrogates Hagrid about his absence and injuries. He lies unconvincingly.

## Chapter 21

Umbridge inspects Hagrid's next Care of Magical Creatures class with generally disastrous results. In December, DA has its final meeting of the term. Afterwards Cho corners Harry and gives him his first kill while simultaneously weeping copiously.

Talking it over in the Gryffindor common room, Ron and Harry are mystified. Hermione interprets Cho's emotional turmoil for them.

That night, Harry has another dream about the windowless corridor from the perspective of a snake that attacks Mr. Weasley. Convinced that the dream is real, he quickly rousts McGonagall, and she rushes him to Dumbledore's office.

#### Chapter 22

Harry repeats his story to Dumbledore, who asks the portraits of past headmasters to use their portraits in the Ministry to confirm that Arthur is injured and to raise the alarm. Within minutes, Mr. Weasley is rushed to St. Mungo's. The Weasley children are gathered, and Dumbledore creates a portkey to port them and Harry to Sirius' house. They spend an anxious night waiting for Mrs. Weasley to come home. She arrives shortly after 5 a.m. and reports that Mr. Weasley will survive. The next day, they visit him at the hospital. Using Fred and George's eavesdropping Extendable Ears, they listen in on Mr. Weasley and some Order members discussing the meaning of Harry's dream. Mad-eye Moody suggests that Lord Voldemort may be possessing Harry.

#### Chapter 23

Convinced that he's a danger to others, Harry plans to run away, but is prevented from doing so by a message from Dumbledore. Unexpectedly, Hermione arrives, skipping her family vacation. She, Ginny, and Ron corner Harry and tell him to stop hiding from the others and that no one blames him for Mr. Weasley's attack. Ginny, who was possessed by Lord Voldemort several years ago, assures him that his symptoms don't match those of possession.

On Christmas day, Hermione, Harry, and the Weasleys visit Mr. Weasley in the hospital. Because of a venom in the bite, the wounds refuse to close, and he's experimented with the Muggle remedy of stitches, unsuccessfully. Mrs. Weasley is furious. The children excuse themselves while she rants and raves at her husband. In the corridor, they encounter Gilderoy Lockheart, their former Defense Against the Dark Arts professor, who has permanent magical memory damage. His nurse mistakes them for visitors and invites them into the ward. While Lockheart insists on signing pho-

tographs for them, an old habit of his, they run into Neville. His parents are also in the ward, having been tortured into insanity by Death-Eaters in the last war against Voldemort.

#### Chapter 24

On the last day of Winter break, Professor Snape comes to the Grimmauld house and informs Harry that he will be giving him private lessons in Occlumency. He departs shortly after picking a fight with Sirius. Mr. Weasley returns home in full health, and the children return to Hogwarts on the Knight Bus. On the first day of classes, Harry stumbles into asking Cho to Hogsmeade on Valentine's day.

#### Chapter 25

The morning paper announces the mass-escape from prison of Voldemort's most loyal supporters. The news sparks whispered conversations and revisions of the generally skeptical attitude towards Harry and his claims about Voldemort. Umbridge quickly passes a decree forbidding instructors from discussing anything not directly related to their course material with students.

January passes in a blur of classes and DA meetings. On Valentine's day, Harry and Cho go to a cozy tea-house in Hogsmeade. She suffers a seemingly inexplicable emotional meltdown and storms out. Harry, bewildered and annoyed, meets with Hermione, who has arranged an exclusive interview of Harry by Rita Skeeter about Harry's experiences battling Lord Voldemort. The article will be published in Luna's father's tabloid, *The Quibbler*.

#### Chapter 26

Hermione decodes Cho's breakdown for Harry, but the break between them is to be permanent. The next Sunday, Gryffindor loses badly to Hufflepuff in Quiddich, mainly due to the poor performance of Ron and the replacements for Fred and George. Ginny, as Harry's replacement, does relatively well. That night Harry has another dream about the windowless corridor, which he realizes leads to the Department of Mysteries in the Ministry of Magic.

Monday morning, the interview appears in *The Quibbler* and Harry is flooded with mail, some accusing him of being completely insane, some claiming to be converted. Umbridge is furious and announces a decree that punishes possession of

*The Quibbler* with expulsion, which proscription guarantees that every student in the school reads the article. Harry's professors subtly make their pleasure with him known, and several students profess their conversion from the Ministry line of denial. That night, Harry has a dream from the perspective of Lord Voldemort chastising his followers. Ron, Harry, and Hermione discuss the dream and come to the conclusion that Voldemort is trying to steal something, presumably a weapon, from the Department of Mysteries.

Harry's Occlumency lessons go poorly. His lesson this week is interrupted by a scene on the main stairs. Umbridge has fired Trelawney and evicted her from Hogwarts. Dumbledore, in a direct confrontation with her, asserts his remaining authority and invites Trelawney to stay at Hogwarts as a guest and then introduces his new Divination instructor, a centaur named Firenze.

### Chapter 27

Ron and Harry have their first class with Firenze, whose classroom has been converted into a forest. His lesson consists primarily of emphasizing the limitations of Divination and disparaging human divinatory practices. After class, he asks Harry to tell Hagrid that "His attempt is not working," but refuses to explain the cryptic warning. When Harry relates the message to Hagrid, he blithely dismisses it.

Dobby interrupts their next DA meeting, warning that Umbridge has learned their location and is en route. The children scatter and run. Harry is captured by Malfoy, part of Umbridge's Inquisitorial Squad. She drags Harry to Dumbledore's office, where he is awaited by Dumbledore, Cornelius Fudge, several aurors, and Cho's friend Marietta, who has SNEAK scribed across her face, evidently the product of Hermione's hexed parchment. When they question Marietta, Harry senses someone cast a subtle spell that makes her deny the accusations she'd leveled. When they produce the parchment of names, purloined in the raid, it is titled Dumbledore's Army. Dumbledore, presumably to save the children from punishment, fabricates a story about his having instructed them to form an army in order to help him combat Fudge and the Ministry. He then blasts Fudge and the aurors unconscious. Before he flees, he asks Harry to continue his Occlumency lessons.

### Chapter 28

The next day, Umbridge is appointed the new headmistress of Hogwarts. Fred and George plan to disrupt her tenure with as much mayhem as possible. She summons Harry to her office and gives him tea with Veritaserum, which he only pretends to drink while she questions him about the locations of Dumbledore and Sirius. The interrogation is interrupted by the eruption of fireworks all though the school, the first element of Fred and George's plan. She is kept busy all day extinguishing the fireworks, which the teachers summon her to do, claiming that they aren't sure that they have the authority to do it themselves. That night, Harry has another snake dream.

Harry's next Occlumency lesson is interrupted when Umbridge summons Snape. After Severus leaves, Harry finds a penseive in his office and investigates. In it, he watches Snape's memory of being accosted in a juvenile prank by Harry's father. Snape catches Harry in the memory. Livid, he forbids Harry to ever speak of the memory's content, bans him from his office, and cancels any future Occlumency lessons.

### Chapter 29

Harry is disturbed by his father's immature taunting of Snape in the memory. Wishing he could ask Sirius about it, he enlists Fred and George in a plan to break into Umbridge's office to use her fireplace to contact Sirius. The next day, Harry has a Career Counseling session with McGonagall, supervised by Umbridge. When he professes his desire to be an auror, Umbridge promises that he will never work for the ministry. McGonagall vows to make sure he becomes an auror, if it's the last thing she does.

Later, Harry sneaks into Umbridge's office at the appointed time, while Fred and George provide a distraction. Sirius and Lupin explain Harry's father's actions. They're angry and worried when Harry tells them that Snape has discontinued the Occlumency lessons.

Outside, Harry finds Fred and George surrounded by a ring of students, confronting Umbridge. Their "diversion" was to convert an entire corridor into a swamp. As Umbridge closes in, they summon their brooms and fly away, instructing Peeves, the school's mischievous poltergeist, to continue their work of disruption.

### Chapter 30

Over the next few days, Fred and George's dramatic exit is discussed with avid admiration by the entire school. Although they've left school permanently, their disruption continues unabated. Umbridge is unable to banish their swamp, and Filch is relegated to ferrying students across it. Peeves' has taken their last instruction to heart and spends all day and night causing general mayhem. Using Skiving Snackboxes that Fred and George developed, masses of students leave Umbridge's class with fainting spells, profuse nosebleeds, and projectile vomiting.

The Ravenclaw vs. Gryffindor Quiddich match is scheduled the last weekend in May. During the match, Hagrid sneaks Hermione and Harry into the Forbidden Forest, where he introduces them to Grawp, Hagrid's full-giant half-brother. Fearing that he may be fired any day, Hagrid asks them to care for Grawp if he is forced to leave Hogwarts. Centaurs interrupt the session and chase them from the woods. When Harry and Hermione return to the castle, Gryffindor has miraculously won the match.

### Chapter 31

The 5th years feverishly prepare for their O.W.L exams, studying long hours, anxiously comparing notes, and buying bogus mind enhancers. The exams pass uneventfully, until their midnight Astronomy exam is interrupted by a sneak attack on Hagrid. He fights off Umbridge and five wizards, then flees. McGonagall, who ran to Hagrid's aid, is injured. During his final exam, History of Magic, Harry has a vision of the windowless corridor. In the dream, he watches Voldemort attack Sirius and threaten to kill him.

### Chapter 32

Harry wakes in his exam and, assuring everyone that he is alright, dashed off to find Ron and Hermione. He insists that Voldemort has Sirius and will kill him. Ginny and Luna join them. Hermione convinces Harry to try to contact Sirius before they dash off to London on a rescue mission. They lure Umbridge away, and Harry sneaks into her office to use her fire. He is only able to contact Kreacher, who intimates that Sirius has gone to the Department of Mysteries and won't come back, confirming Harry's suspicions.

Umbridge, having taken precautions against further intrusions, catches Harry in her office, and the Inquisitorial Squad, headed by Draco, round up Ron, Ginny, Hermione, and Neville. While interrogating them, Umbridge reveals that she had ordered the dementor attack on Harry to discredit him. She threatens to use the Cruciatus Curse, one of the Unforgivable Curses, on him to procure a confession. Instead, Hermione fabricates a story about a secret weapon that they've been preparing for Dumbledore, which they have just completed. Wanting to keep the weapon to herself, Umbridge follows Harry and Hermione to the weapon's supposed location, leaving the rest in the possession of her goons.

### Chapter 33

Hermione leads Harry and Umbridge into the Forbidden Forest, where Centaurs attack them. They pursue Umbridge, whose superior attitude towards "lower" life forms enrages them. Grawp's appearance saves Harry and Hermione from similar treatment. Ginny, Ron, Luna, and Neville catch up to Harry and Hermione, having beaten off the Inquisitorial Squad. Threstrals, winged horse-like creature, are drawn by the smell of blood on Harry and Hermione. The children decide to ride them to the Ministry of Magic.

### Chapter 34

The students fly to London, where they race through the Ministry of Magic to the Department of Mysteries. They navigate a series of rooms filled with bizarre and mysterious objects, mostly unidentifiable, to a room lined with tall shelved of glass orbs. Harry leads them to row 97, remembered from the vision, where Ron finds an orb labeled with Harry and Voldemort's names and a dated sixteen years ago. As soon as Harry picks up the orb, Death-Eaters surround them.

### Chapter 35

The Death-Eaters, lead by Lucius Malfoy, demand the orb, which they claim is a prophecy vital to Voldemort's plans. Harry buys time to form a plan by threatening to smash the orb and asking questions, which they answer in a typical arrogant-bad-guy-has-the-upper-hand manner. The prophecy supposedly concerns the future of Harry and Lord Voldemort and details the origin and meaning of Harry's scar. Only the person about whom a prophecy is can lift it from the shelf, which is why

they've lured Harry to the Ministry with a false vision about Sirius.

At a sign, the children smash prophecies all around them and run for their lives. They become separated in the confusion. After several close calls, Harry, Hermione (unconscious), and Neville (wandless) find Ron (insensible), Ginny (broken ankle), and Luna. The Death-Eaters converge and corner them. They stun Luna and torture Neville. At the crucial moment, Order members arrive, Sirius, Lupin, Moody, Tonks, and Kingsley, and engage the Death-Eaters.

The prophecy is broken in the ensuing chaos. The Order members hold off the Death-Eaters, while the children flee for safety. Dumbledore arrives and turns the tide of the battle, but he arrives too late to save Sirius, who is knocked through a veiled arch to the "other side."

### Chapter 36

Harry, refusing to believe that Sirius is dead, has to be dragged away from the veil by Lupin. In the atrium, Bellatrix Lestrange, Sirius' cousin who tortured Neville's parents into insanity and just killed Sirius, corners Harry and demands the prophecy. When he replies that the orb was broken, she panics and begs for Voldemort's forgiveness. He appears beside her and attacks Harry, who dodges the killing curse. Dumbledore appears and engages Voldemort.

During the duel, Ministry employees, including Cornelius Fudge, arrive, all of whom recognize Lord Voldemort, who disappears with Bellatrix Lestrange. Realizing that Ministry policy has been completely wrong all year, Fudge begs for Dumbledore's help. Dumbledore creates a portkey for Harry, demands the removal of Umbridge as Headmistress of Hogwarts and the cessation of the search for Hagrid, and offers a scant thirty minutes of his time to bring the Ministry up to date.

### Chapter 37

Dumbledore's portkey takes Harry to his office. Harry is overcome by grief and remorse. Realizing that Sirius hadn't originally been in danger, he feels personally responsible for his god-father's death. Dumbledore arrives after a brief hiatus. Harry flies into a rage, smashing whatever objects at hand. Dumbledore claims responsibility for Sirius' death and offers an explanation.

He explains that the scar on Harry's forehead signifies a link between him and Voldemort, that he had feared that Voldemort would eventually recognize the significance of the link and try to enter Harry's mind by force, which explains the Occlumency lessons. Dumbledore had avoided personal contact with Harry all year to protect both of them, lest Voldemort have a reason to use Harry to spy on Dumbledore. Kreacher, he explains, had circumvented the limitations of his bond to his master and betrayed Sirius.

Harry's scar also signifies a lingering protection from his mother because she died to save him, calling upon an ancient and powerful magic. As long as Harry can call home a place where his mother's blood dwells, the protection continues, which is why Harry has been forced back to Privet Drive with the Dursleys every Summer. Each year, Dumbledore has delayed full disclosure to Harry out of care and concern. Seeing a young boy, parentless, neglected by relatives, and desperate for friendship, Dumbledore had put off laying too heavy a burden on Harry.

Although the Prophecy was smashed, it was only a record of the original, which was spoken to Dumbledore by Trelawney. It predicts Voldemort's attack on Harry's parents describes Harry's scar as the mark of an equal. It finishes by saying that eventually either Harry or Voldemort will kill the other.

### Chapter 38

The *Daily Prophet* reports that Voldemort has indeed returned and reprints *The Quibbler* interview with Harry. Hagrid returns to Hogwarts. Umbridge, removed from her position and disgraced, is chased off the premises by Peeves, who alternates between batting her with a bag of chalk and a walking stick, much to the gathered audience's appreciation.

Mad-Eye Moody, Tonks, Mr. and Mrs. Weasley, Lupin, Fred, and George are waiting for the children at the train-station in London. Fred and George have been busy setting up and running their joke shop since their departure from Hogwarts, and it seems to be enormously successful. As a parting gift, the Order members threaten various nastiness upon the Dursleys if they continue to neglect and abuse Harry, ensuring that his Summer will, at least, be tolerable.



## A Harry Potter Lexicon

<b>Animagus</b>	a wizard or witch who can transform into an animal form	<b>Diagon Alley</b>	a magically concealed alley in London full of wizarding shops
<b>Apparition</b>	the act of magically disappearing from one spot and appearing in another	<b>Divination</b>	branch of magic concerned with predicting future events
<b>Arithmancy</b>	the study of the magical properties of numbers	<b>Felix Felicis</b>	a potion that grants good luck
<b>Avada Kedavra</b>	from Aramaic "adhadda kedhabhra," "let this thing be destroyed." One of the Unforgivable Curses, it instantly kills the victim. Only one person, Harry Potter, is known to have survived it.	<b>Golden Snitch</b>	small, winged Quiddich ball, the capture of which ends the match
<b>Azkaban</b>	the wizard prison	<b>Hand of Glory</b>	a withered hand that gives light only to its holder
<b>Beater</b>	a Quiddich player who directs Bludgers with bats	<b>Herbology</b>	the study of care for and uses of magical creatures
<b>Bludger</b>	a Quiddich ball used to knock opponents off their broomsticks	<b>Hexes</b>	similar to curses but less powerful
<b>Boggart</b>	a shape shifter that transforms into its victim's greatest fear	<b>Hogsmeade</b>	the village close to Hogwarts where students may visit on weekends
<b>Charms</b>	a type of magic that enchants an object or creature to behave in an abnormal manner	<b>Hogwarts School of Witchcraft and Wizardry</b>	the magic school at which the novels are set
<b>Chaser</b>	a Quiddich player who attempts to score by throwing the Quaffle through goal hoops	<b>Horcrux</b>	an object in which a Dark Wizard/Witch has instilled a piece of his/her soul to attain a semblance of immortality
<b>Cruciatus Curse</b>	from Latin "crucio," "torment." Another Unforgivable Curse, it causes unbearable pain in the victim.	<b>Howler</b>	a letter that explodes and screams its message, if not opened by its recipient promptly
<b>Curses</b>	offensive spells intended to cause harm to another	<b>Keeper</b>	Quiddich player who defends his/her team's goal hoops
<b>Dark Detectors</b>	devices used to detect the proximity of enemies	<b>Knockturn Alley</b>	alley off of Diagon Alley primarily dedicated to Dark Magic shops
<b>Dementor</b>	Dark Creatures with the ability to devour souls, used as guards at Azkaban	<b>Imperius Curse</b>	from Latin "imperio," "order, govern, or command." One of the Unforgivable Curses, it grants the caster absolute control over the actions of the victim.
		<b>Jinx</b>	similar to a curse, but less powerful
		<b>Legilimency</b>	branch of magic used to extract emotions and memories from a person

## Harry Potter and the Order of the Phoenix J.K. Rowling

<b>Marauder's Map</b>	map of Hogwarts that shows the location of every occupant	<b>Seeker</b>	Quiddich player who attempts to end the game by catching the Golden Snitch
<b>Metamorphmagus</b>	a wizard or witch who can change his/her appearance at will	<b>Sneakoscope</b>	device that alerts its owner to the presence of an untrustworthy person
<b>Mudblood</b>	derogative term for a wizard or witch of mixed magical and Muggle ancestry	<b>Sorting Hat</b>	apparently sentient hat that sorts new students into each of the four school houses
<b>Muggle</b>	a non-magical person	<b>Squib</b>	a person from a wizarding family who has not inherited magical powers
<b>Niffler</b>	furry, long-snouted creatures that burrow in search of shiny objects	<b>St. Mungo's Hospital for Magical Maladies and Injuries</b>	the wizarding hospital in London
<b>Occlumency</b>	a branch of magic that focuses on closing one's mind to external intrusion	<b>Transfiguration</b>	branch of magic focused on transforming one object or creature into another
<b>Owl</b>	refers to either the birds used to carry messages between wizards/witches or to the messages themselves	<b>Unplottable</b>	a protective magical effect that renders a location impossible to plot on a map
<b>Parselmouth</b>	a wizard or witch able to speak with snakes	<b>Veritaserum</b>	a powerful truth potion
<b>Patronus</b>	a silvery white creature conjured for protection by the Patronus Charm	<b>Wand</b>	a thin wand of wood with a magical item at its core used to cast spells
<b>Pensieve</b>	a basin that holds memories for perusal		
<b>Polyjuice Potion</b>	a potion that transforms one's appearance to resemble the person whose genetic material has been added to the potion		
<b>Potions</b>	refers to either magical potions or the study of their creation		
<b>Pureblood</b>	a wizard or witch from an unbroken line of magic users		
<b>Quaffle</b>	the ball Chasers use to score by throwing it through defended hoops		
<b>Quiddich</b>	a magical game played on broomsticks with flying balls		
<b>Remembrall</b>	glass ball that glows red when its holder has forgotten something		

## Author Sketch

Joanne Kathleen Rowling was born July 31st in Chipping Sodbury, Gloucestershire, England. She studied French at Exeter University and then, at her parent's advice, took work as a bilingual secretary. She describes herself as "the worst secretary ever." In 1990, at the age of 26, she moved to Portugal to teach English. This year she began the first Harry Potter novel while stuck on a train. While in Portugal, she met and married a Portuguese journalist. Their daughter, Jessica, was born in 1993, and they divorced shortly after.



After the divorce, Rowling moved to Edinburgh to be close to her sister. She decided to finish her "wizard" novel and received a grant from the Scottish Arts Council to do so. After several rejections, she sold the novel, *Harry Potter and the Philosopher's Stone*, to Bloomsbury for the equivalent of approximately \$4,000. She received enough money to quit her job teaching French when Scholastic bought the American publication rights. Bloomsbury released the novel in June 1997, and it became an instant commercial and critical success, winning a Smarties Prize and The British Book Awards Children's Book of the Year. Scholastic released it as *Harry Potter and the Sorcerer's Stone* in September 1998 to similar success.

Rowling has thus far followed with the next five of what she says will be a seven-book series, each impatiently awaited. Every book of the series has topped the *New York Times's* bestseller list, and she has won a Hugo Award, Gram Stoker Award, and Whitbread Award for Best Children's Book, among others. She currently resides in Scotland with her husband and three children.

## Critics Corner

Widely anticipated, *Harry Potter and the Order of the Phoenix* was well received by the public. Reviewers generally commented on the riveting nature of the plot, although some derided minor characters as being unbelievably flat. Like the other Potter books, volume five is highly accessible to a wide range. Rowling's compelling plot reads well at lower levels, and a variety of themes, such as government regula-

tion of education and the media or the social hierarchy of the wizarding world, translate well to more mature discussions.

Following the series' tracking of Harry's growth, this volume is slightly darker than previous ones and ends on an ominous note, which will undoubtedly be elaborated on in volume six. The students continue their headlong plunge into adolescence, sallying into dating, mood swings, and the emotional differences between girls and boys. As usual, the plot abounds with false leads and subplots. Thematically, the novel opens the possibility for a number of useful investigations, including situational ethics, the value of formal education, grief management, and racial parity.

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Wright, Jessica, et al. "Harry Potter and the Salem Witch Trials." *ethos*. 12.1 (2004): 24-28.

## Selected Other Works by the Author

### Novels

*Harry Potter and the Sorcerer's Stone* (1), 1997

*Harry Potter and the Chamber of Secrets* (2), 1998

*Harry Potter and the Prisoner of Azkaban* (3), 1999

*Harry Potter and the Goblet of Fire* (4), 2000

*Harry Potter and the Half-Blood Prince* (6), 2005

### Other

*Fantastic Beasts and Where to Find Them*, 2001

*Quiddich Through the Ages*, 2001

## Media Versions

### Audiocassette/CD

*Harry Potter and the Order of the Phoenix*, Listening Library, 2003

### Large Print

*Harry Potter and the Order of the Phoenix*, Thorndike Press, 2003

### Braille

*Harry Potter and the Order of the Phoenix*, National Braille Press, 2003

## General Objectives

1. To read a long novel
2. To expand vocabulary
3. To develop critical reading skills
4. To improve analytical writing skills
5. To analyze truth as a value
6. To discuss the importance of decision making
7. To discuss the relationship between education and government
8. To differentiate between major and minor plot elements
9. To identify and discuss major themes
10. To progress beyond a literal reading

## Specific Objectives

1. To place the novel within the context of its series
2. To evaluate the significance to the prophecy
3. To discuss the main characters' experience of adolescence
4. To account for the government's denial of Voldemort's return
5. To compare Harry Potter with Neville Longbottom and Lord Voldemort
6. To track the novel's emphasis on unity
7. To analyze the novel's normalization of magic
8. To identify the train of events that lead to Sirius' death
9. To compare/contrast *The Daily Prophet* with *The Quibbler*
10. To chart the novel's plot structure

## Literary Terms and Applications

**Bildungsroman** the novel that traces the personal, intellectual, spiritual, psychological, and/or moral development of a character. Although Harry undergoes no radical changes in any particular volume, the Harry Potter series as a whole comprises a Bildungsroman as it tracks his progress to maturity.

**Characterization** the assembly of actions, speech patterns, attitudes, and habits that defines a character. Rowling's characterization is both complete and consistent. Main characters, such as Harry, Ron, and Hermione, are fully developed characters, while minor characters like Delores Umbridge are consistently characterized, but often one-dimensional.

**Point of View** the perspective from which the a narrative is told. The point of view of *Harry Potter and the Order of the Phoenix* is third-person, limited. The narrator tells the story from the perspective of a viewer, rather than a participant. S/he has access to Harry's internal life, but not to the other characters' (which would be third-person omniscient). Other characters' thoughts and feelings are demonstrated by external descriptions of their speech and body-language.

## Cross-Curricular Sources

### Audiocassette/CD

*Harry Potter and the Sorcerer's Stone*, Listening Library, 1999

*Harry Potter and the Chamber of Secrets*, Listening Library, 1999

*Harry Potter and the Prisoner of Azkaban*, Listening Library, 2000

*Harry Potter and the Goblet of Fire* (Unabridged), Listening Library, 2000

*Harry Potter and the Half-Blood Prince*, Listening Library, 2005

### DVD/VHS

*Harry Potter and the Sorcerer's Stone*, Warner Home Video, 2001

*Harry Potter and the Chamber of Secrets*, Warner Home Video, 2002

*Harry Potter and the Prisoner of Azkaban*, Warner Home Video, 2004

*Harry Potter and the Goblet of Fire*, Warner Home Video, 2001 (forthcoming)

### Internet

Harry Potter Lexicon

<http://www.hp-lexicon.org/index-2.html>

Harry Potter Pronunciation Guide

<http://www.scholastic.com/harrypotter/books/pronunciation/play.htm>

J. K. Rowling Teacher Resource File

<http://falcon.jmu.edu/~ramseyil/rowling.htm>

J.K. Rowling Official Website

<http://www.jkrowling.com>

The Leaky Cauldron

<http://www.the-leaky-cauldron.org/>

### Literature

L. Frank Baum, *The Wizard of Oz*

Madeline L'Engle, *A Wrinkle in Time*

Ursula LeGuin, *Wizard of Earthsea*

C.S. Lewis, *The Chronicles of Narnia*

J.R.R. Tolkien, *The Hobbit*, *The Lord of the Rings*

T. H. White, *The Sword in the Stone*

Roald Dahl, *The Witches*

### Secondary Texts

*Fact, Fiction, and Folklore in Harry Potter's World: An Unofficial Guide*, George Beahm, et al

*Harry Potter and Philosophy: If Aristotle Ran Hogwarts*, David Baggett, et al

*Harry Potter's World: Multidisciplinary Critical Perspectives*, Elizabeth E. Heilman, ed.

*The Magical World of Harry Potter: A Treasury of Myths, Legends, and Fascinating Facts*, David Colbert

*Reading Harry Potter: Critical Essays*, Giselle Liza Aratel, ed.

*Re-Reading Harry Potter*, Suman Gupta

*The Science of Harry Potter: How Magic Really Works*, Roger Highfield

*The Sorcerer's Companion: A Guide to the Magical World of Harry Potter*, Allan Zola Kronzek and Elizabeth Kronzek

## Themes and Motifs

### Themes

- good vs. evil
- individual vs. society
- discrimination
- community unity
- magic
- adolescence
- gender
- subterfuge
- authority
- death
- injustice
- trust

### Motifs

- parallel developments and characters
- mistaken assumptions
- adolescent dating
- remaining loyal through adversity
- normalization of magic
- mutual misunderstandings
- government interference in education and the media
- undermining unjust authority figures
- preparing for a looming conflict of large proportions

## Meaning Study

Below are significant lines from the novel. Explain each in context. Page-numbers pinpoint each entry so that you can re-read the passage in which it appears.

1. People can come back, right? As ghosts. (p. 860)  
*(After Sirius' death, Harry corners Nearly-Headless Nick, the Gryffindor ghost, and asks him about the process of becoming a ghost. After having lost his parents as an infant and being raised by hostile and neglectful relatives, Harry is overcome with grief at the thought of losing Sirius, his godfather, the closest thing to a parent he's ever had. Nick explains the Sirius wouldn't have chosen to become a ghost, which is a pale imitation of life. Nick's explanation is important because it re-emphasizes the novel's theme of Choice and preserves some aura of mystery about the afterlife.)*
2. THE ONE WITH THE POWER TO VANGUISH THE DARK LORD APPROACHES . . . . BORN TO THOSE WHO HAVE THRICE DEFIED HIM, BORN AS THE SEVENTH MONTH DIES . . . . AND THE DARK LORD WILL MARK HIM AS HIS EQUAL, BUT HE WILL HAVE POWER THE DARK LORD KNOWS NOT . . . . AND EITHER MUST DIE AT THE HANDS OF THE OTHER FOR NEITHER CAN LIVE WHILE THE OTHER SURVIVES (P. 841)  
*(The prophecy concerning Harry accurately describes his parents as having "thrice defied" Voldemort and his being born "as the seventh month dies." However, Neville Longbottom also fit those criteria. Evidently the prophecy applies to Harry because by killing his parents and scarring his face, Voldemort marks Harry "as his equal." Once again, Choice is central. Voldemort's choice resolves the forked prophecy. Thus the future was not set by the prophecy, but by Voldemort's reaction to the fragment of prophecy he'd heard. That one must kill the other lays a heavy burden on Harry and sets the tone for subsequent novels in the series.)*
3. We will be following a carefully structured, theory-centered, Ministry-approved course of defensive magic this year. (p. 239)  
*(This line is Delores Umbridge's introduction to her Defense Against the Dark Arts class. That*

*the course of study is "ministry-approved" signifies that the Ministry of Magic is directly interfering in Hogwarts' curriculum. The obvious inadequacies of the course content indicate that the Ministry would be better off leaving education to educators. This disconnect allows for a discussion of what role government should have in the regulation of curriculum and whether education should be edited for political reasons.)*

4. But as they left, Harry was sure he saw Neville slip the wrapper into his pocket. (p. 515)  
*(In the hospital, Harry, Hermione, Ron, and Ginny chance upon Neville, who is visiting his parents. They are permanent residents of the hospital, having been tortured to insanity by Death-Eaters in the last war against Voldemort. As Neville talks to them, his mother totters up and gives him an empty candy wrapper as a present, then drifts off. His grandmother tells him to throw it away, but he pockets it instead. This is one of the most poignant scenes in the novel. It also underscores the cost of the upcoming struggle against a resurrected Voldemort.)*
5. One person can't feel all that at once, they'd explode. (p. 459)  
*(Hermione patiently explains why Cho Chang was crying when she kissed Harry, detailing a litany of conflicting emotions. Ron exclaims his disbelief in the above quote. One of the recurring themes of the novel is the emotional depth disconnect between adolescent boys and girls. Hermione often must translate girls' actions to Harry and Ron, who are consistently baffled by what they view as indecipherable behavior.)*
6. –FILTHY HALF-BREEDS, BESMIRCHING THE HOUSE OF MY FATHERS— (p. 179)  
*(The portrait of Sirius' mother in the entrance hall to the house on Grimmauld Place constantly berates the occupants, usually calling them "filthy half-breeds" or "blood traitors." The aristocratic concern with lineage recurs throughout the novel, most often as a concern of the Death-Eaters. That the Death-Eaters loathe "half-bloods" and consider Muggles to be worthy of wholesale slaughter, but are led by Voldemort, who is half-muggle, is strongly reminiscent of the contrast between Adolph Hitler's espoused views and actual appearance and lineage.)*

7. Well, they're writing about you as though you're this deluded, attention-seeking person who thinks he's a great tragic hero or something .... (p. 74)  
(The Daily Prophet, presumably at the command of the Ministry of Magic, wages a full-scale campaign aimed at publicly discrediting Harry and his claims about the return of Lord Voldemort. Like the Educational Decrees, this is an example of wrong-headed government interference.)
8. And we must unite inside her / Or we'll crumble from within (p. 207)  
(The Sorting Hat branches out this year from simply describing the various houses into which it will sort the first year students, adding that, though it sorts them into houses, they must remain united against a common enemy, or they will fall divided. This theme of unity pervades the novel. Dumbledore attempts to unite disparate groups and races, while Voldemort attempts to divide his enemies, playing on common fears and stereotypes.)
9. Umbridge hates part-humans. (p. 723)  
(One of Delores Umbridge's many unsavory characteristics is her unreasonable hatred for part-humans and sentient non-humans. She refers to Professor Lupin as a "dangerous half-breed," despises Hagrid for the same reason, and is insulting to the Centaurs, which eventually leads to her near death. At the human level, this is another example of intolerance as an undesirable characteristic. However, Umbridge's case is more significant because she is a government employee and helps pass laws. She passed a law making it nearly impossible for Lupin to find work and attempted to pass the mer-people tagging law. Rowling's depiction of Umbridge appears to be a critique of government oppression of minorities.)
10. the fact that you can feel pain like this is your greatest strength (p.823)  
(Dumbledore tells Harry that his humanity, his ability to love and feel pain, is his greatest strength in his battle against Voldemort. Similarly, he claims that Voldemort's contempt for basic human emotions is his greatest weakness. At the surface level, Dumbledore seems to be saying that Harry's humanity will aid him in

*making decisions and forming alliances based on mutual respect and love, while Voldemort is reduced to underestimating the power of human emotions and ruling his minions through fear. However, the comment also appears to foreshadow a specific event in the looming confrontation between Harry and Voldemort.)*

## Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers with quotations from the novel.

### Series

1. How does *Harry Potter and the Order of the Phoenix* fit into the Harry Potter series?  
(This volume in the Harry Potter series picks directly up from *Harry Potter and the Goblet of Fire*. Voldemort has returned to his corporeal form and magical powers, but the Ministry of Magic refuses to acknowledge his return or the danger it represents. It actively denies Voldemort's return and attacks Harry's credibility throughout the novel, only admitting the error of its ways in the final chapters. This admission opens the possibility of open warfare in books six and seven.)

*In personal development, the main characters continue to develop through adolescence. Harry goes on his first date and had his first kiss. Ron struggles with Ginny's introduction to dating and displays jealousy at Hermione's relationship with Viktor Krum. The students take their O.W.L. exams, which will determine what classes they may take in their sixth year. Fred and George quit school entirely to start their joke shop, which will be elaborated upon in the next volume.*

### Character

2. Compare/contrast Harry Potter with Neville Longbottom.  
(At first glance, Harry has little in common with Neville. Harry is famous, a superlative athlete, and generally an apt pupil, though not a diligent one. Neville is soft-spoken, clumsy, and often incompetent, except in Herbology. However, they are connected by the prophecy,

which could have designated either of them as Voldemort's arch-nemesis. In fact, only Voldemort's choice to attack the Potters sealed the prophecy and marked Harry as his enemy. Also both lost their parent to Lord Voldemort. Harry's parent were personally killed by the Dark Lord, and Neville's were tortured to insanity by his followers. At times, Neville displays the same courage in times of trial that is the mark of Gryffindor house.)

### **Character Development**

3. How does Harry change over the course of the novel?  
*(Perhaps the biggest change in Harry's life is the loss of his Godfather, Sirius Black. The loss of his father-figure and the revelation of the prophecy conspire to make Harry more serious. Harry also begins to become a leader figure during the novel, especially as the head of Dumbledore's Army. His personal group also expands. Whereas his dangerous adventures used to include just Ron and Hermione, in this novel Luna Lovegood, Neville Longbottom, and Ginny Weasley also follow him to the Department of Mysteries. In social development, Harry goes on his first date, has his first kiss, and endures his first break-up.)*

### **Action**

4. How is Harry lured to the Department of Mysteries?  
*(Voldemort, realizing the significance of his connection with Harry, begins implanting dreams and visions in Harry's mind of the corridor leading to the Department of Mysteries. It is unclear at what point the dreams come directly under Voldemort's control, most likely sometime after the attack on Mr. Weasley. Finally, Voldemort implants a false vision of Sirius being help captive in the Department, knowing that Harry would feel impelled to come to his rescue. Kreacher, under Lucius Malfoy's orders, says that Sirius is gone and won't come back, confirming Harry's fears when he tries desperately to contact Sirius before leaving for London.)*

### **Motivation**

5. Why has Dumbledore concealed the prophecy from Harry until now?  
*(Quite simply, he cared too much for Harry. When Harry first entered Hogwarts, he was*

*young, unsure, alienated, and orphaned. Dumbledore thought it was too great a burden to lay on one so young and already beleaguered. As the years passed, Dumbledore delayed informing Harry, reasoning that he was still too young, even though Harry has faced off with Voldemort annually. At the end of this volume, Dumbledore cannot refrain any longer, since Harry knows the prophecy exists and is manifestly mature enough to cope with its contents.)*

### **Conflict**

6. In what ways is formal education in conflict with "real-world" success?  
*(In many ways, the novel portrays formal education as either irrelevant or an impediment to success outside of the academy. Harry, though often a dispassionate student, excels in real-life confrontations. Fred and George abandon school entirely to pursue their dream of a joke shop, and this decision is portrayed as heroic under the circumstances. Dolores Umbridge's Defense Against the Dark Arts class is depicted as an impediment to actual learning, and the students respond by forming their own clandestine study group. While knowledge is highly valued in the novel, formal education is not shown to have a monopoly on its access.)*

### **Language**

7. How are Characters' names indicative of their personality?  
*(In all the Harry Potter novels, characters' names often reveal important information about the person. In this volume, the most obvious example is Delores Umbridge, whose surname recalls "umbrage." Another obvious example is Remus Lupin, whose surname is one letter from "lupine," which means "wolf-like." The name is apt, since he is a werewolf. Draco Malfoy's name designates him as an enemy. "Draco" is similar to "draconic," and the first syllable of his surname, "mal" is a French adverb meaning "badly." Other obvious examples include Professor Sprout, the Herbology instructor; Minerva McGonagall, the Transfiguration instructor; reporter Rita Skeeter; Bellatrix Lestrange; and Crabbe and Goyle, Malfoy's goons.)*



### Interpretation

8. Explain the importance of personal choices in the novel.

*(The novel highlights personal decisions as pivotal moments. Voldemort's decision to attack Harry's parents closed the forked prophecy, which means that the prophecy hinged on choice and was not binding. Harry's choices concerning Occlumency and Professor Snape ultimately lead to his being lured to the Department of Mysteries, culminating in Sirius' death. Personal decisions are depicted as having immediate and long-term consequences and as being open to the individual. Although the Potter world is highly magical and students study Divination and prophecy, the future remains undecided.)*

### Author Method

9. How does Rowling pit individuals against authority?

*(The students' reactions to Delores Umbridge read almost as a manual in civil disobedience. They subvert her authority, circumvent her proscriptions, and cause her personal grievances. It is interesting that the other Hogwarts professors approve. In the novel, there is "good" and "bad" authority. On the "good" side, Dumbledore and the Hogwarts staff guide the students through their studies and clandestinely combat Voldemort. On the "bad" side, Umbridge and the Ministry spread misinformation and engage in various petty misdeeds. "Bad" authority is actively opposed, and "good" authority is ignored at one's peril, as Harry learns by ignoring Dumbledore's request to devote himself to Occlumency.)*

### Structure

10. How is/are the novel/s structured around the academic calendar?

*(Like other novels in the series, Harry Potter and the Order of the Phoenix is structured around the academic cycle of semesters and breaks. Each novel begins with Harry during Summer break. The Fall semester sets the stage for intrigue and problems, Winter break provides a rest, and the main conflicts unravel over the course of the Spring semester, ending with the beginning of Summer break.)*

### How Language Works

1. Luna Lovegood, the odd daughter of a tabloid editor, is generally at peace with her misfit status: "Well, I've lost most of my possessions," said Luna serenely. "People take them, you know . . ." The "serenely" contrasts sharply with the content.
2. Delores Umbridge's threat to use the Cruciatus Curse on Harry is very revealing: "What [Minister of Magic] Cornelius doesn't know won't hurt him." She evidently considers illegal measures to be acceptable in pursuit of the law's intentions.
3. Professor McGonagall seethes under Umbridge's supervision, often offering snide quips, such as "He [Harry] has achieved high marks in all Defense Against the Dark Arts tests set by a competent teacher." She is speaking to Umbridge, who is currently failing Harry in Defense Against the Dark Arts.
4. When Bellatrix Lestrange realizes that she has failed in acquiring the prophecy, she panics, which is indicative of how Voldemort treats his followers: "MASTER, I TRIED, I TRIED—DO NOT PUNISH ME—"
5. Harry's various interactions with Cho are quintessentially adolescent and awkward: "What? Oh no, I haven't checked the notice board since I got back . . ." "Yes, it's on Valentine's Day. . . ." "Right," said Harry, wondering why she was telling him this. "Well, I suppose you want to—?" "Only if you do," she said eagerly. Harry stared. He had been about to say "I suppose you want to know when the next D.A. meeting is?" but her response did not seem to fit.
6. Percy's letter is characteristic of the public distorted view of Harry, fueled by Ministry propaganda: "It may be that you are afraid to sever ties with Potter—I know that he can be unbalanced and, for all I know, violent . . ."

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## Across the Curriculum

### Drama

1. In a group, assign characters to students and act out improvisational situations among the group. Using what you know about the character, act out the situation as you think the character would.
2. A student taking the part of the narrator and each character, read aloud chapter 36 "The Only One He Ever Feared." Discuss the differences in speech patterns between characters, how Rowling creates tension in the narrative, and how reading the chapter aloud altered your perceptions of the text.
3. Using what you know from the novel/s, script a short scene of your favorite characters in the class that interests you most. What material would be covered by the professor? What concerns do the students discuss among themselves? How do the students react to the teacher?

### Art

1. Sketch a storyboard for what you consider to be the most important moment in the novel. Include key characters, objects, dialogue, and setting. Present your storyboard in class and discuss your choices.
2. Draw portraits of the main characters. Explain your artistic decisions with references to the novel. Try to differentiate your imagination from memories of external sources like book covers and movies.
3. Using a computer art program, make a mural of what you consider to be the main event of the novel and scenes that foreshadow it. Ex: If Sirius' death is the main event of the novel, then his restlessness at the Grimmauld house, his reckless trip to the train station, his snide exchanges with Snape and Mrs. Weasley, and his plan to meet Harry in Hogsmeade all foreshadow his eventual trip to the Department of Mysteries.
4. Make an illustrated guide to the magical creatures found in the novel. Include an illustration, a page number reference, a short description, and notes on its significance to

the novel.

5. Choose what you consider to be the most important ten chapters and design or draw illustrations that serve as title pages for each. Incorporate the chapter's title into the image and justify your drawing with references to the text.

### Gender Studies

1. Choose and list ten male and ten female characters from the novel and create a list of gender stereotypes that each embodies. Are the characters primarily stereotyped? Which characters are most strongly stereotyped?
2. Make a list occupations in the novel and note whether they are performed by male or female characters or both. Is there gender parity in the wizarding world, or do some careers seem open primarily to one gender?

### Geography

1. Using a map of London, make a chart of London's wizarding world. Pinpoint the probable locations of the Ministry of Magic, Diagon Alley, St. Mungo's Hospital, Grimmauld Place, and the Leaky Cauldron. Invent and add your own locations as well, for example a Quiddich arena, important dwellings, and sites of magical importance.
2. In chapter 7, Harry takes the London Underground. Plan a trip from one location in London to another using the Underground's website <http://www.tfl.gov.uk/tube/>. Include your travel route and estimated cost of travel.

### Social Science

1. Harry is devastated by the death of Sirius. Research and make an oral report on strategies for coping with the loss of a loved one that might help Harry overcome his grief.
2. Compile a list of examples of social intolerance in the novel and compare it to your own experience. To what is the wizarding community's intolerance towards "half-breeds" like Hagrid analogous?
3. The Order of the Phoenix is a clandestine resistance movement. In a chalk talk, give a

brief history of similar movements, such as the French resistance, freedom fighters in South and Central America, and the Afghani resistance to Soviet invasion.

**Film/Video**

1. Watch *Harry Potter and the Sorcerer's Stone*, Warner Home Video, 2001; *Harry Potter and the Chamber of Secrets*, Warner Home Video, 2002; *Harry Potter and the Prisoner of Azkaban*, Warner Home Video, 2004, and/or *Harry Potter and the Goblet of Fire*, Warner Home Video, 2005 (forthcoming). Discuss how the novel functions in the series. Which seemingly minor events become important in the overall scheme of the series? How do the characters change over the course of the four plots?
2. Make a list of alterations you would suggest to make the main events of *Harry Potter and the Order of the Phoenix* fit within the time constraints of a motion picture. Which events/subplots would you excise? What scenes would you definitely retain?

**Journalism**

1. Discuss the difference between *The Daily Prophet* and *The Quibbler* and compare them to real-life publications.
2. Write a review of *Harry Potter and the Order of the Phoenix*. Include a short synopsis, brief author biography, comments on the book's influence, and a judgment of its literary merit.
3. Write a short paper about the history and evolution of the modern tabloid.

**Language**

1. Choose one character and compile a list of words used to describe him or her. Discuss how Rowling uses language to create a sense of personality. What words are used most often to describe your character? What do the words have in common with one another?
2. Choose a significant paragraph and rewrite it in your own words. Discuss how your writing style differs from Rowling's. What is lost in the conversion? What is gained?

3. Assign one British dialect to each student and have them explain some features of the dialect in short presentations, ideally providing sound samples. Include: Received Pronunciation, Geordie, Pitmatic, Cumbrian, Tyke, Scouse, Black County, Brummie, Potteries, Norfolk, Suffolk, Estuary English, Cockney, Scottish English, Highland English, Welsh English, Irish English, Mid Ulster English, and Manx English.
4. Make a list of slang terms from the novel. Which slang terms are British usages, and which are magical terms specific to the novel?

**Composition**

1. Write a scene in which Harry, his friends, and the Order of the Phoenix gather for a memorial service for Sirius Black. Include eulogies. How well did each character know Sirius? What would they say about him?
2. Write a series of journal entries from Luna Lovegood's perspective. How does she view Harry, Ron, Ginny, Hermione, and Neville? How does she feel about how other students treat her? Does she mind being called "Loony Lovegood?" Does she really believe the articles in her father's tabloid?
3. Write a *Quibbler*-style tabloid article about your favorite character, using this formula: 10% truth 90% fiction.
4. Compose a speculative plot outline for book six. How do you think the war with Voldemort will progress? What new obstacles will the students face at school? Who will teach Defense Against the Dark Arts? What new twists will occur in Harry, Ron, and Hermione's personal lives?
5. Write a poem expressing Cho Chang's emotional turmoil. Include: her feelings towards Cedric, Harry, Harry's role in Cedric's death, Cedric's memory, popular opinion, and her place on the Quiddich team.
6. Choose your favorite character from the novel and compose a short story, scene, poem, or journal entry from their perspective.

**Literature**

1. Assign literary genres to students, who research and explain their genre in a chalk talk. Include Literary Fiction, Fantasy, Mystery, Romance, etc. After the chalk talks, discuss which genre the novel most resembles and what aspects from multiple genres it combines.
2. Choose what you consider to be the novel's most important line or paragraph and write an essay explaining its significance.
3. Choose what you consider to be the novel's most interesting line or paragraph and write an essay explaining its significance.
4. The world of Harry Potter is essentially an alternate version of the "Real" world, with most magic correlating to existing mundane technology or practice. Compile a list of correspondences and discuss how the correlation affects the novel's accessibility and main themes.
5. Compose an essay in which you examine the role of authority in the novel. Are there "good" and "bad" authority figures? Does absolute authority corrupt people? How is authority resisted?
6. Select ten terms from a glossary of literary terminology and use them in relation to the novel. ex: The fight scene in the Department of Mysteries is the climax of the novel.
7. Select one magical spell, effect, object, or creature and find a literary precedent. Discuss the web of references behind the novel. ex Centaurs occur in many Greco-Roman myths, the magical education of a boy can be found in *The Once and Future King*, and ghosts recur throughout English literature.

**Alternate Assessment**

1. Research and present the etymology of the Latin spells and list English derivatives. ex: Expecto Patronum is from the Latin "expecto" and "patronus" and translates as "send for a saint." English derivatives include expect, expectorate, and patron.
2. Read *Harry Potter and the Sorcerer's Stone*, *Harry Potter and the Chamber of Secrets*, *Harry Potter and the Prisoner of Azkaban*, *Harry Potter and the Goblet of Fire*, or *Harry Potter and the Half-Blood Prince*. Discuss how the novel relates to *Harry Potter and the Order of the Phoenix* in the series. Which events have repercussions in later novels? How do the main characters change/mature over the course of the series? Are there constants like settings and themes?
3. Read "Civil Disobedience" by Henry David Thoreau and compare the essay to the student's resistance to Umbridge as the High Inquisitor.
4. Write a story set during Voldemort's time as a student at Hogwarts (when he was still Tom Riddle). How did other students regard him? How did he interact with teachers? Was he a diligent student?

## Standardized Assessment Preparation

### Vocabulary

1. Keep a vocabulary journal while you read the novel. Note at least five words in each chapter that you do not know, look them up, and write their definitions. Determine whether the word is 1) a commonly accepted word that you did not know 2) British slang or 3) a neologism particular to Rowling.
2. Make a glossary, choosing twenty of these words: spoof, perturb, insubstantial, conclusive, pallid, discord, perilous, engross, enmity, copious, placate, retaliatory, exemplary, pompous, lurid, precarious, traipse, admonitory, stigma, aggrieved, precedent, eccentric, prestigious, repose, ethereal, incredulous, tentative, manic, expel, delinquent, balmy, scrupulous, ascertain, lethargy, apathetic, smug, avid, intersperse, pungent, derelict, bewilder, obscure, provisional, dulcet, abate, delude, snide, stupendous, acrid, dismal, minutely, ominous, ingenious, extricate, dictate, disconsolate, sallow, austere, indulgent, corporeal, simper, flagrant, avert, surly, rancid, ludicrous, audacious.
3. The spells in Harry Potter are Latinate. Choose five spells, research their Latin origins, and make a list of English derivatives. example: The Cruciatus Curse is from the Latin crucio, "torment." An English derivative is "excruciating."

### Grammar and Mechanics

1. Examine quotes from Professor McGonagall and Harry Potter. Characterize the difference in their speaking styles using grammatical terminology. For example, Does one tend to use simple sentences, while the other tends towards complex sentences?
2. Choose five punctuation marks and provide examples of their usage from the novel and an explanation of why the usage is proper.

### Critical Thinking

1. Using a bar graph, with one bar representing each chapter, chart the action of the novel. The bars should ascend through the rising

action, peak at the climax, and decline in the falling action.

2. The names in the Harry Potter novels often obliquely describe the character. For example, "Delores Umbridge" is reminiscent of "umbrage," which fairly describes her personality. Choose and analyze five names from the novel.

### Writing

1. Compose an essay about the novel's representation of government interference in education. You should have an introductory paragraph with a thesis statement, a body with at least three main ideas and a topic sentence in each paragraph, and a conclusion.
2. Write a group essay about the novel's emphasis on unity in the community. With the teacher taking notes on the board and students generating ideas, sketch a brainstorm and outline on the chalk board. Then assign each paragraph of the essay to a student or group of students. When the paragraphs are finished, read them aloud in order. Allot ten minutes for brainstorming, ten for organization, fifteen for writing, and five for reading aloud.

## Vocabulary

Fill in the blank with the correct definition.

- \_\_\_\_ 1. perturb  
a) to extract juices  
b) to yell loudly  
c) to stir together  
d) to mentally disturb

- \_\_\_\_ 2. avid  
a) able to fly  
b) frightened  
c) enthusiastic  
d) insect-like

- \_\_\_\_ 3. pallid  
a) sluggish  
b) pale  
c) ill-tempered  
d) violent

- \_\_\_\_ 4. lurid  
a) sycophantic  
b) green or blue  
c) extremely small  
d) gruesome or shocking

- \_\_\_\_ 5. avert  
a) to avoid  
b) to upright  
c) to distract  
d) to dislike

- \_\_\_\_ 6. exemplary  
a) excellent  
b) self-righteous  
c) excused  
d) dangerous

- \_\_\_\_ 7. placate  
a) to delay  
b) to soothe  
c) to smash flat  
d) to request

- \_\_\_\_ 8. dulcet  
a) resembling the sound made by a dulcimer  
b) high pitched  
c) agreeable  
d) unpleasantly sweet

- \_\_\_\_ 9. traipse  
a) to jump  
b) to walk  
c) to run  
d) to fall

- \_\_\_\_ 10. loathe  
a) to discover  
b) to ignore  
c) to imitate  
d) to dislike

- \_\_\_\_ 11. balmy  
a) mild  
b) stormy  
c) cold  
d) wretched

- \_\_\_\_ 12. monocle  
a) French for "my uncle"  
b) a devise for seeing the future  
c) an eyeglass for one eye  
d) a type of necktie

- \_\_\_\_ 13. abate  
a) to become silent  
b) to wane  
c) to increase in value  
d) to wax

- \_\_\_\_ 14. acrid  
a) bright red or yellow  
b) explosive or unstable  
c) insubstantial, ghostly  
d) harsh in taste or odor

- \_\_\_\_ 15. fraternize  
a) to adopt  
b) to join a group  
c) to be friendly  
d) to host a party

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## Comprehension Test A

### Part I: Character Identification (30 points)

Name the character(s) who fits these descriptions.

- \_\_\_\_\_ 1. plays Keeper for Gryffindor
- \_\_\_\_\_ 2. the Minister of Magic
- \_\_\_\_\_ 3. teaches Defense Against the Dark Arts
- \_\_\_\_\_ 4. arrives unexpectedly late for the school year
- \_\_\_\_\_ 5. falls through the veil in the Department of Mysteries
- \_\_\_\_\_ 6. bitten by a giant snake
- \_\_\_\_\_ 7. helps Harry find the Room of Requirement
- \_\_\_\_\_ 8. is a metamorphmagus
- \_\_\_\_\_ 9. orders the dementor attack on Harry
- \_\_\_\_\_ 10. are banned permanently from Quiddich
- \_\_\_\_\_ 11. replacement Divination instructor
- \_\_\_\_\_ 12. almost expelled from Hogwarts before the year begins
- \_\_\_\_\_ 13. new Gryffindor prefects
- \_\_\_\_\_ 14. accused of forming a private army of students
- \_\_\_\_\_ 15. conducts an interview with Harry

### Part II: Short Answer (20 points)

Provide an answer to each of these questions:

- \_\_\_\_\_ 1. What memory does Harry watch in Snape's pensive?
- \_\_\_\_\_ 2. Why does Dumbledore have Harry study Occlumency?
- \_\_\_\_\_ 3. Why is a dementor attack ordered on Harry?
- \_\_\_\_\_ 4. Why wasn't Mundungus Fletcher on duty when the attack occurred?
- \_\_\_\_\_ 5. What does the boggart transform into when Mrs. Weasley confronts it?
- \_\_\_\_\_ 6. How does Umbridge punish Harry for "telling lies"?
- \_\_\_\_\_ 7. Why can Harry see Threstrals?
- \_\_\_\_\_ 8. What is the "weapon" Voldemort pursues?
- \_\_\_\_\_ 9. What is Dumbledore's Army?
- \_\_\_\_\_ 10. Where does Hagrid go over the Summer?

**Comprehension Test A (Page 2)**

**Part III: Analogies (30 points)**

Fill in the term that best completes the analogy.

1. Dumbledore is to the Order of the Phoenix as Lord Voldemort is to \_\_\_\_\_.
2. Harry is to Gryffindor as Draco Malfoy is to \_\_\_\_\_.
3. Ginny is to Seeker as \_\_\_\_\_ is to Keeper.
4. Professor McGonagall is to Transfiguration as \_\_\_\_\_ is to Potions.
5. Sirius Black is to James Potter as Ron Weasley is to \_\_\_\_\_.
6. Bellatrix Lestrange is to Neville Longbottom as \_\_\_\_\_ is to Harry Potter.
7. Professor Grubbly-Plank is to Hagrid as Firenze is to \_\_\_\_\_.
8. Harry is to stag as \_\_\_\_\_ is to otter.
9. Sirius is to animagus as Tonks is to \_\_\_\_\_.
10. Expecto Patronum is to dementor as Riddikulus is to \_\_\_\_\_.

**Part IV: Essay (30 points)**

Choose two and answer in complete sentences.

1. Compare and contrast Harry Potter and Neville Longbottom.
2. Explain the Ministry of Magic's position towards Voldemort.
3. Account for Cho Chang's emotional confusion.
4. Why must Harry return to the Dursleys' every Summer?
5. Describe Fred and George's campaign against Umbridge.



## Comprehension Test B

### Part I: Identification (30 points)

Identify speakers of quotations.

- \_\_\_\_\_ 1. YOU DON'T KNOW HOW I FEEL!
- \_\_\_\_\_ 2. All right, Snivellus?
- \_\_\_\_\_ 3. That is human nonsense.
- \_\_\_\_\_ 4. I cared about you too much.
- \_\_\_\_\_ 5. Did Cedric—did he m-m-mention me at all before he died?
- \_\_\_\_\_ 6. how many autographs would you like?
- \_\_\_\_\_ 7. My father's the editor.
- \_\_\_\_\_ 8. The Inner Eye does not see upon command!
- \_\_\_\_\_ 9. you've got the emotional range of a teaspoon
- \_\_\_\_\_ 10. Accio Brain!
- \_\_\_\_\_ 11. I DOE YOU HAB!
- \_\_\_\_\_ 12. Hem, hem.
- \_\_\_\_\_ 13. What does she see in Krum?
- \_\_\_\_\_ 14. HERMY! WHERE HAGGER?
- \_\_\_\_\_ 15. George, I think we've outgrown full-time education.

### Part II: Magic Definitions (20 points)

Supply definitions for each of the magical terms.

1. mudblood
2. dementor
3. boggart
4. O.W.L.
5. auror
6. Occlumency
7. Keeper
8. Avada Kedavra
9. Death-Eater
10. metamorphmagus

**Comprehension Test B (Page 2)**

**Part III: Fill-in (20 points)**

Fill in the words that complete each statement.

1. \_\_\_\_\_ disrupts the efforts to clean the house at Grimmauld Place by \_\_\_\_\_ items from the trash.
2. \_\_\_\_\_ and \_\_\_\_\_ convert a \_\_\_\_\_ into a swamp.
3. \_\_\_\_\_ sneaks into Umbridge's office to talk to \_\_\_\_\_.
4. \_\_\_\_\_ fired Professor Trelawney, but \_\_\_\_\_ selects her replacement.
5. \_\_\_\_\_ creates special coins to arrange meetings for \_\_\_\_\_.

**Part IV: Essay (30 points)**

Choose two and answer in complete sentences.

1. How are authority figures depicted in the novel?
2. Describe Centaur attitudes towards humans.
3. Why does Dumbledore remain distant from Harry throughout the novel?
4. Compare and Contrast Harry and Voldemort.
5. Characterize Umbridge's tenure as Headmistress.



## Answer Key

### VOCABULARY

- |       |       |       |       |       |
|-------|-------|-------|-------|-------|
| 1. D  | 2. C  | 3. B  | 4. D  | 5. A  |
| 6. A  | 7. B  | 8. C  | 9. B  | 10. D |
| 11. A | 12. A | 13. B | 14. D | 15. C |

### COMPREHENSION TEST A

#### Part I: Character Identification (30 points)

1. Ron Weasley
2. Cornelius Fudge
3. Delores Umbridge
4. Hagrid
5. Sirius Black
6. Mr. Weasley
7. Dobby
8. Nymphadora Tonks
9. Delores Umbridge
10. Fred and George Weasley
11. Firenze
12. Harry Potter
13. Ron Weasley and Hermione Granger
14. Albus Dumbledore
15. Rita Skeeter

#### Part II: Short Answer (20 points)

1. Harry's father accusing Severus Snape
2. to prevent Voldemort from intruding into Harry's mind
3. to publicly discredit Harry
4. He was buying stolen cauldrons.
5. the corpses of her family and Harry
6. writes lines with a cursed pen
7. because he has seen someone die
8. prophecy about him and Harry
9. Defense Against the Dark Arts study group
10. the giants, on Dumbledore's behalf

#### Part III: Analogies (30 points)

- |                    |                        |
|--------------------|------------------------|
| 1. Death-Eaters    | 6. Voldemort           |
| 2. Slytherin       | 7. Professor Trelawney |
| 3. Ron Weasley     | 8. Hermione Granger    |
| 4. Professor Snape | 9. metamorphmagus      |
| 5. Harry Potter    | 10. boggart            |

#### Part IV: Essay (30 points)

Answers will vary.

### COMPREHENSION TEST B

#### Part I: Identification (30 points)

1. Harry Potter
2. James Potter
3. Firenze
4. Dumbledore
5. Cho Chang
6. Gilderoy Lockheart
7. Luna Lovegood
8. Professor Trelawney
9. Hermione Granger
10. Ron Weasley
11. Neville Longbottom
12. Delores Umbridge
13. Ron Weasley
14. Grawp
15. Fred Weasley

#### Part II: Magic Definitions (20 points)

1. a derogatory term for wizards or witches from nonmagical families
2. the soul-eating guards of Azkaban prison
3. a shape-shifter that takes the form of its victims greatest fear
4. Ordinary Wizarding Level, exams all 5th year students take
5. Dark Wizard hunters
6. the study of guarding the mind against magical intrusion
7. the goaltender on a Quiddich team
8. the killing curse
9. one of Lord Voldemort's loyal followers
10. a wizard or witch who can change their appearance at will

#### Part III: Fill-in (20 points)

1. Kreacher, saving
2. Fred, George, corridor
3. Harry, Sirius
4. Umbridge, Dumbledore
5. Hermione, Dumbledore's Army

#### Part IV: Essay (30 points)

Answers will vary.

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