

***Harry Potter and the Sorcerer's Stone* by J. K. Rowling**
Chapter 13 [pages 215 - 227]

MONDAY

Everyday: Timeline, Word Wall, Open Mind Portraits
One Day: Setting Sketch, Post Card, Plot Cartoon

Word Wall	Characters	Setting	Pages
Sorcerer	Harry	Gryffindor	215 - 221
Biased	Ron	Commons	
Nag	Hermione	Quidditch Field	221 - 225
Stammered	Nicholas	Forbidden	225 - 227
Brooding	Flamel	Forrest	
	Prof. Snape		
	Prof. Dumbledore		
	Prof. Quirrell		

Summary

Harry, Ron and Hermione discover the mystery of Nicholas Flamel. They find out that he invented the Sorcerer's stone, which turns metal into gold and produces an Elixir of life. Understanding why wizards would scheme for it, they believe it is Snape who is after it.

Shortly after this discovery, Harry is involved in another game of Quidditch. Snape is the referee, which gives concerns Harry. However, Harry manages to catch the snitch and end the game early before any real cheating can take place.

After the game, Harry spies Snape talking sternly to Quirrel in the forbidden forest about the Sorcerers' Stone. This convince convinces Harry of Snape's guilt.

Mythic Background

Alchemy was the medieval science of trying to turn base metals into gold. One very famous, and some thought successful alchemist, was Nicholas Flamel, who was born in 1330 near Paris. He had been a painter, a poet and an astrologer before finding some directions for making gold in a book stall. Besides the various chemicals needed, a special stone was also

needed. David Colbert quotes from his memoirs: “Finally I found the object of my search, and I knew it by its strong smell and with it I accomplished the magic. I had learned the preparation of the first agent and had only to follow my book word by word. The first time I carried out the operation, I worked with quicksilver and transmuted about one and a half pounds of it into pure silver, better than silver from a mine. I put the results to the test several times. Later I accomplished the operation with the red stone on a similar amount of quicksilver on the 25th day of April of the same year when I transmuted the quicksilver into the same amount of gold. The gold was clearly superior to ordinary gold. I accomplished the magic three times with Prenelle’s help.”

It is said that Flamel became very wealthy and gave money to many charities. Other legends say that he also invented an Elixir of Life and lived on to have immortality. This is the myth that the Harry Potter story picks up.

Key Paragraph [page 227]

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

Close Reading for Today

In today’s reading Hermione concludes, “...the Stone’s only safe as long as Quirrell stands up to Snape.”

“It’ll be gone by next Tuesday,” replies Ron.

Collect and record all the evidence you can from this chapter that suggests Quirrell does not possess a strong enough character to defend himself against Professor Snape. Consider how he looks, what he says and *how* he says it as well as what others say about him.

Collect and record all evidence from this chapter that suggests Snape is a shady, underhanded, mean spirited person – a person of the caliber it would take to attempt to steal the Sorcerer’s Stone. Recall how he is

dressed, how he moves, what he says and how he says it and who he says it to as well as where he goes.

Suggested Writing Prompt

Writing Prompt 1

Write about a time in your life when you were falsely accused of something. Explain the situation in detail. Then reflect. What did this situation teach you about how to treat others?

Writing Prompt 2

You may answer the writing prompt above for someone else, if you have enough information to do so thoroughly.

***Harry Potter and the Sorcerer's Stone* by J. K. Rowling
Chapter 14 [pages 228 - 241]**

TUESDAY

**Everyday: Timeline, Word Wall, Open Mind Portraits
One Day: Setting Sketch, Post Card, Plot Cartoon**

Word Wall	Characters	Setting	Pages
Stutter	Harry	The library	228 - 231
Shifty	Ron	Hagrid's Hut	231 - 236
Impressively	Hermione	Inside Hogwarts	236 - 239
trowels	Prof. Quirrell	The tallest tower	239 - 241
	Hagrid		
	Norbert		
	Charlie		

Summary

The Hero encounters important tests as he proceeds on his journey. Often these tests provide the hero with the opportunity to find or reinforce his relationship to other characters. This is how he determines who his allies are and who are his enemies. Harry's friend and mentor, Hagrid, has a dilemma and needs help. Hagrid has hatched a dragon, which is illegal to possess, even in the wizarding world. Hagrid could lose his job if he is caught. Harry, Ron, and Hermione risk serious consequences to help Hagrid solve his problem. By secretly helping Hagrid find Norbert, the dragon a safe home, the kids cement their bond with Hagrid.

Mythic Background

This is a good time to review the heroic journey in *Harry Potter and the Sorcerer's Stone* so far, as we have moved through the ordinary world, the call to adventure, the reluctance and avoidance of the call, the mentorship, crossing the threshold, to where we are now: approaching the inmost cave with the Mirror of Erised, the night wanderings, the Quidditch match and the dragon subplot. These approaches are getting us ready for the ordeal and the road back. It would be useful to review the progression so far, and prepare for the very fast crisis that will develop, and even faster resolution. You may wish to have students do a bookmark of the heroic journey in

Harry Potter. They could begin this now and fill it in during the remainder of the week, or do this as a cumulative assignment at the end of the week.

Ordinary World	Harry is living with the Dursley's in the cupboard under the stairs
Call to Adventure	The invitations from Hogwarts arrive through the heralds of the owls at first and then through Hagrid
Reluctant Refuse the Call	Harry thinks this is a mistake, can't imagine this is for him, is reluctant and then comes along
Mentor	Hagrid Albus Dumbledore, Gryffindor, Hogwarts
Cross the Threshold	Diagon Alley, moving through to the train ride
Tests, Allies, Enemies	Ron and Hermione; Malfoy; influencing the Sorting Hat
Approach the Inmost Cave	Mirror of Erised night wanderings
Ordeal	getting the stone: Fluffy, Chess Game
Reward	The Stone in his pocket
The Road Back	Finds out it was Quirrell all along and confronts Voldemort in great pain but holds on until he passes out
Transformation	Harry knows of his mothers love and her death and his struggle with Voldemort
Return with what you take out of this experience	the boy who lived has defeated evil once again
Outcome	good overcoming evil precisely because it is good

Key Paragraph [page 237]

Dear Ron,

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

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

Send me an answer as soon as possible.

Love,
Charlie

Close Reading for Today

In this chapter we learn about Hagrid's character and personality. He is kind and loyal, but also a bit sneaky and perhaps not too bright.

Collect and record textual evidence from this chapter to back up these claims. Provide examples from Hagrid's thoughts, statements, and actions.

Suggested Writing Prompt**Writing Prompt 1**

Write about a time when you risked something important to help a friend. Explain the situation. Discuss your dilemma and describe the thought process you went through in making your decision to be of service. What did you stand to lose? How did things work out in the end? How did this affect your relationship? Did it have an affect on future relationships?

Writing Prompt 2

You may answer the writing prompt above for someone else, if you have enough information to do so thoroughly.

***Harry Potter and the Sorcerer's Stone* by J. K. Rowling
Chapter 15 [pages 242 - 261]**

WEDNESDAY

**Everyday: Timeline, Word Wall, Open Mind Portraits
One Day: Setting Sketch, Post Card, Plot Cartoon**

Word Wall	Characters	Setting	Pages
Centaur	Prof. McGonagall	McGonnagall's	242 -245
Unicorn	Hermione	Study	
Stagger	Neville	Library	246 - 247
Astonishingly	Harry	The Forrest	248 - 259
Slithering	Prof. Quirrell	Gryffindor	259 - 261
	Mr. Filch	Commons	
	Hagrid		
	Ronan		
	Bane		
	Malfoy		
	Fang		
	Firenze		

Summary

The “allies” begin to approach the “Inmost cave”—the hero (Harry) is faced with his greatest fear. During a night of wandering in the forbidden forest, Harry and his “allies” (Hermione, Ron, and Hagrid) find a dead unicorn. They realize that Voldemort has been slaying Unicorns for their blood. Unicorn blood, it is explained, prolongs life. At this point, Harry realizes that his worst fears may be coming true. He may soon have to face Voldemort... again.

Mythic Background

The unicorn is a sacred and magical creature in the mythology of India, Egypt, Rome, Israel and many others countries. Unicorns were noted for their strength, purity and innocence, but also for their ability to heal the body and the soul. These amazing healing properties lead to many myths about the special healing properties that their parts might have. Often this would make the unicorn the lore of hunters.

Key Paragraph [page 252 - 252]

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

Close Reading for Today

In today's reading, Malfoy exclaims, "The forest? ... We can't go in there at night—there's all sorts of things in there—werewolves, I heard."

Go back through the chapter and record all the details that suggest the forest is unsafe.

List all the details that suggest an inherent goodness in the forest as well.

Suggested Writing Prompt**Writing Prompt 1**

Today, as Harry travels further along on his hero's journey, he comes face to face with his biggest fear. Discuss a time when you faced a large fear. Explain the situation and the setting. Then describe the outcome. Did things happen the way you imagined they might? Did you react in a way that made you proud? Or did you end up wishing you had reacted differently? What did you learn from this incident? Did you react similarly or differently the next time?

Writing Prompt 2

Write about a time when you were really scared or nervous to do something important, but you did it anyway. Explain the situation. Then describe how you felt before and after going through with it? What were your initial fears? Did they turn out to be realistic or unrealistic fears? How did the way you felt upon completion differ from the way you felt before you began this scary task?

Writing Prompt 3

You may answer the writing prompt above for someone else, if you have enough information to do so thoroughly.

Starting the Final Product

Harry Potter and the Sorcerer's Stone

Unit: Courage Requires Moderation

Final Assignment: (Auto)Biography

Teacher Directions

“Courage is risk for a reason, not risk for a thrill; courage requires we moderate our impulses and emotions. Courage leads us to consider our heroic journey in which we live for purposes bigger than ourselves and our wants and our needs.”

Objective: Students will write an autobiographical or biographical story. The piece will follow the formula for a “heroic journey.” It should contain a theme of courage.

Directions: In reading Harry Potter, students have followed Harry and his peers on an adventurous heroic Journey. They take calculated risks and succeed by moderating their impulses and emotions, and placing the needs of others in front of their own. Each journal entry students have written have allowed them to write about their own – or someone else’s heroic journey.

1. Have students re-read all of their journal entries. Have them choose 5 – 7 that could go together to tell a story of a heroic journey. Have them sort and sequence them. These will serve as the body of each student’s rough draft.
2. Have students re-read the handouts on the steps of a heroic journey with examples provided for *Harry Potter*, *Wizard of Oz*, and *Star Wars: Episode IV*. Have students label their chosen journal entries with the heroic journey steps they correspond to, such as Ordinary World, Call to Adventure, Reward, etc. Students will not have experiences all of the stages: only some of the stages will have been experienced.

3. Each student should end with a reflective conclusion that includes a discussion of the transformation that occurred, what he/she returned with from the experience as well as the outcome.
4. Have students correctly sequence their paragraphs. Students should re-read their (auto)biography in its entirety, adding connecting sentences where necessary.
5. If possible, students should type, edit and spell-check, save and print their stories.
6. Have students trade papers for editing. Have students complete the following sentences:
 - A. The Heroic Journey stage I enjoyed most about your story was...because...
 - B. It is clear that what you got out of this experience is...
 - C. I would like to hear more about...
 - D. I would like clarification on...

Have students trade back, revise, spell-check, save and print a final copy for their portfolio.

For students students for whom this is too complicated, simply as appropriate. Some students may only be able to choose 3-5 selections and edit them into a single narrative.

***Harry Potter and the Sorcerer's Stone* by J. K. Rowling**
Chapter 16 [pages 262 - 274]

THURSDAY

Everyday: Timeline, Word Wall, Open Mind Portraits
One Day: Setting Sketch, Post Card, Plot Cartoon

Word Wall	Characters	Setting	Pages
Trapdoor	Harry	Classes	262 - 266
Trousers	Ron	Hagrid's	266
Herbology	Hermione	In-doors	266 - 270
Battered	Hagrid	Gryffindor	
Dashed	Professor	Common Room	270 - 274
	McGonnagall	Corridors	274 - 275
	Prof. Snape	Through the	
		Trapdoor	276 - 277
		Devil's Snare	277 - 278
		Key Room	278 - 281
		Chess Board	281 - 284
		Fire Room	284 - 287

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Summary

It is the end of the first academic year at Hogwarts School of Wizardry. The final exams are beginning and Harry Potter, Hermione Granger, and Ron Weasley are studying for their finals. They will take their exams using anti-cheating quills. Some of the things they have to do for the exam are to turn mice into snuffboxes, and make potions.

Harry's scar begins to hurt. We know that his scar hurts when Voldemort is near.

Hagrid has a Dragon's egg in his hut, that Harry wants to learn about. Hagrid tells Harry that a stranger gave him the dragon's egg in a bar, and unintentionally mentioned to the stranger that Fluffy the monster can be calmed by playing music. Fluffy is the monster guarding the Sorcerer's Stone in the forbidden room of Hogwarts. The three children at once understand the importance of this slip on Hagrid's part and try to tell Prof.

Dumbledore. Unfortunately, he is away on a meeting.

So Harry Potter decides to take the Stone for himself, before Voldemort can get a hold of it. He gets his invisibility cloak and his magic flute from his room and looks up Ron and Hermione. Neville remains behind, warning the trio about getting into more trouble. When they reach the forbidden room, they find that it has already been opened. This means that someone had already put Fluffy to sleep with music. They enter through the trap door only to find themselves tangled in Devil's Snare. Hermione uses a spell to free them. Next, they enter a room with life-sized chessmen and a chess board large enough to walk on. Ron directs the other two to their squares. After several skillful moves, Ron sacrifices himself so that Harry can achieve Check Mate. Hermione also leaves Harry to fend for himself after she makes a potion allowing Harry can go forward to face Voldemort alone like a hero.

Mythic Background

In the heroic journey, as we approach the conflict we **reach the central crisis** – and the hero **finds** him or herself **in the horrible mess** he or she **most feared** – **the Ordeal has come** and the hero **must summon everything heroic in** the self to get through it – the **moment** has **come**. So Harry with Ron and Hermione approach Fluffy and the chess game and move on their way to the inevitable ordeal where Harry must face Voldemort – the inevitable ordeal has come. They do get past Fluffy and barely survive the chess game and are about to succeed.

Key Paragraph [page 283]

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

Shaking, Harry moved three spaces to the left.

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

Close Reading for Today

In this chapter, Harry, Hermione, and Ron work together to get past Fluffy, free themselves from Devil's Snare, find the right key to unlock the next passage, checkmate their opponent in Wizard Chess, and solve a puzzle involving the correct potion ingredients. Each was created by an important member of the Hogwarts Staff. Go back through the chapter, then the book to figure out who designed each of the enchantments intended to guard the Sorcerer's Stone. Provide proof or justification for each member.

Suggested Writing Prompt

Writing Prompt 1

In this chapter, our heroes enter the ordeal. They are on the final stretch to confronting evil. Write about a time when you were in the final stretch of completing something difficult. Explain the situation. Provide details and descriptions that make your readers root for your success.

Writing Prompt 2

You may answer the writing prompt above for someone else, if you have enough information to do so thoroughly.

***Harry Potter and the Sorcerer's Stone* by J. K. Rowling
Chapter 17 [pages 288 -309]**

FRIDAY

**Everyday: Timeline, Word Wall, Open Mind Portraits
One Day: Setting Sketch, Post Card, Plot Cartoon**

Word Wall	Characters	Setting	Pages
Stuttering	Harry	The last	288 - 294
Countercurse	Quirrell	chamber	
Hoarse	Voldemort	The Infirmary	294 - 304
Wandering	Prof. Dumbledore	The Great Hall	304 - 309
Flailing	Prof. Snape		
	Hermione		
	Ron		
	Madame Pomfrey		

Summary

As Harry gets closer to finding the Sorcerer's Stone, he realizes that Snape is not the enemy. Quirrell, whom he never suspected, is the one trying to steal the Stone. Quirrell is under the control of Voldemort. When Harry and Quirrell meet, Quirrell tries to find out from Harry where the Stone is. By some magic, the Mirror of Erised transfers the Stone into Harry's pocket. Quirrell removes his head wrap, exposing Voldemort. Harry and Voldemort fight and his scar begins to hurt badly. The pain becomes so unbearable that Harry faints. When he awakes, Harry is in the Hogwarts infirmary. Dumbledore is looking over his health. The Sorcerer's Stone had been destroyed and Dumbledore has restored safety at Hogwarts. Voldemort, however has escaped. Dumbledore tells Harry how his mother died so that Harry's life could be saved. This supreme act of sacrifice and love, he explains, is what saved him from Voldemort. The scar, points out Dumbledore, is the only lasting damage Voldemort was able to Harry. Hagrid, feeling very guilty about telling Voldemort how to get past Fluffy, brings an album with pictures of Harry's parents, to cheer Harry up. The courage displayed by the three adventurers wins Gryffindor enough points to earn the house cup. They all pass their final exams. The Hogwarts Express takes them back to their homes, and Harry goes back to the Dursleys.

Mythic Background

The heroic journey draws to an end when the hero has survived the ordeal, and won. The hero now claims victory and leaves with the hero's Reward with which he or she can celebrate. After the confrontation with Quirrel and the re-appearance of the Mirror of Erised, the Stone is in Harry's pocket: he has his reward, he has won.

But the story isn't over yet. The Road Back tells us what our hero has learned: has he or she really changed? In this journey, has their old self really been reborn as the new hero? This is where we really see it – is there a real Transformation when everything depends on it? Harry has the stone but now in great pain must face Voldemort wrapped under Quirrel's head dress. This really is the test for Harry, and he stands up to the pain, from which he passes out and comes to 3 days later.

The heroic journey ends with what the hero learned out of all of this. Outcome: in simplest terms, what was it that the hero learned? Harry learns of his mother, his family, his history and his destiny.

This would be a great time to complete the heroic journey bookmark or otherwise review the heroic journey in Harry Potter as a whole. The last stages come very quickly at the end in this novel.

This would also be a great time to compare the heroic journey to other Harry Potter novels, the *Lord of Rings*, *Star Wars*, including the new release, and any other stories that fit this motif.

Key Paragraph [page 305 - 306]

“First –To Mr. Ronald Weasley...”

Ron went purple in the face; he looked like a radish with a bad sunburn.

“...for the best played game of chess Hogwarts has seen in many years, I award Gryffindor house fifty points.”

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

“Second – To Miss Hermione Granger... for the use of cool logic in the face of fire, I award Gryffindor House fifty points.”

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

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

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

Close Reading for Today

Often in our lives, we have mentors. Mentors guide us with advice and by example. Generally, However, they allow us to make our own decisions, stepping in to help only if necessary. They may use their resources at times to give us a leg up on the competition.

Dumbledore is a tremendous mentor to Harry (and to other Gryffindors). Collect and record evidence of Dumbledore mentoring Harry- guiding, not interfering; stepping in only when necessary; aiding with a leg up on the competition.

Suggested Writing Prompt

Writing Prompt 1

Imagine your greatest future triumph. Then imagine the awards ceremony that would follow. Write a creative paragraph or two setting the scene and describing thoroughly your future award ceremony. Think about the award you are receiving, what you had to do to get it, and the setting in which you will be receiving it.

Writing Prompt 2

Write a paragraph about your greatest triumph in life so far. Describe the triumph and the effort it took to get there? Were the rewards internal or external- meaning were you the only one that celebrated your success, or did others participate in the ceremony as well? What did you learn about your self from this triumph? How did it change your life and the way you view life?

Writing Prompt 3

You may answer the writing prompt above for someone else, if you have enough information to do so thoroughly.

Mini-Lessons Based on Patricia T. O'Conner's *Woe Is I* Exploring the Structure of the English Language

CBL Quarter 4, Week 6 Courage Requires Moderation

Day 1 – Metaphors Be With You

Read Aloud: Pgs. 178 – 179

Student Activity: Fill in the blanks.

1. The _____, the most common figure of _____, lets us use one image – any _____ we want!—to conjure up another _____.

Student Activity: Underline the metaphors in the following sentences.

2. Malfoy fired off a volley of abuse aimed at Ron and Harry.
3. The silver lining to Hagrid having to give up Norbert was that they all knew Ron's brother would make sure he got a good home.
4. Boy that Professor McGonogal runs a tight ship.

Day 2 – The Living Dead: Let Bygone Rules Be Gone**Read Aloud:** Pgs. 181 – 182**Student Activity:** Fill in the blanks.

1. An _____ is a verb in its _____ form, right out of the box. It can usually be _____ by the word _____ in front of it. A sentence often sounds better when the _____ is close to the infinitive. But there's no harm in _____ them by putting a descriptive word or two in between them.

Student Activity: Underline the infinitive in the following sentences.

2. How could Harry and Ron have been so stupid as to forget the cloak?
3. Then the story started to quickly spread.
4. Harry and Ron had caused Gryffindor to lose 150 points!
5. Harry was given several hours of detention, which he had to sadly spend with Professor Quirrel.

Day 3 – Tombstone: It's Wrong to End a Sentence With a Preposition**Read Aloud:** Pg. 183**Student Activity:** Fill in the blanks.

1. Robert Lowth wrote the first grammar book that suggested a _____ (a positioning word, like at, _____, for, _____, off, on, out, _____, to, _____, up, with) shouldn't go at the _____ of a sentence. This rule no longer applies.

Student Activity: Underline the prepositions in the following sentences.

2. When Harry arrived at the three-headed dogs, he found a trap door someone had already crawled through.
3. Harry, Ron and Hermione slipped through the trap door, only to be captured by Devils Snare wrapping itself all around them.
4. They freed themselves and made their way to the Chess Room with a board big enough to stand on.
5. Ron sacrificed himself and allowed Harry to go on.

Day 4 – Tombstone: Data is a Plural Noun and Always Takes a Plural Verb**Read Aloud:** Pg. 184**Student Activity:** Change these sentences from plural to singular.

1. The data read as follows.
2. All available data indicate that Voldemort is going to lose this fight.
3. The data regarding wizards suggest that their numbers have remained static.

Student Activity: Write two “Data” sentences of your own. Make sure you use a singular verb.

4. _____
_____.

5. _____
_____.

Day 5 – Tombstone: Always Put the Subject Before the Verb**Read Aloud:** Pgs. 184-185**Student Activity:** Fill in the blanks.

1. True, most of the time a _____ with its subject (the _____ doing the action) before the _____ (the action being done) sounds more _____ and direct than one written the other way around. But every now and then it is appropriate to put the _____ first.

Student Activity: Underline the subject once and the verb twice in the following sentences.

2. Harry finally who the enemy was, and he was shocked.
3. Harry fought and fought until he passed out.
4. Tired and Groggy, Harry awoke in the infirmary,
5. There no longer appeared to be anyone in sight who intended to harm Harry.
6. Out of the clutches of death came Harry.