

William and Mary

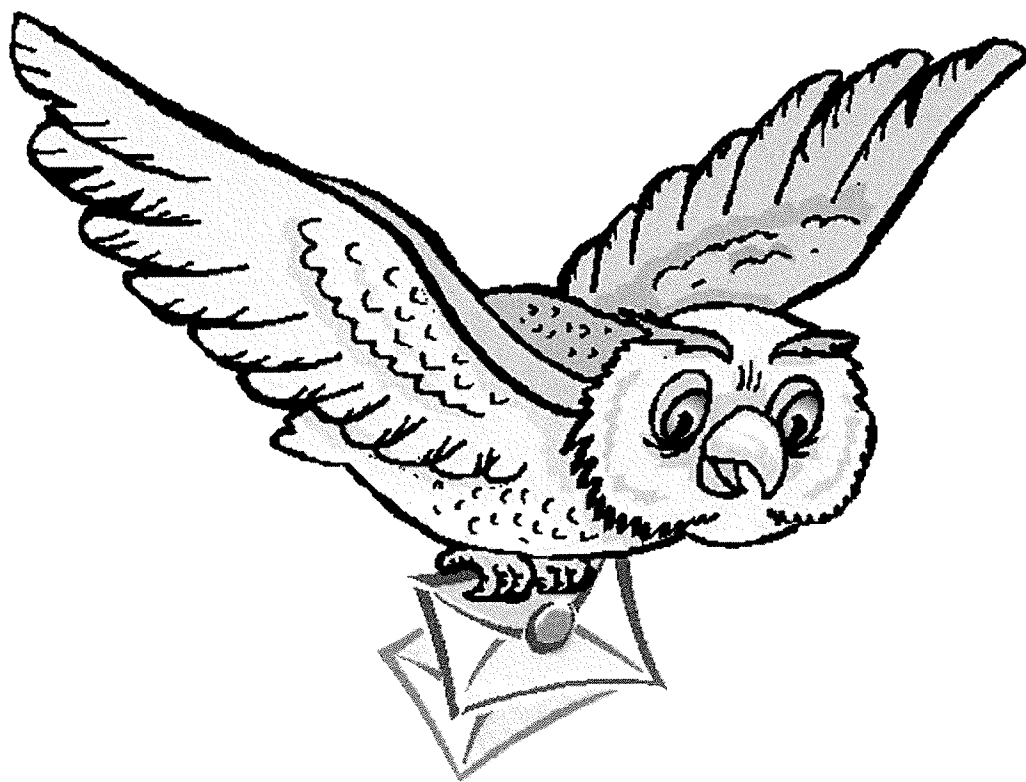
Gr. 3-5

Navigator

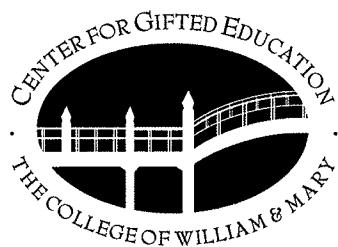
A novel study guide for

Harry Potter and the Sorcerer's Stone

by J. K. Rowling



Navigator Developer: Elizabeth B. Sutton



Center for Gifted Education

School of Education

The College of William and Mary

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The College of William & Mary

Acknowledgement

Special recognition and appreciation go to Dr. Joyce VanTassel-Baska, whose leadership and vision have inspired this *Navigator* series.

William and Mary Navigator: Harry Potter and the Sorcerer's Stone
January, 2009

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Introduction



This Navigator is a collection of questions and activities intended to support group or independent study of the Newbery Medal book *Harry Potter and the Sorcerer's Stone* by J. K. Rowling. It is one of a series of Navigators developed by the Center for Gifted Education at The College of William and Mary as a language arts resource for teachers and students.

Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.

What are the goals of the Navigator?

The Navigator addresses the following learning goals:

- To develop analytical and interpretive skills in literature.
- To develop understanding of selected literary themes.
- To develop linguistic competency through vocabulary and language study.
- To develop skills in written and oral communication.
- To develop higher level thinking and reasoning skills in language arts.
- To develop research skills.

Who is the audience for the Navigator?

This Navigator is intended for readers of *Harry Potter and the Sorcerer's Stone*, a novel appropriate for strong readers in the middle elementary grades. This novel meets many of the criteria identified by Baskin and Harris (1980) for books for gifted readers, including *rich, complex language; open-endedness, to inspire contemplation; and helpfulness in building problem-solving skills.*

How should the Navigator be used?

The Navigator may be used as an instructional tool by a teacher or as an independent study guide by a student or group of students. The central intent is for teachers to use the Navigator to support a novel study with a group of students, selecting questions and activities to assign as desired, given the context. However, teachers may also choose to make the Navigator available to students at a learning center, with expectations specified for students as to which items they should complete.

The Navigator incorporates several types of questions related to the novel. Some of these, identified as “while you read” questions, are specifically intended to be used for reflection and prediction as students progress through the novel. Other questions are intended for response after the reader has completed the novel, while still others may be answered either during or after

reading. All of the questions on pages 13 - 22 of the Navigator may be used for writing and/or discussion.

Additional activities beyond the discussion and reflection questions appear on pages 23 - 33 of the Navigator. Some of these activities support further development of the language arts skills identified in the goals, while others provide interdisciplinary connections and research applications.






What are the prerequisites for students using the Navigator?

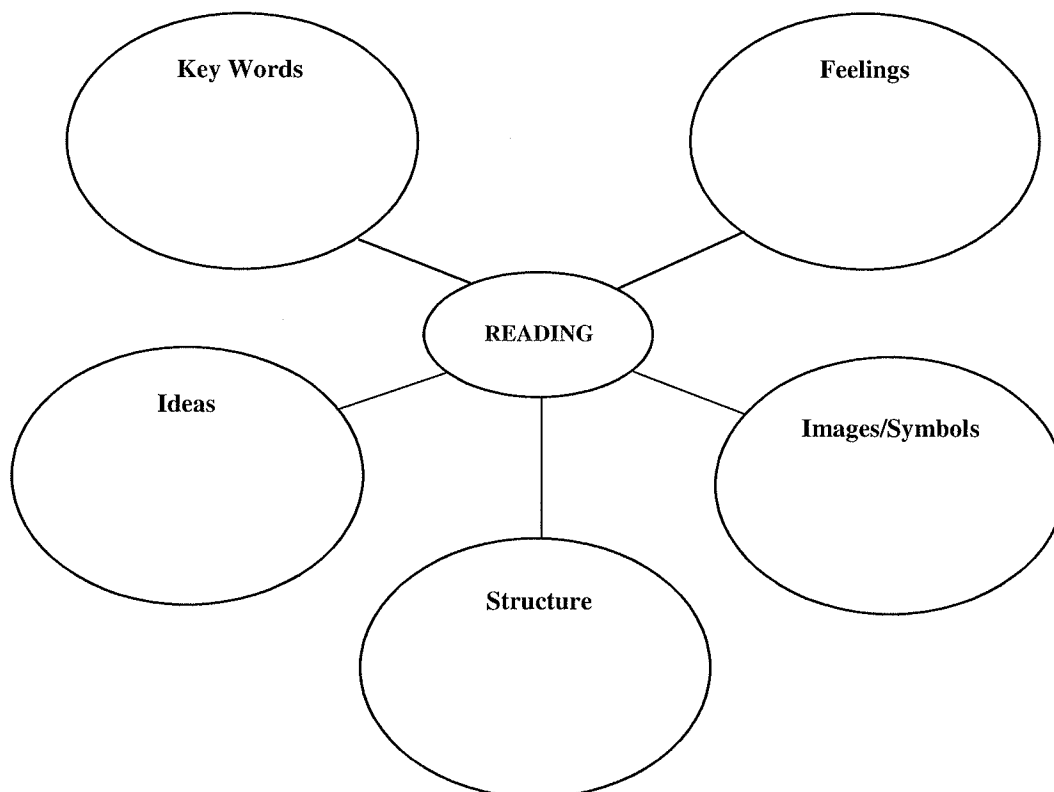
Students using the Navigator should be able to complete the novel itself independently and should be familiar with the literary and reasoning terms utilized in questions. In addition, students will be asked to complete activities that utilize several specific teaching/learning models: the **Literature Web**, the **Hamburger Model for Persuasive Writing**, and the **Vocabulary Web**. If these terms and models are new to students, teachers may wish to conduct mini-lessons on them either prior to or during use of the Navigator. Some guidance for using the teaching models is provided on the following pages.

Teaching Models

The Literature Web

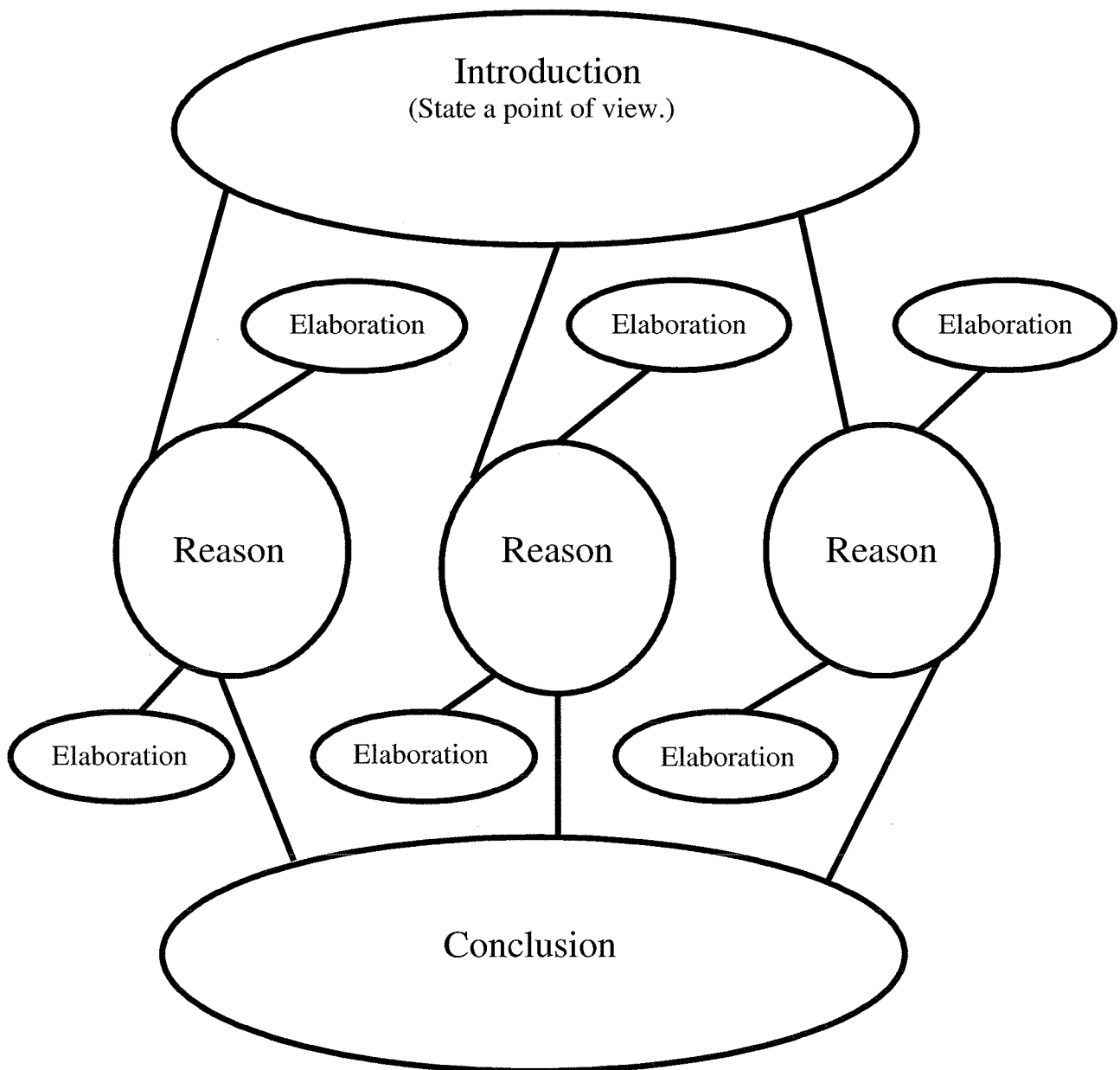
The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The recommended use is to have students complete the web independently and then share ideas in a small group, followed by a teacher-facilitated debriefing. The web has five components:

-  **Key Words:** interesting, unfamiliar, striking, or particularly important words and phrases contained within the text
-  **Feelings:** the reader's feelings, with discussion of specific text details inspiring them; the characters' feelings; and the feelings the reader infers the author intended to evoke
-  **Ideas:** major themes and main ideas of the text; key concepts
-  **Images and Symbols:** notable sensory images in the text; "pictures" in the reader's mind and the text that inspired them; symbols for abstract ideas
-  **Structure:** the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing



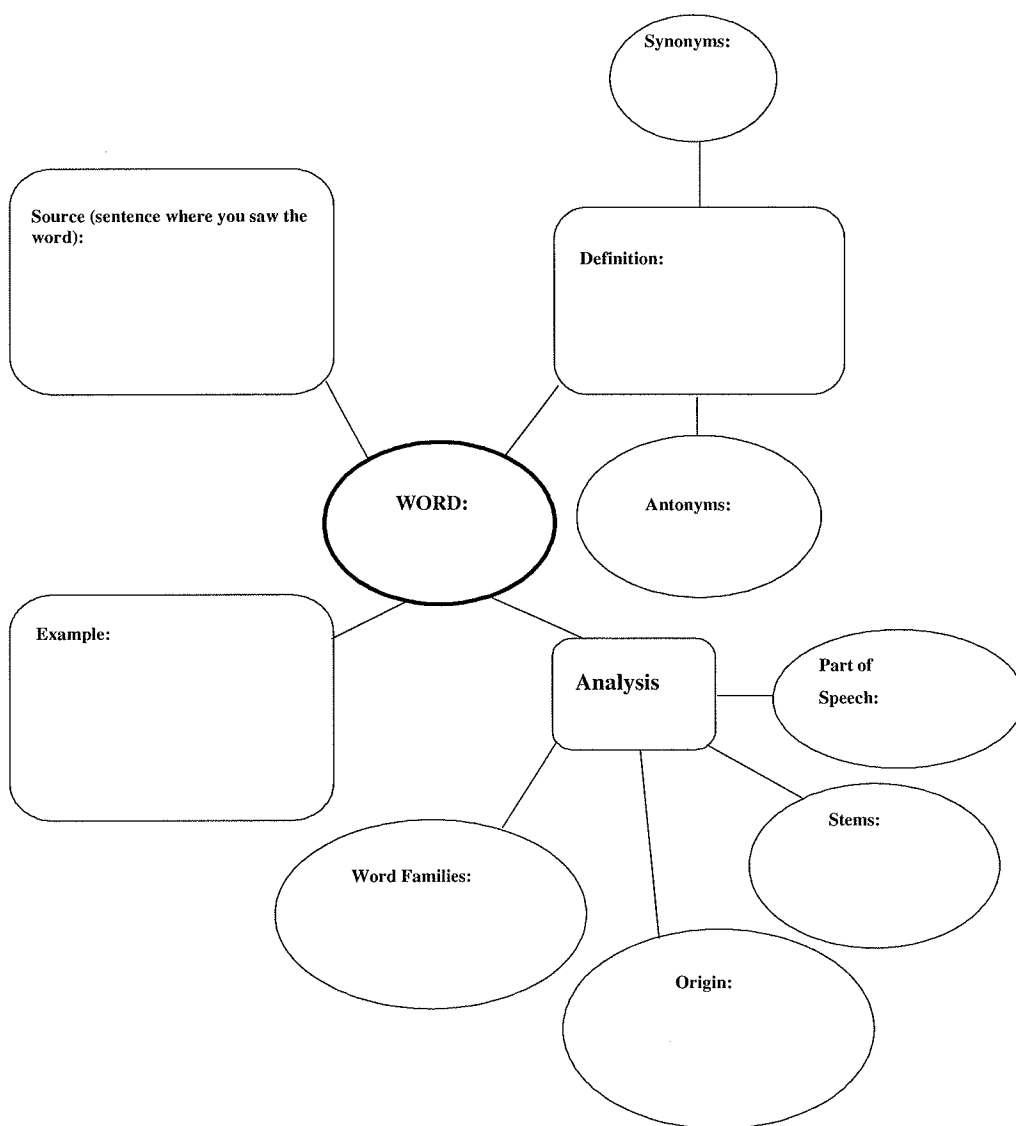
The Hamburger Model for Persuasive Writing

The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the “patties”). Elaboration on the reasons provides additional detail (the “fixings”). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).



The Vocabulary Web

The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and etymological information. With this information, students then identify “word families,” or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.



In addition to the models discussed here, Navigator developers also used Paul's (1992) Elements of Reasoning in preparing questions and activities. This model for critical thinking emphasizes the following eight elements: *issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences*. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

The Navigator also contains research assignments that are issue-based and connected to the novel. Students should be encouraged to explore multiple points of view and use human and organizational as well as print resources in their investigations of these real-world issues.

Several resources are listed at the end of the Navigator that may be useful to students and teachers in exploring these models further.

Implementing the Navigator



How long does the Navigator take?

Duration of study depends on teacher preference and number of activities and questions assigned.

How does the Navigator address standards for language arts?





The Navigator was designed with an eye to addressing key standards for language arts identified by the National Council of Teachers of English and the International Reading Association (1996) as well as standards from several state-level education departments. Specifically, the Navigator reflects standards in the following areas:

Standards Emphases	Navigator
- Use of strategies to understand, interpret and evaluate text	- Provides the student with an organizer for interpreting text (the Literature Web) and guiding questions to support understanding and critical analysis
- Use of writing strategies and writing process elements	- Provides writing prompts, a writing model, and emphasis on steps of the writing process
- Use of spoken and written language for particular audiences and to accomplish particular purposes	- Incorporates activities for writing and speaking that emphasize persuasive, reflective, informative, and narrative communication
- Knowledge of vocabulary, language structure, and language conventions and analysis of how they are demonstrated in text	- Encourages in-depth word study of advanced vocabulary, including emphasis on etymology and usage of words
- Research on issues and areas of interest, with emphasis on utilizing a variety of technological and informational resources to gather data, interpret results, and communicate findings	- Provides several issue-based research assignments for students, emphasizing data collection from print, non-print, and human resources; analysis and synthesis of data; and written and oral communication of findings
- Participation as members of literacy communities	- Encourages discussion within and beyond the classroom about the specified text and invites similar exploration of other texts
- Emphasis on reading a wide range of literature selections to build understanding of the human experience	- Encourages in-depth study of the specified text as well as comparisons to other selected works; suggests specific titles for further reading




How should the Navigator activities be assigned?

Teachers should specify expectations for students about the number and type of activities and questions to be completed, as well as expectations for quality of work. Teachers may choose to assign Navigator questions and activities using a combination of required and optional items. Several sample organizations of assignments follow.



Sample 1 (Teacher-led emphasis):

-  Teacher-led discussion of higher-level questions; 1 to 3 questions assigned for journal response
-  Required assignments: Literature Web, book review, one Vocabulary Web, one research assignment
-  Choice assignments: student choice of THREE remaining activities
-  Oral presentation of one completed piece

Sample 2 (Small-group emphasis):

-  Small-group discussion of higher-level questions, with 4 to 5 questions completed in writing for teacher review
-  *Group* assignments: Venn diagram OR concept map, two Vocabulary Webs, one research assignment with group presentation
-  *Individual* assignments: Literature Web, persuasive paragraph/essay OR book review, student choice of TWO remaining activities

Sample 3 (Individual emphasis):

-  Written responses to student choice of 2 to 3 discussion questions per category
-  Required assignments: one research assignment; student choice of THREE additional activities, of which one must be a completed writing piece or an oral presentation of one assignment

How should the Navigator activities be assessed?

Teachers should assess student progress based on the quality of individual products and achievement toward the goals of the Navigator. Decisions about which activities to require students to complete should be based on how the selected activities support multiple learning goals.

Question responses should be assessed based on demonstration of insight and ability to use text to support inferences. Writing activities should be assessed based on clarity and insight, and may also be assessed for writing style and mechanics as desired. Oral presentations of completed work should be assessed based on coherence, content, and clarity of the presentation. Teachers may provide rubrics for students related to the required assignments or work with students to develop rubrics for assessment.

Completed Navigator activities should be collected into a folder for assessment, and final assessment may include self-evaluation by the student.

The following chart demonstrates how the Navigator activities support the identified goals:

Alignment of Assignments and Activities to Navigator Goals

	Anal./ Interp. Skills	Literary Themes	Ling. Comp.	Writing/ Oral Comm.	Thinking/ Reas. Skills	Research
Discussion/Writing Questions	X	X		X	X	
Literature Web	X	X			X	
Book Review	X	X		X	X	
Concept Map	X	X			X	
Vocabulary Web			X	X		
Persuasive Paragraph/Essay	X	X		X	X	
Next Great Book Series	X	X		X	X	
Research of Alchemy	X				X	X
Movie Comparison	X			X	X	
Challenged Book Research	X	X		X	X	X
Mythological Creature Research and Story	X	X	X	X	X	X
Venn Diagram	X			X	X	

What additional resources are required to use the Navigator?

Most of the activities in the Navigator require only the novel itself and regular classroom supplies. Vocabulary activities will require the use of a good dictionary, including etymological information on words. Recommended dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. Interdisciplinary and research activities may require additional supplies and access to library and Internet resources. The *Guide to Teaching a Language Arts Curriculum for High-Ability Learners* (Center for Gifted Education, 1998) provides guidance in the use of the literature, persuasive writing, and vocabulary study models used in the Navigator as well as other guidelines for language arts with high-ability populations.

A listing of additional resources and suggestions for further reading appears at the end of the Navigator.

NOTE: Page numbers used in the Navigator refer to the Scholastic Press 1998 edition of the text, ISBN 0-590-35340-3.

Technology Integration

Several opportunities for technological connections and development of technical skills are incorporated in the Navigator. Based on the resources available in your classroom or media center, consider the following uses of technology:



Access to the Internet for research projects. Key websites are listed in the resources section.



Use of word processing and/or publishing software for writing assignments.




Use of presentation software for presenting research findings and completed activities.



Use of *Inspiration* or similar software for creation of concept maps.

Synopsis



Harry Potter has a miserable childhood living with the Dursley family. His room is a tiny closet under the stairs. But one day, mysterious letters begin arriving. Harry Potter is destined to attend Hogwarts School of Witchcraft and Wizardry to study magic. In this first novel of the hit series, Harry Potter begins his studies at Hogwarts, where he will spend the next seven years of his life studying to become a wizard. He learns that he is the only person to survive a deadly spell cast by Lord Voldemort, and now he has to stop Voldemort from coming back to power by keeping him from retrieving the Sorcerer's Stone.

Higher-Level Questions for Discussion and Writing



While You Read...



Why do you think the Dursleys treat Harry Potter so badly? (p. 19-23)



Is the snake being freed an important event in the story? Why? Provide evidence from the text to support your answer. (p. 28)



What does Mr. Dursley do when letters begin arriving for Harry? Is this a normal response? Why do you think he is so concerned? (p. 41)



What do you think Hagrid removed from Gringotts? Should he have removed it in Harry's presence? Why or why not? (p. 73)



Given the situation, did Professor McGonagall behave fairly? Why or why not? (p. 151)



Who may have sent Harry the Invisibility Cloak? Is this a wise item to give to an 11 year old? Cite evidence to support your response. (p. 201-202)



Does Dumbledore's explanation of Snape's hatred of Harry's father make sense? What evidence from the novel supports your response? (p. 300)

Exploring the Story



How do the magical world and the muggle world blend together at certain points in this book? Is it effective to show these two worlds overlapping?



How does the author use foreshadowing? Give several examples and explain if the events happened the way you expected.



How does the author's portrayal of the Dursleys create sympathy for Harry Potter? How would Harry's situation be changed if the Dursleys were kind and caring people?



Describe the conflict between Voldemort and Harry Potter. Is the conflict “cut and dry”? Is there anything you learn about Voldemort that creates pity, or is he a complete villain? Provide evidence to support your response.




What kinds of questions did the author leave you with at the end of the book? What do you predict will happen in the next book?

Meeting the Characters


How do you think Harry Potter's self-perception changes during this story, as he begins in a closet under the stairs and ends up a national celebrity at Hogwarts?

Is Albus Dumbledore an effective leader of Hogwarts? Cite evidence from the book to support your response.

Is Professor Snape good or evil? Cite evidence from the book to support your answer.



On the Albus Dumbledore chocolate frog trading card, it is mentioned that he defeated the dark wizard Grinwald in 1945. Voldemort was destroyed when he tried to kill Harry Potter. What other similarities are there between Dumbledore and Potter?



Describe some of the rules that Harry Potter breaks while at Hogwarts. In the examples that you provide, also include whether or not he was caught and what the consequences were. Then evaluate whether or not you think he was treated fairly or unfairly.

Understanding the Ideas

Why do you think the author begins the novel from the perspective of Mr. and Mrs. Dursley? (p. 1)

Think about the rules you have to follow at school and the rules that must be followed at Hogwarts. Which rules are more difficult to follow? Why? (p. 126-127)

How is *change* an important concept in this novel? What changes play a part in the story?



What does Harry Potter's scar on his forehead symbolize? Why is it important in the story?



Some of the pictures at the chapter headings seem comical. Does this detract from the novel? Why or why not?



Harry has wealth (in the wizarding world) and a celebrity status. Is his life easy or difficult? Support your response with evidence from the novel, other books, and/or real life.

Connecting to You



What Hogwarts House would you be placed in by the Sorting Hat? Describe your characteristics and traits that support your response.



Create a Venn diagram comparing your classes with Harry's classes. Summarize your findings.



Are you most like Harry, Ron, or Hermione? Select one of the characters and describe your similarities and differences. You may use a Venn diagram to assist you.



Harry and Ron become friends very quickly. Have you ever had this type of experience? Explain what happened.



Harry consistently stands up for what is right. Have you ever taken a stand about something? Was this a difficult thing for you to do? Why or why not? Describe your experience.

Differentiated Activities for Gifted Learners



Complete a Literature Web about the novel, or a specific chapter in the novel. Fill in responses to each of the bubbles, using the questions below as a guide.

Key Words: What were some words and phrases in the novel that were especially interesting or important?

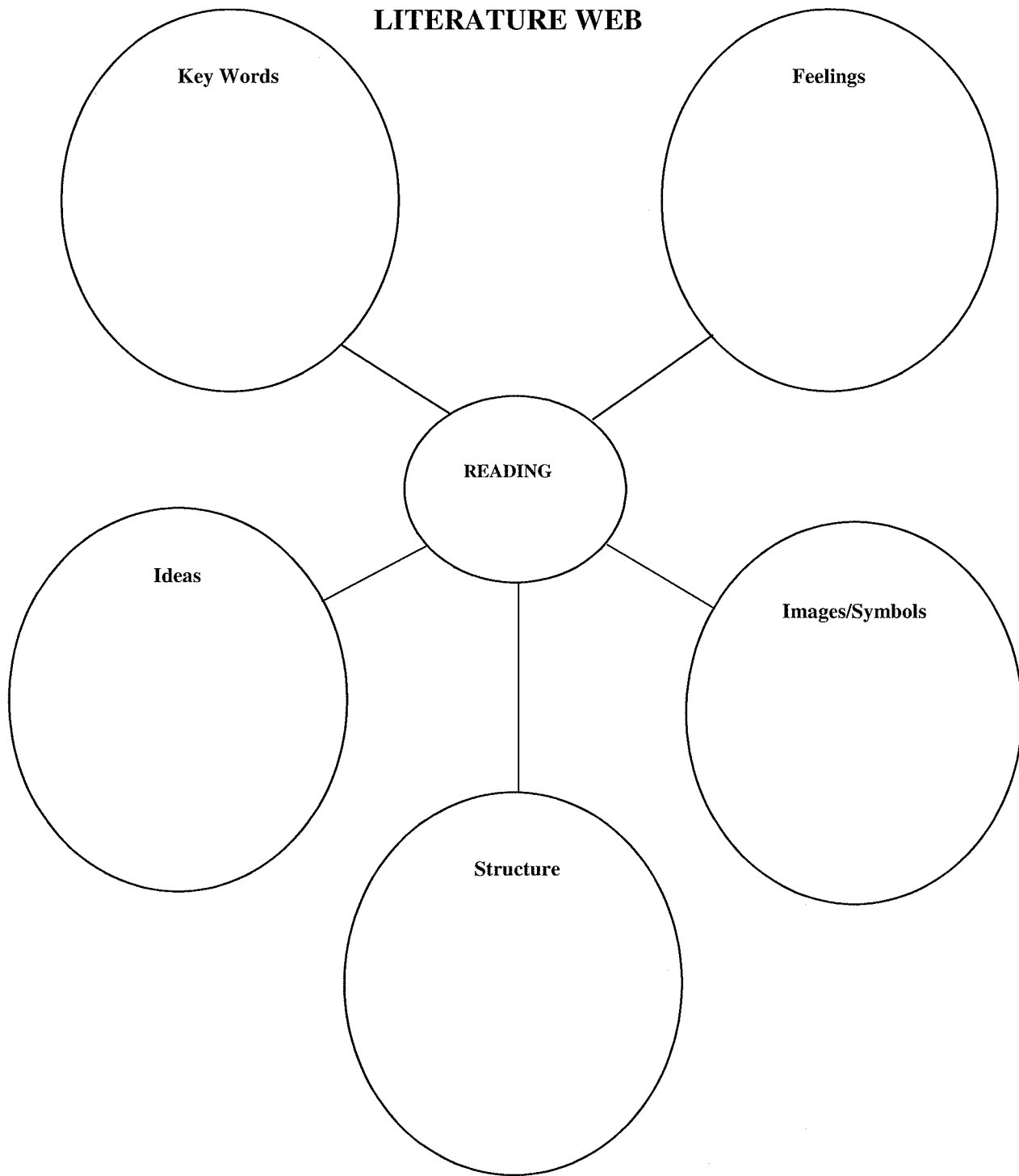
Feelings: What feelings did you have while reading this novel? What feelings did the characters have? How were those feelings expressed?

Ideas: What was the main idea or theme of the novel? What other major ideas and concepts were important? What message was the author trying to give about those ideas?

Images/Symbols: How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

Structure: What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?

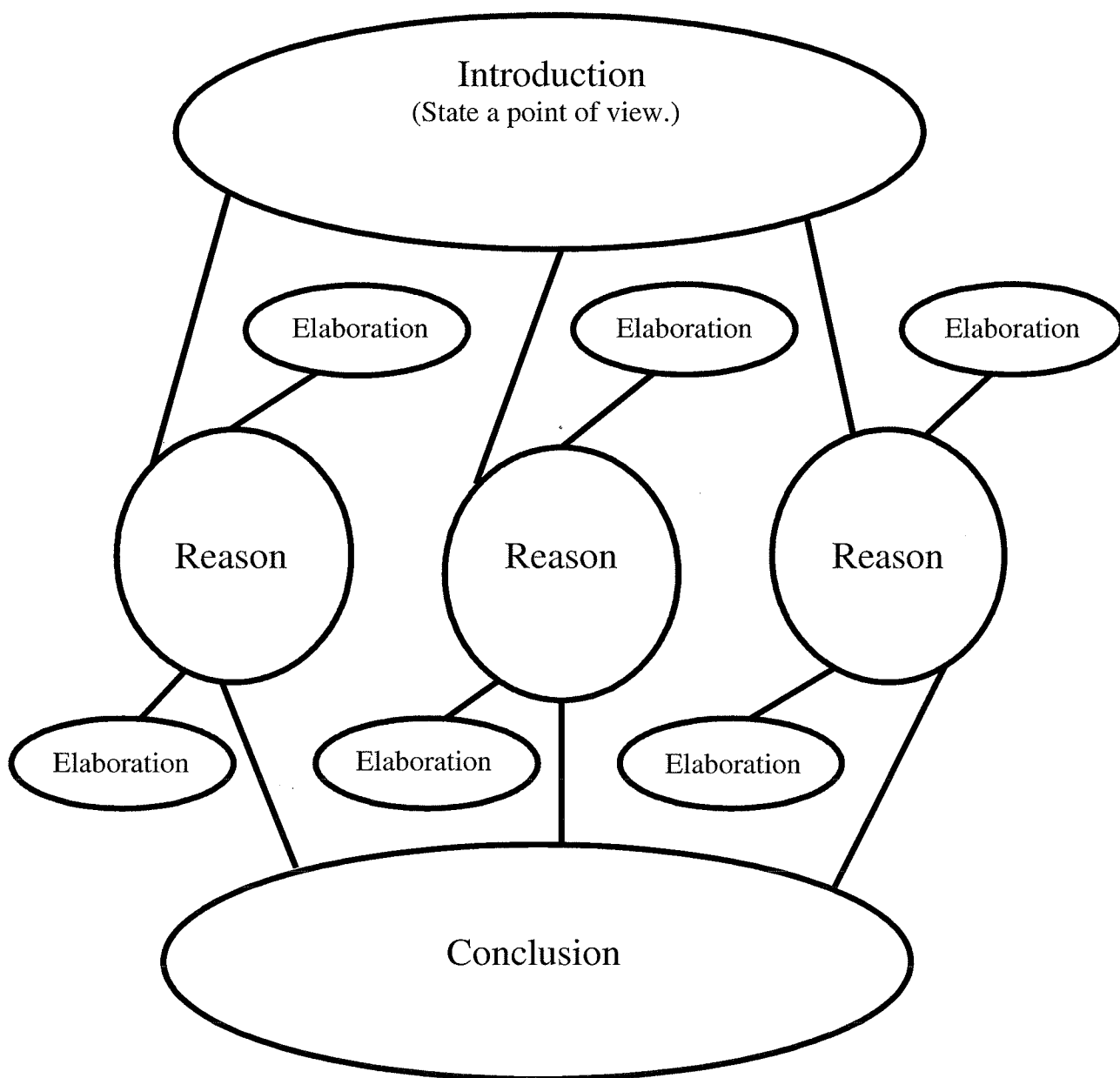
LITERATURE WEB





Use the Hamburger Model as a guide to help you organize your responses to the activities on the following pages.

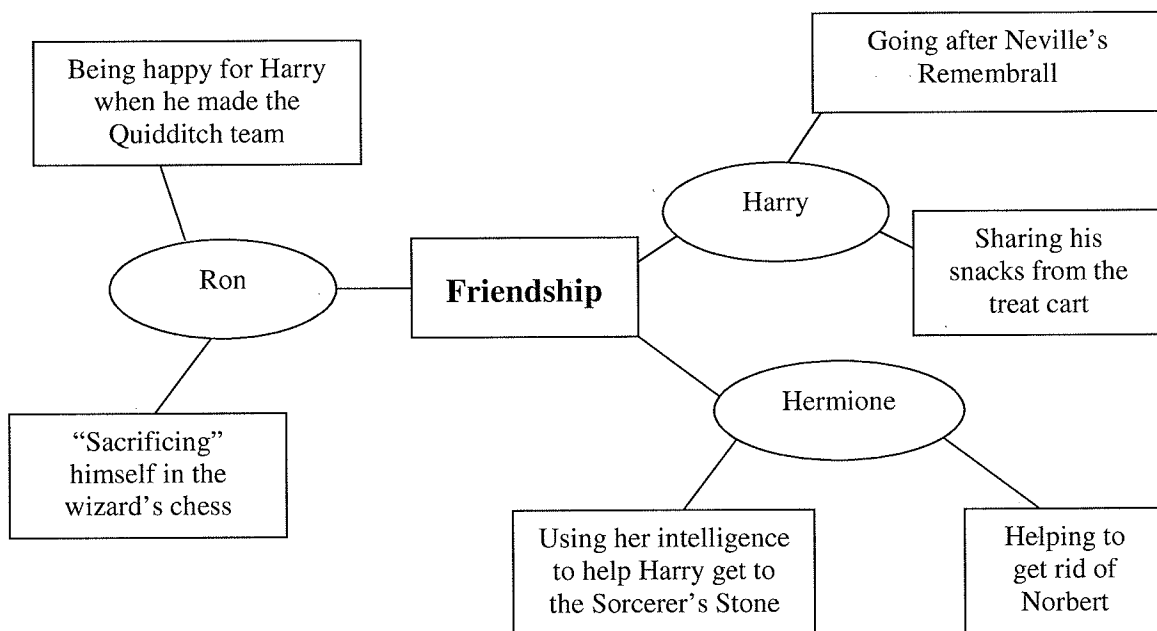
THE HAMBURGER MODEL FOR PERSUASIVE WRITING





Write a book review about the novel. In your review, state and explain your point of view about the quality of the novel and provide specific details about why you would or would not recommend this book to other students your age. Use the Hamburger Model as a guide, and follow the steps of the writing process to review and revise.

Create a concept map about how one of these ideas is demonstrated in the story: *truth, justice, courage, love, friendship, pride*. Use examples of specific events and characters from the novel to demonstrate how the concept is developed. Then write at least two generalizations you can make about the concept. A sample concept map is started for you:

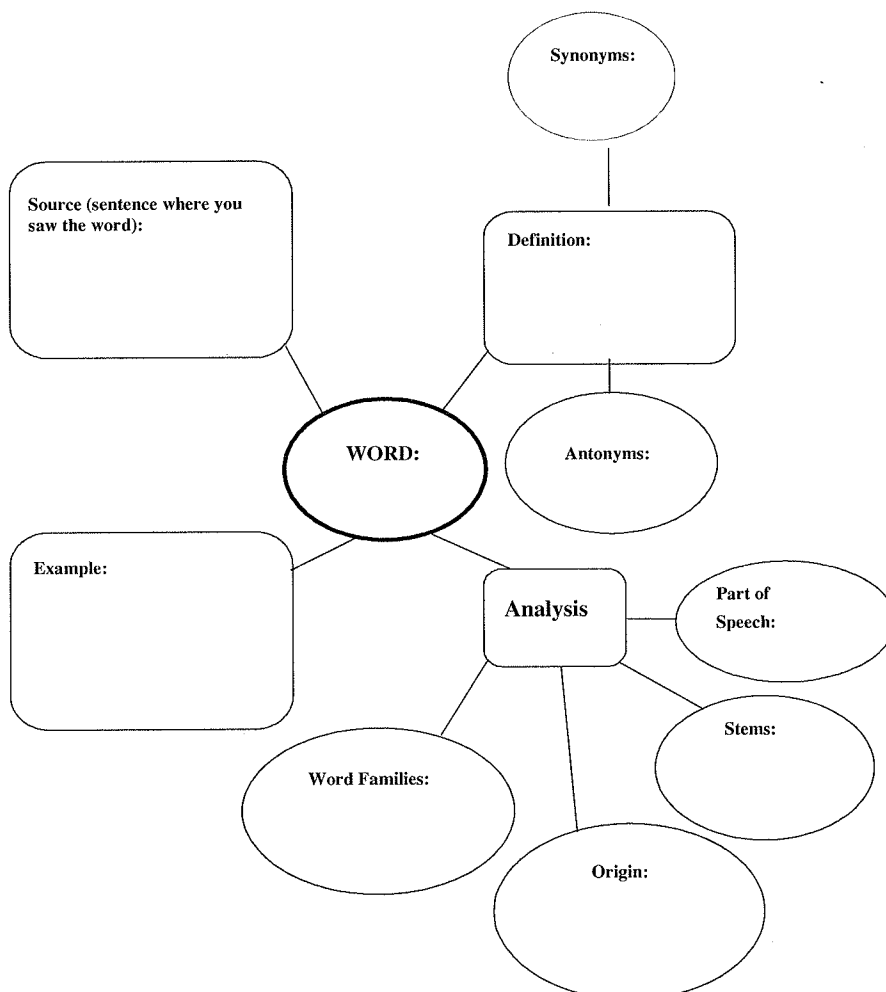




Do a “word study” of one or more of the vocabulary words (listed below) from the novel. Find out the definition of the word, synonyms and antonyms, and word stems and origin. Then find at least three other words that use one or more of your word’s stems, and create an example to explain your word (a sentence, an analogy, a visual representation, etc.) Use the Vocabulary Web to organize your responses.

tantrum (p. 2)	parchment (p. 72)	asphodel (p. 138)	tartan (p. 240)
rummagry (p. 9)	disgruntled (p. 94)	expelled (p. 162)	furor (p. 248)
exasperated (p. 11)	prefect (p. 96)	diversion (p. 183)	hoisted (p. 251)
hoodlum (p. 25)	sidled (p. 103)	commentary (p. 186)	centaur (p. 256)
knickerbock (p. 26)	tripe (p. 104)	taunting (p. 195)	palomino (p. 256)
smelly (p. 33)	pompously (p. 122)	corridor (p. 198)	monstrous (p. 258)
codswallop (p. 57)	transfiguration (p. 125)	brandished (p. 198)	sweltering (p. 262)
cauldron (p. 67)	sallow (p. 126)	transfixed (p. 210)	hygienic (p. 296)
apothecary (p. 71)	infusion (p. 137)	sinister (p. 217)	elixir (p. 300)
emporium (p. 72)	dunderhead (p. 137)	alchemy (p. 219)	

VOCABULARY WEB



Choose one of the following quotes from the novel. Write a persuasive essay in which you discuss whether or not you agree with the statement, using examples from the novel, other books you have read, or your own experiences. Use the Hamburger Model as a guide for your writing, and follow the steps of the writing process to review and revise.

- “It does not do to dwell on dreams and forget to live, remember that.” (p. 214)
- “As much money and life as you could want! The two things most human beings would choose above all – the trouble is, humans do have a knack of choosing precisely those things that are worst for them.” (p. 297)
- “The truth. Dumbledore sighed. It is a beautiful and terrible thing, and should therefore be treated with great caution.” (p. 298)
- “It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.” (p. 306)



Writers around the world would love to create the next Harry Potter. As a novelist, you are searching for the next great book series. Describe your book series idea. Why and how would this series appeal to children?

Interdisciplinary and Research Connections



Research Nicholas Flamel/Philosopher's Stone/Alchemy. What aspects of these topics did J. K. Rowling include that were fact? What did she include that was fiction? Based on your research, are there other components that would have enhanced the story?



Watch the movie, *Harry Potter and the Sorcerer's Stone*. Did the director remain true to the novel? Based on the pictures that you had formed in your head while reading, what looked the most different?

The Harry Potter series tops the list of the most challenged books from 2000 to 2005. Use the Internet to research different cases/attempts for the banning of the Harry Potter books. Take a stand, either in support of or against the idea that the Harry Potter series should be read by students.

Centaurs, dragons, unicorns, the phoenix, and a three-headed dog (Cerberus a.k.a. Fluffy in Harry Potter) are among the mythical animals that appear in this novel. Research these animals. In what cultures/mythologies did the animals originate? Write your own story in which these or other animals that you discover in your research take part.



Read another fantasy book. Create a Venn diagram comparing the two books. Which author is more effective at creating a mythical world? Create an electronic slideshow presentation that demonstrates your point of view with supporting evidence from the texts.

Resources



Teacher Resources

- Baskin, B. H., & Harris, K. H. (1980). *Books for the gifted child*. New York: Bowker.
- Boyce, L. N. (1997). *A guide to teaching research skills and strategies in grades 4-12*. Williamsburg, VA: Center for Gifted Education.
- Center for Gifted Education. (1998). *Guide to teaching a language arts curriculum for high-ability learners*. Dubuque, IA: Kendall/Hunt.
- Miller-Lachmann, L. (1992). *Our family, our friends, our world: An annotated guide to significant multicultural books for children and teenagers*. New Providence, NJ: R. R. Bowker.
- National Council of Teachers of English & International Reading Association. (1996). *Standards of learning for the English language arts*. Urbana, IL: Author.
- Paul, R. (1992). *Critical thinking: What every person needs to survive in a rapidly changing world*. Rohnert Park, CA: Foundation for Critical Thinking.
- VanTassel-Baska, J., & Little, C.A. (Eds.). (2003). *Content-based curriculum for high-ability learners*. Waco, TX: Prufrock Press.

For further reading – some other books by J. K. Rowling

Harry Potter and the Chamber of Secrets
Harry Potter and the Prisoner of Azkaban
Harry Potter and the Goblet of Fire
Harry Potter and the Order of the Phoenix
Harry Potter and the Half-Blood Prince

For further reading – some other books you might enjoy

The Chronicles of Narnia series by C.S. Lewis
The Black Cauldron series by Lloyd Alexander
The Circle of Magic by Tamora Pierce
The Dark is Rising series by Susan Cooper

Useful websites

<http://www.answers.com/topic/nicholas-flamel> (Nicholas Flamel)
<http://www.answers.com/topic/philosopher-s-stone> (Philosopher's Stone)
<http://www.answers.com/topic/alchemy> (Alchemy)
<http://www.britannica.com/eb/article-9108512/alchemy> (Alchemy)
<http://www.ala.org/Template.cfm?Section=News&template=/ContentManagement/ContentDisplay.cfm&ContentID=138540> (American Library Association – Banned Books List)