

Welcome Back, Harry!

Library Lessons

by | Lynne Farrell Stover

Harry Potter and the Half-Blood Prince

Story Synopsis

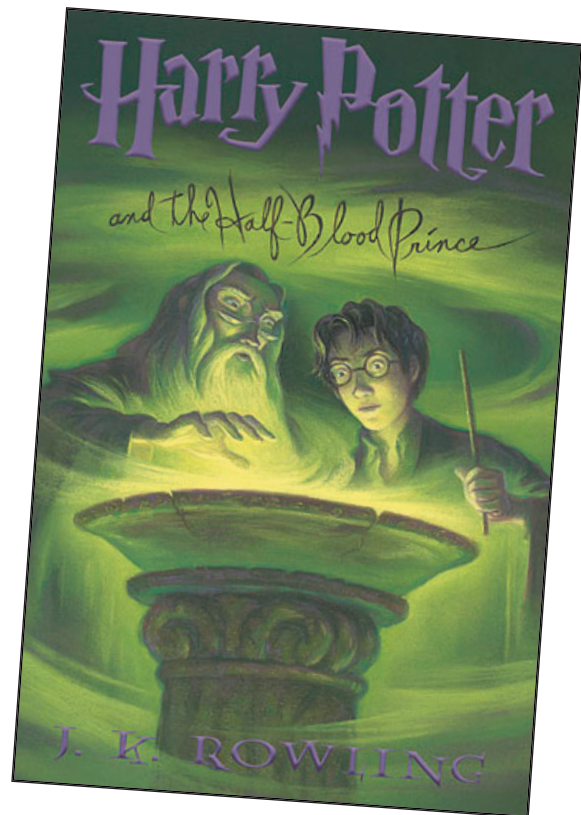
Harry Potter and the Half-Blood Prince by J. K. Rowling chronicles sixteen-year-old Harry Potter's sixth year at Hogwarts School for Witchcraft and Wizardry. Harry and his friends Ron and Hermione have moved from the basic magical lessons to more complex studies in preparation for their future careers. In fact, Professor Dumbledore is giving Harry private lessons so he may learn and understand more about his enemy, Tom Riddle, who becomes Lord Voldemort. Harry is also now captain of Gryffindor's Quidditch team, a position that demands more of his time and tests his ability as a leader. All these complications are intensified by the "girl-boy" relationships that seem to be interfering not only with studies and sports, but life in general.

Meanwhile, in Wizarding World, an extremely evil force is making a play for power, danger lurks around every corner, and the new Minister of Magic appears to be ineffectual. Hogwarts School and the Wizards' village of Hogsmeade are under tightened security and it is getting more difficult to keep the Muggles unaware of the existence of the magic community.

Book six ends with the tragic death of a beloved character and sets the stage for book seven, the reported last in the series.

Notes:

- It is not necessary for the students to have read the book to successfully complete these library lessons.
- These lessons may be conducted individually as quick 20–30 minute activities or introduced together and presented as a component of a research review unit.



- To incorporate fun into these lessons, Magic Quill Patterns are included on page 4. Attaching the cut-out magic quills to writing tools with tape is a quick and inexpensive way to add excitement to student learning. If possible, create your "magic quills" using pens in the three most common colors, black (Self-Inking), red (Spell-Checking) and blue (Smart-Answer). Thus, each color represents a specific magical writing instrument.

Lesson I: Self-Inking Quills—Alphabetizing Synonyms

Suggested Grade Levels: 3–7

Time Required: 25–30 minutes

Materials:

- Self-Inking Quills: Alphabetizing Synonyms visual (see page 5)
- Self-Inking Quills: Alphabetizing Synonyms activity (see page 6)
- “Magic Quills” writing tools (*optional*)
- dictionaries for reference (*optional*)
- *Harry Potter and the Half-Blood Prince* for display (*optional*)

Directions:

1. Prepare materials before class.
2. Introduce the lesson by reading the Literature Connection to the class.

Literature Connection: The Wizarding World may be in conflict, and some of the shops on Diagon Alley may be boarded up, but young entrepreneurs Fred and George Weasley are doing a thriving business at their newly opened joke shop, Weasleys’ Wizard Wheezes. Here they sell such things as Patented Daydream Charms, Joke Cauldrons, Decoy Detonators, Love Potions and Magic Quills. It is these Magic Quills that may cause a student to ask, “What would it be like to have such wonderful writing tools to help me with my school work?” **Note:** Ron has a very difficult time finishing an essay when the charm begins to wear off his Spell-Checking Quill. This amusing event can be found on page 449 in *Harry Potter and the Half-Blood Prince*.

3. Explain that the alphabet is one of the most useful tools to use for organizing things and that knowledge of alphabetical order makes research easier. Explain that most reference tools, such as encyclopedias, dictionaries and telephone books, are organized in alphabetical order.
4. Display the visual from page 5. Read and review the content with the students.
5. Define a synonym as a word that means the same as another word and ask the students if they know what the opposite of a synonym is. (An antonym is a word that means the opposite of another word.)

6. Review the alphabetized list on the visual, pointing out that because some of the words begin with the same letter, you need to go to the second letter to put them in the correct order.
7. Pass out the activity sheets. Have students work individually or in small groups.

Correct the activity sheet as a class. Answers: 1. ceaseless, 2. continuous, 3. endless, 4. ethereal, 5. everlasting, 6. incessant, 7. interminable, 8. never-ending, 9. non-stop, 10. perpetual, 11. persistent, 12. recurrent, 13. relentless, 14. self-inking, 15. unending.

Lesson II: Spell-Checking Quills—Key Words and Cross-reference

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Suggested Grade Levels: 3–7

Time Required: 20–30 minutes

Materials:

- Spell-Checking Quills: Key Words and Cross-reference visual (see page 7)
- Spell-Checking Quills: Key Words and Cross-reference activity (see page 8)
- transparency marker
- “Magic Quills” writing tools (*optional*)

Directions:

1. Prepare the materials ahead of class.
2. Display the visual and read the introductory information with the students.
3. Solicit responses from the students for the Key Word activity—circle the key word. (Rowling, Great Britain and owls are the best choices.)
4. Ask the students to help with the matching in the cross-reference exercise. (Spells—Enchantments and Hexes, John Kennedy—U.S. and Presidents, Neptune—Greek Mythology and Poseidon, and Sorcerer—Wizard.)
5. Pass out the activity sheets. Have students

Library Lessons

work individually or in pairs.

4. Check the activity sheets as a class. Answers:
Key Words—1. Unicorn, Horse, 2. Giants,
3. Hogwarts, 4. Pumpkin Juice, 5. Dragons.
Cross-reference Match—1. E, 2. A, 3. F, 4. C,
5. B.

Lesson III: Smart-Answer Quills—Proper Research

Suggested Grade Levels: 4–7

Time Required: 30–35 minutes

Materials:

- Smart-Answer Quills: Proper Research visual (see page 9)
- Smart-Answer Quills: Proper Research activity (see page 10)
- transparency marker
- access to atlases, the card catalog, an electronic patron's catalog and/or books on the library shelves
- “Magic Quills” writing tools (*optional*)
- copies of current media catalogs (*optional*)

Directions:

1. Prepare the materials prior to class.
2. Display the visual and read the introduction to the class.
3. Solicit suggestions from the students and fill in the boxes on the grid. Answers will vary.
4. Pass out the activity sheets. Read the directions to the students. Have students work individually or in groups.
5. Allow the students to use reference materials such as the card catalog and atlas to find interesting proper nouns to fill the grid.
Note: This is an excellent use for the many book catalogs received in the mail. Students enjoy looking at upcoming titles as they work on filling in the grid. It is enlightening to see what the students find interesting—these are the titles that need to be considered for the

library's collection.

4. Check the activity sheet with the students. Answers will vary. It is possible that some students may not be able to complete the grid during the time allocated. They may either fill it in while the students are sharing their work or complete the assignment on their own and turn it in later.



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McREL Standards

Language Arts

- **Writing**
Uses the general skills and strategies of the writing process
- **Reading**
Uses the general skills and strategies of the reading process

Uses reading skills and strategies to understand and interpret a variety of literary texts

Uses reading skills and strategies to understand and interpret a variety of informational texts
- **Listening and Speaking**
Uses listening and speaking strategies for different purposes
- **Viewing**
Uses viewing skills and strategies to understand and interpret visual media

Information Power

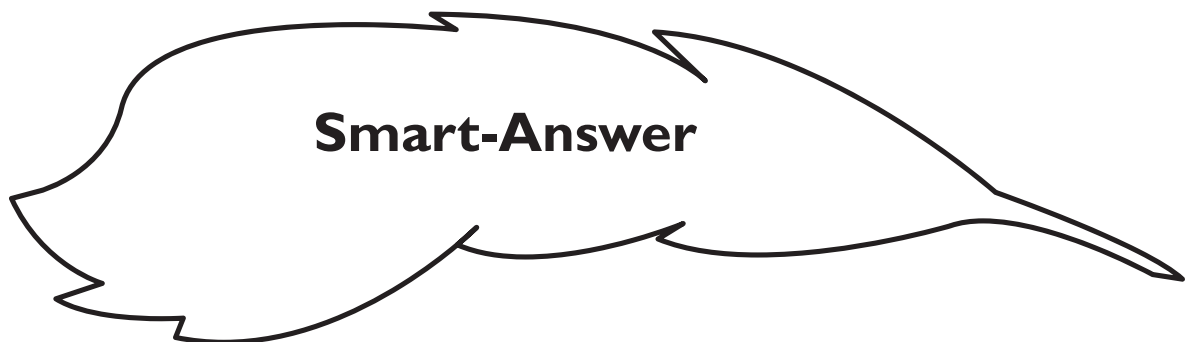
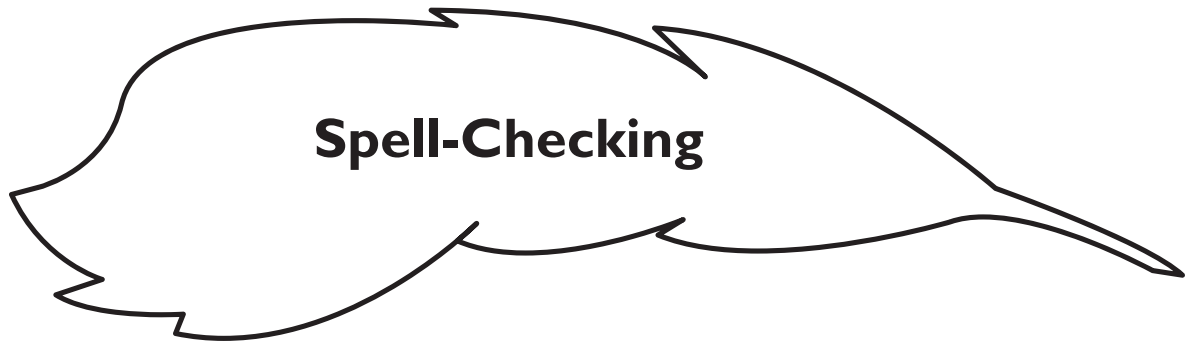
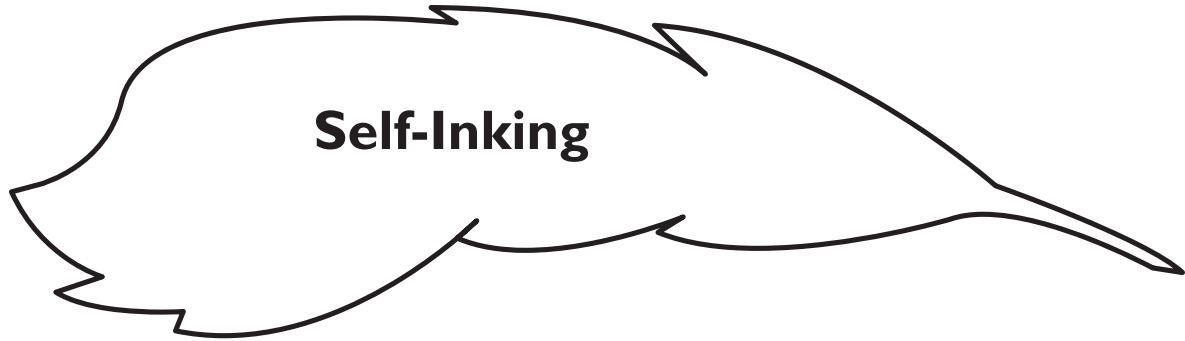
Standard 1: Indicators 4 and 5

Standard 2: Indicator 4

Standard 3: Indicator 1

K–8 national standards determined by McREL (Mid-continent Research for Education and Learning, www.mcrel.org). Standards © McREL, 2004.

Magic Quill Patterns



Self-Inking Quills

Alphabetizing Synonyms

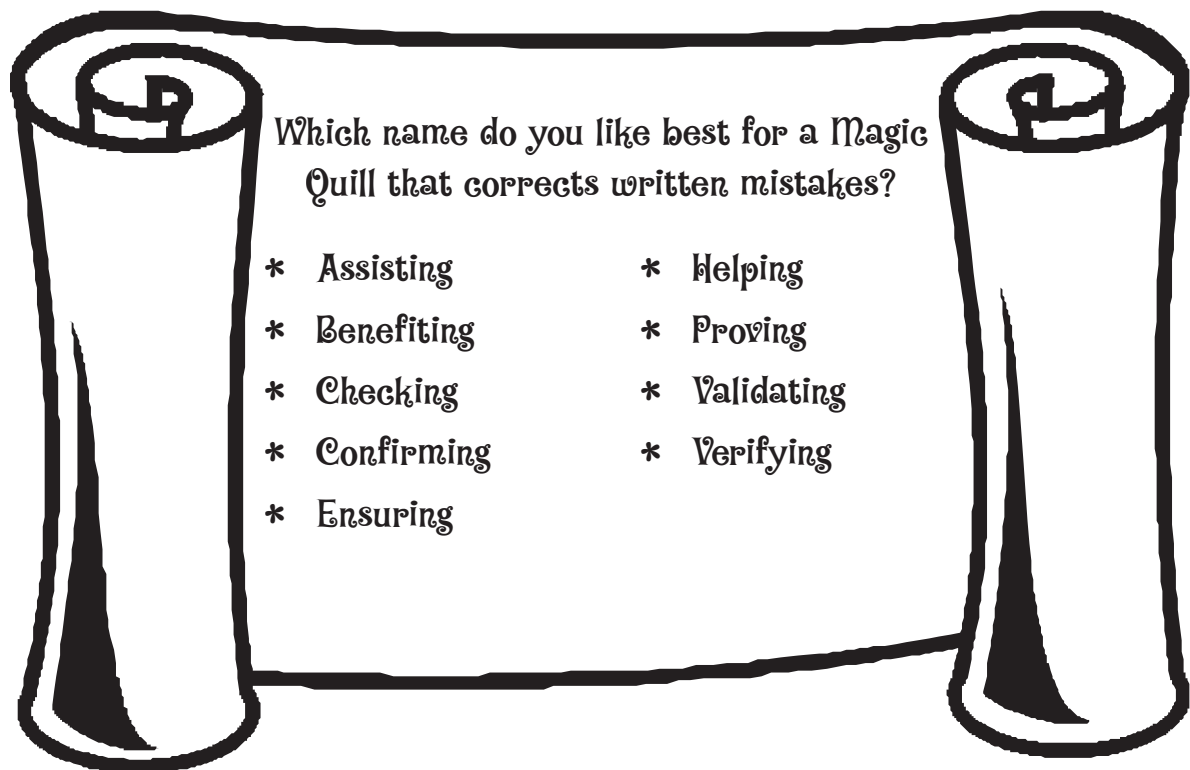
In *Harry Potter and the Half-Blood Prince*, Ron Weasley's twin brothers, Fred and George, have opened a joke shop in Diagon Alley. They like to give the items they sell in their shop interesting and descriptive names.

Before they named the Magic Quills they invented, they might first have created a list of words to describe the special quality of each quill. (Words that have the same meaning as other words are called synonyms.)

Synonyms for the quill that makes sure the writer makes no mistakes might include: checking, helping, assisting, validating, verifying, confirming, benefiting, proving and ensuring.

Once a list of descriptive synonyms has been created, Fred and George might want to take a survey, asking their friends and family which product name was the best. They might put their list in alphabetical order so that favoritism would not be shown.

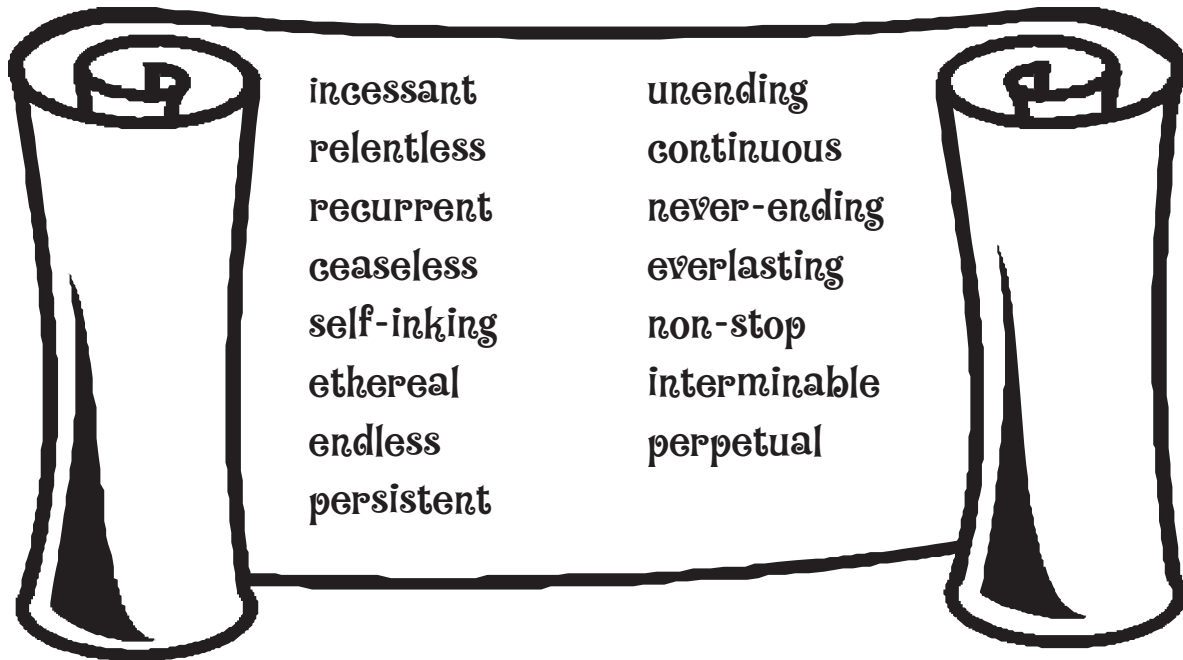
Fred and George's product survey may have looked like this:



Self-Inking Quills

Alphabetizing Synonyms

One Magic Quill Fred and George Weasley created never runs out of ink. Below is a list of synonyms that describe these quills. Put the words in alphabetical order so that a fair survey can be created. Remember, it is sometimes necessary to look at the second, third or fourth letter in a word to determine correct alphabetical order.



- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Spell-Checking Quills

Key Words and Cross-reference

What did Fred and George Weasley have in mind when they created the Spell-Checking Quill? After all, the word “spell” has multiple meanings. It can mean: 1. words supposed to express magical power; 2. writing the letters of a word correctly; or 3. an interval of time.

The word “spell” is an example of a homonym. These are words that are pronounced the same but have different meanings.

Let’s cast a magic learning spell and work for a spell on Key Words and Cross-references, spelling all our words correctly.

Key Word: A word used as a reference point for finding other words or information.

What key words would help you find the answers to these sentences?

- Where was J. K. Rowling born?
- Who is the Prime Minister of Great Britain?
- How are owls able to see so well at night?

Cross-Reference: A reference referring the reader from one heading to another. The most common cross-references are “see,” which instructs the researcher to look in another place for the correct heading, and “see also” which refers the researcher to related headings.

Connect the key word to the cross-reference:

Spells	<i>see</i> Wizard
John Kennedy	<i>see also</i> Enchantments, Hexes
Neptune	<i>see also</i> U.S., Presidents
Sorcerer	<i>see</i> Greek Mythology, Poseidon

Spell-Checking Quills

Key Words and Cross-reference

Wouldn't it be great to have a quill that always spelled words correctly? Spelling is important, especially when you are looking in reference books for specific information. It is also important to know the best word to look for when you have a specific question.

A good researcher needs to know what the key word is in a question. What word or words would you look for to answer these questions? (Make sure you spell the word correctly!)

Identifying the Key Word

1. How is the physical appearance of a unicorn different from a horse? _____
2. What do giants eat and in what kind of habitat do they live? _____
3. Who was the headmaster of Hogwarts School before Professor Dumbledore?

4. How many kinds of dragons are there? _____
5. What are the main ingredients in pumpkin juice? _____

Cross-reference Match

Sometimes when you find a word in the encyclopedia you are instructed that the information or more facts can be found under another topic. This is called a cross-reference. Match each key word with the cross-reference that fits best.

Key Word

_____ Buckbeak

_____ Hercules

_____ Lilac

_____ Hurricane

_____ Snitch

Cross-reference

A. See also Greek Mythology

B. See Quidditch

C. See also Climate

D. See Griffin

E. See also Flowers

Smart-Answer Quills

Proper Research

In *Harry Potter and the Half-Blood Prince* one of the fastest selling items in Fred and George Weasley's joke shop is the Smart-Answer Quill. This is understandable—we all like to be smart!

Complete the grid below by filling in the empty spaces with a proper noun that begins with the same letter on the top of each column.

A **proper noun** is the name of a specific person, place or thing. Proper nouns are always capitalized. A **common noun** is any noun that is not a proper noun.

For example:

Common Nouns: The boy went to school and studied a book.

Proper Nouns: Harry Potter went to Hogwarts School for Witchcraft and Wizardry and studied Advanced Potion-Making.

	P	E	N
Person Author (last name)	Phillip P ullman		
Place State or Country		E thiopia	
Thing Book Title			N ate the Great

Smart-Answer Quills

Proper Research

Using the reference tools available, complete the chart below by filling in the empty spaces with a proper noun that begins with the same letter on the top of each column. Be prepared to share your answers with the class.

	S	M	A	R	T
Person Author (last name)					
Place State or Country					
Thing Book Title					

