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# Success and Adversity Through Harry Potter and the Sorcerer's Stone [7th grade]

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## Understanding By Design

Unit Title: Success and Adversity through Harry Potter and the Sorcerer's Stone

Grade Level: 7

Subject/ Topic Areas: ESL—Unit focuses on success and adversity. Uses Reading Comprehension activities.

Designed By: Sarah A. Gamboa

Time Frame: 9 weeks

School District: North East ISD

School: W. W. Jackson Middle School

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### Brief Summary of the Unit:

This unit focuses on what success and adversity are. Students will explore what success means to them. Essential questions for this unit are: What is success; Why are some people successful; and How can I be successful? Students will understand that: success is not inherent and must be achieved; certain habits help people become high achievers; and success can be achieved despite adversity.

We will read Harry Potter and the Sorcerer's Stone to focus on different forms of success and adversity.

In the end, students will create an exhibit about success including a biographical piece and their plans for the future. They will also write about the success and challenges of one character from the book. Lastly, students will create a personal plan for the next 1, 5, and 10 years.

**Unit: Success and Adversity through Harry Potter and the Sorcerer's Stone**  
**Grade: 7 ESL**

**Stage 1: Desired Results**

**Understandings**

*Students will understand that...*

- Success means different things to different people.
- Success is not inherent: it must be achieved.
- Certain habits help people become high achievers.
- Success can be achieved despite adversity.

**Essential Questions**

- What is success?
- Why are some people successful?
- How can I be successful?

**Knowledge**

*Students will know...*

- Nine Characteristics of High Achievers
- Definition of *success*.
- Definition of *adversity*.

**Skills**

*Students will be able to...*

- Determine a text's main (or major) ideas and how those ideas are supported with details. (7.10F)
- Draw inferences such as conclusions or generalizations and support them with text evidence and experience (7.10H)
- Analyze characters, including their traits, motivations, conflicts, point of view, relationships, and changes they undergo (7.12F)
- Increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. (7.14)
- Interpret visual images, messages, and meanings. (7.22)
- Analyze and critique the significance of visual images, messages, and meanings. (7.23)

**Stage 2: Assessment Evidence**

**Performance Task:**

We have been asked to create a mini-exhibit about success for a local museum. The main theme of the exhibit will be that success is a favorable or desired outcome, but you have to define success in your own way: what does success mean to you? In groups, create a list of 5-10 qualities/characteristics/habits that a successful person must possess. Once this list is created, individually, you will create a tri-fold poster to put in the exhibit. Your poster must include: your definition of success, your group's list of attributes, how you will be successful (going to college, being a mother, rich, famous, etc.) and how you are going to get there, someone who you see as successful in the same way that you want to be successful, and any adversity that you and this person have had to/will have to overcome.

**Other evidence:**

(quizzes, tests, academic prompts, self-assessments, etc.)

note – these are usually included where appropriate in Stage 3 as well)

Four Corners Activity

Exit Slips

Reading Comprehension Activities: Say Something, Open Mind, Open Heart, Paper Dolls, etc.

Philosophical Chairs Reflections

Venn Diagrams

Interactive Homework: Talk to a family member about what success and adversity are. Ask them if they think they are successful. Why or Why not? If they do think they are successful, how did they become successful? Do they exhibit any of the 9CHAs? If they don't consider themselves successful, how can they make their dreams/goals come true?

Reflection: Choose 1 character from the book. Discuss one way in which that character was successful. What challenges did they experience in becoming successful?

Create a 1 year, 5 year, and 10 year plan to personal success. What are your goals? What do you have to do to achieve them? What challenges might you face? How will you overcome those challenges?

### Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1:

What is success? (For the purposes of this unit, I will use the definition from Merriam-Webster: a favorable or desired outcome.)

Survey/ Four Corners using quotes about and definitions of *success*.

Discussion of what success is and how studying Harry Potter will teach us more about success.

Exit Slip: What do you know about Harry Potter? How is Harry Potter successful?

Day 2:

Discuss the attributes that make someone successful. \*Chalk Talk?

Nine Characteristics of High Achievers handout. Are these the only attributes? What else can we add? The 9CHA will be posted in the classroom throughout the rest of the unit, to reference back. (Harry Potter exhibits most of these characteristics. This is why, even though he experiences adversity, he is still successful. We will discuss this while reading the novel.)

What is adversity? (Adversity: a challenge, misfortune, difficulty, or distress)

Exit Slip: Does adversity equal failure? Why or why not?

Day 3:

Philosophical Chairs: Students are given a topic, question, or statement (in this case: Adversity

equals failure.), and are asked to choose a position: Agree, Disagree, or Neutral/Undecided. The room is set up in a way that students can sit with others who hold the same opinion. Students write down their initial position on a card (mostly for accountability) and move to the designated part of the room. Volunteers begin discussing why they have chosen their position. As the discussion moves along, students are encouraged to move around the room when an argument has swayed the student's opinion. Students cannot sit in the Neutral/Undecided section for more than 2 speakers at a time. In the end, students will fill out the Philosophical Chairs Reflection.

Day 4-5:

Movie Clips: How did this person experience adversity? Success?

Coyote Ugly: Adam explains that he grew up an orphan and his dream was to live on his own and support himself. <http://www.youtube.com/watch?v=NLFssxALCkk> (Rated PG-13)

?Stand and Deliver?

?Freedom Writers?

?Sister Act 2?

?Akeelah and the Bee?

?Local military man dies in Iraq. Promises wife that all his men will come home safely. All men come home safely, except him.?

Jigsaw: Read short biographies of other people who experienced adversity, and succeeded despite that.

Which qualities of high achievers do we see in these characters/people?

Exit Slip Day 5: Tell me one time you succeeded at doing something. Did you face any challenges in making that happen? Which CHA do you have?

Interactive Homework introduced on Day 4. Due Day 10. Talk to a family member about what success and adversity are. Ask them if they think they are successful. Why or Why not? If they do think they are successful, how did they become successful? Do they exhibit any of the 9CHAs? If they don't consider themselves successful, how can they make their dreams/goals come true?

Day 6:

What adversity has Harry experienced? Intro to Harry Potter.

~ Harry is orphaned.

~ His family does not show him love/ guidance/ affection.

~ Harry is picked on and ridiculed at school.

~ Always told he is worthless, no good, etc.

Book Walk: Get to know the book before reading it. Look at the front cover, back cover, title page, and table of contents.

Day 7:

Prediction Sheet: Students will give 1-2 sentence prediction about what will happen in each chapter based on the chapter title and the picture that appears on the first page of each chapter.

Day 8-9:

Start vocabulary journal/word wall. Students will help maintain a word wall while keeping up with their own vocabulary journal. The vocabulary list provided has 47 words. More words can be added. I will be providing the words to my students on a chapter basis, so as not to overwhelm them.

Day 10:

Character pictures. Each student will receive 1-3 excerpts from the book that describe one of the main characters. Based on these descriptions, they must draw and color pictures of the different characters. The most accurate drawings will be displayed so students can refer back to these when reading.

Day 11:

Chapter 1: Teacher read aloud/think aloud—show how to monitor own comprehension. Stop and discuss important points.

HW: Finish reading Chapter 1. Fill out Say Something Chart.

Day 12:

Discussion: Adversity and Success in Chapter 1. How do you think your life would be different if you didn't have your parents? If you had done something to become famous when you were 1 year old? Should Dumbledore have let Harry stay with his aunt and uncle or with a wizarding family? "I've come to bring Harry to his aunt and uncle. They're the only family he has left now....Can't you see how much better off he'll be, growing up away from all that [fame] until he's ready to take it?" "He'll have that scar forever....Scars can come in handy."

Day 13:

Read chapter 2 in pairs. Answer questions to guide reading/thinking.

Successes and Challenges in the chapter.

Day 14:

Quick discussion of Chapter 2.

Movie Clip: Film version of first two chapters.

Venn Diagram comparing text and film.

Exit Slip: How did you picture it in your head when reading? Did the film show it the way you pictured it?

Day 15:

Chapter 3: Individual reading.

Open Mind. Students draw what they visualize while reading. For this chapter, I will give them a list of things to be sure to pay attention to when reading.

HW: Finish reading Chapter 3.

Day 16:

Chapter 4: Listen to audio recording. Remind students first about British accents.

Open Heart. Students write what they or the characters are feeling.

Day 17:

Finish Chapter 4.

Movie Clip: Film version of Chapters 3-5.

Talk to students about Chapter 5.

Exit slip: What challenges does Harry face in Chapters 3-5? Does anyone else deal with adversity in these chapters? What success can we see?

HW: Students will read part of Chapter 6. Some will read the beginning, some the middle, some the end.

Day 18-19:

Discuss the different bubbles used in comic strips.

Jigsaw: Students will work in groups. Groups will have at least one person who read each part of chapter 6, so that each group collectively will have read the whole chapter. As a group, create a comic strip of the chapter. Include at least 15 pictures, but be sure that you tell the whole story of the chapter: don't leave out any important parts.

Exit Slip: What were some challenges that your group faced? How did you successfully complete the activity?

Day 20:

Discuss adversity and success again.

What have we seen in the book?

Who can relate?

Philosophical Chairs: Success means finishing/accomplishing/doing something big and important.

Philosophical Chairs Reflection.

HW: Read Chapter 7. Fill out Paper Dolls for 4 characters. Be prepared for quiz.

Day 21:

Quiz over Chapters 6 and 7.

Discuss the chapters.

Corrections to quizzes.

Movie clip: Chapters 6-8

Day 22:

Read Chapter 8 in pairs. Fill out a Venn Diagram comparing your first week at Jackson to Harry's first day at Hogwarts.

Exit Slip: Did you feel successful your first week of school? Why or why not? What challenges did you face your first week of school?

Day 23:

Chapter 9: Teacher read aloud. What are the goals of different people in the chapter? What challenges do they face in reaching these goals? Do they succeed? (They all want to learn to fly, McGonagall wants a new Seeker for her house's team, Hermione wants to stop the boys from getting in trouble, Malfoy wants to get Harry expelled, Harry wants to prove he's not afraid of Malfoy, Filch wants to find the students out of bed, Peeves wants to cause problems...)

Day 24-25:

Chapter 10: Popcorn Reading.

Stop and Discuss.

"There are some things you can't share without ending up liking each other, and knocking out a twelve-foot mountain troll is one of them." Reflection: What does this mean? Tell about a time you've experienced something similar.

Day 26:

Chapter 11: Listen to audio recording.

Answer questions as we read.

Day 27A:

Read excerpts of Chapter 12.

“It does not do to dwell on dreams, Harry, and forget to live.”

Day 27-29:

Mirror of Erised project.

The mirror shows us the deepest desires of our hearts.

What would you see in the mirror? Draw and color what you would see.

Write a one page reflection. Describe what you would see. Why? Is this possible/realistic?

(becoming a bird is not, while becoming a singer—though difficult—is.) If it is possible, how can you achieve this? If it is not possible, what can you do instead that might help you feel like you have achieved it? (If you want to turn into a bird, you can skydive to feel the wind and the essence of flying)

Day 30:

Movie clip: Chapters 9-12.

Venn Diagram

What would you have done differently if you were the movie director?

HW: Chapter 13. Answer the questions. EC: Say Something.

Day 31:

Chapter 14: pair reading.

What are the goals of different people in the chapter? What challenges do they face in reaching these goals? Do they succeed?

Day 32:

Chapter 15: Popcorn Reading.

Paper Doll for 4 characters.

Day 33:

Chapter 16: Teacher read aloud.

Tasks Chart

Day 34:

Chapter 17: Listen to audio recording.

Answer questions together as a class.

Day 35:

Finish watching movie.

Venn Diagram.

Reflection: Choose 1 character from the book. Discuss one way in which that character was successful. What challenges did they experience in becoming successful?

Day 36:

Discuss reflections, thoughts, questions, comments, concerns, etc.

“Humans have a knack of choosing precisely those things that are worst for them.”

We are individuals who should not be isolated from one another.



We must separate from the known in order to discover the truth about who we are.

Human perception is imperfect and incomplete and must be mastered.

Review Success and Adversity.

Introduce Performance Task.

Exit Slip: Describe how you want one part of your final product to look.

Days 37-40:

Performance Task.

Provide biographies of successful people for students who cannot think of anyone to include in their project.

Days 41-42:

1 year, 5 year, 10 year plan to success.

What are your goals? What do you have to do to achieve them? What challenges might you face?

How will you overcome those challenges?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## Four Corners

Success means being rich and famous.

Strongly Agree	Agree	Disagree	Strongly Disagree
_____	_____	_____	_____
_____	_____	_____	_____

If someone is happy with the life they live, they are successful.

Strongly Agree	Agree	Disagree	Strongly Disagree
_____	_____	_____	_____
_____	_____	_____	_____

People who are successful are just lucky.

Strongly Agree	Agree	Disagree	Strongly Disagree
_____	_____	_____	_____
_____	_____	_____	_____

Success means being your own boss.

Strongly Agree	Agree	Disagree	Strongly Disagree
_____	_____	_____	_____
_____	_____	_____	_____

Success means having a family.

Strongly Agree	Agree	Disagree	Strongly Disagree
_____	_____	_____	_____
_____	_____	_____	_____

Success is getting something that you want.

Strongly Agree	Agree	Disagree	Strongly Disagree
_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

1. What does success mean to you?

2. What do you know about Harry Potter?

3. How is Harry Potter successful?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

1. What does success mean to you?

2. What do you know about Harry Potter?

3. How is Harry Potter successful?

# Nine Characteristics of High Achievers

## High Achievers:

1. Engage in conversations with adults.
2. Have a regular pattern of behavior.
3. Engage in anticipatory behavior.
4. Receive explicit achievement training.
5. Extend opportunities to read and write.
6. Engage in productive leisure, such as games or hobbies.
7. Under-participate in activities such as watching TV and hanging out.
8. Describe themselves as doing something “important” or “special.”
9. Describe themselves as “connected” to the school, a community, or a group with achievement goals.

Source unknown.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

What does adversity mean?

Does experiencing adversity mean that a person will not be successful?

Why or Why not?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

What does adversity mean?

Does experiencing adversity mean that a person will not be successful?

Why or Why not?

## Rules for Philosophical Chairs

Philosophical Chairs is a lot like a debate, only students are allowed to change positions on the topic.

- Read the topic statement.
- Decide where you stand on this topic. Do you agree, disagree, or don't really know yet?
- Write on your post-it note or index card where you stand and give at least one reason.
- When the time comes, move to the designated area of the room.
- One person from each area must share.
- While others are sharing, be respectful. Listen without talking.
- After 2-3 people have shared, students who are undecided must move to a different area.
- Students can move at any time when someone has said something to make them change their minds, but students cannot sit in the undecided section for more than 2 speakers.
- Students will have their reflection sheet to tally how many times they changed positions.
- At the end of the class, 5-15 minutes to spare, students will be given time to fill out the reflection sheet.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Philosophical Chairs Reflection Sheet**

**Topic:** Adversity equals failure.

**Do you feel that this topic was applicable to our current unit of study? Why or why not?**

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<b>Your original position:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>
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<b>Your 2<sup>nd</sup> position:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>
--------------------------------------	--------------	-----------------	----------------

<b>Your 3<sup>rd</sup> position:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>
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<b>Your ending position:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>
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**How many times did you change positions?** \_\_\_\_\_

**Explain why your position changed or did not change and the rationale behind your thinking.**

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

Describe a time when you experienced success.

What challenges did you face to achieve that success?

Which of the Nine Characteristics of High Achievers do you have?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

Describe a time when you experienced success.

What challenges did you face to achieve that success?

Which of the Nine Characteristics of High Achievers do you have?



Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

## Interactive Homework

Dear Family Partner:

In our ESL class, we are learning about *success* and *adversity*. We are also reading Harry Potter and the Sorcerer's Stone. I would appreciate your help on this interactive homework assignment. This assignment is **due on** \_\_\_\_\_.

\_\_\_\_\_  
(Student Signature)

Students, define and discuss *success* and *adversity* with your family partner. Discuss the Nine Characteristics of High Achievers.

- Do you think you are successful? Why or Why not? (FP)

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- How did you become successful? Or How do you think you can become successful? (FP)

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- Which of the Nine Characteristics of High Achievers do you exhibit? (FP)

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- What is one thing you want to achieve in the next 2 months? (FP)

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- How can you achieve it? (FP)

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- Do you think you are successful? Why or Why not? (student)

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- How did you become successful? Or How do you think you can become successful? (student)

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- Which of the Nine Characteristics of High Achievers do you exhibit? (student)

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- What is one thing you want to achieve in the next 2 months? (student)

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- How can you achieve it? (student)

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Please answer the following questions to help me improve this assignment in the future.

\_\_\_\_\_  
(Teacher Signature)

This assignment helped me understand what my student is learning in ESL. ☐ Yes ☐ No

I would like to do interactive homework:      more often      less often

This assignment was:      too easy      too difficult      the right difficulty level

Comments:

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List 5 magical things that are in the summary on the back cover.

1.

2.

3.

4.

5.

Who does Harry live with?

How old is Harry?

List 3 words from the back cover that are words you don't know the meaning of.

List 2 awards the book has received.

Name \_\_\_\_\_ Date \_\_\_\_\_

Harry Potter  
And the  
Sorcerer's Stone

Describe the picture on the front cover of the book.  
Be sure to include 10 details.

Who is the author of the book?

When was the book first written? (What is the copyright?)

Who did the author dedicate the book to? (3 people)

1.

2.

3.

How many chapters are there?

Which one sounds the most interesting?

Why?

Which one sounds the least interesting?

Why?

What is the title of chapter 12?

What do you think chapter 4 will be about?

What do you think chapter 14 will be about?

Name \_\_\_\_\_ Date \_\_\_\_\_

## Harry Potter and The Sorcerer's Stone

### Make a Prediction

Write a 1-2 sentence prediction about each chapter based on the title and picture. You can use the book Only to look at the Chapter Illustrations.

Chapter 1: The Boy who Lived \_\_\_\_\_

\_\_\_\_\_

Chapter 2: The Vanishing Glass \_\_\_\_\_

\_\_\_\_\_

Chapter 3: Letters from no One \_\_\_\_\_

\_\_\_\_\_

Chapter 4: The Keeper of the Keys \_\_\_\_\_

\_\_\_\_\_

Chapter 5: Diagon Alley \_\_\_\_\_

\_\_\_\_\_

Chapter 6: The Journey from Platform Nine and Three-Quarters \_\_\_\_\_

\_\_\_\_\_

Chapter 7: The Sorting Hat \_\_\_\_\_

\_\_\_\_\_

Chapter 8: The Potions Master \_\_\_\_\_

\_\_\_\_\_

Chapter 9: The Midnight Duel \_\_\_\_\_

\_\_\_\_\_

Chapter 10: Halloween \_\_\_\_\_

\_\_\_\_\_

Chapter 11: Quidditch \_\_\_\_\_

\_\_\_\_\_

Chapter 12: The Mirror of Erised \_\_\_\_\_

\_\_\_\_\_

Chapter 13: Nicolas flamel \_\_\_\_\_

\_\_\_\_\_

Chapter 14: Norbert the Norwegian Ridgeback \_\_\_\_\_

\_\_\_\_\_

Chapter 15: The Forbidden Forest \_\_\_\_\_

\_\_\_\_\_

Chapter 16: Through the trapdoor \_\_\_\_\_

\_\_\_\_\_

Chapter 17: The Man With two faces \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_








The Boy Who Lived



The Vanishing Glass



The Letters from No  
One

 <p>The Keeper of the Keys</p>	 <p>Diagon Alley</p>	 <p>The Journey from Platform 9 <math>\frac{3}{4}</math></p>
 <p>The Sorting Hat</p>	 <p>The Potions Master</p>	 <p>The Midnight Duel</p>
 <p>Halloween</p>	 <p>Quidditch</p>	 <p>The Mirror of Erised</p>
 <p>Nicolas Flamel</p>	 <p>Norbert the Norwegian Ridgeback</p>	 <p>The Forbidden Forest</p>
 <p>Through the Trapdoor</p>	 <p>The Man with Two Faces</p>	

## Harry Potter and the Sorcerer's Stone Vocabulary

Use dictionaries to find the meaning of the words below. Write the definitions on a sheet of paper. Then Sort the words into 4-6 groups. Work in pairs to do this, but both people need to do the work in case someone is absent tomorrow.

Abysmal	Bezoar	Flitted	Lurched	Rummaging	Tantrum
Aconite	Biased	Fungi	Miniscule	Sidled	Tawny
Amber	Burly	Gargoyle	Nettles	Specimen	Tinge
Alchemy	Cauldron	Gibber	Petrified	Stalactite	Treacle
Apothecary	Cinema	hurtled	Prefect	Stalagmite	tripe
Asphodel	Confiscated	Hygienic	Ravine	Subtle	Warlock
Beefy	Emporium	knickerbockers	Riffraff	Swaggered	Yew
berserk	ensnaring	luminous	ruefully	Swarthy	



## Say Something

As we read, we will stop to say something about what we are reading.

*This can come in five forms:*

Making a Prediction

Making a Comment

Clarifying Something Confusing

Asking a Question

Making a Connection

*And it sounds like:*

("I think that this will happen...")

("I like/dislike" this because...")

("Now I understand why...")

("Who is \_\_\_\_\_?")

("I remember when this happened to a friend of mine...")

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("I remember when this happened to a friend of mine...")

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_  
Book \_\_\_\_\_ Chapter \_\_\_\_\_

## Say Something

Make a Prediction	Page # _____	Page # _____
Make a Comment	Page # _____	Page # _____
Clarify Something Confusing	Page # _____	Page # _____
Ask a Question	Page # _____	Page # _____
Make a Connection	Page # _____	Page # _____

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## Chapter 2: The Vanishing Glass

1. How many years have passed since Chapter 1 took place?
2. Do the Dursleys treat Harry and Dudley the same? Why do you think this?
3. Whose Birthday is it?
4. What was "the first rule for a quiet life with the Dursleys?"
5. Where did they go for Dudley's birthday?
6. Did Harry go? Was he supposed to? What happened that made it possible for him to go?
7. Describe one of the strange things that has happened to Harry or around Harry.
8. What did Harry dream about?
9. Why is the chapter called The Vanishing Glass?

10. What did Harry wish for?

11. Does he have friends?

12. "Yet, sometimes he thought (or maybe hoped) that that strangers on the street seemed to know him." What made him think this?

13. Did anyone experience success in this chapter?

Who?

How?

14. What adversity does Harry experience?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

What was your favorite part of the film version?

Describe one part of the film clip that looked exactly as you pictured it.

Describe one part of the film clip that was not how you imagined it.

How did you imagine it?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

What was your favorite part of the film version?

Describe one part of the film clip that looked exactly as you pictured it.

Describe one part of the film clip that was not how you imagined it.

How did you imagine it?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## Open Mind

Draw what you see in your mind when you read. After you have finished reading, write a summary of what you have read.



### Summary

Somebody \_\_\_\_\_

Wanted \_\_\_\_\_

But \_\_\_\_\_

So \_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

## Chapter 3: Letters from No One

### Open Mind

While reading chapter 3, try visualizing the following things. Choose 5-7 to draw. Be sure to stay true to the book. Color your drawings. Don't forget to write your summary of the chapter.

- Dudley in his school uniform
- Aunt Petunia dying Harry's school uniform
- Harry's first letter
- The scene when Harry gets his first letter
- Dudley's second Bedroom
- The hallway fight
- Getting up Early for the mail
- Uncle Vernon going crazy
- Mail through the Chimney
- "We're going away."
- The Drive
- Hotel
- The island/ To the island
- Night on the island

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## Open Heart

While you read, stop and write in complete sentences what the characters or you are feeling.     (Who)     feels     (Emotion/Feeling)     because     (Textual Evidence)    .



## Summary

Somebody \_\_\_\_\_  
Wanted \_\_\_\_\_  
But \_\_\_\_\_  
So \_\_\_\_\_



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

What success has Harry had in chapters 3-5?

What challenges has he faced?

Has anyone else been successful in these chapters?

Who and How?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

What success has Harry had in chapters 3-5?

What challenges has he faced?

Has anyone else been successful in these chapters?

Who and How?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

What challenges did your group face in creating your comic strip?

How did your group successfully complete the assignment?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

What challenges did your group face in creating your comic strip?

How did your group successfully complete the assignment?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Philosophical Chairs Reflection Sheet**

**Topic:** Success means finishing/accomplishing/doing something big and important.

**Do you feel that this topic was applicable to our current unit of study? Why or why not?**

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<b>Your original position:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>
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<b>Your 2<sup>nd</sup> position:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>
--------------------------------------	--------------	-----------------	----------------

<b>Your 3<sup>rd</sup> position:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>
--------------------------------------	--------------	-----------------	----------------

<b>Your ending position:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neutral</b>
------------------------------	--------------	-----------------	----------------

**How many times did you change positions?** \_\_\_\_\_

**Explain why your position changed or did not change and the rationale behind your thinking.**

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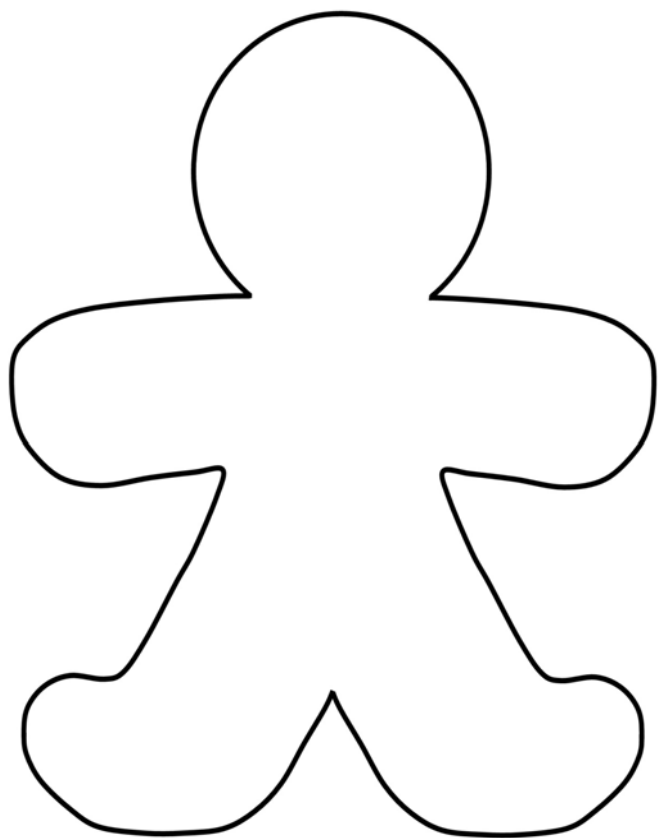
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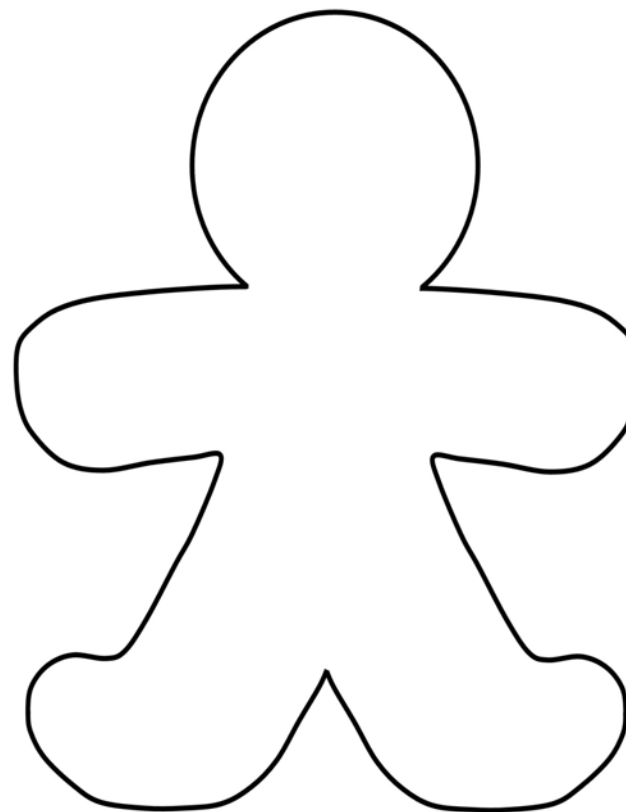
Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Book \_\_\_\_\_ Chapter \_\_\_\_\_

Label each paper doll with a different character's name. In the head, write things the character sees and thinks. In the arms, write things the character does. In the legs, write the names of places the character goes. In the middle, write how the character feels. Make sure to write 10 things for each character.



Character \_\_\_\_\_



Character \_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

Did you feel successful your first week of school? Why or Why not?

What challenges did you face your first week of school?

Was Harry successful his first week of school? Why or Why not?

What challenges did he face?

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

### Exit Slip

Did you feel successful your first week of school? Why or Why not?

What challenges did you face your first week of school?

Was Harry successful his first week of school? Why or Why not?

What challenges did he face?

“There are some things you can’t share without ending up liking each other, and knocking out a twelve-foot mountain troll is one of them.”

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name \_\_\_\_\_ Date \_\_\_\_\_

Harry Potter and The Sorcerer's Stone  
Chapter 11: Quidditch

1. What teams were playing on Saturday? \_\_\_\_\_  
\_\_\_\_\_
2. "It was really lucky that Harry now had Hermione as a friend." Why?  
\_\_\_\_\_  
\_\_\_\_\_
- ✎ How many ways of fouling were there? \_\_\_\_\_
3. What did Snape take away from Harry, and why? \_\_\_\_\_  
\_\_\_\_\_
- ✎ What did Harry decide to do? \_\_\_\_\_
4. What did Harry see when he went to the staffroom? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What do Harry and Ron think this means? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ✎ Describe the sign Harry's friends painted. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ✎ Who Joined Ron and Hermione? \_\_\_\_\_
6. What was your favorite part of the Quidditch match? \_\_\_\_\_  
\_\_\_\_\_
7. What was the worst part of the Quidditch match? \_\_\_\_\_  
\_\_\_\_\_
8. What happened to Harry's Broom? \_\_\_\_\_  
\_\_\_\_\_
9. Who won the match? \_\_\_\_\_
- ✎ What is the 3 headed dog's name? \_\_\_\_\_
10. Who is involved with what the dog is guarding? (2 people)  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

# Reflection on “The Mirror of Erised”

This image shows a full-page template for lined paper. It features a decorative border with ornate scrollwork in the corners and along the top and bottom edges. The central area is filled with horizontal ruling lines, with a wider margin at the top and bottom for headers and footers.



Name \_\_\_\_\_ Period \_\_\_\_ Date \_\_\_\_\_

Mirror Of Erised

Erised stra ehru oyt ube cafru oyt on wohsi

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

## Chapter 16: Through the Trapdoor

Fill in the chart below with information from chapter 16. The last row will need information from chapter 17.

	Task	How did the trio get past this task?	Which teacher set up this task?	What does this person do at Hogwarts?
1			Hagrid	
2				
3				
4				
5				
6				
7	The Mirror of Erised			

Name \_\_\_\_\_ Date \_\_\_\_\_

## Chapter 17: The Man with Two Faces

Who was after the Sorcerer's Stone? \_\_\_\_\_

What was Snape doing at the First Quidditch match? \_\_\_\_\_  
\_\_\_\_\_

What was the last thing standing between Quirrell and the Sorcerer's Stone?  
\_\_\_\_\_

What does the word *loathe* mean? \_\_\_\_\_

What are Snape's feelings toward Harry? \_\_\_\_\_  
\_\_\_\_\_

Why? \_\_\_\_\_

Who is Quirrell's master? \_\_\_\_\_

There is no good or evil, only \_\_\_\_\_ What does  
this mean? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did Harry get the stone? \_\_\_\_\_  
\_\_\_\_\_

What does he say he saw in the mirror? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was he telling the truth or lying? \_\_\_\_\_

What is under Quirrell's turban? \_\_\_\_\_  
\_\_\_\_\_

What happened when Quirrell and Harry touched  
-to Quirrell? \_\_\_\_\_  
\_\_\_\_\_

-to Harry? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where did Harry wake up? \_\_\_\_\_

“What happened down in the dungeons between you and Professor Quirrell is a complete secret, so, naturally, the whole school knows.” What does this mean? Connect this to a movie or your life. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was Dumbledore most worried about? \_\_\_\_\_  
What was Harry worried about? \_\_\_\_\_  
\_\_\_\_\_

”Humans do have a knack of choosing precisely those things that are worst for them.” What does this mean? Why does Dumbledore say this? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

On the bottom of page 298, Dumbledore talks about truth. What does he say about it? (1 paragraph) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the one thing Voldemort does not understand? \_\_\_\_\_

What did Hagrid give Harry? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who won the House Cup? \_\_\_\_\_

Why did Neville get points? \_\_\_\_\_  
\_\_\_\_\_

Who really won the House Cup? \_\_\_\_\_

What does Ron say should happen in the summer? \_\_\_\_\_

\_\_\_\_\_

Why is Harry going to have a good vacation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What was your favorite part of the book? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What part was your least favorite? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw your favorite part of the book on the back of this paper.

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Choose 1 character from the book. Write one page discussing how this character was successful in the book. What challenges did this character face?

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

## Success and Adversity Performance Assessment

We have been asked to create a mini-exhibit about success for a local museum. The main theme of the exhibit will be that **success is a favorable or desired outcome**, but you have to define success in your own way:

What does success mean to you?

In groups, create a list of 5-10 qualities/characteristics/habits that a successful person must possess. You can use some of the Nine we've been discussing, but try to think of others, too.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Individually, you will create a tri-fold poster to put in the exhibit. Your poster must include:

- your definition of success,
- your group's list of attributes,
- how you will be successful (going to college, being a mother, rich, famous, etc.),
- how you are going to get there,
- someone who you see as successful in the same way that you want to be successful, and
- any adversity that you and this person have had to/will have to overcome.