



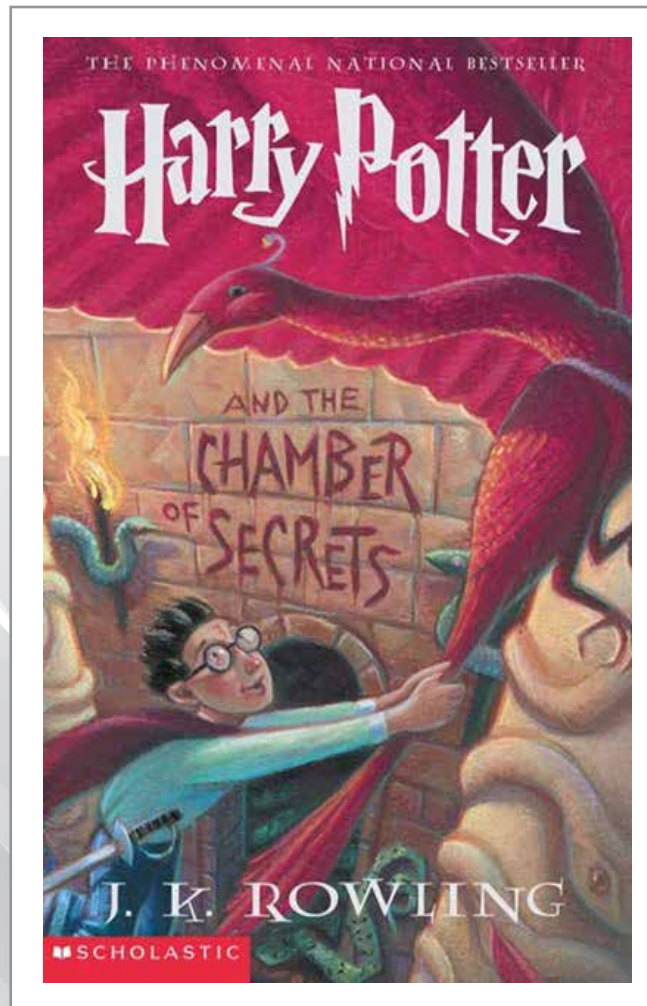
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Harry Potter and the Chamber of Secrets

J. K. Rowling



READ, WRITE, THINK, DISCUSS AND CONNECT

Harry Potter and the Chamber of Secrets

J. K. Rowling

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Identifying attributes,
compare/contrast, pro/cons,
brainstorming, research

Comprehension

Predicting, sequencing,
summarizing, cause and
effect, inference, main idea

Writing

Character journal, personal
writing, directions

Literary Elements

Characterization, setting, plot
development, foreshadowing

Vocabulary

Target words, context clues, root/
base words, synonym, antonym
word maps

Listening/Speaking

Dramatizing, interviewing,
discussion, music, storytelling,
oral reports, video taping

Across the Curriculum

Social studies: maps, research;
Science: animal characterization;
Math: graphing; *Art:* drawing,
design and color, diorama,
collage, sculpture, poetry,
sock puppets, mobiles; *Health:*
food preparation, first aid

Summary

Harry Potter and the Chamber of Secrets tells the story of Harry Potter, an orphaned boy, sent to live with his horrible Aunt Petunia, Uncle Vernon and their hateful son Dudley. Just as Harry is packing his bags for Hogwarts, a school for wizardry, an impish elf gives him a warning not to return to the school or horrible things will happen. Despite the warning, Harry soon finds himself flying through the air in a magical car, meeting Gilderoy Lockhart, a spirit named Moaning Myrtle, and the giant spider, Aragog, a friend of Hagrid's. During the school year, Harry must try to solve the mystery of who is turning the students of Hogwarts to stone. As he comes closer to the solution, Harry uses his bravery and determination to save Ginny, his best friend Ron's little sister, from the monster living in the Chamber of Secrets.

About the Author

This is J. K. Rowling's second novel about Harry Potter. She plans to write seven books with Harry at the focus. J. K. Rowling has won a special award from the Scottish Arts Council, and her work has been named the British Award's Children's Book of the Year, *Publishers Weekly* Best Book of 1998, and the New York Library Best Book of the Year (1998). Rowling and her daughter currently live in Edinburgh, Scotland.

Introductory Activities

1. **Previewing the Book:** Have students look at the cover of the book and answer the journalist's questions about what they see: who? what? where? when? why? Based on their answers, students predict what the book will be about.
2. **Predictions:** Using the following clues, have students write a paragraph predicting what they think will happen in the story.

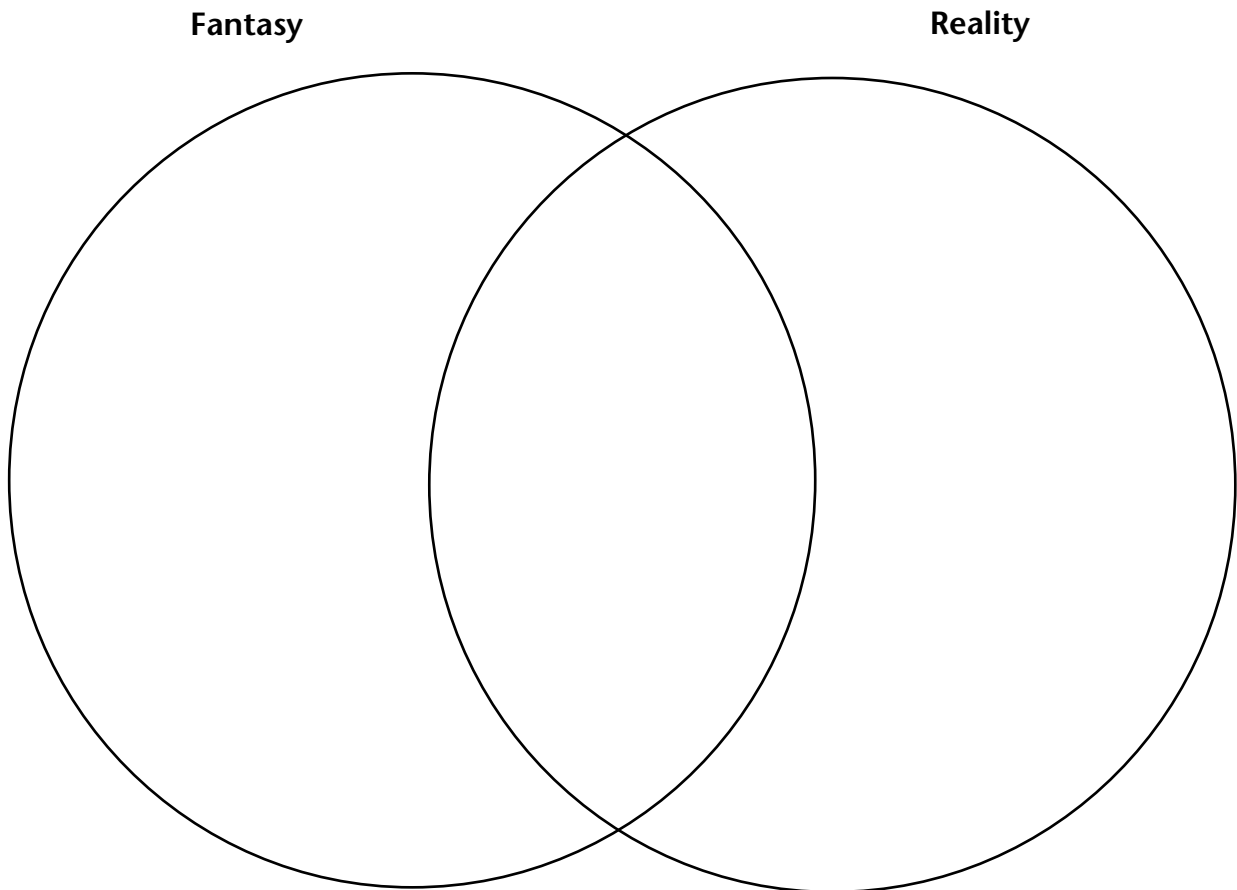
orphan secret petrify diary journey
3. **Character Journal:** List the main characters from *Harry Potter and the Chamber of Secrets* and have students choose one. As they read the book, students write journal entries from that character's point of view. Journal entries should reflect on the events of the story. At various points in their reading, have students share their journal entries with classmates.
4. **Attribute Web:** Create an attribute web (see sample on p. 7) with students for each of the following ideas: family, mystery, friends, determination, and magic. Focus on one word at a time. Begin by writing the word in the center of a large piece of paper. Ask students to quickly tell what each word brings to mind. Encourage students to elaborate on particular ideas.
5. **Prediction Chart:** Have Students set up a Prediction Chart (see pp. 5-6 of this guide) to use as they read the book.
6. **Anticipation Questions:** Have students respond to each of the following statements with a "thumbs up" (I agree) or a "thumbs down" (I disagree) and discuss their responses.
 - Children need to live in a loving and caring home.
 - Most people have hidden talents and abilities.

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- It is always difficult to meet new people.
 - It is important to know about your past.
 - Being true to your friends is more important than fame.
 - If things get too hard to do, you should just give up.

7. Critical Thinking: Preview the book with students by making sure they know it is a fantasy, not a depiction of reality. Then have students create a Venn diagram (see sample below) to compare and contrast fantasy and reality. Ask each student to complete the following sentence stem and share his/her completed sentence with the class.

In a fantasy _____ can happen, but in the real world _____.

Once students understand the difference between fantasy and reality, list and discuss some of the book's "magical" vocabulary: elf, sorcerer, potions, wizard, phoenix, etc.



Chapter One, The Worst Birthday

Vocabulary

irritably (2)	incredible (2)	abnormality (2)	dormitory (3)
cauldron (3)	sorcerer (4)	graciously (5)	rapturously (5)
toneless (6)	emerged (6)	arch-enemy (8)	cunning (8)
livid (8)	jeering (8)	sneered (9)	lollled (10)
savagely (10)	loin (10)	whisked (10)	

Discussion Questions

1. Why does Mrs. Dursley claim she needs to fatten up Dudley while she has the chance? (*She is afraid Dudley isn't getting enough to eat at school.*)
2. How does Harry feel about Hogwarts School? (*He misses it so much it's like having a stomachache.*)
3. How does Harry's appearance differ from his Aunt, Uncle, and Dudley? (*Harry is skinny, with brilliant green eyes and jet-black hair that is always untidy. His uncle is large and neckless with a big black mustache; his Aunt is bony and horse-faced; Dudley is blond, pink, and porky.*)
4. Why does Mr. Dursley announce at breakfast that, "today is a very important day"? (*He plans to close a business deal over dinner with some people.*) How is that day special to Harry? (*It is his twelfth birthday.*)
5. Why doesn't Mr. Dursley want Harry to attend his dinner party? (*Answers will vary.*)
6. Why do you think the Dursleys are afraid of Harry? (*Answers will vary.*)
7. How does Harry feel about his friends Ron and Hermione? (*He misses them desperately but is afraid they do not miss him because they have not tried to contact him.*)
8. How does Dudley treat Harry when he discovers it is Harry's birthday? (*Dudley teases Harry because he hasn't received any cards from his friends.*)
9. Why do Dudley's comments about Harry's birthday upset him? (*Harry is afraid Dudley is right and that no one cares about him.*)
10. How do you think the Dursley's treatment of Harry on his birthday makes him feel? (*Answers will vary.*)

Supplementary Activities

1. Literary Analysis/Story Map: Have students begin a Story Map (p. 10 of this guide) to use as they read this story. As they continue reading, they should add new information about the characters, setting, problems, and events of the story.
2. Literary Analysis/Character: Have students begin a Character Attribute Web (p. 8 of this guide) for each major character in the story. Students should continue adding information to the webs as they read the story.

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3. Art/Creative Thinking: Harry is having a birthday but no one is giving him a present or a card. If you could give Harry a birthday card, what would it look like? Design a birthday card for Harry and write a verse that you think Harry might enjoy. Display the cards in the room. Then have students think of a present for Harry. Have the students look in catalogs or advertisements in the newspaper and choose a gift for Harry. Students should cut out the items and glue them onto a class poster for display.

Chapter Two, Dobby's Warning

Vocabulary

falter (13)	ushered (13)	adoration (13)	wails (15)
distinctly (15)	rubbish (15)	reverently (15)	orb-like (15)
grubby (15)	valiant (16)	chink (16)	bounded (17)
slyly (18)	nimbly (18)	lurching (19)	rigid (20)
gloss (20)	banshee (20)	lunatics (20)	demonic (20)
brandishing (20)	expel (21)	maniac (21)	relenting (22)
ruffled (22)	grimly (22)	goggled (23)	

Discussion Questions

1. Why does Dobby cry when Harry asks him to sit on his bed? (*Harry is treating Dobby like an equal.*)
2. Why doesn't Dobby leave the wizard family who mistreats him? (*He can't leave unless they release him.*)
3. Why do you think the wizard family wants Dobby to punish himself? (*Answers will vary.*)
4. How does Dobby react when Harry speaks Voldemort's name? (*He covers his ears and says, "Speak not the name!"*)
5. Why does Mr. Dursley go to Harry's bedroom during the dinner party? (*He hears all the noise Dobby is making and thinks it is Harry being noisy.*)
6. Why does Dobby intercept all the letters that Harry's friends send to him during the summer? (*Dobby hoped if Harry did not get any letters he would believe he didn't have any friends and would not want to go back to Hogwarts.*)
7. Why doesn't Dobby want Harry to go back to school? (*Dobby has learned that Harry will be in grave danger if he returns to school.*)
8. What happens to upset the dinner party? (*Dobby uses magic to ruin Mrs. Dursley's dessert, and then an owl delivers a letter on Mrs. Mason's head.*)
9. Why does Harry receive a letter from the Ministry of Magic? (*The Ministry of Magic received intelligence that a Hover Charm was performed at Harry's house and they warn him that he is not allowed to do spellwork outside of school.*)