**Harry Potter Discussion Questions: An Introduction**

**By Kathi Bailey, Ben Carignan, Kelly Donovan and Nick Morales**

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This brief document is intended to serve as a tool for teachers who wish to base lessons – especially language lessons -- on the films in the Harry Potter saga. We have focused ono the movies rather than the books, because we have been focusing on the teaching of listening and speaking skills in second language ((L2) contexts. After a brief introduction, we have written a series of discussion questions that teachers may use. There is a section of this Word document aligned with every film in the series:

1. Harry Potter and the Sorcerer’s Stone
2. Harry Potter and the Chamber of Secrets
3. Harry Potter and the Prisoner of Azkaban
4. Harry Potter and the Goblet of Fire
5. Harry Potter and the Order of the Phoenix
6. Harry Potter and the Half Blood Prince
7. Harry Potter and the Deathly Hallows, Part One
8. Harry Potter and the Deathly Hallows, Part Two

The discussion questions are based on the publicly available DVD versions of the films, though many of the discussion questions could also be used with the books or with selected readings from the books. However, there are several points where the actions and characters in the movies differ from those in the books, so teachers will need to revise some of the discussion questions in order to use them with readings from the books by J. K. Rowling.

 A word of warning: We feel compelled to give you a “spoiler alert.” Some of the discussion questions will give away developments in the plots, so you may want to wait and use the discussion questions about a particular episode until after you’ve seen that film.

 Our intent in sharing these materials with you is to provide teachers – particularly language teachers – with starting points for using the Harry Potter stories to promote several learning goals. These goals include, but are not limited to, the following:

1. Vocabulary development (words, phrases, collocations, and idiomatic expressions)
2. Enhanced listening comprehension (or reading comprehension of you are using the Harry Potter books)
3. The development of critical thinking skills
4. Awareness of difficult social issues (racism, bullying, classicism, abuse of power, etc.)
5. Development of writing and/or speaking skills
6. Opportunities to experience and/or express empathy with people facing difficult challenges

To help teachers accomplish these goals, we have written a series of discussion questions to accompany each of the eight films, as noted above. There are various types of questions included in these materials. Some are purely factual (asking students about their understanding and/or recollection of what happened in a particular scene). Others are more interpretive or speculative (e.g., asking students to predict what might happen next). Some questions are related to troublesome social issues depicted in the films. Still others raise ethical issues and/or encourage learners to relate to the experience of one or more of the characters in the film.

Please note that in their current form, most of the discussion questions can be posed directly to students, but others are written with you, the teacher, as the intended audience. Some ask about students you have known or courses you have taught. For example, in The Half Blood Prince, Professor McGonagall urges Harry and Ron to enroll in the Potions course. Two questions are posed about that context. The first can be addressed by both teachers and students but the second is directed toward teachers:

* 1. Have you ever had to take a course you hadn't planned on taking or didn't want to take? If so, what was the situation? What was the result?
	2. Thinking about the courses you teach, do you suppose any of your students didn’t want to be in those courses, but were required to take them? How do you feel about that possibility as a teacher?

Our intent in taking this approach was to stimulate teachers’ thinking and reflection as well as students’. We hope that sharing these materials will provide a resource that many different teachers can alter and adapt to suit the age, interests, and proficiency levels of their students as well as their course goals.

Here are some suggestions for ways to utilize these discussion questions:

**Vocabulary**

**Vocabulary Building**: This activity requires a section of the film corresponding to at least one of the discussion questions. Students watch a section of one of the films with a vocabulary sheet and make note of how each word is used. After coming to a consensus on the definition of each word, students will then watch the scene again, and answer the corresponding discussion question(s) using some of their target vocabulary words. Alternatively, students may initially watch the scene, while taking note of new or interesting words they notice in the scene. After the class curates a list of interesting words, voting on which to keep or eliminate in order to keep the list to a manageable size if necessary, they then answer the corresponding discussion question(s) using as many of the words on the vocabulary list as possible/appropriate. (Suggested by Nick Morales.)

**Vocabulary Duel**: Have students generate a list of vocabulary words related to the Harry Potter stories/films. Write each vocabulary item on a card and divide the group into two teams. The members of each team stand in a single file line behind the first member of their team. The first “dueler” from each team holds a vocabulary word hidden from their opponent. On the count of three, the first student in each line reveals the Harry Potter vocabulary word to his or her opponent. The first person to say aloud/define the vocabulary word held by the other team member defeats his/her opponent. Those two duelers then move to the back of the line. The second pair then duels. (Suggested by Kelly Donovan.)

**Conversation/Speaking**

**Inner-outer-circles Conversation**: Have the students stand in two concentric circles, where the students in the inner circle face outwards towards their partners and those in the outer circle faces inwards towards their partners. Each student has a question pre-selected from the discussion questions and distributed by the teacher. Each pair answers both questions with their first partner and then the outer circle will rotate so everyone has a new partner. The students repeat these steps, asking the same questions, but asking a new person each time. Have students report what they learned about their classmate’s opinions and experiences. (Suggested by Kelly Donovan.)

**Hogwarts Houses:** Divide students evenly into the four Hogwarts houses; Gryffindor, Slytherin, Ravenclaw, Hufflepuff. Have each group list all of the characters they can think of from their corresponding houses. As the next steps, have them use those characters as examples to come up with a list of defining traits for each house. Once a list has been made for each house, the teacher can act as a “Sorting Hat” and sort each student (by peer vote) into their actual houses. (Suggested by Ben Carignan.)

**Oracle**: This task can be used with the discussion questions from each movie. Stop the film at different points and have students do a THINK-PAIR-SHARE for a specific question pre-selected by the teacher from the discussion questions list. From there, have students make predictions about what might happen next (assuming a majority of them have not already seen the movies). (Suggested by Ben Carignan.)

**Meeting Arthur Weasley:** Have students pretend they’re meeting Arthur Weasley. Using the discussion questions, help develop the students’ understanding of Arthur as a character. Next, have them identify (muggle) items from their home culture and use English to explain those items to him! Remember, he doesn’t even know what a rubber duck is! (Suggested by Kelly Donovan.)

**The Boggart**: Have students try to identify their “boggart” (the thing that scares them the most). Have them get into groups and draw what their boggart might actually look like and explain why this is what they fear. Alternatively, have students draw names and try to draw what their peer’s boggart might be and explain their reasoning. (Suggested by Ben Carignan.)

**Liquid Luck**: Using the Liquid Luck discussion question as a catalyst, have each student prepare a five- to ten-minute oral presentation explaining what they would do with one vial of liquid luck and why. That is, if they were totally lucky for one entire day, what would they want to do with that day? (Suggested by Ben Carignan.)

**Debate**: If many students have differing opinions when answering a discussion question or questions, they can divide into groups, and develop an argument for their position. They can then debate the relative merits and weaknesses of their own and others’ positions. This activity is particularly useful for open-ended questions that have no particular correct answer. However, this activity can also be used when there is a clear correct answer, though the teacher may have to intervene if students don’t or can’t come to the correct conclusion on their own. (Suggested by Nick Morales.) For instance, Harry often does something risky that Hermione warns him not to do. Students can debate the merits of Harry’s views and Hermione’s misgivings.

**The Common Room:** Many scenes take place in the Gryffindor Common Room, and one occurs in the Slytherin Common Room. Have students design and then describe what they would want a common room to contain if they were living in a dormitory situation. (Suggested by Kathi Bailey.)

**Writing**

**Journal Entries**: While you’re reading portions of Harry Potter, or working your way through the films, choose a question for a journal entry at the beginning of class to refresh the students’ memories and allow them to reflect on what they learned/saw in the previous class. (Suggested by Kelly Donovan.)

**Cultures and perspectives**: On of the five goal areas put forth by ACTFL in their World Readiness Standards for learning languages (http://www.actfl.org/publications/all/world-readiness-standards-learning-languages) is cultures. Students are expected to use language to investigate the relationship between practices, products, and perspectives of the cultures they study. While you are reading these discussion questions think of exercises which link to the cultural practices described in the following link: <http://carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf> For example, haves students read the above information sheet. They then create a similar comparison between the cultural perspectives, products, and practices of the wizarding world, the Muggle world of England, and their own home cultures, using a discussion question or questions to focus on a particular aspect of these three cultures. (Suggested by Nick Morales.)

**Writing a Letter:** There are many instances in the films where one character writes a letter to another. The process often involves careful thought about a current problem and the letter must be written carefully – sometimes secretly. Have the students choose a particular problem and decide who they would write to about it. Discuss ways to explain a problem to someone else when you cannot interact with that person in speaking. (Suggested by Kathi Bailey.)

**Preparing for an interview:** Students can imagine that they are investigative reporters and generate questions they would like to ask a particular character in the Harry Potter films. Working in pairs or individually, they can focus on a minor character who plays a supporting role (such as Lavender Brown or Cho Chung). Or they can choose two similar characters to contrast (such as Kreacher and Dobby). The focus can be on correct formation of questions but also on the appropriateness of posting questions in a certain way. If some structure is needed to get the students started, they can be directed to write at least one question for each question word: *who, what, where, when, why,* and *how.* (Suggested by Kathi Bailey.)

**Comprehension Checks**

**Listening/Reading Comprehension homework:** If you’re reading portions of the text together in class or viewing the films as a group, provide a homework assignment with some of the questions about the sections covered in class to help the learners express themselves individually and assess their comprehension. (Suggested by Kelly Donovan.)

**Matching texts**: If your students are reading the Harry Potter stories, students give them several specific passages from for of the books book which corresponds to selected questions on a worksheet. They must match the passages to the correct question. Once they have completed the task, the class comes together as a whole and reaches a consensus on which passage goes with each question. They then answer the questions for themselves. Or students can match discussion questions to particular scenes in the films. (Suggested by Nick Morales.)

**Dueling Club:** Have each house get into groups. Use one of the discussion questions as a prompt. Someone from a specific house will “duel” someone else from another house based on one of the two production modalities: speaking or writing. Once given the prompt students will have to answer using correct language. They will be allowed to consult with their group and have adequate preparation time for each prompt. A “speaking duel” would consist of an oral presentation to the class and a “writing” duel would involve generating a paragraph or an essay of some kind that addresses the prompt. (Suggested by Ben Carignan.)

**Research**

**Internet Research**: Students watch a scene from one of the films which corresponds to a particular discussion question or set of questions, and then answer the questions as an in-class discussion — either in groups or as a whole. If there is something students don’t understand, or aren’t familiar with, particularly in terms of the discussion question(s), have them go online and try to find more information on the unfamiliar vocabulary, customs, or concepts. (Suggested by Nick Morales.)

**Muggle Studies 1**: Using the discussion questions related to the “real world” overlays in the films, have the students explore one or more maps (e.g., <https://www.visitbritainshop.com/world/articles/harry-potter-film-locations/>) of those cities and identify where the movies were filmed using Harry Potter tour websites. Additionally, have the students interview English speakers and assess reactions of fans to the films and report on one or more of the discussion questions. (Suggested by Kelly Donovan.)

**Muggle Studies 2:** Have students look through the discussion questions and films and identify words created by J. K. Rowling (e.g., *quidditich*, *Muggles*, *horcrux,* etc.). Have students use a corpus (or google) to see how those terms are being used by Muggles in the real world today. (Suggested by Kelly Donovan.)

**Controversial Characters**: Using questions and scenes related to Sirius Black and Severus Snape, have the students get an understanding of the judgments and preconceptions we have of people based on their appearance and our biases. Next, have the students discuss their impressions of Black and how he is portrayed by the media. Then have students discuss how Harry’s own opinion of Snape shaped their view of him as a character. Afterwards, have the students choose controversial people in the news and analyze how they’re portrayed in the media by different sources. (Suggested by Kelly Donovan.)

Harry Potter and the Sorcerer’s Stone

**Discussion Questions**

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**Context:** The story opens when Harry is ten years old, about to become eleven. He lives in unhappy circumstances with his aunt, uncle, and cousin, having apparently been orphaned by the death of his parents in a car accident. His mother was his aunt’s only sister.

1. We first see Harry as an infant, when he is brought to his aunt’s home. In this scene, we meet Professor McGonagall, Professor Dumbledore (the Headmaster), and Hagrid.

1. What is your first impression of the relationship between Professor Dumbledore and the other two?

B. We first see Professor McGonagall in her transfigured form as a cat. She is what’s known as an “animagus” – a witch or wizard who can transform into an animal at will. Based on your impressions of Professor McGonagall as the story proceeds, in what way(s), if any, does her personality match the temperament of a cat?

2. What are your first impressions of Harry as a pre-teen? Does he remind you of yourself in any way or of other ten-year-olds you’ve known?

3. Harry’s home life is less than happy for him. Think of two other contexts from movies, literature, theatre, television, or folklore that treat similar themes.

4. In this episode, Harry is taken on a trip to the zoo to celebrate Dudley’s birthday. At the zoo, Harry is unexpectedly able to communicate with a very large snake. This is the first of many instances when Harry communicates with someone (or something) surprising.

A. Have you ever been in a situation where you were able to communicate with someone (or something) outside your normal network? If so, what was the situation?

B. Why did the communication occur?

C. What did you learn from the experience?

5. Mr. Dursley is upset by the experience of Harry communicating with the snake at the zoo and by the resulting panic there. He is also furious about the subsequent onslaught of letters that arrive for Harry from Hogwarts School of Witchcraft and Wizardry. His strategy (after boarding up all the entrances to the house) is to take the family to a very remote island, where he believes letters from Hogwarts cannot reach them.

A. Have you ever had the impulse to run? If so, what were the circumstances?

B. Did you run, and if so, did you escape from whatever it was that you feared? If you did not run, why did you choose to stay? What happened as a result of your choice?

6. In this episode, we first meet Hagrid when he delivers Harry to the Dursleys’ home. Later, he finds Harry in a remote location, and delivers a cake on Harry’s eleventh birthday.

1. What are your first impressions of Hagrid? Have you ever known anyone like him?

B. Are you like Hagrid in any way? If so, how? If not, how does your personality contrast with Hagrid’s?

7. In future episodes we will learn more about Hagrid, including his history as a student and his ethnicity. Based on what you learn in this first film/book, make a prediction about what we will later learn about Hagrid.

8. In his first trip to Diagon Alley with Hagrid, Harry is surprised to discover an entirely new culture to which he suddenly belongs. After a decade of being degraded and despised by the Dursleys, he finds himself in a context where he is recognized and even admired. As he walks through the pub called “The Leaky Cauldron” with Hagrid, many people greet him. One of them is Professor Quirrell, who’ll be one of Harry’s teachers at Hogwarts.

1. What are your first impressions of Professor Quirrell?
2. Have you ever had the experience of being recognized by strangers? If so, what was the context?

C. If not, how do you think you would have felt in Harry’s place?

9. A very important scene in Harry’s trip to Diagon Alley occurs when he enters Mr. Olivander’s shop to buy his wand. After a few mishaps with wands that are not appropriate for him, Mr. Olivander tells Harry, “The wand chooses the wizard.”

1. What does this utterance mean to you? Please paraphrase this statement in your own words.

B. What happens when Harry picks up the correct wand?

10. Transportation (magical or otherwise) is a recurring theme in the Harry Potter stories. Harry is brought to the Dursleys home as an infant by Hagrid on a flying motorcycle. Later, Hagrid takes Harry from the secluded island to Diagon Alley, and there Harry is able to access some of his funds at Gringotts Bank by way of the magical goblin trolley. Later, Harry travels to school via the Hogwarts Express, a beautiful steam train.

A. Have you ever travelled by train?

B. If so, what was that experience like? Where did you travel?

11. While helping another student (Neville) look for his lost toad, Hermione Granger makes her first appearance in the film by visiting the train compartment where Ron and Harry are travelling together. She arrives as Ron is trying out a spell to turn his pet rat yellow. In this scene, some of Hermione’s essential personality characteristics are revealed.

1. What are your first impressions of Hermione?
2. Based on what little we know of her at this point, would you want her for a friend? Why or why not?

C. Would you want to be in a class with her? Why or why not?

12. Although this film appears to be a children’s story, this episode introduces key themes that are also of concern to adults, such as racism and social class divisions. Where do these two themes first appear? (Identify particular scenes, characters, and conversations.)

13. In this film, Harry Potter leaves his familiar environment (as an eleven-year-old) and enters a new world for the first time. Think of your own experiences as a young person.

1. When did you first venture out (or get thrown out) of your home environment? What was the situation and what were your first impressions of the context in which you landed?

B. What similarities and differences do you see between your experience of leaving home and Harry’s experience?

14. A major issue for teen-agers and pre-teens in school has to do with friends, classmates, and cliques. These themes are introduced quite early in this book/film and gradually build to a powerful crescendo of “them” and “us”.

1. Identify three scenes in which “them” and “us” lines are clearly drawn (or where the distinctions begin) in this episode.
2. How did Harry respond to and/or participate in the establishment of these boundaries?
3. Think of a time in your own life as a young person when you became aware of, and/or may have contributed to, the drawing of boundaries between “them” and “us.” What were the circumstances?
4. How do your own students face this challenge in their lives?

E. What other films and/or books are you familiar with that deal with these issues?

15. The “Sorting Hat” is challenged by the issue of Harry’s placement, yet the hat listens to Harry’s choices and assigns him to Gryffindor House, rather than Slytherin House. In effect, the Sorting Hat is the Hogwarts placement test.

1. The hat’s first inclination is to put Harry in Slytherin House. Why?
2. Harry doesn’t want to be in Slytherin House. Why not?

C. Should students be allowed to influence placement decisions? Why or why not?

16. In this film, Harry encounters several new teachers in the context of both his initial formal coursework and his informal schooling as a wizard. What are your first impressions of the teachers listed below? How would you feel if you were an eleven-year-old student in any one of their teaching situations.

1. Professor McGonagall’s Transfiguration class
2. Professor Snape’s Potions lesson
3. The first flying lesson conducted by Madam Hooch

 D. Harry’s introduction to Quidditch, by the student named Oliver Wood

17. In this episode/book, Harry first meets Ron Weasley and the rest of the Weasley family. Although they are the same age and are both entering Hogwarts as first-year students, there are some key differences between Harry and Ron. Identify three to five important differences that you predict may be significant in the development of their relationship.

18. In his first Quidditch match, Harry catches the Golden Snitch and experiences his first moment of real triumph and adulation.

1. Have you ever experienced a powerful success like this? If so what was the context and how did you feel?

B. If not, how do you think you would feel if you were to experience such a success?

19. In this episode, the animosity between Professor Snape and Harry (and his friends) first emerges in Professor Snape’s class and later in the first Quidditch match.

1. Why do Harry and his friends believe that Professor Snape is trying to steal the Sorcerer’s Stone?

B. What is their evidence for this view?

20. On Christmas morning, Harry receives a surprising gift: an invisibility cloak that had once belonged to his father. He soon uses the cloak to investigate in the restricted section of the library, where he is nearly caught.

1. In your opinion, should members of various groups (e.g., children) be excluded from access to information (e.g., in the library, on the internet)? Why or why not?

B. If you suddenly had an invisibility cloak, how would you use it? Where would you go and what would you do?

21. When he gets lost in the castle at night, Harry accidentally discovers the Mirror of Erised, in which he sees his parents for the first time. He summons his friend Ron, who sees something else entirely in the mirror.

1. What does Ron see? What does that image suggest about the Mirror of Erised?

B. If you were to look in that particular mirror, what would you want to want to see?

22. In this episode, we meet the first of several magical creatures. To begin, Hagrid hatches a dragon’s egg and “Norbert” is born. Harry, Ron and Hermione encounter a three-headed dog, which Hagrid calls “Fluffy.” Later, because they were caught out late visiting Hagrid, Harry, Hermione, and Ron are assigned detention. Draco Malfoy also gets detention, because he was out late too. As a result, all four students are given detention with Hagrid, during which they must patrol the Dark Forest. There they encounter traces of unicorn blood and then a dead unicorn. During their trek through the forest, Harry’s scar suddenly causes him extreme pain, and he sees someone (or something) bending over the body of a unicorn. Suddenly, Firenze, a centaur, appears and rescues Harry from that creature. Literature and folklore contain many examples of such creatures – that is, those that exhibit characteristics of two or more species: the Sphinx, mermaids, the griffons, unicorns, Pegasus, etc.

1. If you could actually see such a creature, which one(s) would you want to see and why?

B. If you could design such a creature, what characteristics would it have?

24. After the episode at the wand store, Harry asks Hagrid about his scar and who it was that killed his (Harry’s) parents. This is the first time (of many times) when we see Harry cajole or trick or convince Hagrid to tell him the truth. It is at this point that Hagrid reveals an important part of Harry’s identity: “You’re the boy who lived.” Identity – its development and its evolution -- is a key theme throughout the Harry Potter stories. At what point in your own life do you feel you first developed an identity that you could call your own?

25. In his first night in the Gryffindor Tower, Harry stays awake quite late, sitting by the window while his classmates slept.

1. What do you think Harry is thinking? What is he feeling at this point in time?

B. Have you ever had a similar experience – that is, have you ever moved into a totally new context and then reflected on it privately? If so, what was the context and how did you feel?

26. As this episode draws to a close, Harry, Ron, and Hermione realize that they themselves must find the Sorcerer’s Stone. Together, they face a series of challenges, including a person-eating plant, a life-size game of wizard’s chess, and an encounter with Professor Quirrell at the Mirror of Erised.

1. What problem does Hermione solve, and how is this problem particularly well suited to her knowledge and skills?
2. What problem does Ron solve and why is he particularly well suited to take on this challenge?

C. At some point, Harry must move on by himself in the search for the Sorcerer’s Stone. How do young people feel when they must strike out to solve a problem on their own? Do you have an example of your own?

27. Hermione, Ron, and Harry are trapped by the deadly “Devil’s Snare” plant. To get away from it they must first not panic.

A. Have you ever been in a situation where panic was a natural response, but you knew you shouldn’t panic?

B. What did you do?

C. What was the outcome?

28. When Professor Quirrell asks Harry what he sees in the Mirror of Erised, Harry, uh, prevaricates. (He lies.)

1. What does he tell Professor Quirrell and what is the actual fact of the matter?

B. When is it acceptable -- or even necessary -- to tell a lie? Think of an example from your own life or from the life of someone you know.

29. At the climax of this episode, Harry finally encounters Voldemort, who tries to manipulate him with the enticing promise of helping him see his parents again. Voldemort tells Harry, “There is no such thing as good and evil. There is only power and those too weak to seek it.” He goes on to tell Harry, “Together, we’ll do extraordinary things.”

1. In an earlier scene, someone else refers to a wizard who did extraordinary things. (The adjective *extraordinary* is interesting in that it can be either positive or negative.) Who made that comment and in what context?
2. Have you ever done something that could be considered “extraordinary”? If so, what was the context? What was the result?
3. If not, can you imagine yourself doing something extraordinary? What would you like to do?

30. At the year-end banquet, Professor Dumbledore makes some last-minute adjustments to the points in the house cup competition.

1. The professor awards additional points for actions by Hermione, Ron, and Harry. What action by each of those students did Professor Dumbledore refer to in his comments?

B. What role do Neville Longbottom’s actions play in this scene?

31. As Harry waves goodbye to Hagrid at the Hogwarts station, we see that his hand is still bandaged. What is the significance of the bandage?

32. Is there anything about this film that leaves you wondering about Harry’s life? What do you expect will happen in the next movie?

Harry Potter and the Chamber of Secrets

**Discussion Questions**

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**Context:** In this film, we see Harry Potter return to Hogwarts as a second-year student, fully aware of the fact that he is different from his erstwhile “muggle” family, but still exploring and developing his new identity as a wizard. Part of his challenge in this episode is discovering that he is also different from his classmates at Hogwarts.

1. As this film opens, Hedwig the owl is complaining about being locked up for so long in her cage in Harry's bedroom at the Dursleys’ home. Uncle Vernon is complaining about the owl making too much noise. Meanwhile, the family is preparing for a visit from the Masons – important business connections of Mr. Dursley. Harry’s role when the guests arrive is to stay quiet in his bedroom, pretending that he doesn’t exist.

1. Have you ever been in a situation where you were supposed to pretend that you didn’t exist? If so, what was the context and how did you feel about the situation?

B. If not, how do you think you’d feel in such a situation? What would you do?

1. When Harry retreats to his bedroom, he encounters a surprising creature bouncing on his bed: Dobby the house elf. Harry wasn’t raised in a magical household, so he has had no experience with house elves and doesn’t know anything about their place in magical society. When Harry invites Dobby to sit down, the elf bursts into tears.
	1. This experience of Harry finding Dobby in his bedroom is an example of cross-cultural communication. Harry must play his quiet role in the Dursley household but also try to understand Dobby's needs. Have you ever been in a similar circumstance? If so, what was the situation and what did you do?
	2. Think about an instance where you unexpectedly interacted with someone from another culture. What were some of the cross-cultural differences you had to deal with in that situation?
2. Dobby talks about himself in the third person. What does this behavior indicate about Dobby’s view of himself?
3. Dobby tells Harry that he (Harry) must not return to Hogwarts this year, but he won’t give Harry any clear reason as to why he is issuing this warning. Dobby’s comments are vague and oblique, but he also uses his own magical power to threaten Harry. For example, he suspends the evening's dessert over Mrs. Mason's head.
	1. Has anyone ever threatened you to coerce you to do something you didn't want to do? If so, what were the circumstances and what did you do?

B. If not, what do you think you would have done in Harry's place when Dobby tried to convince him not to return to Hogwarts?

1. In this episode, Harry is rescued from the Dursleys’ house by Ron and his twin brothers, Fred and George. In a classic jail-break scene, the Weasley brothers fly an enchanted car to the Dursleys’ home and pull Harry, his trunk, and his owl out of his upstairs bedroom window. They make it safely back to The Burrow, the Weasleys’ home, only to be greeted by Mrs. (Molly) Weasley. She is furious with her sons for taking the enchanted car and for not leaving her a message about where they had gone.
	1. Mrs. Weasley seems to be more strict than Mr. Weasley. What is his reaction when she tells him that the boys flew the enchanted car?
	2. How would you answer the question Mr. Weasley put to Harry at the breakfast table: What exactly is the function of a rubber duck?
2. When Harry, Hermione, and the Weasley children buy their school books in Diagon Alley, they first encounter Draco Malfoy and then they meet his father, Lucius Malfoy. Mr. Malfoy and Mr. Weasley exchange words about values, and their two different attitudes characterize an important schism in the wizarding world regarding the importance of being a “pure blood.” In this nasty encounter in the bookstore, Lucius Malfoy is suave, articulate, well groomed, and supercilious. His comments insult Harry, Hermione’s parents, and the entire Weasley family.
	1. Have you ever had an encounter with someone who thought he /she was superior to you in some way? If so, what were the circumstances? How did you feel?
	2. If not, how do you think you would react if you had been Harry or Hermione or one of the Weasley children in this situation?
3. Harry and Ron miss the Hogwarts Express, so they fly the enchanted car to school, but they have a rough landing. The enchanted car, having crashed into and been thoroughly trounced by the Whomping Willow, charges off into the Forbidden Forest. The Whomping Willow seems to have come out on top in this encounter.
	1. Both the car and the tree will play small but pivotal roles in future episodes. What do you think those roles might be?

B. Forests are often described in films, books, and stories as being mysterious, enchanted, and even dangerous. Think of another example of such a forest in a story you know. In that story, what happened in the forest?

1. During a meal in the Great Hall, Ron receives a “Howler.” This message is a magical speaking letter from Ron’s mother, in which she admonishes him for having stolen the enchanted car. The howler screams at Ron in his mother’s voice in front of the other students.
	1. Have you ever been admonished by a parent or a supervisor in front of your peers? If so, what were the circumstances and how did you feel?
	2. If you have not had such an experience (i.e., of being scolded in front of your peers), how do you think you would respond?
	3. Do you think a teacher should admonish a student in front of other students? Why or why not?
2. As the title suggests, “The Chamber of Secrets” plays a key role in this episode.
	1. As the story begins, do you think the Chamber of Secrets is real, or is it just part of the mythology of Hogwarts? If it is real, can it be found?
	2. What are the initial clues that there is indeed a Chamber of Secrets hidden somewhere in the castle?
	3. A secret room or a hidden passageway is a familiar literary device in mysteries. Think of another story in which a secret room or passage is important in the plot.
3. In this episode, Harry begins to experience serious doubts about his family line. As a result, he starts to wonder about the Sorting Hat’s choice to place him in Gryffindor House.
	1. Think about a time as a teenager or a pre-teen when you might have struggled with the definitions of your own identity. What were the circumstances? What did you do?
	2. What could you do to support a young person or a friend who was going through a struggle about identity similar to the issues Harry faces in this film?
4. Social class issues become more obvious in this episode. The Weasleys are poor, the Malfoys are rich, and Harry is somewhere in the middle: He has substantial personal wealth (left to him by his deceased parents), but he keeps that fact hidden.
	1. Why does Harry keep silent about the fact that he has some personal wealth? Certainly children who have no money face challenges, but so do children who have money. What might those challenges be?
	2. If you had personal wealth that other people don’t know about, would you keep it secret? Why or why not?
	3. Have you ever been in a context where your own financial situation differed from that of your friends? If so, how did that difference affect you and what did you do about it?
5. Ginny Weasley begins to emerge as an important character in this episode. In some ways, up to this point she has been the quintessential “kid sister.”
	1. What are your initial impressions of Ginny as a character in the ongoing story?
	2. Have you ever found yourself in the role of “kid sister” or “little brother” in someone else’s story? If so, what was the context?
	3. What are the advantages and disadvantages of being in that position?
6. In this episode, Professor Gilderoy Lockhart appears as the new Hogwarts teacher for the “Defense Against the Dark Arts” course. As the story develops, we learn that he is also an archetypical “glory hound” and egotist. He takes a particular interest in Harry, almost as a mentor-of-fame.
	1. Harry first meets Professor Lockhart in the bookstore in Diagon Alley. What do you think Harry thought about Professor Lockhart there?
	2. What do the women and girls at the bookstore seem to think of Lockhart?
7. In the first Defense Against the Dark Arts lesson, Professor Lockhart releases a group of Cornish pixies from their cage. The pixies do a great deal of damage, including hanging Neville from the chandelier by the neck of his robe. Before he crashes to the floor, Neville asks in a plaintive voice, “Why is it always me?”
	1. Why is it always Neville who has this sort of problem? (Remember Neville’s misadventure with the run-away broomstick in the first film.)
	2. Have you ever known a child like Neville? If so, what was the situation? What happened to him or her?
	3. What can teachers do to help pupils who don’t seem to fit in with their classmates?
8. When Professor Lockhart releases the “freshly caught Cornish pixies”, general panic ensues among the students. Professor Lockhart beats a quick retreat, after telling Ron, Hermione, and Harry to deal with the pixies. This experience is our first clear indication that Professor Lockhart avoids responsibility. This scene involves a literary and dramatic technique called “foreshadowing” – a context in which a character’s speech and/or behavior in one context gives us a hint about how he/she will behave in another situation.
	1. Predict how Professor Lockhart will behave as this story develops. What do you expect?
	2. What are the decorations in Professor Lockhart’s classroom? What do they tell us about Professor Lockhart?
9. In the quidditch match between Slytherin House and Gryffindor, Draco and Harry compete against one another as their teams' seekers. In this match, Harry is chased by a vicious “rogue bludger,” but in spite of this challenge and some taunting by Draco, Harry actually catches the snitch. In the process, however, the bludger breaks Harry's arm. Professor Lockhart proceeds to use a spell to “fix” the broken arm in spite of Harry’s protests. Unfortunately, Lockhart’s spell doesn't work and he accidentally removes the bones from Harry’s arm instead of mending them.
	1. Have you ever been in a situation where you didn’t trust a person in power, but couldn’t stop that person from acting? If so, what was the context?
	2. If you have never been in such a context, what do you think you would do in that kind of a situation?
	3. Madame Pomfrey, the nurse, is very annoyed because healing broken bones, she says, is easy, but growing them back is difficult and painful. What do you think Madame Pomfrey believes about Professor Lockhart’s competence?
10. As the story progresses, Harry hears a voice that no one else can hear. He tells Ron and Hermione about the experience and asks them if he should have told Dumbledore and the other professors. Hermione says, “No, Harry. Even in the wizarding world, hearing voices isn’t a good sign.”
	1. What is meant by the phrase “hearing voices”?
	2. What advice would you have given Harry in that situation? Should he have told an adult what he heard?
	3. As a young person, have you ever been in a situation where you had to decide whether or not to tell an adult about a problem? If so, what did you decide?
11. Once again Harry hears the voice in the wall, and then he discovers that Justin has been petrified. When Harry is caught standing over Justin’s body, it is assumed that he is the culprit. Professor McGonagall escorts him to Professor Dumbledore’s office.
	1. There Harry asks the Sorting Hat if it had put him in the right house. What was the Hat's response? What did you think of the Hat’s answer?
	2. Harry sees and admires Professor Dumbledore’s phoenix, Fawkes, only moments before the bird spontaneously combusts. Professor Dumbledore explains to Harry about the life cycle of the phoenix. He tells Harry that its tears have healing properties and that it can carry very heavy loads. Fawkes will play an important role later in this story. Predict what that role might be.
12. Dumbledore asks Harry if there is anything he (Harry) wishes to tell him (Dumbledore). Harry hesitates but then says no.
	1. Have you ever been in a situation where you wanted to trust another person and share your concerns with him or her, but then decided not to? If so, what was the context?
	2. If not, how might you have responded to Professor Dumbledore's invitation to talk if you had been in Harry's shoes?
13. Professor Lockhart starts a dueling club, ostensibly to help the students defend themselves in case they are attacked. He identifies Professor Snape as his “assistant.” However, in their first duel, Professor Snape blasts Professor Lockhart with a defensive spell. What is your impression of Professor Lockhart after watching this scene?
14. In the next part of the dueling club, Harry and Draco compete. They are each supposed to use a charm to disarm their opponent, but as the tension mounts, Draco suddenly casts a spell which creates a huge cobra in the room. In an attempt to get rid of the snake, Professor Lockhart accidentally makes it angry, and the snake turns and threatens to attack Justin.
	1. Have you ever done an activity involving pair work that somehow got out of control and became contentious, or even dangerous? If so, what was the context?
	2. Once again, Professor Snape shows himself to be more competent than Professor Lockhart. What do you think Snape's opinion of Lockhart was at this point?
15. In this episode, Harry accidentally discovers that he can speak a language other than English and that being able to do so sets him apart from other students at Hogwarts. In fact, being able to speak “Parseltongue” adds a new and disturbing dimension to Harry’s identity.
	1. Have you learned to speak a new language, other than your own native tongue? If so, how has that experience changed your life?
	2. When might being able to speak a language other than your first language be a disadvantage rather than an advantage?
16. Because Harry can speak “Parseltongue,” other students assume he must be the heir of Slytherin. They begin to mistrust him, to talk about him behind his back, and even to shun him. Harry starts to worry that he might indeed be the heir of Slytherin.
17. Have you ever wondered about your own identity? If so, what was the context? What did you do?
18. Have you ever been aware of a student who was being shunned or gossiped about by other students? What can a teacher do in this situation? What can other students do?
19. In this episode we see a clear example of adult duplicity in terms of how a person in a position of authority interacts with young people – in this case, Professor Lockhart’s attitude toward Harry, Ron, and Hermione. (There were some suggestions of such duplicity in the first film, but they were very subtle and will be developed further.) In fact, this theme will become very important in future episodes.
	1. Was there ever a time in your young life when you felt cheated, or even betrayed, by an older person, or a person in a position of authority over you? What were the circumstances?
	2. How did you deal with the problem?
	3. What might you do differently if you could replay that situation now?
	4. If you have never been in such a situation, try to imagine how you would feel and what you would do if you were in Harry's position?
	5. Think about a context where you might find out that a young person you know is being abused or manipulated or betrayed by an adult in a position of power. What would you say to the young person? What would you say to the authority figure?
20. We begin to see some interesting relationships between and among Hogwarts faculty members in this film. Sometimes these relationships are collegial, but sometimes they are tense.
	1. Choose any two teachers and analyze the relationship between them. Identify them by their names and their roles.
	2. What evidence do you have in the dialogue and actions for the conclusions you reach about their relationship?
	3. Have you, as a teacher, ever had either a positive or a negative relationship with a colleague? Is it possible that the relationship may have been related to one or more of your students?
21. The character of Ron Weasley develops throughout this film, first with his decision to drive the enchanted car to Hogwarts. He continues to speak and act in ways that show him to be Harry’s best friend. Theatre, literature, films, and music are filled with stories of best friends and sidekicks.
	1. Think of a film you liked that featured the role of the hero or heroine, but where the “side kick” also played a pivotal role.
	2. Think of a time when a good friend played a key role in your own development.
	3. Next think of a time when you were the friend who may have influenced someone else’s development. What were the circumstances?

27. In this episode we first meet “Moaning Myrtle.” What is Myrtle’s role in this story?

1. Hermione spends a month brewing a batch of polyjuice potion, which will eventually allow her and Ron and Harry to disguise themselves as Slytherin House students. They hope that doing so will enable them to learn more about the heir of Slytherin and the chamber of secrets.
	1. Have you ever wanted to masquerade as someone else? If so, what were the circumstances?
	2. If there were a magic potion that would allow you to become someone else for an hour, who would you choose to be and why?
2. During a lesson on transfiguration, Hermione asks Professor McGonagall directly to tell the class about the Chamber of Secrets. Professor McGonagall reluctantly agrees and recounts the story by retelling some of the history of Hogwarts.
	1. How do you think Processor McGonagall felt about responding to Hermione’s request?
	2. How do you feel, as a teacher, when your students make requests that would cause you to depart from your lesson plan?
	3. How would you respond to controversial questions from students?
3. When they drink the polyjuice potion, Harry and Ron turn into Goyle and Crabbe, respectively. They meet up with Draco Malfoy in the dungeon hallway, and with him they enter the Slytherin House common room.
	1. There they learn from Draco that fifty years earlier, when the Chamber of Secrets was opened, a “mudblood” died and the person who opened the Chamber of Secrets was expelled. Why is this information useful to Harry and Ron?
	2. Even though Harry and Ron look like Goyle and Crabbe, they have trouble acting like Goyle and Crabbe. What do you think would be most challenging about trying to masquerade as someone else?
4. Throughout the Harry Potter epic, there are repeated allusions to death and loss. For example, we know that Harry lost his parents. In this episode, a shocking sequence of events leads to people or beloved animals being petrified. The first is Mr. Filch’s cat, Mrs. Norris. Mr. Filch is so upset that he threatens to kill Harry.
	1. Have you ever unexpectedly lost a pet that you really cared about? If so, what were the circumstances? What did you do? What did you want to do that you couldn’t do?
	2. If you’ve never had such an experience, what do you think you would have done if you had been in Harry’s shoes and Mr. Filch thought you were responsible for petrifying his cat?
	3. Have you ever been “at the wrong place at the wrong time”? If so, what were the circumstances? What did you do?
5. Harry and Ron find a book with blank pages on the flooded floor of the girls’ bathroom that Moaning Myrtle haunts. The leather binding bears the name “Tom Marvolo Riddle.” When Harry writes in the journal, magical writing appears on the page in response to his questions and comments. The writing says it will take Harry back fifty years ago. Harry then finds himself in an earlier version of Hogwarts, where he can hear and see everything, but he himself cannot be heard or seen. There Harry witnesses a small group of people carrying a body out of the castle on a stretcher. In the vision, Tom Riddle asks a much younger Professor Dumbledore if the school will be closed. Dumbledore asks Tom if there is anything he (Tom) wishes to tell him (Dumbledore).
	1. Dumbledore's question is an example of a literary device called *parallelism*. The same, or quite similar lines and/or actions occur more than once, building a connection as the story progresses. What is the parallel that we, as the viewers, are supposed to be aware of here?
	2. What would have been likely to happen to Tom Riddle if the school had had to close?

33. In this episode, Harry interacts with a magical artifact in the form of a handwritten diary. But this diary is unusual: Its entries are both invisible (initially) and interactive.

A. Have you ever kept a personal or a professional journal? If so, what was the context?

B. How would you feel if someone else read your journal?

C. Under what circumstances might you actually want someone to read your journal?

34. In Harry's visit to the memories in the diary, Tom Riddle accuses a younger Hagrid of protecting the creature (a huge spider) that killed the girl.

1. Hagrid denies that the spider killed the girl. Whom do you believe – Hagrid or Tom?

B. Have you ever been falsely accused or known someone who was? If so, what were the circumstances?

35. Eventually, Hermione herself is petrified. The only clues as to the circumstances are that she was found in the library and she was holding a small hand mirror when she was petrified.

1. Why do you think Hermione was holding a mirror?

B. What do you think she was looking for in the library?

36. Using the invisibility cloak, Harry and Ron go to visit Hagrid at his hut after hours. While they are at Hagrid's home, the Minister of Magic arrives, so Harry and Ron hide under the invisibility cloak. The Minister has come to arrest Hagrid and send him to Azkaban prison. Before Hagrid leaves his hut, he says that “someone” should follow the spiders.

1. Have you ever been hidden from view and overheard a conversation you weren't meant to hear? If so, what were the circumstances?

B. Have you ever tried to give someone a hint in the presence of others when you didn't want those others to know about it? What was the outcome?

37. As a result of Hagrid’s advice, Harry and Ron follow a group of migrating spiders into the Forbidden Forest at night. There they meet Aragog, Hagrid’s giant spider friend, who is apparently the patriarch of a large clan of giant spiders. Ron is particularly frightened of spiders, so the experience of meeting them and then being chased by them is terrifying for him.

1. The fear of spiders is called *arachnophobia*. Do you know where the components of this word come from? If not, look up the word in a dictionary or online.

B. Do you have any particular fears? If so, when did you first become aware of your fear(s)? What were the circumstances? Is there a name for your fear?

38. Colin Creevey, the young Gryffindor student who’s always taking pictures, is also found petrified, his camera grasped in his hand.

1. *Petrified* has both a literal and a figurative meaning. What are they? How are the two meanings related?

B. Think of a time when you felt petrified with fear. What were the circumstances? What did you do?

39. Once again, Harry’s propensity to notice details helps him solve a puzzle. He realizes that each person (or cat) that has been petrified saw the basilisk through something else (a mirror, a ghost, reflections in water, a camera lens). Harry and Ron find Professor Lockhart packing to make a hasty departure, rather than trying to save Ginny Weasley in the Chamber of Secrets, as he told his colleagues he would do. Harry calls the professor a fraud to his face, because all the deeds in his books were actually done by other wizards.

1. Have you ever known someone whom you suspected of being a fraud, a charlatan? If so, what was the context?
2. What did you say to that person? Or what did you want to say?

40. As Professor Lockhart, Harry, and Ron approach the Chamber of Secrets, we learn that not only is Professor Lockhart a liar: He also attempts to eradicate Ron’s and Harry’s memories. But because he uses Ron’s broken wand to cast the spell, the memory charm backfires and erases Lockhart’s memory instead.

1. Amnesia, or temporary amnesia, has often been used in films and literature as a plot device. If a character can’t remember his or her past, an element of mystery is added to the story. Think of another story you like in which memory loss plays a part in the plot development.

B. If you were to lose your memory temporarily, what would you want to forget? What memories would you wish to retain or regain?

41. In the Chamber of Secrets, we meet a young version of Tom Riddle. At first, Harry assumes that they are on the same side and that Tom will help him save Ginny. She is lying, cold and apparently comatose, on the floor of the chamber. However, while young Tom Riddle is very clever and articulate, he is also very manipulative.

1. Have you ever been in a situation where you didn’t realize at first that someone you trusted was actually duplicitous, or even dangerous? If so, what was the context?

B. What did you do? What do you wish you had done but didn’t do?

42. When Harry is chased by the basilisk in the Chamber of Secrets, Fawkes the phoenix suddenly appears and brings Harry the Sorting Hat. In the hat, Harry sees a sword, which he uses to fight the basilisk when it attacks him. He kills the giant serpent, but in the fight he is bitten by its poisonous fangs. Tom Riddle taunts Harry as the venom takes effect, but Harry stabs Tom Riddle’s diary with the basilisk's fang. Ginny awakens and sees that Harry is badly hurt. At that point, Fawkes reappears.

1. Fawkes does two important things in this scene, based on the magical powers of a phoenix. What does he do?

B. What role did you predict that Fawkes would play?

43. After Harry rescues Ginny, Professor Dumbledore senses that Harry is troubled about something and encourages him to talk. Harry tells Dumbledore about his worries that he is rather like Voldemort. Dumbledore tells Harry, “It is not our abilities that show what we truly are. It is our choices.”

1. Has there ever been a time in your life when you made a choice which defined you? If so, what were the circumstances?

B. Professor Dumbledore urges Harry to look closely at the sword he used to kill the basilisk. He makes a comment about Harry's having pulled the sword out of a hat. What is meant by the expression “to pull something out of a hat”?

44. At the end of the film, Lucius Malfoy arrives at Dumbledore's office, where he is annoyed to see that Dumbledore has been reinstated as the Headmaster. As Mr. Malfoy leaves the office in frustration, he hits Dobby with his staff. Harry tricks him into giving Dobby a sock, thereby setting the house elf free. Mr. Malfoy is so angry that he starts to use an unforgivable curse on Harry. (In a future episode we will learn about the unforgivable curses.) That Lucius Malfoy would try to use such a powerful curse on Harry gives us a powerful clue about his personality and his motivation.

1. Have you ever been so angry at someone that you wanted to kill that person? If so, what were the circumstances?

B. Imagine a situation where one of your students seemed angry enough to harm or even kill another person. Who would you tell? What would you do? Why?

45. Near the end of the film, Harry asks Dobby never to try to save his life again. What were the things Dobby did in this episode to try to save Harry from the plot to harm him?

46. At the end of this episode, when Hermione is unpetrified and returns to the great hall, she hugs Harry. She starts to hug Ron, but they both hesitate, and then they awkwardly shake hands. What does this behavior portend for future episodes?

47. At some point, Professor Dumbledore begins to emerge as Harry’s true mentor.

1. How and why does Harry begin to trust Dumbledore? How does that trust evolve?
2. Think about your own experience with mentors and/or pseudo-mentors. How can a young person know who to trust and who not to trust as a mentor?

C. Think of yourself as a mentor to some of your students. What would you want to do? What would you avoid doing?

Harry Potter and the Prisoner of Azkaban

**Discussion Questions**

**Kathi Bailey, Ben Carignan, Kelly Donovan, and Nick Morales**

**Context:** In this episode, Harry returns to Hogwarts for his third year. He is now 13 years old and his best friends, Hermione Granger and Ron Weasley, will be returning to Hogwarts too. In this film, Harry continues to explore his parentage, his family history, and his identity as both an orphan and a wizard.

1. This episode starts with a visit to the Dursleys’ house by Harry’s “Aunt” Marge (Mr. Dursley’s sister). Her visit is clearly not a happy experience for Harry. Prior to her arrival, he asks Uncle Vernon, as his guardian, to sign a letter giving Harry permission to visit Hogsmeade Village with his classmates. Uncle Vernon refuses to do so (or at least postpones doing so) as a way of getting Harry to behave during Marge's visit.

1. Have you ever been in a situation where something you wanted depended on how you would behave? If so, what was the context?

B. This situation is an example of “emotional blackmail.” What does that term mean to you?

2. In the dinner table conversation with which this film opens, we see another example of an adult (Aunt Marge) abusing her position of relative power. Marge makes some nasty comments about Harry’s parents (whom she has never even met). Her remarks upset him a great deal.

1. Have you ever been in a situation where someone older or more powerful than you berated someone you care about? If so, what were the circumstances?
2. What did you do? What did you want to do but could not?
3. If you haven’t had such an experience, what do you think you would have said or done in Harry’s place?

3. Harry’s temper gets out of his control and he blows up Aunt Marge – not with explosives but with magic – like a human balloon. Her hands and fingers swell, her clothes split open, and her greatly inflated body goes sailing off into the twilight over the neighborhood.

1. Have you ever been so angry at someone that you would have liked to send them floating away out of your life? If so, what were the circumstances?
2. What strategies do you have for controlling your reactions when you become very upset?

4. After the fiasco with Aunt Marge, Uncle Vernon is furious with Harry and yells at him. Harry abruptly leaves the Dursleys’ house, but he has no clear plan about what he will do or where he will go. As he pauses to rest in a park, he encounters two unexpected entities: a huge black dog lurking in the shadows and the Knight Bus – a form of magical transportation for stranded witches and wizards.

A. Have you wanted to run away from home? What did you do?

B. Have you ever been in a situation where you found that you were alone and were suddenly frightened? What was the context? What did you do?

C. Have you ever been unexpectedly rescued from a dangerous or awkward situation? If so, what was the context? Who (or what) provided the rescue?

5. On the Knight Bus, Stan Shunpike, the conductor, talks to Harry about Sirius Black, who has recently escaped from Azkaban Prison.

1. What was the crime committed by Sirius Black?
2. When Stan asks Harry his name, Harry lies. What did he say and why did he lie?

C. Have you ever wanted to conceal your identity? If so, what were the circumstances?

6. The Knight Bus takes Harry to the pub called the “Leaky Cauldron”, where he is escorted to a meeting with the Minister of Magic. Harry expects to be expelled from Hogwarts because he broke the law the under-age use of magic outside of school. However, the Minister tells him that people don’t get sent to Azkaban for blowing up their aunts. He also urges Harry not to wander while he’s staying at the Leaky Cauldron.

A. Why does the Minister give Harry this warning?

B. Harry is surprised and relieved about not being expelled, but also a bit suspicious. Why is he suspicious of the Minister's stance?

C. This scene involves a “play on words” in the double meaning of *to blow(something) up*. What are the two different meanings of this phrasal verb?

7. We first encounter Ron and Hermione in this episode when they are having an argument in the Leaky Cauldron. Ron is angry because Hermione’s cat, Crookshanks, keeps chasing Ron’s rat, Scabbers. Some animals in the Harry Potter stories are actually animals. Others are animals with magical properties, and others are people taking the shape of animals (as when Professor McGonagall took the form of a cat in the first film).

A. In this part of the story, so far we have seen Aunt Marge’s dog, Hedwig the owl, Crookshanks, Scabbers (Ron’s pet rat), and the huge black dog in the bushes by the playground. Which one(s) do you think are regular animals?

1. Which ones do you think are animals with magical characteristics?

C. Which ones (besides Professor McGonagall) might be humans in animal form?

8. In the Leaky Cauldron, Mr. Weasley tells Harry that Sirius Black is searching for Harry in order to kill him. He also urges Harry to be careful and keep away from Black. Harry asks Mr. Weasley, “Why would I go looking for someone who wants to kill me?” What is Mr. Weasley not saying in this conversation?

9. In this episode, we first encounter the character of Professor Lupin, initially while he is sleeping on the train going to Hogwarts. When the train is suddenly stalled by a surprise inspection by the Dementors, Professor Lupin leaps into action and is revealed as a knowledgeable and decisive wizard.

1. Based on this initial encounter with Professor Lupin’s character, what are your first impressions of him as a person?

B. What role do you think he will play in Harry’s life as his teacher?

10. Harry passes out when a Dementor approaches their carriage. While he was unconscious, he thought he heard a woman screaming, but Hermione tells him no one was screaming. Later, Draco Malfoy taunts Harry for fainting. When Draco and his pals tease Harry, Hermione and Ron stand up for Harry and try to get him to ignore the ridicule.

1. What is your opinion? If one child is being teased or ridiculed by others, should that child ignore those people or stand up to them somehow?
2. Why do you hold your particular view?

C. What should teachers do, if anything, when they see one child being teased by others?

11. Later in this film, Harry talks to Professor Lupin about hearing a woman screaming when the Dementor entered the train. Professor Lupin tells Harry about both his parents as young people, and that the Dementors affect Harry strongly because of the tragedies he has experienced.

1. Have you ever known someone who had experienced a tragedy as a young person? If so, what was the apparent effect on that person?

B. How do you think you’d feel if you were in Harry’s place?

12. In this episode we see Professor Trelawney for the first time, in her course on Divination. Her physical classroom environment is markedly different from those of the Hogwarts teachers whose classrooms we have encountered to date.

1. If you were a new student in Professor Trelawney’s class, what would you think upon entering her classroom for the first time?
2. What would you expect to learn in her course?

1. What do you think might be your students' first impressions of the classroom(s) where you teach?

D. (For students, if relevant) Describe a classroom setting that surprised you when you entered it for the first time.

13. Hagrid’s first lesson in the course on the Care of Magical Creatures centers around Buckbeak, a hippogriff. Hagrid warns the students never to offend a hippogriff. He asks for a volunteer to interact with Buckbeak. All the other students step back, leaving Harry accidentally standing forward. Hagrid interprets this situation as Harry volunteering. Buckbeak bows to Harry and seems to accept his cautious advance. Harry is frightened when Hagrid tells him to pat Buckbeak, but he reaches out to touch the hippogriff anyway.

1. Have you ever been “volunteered” for something you didn't want to do? If so, what was the context? What was the outcome?

B. Hagrid lifts Harry up on Buckbeak’s back and the animal leaps into the sky. Harry is terrified at first, but he quickly discovers that flying with Buckbeak is exhilarating. Have you ever experienced a situation where your fear turned into excitement? What was the situation?

14. Professor Lupin is the new Defense Against the Dark Arts teacher. In the first lesson, he utilizes a shapeshifter called a “Boggart” to help the students address their fears. One by one, the students challenge the Boggart.

1. How can Professor Lupin’s teaching style be characterized? Find two adjectives you could use to describe his lesson.

B. Compare Professor Lupin’s lesson to another Hogwarts lesson we have seen.

15. What Professor Lupin sees when he faces the Boggart is a full moon. He turns it into a white balloon and then he suddenly dismisses the class.

A. If you were a student in Professor Lupin’s class and you had to face the Boggart, what would it turn into to try to frighten you? Why?

B. What would you turn the boggart into with the “Ridiculus!” spell?

16. In this episode, Hermione’s strong dedication as a student comes to the fore. She’s taking an incredible number of courses, some of which seem to be scheduled at the same time. Have you ever known (or been) a student as driven as Hermione? If so, what was the context?

17. In this episode, Ron’s twin brothers, Fred and George, play small but important roles. For example, they give Harry their “Marauder’s Map” of Hogwarts Castle.

1. Based on what we’ve seen of Fred and George in this and previous episodes to date, how would you characterize them? What are three adjectives that aptly describe the twins?
2. How do you think Harry will use the Marauder’s Map?
3. If you had such a map, where would you want it to be a map of? Whose movements would you want to be able to track and why?

18. In some of their classes, Ron and Harry sit together and then in a subsequent scene, Hermione is sitting with them. Ron notes that she seems to have appeared suddenly. Hermione claims to have been there all along, but later we learn that Professor McGonagall has given Hermione a special gift to help her manage her busy schedule.

1. Have you ever been so busy you felt like you had to be in two places at once? If so, what was the context?

B. What time management strategies work well for you when you have too much to do?

19. After Ron has been hurt, we learn that Hermione has a “Time Turner.” With it, she can go back and revisit a time that has passed. That’s how she was managing to attend classes that were scheduled at the same time.

1. If you could go back in time, to what point in your life would you want to go? Why?

B. What, if anything, would you change when you arrived at that past point in your life?

20. At the beginning of this film, Mr. Dursley refused to sign the letter giving Harry permission to visit Hogsmeade. As the students get ready for their outing, Harry asks Professor McGonagall to sign the letter, but she declines because it must be signed by a parent or a guardian. As a result, Harry is forced to stay at school while the others go to the village.

1. Have you ever been left out or been prevented from attending an event that your friends were going to? If so, what was the situation?

B. How did you feel? What did you do instead of going to the event?

21. As noted above, Buckbeak was first introduced in Hagrid's class. Draco Malfoy insults Buckbeak and pays a price for his insolence.

1. What happens to Draco when he insults the hippogriff?

B. We have seen Draco act bravely in the earlier films, but we've also seen him frightened. Under what circumstances is Draco brave? When does he seem to lose his courage?

22. In this story, Lucius Malfoy again asserts his influence in terms of a decision about Buckbeak. Hermione, Harry, and Ron find Hagrid dejectedly skipping stones on the lake after Buckbeak's trial. They ask him how it went.

1. How does Hagrid summarize his own testimony?

B. How does he summarize Mr. Malfoy's testimony?

23. Professor Lupin teaches Harry how to use the Patronus Charm. This lesson is a one-on-one tutorial session that takes place in the professor's office. How does Professor Lupin gradually get Harry to produce a Patronus?

24. There is a point in the story where several characters must trudge through an underground passageway in order to return to the upper air, the surface of the earth, where they can see the Hogwarts castle and the forest. Many stories have scenes involving secret passageways that allow characters to move from one setting to another, or even one realm of reality to another. Think of an example from a story or film you like. Compare that example to this scene.

25. There is also a point in this episode where Harry must believe in his own ability to cast the Patronus Charm in a moment of crisis.

1. Have you ever been in a crisis situation where you had to act quickly and decisively, even though you were unsure of your ability to do so? If so, what was the context? What did you do?

B. In your opinion, how important is it for a person to believe in his or her abilities? In other words, what is the relationship between confidence and competence?

26. Once again, the Whomping Willow plays an important role in this story. Harry and Hermione get attacked by the tree when they try to help Ron. There are many stories where a forest seems to come alive or where trees serve as a protective boundary between worlds. Think of another story or film you know where an enchanted tree or a forest or a jungle plays an important part in the plot.

27. In the Shrieking Shack, we see a reunion of two old friends who have been separated for many years. The reunion is interrupted by Professor Snape, and in the tense scene that follows, we see the vestiges of a very old rivalry.

1. Is there anyone from your childhood or secondary schooling with whom you would still be friends if you were to see that person again after a long separation? If so, why do you think the friendship would (or would not) last?

B. Is there anyone from your early years towards whom you had a certain level of rivalry, or even animosity? If so, would those feelings still exist after a long separation? Why or why not?

28. Eventually, we learn that Sirius Black is an animagus.

1. If you could turn into an animal at will, what animal would you choose and why?

B. There could be advantages and disadvantages to being a particular animal. What would be the strengths and weaknesses you would need to deal with in your animal form if you could become the animal of your choice?

29. By the end of this part of the ongoing Harry Potter story, we have seen clear personality development of some of the students. What are three adjectives you could use to describe each of these students?

1. Ron
2. Hermione
3. Harry

D. Draco

30. We also know some of the teachers quite well at this point. What are three adjectives you could use to describe each of these professors?

1. Professor McGonagall
2. Professor Snape
3. Professor Lupin

D. Professor Trelawney

1. The Marauder's Map is a magical artifact which provides Harry with information about the location and movements of people within the castle. Something Harry tells Professor Lupin about the map when he confiscates it seems to make Professor Lupin pause and think carefully.
	1. What did Harry tell Professor Lupin about the map?
	2. What do you think the information might mean?
	3. If you could have your choice of an invisibility cloak or a magical map, which would you choose and why?
2. Following information in the Marauder's Map, Harry goes out into the castle late at night and is caught wandering the corridors by Professor Snape. Harry tells two lies during this encounter and offends Professor Snape again. Professor Lupin saves Harry from the encounter and then gives him a serious scolding.
	1. What is Professor Lupin upset about? Why does he give Harry a dressing down?
	2. Have you ever been scolded, perhaps unfairly, by someone you respect? If so, what was the situation?
3. In this film we get a stronger impression of Harry's parents than we've had before, partly because we hear about them from people who knew them.
	1. What do we learn about Harry's parents from Professor Lupin?
	2. What do we learn about them from Sirius Black?
4. In a moment of crisis at the Shrieking Shack, Harry has to decide who to trust very quickly. A central theme in the Prisoner of Azkaban is trust. Who can Harry trust, in your opinion, as the film progresses?

A. Who among the teachers is trustworthy and who is not?

B. Who among the students is trustworthy and who is not?

36. At one point, aggravated by what she views as an extreme miscarriage of justice, Hermione resorts to physical violence. Afterwards, she says, “That felt good!” Ron responds, “Not good! Brilliant!”

A. Have you ever been in a situation where you wanted to strike someone? If so, what did you do? What was the result?

B. If not, what might make you feel that way? How do you think you might react if you had been in Hermione's place?

36. Once again, as in previous films, Harry wakes up in the hospital. There Professor Dumbledore tells Harry, Hermione, and Ron that he believes them when they say that Sirius is innocent. However, he adds that he's sorry, but the word of three thirteen-year-old wizards will convince few other people. He tells them, “A child's voice, however honest and true, is meaningless to those who have forgotten how to listen.”

A. Have you ever been in a situation, perhaps especially as a child, where you were telling the truth but no one would believe you? If so, what were the circumstances?

B. Has someone ever told you something that you wanted to believe but about which you had your doubts? If so, what did you do?

37. Dumbledore gives Hermione a hint about “three turns,” and she leads Harry back to an earlier point in the evening. When they go back in time, they see themselves in various interactions, and Hermione explains to Harry about the dangers of meddling with time. How do you think you’d feel if you actually came face-to-face with yourself?

38. Harry tells Hermione that he saw his dad cast a Patronus Charm by the lake. She reminds him that his father is dead. At the beginning of this film, Harry told Hermione that he had heard a woman screaming, but she tells him no one was screaming.

A. How do you think Harry felt, given Hermione’s reactions to his comments in these two circumstances?

B. Have you ever doubted yourself when someone disputed something you were sure had happened? If so, what were the circumstances?

39. In the final scene in his office, Professor Lupin tells Harry that he’s proud of how much Harry has learned during the year. He adds that he’s sure they will meet again. Earlier in these discussion questions, you were asked what role Professor Lupin would play as a teacher for Harry. Having seen this film, what can you add to your prediction about their future relationship?

40. In this episode, we see more of the scenery surrounding Hogwarts that we've seen before: the Forbidden Forest, the lake, the mountains around Hogwarts, and the Shrieking Shack. What is one setting that you find particularly compelling or interesting? Why?

41. There are some points in this film where Professor Dumbledore colludes with or abets Harry, Ron, and Hermione in their misadventures. Think of two examples in this episode.

42. The image of a huge mechanical clock features prominently in this episode. Sometimes we see the clock face. At other times, the camera makes it seem like we are traveling through the clock, either from the inside of Hogwarts to the outside world, or back from the outside world into the castle. The mechanical clock serves as a metaphor for Harry’s and Hermione’s time travelling experiences. What other visual image(s), if any, do you find to be intriguing in this film? Why?

Harry Potter and the Goblet of Fire

**Discussion Questions**

**Kathi Bailey, Ben Carignan, Kelly Donovan, and Nick Morales**

**Context:** In this film, Harry returns to Hogwarts as a fourth-year student. This year, instead of the usual inter-house quidditch competition, Hogwarts will be hosting students from two other international schools of witchcraft and wizardry. Selected girls and boys from those schools will live at Hogwarts for a year and each school will have a designated “champion” who will compete in the Tri-Wizard Tournament. Students who wish to compete must place their names in the Goblet of Fire, and it will magically select the best person from each school for the competition. However, during the selection process, the Goblet of Fire somehow chooses Harry as a competitor too, even though he did not submit his name. In addition, he is too young to compete in the tournament. Furthermore, his selection means he would be the second representative of Hogwarts, when the other two schools each only have one champion.

1. Harry felt “different” as a child living in the Dursleys’ home. Then he learned he was a wizard and that there were other people like him at Hogwarts. But when he first arrived at school, the others saw him as different, because of his history and the scar that represents it. In this next part of the story, Harry is once again marked as different, and is even ostracized by other students, including some of his closest friends.

* 1. Have you ever been in a situation where you wanted to “fit in” but didn’t? If so, what were the circumstances?
	2. Why did you feel different? What did you do?
	3. What are some things teachers can do with/for/about children who are caught in such a situation?

2. At the beginning of this film, we meet Nagini, the huge snake that accompanies Lord Voldemort. What do you think Nagini’s role may be in the plot of this and subsequent episodes?

3. Harry's part in this story begins when he accompanies Hermione and the Weasleys to the Quidditch World Cup – an international competition between the national teams of Ireland and Bulgaria. To get there, Hermione, Harry, and the Weasleys travel by “portkey” – an everyday object that has been enchanted to serve as a transportation device. As they are hiking to the Portkey, they meet Mr. Weasley’s colleague, Mr. Diggory and his son, Cedric.

1. What are your first impressions of Cedric?

B. What role do you think Cedric will play in this episode?

4. When they arrive at the tournament campsite, Harry is surprised to see that they'll be staying in a small tent. All the others go into the tent before him, and when Harry enters, he is astounded at the size of the tent and the luxury he sees inside. In the Harry Potter stories and others that involve magic, enchanted items are often depicted as violating natural laws. For example, the inside of the tent is huge, even commodious, compared to the outside.

1. What are other examples from the Harry Potter stories thus far of magic overcoming the laws of nature?

B. What are examples from other stories you know or movies you have seen?

5. It is here at the quidditch tournament that we first encounter Viktor Krumm, the Bulgarian “Seeker.”

A. What is your first impression of Viktor Krumm?

B. How would you describe Ron’s initial attitude toward Viktor?

6. When the Death Eaters (Voldemort's followers) arrive at the tournament campground, chaos ensues, and in the panic, Harry is separated from his friends. When Ron and Hermione eventually find him, he has just seen a man casting a spell.

1. Who do you think that man may be?
2. Have you ever been in a situation where people panicked? If so, what was the context?

C. If not, how do you think you would respond in such a chaotic situation?

7. Ron’s twin brothers, Fred and George, take on more important roles in this film than in the earlier episodes. For example, they brew and subsequently take an aging potion to try to bypass the protective age requirement spell that Professor Dumbledore had put around the Goblet of Fire. In other words, they tried to cheat.

1. What exactly is cheating? When is a behavior not really cheating but rather just “rule bending”?

B. What other examples of cheating (or at least rule-bending) have occurred in previous episodes of the Harry Potter saga?

C. In your experiences, have there been times when making a choice to “cheat” makes sense? If so, give an example.

8.It is in this episode we first encounter the auror, Professor Moody. He’s called “Mad-Eye Moody,” because of his magical false eye. He is the new teacher for the Defense Against the Dark Arts course. His first lesson seems quite remarkable to the Hogwarts students.

1. How would you characterize Professor Moody’s teaching style, based only on what you've seen in this episode?
2. Do you find his style effective or ineffective? Why or why not?
3. Compare Professor Moody’s teaching style with that of Professor Lockhart, the previous teacher for this course. What are the similarities and differences?
4. Would you want to be a student in Professor Moody’s class? Why or why not?

9. In his first Defense Against the Dark Arts lesson, Professor Moody begins his explanation of the three Unforgivable Curses by asking students to name them. Neville tentatively raises his hand and says that the Cruciatus Curse is one of them. When Professor Moody demonstrates this curse, Hermione begs him to stop because it is upsetting Neville so much. After the lesson, Professor Moody tells Neville to come have a cup of tea with him.

1. Why do you think Neville was so upset in class during the demonstration of the Cruciatus Curse?

B. For the first time we see Hermione refuse to show her knowledge in class, when Professor Moody calls on her to explain the third Unforgivable Curse and she declines to answer. Why do you think Hermione refuses to answer in this case?

10. Professor Moody takes a particular interest in Harry.

1. Identify three situations in this film in which Professor Moody gives Harry some special individual attention.

B. Would you consider Professor Moody to be a mentor to Harry? Why or why not?

C. What does it mean to be a mentor to someone?

D. Have you yourself ever had a mentor? If so, who was that person and what was the context?

E. Have you ever been a mentor to one of your students? If so, what were the circumstances?

F. If not, under what circumstances do you think you might become a mentor?

11. “Moaning Myrtle” reappears in this episode. What is her role in moving the plot forward?

12. After the Goblet of Fire selects Harry as the fourth champion, there is a very tense scene in the Gryffindor dormitory in which Ron asks Harry how he managed to submit his name for the competition. Harry insists that he did not, but Ron doesn’t believe him and becomes very angry.

1. Have you ever had a falling out with a close friend? If so, what were the circumstances and what did you do?

B. If not, how do you think you would react if you were in Harry’s situation?

13. Alone in the owlery, Harry gets a message from Sirius asking for a meeting late at night in the Gryffindor Common Room. As he waits for Sirius to arrive, Harry finds a copy of *The Daily Prophet* and reads part of his interview with Rita Skeeter, the manipulative journalist who interviewed the four champions.

A. What were your first impressions of Rita Skeeter? What do you think of the text of the interview she published?

B. Have you ever been interviewed by a journalist? If so, how accurate was the subsequent reporting? Did he/she twist your words?

14. Sirius comes to visit Harry, appearing magically as a face in the fire. While they are having a hasty whispered conversation in the Gryffindor common room, Ron comes down the stairs from the boys’ dormitory. He and Harry exchange sarcastic comments. Now Harry feels really isolated, especially as he can only talk to Sirius very rarely.

A. Have you felt isolated and alone? If so, what were the circumstances?

B. If not, how do you think you would have felt in Harry's position? What would you have done?

15. Harry is subjected to a hate campaign, which includes being taunted by his Hogwarts classmates who are wearing badges that say, “Potter stinks!” After a nasty exchange with Ron, Harry is accosted by Malfoy and his friends. Malfoy refers to a bet he has with his father about Harry's chances in the tournament and Harry responds by calling Mr. Malfoy “cruel and vile.” Draco takes out his wand to curse Harry, but Professor Moody intervenes and turns Malfoy into a ferret, using his want to toss the ferret around in the air.

1. Which of Malfoy’s Slytherin friends try to help him? What happens to them when they do?
2. What is Harry’s reaction to Moody’s actions in this scene?
3. Professor McGonagall intervenes. What does she tell Professor Moody?
4. What do you think – was Professor Moody’s action justified? Why or why not?

16. Prior to the first challenge in the Tri-Wizard Tournament, Professor Moody gets Harry to identify his strengths. Harry admits, “Well, I’m a fair flyer.” If you were asked to identify your own strengths, what would you say?

17. The first challenge in the Tri-Wizard Tournament involves stealing a golden egg from a vicious dragon that is protecting it. Hagrid gives Harry some advance notice about this task and Harry shares the information with Cedric, the Hogwarts champion from Hufflepuff House.

A. Why does Harry share what he’s learned about the first task with Cedric, one of his competitors?

B. Harry is the last of the four champions to face the challenge of the dragons. To steal the egg, he turns to his strength as a flyer. If you had been in Harry’s situation, (including having magical powers), what strength would you have turned to in order to accomplish this dangerous task? Why?

18. As the first challenge proceeds, Harry waits alone in the champions’ tent, dreading his turn. He is the last of the four champions to face his dragon. When he enters the arena, he finds that the dragon is chained, but is still extremely dangerous. Harry draws his wand and summons his broomstick, but the dragon breaks its chains and pursues Harry relentlessly around the turrets and towers of Hogwarts.

1. Have you ever been in a situation where you had to wait for something you dreaded? If so, what was the situation? What did you do while you waited?

B. If you were trying to help a student who was dreading an upcoming challenge, what would you tell that student?

19. The second challenge in the Tri-Wizard tournament involves the champions trying to find and retrieve something precious that had been stolen from each of them. Ultimately, Harry’s friend, Neville Longbottom, is instrumental in helping Harry prepare for this task, but before he gets Neville’s help, Harry procrastinates in preparing for this task. At one point, Cedric takes Harry aside and advises him to take a bath.

1. Why does Cedric choose to give Harry this important hint?
2. How does Harry figure out what to do once he does take a bath?
3. What do we know of Neville leading up to this point?

D. How does Neville help Harry in this episode?

20. Harry swallows the gillyweed that Neville gives him and is pushed into the lake by Professor Moody. At first he experiences severe pain, but then suddenly he discovers that he has grown gills and that his fingers and toes are webbed. In other words, Harry is having not only a cross-cultural experience competing with the other champions, but a cross-species experience as well.

A. The other champions use different charms in this challenge. What are the charms used by Cedric and Viktor?

B. Fleur has to pull out of this competition. What is your impression of Fleur up to this point?

21. In the lake, Harry finds the inert bodies of four students anchored by ropes. They are apparently unconscious. Cedric appears and rescues Cho. Viktor Krumm rescues Hermione, and Harry is left in the depths of the lake with the inert bodies of Ron and Fleur's little sister, Gabrielle. He tries to rescue them both, but apparently doing so is against the rules, because he is attacked by the merpeople. He manages to get Ron and Gabrielle to the surface, but nearly drowns in the process.

A. What do you think you would have done in Harry’s place?

B. Have you ever had to rescue anyone? If so, what was the context? What happened?

22. In this episode, Harry is exposed to the “pensieve.” This is a magical container of memories, in which Harry witnesses a courtroom trial. He can hear and see everything, but cannot be heard or seen by the people in that setting. Once again, the literary device of time shifting is used as present-day Harry is deposited, quite literally, into the past by the pensieve.

A. If you could go back in time and witness an event that occurred a long while ago, what event would you choose? Why?

B. The pensieve holds memories – mostly those of Professor Dumbledore. Whose memories would you like to share if you could?

23. We are told nothing about Fleur's performance in the first challenge, except that she completes it. In the second challenge, she cannot get past the grindylows and is forced to withdraw. In the third task, she panics in the maze and is apparently overcome by Viktor, who has been bewitched. Harry sends up a signal for her to be rescued.

A. Is Fleur just an example of a “damsel in distress”? Why is she included as one of the four champions?

B. Should women/girls be allowed (or encouraged) to compete in demanding physical competitions with men/boys? Why or why not?

24. A package arrives for Ron from his mother. It turns out to contain a set of rather old dress robes. Ron thinks the package is for Ginny, but Ginny rejects it.

1. Ron’s situation is experienced by many young people who feel their clothing isn’t as (nice) as that of their friends. As a young person, were you ever worried about your clothes? What was the situation? What did you do?

B. Ron's hand-me-down clothing is another illustration of the Weasleys' financial situation. What have been some other clues that they don't have much money?

25. Professor McGonagall explains the Yule Ball Tradition to the Gryffindor students and gives them a dancing lesson, using Ron as her demonstration partner. The girls respond enthusiastically but the boys are reserved except for Neville. Why does Neville step forward?

26. During a study hall session supervised by Professor Snape, Ron and Harry commiserate about the difficulty of getting a date for the ball. Ron makes a clumsy attempt to ask Hermione, but he offends her, and she haughtily tells him she already has a date.

1. Why is Hermione so annoyed with Ron in this scene?
2. Fred confidently asks Angelina to go to the ball with him. She agrees immediately. How does Fred's success with his invitation affect Ron and Harry?

C. Have you ever had a more confident sibling or friend who often succeeded at tasks you found challenging? If so, how did you feel?

27. Harry encounters Cho at the owlery and asks her to go to the ball with him. She explains that she already has a date.

1. Have you ever asked someone to go out with you and gotten turned down? If so, how did you feel?
2. Have you ever had to turn down such an invitation? If so, how did you feel?

C. What are some things teachers and/or parents can do to support young people who are beginning to experience the challenge of dating?

28. Ron returns to the Gryffindor Common Room after having asked Fleur to the ball. He seems to be stunned. Harry apparently asks the Parvati twins to accompany him and Ron to the Yule Ball, because we see them meet and pair off at the beginning of the ball.

1. How do the Parvati twins seem to feel about this double date?

B. How do Harry and Ron seem to feel about it?

29. The evening of the Yule Ball is not a happy one for Ron. First, he hates his clothes. Next, he isn't happy with his date. Then Ron is stunned to see that Hermione is escorted to the ball by Viktor Krumm, whom he had previously adulated. As Hermione enters with Viktor, Ron denies that it is she. Why does he do so?

30. At the end of the evening, Ron and Hermione have an argument, with Harry caught in the middle.

1. What is Ron's point of view about Hermione's date with Viktor?
2. What is Hermione's point of view about Ron's attitude?

C. What is Harry's attitude toward his friends' argument?

31. The third challenge in the Tri-Wizard Tournament is the maze. The champions must negotiate the maze and find the tournament cup. The first one to grasp the cup will be the winner. The image of a maze has been used in literature for centuries (e.g., see the story of the Minotaur). Dumbledore tells the four champions that they will find no dragons or creatures of the deep there. Instead, they will find something even more challenging, because people change in the maze.

1. How do people change under pressure? Give an example.

B. How do you think you might have reacted if you had been in Harry's place in the maze?

32. The physical maze in this tournament consists of huge, magical hedges, interspersed with dangerous hazards.

1. What does a physical maze symbolize? That is, what does it represent psychologically?

B. In the maze, Harry must decide whether or not to help Cedric. What would you have done in Harry’s place?

33. While Harry and the other champions are competing in the maze, the rest of the characters (except for Voldemort and his followers) are waiting anxiously in the spectators’ stands. In the previous episodes there have been several circumstances in which there is an audience. In theater and movies, there are audiences and with books there are readers. But in this case, we (the readers and movie viewers) are watching (or reading about) an audience in the story. What is the role of audience members who reside within a play or a film?

34. Lord Voldemort appears again in this film. In spite of his long absence, he has many followers.

1. What is Voldemort’s leadership style?
2. Why do people follow him?

C. Why does Harry resist him so strenuously?

1. In the graveyard scene, Wormtail serves as Lord Voldemort’s assistant.

A. What are three specific things Wormtail does to help Voldemort in this scene?

B. How does Voldemort reward Wormtail for his service?

1. In the graveyard, Harry witnesses the arrival of some of Voldemort’s followers, the so-called “Death Eaters.” Although they are his supporters (in a sense), Voldemort berates them.

A. How would you characterize Voldemort’s attitude toward the Death Eaters?

1. What is their attitude toward Voldemort?

38. Harry stands alone and fights Voldemort, but he receives some unexpected help.

1. Who comes to help Harry? Why do they come?
2. Harry manages to succeed (up to a point) through his courage and his wits. Have you ever had to challenge someone more powerful than you? If so, what were the circumstances? What was the outcome?
3. If not, how would you have felt in Harry’s situation? What do you think you would have done?
4. Professor Moody frequently drinks from a hip flask. Harry comments early in the film that he’s probably not drinking pumpkin juice. Later in the film, we learn what he’s been drinking and why.

* 1. Have you ever been completely fooled by a person who turned out to be someone quite different from who you thought he or she was? If so, what were the circumstances? How did you feel when that person’s true nature was revealed?

B. If not, how do you think you’d feel if you were in such a situation?

1. The beginning of the duel between Harry and Voldemort in the graveyard is reminiscent of the dueling club that Professor Lockhart started in *The Chamber of Secrets.*
	1. What are the similarities?

B. What are the differences?

40. The duel between the younger, less-experienced opponent and the stronger, more-experienced opponent is a familiar theme in film and literature. Examples include David and Goliath in the Old Testament, and Luke Skywalker and Darth Vader in the Star Wars films.

1. Why is the hero so often the underdog?

B. Or perhaps the opposite is the key question: Why is the underdog so often the hero?

41. After Harry brings Cedric’s body back to the quidditch field, Professor Moody takes Harry to his office, apparently out of concern for Harry. But when they arrive there alone, the professor searches frantically for something in his office, while he belittles both Cedric and Neville.

1. Harry begins to realize that Professor Moody is not a friend after all. How does Harry become aware that Moody is dangerous?

B. What information does Moody want from Harry? Why?

42. Professor Dumbledore bursts into Moody’s office along with Professor Snape and Professor McGonagall.

1. Professor Snape quickly administers Veritas Serum, and under Dumbledore’s insistent questioning, the erstwhile Professor Moody reveals the truth. What questions does Professor Dumbledore ask him?

B. Who is the person that reappears when it is revealed that he is not the real Professor Moody? Where have we seen him before?

43. As noted earlier, one of Harry’s useful skills is that he notices some details that help him solve problems – and even to stay alive.

1. Think of two examples when Harry notices something significant in this film.

B. Think of an example from your own life when noticing a particular detail has been the key to solving a problem or making an important decision. What were the circumstances? What was the outcome?

44. Professor Dumbledore is a leader in his own context.

1. How would you describe his leadership style?

B. What are his leadership skills?

45. In this story, Harry, Ron, and Hermione have become teenagers.

1. What behavioral characteristics in this film identify them as adolescents in comparison with their roles as children in the previous films?

B. Based on your experiences as a teacher, at what point do children become “pre-teens”? When do pre-teens become adolescents in your view?

**Harry Potter and The Order of the Phoenix**

**Discussion Questions**

# Kathi Bailey, Ben Carignan, Kelly Donovan, and Nick Morales

**Context**: In this episode, Harry returns to Hogwarts for his fifth year. As is the pattern, his summer living with the Dursleys has been very unhappy.

1. As this story opens, we see Harry sitting in the swings at a playground. Other people who had been there gradually leave. As Harry remains in the playground alone, the nearby merry-go-round is empty but turning slowly.
	1. Where have we seen a playground merry-go-round in the earlier Harry Potter films?
	2. What does this image suggest to you? What might it symbolize?
2. Harry's cousin, Dudley Dursley, and several of Dudley’s friends come to the playground and start to interact with Harry. In this early scene, Dudley is portrayed as a bully. He taunts Harry about talking in his sleep, and eventually provokes Harry into an angry reaction.
	1. Have you ever known a bully? Have you ever been bullied?
	2. If so, what were the circumstances? What were the outcomes?
	3. What role is played by Dudley's companions in this scene?
	4. What can teachers do if they witness children being bullied or suspect that bullying is occurring?
3. The scene suddenly shifts to a situation in which Harry and Dudley are in danger and Harry must quickly use magic to protect them both. Unexpected help arrives in the form of Mrs. Figg, the Dursleys’ neighbor. Harry is very surprised to learn that she knows about magic and even knows Professor Dumbledore.
	1. Have you ever been in a situation where you received help from a surprising source? If so, what were the circumstances? What were the results?
	2. Have you ever been in a situation where you were unexpectedly able to offer help to someone else? If so, what were the circumstances? What was the outcome?
4. With Mrs. Figg’s help, Harry brings Dudley home. There his Aunt Petunia is watching television and Uncle Vernon is eating ice cream out of a carton at the refrigerator. The Dursleys are horrified at Dudley's condition and blame Harry for it. Into this scene, an owl suddenly delivers a speaking letter to Harry from the Ministry of Magic. The message says he has been expelled from Hogwarts because of his use of under-age magic outside of school. Upon hearing this message, Uncle Vernon exclaims, “Justice!”
	1. Have you ever been in a situation where you received bad news but someone else was happy about it? If so, what was the context? What did you do? What was the outcome?
	2. What is Uncle Vernon's role in this entire saga? How would you describe his character relative to Harry’s?
	3. Uncle Vernon is often portrayed as an adversary even though he is “in loco parentis.” What does this phrase mean?
5. After the Dursleys leave the house to take Dudley for medical treatment, Harry is alone in his bedroom with Hedwig. He hears a noise downstairs and suddenly, the key in his bedroom door falls into his room from the keyhole. Some unexpected visitors appear in the hall.
	1. Have you ever been isolated and were waiting for someone else to take the next steps in a tense situation? If so, what was the context? What was the outcome?
	2. Have you even been unexpectedly rescued from an awkward or even dangerous situation? Who came to help you? What was the result?
	3. If not, how do you think you would have felt in Harry’s place? What would you have done if you heard an unexpected noise in an empty house?
6. The group that comes to rescue Harry consists of Professor Moody, Kingsley Shacklebolt, Nymphadora, and two unnamed wizards.
	1. This scene provides our first meeting with Nymphadora, who prefers to be called “Tonks.” What is her characteristic magical ability? What is her main foible?
	2. We encountered Professor Moody before, but he has changed. What do you expect of him in this episode?
7. In the scenes that quickly follow, there are images of the normal (i.e., Muggle) world interposed with images of the magical world. For example, when Professor Moody and his team come to fetch Harry from Little Whinging, they fly past city lights, bridges, and tourist boats on the river.
	1. What role do these images play for us as viewers while we witness Harry's rescue?
	2. How does Harry seem to feel about flying past these features of the Muggle world?
8. The group escorting Harry arrives in a quiet city neighborhood, where Professor Moody taps his staff upon the ground. In response, to Harry’s surprise, a magical transfiguration of an apartment block occurs.
	1. Imagine yourself being whisked away from your familiar (although unhappy) living context to some very unlikely haven. If you could choose such a destination, where would you arrive? Why would you choose that particular place?
	2. If you were to need such a “safe house,” what would be the desirable characteristics of that place?
9. At Grimmauld Place, the adults hold closed-door meetings while the teenagers try to hear what they’re saying. Mrs. Weasley insists that Harry is too young to be told what’s really happening. Sirius disagrees, and so does Harry.
	1. In your opinion, should Harry be told all the known facts about Voldemort’s growing power? Why or why not?
	2. When might there be a justification for withholding important information from a young person? Under what circumstances would you choose to withhold such information?
	3. Where in an earlier episode was there a situation where an adult chose to reveal sensitive information to Harry? What was the outcome?
	4. Under what circumstances might you choose to share potentially dangerous information with a young person?
10. In this episode, we meet the house elf, Kreacher, for the first time.
	1. How does Kreacher compare to Dobby, the house elf Harry met in an earlier episode? What are their similarities? What are their differences?
	2. What is Kreacher’s attitude toward Sirius, Harry, Hermione, and the other members of the Order of the Phoenix? Why does he hold this attitude? How does he express his attitude?
	3. What is Sirius’s attitude toward Kreacher? Why does he hold this attitude?
11. In this film, Harry finally gets to know Sirius Black, his godfather, at the Black family home on Grimmauld Place, because the house is being used as the headquarters for the Order of the Phoenix.
	1. What do we know so far about the group called “The Order of the Phoenix”? What is the goal of this group?
	2. Why did the group choose this name?
	3. What are some examples of Harry getting to know Sirius in this context?
12. In one scene of this episode, Sirius and Harry examine the Black family tree on the wall of a room in the house.
	1. Sirius says he despised his family. Why did he feel that way?
	2. Have you ever known someone who felt that he or she didn’t belong in his or her own family? What was the situation?
	3. Did that person ever resolve his or her feelings of non-belonging?
	4. Some pictures have been crossed off the Black family tree mural. Have you ever known anyone whose family had rejected him or her? If so, what was the context? What was the result?
13. There are some interesting examples of cross-cultural experiences in this episode. For example, Harry shows Mr. Weasley how to use the turnstiles in the Muggle subway. Mr. Weasley finds the subway gates to be very clever. Next, in order to enter the Ministry of Magic with Harry, Mr. Weasley must use “the visitor's entrance” – a phone booth.
	1. Have you ever been in a new situation where someone had to show you how to use an everyday system you were not familiar with? If so, what were the circumstances? What was the outcome?
	2. Have you ever had to teach someone else to use a system that was familiar to you but new to the other person? If so, what was the situation? What did you do? What was the result?
14. Harry enters the Ministry of Magic for the first time as he is going to his disciplinary hearing.
	1. What are Harry's first impressions of the Ministry? What is your evidence for this interpretation?
	2. How do you think Harry feels as he accompanies Mr. Weasley into the main hall of the Ministry?
	3. How would you have felt if you had been in Harry’s place?
15. As a result of having used magic outside of school (which is against the rules), Harry is charged with the offense of the under-age use of magic. At the disciplinary trial that ensues, Professor Dumbledore arrives suddenly, in spite of the fact that the time of the trial had been changed and he had not been informed of that change.
	1. How does the Minister of Magic react to Professor Dumbledore's sudden appearance?
	2. How does Professor Dumbledore respond to the Minister's comments?
16. During the trial, the Minister of Magic asks Harry only “yes/no” questions. Each time Harry tries to provide clarifying information, the Minister cuts him off.
	1. What is the value of the “yes/no” questions you may ask your students in class? What are the limitations of “yes/no” questions for eliciting information?
	2. How is Harry finally able to explain what happened to Dudley and him, so that the witches and wizards at his trial get the full picture of the events?
	3. Mrs. Figg, the Dursleys’ neighbor, serves as a witness in Harry's trial. What key information does she provide which influences the outcome of the proceedings?
	4. What elements of humor does Mrs. Figg’s testimony introduce into this otherwise tense scene?
17. In an earlier episode, the Minister of Magic was supportive and cordial to Harry. He even told Harry that the Ministry didn't send people to Azkaban for blowing up their aunts. But in this episode, he is decidedly hostile.
	1. What accounts for this change in the Minister's attitude toward Harry?
	2. Have you ever known someone who seemed to have changed his or her attitude toward you? If so, what were the circumstances?
18. At the trial, Professor Dumbledore skillfully defends Harry, but then leaves abruptly without speaking to him.
	1. Why did Professor Dumbledore ignore Harry and depart so suddenly?
	2. Have you ever desperately wanted to speak to someone who refused to talk to you? If so, what were the circumstances? What did you do? What was the outcome?
	3. If not, how do you think you'd feel and what might you do in such a situation?
19. After the trial, as Harry is escorted to the train station by members of the Order of the Phoenix to go back to school, Sirius gives him a photograph of the original members of the Order of the Phoenix. The picture includes Harry’s parents and Neville’s parents, among other people.
	1. Why does Sirius give Harry this photograph?
	2. Is there a particular photograph of your family or another group you belonged to that has particular significance in your life? If so, what was the context in which the picture was taken? What meaning does the photo hold for you?
20. We meet Luna Lovegood for the first time in this film.
	1. What does Hermione say in an early scene that seems to reveal her attitude toward Luna?
	2. What do Ron, Neville, and Harry seem to think of Luna at their first encounter?
	3. What is your first impression of Luna?
	4. Have you ever known anyone who reminds you of Luna? If so, what was it about that person that was similar to Luna?
21. When Harry enters the Gryffindor Common Room after returning to school, he and Seamus exchange angry words.
	1. What is Seamus upset about?
	2. How does Harry react to Seamus’s comments?
	3. What does Ron do when he enters the discussion?
	4. How does Harry respond to Ron’s efforts?
22. It is in this episode that we first encounter Delores Umbridge. Initially we see her at Harry's trial and later she appears as the new Defense Against the Dark Arts teacher. In that role, she makes a brief speech when she is introduced to the students at the opening banquet. Hermione quickly realizes that Professor Umbridge is likely to represent the Ministry of Magic and will probably try to influence the curriculum at Hogwarts. Hermione’s prediction is substantiated during the first Defense Against the Dark Arts lesson.
	1. Based on the first lesson, how would you characterize the teaching style of Professor Umbridge?
	2. Would you want to be a student in her class? Why or why not?
	3. Have you ever known a teacher like Professor Umbridge? If so, what was the context?
23. Professor Umbridge tells the students in the first lesson that their education in the Defense Against the Dark Arts course has been disturbingly uneven. She distributes their textbooks (*Basics for Beginners*) and says that the students will be following a Ministry-approved curriculum. She tells them that they’ll be learning about defensive spells in a risk-free way.
	1. How does Harry respond to this statement?
	2. How does Professor Umbridge react to Harry’s assertions?
	3. Under what circumstances can learning be risk free?
	4. Have you ever been in a situation where some sort of educational authority or government group tried to assert control over (or at least influence) local curricular decisions? If so, what was the context? What were the results?
24. Delores Umbridge punishes Harry for challenging her authority in class. She forces him to sit through detention sessions in which he must copy lines. But there is a particular kind of sadistic pleasure that she takes in punishing Harry with a magical quill.
	1. What was the magical punishment that Professor Umbridge inflicted upon Harry with her quill?
	2. Have you ever had to deal with a person in a position of power over you who was cruel and who seemed to derive pleasure from dealing out punishment? If so, what were the circumstances?
	3. What did you do? What was the outcome?
	4. If not, how do you think you would respond if you found yourself in this sort of situation?
	5. How would you respond if you learned that one of your students was in this kind of situation?
25. Everything about Professor Umbridge is pink, or somewhat pink: her clothing, the draperies, the walls in her office – even the sugar in her tea.
	1. What is the significance of this pinkish color in establishing the character of Professor Umbridge?
	2. In any other stories that you know, are particular colors associated with the characteristics of people in those stories? Please give an example.
26. After Harry’s detention session with Professor Umbridge, when Harry, Ron, and Hermione are in the Gryffindor Common Room, Hermione sees that there is something wrong with Harry’s hand. She tells Harry, “You’ve got to report this. It's perfectly simple.” He responds, “No, it’s not, Hermione! Whatever this is, it's not simple.”
	1. What is the motivation of Professor Umbridge for punishing Harry with her “special” quill?
	2. What does Harry mean when he says the situation is not simple? Can you share a similar example from your own life or from the life of someone you know?
27. One day, while he's walking in the Forbidden Forest, Harry finds Luna Lovegood visiting the magical dark horse-like creatures he saw pulling the carriages that the students rode from the train station to Hogwarts school at the beginning this film. Harry asks Luna what they are. She explains that they are thestrals, and that they can only be seen by those who have witnessed death.
	1. What experience has Luna had with death?
	2. Does witnessing death provide people with a different way of seeing the world? If so, how? Please give an example.
28. At first, Luna offers an apple to a baby thestral. He refuses the apple, but greedily gobbles up some raw meat that Luna tosses to him.
	1. What are we, as viewers, supposed to infer from this action by the young thestral?
	2. What can we infer from the fact that Luna has brought both an apple and a piece of meat to visit the thestrals?
29. On the stairs at Hogwarts, Professor McGonagall challenges Professor Umbridge about her punishment of Harry with her “special” quill. As they talk, the two women change positions on the staircase relative to their stances on the issues.
	1. What is the point Professor McGonagall wants to make to Professor Umbridge?
	2. Professor Umbridge claims that she has the right to assert her authority in her own classroom. What do you think? Should teachers decide their own rules or should there be school policies that all teachers must adhere to?
30. Professor Umbridge eventually assumes the position of the “Hogwarts High Inquisitor.” Part of this role includes supervising the Hogwarts professors’ teaching. During an observation of her Divination class, when pressed by Professor Umbridge to provide a prophecy, Professor Trelawney stammers and hesitates, and then says, “You are in grave danger.”
	1. What is Professor Umbridge's reaction to this comment?
	2. Do you believe Professor Trelawney's statement? Is it a real prophecy?
31. In this episode, we see Professor Umbridge observing classes taught by several different professors. How does each of these teachers react to her presence as a supervisor?
	1. Professor Snape
	2. Professor Trelawney
	3. Professor McGonagall
32. As a teacher, have you ever been observed for supervisory purposes?
	1. If so, what was the experience like?
	2. Did that experience bear any similarities to Professor Umbridge’s supervisory approach? If so, how?
	3. How did you respond to your supervisor's presence in your class?
	4. If not, how do you think you’d feel if you were supervised by Professor Umbridge?
33. While Harry, Hermione, and Ron listen to the radio broadcast by the Minister of Magic, Sirius magically appears to them in the Gryffindor Common Room fire. The Minister announces that Sirius is responsible for several disappearances.
	1. How do the three young students feel about the Minister’s statement?
	2. What does Sirius tell Harry, Ron, and Hermione before he disappears from the fire?
	3. What is Hermione’s response?
34. In this episode, Harry and his classmates are preparing for their OWLs – the Ordinary Wizarding Level examinations.
	1. Have you ever had to take an important test in school, the outcomes of which would seriously influence your future? If so, what was the context?
	2. What was that test and what were the results?
	3. What is the role of major tests in secondary school curricula? In your experience, do they promote or hinder learning (or both)? Give an example to illustrate your viewpoint.
	4. As a teacher, what do you do to help your students prepare for major exams? If you haven't had this experience, what do you think you would do to help your students prepare for such a test?
	5. As a student, what do you think teachers should do to help their students prepare for such an important test?
35. In this episode, Hermione convinces Harry to teach a small group of students what he knows about defending themselves against the dark arts. He is reluctant at first, but some students sign up for the class and he agrees to teach it.
	1. Before they sign up, several students question Harry about Cedric's death, but he refuses to discuss it. Why does he refuse?
	2. What evidence do some of his classmates offer that Harry really does have skills in defending himself against the Dark Arts?
	3. Harry tells his fellow students, “Facing this stuff in real life is not like school.” What does he mean by this statement?
	4. Is school like “real life” or not? What can teachers do during school lessons and with assignments to help students develop skills and knowledge that will serve them in real life?
36. After the students sign up for lessons with Harry, Hermione says that it's exciting to be breaking rules. Ron asks, “Who are you and what have you done with Hermione Granger?” What is the intended meaning of Ron's comment?
37. One of the group's first challenges is to find a suitable venue for practicing.
	1. What would be the characteristics of the place they needed in which to learn and practice defensive spells?
	2. Why do you think it is Neville who discovers the “Room of Requirement”?
	3. Why is this space also called “The Come-and-Go Room”?
	4. Have you ever had a class in a physical context that wasn’t an appropriate space for what you were supposed to learn? What was that physical environment and how did it fall short of what you'd hoped for?
	5. What steps can a teacher take to make up for the deficiencies of inappropriate classrooms?
38. In class, Professor Umbridge tells the students, “You will please copy the approved text four times to ensure maximum retention.” In your opinion, what is the value (if any) of having students copy lines in writing or repeat utterances aloud?
39. As Harry begins to teach defensive spells to his peers, we see him and his classmates gain both skills and confidence.
	1. How would you describe Harry’s teaching style?
	2. How does Harry’s teaching compare to that of Professor Umbridge?
	3. How does Harry’s teaching style compare to that of any other Defense Against the Dark Arts teacher we have seen in previous episodes?
40. Some teachers tend to be critical. Some tend to be encouraging.
	1. If we think of a continuum of teaching styles as ranging from encouraging to discouraging, how would you rank the following Defense Against the Dark Arts teachers: Professor Lockhart, Professor Lupin, Professor Moody, and Professor Umbridge?
	2. How does Harry's teaching compare to these teachers' teaching styles in terms of this particular factor (i.e., how encouraging or critical does he tend to be)?
41. Through her connections with the Ministry of Magic, Professor Umbridge gets more and more rules enacted at Hogwarts School.
	1. What roles do rules serve in schools?
	2. How can rules be helpful to students and teachers?
	3. How can rules be harmful to students and teachers?
42. Professor Umbridge finds an ally in Mr. Filch, the school’s caretaker.
	1. What do we know about Mr. Filch? (Remember his role in “The Chamber of Secrets.”)
	2. Why do you think he feels so negatively about students?
43. Professor Umbridge recruits some students (mostly Draco Malfoy and his Slytherin friends) to serve as the “Inquisitorial Squad”. In doing so, she further contributes to the rivalry and the animosity that exists among the four houses.
	1. What role do the Inquisitorial Squad students play in the hunt for the members of Dumbledore's Army?
	2. Should teachers promote competition between individual students, and/or among groups of students? Why or why not?
	3. Under what circumstances is competition beneficial for students?
	4. Under what circumstances does competition become harmful for students?
44. Harry tells his classmates (who are now his students) in the Room of Requirement, “Working hard is important, but there's something that matters even more: believing in yourself.”
	1. What do you think? How important is it for learners to believe in themselves when they are trying to learn to do something that is quite challenging?
	2. Have you ever been in a situation where you had to believe in yourself in order to learn? If so, what was the context? What did you do?
45. Just before the holidays, there is some mistletoe hanging in the Room of Requirement, where the members of Dumbledore’s Army have been practicing.
	1. What exactly is mistletoe? What is the tradition associated with standing under the mistletoe?
	2. How does that tradition influence the plot in this story?
46. In this story, we see Harry’s relationship with Cho develop, up to a point. After Harry kisses Cho under the mistletoe, he and Hermione and Ron have a discussion about “snogging” and about emotions. Hermione tells Ron about Cho's complicated emotional state and then asserts that Ron has the emotional range of a teaspoon.
	1. In your opinion, was Hermione's claim about Ron's emotional depth justified? Why or why not?
	2. In general, are teenage girls more emotionally deep than boys? Or is emotional depth an individual (rather than a gender-based) trait? Explain your thinking.
47. Harry often has bad dreams. In one of these dreams, he sees Mr. Weasley being attacked. The image in this dream seems very real to Harry and he claims that the attack is really happening. Professor McGonagall believes Harry and takes him to Professor Dumbledore’s office.
	1. Have you ever had a dream that seemed so real that you felt you had to do something about it? If so, what was the context? What did you do?
	2. After hearing about what Harry saw, Professor Dumbledore gives instructions to the people in some of the portraits in his office. What does he tell them to do?
48. Professor Dumbledore sends for Professor Snape, to have him give Harry private lessons in occlumency.
	1. What is *occlumency*?
	2. How does Harry feel about taking these lessons with Professor Snape?
	3. How does Professor Snape feel about giving Harry private tutorials?
	4. What is the outcome of these lessons?
49. Back in Grimmauld place for the holidays, Harry and Sirius join the Weasleys for dinner. There the Christmas toast is led by Mr. Weasley. He says, “To Mr. Harry Potter, without whom I would not be here.”
	1. Why does Mr. Weasley feel this way?
	2. The Weasley family members spend Christmas at Grimmauld Place with Harry, Sirius, and Hermione. What gifts do they all receive for Christmas?
50. Sirius tells Harry that letting the Order of the Phoenix use his house was about the only useful thing he'd been able to do.
	1. What does this comment reveal about Sirius's view of himself?
	2. Why does Sirius feel this way?
51. Later, Harry tells Sirius how he feels. Harry says, “I just feel so angry all the time.” He asks Sirius, “What if I’m becoming bad?”
	1. Why does Harry feel this way?
	2. How does Sirius respond?
52. When the students return to Hogwarts after the holidays, they find that Hagrid has returned. Professor Umbridge goes to Hagrid’s hut and questions Hagrid about where he’s been, but he avoids her question. Later, he tells Harry, Ron, and Hermione where he’s been.
	1. Where had Hagrid gone? Why?
	2. Was Hagrid’s mission successful? Why or why not?
53. In this film, we see Bellatrix LeStrange for the first time as she escapes from Azkaban Prison. The minister claims that Sirius arranged the escape.
	1. What is your first impression of Madame LeStrange?
	2. What seems to motivate her actions?
54. The character of Neville Longbottom takes on increasing depth in this episode.
	1. What are Neville’s strengths and weaknesses as Harry teaches his Defense Against the Dark Arts class?
	2. In what ways does Neville contribute to the resolution of the problems in this episode?
	3. What do we learn about Neville’s parents in this film?
55. In the Room of Requirement, Harry gives his classmates a lesson on conjuring the Patronus Charm. Several of the students successfully conjure a full-body patronus.
	1. What is the animal conjured by each of the following students: Hermione, Ron, Ginny, and Luna?
	2. How does each of these animals typify or characterize the student it represents?
	3. To conjure a Patronus Charm, the students must think of a really happy memory. What memory would you choose if you were in that situation?
56. In his office, Professor Dumbledore tells the Minister of Magic that he (and he alone) was responsible for the formation of Dumbledore’s Army. In other words, Professor Dumbledore lies to protect Harry and the other students.
	1. In the first film, “Harry Potter and the Sorcerer’s Stone,” Hermione lies to protect Harry and Ron when the troll attacks them. This action is surprising because she normally follows all the rules. Why do you think she lied in that situation?
	2. Have you ever lied to defend someone else? If so, what was the context? What was the result?
	3. As far as you know, has anyone ever lied to protect you? If so, what were the circumstances? What was the outcome?
57. The Minister of Magic wants to arrest Professor Dumbledore. Fawkes, the Phoenix, appears once again in the tense show-down in Professor Dumbledore's office when the Ministry officials try to arrest the professor.
	1. What were the magical properties of phoenixes that we learned about in the film called “The Chamber of Secrets”?
	2. Which of those attributes is/are manifested in this scene?
58. Hagrid takes Harry, Ron, and Hermione into the forest to show them something. As they are walking together, Hagrid notices that the centaurs are very agitated. Then he introduces the three students to someone unexpected.
	1. Who is Grawp?
	2. How does Grawp react to Hermione?
	3. What does Hermione do?
	4. What is Ron’s reaction?
	5. What favor does Hagrid ask of Harry, Hermione, and Ron?
59. During an occlumency lesson after Hagrid takes the students to meet Grawp, Professor Snape berates Harry and insults Harry’s father. Harry becomes angry and when he gets upset, he is able to penetrate Professor Snape’s mind.
	1. What new perspective about his own father does Harry gain by seeing Professor Snape’s memories?
	2. Why does Professor Snape tell Harry to get out of his office?
60. As the students are taking their OWLs, there is a disturbance outside of the classroom. Professor Umbridge goes to investigate the situation and encounters a small ball of light sputtering outside the doors. Suddenly, Fred and George appear, flying on broomsticks and tossing fireworks everywhere.
	1. In the chaos, Professor Umbridge is chased by a fiery dragon. What is the students' reaction to this event?
	2. A huge “W” appears in the sky. What is the reaction of the students? Why do they respond in this way?
61. Eventually, Professor Umbridge and her followers capture some members of Dumbledore's Army and she questions them angrily in her office. She demands that Professor Snape administer Veritas Serum to the students she has caught. Professor Snape tells her there is no more serum available.
	1. How did the last of the Veritas Serum get used? How does this revelation further the plot of this story?
	2. If you were being questioned when you wanted to keep silent, how would you feel about being administered a truth serum? What kinds of information would you want to keep secret?
	3. Under what circumstances might the administration of a truth serum be justified?
62. Under the pressure of Professor Umbridge's questioning of Harry and her threat to use the Cruciatus Curse on him, Hermione apparently loses her nerve. She tells Professor Umbridge that she will lead her to Professor Dumbledore's secret weapon, which – Hermione claims – is hidden in the Forbidden Forest. As a result, Professor Umbridge forces Hermione and Harry to lead her into the forest to find this weapon. In this situation, Harry must trust Hermione, even though he has no idea what her plan may be.
	1. Have you ever been in a situation where you had to trust someone without understanding that person’s plan?
	2. If so, what were the circumstances? What did you do? What was the outcome?
63. When Hermione leads Professor Umbridge into the forest, Professor Umbridge states, “I really hate children.”
	1. Have you ever known a teacher or an educational administrator who really seemed to dislike students? If so, what were the circumstances?
	2. Could someone who hates children be an effective teacher and/or school administrator? Why or why not?
64. Hermione is actually leading Professor Umbridge into the forest to try to find Grawp, the giant, Hagrid's half-brother. The centaurs suddenly appear and an altercation ensues. Professor Umbridge makes some comments that are very offensive to the centaurs. They threaten her and she attacks them.
	1. Professor Umbridge's comments to the centaurs illustrate cross-species racism and prejudice. Have you ever encountered overt examples of racism in your own life? If so, what was the context?
	2. What did you do? What was the result?
	3. If not, how do you think you would react in such circumstances?
65. When two centaurs respond aggressively, Professor Umbridge shrieks at Harry to tell them she means no harm. Harry responds, “I'm sorry, Professor, I must not tell lies.” The comment from Harry provides a beautiful example of irony.
	1. What exactly is *irony*?
	2. How does Harry's remark illustrate this literary device?
66. There is a saying that someone can be “hoist on his own petard.” This expression is from Shakespeare’s play, *Hamlet*. Apparently, a “petard” was a mechanical war engine that was used to blow holes in castle walls or gates. These days, the saying means that someone is hurt by something he’d planned to use against someone else. How does this saying relate to what happens to Professor Umbridge?
67. Harry has a vision that Sirius has been captured in the Department of Mysteries, so he and his friends go to London to try to save Sirius. Together, they fly to the Ministry of Magic on the thestrals. There, in the Department of Mysteries, they find a huge storage room full of glass globes of various sizes. Neville finds one with Harry’s name on it. When Harry picks it up, that globe utters a prophecy.
	1. What does the prophecy say?
	2. What does the message mean to Harry?
68. Once again, Harry can perceive something that others are not aware of. (In an earlier episode, he heard the voice of the basilisk in the castle walls. Then later when the dementors boarded the train to Hogwarts, Harry heard a woman screaming when no one else did.) In the Department of Mysteries, Harry and Luna can hear voices behind a strange arch. The other students don’t hear them.
	1. What does the fact that Harry and Luna can hear the voices suggest to you about the arch?
	2. Have you ever been in a situation where you were aware of something that no one else had noticed? If so, what was the context? What was the outcome?
	3. Do you feel that some people are naturally more perceptive or observant than others? Can this skill be developed? Give an example.
69. In this story, the character of Luna Lovegood emerges as important.
	1. An early question about this episode asked about the other characters' impressions of Luna at the beginning of this film. How have those students’ impressions of Luna changed by this point in the story?
	2. How have your first impressions of Luna changed at this point?
	3. In what ways does Luna's character develop through this film? What are her positive qualities?
70. There comes a point in this episode when Harry, Ron, Hermione, Luna, Neville, and Ginny must fight for their lives against the Death Eaters. Mr. Malfoy appears and is soon joined by Bellatrix LeStrange and several other Death Eaters. When the adults attack, the students use the defensive spells they learned in Harry’s class.
	1. What precipitates this confrontation? That is, why are the Death Eaters pursuing these students in the Department of Mysteries?
	2. Again, we see the context of the smaller or weaker or younger persons fighting older, stronger, more skillful foes. What experiences and knowledge enable the students to fight against the Death Eaters?
71. At the end of this film, Lord Voldemort attacks Harry in the Ministry of Magic. Professor Dumbledore arrives and challenges Voldemort.
	1. What are the various spells that Voldemort casts?
	2. How does Dumbledore counteract those spells?
	3. What is happening to Harry during the magical duel between Voldemort and Professor Dumbledore?
72. The newspaper, *The Daily Prophet*, has a certain amount of influence in this episode.
	1. What is the first image of the newspaper that appears in this film? Whose picture does it show, and why?
	2. What is the last image from the newspaper shown in this film? Why is this image important to the plot?
	3. What is the final position in this episode of *The Daily Prophet* with regard to Harry’s claim that Lord Voldemort has returned?
73. Throughout this film, Fred and George Weasley continue experimenting with magical products they can sell. The twins might be considered to be enterprising, but as Hermione often points out, they frequently break the school rules in their experimentation and in the subsequent sales of the products they develop.
	1. What is your opinion of the Weasley twins’ attitude toward rules?
	2. Have you yourself ever bent or broken or even flouted rules? If so, what were the circumstances?
	3. What did you do? Why did you choose to do what you did?
	4. If you did not ever bend or break rules, why not? Try to think of an example of a choice you made.
74. Mrs. Weasley assumes a somewhat stronger role in this film than she did in previous episodes. Molly Weasley has a large family of her own, but she seems to be taking Harry under her protection.
	1. Harry lost his own mother when he was an infant. Do you think he welcomes Mrs. Weasley as a surrogate mom? Why or why not?
	2. What is Sirius’s attitude to Mrs. Weasley’s stance toward Harry? What evidence supports your interpretation?
75. Think back to one of the earlier films (or even an earlier scene) in the Harry Potter story.
	1. What is something that happened in “The Order of the Phoenix” that surprised you, based on your previous understanding of the plot and/or the characters?
	2. What is something that happened in this film that you might have predicted, based on your earlier understanding of the plot and/or the characters?

**Harry Potter and The Half Blood Prince**

**Discussion Questions**

**Kathi Bailey, Ben Carignan, Kelly Donovan, and Nick Morales**

**Context:** This episode begins just before Harry returns to Hogwarts as sixth-year student. At first, we see various scenes of modern-day London where unexplained disasters occur. Later we see Harry reading a newspaper in a café. Then, Professor Dumbledore appears at the train station near the café and asks Harry to accompany him to a small village. There they enter a darkened home that looks as though it has been ransacked.

1. Professor Dumbledore uses magic to clean up the mess at the house and then uses his want to reveal that Professor Horace Slughorn has been hiding there, masquerading as an overstuffed easy chair.
	1. We learn that Professor Slughorn keeps moving around from one house to another. Why is he doing so?
	2. Professor Dumbledore introduces Harry and then asks Professor Slughorn if he can use the bathroom. Why does he leave Harry and Professor Slughorn alone together?
	3. Professor Slughorn tells Professor Dumbledore that the answer is still “NO!” What is he referring to?
2. Professor Dumbledore seems particularly eager to have Harry meet Professor Slughorn.
	1. Why do you think Dumbledore wishes to introduce Harry to Professor Slughorn?
	2. Have you ever been in a situation where someone really wanted to introduce you to someone else? If so, what was the context? What was the outcome?
	3. Have you ever particularly wanted to introduce two people? What was the context? Why did you want to introduce them?
3. Professor Slughorn shows Harry several pictures of his former students. He refers to them as “all mine.” As he shares these photos with Harry, Professor Slughorn reveals the importance of his students to his own personal aggrandizement.
	1. What is Professor Slughorn’s attitude toward Harry’s mother?
	2. Professor Slughorn seems to care about his successful Hogwarts graduates. Have you ever talked about your own students with a sense of pride, or even ownership? If so, give an example.
	3. Do you think any of your former teachers viewed you in this way? If so, why?
4. Professor Dumbledore leaves Harry alone with Professor Slughorn, but when he returns to the room and prepares to leave the house, he admits to Horace Slughorn that he knows a lost cause when he sees one.
	1. Professor Dumbledore pays a compliment to Professor Slughorn before he leaves. Why?
	2. What was the compliment and what is meant by the expression Professor Dumbledore used?
	3. Professor Slughorn capitulates to Dumbledore’s wish, but what does he demand in return?
5. After they leave Professor Slughorn, Professor Dumbledore tells Harry that he is talented, famous, and powerful. He also says that Harry won't be returning to Little Whinging and that his trunk and Hedwig are already waiting for him.
	1. Where do you think Harry is expected to go?
	2. What is Harry’s apparent attitude as he takes Professor Dumbledore’s arm once more preparing to disapparate according to Dumbledore’s unexplained plan?
6. After his unexpected journey, Harry arrives at the Burrow, where he sees Ginny through a window. Then Ginny sees Hedwig and Harry’s trunk in the Weasley family home and everyone starts looking for him. Harry is pleased that Hermione and the Weasleys are very happy to see him. He sits with Ron and Hermione talking about their future at Hogwarts and the possible danger of returning there.
	1. What does Ron say about his parents’ view of him returning to Hogwarts?
	2. What does Hermione say about her parents’ views regarding her return to Hogwarts?
	3. Why do those parents feel the way they do?
7. In the next scene, Bellatrix Lestrange and her sister, Narcissa Malfoy, make a secret visit to Professor Snape's home.
	1. Who do they find there, acting as Professor Snape's servant? What is that servant’s presence meant to convey to viewers?
	2. Why do Bellatrix and Narcissa seek out Professor Snape?
	3. What is the “unbreakable vow” that Professor Snape makes with Mrs. Malfoy?
	4. What are the three things Professor Snape swears he will do?
8. Fred and George Weasley have opened a magic shop in Diagon Alley.
	1. What does the interaction in this scene reveal about Ginny’s character?
	2. What does this scene tell us about Fred and George as businessmen?
	3. What do Fred and George give to Harry when he visits the shop?
9. Diagon Alley is largely deserted, but after they leave the Weasley twins’ magic shop Harry, Ron, and Hermione see Draco and Mrs. Malfoy enter the Bourgin and Burke shop. The trio hides and spies on the Malfoys. On the train back to Hogwarts, they discuss what they saw.
	1. Where have we encountered this shop in previous films? What do we know about it?
	2. What is Harry's interpretation of Draco Malfoy’s behavior? Why does Harry hold this opinion?
	3. What is Hermione's view about Draco’s actions?
10. On the train going back to Hogwarts, Harry tells Ron and Hermione that he believes Draco Malfoy has been initiated as some kind of Death Eater. Then Harry uses the Peruvian Instant Darkness Powder he got from Fred and George to temporarily darken the train.
	1. What does Harry do in the dark? Why does he choose this course of action?
	2. What is Draco’s attitude toward Hogwarts now? Why do you think he holds this view?
11. Somehow Draco detects Harry’s presence in the compartment. He manages to hit Harry with a charm that petrifies him.
	1. What is Draco's motivation? What does he say to Harry?
	2. What does Draco do before leaving the train?
	3. Who finds Harry and then gets him out of this particular situation?
12. When they arrive at the entrance to the Hogwarts grounds, Harry, Luna, and Draco must verify their identities to Professor Flitwick. Professor Snape vouches for Draco, but leaves Harry and Luna to take care of themselves.
	1. What does Luna offer to do for Harry?
	2. How does Harry respond?
	3. What is the outcome?
	4. Has anyone ever offered to do something for you (or to you) that you were not sure was a good idea? If so, what did you do? What was the result?
13. At the opening feast, Professor Dumbledore introduces Professor Slughorn and makes another announcement about the staffing for the coming year.
	1. Who is the new Defense Against the Dark Arts teacher?
	2. How do the students respond to this news?
	3. How do you think Harry felt about this change of staffing?
14. Professor Dumbledore then tells the students that Lord Voldemort was once Tom Riddle – a student like them. But then he says the students are the greatest weapon of the dark forces.
	1. How does Ron respond?
	2. What do you think? Are students the greatest weapon-for either ill or good?
15. As the term begins, Harry and Ron are pleased to have a free period in their schedules, but Professor McGonagall urges them to enroll in the Potions course. Because they’ve joined the course late, Harry and Ron do not have their textbooks for this class. Professor Slughorn tells them each to take a copy of the textbook from the cupboard. Harry and Ron tussle a bit at the cupboard, but they each end up with an old book. Harry picks up a book that has quite a few notes written in it.
	1. Have you ever had to take a course you hadn't planned on taking or didn't want to take? If so, what was the situation? What was the result?
	2. Thinking about the courses you teach, do you suppose any of your students didn’t want to be in those courses, but were required to take them? How do you feel about that possibility as a teacher?
16. At the beginning of the first Potions lesson, Professor Slughorn asks the class to identify some concoctions that he has prepared. Hermione steps forward and identifies them, including a powerful love potion.
	1. What three scents does the love potion evoke in Hermione?
	2. What would be three scents you particularly like that a powerful love potion would call forth in you?
17. Professor Slughorn offers a prize to the student who can produce an acceptable drought of the potion called the “Living Death.” The prize is a small vial containing a potion called “Felix Felicis.”
	1. What is another name for this particular potion?
	2. What did Professor Slughorn say that Felix Felicis would do?
	3. If you could take a dose of Felix Felicis yourself, what would you want to accomplish after taking it?
18. In the potions class, Hermione carefully follows the instructions printed in her textbook. She seems annoyed that Harry chooses to follow the mysterious handwritten notes in the margins of his used copy of the textbook, rather than following the author’s printed directions.
	1. What do you think? If you were in a chemistry class doing a lab experiment, following a set of instructions, or even cooking at home following a recipe, would you stick to the “official” recipe or would you follow the suggestions of some unknown person?
	2. In general, is it better to follow directions and stick to guidelines, or is it better to experiment?
	3. Under what circumstances might you feel more adventurous and when would you carefully follow pre-established directions?
19. At the end of the lesson, it turns out that Harry has prepared his potion perfectly. Professor Slughorn is delighted and gives Harry the prize – the vial of the Felix Felicis.
	1. What is Hermione's reaction?
	2. How do the other students respond to Harry having concocted a perfect potion?
	3. Have you ever had an experience where you did your very best to complete a task successfully but someone else was more adept than you were? If so, what were the circumstances? What was the outcome?
	4. If not, how do you think you would feel if you were in Hermione’s place?
20. Using the Pensieve, Professor Dumbledore shares with Harry the memory of his first encounter with Tom Riddle.
	1. In the memory, what does Tom tell Professor Dumbledore that he can do?
	2. How does Professor Dumbledore demonstrate his own power to Tom?
	3. What is Tom Riddle's first impression of Professor Dumbledore?
	4. What is Professor Dumbledore's first impression of Tom Riddle?
	5. What is your evidence for your inferences about their first impressions of one another?
21. We see Draco Malfoy wandering through the Room of Requirement, looking for something.
	1. What is he seeking?
	2. What does he find there?
	3. How would you describe Draco’s state of mind in this scene?
22. This year Harry is the Captain of the Gryffindor quidditch team. Part of his role is to run try-outs and choose players for the team. Ron is trying out for the “Keeper” job.
	1. What does the “Keeper” do in quidditch?
	2. Another student, MacClaggan, is also trying out for the Keeper position. He seems more confident than Ron. What is your first impression of MacClaggan? Why do you have that impression?
	3. Why does Hermione intervene in the tryouts? What does she do and how exactly does she do it?
	4. At the tryouts, we also see Lavender, who seems to have a crush on Ron. What is your first impression of Lavender as she is sitting in the stands?
23. In the Common Room, Hermione urges Harry to turn in his Potions book.
	1. How does Harry respond?
	2. What do they learn about the book in this discussion?
24. In the Three Broomsticks, Ron, Harry, and Hermione see or encounter some other people from Hogwarts.
	1. Who do they see first? How does Ron react?
	2. Who speaks to them next? What is the outcome?
25. As they’re walking back to Hogwarts, Harry, Ron, and Hermione witness a strange event. They see Katie Bell rise into the air and then collapse. She has some sort of package with her.
	1. What happened to Katie? What does Hagrid say?
	2. Harry has a particular interpretation of this event. Who does he believe is responsible? Why does he think so?
	3. What does Professor McGonagall learn from Lee Ann about the package?
	4. What does Professor Snape think about the package?
	5. Who does Harry think gave the package to Katie?
	6. What is Professor Snape’s response to Harry’s opinion?
26. Once again, Hermione, Ron, and Harry have been at the scene of trouble, although they themselves are not at fault.
	1. Professor McGonagall asks Harry, Ron, and Hermione, “Why is it always you three?” Have you ever known a student (or a group of students) who always seemed to be lightning rods for trouble? If so, what was the context? What did you do?
	2. Perhaps you yourself have been “at the wrong place at the wrong time.” If so, what were the circumstances? What was the outcome?
27. Professor Slughorn likes to host small dinner parties with selected students. Harry and Hermione are invited to such a gathering, but Ron is not.
	1. How did Ron feel in this situation? What is your evidence for your view?
	2. Have you ever been in a situation where you weren't included in an invitation that was extended to one or more of your friends? If so, what was the context? How did you feel?
	3. If not, how do you think you'd feel if you were in Ron's place?
28. At his dinner party, Professor Slughorn asks Hermione what her parents do in the Muggle world.
	1. Hermione tries to explain about what dentists do. Have you ever had to explain your own or your family's business or profession? If so, what were the circumstances? What did you say?
	2. Have you ever been invited to a social event that turned out to be rather awkward? What was the context? How did you feel?
	3. Starting to engage in social events is an important part of the socialization of teenagers and pre-teens. What advice would you have for someone about how to behave if they had to go to a gathering like the dinner party hosted by Professor Slughorn?
29. After the dinner party at Professor Slughorn’s quarters, Harry lingers for a private chat.
	1. What does it mean when Professor Slughorn talks about “making the shelf”?
	2. What does Harry ask the professor about Tom Riddle?
	3. What is Professor Slughorn’s response to Harry’s question?
30. Prior to the first actual quidditch match, Ron is very worried about how he will do as the Gryffindor team Keeper. At breakfast before the match, Luna comments on the fact that Harry has done something to Ron's glass of juice.
	1. What did Luna think Harry had done? How did Hermione react?
	2. What did Ron think Harry had done? How did Ron react?
	3. What did Harry actually do? Why did he do it?
	4. What is meant by the phrase, “the power of suggestion”?
31. After the episode at the breakfast table where Harry apparently put something in Ron's juice, Ron plays a brilliant game as the Gryffindor Keeper. Back in the Common Room, Harry reveals to Hermione that he hadn’t really given Ron the Felix Felicis.
	1. In your opinion, was it ethical of Harry to lead Ron to believe he had consumed the Felix Felicis? Was it appropriate?
	2. Have you ever been in a situation where someone believed you’d done something you hadn’t really done? If so, what was the context? What was the outcome?
32. In the celebration following the quidditch match, Lavender gives Ron a huge embrace and kisses him. Hermione suddenly leaves the room and Harry finds her crying.
	1. Hermione asks Harry how it feels when he sees Dean with Ginny. Have you ever had strong feelings for a person who cared for someone other than you? What did you do?
	2. Hermione conjures a small flock of birds as she and Harry are talking. Why do you think she does that?
33. The conversation between Harry and Hermione is suddenly interrupted by Ron and Lavender, who barge into the room as they look for a private place.
	1. What is Ron’s and Lavender’s reaction to finding Harry and Hermione sitting quietly together?
	2. What is Hermione’s reaction to seeing Ron and Lavender together?
34. Later, Professor Slughorn hosts a holiday party, to which he invites some students and some professors. The students are told they may bring a guest.
	1. Who does Hermione bring and why?
	2. Who does Harry bring and why?
35. The scene shifts to Draco in the Room of Requirement. There he examines a cabinet.
	1. What does he do with the cabinet?
	2. What does Draco seem to be feeling at the time?
	3. What does this scene convey?
36. Harry invites Luna Lovegood to be his date for Professor Slughorn's Christmas party.
	1. Neville appears at the party. What is his role there?
	2. When Harry encounters Hermione avoiding her date at the party, she slips away. But then Harry comes face-to-face with her date. What do they talk about?
	3. Professor Snape enters this conversation between Hermione’s date and Harry at an inopportune moment. What happens to Professor Snape in this context? What does he say to Hermione’s date? What message does he deliver to Harry?
	4. Draco also appears at the party. What is he doing there?
	5. It was Mr. Filch who found Draco crashing the party in Professor Slughorn’s quarters, but Professor Snape escorts Draco from the party. Draco doesn't seem very happy with being rescued, however. What accounts for his attitude?
37. After Professor Slughorn's holiday party, Harry goes to the Burrow, where he is a guest at the Weasley family holiday gathering. There, he has an intense conversation with Professor Lupin.
	1. What are they arguing about?
	2. Harry’s relationship with Ginny begins to develop, but Ron intervenes by sitting between them on the couch. What is Ron trying to do?
	3. How do Harry and Ginny feel about Ron's presence in this situation? How do you know?
38. Tonks and Remus attend the holiday party at the Burrow, but they leave quickly after dinner.
	1. Why do Tonks and Remus leave early? What does Tonks say as a reason for their departure?
	2. Ginny notices that Harry's shoelace is untied and stoops to tie it for him. What is the significance of this small act?
39. There is a sudden commotion outside the Burrow and Ginny follows Harry out into the field, where they are attacked by Death Eaters. Harry, Ginny, Mr. Weasley, and Professor Lupin fight the Death Eaters in the field, only to turn and see that the Burrow is on fire.
	1. Harry pursues Bellatrix LeStrange through the cornfield. What is she shouting as they run?
	2. Who does Ginny encounter there? What does Harry do to protect her?
40. Later, back at Hogwarts, after sharing a memory in the Pensieve, Professor Dumbledore explains to Harry why he wants Harry to get close to Professor Slughorn.
	1. What does Professor Dumbledore reveal about Tom Riddle and Professor Slughorn in this scene?
	2. What is Professor Dumbledore's objective? What does he want Harry to do?
	3. Have you ever felt you were being used by someone? If so, what were the circumstances? What was the outcome?
	4. If not, how do you think you would have felt in Harry’s situation?
41. In this episode, we see further use of the dramatic device called a “flashback,” in which information of the past is momentarily superimposed upon the present-day story. For example, in this film, we see a scene from one of Professor Slughorn’s earlier gatherings when Tom Riddle was a student.
	1. What does Tom ask Professor Slughorn in that flashback?
	2. How does Professor Slughorn react to Tom’s question?
	3. What are some other examples of flashbacks in the Harry Potter saga?
	4. What is the audience supposed to think about these images from the past? What is the purpose of these earlier images appearing in this part of the story?
	5. What does Professor Dumbledore ask Harry to do after this episode with the Pensieve?
42. Harry subsequently approaches Professor Slughorn privately in his classroom.
	1. What does Harry ask the Professor?
	2. How does Professor Slughorn respond to Harry’s request?
43. Harry returns to the dormitory one evening to find Ron acting rather strangely. It turns out that Ron had eaten some candy that may have been intended as a gift for Harry.
	1. How is Ron's behavior in the scene different from the way he usually acts?
	2. How does Harry first interpret Ron's behavior? Then what action does he decide to take to help Ron?
44. The expert whom Harry seeks manages to help Ron recover from the love potion, but then there is a sudden complication.
	1. What happens to Ron? What was the cause?
	2. What does Harry do to help Ron?
45. In the hospital, Professor Dumbledore notes that it’s good that Harry remembered to use a bezoar.
	1. Why was that antidote important?
	2. What gift was the cause of Ron’s collapse?
	3. What was the intent of the dangerous gift?
	4. What does Lavender say when she arrives at the hospital?
	5. What does Ron say in his semi-conscious state? What is Lavender’s reaction?
46. Harry follows Draco to the Room of Requirement.
	1. What does Draco do there?
	2. What is the significance of the canary in this scene?
47. After talking to Katie Bell in the Great Hall about who might have cursed her, Harry follows Draco into the boys’ bathroom.
	1. What spell does Harry use there?
	2. What is the result?
	3. What does Professor Snape do when he finds Draco and Harry there?
48. Subsequently, Ginny goes with Harry to the Room of Requirement, in order to hide the Half-Blood Prince’s Potions book.
	1. Why must they hide the Potions book?
	2. When Harry opens a tall cabinet, a bird flies out. What does this clue signify?
	3. Ginny hides the Potions book. Why is it important that it is Ginny who hides it?
49. One evening Harry suddenly decides to ingest the Felix Felicis potion. As a result, he experiences a sense of euphoria and incredible self-confidence. After drinking the potion, Harry has the very strong hunch that he should go visit Hagrid. Hermione objects, but Harry goes in spite of her concerns.
	1. In general, should we listen to our friends when they urge us to do/refrain from doing something?
	2. On his way to Hagrid's, Harry encounters someone who didn't expect to see him. Who did Harry see? What was that person doing?
	3. How did that person react to Harry’s sudden appearance? What was the outcome?
	4. Have you ever been in a situation where you felt more confident than usual? If so, what were the circumstances? What was the result?
50. When Harry arrives at Hagrid's house, he finds that Hagrid is very sad and upset because his friend, Aragog, has died.
	1. Who was Aragog? Where have we encountered him previously in the Harry Potter stories?
	2. Why is Hagrid so upset about Aragog's death? What was their relationship?
	3. Have you ever experienced the death of an animal, a pet perhaps, to whom you were close? If so, what were the circumstances?
	4. How did you feel? What did you do? What were the outcomes?
	5. If not, how do you think you would have felt in Hagrid’s place?
51. There is a small funeral ceremony for Aragog, at which Professor Slughorn says a few appropriate words as a eulogy.
	1. What is a *eulogy*? Where does this speech event typically occur? Who usually delivers a eulogy?
	2. At the graveside, Professor Slughorn asks Hagrid if he may collect some samples of Acromantula Venom. What does Professor Slughorn say about why he wants the venom? What is his actual motivation for wanting to collect this substance?
	3. What was Professor Slughorn doing at the green houses when Harry found him there? What was the professor's motivation in that case?
52. In Hagrid's house after the funeral, Professor Slughorn and Hagrid drink quite a bit and sing sad songs together. Hagrid soon passes out. Harry talks to Professor Slughorn after Hagrid falls asleep. The Professor tells Harry something about Harry's mother, Lily, when she as a student. (Note that this conversation occurs in the film but not in the book, *The Half Blood Prince.*)
	1. What did Harry's mother give Professor Slughorn? What was the apparent significance of that gift as the professor tells Harry the story?
	2. What does Harry ask of Professor Slughorn after hearing the story of his mother's gift? What does he want the professor to do?
	3. In making this request and urging Professor Slughorn to take a certain course of action, is Harry being manipulative? What is the difference between urging and manipulating?
53. Harry tells Professor Slughorn to be brave.
	1. Have you ever had to challenge a person in a position of power over you to be brave and take a certain course of action? If so, what were the circumstances? What was the outcome?
	2. If not, what do you think you would have done if you had been in Harry's place? How would you have felt?
54. As a result of this conversation, Professor Slughorn shares one of his memories with Harry. It is the original true memory of a conversation with the student, Tom Riddle, that had been corrupted before.
	1. What does Tom Riddle ask Professor Slughorn in the memory?
	2. What does the Professor tell Tom about a *Horcrux*?
	3. What does it mean when Professor Slughorn says that their discussion is “all academic”?
55. In a scene on the balcony, Professor Snape tells Professor Dumbledore that he has asked too much of him.
	1. How does Professor Dumbledore respond to this comment?
	2. What is the possible significance of this conversation?
	3. Professor Dumbledore tells Harry that he (Harry) needs a shave. What is the significance of this comment?
56. Harry travels with Professor Dumbledore to a remote cave at the seaside, which Tom Riddle had visited many years before.
	1. Before they leave Hogwarts, Professor Dumbledore insists on Harry agreeing to a certain condition. What does he make Harry promise to do?
	2. Why are they going to this cave?
	3. What is the price that must be given in order for Harry and Professor Dumbledore to enter the cave?
57. Once they have entered the cave, Harry and Professor Dumbledore find an enchanted lake. There they see a basin with a potion in it, and at the bottom they see the Horcrux they seeking. Professor Dumbledore realizes that the liquid in the basin must be drunk. He tells Harry to make him drink it all, no matter what happens.
	1. Has anyone ever made you promise to keep him/her to a goal, no matter what the results might be? If so, what were the circumstances? What was the result?
	2. In a nightmare-like scene, Harry tries to get water for Professor Dumbledore to drink but he meets some frustrating challenges. What are those challenges?
	3. Have you ever experienced this kind of situation, either in real life or in a dream? If so, how did you feel? If not, what do you think your reaction would have been in this context?
	4. What do Harry and Professor Dumbledore eventually take with them from the cave?
58. As they struggle to leave the enchanted cave, Professor Dumbledore says, “I'm not worried, Harry. I'm with you.”
	1. Have you ever felt that safe with someone? If so, what was the context?
	2. Has anyone ever depended on you to that extent? If so, what was the outcome?
59. We see a scene in which some Death Eaters enter Borgin and Burke’s shop in Diagon Alley. Then we see Draco in the Room of Requirement.
	1. What happens there? Who appears?
	2. What is the significance of these people’s appearance there at this particular point in time?
60. When they return to Hogwarts after many challenges during their trip to the seaside cave, Professor Dumbledore tells Harry to fetch Professor Snape and to hide and not to speak with anyone without his permission. While Harry is hiding, Draco Malfoy suddenly appears and tensely asserts to Professor Dumbledore what he (Draco) must do.
	1. How does Professor Dumbledore respond to Draco’s statement?
	2. Bellatrix LeStrange appears and urges Draco to do what he has been ordered to do. What does she want Draco to do?
	3. Professor Snape enters the scene. Professor Dumbledore says, “Severus, please.” What is he asking Professor Snape to do?
	4. What does Snape do?
61. The Death Eaters go on a rampage through the Great Hall. Then Bellatrix LeStrange sets Hagrid's house on fire.
	1. Harry tries to fight the Death Eaters, but Professor Snape interferes. What does he say? Why is his comment important to our understanding of his character?
	2. What does Harry learn about Professor Snape's identity in this scene?
62. Harry returns to the castle to find the students and professors gathered on the lawn. Together they silently raise their wands.
	1. Why do they raise their wands? What is the result of this action?
	2. Harry kneels beside Professor Dumbledore’s body in grief; Ginny joins him and puts her hand on his shoulder. What is the significance of this small act?
63. Harry goes alone to Professor Dumbledore’s office.
	1. What does he see there?
	2. Who speaks to him? What is the significance of their brief conversation?
64. Hermione and Harry look at the locket that Harry and Professor Dumbledore took from the seaside cave. They read the message inside. As a result, Harry learns some things.
	1. What does he learn about the locket?
	2. Does he know who “RAB” is? Do we, the viewers, know at this point?
	3. Harry says, “It was all a waste. All of it.” Why does he say this?
	4. Do you agree at this point? Was it all a waste?
65. Harry tells Hermione he’s not coming back to Hogwarts. She tells him sometimes he can be really thick.
	1. What is the meaning of Hermione’s comment?
	2. What does Hermione’s remark suggest about the events we are likely to encounter in the next episode of the Harry Potter story?
66. As Harry and Hermione stand on a balcony overlooking the lake, Fawkes flies by overhead and utters a cry. Ron joins them on the balcony and Harry says, “I never realized how beautiful this place was.”
	1. Why does the film’s director include the cry of the phoenix in this scene?
	2. Have you ever been on the point of leaving a place you had known and suddenly realized how special it was? If so, what were the circumstances? How did you feel?
	3. If not, how do you think you would have felt if you had been in Harry's place in this scene?

**Harry Potter: The Deathly Hallows (Part One)**

**Discussion Questions**

**Kathi Bailey, Ben Carignan, Kelly Donovan, and Nick Morales**

**Context:** This episode and the next are both based on the last book in the Harry Potter series, but that book is portrayed in two separate films. This part of the story opens during what would have been Harry's seventh year at Hogwarts. As this film begins, we hear the new Minister of Magic making a political speech about the strengths of the Ministry in protecting the people. Then we observe Harry, Ron, and Hermione—each in their respective homes, and each apparently thinking deeply. In this episode we also see more of the Weasley family and their importance in Harry’s life.

1. Early in this film, Hermione, Ron, and Harry are making preparations to take the next steps in their dangerous odyssey. For instance, at the beginning of this episode, Hermione utters the incantation, “Obliviate!” in her home. As a result, her parents lose all their memories of her, and her image is erased from all their photographs.
	1. How do you think Hermione felt at this juncture? Why did she choose to completely eliminate all her parents’ knowledge of her?
	2. If you were able to utter the charm, “Obliviate!”, whose memories would you be erased from? Who would be forced to forget you?
	3. Under what circumstances might you choose to make your loved ones forget you?
2. We also see Professor Snape as he joins a gathering with Lord Voldemort and a group of Death Eaters. They are trying to determine when Harry will be moved and where he will be hidden.
	1. What does Bellatrix LeStrange volunteer to do?
	2. What is Lord Voldemort’s response to her offer?
3. At this gathering, the Dark Lord asks Lucius Malfoy for his wand.
	1. Why does he do so?
	2. What is Mr. Malfoy’s response?
	3. How does Mr. Malfoy look in this scene?
	4. How does his appearance compare to our previous impressions of him?
	5. What does his appearance suggest about the evolution of his character?
4. A woman has been hanging suspended in the air at the side of the room while the Death Eaters have been sitting at the table and conversing.
	1. Who is this person?
	2. What does she believe?
	3. What does she ask Professor Snape?
	4. What does Voldemort do to her?
5. Harry watches as his uncle, his aunt, and his cousin Dudley prepare to leave their home in Little Whinging. Then, before he leaves the house on Privet Drive for the last time, Harry opens the cupboard under the stairs where he slept as a child.
	1. Why did he look in the cupboard?
	2. What did he find there? What does that object symbolize?
	3. Have you ever had the experience of leaving a place for the last time? If so, what were the circumstances? How did you feel?
	4. If not, how do you think you would have felt in Harry’s place at this point in the story?
6. In this episode, polyjuice potion emerges again as a powerful and useful tool, when a group of wizards arrive at the Dursley’s house to escort Harry to safety. Several of Harry's friends choose to masquerade as Harry in order to be decoys while he is removed to a secret environment. In spite of the danger, Fred and George provide some comic relief, as they say they are “just trying to defuse the tension.”
	1. Who are the pairs of decoys and transporters who come to rescue Harry?
	2. What is the significance of each pairing in this rescue attempt? Choose a pair that particularly interests you and explain why their presence is important.
7. During the rescue, as Harry is riding with Hagrid on the motorcycle, we again see images of the magical world juxtaposed with the muggle world.
	1. In which film(s) has this technique been used previously? What are some examples of this juxtaposition strategy?
	2. What is the (intended) effect on the viewers of showing Harry’s life in the context of modern-day England?
8. There have been several rescue scenes in previous episodes.
	1. What were two or three of those scenes that you found most memorable?
	2. How does this particular rescue attempt differ from the previous ones that you remember?
9. Once again, the “real Harry” rides with Hagrid, who notes that he was the one who had brought Harry to the Dursleys’ house sixteen years earlier. For this reason, Hagrid says, it was appropriate that he should be the one to take Harry away from the Dursleys' home.
	1. How are the present circumstances similar to and how do they differ from those of Harry's first ride with Hagrid?
	2. How has Harry changed from his first ride on Hagrid's motorcycle?
10. The rescue attempt proves disastrous, even though Harry escapes. Because polyjuice potion permits people to take on convincing personae, the members of the Order of the Phoenix must use secret shared memories to identify one another when they arrive at the Burrow, the Weasleys' home.
	1. In this regard, the use of polyjuice potion is an example of “a two-edged sword.” What does that phrase mean and how is it applicable in this situation?
	2. Have you ever been a member of a group that used passwords or secret handshakes or other means of identifying one another? If so, what was the context? Why were these secret means of communication important?
11. After the rescue attempt, Harry tries to sneak away, but Ron tells Harry, “You maybe the chosen one, mate, but this is a whole lot bigger than that.” Ron convinces Harry to stay at the Burrow for Fleur and Bill's wedding, even though Harry is desperate to leave and to seek out the Horcruxes. Ron tells Harry that they can’t leave without Hermione, but he also tells Harry not to tell Hermione that he had said so.
	1. Why does Ron tell Harry not to let Hermione know how important she is in terms of their departure being successful?
	2. What is your understanding of the relationship of Ron and Hermione at this point?
	3. What is your evidence for this viewpoint?
12. Before the wedding, Ginny asks Harry to zip up her dress.
	1. What is Harry's response to her request?
	2. Why is this brief scene included in the film? What does this scene tell us as the viewers?
13. This story features the marriage of Fleur and Bill. Just before their wedding, the new Minister of Magic arrives at the Burrow. He meets privately with Harry, Ron, and Hermione to read them Professor Dumbledore’s will. Why do you think Professor Dumbledore left the following gifts to these particular students?
	1. To Ron, the Deluminator
	2. To Hermione, the book *The Tales of Beetle the Bard*
	3. To Harry, the Golden Snitch he had caught in his first quidditch game at Hogwarts
14. According to the will, Dumbledore also left Harry the sword of Godric Gryffindor, even though the sword is missing.
	1. What is the Minister's view of this bequest?
	2. What is Hermione's response to the Minister's position?
15. When the dancing begins, Harry sees Luna Lovegood and her father dancing.
	1. What do we know about Mr. Lovegood from previous episodes?
	2. What does he tell Harry?
	3. What is the symbol that Mr. Lovegood is wearing?
16. At the wedding reception, Harry meets Elphias Dodge.
	1. Who is Elphias Dodge?
	2. Have you ever attended a wedding reception? If so, what was the situation?
	3. Who did you know beforehand?
	4. Who did you meet that you might like to know after the wedding? Why would you want to know that person or those persons?
	5. Who did you meet that you would not want to be associated with later? Why would you not want to know that person or those persons?
17. Harry learns about Dumbledore’s brother, Aberforth, from Elphias Dodge and the woman sitting at the next table. It is from Elphias Dodge that Harry first learns that Professor Dumbledore had a brother.
	1. Who is Bathilda Bagshot and why does her name arise in this episode?
	2. What is the significance of “Godric's Hollow” in this conversation?
18. The woman at the nearby table asks Harry about his relationship with Professor Dumbledore. She says, “Honestly, my boy! Are you sure you knew him at all?”
	1. This question apparently troubles Harry deeply. Why?
	2. Have you ever wondered if you really knew someone you thought you knew? If so, what were the circumstances? Why did you experience this doubt?
19. Harry, Ron, and Hermione leave the wedding suddenly and magically. Once more, their wizarding world is suddenly transported to and superimposed upon the muggle world as they arrive in a busy London street. Again the magical world and the muggle world collide.
	1. Why do they leave the wedding? Whose voice is it that warns the guests?
	2. Once again, Hermione's preparation is key to their safety. What is she carrying and why is it important when they arrive in London?
20. In this episode, Harry decides to leave Hogwarts. Hermione and Ron choose to go with him. In fact, they must leave earlier than expected, having to escape rapidly from the wedding reception. Their escape is aided by the contents of Hermione’s enchanted purse.
	1. If you could have a magical purse or back-pack which would allow you to carry anything you wanted, what would you pack? List four or five items you’d like to have with you at all times, no matter where you were going.
	2. When you travel, what are the things you'd want to carry with you if space were not an issue? What are things you could leave behind because you'd assume you could find them at your destination?
	3. Have you ever had the experience of needing something you didn't have with you when you were traveling? What was the object? Why was it important?
21. After they make a hasty departure from the wedding, Hermione, Ron, and Harry are attacked as they order cappuccinos in a café. As they fight, they subdue their attackers but then they have to decide whether or not to kill them.
	1. Why did Harry, Ron, and Hermione choose not to kill these Death Eaters?
	2. They decide to erase the Death Eaters’ memories, rather than kill them. Once again, Hermione uses the “Obliviate” spell. Why did they make this particular choice?
22. Harry, Ron, and Hermione choose Grimmauld Place as a safe house. There Harry is reminded, poignantly and powerfully, of Sirius. And here they discover the identity of the mysterious “R.A.B.” When they arrive there, they are quite isolated. They can only trust one another.
	1. In the house they encounter a frightening image of Dumbledore. What is its purpose?
	2. Again, Harry has bad dreams that seem very real to him. He sees Voldemort threatening someone.
	3. In reading a bedroom door, Hermione realizes who “RAB” was. Why are the initials “RAB” important in the plot?
23. The house elf named Kreacher has a brief but important role in this episode. The three friends find him hiding in the house.
	1. What important information might Kreacher have?
	2. Why is Kreacher compelled to answer Harry?
	3. What does Harry command Kreacher to do?
24. “You have nothing to fear if you have nothing to hide,” said the newest Minister of Magic. (He is not the same person who delivered Dumbledore's will.)
	1. Would you believe this statement if it were uttered by an official of your government?
	2. What conditions must precede a decision to trust someone powerful in this sort of circumstance?
25. In Grimmauld Place, as Hermione teaches Ron the melody to “Für Elise” on the piano, Harry is waiting pensively, watching the Golden Snitch. Suddenly, Kreacher and Dobby return to Grimmauld Place with Mundungus Fletcher in tow. Hermione reminds Harry that a Snitch has “Flesh Memories.” Why might this fact be important?
	1. What is Mundungus like as a wizard and a person?
	2. Was Mundungus responsible for the death of Professor Moody or not? Why do you hold your opinion?
26. Dobby and Kreacher bring Mundungus Fletcher back to Grimmauld Place. It turns out that Mundungus had indeed stolen some items, but he says he gave the locket to a member of the Ministry of Magic when she questioned him about his license to sell such goods.
	1. Mundungus sees that person's picture in the *Daily Prophet*. Who does he recognize?
	2. What does this revelation mean that Harry, Ron, and Hermione must do?
27. Harry first encountered the locket as a magical artifact when he accompanied Professor Dumbledore on a trip to an enchanted seaside cave. Before embarking on that journey, Professor Dumbledore made Harry promise to obey him while they were traveling, even if the situation seemed to be very dangerous to Professor Dumbledore. In the cave they enter a nightmare-like context in which the normal physical laws of life on earth do not pertain.
	1. Have you ever had a nightmare which seemed very close to your waking fears?
	2. Have you ever been in a waking situation that seemed like a nightmare? If so, what were the circumstances? What did you do?
28. When Harry and Professor Dumbledore return from their adventure at the cave, Professor Dumbledore reminds Harry of his promise to obey him.
	1. Have you ever been in a situation where you made a promise that you later regretted? If so, what were the circumstance? What was the outcome?
	2. Have you ever witnessed a scene in which you were powerless to stop events but desperately wanted to do so? If so, what was the context?
29. Once again, Hermione brews a batch of polyjuice potion, so that she and Ron and Harry can sneak into the Ministry of Magic in disguise. The use of polyjuice potion plays a role in the trio’s quest and in the development of the plot. They waylay three employees of the Ministry and assume those people’s identities.
	1. Whose identities do they each assume?
	2. What challenges do Ron, Hermione, and Harry encounter in these roles?
	3. What do they learn in briefly talking on these identities?
30. Inside the Ministry Offices, Harry, Ron, and Hermione must each seek their own path to find the locket.
	1. Hermione encounters Professor Umbridge in an elevator and must accompany her. How would you have felt in Hermione's place?
	2. Harry gets into the office of Delores Umbridge and tries the “Accio!” charm, but nothing appears or arrives. As a result, Harry must find Professor Umbridge herself, since she may actually have the locket with her. Before he leaves, what does Harry discover in the desk drawer?
	3. Meanwhile Ron is having other challenges. What happens to him in the Ministry?
31. In a desperate and dangerous move, Harry snatches the locket from the neck of Dolores Umbridge, just as his polyjuice potion begins to wear off.
	1. How does Dolores Umbridge look in this scene compared to when we saw her last?
	2. Harry tells her, “One must not tell lies?” What is the significance of this comment?
32. Harry and Ron and Hermione try to escape from the Ministry of Magic, but Ron has an accident in the process.
	1. What does it mean when Hermione says, “Ron got splinched!”?
	2. Hermione tells Harry to set up the tent while she casts protective spells around their camp site. If you could cast protective spells to protect a particular space, what location would you choose to protect? Why do you choose this particular place?
33. Hermione, Ron, and Harry have been a trio of friends since the very first episode in this series. In this part of the story, Hermione’s knowledge and skill emerge as essential in saving Ron and Harry in several dangerous situations. Think of three instances in this part of the epic where Hermione’s abilities are instrumental in the success of the venture.
34. The three friends try to destroy the locket using various actions and spells, but nothing seems to work.
	1. What efforts do they use to destroy the locket?
	2. Why do none of these spells work?
	3. Harry eventually puts the locket around his neck. Why does he do this?
	4. Ron asks if Harry is bothered by the fact that Dumbledore didn't tell him how to destroy the locket. Why doesn't Harry answer?
35. Ron listens to a radio as he recuperates from being splinched. Harry finds the sound annoying, but Hermione says it comforts Ron.
	1. What does Harry hear on the radio?
	2. There is a tradition of radios being used in underground resistance movements. Do you know of another story in which radios are used in this way?
36. In this episode, Harry, Ron, and Hermione have had to be constantly “on the run”.
	1. Have you ever been in a situation where you had to hide, or felt that you had to hide? If so, what was the context? What did you do? What did you avoid doing?
	2. If you’ve never been in such a situation, how do you think you would respond if you felt that you had to hide from someone? What would you do and what would you avoid doing in those circumstances?
	3. What would you do if a friend or a student asked you to hide them?
37. In the next several scenes, Harry, Ron, and Hermione are continually “on the run.”
	1. As a teenager or as a pre-teen did you ever run away from home? If so, why did you run away? What was the outcome?
	2. If you never ran away from home, were you ever tempted to do so? Why? And why did you decide not to run away?
	3. In some societies, there are many homeless adolescents. What can teachers and others do to help teenagers who have no home?
38. Tensions begin to emerge as the locket exerts its influence upon the three friends in their isolated exile and isolation. Think of another story you know where a particular physical artifact exerted either a positive or negative influence upon the bearer.
	1. What was that story?
	2. What was the powerful object in that story? What power did it exert?
	3. How can we break the power that objects have on us?
39. While Harry, Ron, and Hermione are camping, some “snatchers” come upon their campsite. One of them detects Hermione’s perfume.
	1. Who were the “Snatchers”?
	2. What does Hermione do when she realizes they've been detected?
40. Under the pressure of the prolonged exodus and their inability to destroy the locket, tensions mount. Eventually, Ron leaves Hermione and Harry. What has been a trio of friends for many years has now become a potential love triangle.
	1. What was Ron's motivation for leaving? What did he suspect?
	2. What is Harry's reaction to Ron's statements?
	3. What is Hermione's response to Ron's viewpoint?
	4. Why does Hermione make the choice to stay?
	5. Have you ever had a really serious argument with a dear friend? What was the result?
41. After Ron leaves, Harry and Hermione share a brief carefree moment in the tent.
	1. Harry first removes the Locket from Hermione's neck. Why does he do this? What is the apparent result?
	2. They dance together and laugh, but then the song ends and Hermione seems sad again. What is the significance of this dancing scene in the advancement of the plot?
42. Harry and Hermione decide to go to Godrick’s Hollow, where Harry was born. They arrive on Christmas Eve and visit the church graveyard, looking for Harry’s parents’ tombstone. They find it and Hermione conjures a wreath of white flowers to lay on the grave marker. There she also finds another important clue.
	1. What is the symbol she finds and where does it appear in the graveyard?
	2. Where have we seen this symbol before? What significance does it have?
43. In the church graveyard, as Hermione and Harry look for his parents' grave, they realize that they are being watched. The watcher is Bathilda Bagshot. Hermione has reservations, but they go with her to her home.
	1. What happens there? What do they find?
	2. What do Harry and Hermione learn about the Deathly Hallows as a result of this visit?
44. After their hasty departure from Godric's Hollow, Hermione takes them to the Forest Dean, she suggests to Harry that they stay there and grow old.
	1. Have you ever been in a situation where you wished you could stay and not re-engage in the challenges of life you had been facing?
	2. If you could go back in time and stay at any particular place and time, where and when would you choose to stay? Why?
45. Harry asks Hermione where his wand is, and she reluctantly admits to him that his wand was broken in the escape from Godrick’s Hollow.
	1. The possession of one's own wand re-emerges as a recurrent theme in these stories. Think of two or three scenes in previous episodes where losing one's wand or taking someone else's is a key development in the plot.
	2. Have you ever lost a tool or an asset that was very important to you? If so, what was the context? What was the result?
	3. If not, how do you think you would have felt in Harry's place?
46. As he's keeping watch on the camp at night, Harry sees a Patronus of a doe. He follows it into the forest.
	1. What does he find when he follows the doe?
	2. The Accio charm doesn't seem to work, so Harry takes a desperate step. What does he do?
	3. What impedes him from achieving his goal?
	4. This underwater scene is reminiscent from an earlier episode. When have we seen Harry struggle this way before?
	5. Who arrives to help Harry at this point?
	6. Harry speaks in Parseltongue. What is the result? What does Ron do?
	7. Ron hears a whispering voice insinuating his fears and he sees a vision. What does he hear and see?
	8. How does Ron respond and what is the result?
47. The attraction between Ron and Hermione gradually becomes more apparent in this episode.
	1. When were the first indications we had, in earlier films, that Ron and Hermione might eventually be partners?
	2. List three recollections of earlier episodes where we were given hints or even clear indications of their attraction to one another.
48. Ron and Harry return to the campsite.
	1. How does Hermione respond?
	2. How does Ron react to her?
	3. Why is Ron’s Deluminator important in this scene?
49. Harry, Ron, and Hermione decide to go to visit Luna Lovegood and her father. Luna isn't home when they arrive, but they do glean some information from Mr. Lovegood.
	1. Why did they go to the Lovegoods' home?
	2. What are the “Deathly Hallows”?
	3. What is “The Tale of the Three Brothers”? Why is Hermione does read the story aloud?
50. Many stories in folklore have elements in sets of three. Think of another story you know that involves three challenges or three witches or three entities of some kind.
	1. What is the story you remember? Please summarize the key points.
	2. In the story that Hermione reads, what is the significance of the third entity – the third brother in this case?
51. In the story of the three brothers, there are results attached to the gifts the three brothers ask of Death.
	1. What did they first brother ask for, and what became of him?
	2. What did the second brother ask for, and what happened to him?
	3. What did the third brother request, and what was the result?
52. Ron insistently urges Harry and Hermione to leave Mr. Lovegood’s house.
	1. Why does Ron feel uneasy?
	2. What about Mr. Lovegood’s behavior seems strange?
	3. What happens when Mr. Lovegood says Voldemort’s name?
53. The Snatchers pursue Harry, Ron, and Hermione through the forest. As they run, Hermione suddenly turns and curses Harry.
	1. Why does she curse him?
	2. What is the result of Hermione casting this curse on Harry?
54. Harry has a vision of Voldemort talking to someone about the Elder Wand.
	1. Who is the person that Voldemort is talking to? Why is that person important?
	2. How does this vision relate to what Harry and Hermione learned when they visited Godrick’s Hollow?
55. The Snatchers bring Harry, Hermione, and Ron to the Malfoy’s home. There Draco says he can’t be sure if Harry is actually Harry. Bellatrix LeStrange sends Harry and Ron to the dungeon, but she keeps hold of Hermione in order to torture her.
	1. Why does Draco say he’s not sure if the person with the disfigured face is Harry?
	2. Why does Bellatrix torture Hermione?
	3. What does Madame LeStrange carve on her arm? Where have we seen similar tactics of punishment?
56. In the dungeon, Harry and Ron find Luna, Mr. Olivander, and the goblin, Griphook. Wormtail comes to take away Griphook. Then Ron uses the Deluminator and suddenly Dobby appears to rescue Harry Potter. Harry tells Dobby to take Luna and Mr. Olivander. Through trickery, Harry and Ron escape the dungeon. Bellatrix holds Hermione hostage, with her wand at Hermione’s throat.
	1. What does Dobby tell Harry he’ll do?
	2. What happens before Lucius Malfoy can call the Dark Lord?
57. Dobby returns to Malfoy Manor and asserts that he has no master and is a free elf, and that he has come to rescue Harry Potter. As a result of Dobby's rescue attempt, when they arrive on a remote beach Harry finds that he and Ron and Hermione are safe, but Dobby is hurt.
	1. What was the last thing that Harry asked of Dobby at the end of Harry Potter and the Chamber of Secrets?
	2. Why does Harry say he wants to bury Dobby “properly, without magic”? What does this choice mean in practical terms? What does it signify?
58. The scene shifts to a dark area and someone cracks open a stone door with a spell. We see Professor Dumbledore, lying still in his tomb, and then we see Voldemort's hand as he takes the wand from Dumbledore's chest. The movie ends with this scene.
	1. What is the significance of this act as the ending scene of this episode?
	2. Why did Voldemort so desperately want this particular wand?
	3. What do you think Voldemort will do now that he has this wand?
59. Harry, Ron, and Hermione are no longer the charming, innocent children of the first few films. They have met with racism, classism, hypocrisy, favoritism, and sadism in their lives as students at Hogwarts. At this point in the story, the competition is no longer amongst the four houses for the Quidditch Cup. Now the students are fighting for their lives, and for all they hold dear. Fighting, injuring, and even killing people have become a part of what they must do.
	1. Have you ever been in a situation where you had to physically harm another person to protect yourself or someone else? If so, what was the context?
	2. What did you do? What was the outcome?
	3. If not, how do you think you'd react if such a situation were to arise?

**Harry Potter: The Deathly Hallows (Part Two)**

**Discussion Questions**

**Kathi Bailey, Ben Carignan, Kelly Donovan, and Nick Morales**

**Context:** This is the final film in the sagaof Harry Potter’s life as a young wizard. He and Hermione and Ron, his two best friends, have been through many struggles, and Harry has been injured frequently. There are strong personality difference among the three main characters, but they continue to support one another (even though they often disagree) through many difficult situations.

1. As this episode opens we see Professor Snape looking out over the castle grounds from a high vantage point.
	1. How has Professor Snape’s role changed? What is his position at Hogwarts now?
	2. What do you think he’s thinking about in this scene? How does he seem to feel?
2. Harry, Ron, Hermione, and Luna are at Shell Cottage where Bill and Fleur live. Griphook, the goblin, and Mr. Ollivander are also there. We see Harry look up at a piece of broken mirror near Dobby’s grave. Griphook tells Harry he is a very unusual wizard. Harry says, “The sword presented itself in a moment of need. We didn’t steal it.” Harry offers Griphook gold for his help. Griphook isn’t interested in gold, but he does want the sword of Godric Gryffindor.
	1. Where did Harry get this piece of broken mirror? What is its significance?
	2. What does Harry want Griphook to do? What is Harry’s plan?
	3. Why does Harry think he must follow this plan?
3. Harry asks Mr. Ollivander some questions, first about whether two particular wands are safe to use. Mr. Ollivander recognizes the first wand as that of Bellatrix Lestrange. The second wand was that of Draco Malfoy. Mr. Ollivander repeats the phrase, “The wand chooses the wizard.”
	1. Why is this phrase important in this context?
	2. There is a Buddhist saying, “When the student is ready, the teacher appears.” How does this statement relate to Mr. Ollivander’s comment?
4. Harry asks Mr. Ollivander about the Deathly Hallows. Mr. Ollivander confirms the students’ understanding of the three Deathly Hallows and their powers, but says he thinks the story is just a fable.
	1. Harry says, “You’re lying.” Why does he accuse Mr. Ollivander of lying?
	2. What does Mr. Ollivander tell Harry about Voldemort and the Elder Wand?
	3. What is Harry’s response to Mr. Ollivander’s information?
5. Once again, Hermione uses her potion-making skills to brew a batch of polyjuice potion. When she drinks it, she assumes the persona and the identity of Bellatrix Lestrange. Ron drinks it too and masquerades as a Death Eater. Together they travel with Harry and Griphook, who is hiding under Harry’s invisibility cloak.
	1. Where were they going?
	2. Why did they use polyjuice potion? What do they hope to find?
6. When she is disguised as Bellatrix LeStrange, Hermione says, “Good Morning” to someone.
	1. How does Griphook respond to Hermione’s greeting?
	2. How does Hermione react to Griphook’s comment?
	3. How important is it to stay in character if you are acting in a play or a role play?
7. This scene where Hermione is masquerading as Madame LeStrange provides a very interesting glimpse of Helena Bonham Carter’s skill as an actress. How is her behavior here (when playing Hermione impersonating Bellatrix LeStrange) different from her behavior when she is in the role of Madame LeStrange in the presence of Lord Voldemort?
8. With Griphook’s help and the use of the Imperious Curse, Harry, Ron, and Hermione manage to access the vault of Bellatrix LeStrange in Gringott’s Bank, only to find that the vault is guarded by a dragon.
	1. What do we know about the Imperious Curse? Where and when did we first learn about it?
	2. What evidence does this scene give us that the goblins have used stimulus response techniques in developing their security system?
	3. Hermione says, “That’s barbaric!” What is she referring to?
9. Once they enter the vault, Harry, Ron, and Hermione discover that the items contained therein have been enchanted with the Gemino curse.
	1. Inside the vault, Hermione says, “Accio Horcrux!” but nothing happens.
	2. Harry sees something that he believes is the Horcrux. What does he see? Why does he think it is enchanted?
	3. What is the Gemino Curse? Why is it important in this scene?
	4. There is expression based on the story of Midas— “the Midas touch.” Who was Midas and what did he wish for? What was the result? How does the idea of “the Midas touch” relate to the Gemino Curse?
10. In the vault of Madame LeStrange, Hermione tells Ron and Harry to stop moving. When did she give them this advice in a previous episode?
11. As Harry, Ron, and Hermione try to escape from the deep caverns of Gringott’s Bank, Hermione says, “I’ve got something, but it’s mad.” She then does something very un-Hermione-like.
	1. What does she do? Why is this choice unlike her?
	2. What do Ron and Harry do in response?
	3. What is the result of Hermione’s action, in terms of their escape from the bank?
12. Harry, Ron, and Hermione jump from the dragon's back into a lake. As Harry rises to the surface of the water, we see a flash of Voldemort's face.
	1. What did Harry see in his vision?
	2. How does Voldemort look in Harry’s vision?
	3. What does Harry realize about the next Horcrux?
13. The students clamber out of the water and resume their own identities and change clothes. Hermione wants to plan, but Harry points out that their plans haven't worked out too well.
	1. What do you think? Is it better to have a carefully considered plan or to “wing it”? Under what conditions would one strategy or the other be appropriate?
	2. Have you ever been in a situation where your plans didn’t work out or where trying to plan seemed ridiculous?
	3. If so, what was the context? What was the outcome?
14. After Harry’s visions of Voldemort cease, the viewers see Voldemort and some of his followers go to Gringott’s Bank. There we find evidence of tremendous death and destruction.
	1. What does Voldemort say to Nagini there? Why does he say this?
	2. Who is dead in Gringott’s Bank? What is that person holding?
15. When Harry, Ron and Hermione return to Hogsmeade Village, alarms go off. Running from the Snatchers, the students hear a voice say, “In here Potter.” Then they meet Aberforth, Professor Dumbledore's brother. Unfortunately, he is not a highly sympathetic character and he forces Harry to question the wisdom and value of Albus Dumbledore's instructions and guidance.
	1. Aberforth asks why Harry thinks Albus Dumbledore was trustworthy. How does Harry respond?
	2. What is Aberforth’s reaction to Harry’s opinion?
	3. In this scene, we see a portrait of a young girl. What does the girl in the picture do? Who is she?
16. Harry insists that Aberforth help them get into the castle that night. Aberforth says, “You know what to do” to the girl in a picture. Hermione asks Aberforth about Arianna.
	1. Who is Arianna?
	2. What does Aberforth say about Albus Dumbledore and Arianna?
	3. Hermione says Aberforth save their lives twice. How did he do that?
17. Arianna returns to her portrait from wherever she had gone and once again, help comes from an unexpected source.
	1. Where did Arianna go?
	2. Who did she bring to help?
18. In this episode, Neville emerges as a leader.
	1. What were your impressions of Neville as a character in the earlier episodes?
	2. What events have led to Neville’s character development in the most recent films?
19. Neville says, “They like punishment, the Carrows.” There have been many cruel adults in the Harry Potter films, but the Carrows are outright sadistic.
	1. Who are the Carrows?
	2. What do the Carrows like to do, according to Neville?
	3. What is the difference, if any, between being cruel and being sadistic?
20. Neville emerges in a new role in this episode. He tells Ron, Hermione, and Harry that he has refused to practice the Cruciatus Curse on first-year students.
	1. Why is it important that the Cruciatus Curse is mentioned in this context? When was it used before in the Harry Potter stories?
	2. What was Neville’s reaction in “The Goblet of Fire” when Professor Moody demonstrated this particular curse to his students?
21. Neville leads Harry, Ron, and Hermione through a secret passageway back to Hogwarts, where several of their friends are waiting.
	1. Where does Neville take Ron, Hermione, and Harry? What are your impressions of the space when they arrive there?
	2. What orders does Neville give the other students?
22. Harry, Ron, and Hermione re-enter Hogwarts in an attempt to find one of the remaining Horcruxes. Unfortunately, they don't know what it is or where it's hidden.
	1. What do they know about the next Horcrux? What do they tell their friends?
	2. How do the other students respond?
23. It turns out that the “Lost Diadem of Ravenclaw” is indeed one of the Horcruxes. Cho says, “There isn’t a person alive who’s seen it.”
	1. What is a *diadem*?
	2. Why did Voldemort choose to use this particular object as a Horcrux?
	3. Ginny arrives as Harry is talking to the other students. What does she tell the group? What is the significance of her message?
24. In this episode, Professor Snape has assumed the role of headmaster at Hogwarts. He calls for an all-school assembly. Professor Snape demands that anyone with knowledge of Harry Potter’s presence speak up. He explains the punishment for helping Harry. As he tries to get the students to reveal Harry's presence in the castle, Harry himself steps forward and demands that Professor Snape confess that he killed Professor Dumbledore.
	1. Harry tells Snape he has a bit of a security problem. Who enters the hall at that point?
	2. When Snape raises his wand against Harry, Professor McGonagall intervenes. What does Professor McGonagall do? What is the result?
	3. What is odd about the duel? Who attacks whom? How do the Carrows get stunned?
25. Professor Snape flees, but after a moment of triumph, students start screaming. A sinister whispering voice is heard, demanding that they give Harry Potter to Lord Voldemort. They are given one hour. It is an ultimatum.
	1. What is an *ultimatum*?
	2. Have you ever faced an ultimatum? If so, what was it? What were the circumstances?
	3. What did you do? What was the outcome?
	4. Would you yourself ever issue an ultimatum? Why? What might you hope to gain by doing so?
26. A girl yells, “Someone grab him!” Other students step forward to protect Harry and people have to choose sides.
	1. Have you ever been in a situation where you had to align with one group’s position or another? If so, what were the circumstances? What was the result?
	2. Mr. Filch enters at this point. What does he think? What is his role in this scene?
27. Professor McGonagall tells Mr. Filch to lead the Slytherin House students to the dungeon. She then asks Harry what he needs, and he tells her he needs time.
	1. How do the other students react to Professor McGonagall’s command?
	2. Have you ever been in a context like Harry's, where the most valuable resource was time? If so, what were the circumstances? What was the outcome?
	3. How do the people portrayed in the pictures on the castle’s walls respond to this situation?
	4. Ron has an idea about how to destroy the Horcruxes. What is his idea? What does Harry give him?
28. For many years, Professor McGonagall supported Professor Dumbledore in his role as the Headmaster. In this episode, she has become the Headmistress. What leadership qualities does she exhibit in the scenes after she takes on this role?
29. In defending the castle, Professor McGonagall encourages Neville to consult Seamus Finnegan, because she remembers that Seamus has an affinity for pyrotechnics.
	1. What are *pyrotechnics*?
	2. Think back to previous episodes. What events is Professor McGonagall referring to in her characterization of Seamus?
30. Professor McGonagall invokes an ancient charm to get the battlements of Hogwarts to protect the castle.
	1. What happens when she utters the incantation?
	2. Professor McGonagall says, “I've always wanted to use that spell!” Is there something you've always wished to do but never had the chance to do? If so, what was it?
31. In this final episode of the Harry Potter saga, we enter a world at war with itself. In fact, this story can be seen as a civil war between two factions of the wizarding world — Lord Voldemort and his followers versus the remnants of Dumbledore’s Army. Most of the original characters who have been with us since the first episode are present in this finale, though a few do not appear.
	1. Which of the characters from the earlier episodes do not appear in this part of the story? Why?
	2. What do you predict will happen next in this part of this episode?
32. Other senior witches and wizards join in the effort to protect Hogwarts.
	1. Who do we see involved in this effort?
	2. What do they do? What is the result of their actions?
33. Luna Lovegood gives Harry an important clue, but only after she forces him to listen to her. Luna asserts her intuitive knowledge when she insists that Harry talk to Helena Ravenclaw. Luna sets up the conditions for Harry to meet Helena, who is also known as “The Grey Lady.”
	1. How does Luna get Harry to pay attention to her idea?
	2. What does Luna tell Harry to do?
34. Harry finds Rowena Ravenclaw’s daughter, Helena. He calls her the “Grey Lady,” but she objects.
	1. Why?
	2. Initially, Helena refuses to help Harry. Why?
	3. What does Rowena think of Luna?
	4. How does Rowena respond to Harry’s assertion that he wants to destroy the diadem?
35. At first, Helena Ravenclaw declines to help Harry, but when he tells her he wants to destroy Rowena's diadem, she decides to help.
	1. Why is Harry's motivation important to the Grey Lady?
	2. What does she tell Harry about the history of the diadem?
	3. What does Harry eventually do, with the Grey Lady's help?
36. As Voldemort's forces attack the castle, Harry tries to find Rowena Ravenclaw's diadem. Trust becomes a major theme in this portion of the film. After, Harry convinces the Grey Lady, the ghost of Ravenclaw house, to trust him, he needs help from others
	1. Who else must Harry get to trust him?
	2. Who must Harry decide to trust?
	3. Have you ever been in a situation where you were asked to trust someone whom your instincts and history told you not to trust? If so, what were the circumstances? What did you do and what was the outcome?
	4. Imagine yourself trying to get someone to trust you when that person had no apparent reason to do so? How could you convince that person to see your point of view?
37. Helena provides Harry with the essential but puzzling clue to help him find the lost diadem.
	1. What is the paradoxical clue that she provides?
	2. Why does Harry understand her veiled message?
38. Part of this episode involves students being evacuated from the school under emergency circumstances. Some panic ensues.
	1. Have you ever been in a situation where an emergency occurred and the students had to be evacuated? If so what were the circumstances? What was the outcome?
	2. If not, how do you think you’d react in such a context?
39. As the castle is besieged by Voldemort and his followers, the students and professors mount their defenses. We see Fred and George standing together on a balcony, looking out over the battlements.
	1. What does Lupin say?
	2. How do the Weasley twins cope with their fear?
40. We see Ron using Parseltongue to open the Chamber of Secrets.
	1. How does he explain this ability to Hermione?
	2. Do you talk in your sleep? If not, have you shared a sleeping area with anyone who does?
	3. If so, what did you overhear? What was the outcome?
41. Ron and Hermione enter the Chamber of Secrets together.
	1. How do they get into the chamber?
	2. What do they do there?
	3. What is the result of their action?
	4. What does Voldemort do next?
42. As Voldemort's army approaches the castle, Neville stands and faces them. When they charge the castle, he casts spells against them as they chase him across the bridge.
	1. What does Neville’s spell do to the bridge?
	2. What happens to Neville as a result of casting this spell?
43. This part of the Harry Potter story is very dark, both in an emotional sense and in terms of the cinematography. Think of an example elsewhere in the movies where lighting and the colors contribute to the mood. Explain your choice to someone else.
	1. Does that person agree with you?
	2. Why or why not?
44. Ron figures out where to find Harry. For the second time, Hermione tells Ron that something he had suggested is brilliant.
	1. What is she commenting on here? What was Ron's idea?
	2. In what circumstance in an earlier episode did Hermione say that Ron's actions had been brilliant?
	3. How did Ron respond to Hermione’s comments in each of these cases?
45. Once more the Room of Requirement is important in this film.
	1. Why does Harry decide to go there in this episode?
	2. How do Ron and Hermione find him?
	3. Malfoy and two friends go to the room of requirement too. Why do they go there?
46. In the Room of Requirement, Harry finds the Lost Diadem of Rowena Ravenclaw. But as he lifts it from its box, Draco and his friends find Harry there. Draco demands that Harry return his (Draco's) wand.
	1. Harry asks Draco what’s wrong with the wand he has. What does Draco say?
	2. Harry asks Draco why he didn’t tell Bellatrix LeStrange who Harry was. Draco didn’t have a chance to answer this question, but what do you think his answer might have been?
47. Suddenly everyone panics because Draco’s friend Goyle has managed to set the entire Room of Requirement on fire. What follows is a desperate escape scene.
	1. Harry, Ron, and Hermione have brooms, but Draco and his friends do not. How did Harry, Ron, and Hermione get the broomsticks?
	2. Harry must make an instantaneous choice between one course of action and another. What does he choose to do and why?
	3. What is Ron's reaction to Harry's decision?
48. The relationship between Harry and Draco has been adversarial, but also complicated, since the very beginning of this epic. In this episode, there are some turning points where either Harry or Draco must make an unexpected choice or choices.
	1. What choice(s) does Draco make to protect Harry? Why?
	2. What choice(s) does Harry make to protect Draco? Why?
49. Voldemort tells the snake, “Come, Nagini, I need to keep you safe.” Harry hears this comment when he uses occlumency to try to penetrate Voldemort's mind.
	1. What does Harry realize about Nagini?
	2. Ron encourages Harry to use his mental connection to figure out where the Dark Lord is. What does Harry see?
50. We see Lucius Malfoy looking terrible – physically battered and emotionally trodden. In a tense encounter, Lord Voldemort asks Mr. Malfoy, “How can you live with yourself?”
	1. How does Mr. Malfoy respond?
	2. What has happened to Mr. Malfoy to make him look and act this way?
	3. There is an expression that says, “How the mighty hath fallen.” How does that expression apply here?
51. In the very first film of the Harry Potter series, Mr. Olivander told Harry, “The wand chooses the wizard.” In this story, part of the plot hinges on the issue of who really possesses the Elder Wand.
	1. At the beginning of this film, in a gathering of several of Voldemort’s followers, Voldemort asks Lucius Malfoy for his wand. How does Mr. Malfoy react to this request?
	2. At that gathering a live woman’s body is hanging suspended above the long table where the group is gathered. Who is she? Why is she there?
	3. What happens to this woman? Why is her fate important to the plot development at this point in the story?
52. Voldemort realizes that the Elder Wand is not truly his because he did not kill its former master.
	1. Who was the former master of the Elder Wand?
	2. Who killed that particular person?
	3. What does Voldemort realize he must do at this point in the story?
53. Voldemort and Snape discuss the Elder Wand. Snape says, “It answers to you and you only.” Voldemort asks, “Does it?” Professor Snape is puzzled by this comment. Voldemort tells Professor Snape that he is not the Elder Wand’s true master. It answers to the person who killed its last master. What is Voldermort implying when he says, “Does it?”
54. In spite of their long history of enmity, Harry goes to Professor Snape after the snake attacks him. Professor Snape is dying, but he directs Harry to collect his tears, in order to take them to the Pensieve. Professor Snape tells him, “You have your mother's eyes.”
	1. Who else has told Harry that he has his mother's eyes?
	2. What is the significance of Professor Snape making this comment as his last words?
55. Once more, we hear Voldemort's insidious whispering. Voldemort tells Harry that he has let his friends die for him and that there is no greater dishonor.
	1. Who has sacrificed their lives for Harry?
	2. What does Voldemort want Harry to do?
	3. What does he say he will he do if Harry refuses?
56. After hearing Voldemort’s voice, Harry, Ron, and Hermione return to the Great Hall.
	1. How does Voldemort’s message to Harry become solidified in this scene?
	2. Who has sacrificed his life for Harry?
57. In this film, the Pensieve once again plays an important role in revealing some otherwise hidden but very important historical facts. Harry takes Professor Snape's tears to Professor Dumbledore's office and pours them into the Pensieve.
	1. What does Harry learn when he puts Professor Snape's tears into the Pensieve?
	2. What do we, the movie viewers learn, about Professor Snape’s history as a “double agent”?
	3. What is meant by the phrase “double agent”? Think of another story of film you know that involved such a character.
58. In Professor Dumbledore's office, the Pensieve shows us some of Professor Snape's history as well as an intense conversation between Snape and Dumbledore.
	1. What does Harry learn about his mother's history through his visit to the Pensieve?
	2. What does Professor Snape ask of Professor Dumbledore in this flashback?
	3. Dumbledore reminds Snape that the boy (Harry) has her (Lilly's) eyes. What is the significance of this comment in this context?
59. In the Pensieve, we see Professor Snape administering a potion to Professor Dumbledore.
	1. What is the purpose of this potion?
	2. Dumbledore says, “You must be the one to kill me, Severus. It is the only way.” Why does he say this?
60. Next, we see a younger Professor Snape entering the nursery at the Potter home in Godric's Hollow, where he finds Lily dead and the infant Harry crying. Professor Snape accuses Dumbledore of raising the boy as a pig to slaughter.
	1. In Professor Dumbledore's office, Professor Snape casts his Patronus Charm and we see a doe. Where have we seen a doe as a Patronus previously? What does this image convey?
	2. Professor Dumbledore asks Professor Snape, “After all this time?” What is he referring to?
	3. What is Professor Snape's response and what does it mean?
61. Professor Snape is one of the most puzzling and complicated characters in the Harry Potter saga. From the earliest episodes, Harry saw him as an adversary. Thinking back to the earlier films, how did Harry view Professor Snape in each of these contexts:
	1. The Sorcerer's Stone
	2. The Chamber of Secrets
	3. The Prisoner of Azkaban
	4. The Goblet of Fire
	5. The Order of the Phoenix
	6. The Half-blood Prince
62. At this point, Harry understands that Tom Riddle has packed parts of his soul into each Horcrux and that Harry himself is actually one of the Horcruxes.
	1. Have you ever been in a situation where you realized that you had to make a personal sacrifice to promote the greater good of the cause that you supported? If so, what were the circumstances? What was the outcome?
	2. If not, how do you think you would have felt in Harry's place? What do you think you would you have done if you were faced with his choices?
63. Harry finds Ron and Hermione sitting on the stairs in Hogwarts. He tells them why he must give himself up to Voldemort. He tells Hermione and Ron to kill the snake.
	1. What made Harry decide to confront Voldemort directly?
	2. Why is it so important for Ron and Hermione to kill Nagini?
64. When he goes to the forest, Harry brings with him the Snitch he caught in his first quidditch match. Dumbledore had willed it to Harry, and the message with the Snitch said, “I open at the close.” Harry says, “I'm ready to die,” and brings the Snitch up to his mouth.
	1. What comes out of the Snitch? What is the particular power of this object?
	2. Who does Harry see?
	3. What does each of these people say to him?
	4. He asks those people about dying. What do they tell him?
	5. Harry says, “I'm sorry! I never wanted any of you to die for me.” Harry drops the Resurrection Stone. What is the significance of this small act?
65. Voldemort and his followers are waiting in the Forbidden Forest when Harry appears**.**
	1. How would you describe is the expression on Voldemort's face when he sees Harry?
	2. In the forest, Voldemort’s followers have captured Hagrid. What is Hagrid’s reaction when he sees Harry there?
66. Voldemort utters the killing curse at Harry. But Harry awakens and finds himself in an unexpected place. There he encounters Professor Dumbledore and some other creature, whom we see for just a moment.
	1. What or who does Harry think that creature might be?
	2. Who do you think it might be?
67. Professor Dumbledore says, “You cannot help, you wonderful boy. You brave, brave man.”
	1. What does Professor Dumbledore tell Harry that creature is?
	2. Where does Harry think they are?
	3. We could say that Voldemort was “hoist on his own petard.” How does that phrase apply here?
68. Professor Dumbledore reminds Harry that help will always be given at Hogwarts to those who ask for it.
	1. When have we heard him say this before?
	2. Dumbledore says words are our most inexhaustible source of magic. He then amends his previous statement about help to say, “To those who deserve it.”
	3. Harry asks Professor Dumbledore about his mother's Patronus being a doe, like that of Professor Snape. Why do you think Professor Snape’s Patronus took the form of a doe?
69. Harry asks Professor Dumbledore if this is all real or if it's all happening inside his head.
	1. What is Professor Dumbledore’s response?
	2. What does his answer mean?
70. In the forest, Mrs. Malfoy is sent to check if Harry is dead, but as she leans over his inert body, she asks Harry, “Is Draco alive?”
	1. What does Harry do?
	2. What does Mrs. Malfoy do then?
71. Once again, it is Hagrid who carries Harry, but this time it is back to the castle after the fight in the Forbidden Forest. The people at the castle see Harry and think he is dead. Voldemort calls Ginny Weasley a stupid girl. His followers laugh and Voldemort invites the survivors in the castle to come and join him or die.
	1. What do Mr. and Mrs. Malfoy do?
	2. What does Draco do? What is Voldemort’s reaction?
72. As Neville steps forward, Voldemort and his followers mock him. Neville speaks out.
	1. What is Neville’s message?
	2. What does Neville hold?
	3. What does Harry do next?
	4. What do the Malfoys do?
73. A duel between Harry and Voldemort ensues, with Nagini following Voldemort through the castle as they fight. Ron and Hermione are trying to kill the snake, while Voldemort tortures and pursues Harry.
	1. What does Harry do?
	2. What does Voldemort do?
	3. What action does Neville take when Ron and Hermione are threatened by Nagini?
74. At a particular moment, the Elder Wand flies out of Voldemort's hand and into Harry’s.
	1. What were the other two of the three Deathly Hallows?
	2. At what point in the story has Harry possessed them all?
75. After the battle for Hogwarts, Harry re-enters the castle, where the survivors are gathered in small groups in the rubble. There he finds Hermione and Ron. Together, they walk out onto the battlement, where Harry explains about the Elder Wand only answering to the person who took it from its previous master. Ron asks what they should do with it, because he knows that with the Elder Wand, they'd be invincible.
	1. What do you think Ron wants Harry to do with the Elder Wand?
	2. What would you do if you found you were unexpectedly in possession of a very powerful tool or weapon?
76. Without a word, Harry breaks the Elder Wand and tosses its pieces over the precipice.
	1. Why did Harry choose to do this? What did he hope to accomplish by destroying the Elder wand?
	2. Can you think of other stories where someone chooses to forego the use of a powerful weapon? If so, summarize that story for a friend.
	3. How do Ron and Hermione respond to Harry's act?
77. The final scene opens at the train station in London with Harry escorting his young son through the magical barrier at Platform Nine and Three Quarters. There, he and Ginny encounter Hermione and Ron. Before he gets on the train, Harry's son asks, “Dad, what if I am put in Slytherin?” Then Harry reminds him who he was named for.
	1. What does it mean “to be named for” or “to be named after” someone? Is this procedure important in your home culture? Were you named after anyone?
	2. Who was Harry’s son named for? Why do you think his parents chose these names?
78. The train pulls out of the station as Ron, Hermione, Harry, and Ginny watch their children depart.
	1. Harry’s younger son enters a compartment on the Hogwarts Express. Who do you think the other students in that compartment are?
	2. What is the purpose of this final scene in the film? Why doesn’t the movie stop right after the battle for Hogwarts?
79. What began as a childhood fantasy story about discovering one’s own magical powers has now become a fight-to-the-finish story of death and destruction, of good versus evil. Two subcultures are vying for dominance.
	1. Think of another story you know where an important fight or battle determines whether the forces of good or of evil will determine the future of a culture. What was the context? What were the outcomes?
	2. Have you yourself ever been in a situation where there were clear sides of a conflict representing right and wrong? If so, what was the context? What was your own view about what was good and what was not?
80. The history of civil disobedience in the United States during the 1900's is full of instances of university students leading uprisings. What is another example of students engaging in civil disobedience in various countries?