

# Harry Potter and the Goblet of Fire

by J. K. Rowling

When Harry and his friends go back to Hogwarts, they learn that the Quidditch match is to be replaced by the Triwizard Tournament, a series of three ordeals undertaken by students from three rival schools of magic.

## THEMES

fantasy, magic, competition, secrets, problem-solving, friendship, responsibility, good vs. evil

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## I. PRE-TEACHING

### A. These terms should be defined and discussed:

derelict, obsession, brandishing, cavernous, gnarled, incoherently, mirthless, remorse, undulating, travesty, venomous, apt, foreboding, diatribe, incognito, palpable, vestige, feinting, raucous, vulnerable, grisly, sporadic, trepidation, appalled, lethal, baleful, vindictiveness, animosity, sardonically, paranoid, vociferous, unctuous, malevolently, vehemently, exacerbated, bigotry, florid, fissure, tethered, ruthless, gingerly, gargoyle, benignly, ominous, nonplused, nauseous, gaunt, enmity, asunder, impassive

### B. Consider the following questions:

1. Have you read the other books in the *Harry Potter* series? Which one did you like best? What's fun about reading series books?
2. Why do you think the *Harry Potter* books are so popular? What do you like about them?
3. Have students seen the *Harry Potter* movies? How do they compare with the books?
4. What would it be like to go to Hogwarts instead of to regular school? What would be fun about it? What might not be so fun?

## II. PRESENTATION

### A. Understanding the Story:

1. Begin with Chapters 1-13: What does Harry Potter tell Sirius in the letter? Why are all the wizards tenting on the moor? Why does the appearance of the Dark Mark frighten everyone? What are some of the theories about its appearance? What news does Dumbledore have for them at the first feast? Describe the stranger who enters the hall. What has Rita Skeeter written about Mr. Weasley?
2. Advance to Chapters 14-25: Why does Moody feel the students should learn about the illegal Dark curses? What does Harry learn that day about the death of his parents? What happens to Neville? Why do Harry and Ron quarrel? What is curious about Harry's wand? What does Sirius come to warn Harry about? What advice does Moody give Harry about the first task? Why do Ron and everyone take Harry's side?

What do Harry and Ron overhear Hagrid say to Madame Maxine? What does Harry learn in the prefect's bathroom?

3. Complete the story with Chapters 26-37: What happens when Harry goes underwater for the second task? How does Sirius describe the "dark time"? What has happened to Winky? What is the third task? What do Harry and Dumbledore find when they get to the forest? What advice does Sirius give Harry? What are some of the curses and charms Harry hopes to use in the third task? What happens in the enchanted mist? What happens when Harry and Cedric both grab the cup? What happens when Harry meets Lord Voldemort and Wormtongue? How has Lord Voldemort spent the last thirteen years? What happens when the lights of Lord Voldemort's and Harry's wands connect? How does Harry escape? Who turns out to be the Death Eater at Hogwarts? How had Rita Skeeter been listening to their conversations? Where is she now? What does Harry do with his winnings?

### B. For Discussion:

1. Why does Dumbledore hold the Triwizard tournament? Is it a good idea? Why or why not? Why is Harry chosen to participate? What's wrong with this choice?
2. Why won't anyone support Hermione's cause for the house elves? How Dobby and Winky each react to freedom?
3. Trace Harry's interactions with Moody. At what point is the real Moody replaced?
4. How does Voldemort get back his true form?
5. Why is the last chapter called "The Beginning"? What happens in the next book?

## III. EXTENDING THE LESSON

Give wide leeway in working with partners, groups, the whole class, or alone.

### INTERDISCIPLINARY CONNECTIONS:

#### A. Language Arts:

1. Have students write about what they would do with a magic wand. They might write a story, an essay, or a poem. What would be great about being able to do magic? What are some things that could be done? What problems might it cause?

2. Have students develop an issue of the *Daily Prophet*. They could write features and editorials, draw cartoons and create advertisements that would appeal to the readers at Hogwarts.
3. Have students pretend to be sports announcers at the Quidditch match. Have them listen to how announcers talk on TV sports programs, write a script, and practice getting just the right voice. Another group might work on being the master of ceremonies for the Triwizard Tournament, patterning their performance on someone like Alex Trebeck on *Jeopardy*.
4. Among the magical creatures in the story are sirens and the phoenix. Have students read the stories and myths connected with these. How did the sirens entice seamen to wreck their ships? How did this myth of the phoenix begin? How did the Egyptians use this symbol? What did it become in early Christianity?

#### B. Art and Music:

1. Have students select background music that might be appropriate to some of the scenes. They might use the theme music from the *Harry Potter* movies or from the *Lord of the Rings* movies or other haunting music such as Moussoursky's *Night on Bare Mountain* of Saint-Saen's *Dance Macbre*.
2. Have students make a bulletin board about the story. Have them cover the board in black, show the wizards tenting on the moor, the Dark Mark, a mock news story by Rita Skeeter, the Quidditch match, use blue cellophane for the underwater scenes, show the forest, the cup, and the light of Harry's and Voldemort's wands connecting.
3. Have students compose songs the mer people might sing. They might listen to dolphin or whale songs, or to music that depicts the sea like Debussy's *La Mer* for inspiration.

#### C. Social Studies:

1. Have students bring tabloid newspapers to class and discuss how the truth is distorted. Have them try writing their own tabloid feature.
2. Have students figure out the riddle for the second task. Follow up by having students finding or making up riddles for the class to solve. They might find some famous riddles like the riddle of the Sphinx.

3. The House Elves are virtual slaves. Have students learn about the history of slavery. How did one people come to enslave another? What peoples were most often the victim of slavery? How was it abolished? Does it still exist in other cultures?

#### D. Science and Math:

1. Carrying messages by Hedwig and the other owls at Hogwarts is similar to what carrier pigeons can do. Have students find out how carrier pigeons can be trained to carry messages. Why do they have a homing instinct that can be used for this? Can any other birds be trained to do this?
2. At Hogwarts, Harry Potter and his friends learn about using plants and herbs for medicine. Have students learn more about herbal medicine. What herbs can be used to cure diseases?
3. In Professor Trelawney's class they learn about astrology and astronomy. Have students learn about the history and discovery of the planets and what people believed about their positions in the sky. How is astrology related to astronomy? Hold a debate: Is astrology a science?

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