



Chapters 17-20

Looks Can Be Deceiving

Character Hot Seat

Suggested Duration: 1 to 2 50 min. periods

Lesson Objectives

Students will take on the persona of a character from the novel, explore the character in greater detail and facilitate a dramatic 'Hot Seat' performance.

Students will develop a deeper understanding of the main characters and their motivations.

Summary of Tasks/Actions

Lesson Planning:

1. Before the lesson students should have finished reading Chapter 20.
2. Students will choose a character from the novel and use their notes, text, and online research to complete the 'Hot Seat planning guide in preparation for a classroom presentation.
3. Students will be chosen at random to participate in the Hot Seat. Students will create questions for their teacher to ask them while in the Hot Seat. There may be multiple students acting as the same character.

Optional: Students not on the hot seat may ask questions of the characters. A student may also be the chosen to be the facilitator.

Materials/Equipment:

- Text
- Access to technology
- Handouts
- Optional: Costumes

HOT SEAT PLANNING GUIDE

Name of character:

Your age and physical appearance:

Your house, city/area, favourite place:

Your passions and deepest desires:

Your main goal:

Your biggest obstacles and problems:

Your biggest influences:

Your greatest strengths:

Your greatest weaknesses:

What word or two best describes you? Give examples of events from the text that demonstrate these traits:

What would you say to introduce yourself to others in an honest and open manner?

Identify two questions for your character to answer. These questions should not simply be content questions, such as "What Hogwarts House do you belong to?". Instead, think of more complex questions that rely on a greater understanding of the book and/or connections to your own experiences (i.e. for Harry: If you could see your parents one last time, what would you say to them?).

How will your character respond to these two questions? How do you know that these responses are realistic ones?

CHAPTER 17: CAT, RAT AND DOG

1. Why is Harry so angry at Sirius Black? How does Harry show his anger towards Sirius?

2. Why do Hermonie, Harry and Ron think that Sirius is a traitor?

3. Harry has the chance to stun Sirius and hand him to the authorities but he pauses. Why?

4. Who is Scabbers?

CHAPTER 18: MOONY, WORMTAIL, PADFOOT AND PRONGS

1. Outline what Professor Lupin explains to Harry, Ron and Hermione in chapters 18 and 19.

2. How does Harry start to feel about Black and Lupin after listening to Lupin?

3. Who is the true culprit in this novel?

4. Explain Lupin's two identities? In what ways are they different?

CHAPTER 19: THE SERVANT OF LORD VOLDEMORT

1. How does Harry feel about Sirius's true character and actions? What does Harry think about Sirius's offer to live with him?

2. Why is this such a special moment for Harry?

CHAPTER 20: THE DEMENTOR'S KISS

1. How does Chapter 20 disconfirm Harry's core belief that he is alone?

2. Why was it so difficult for Harry to fight off the dementors?

3. What do you think was the bright animal that saved Harry? Who do you think was the strangely familiar person welcoming the bright animal back?

THINK ABOUT

Please complete the following "Think About". Each section should have around 5–6 sentences.

I Read...	This reminds me of...
Identify key information from the novel:	Make connections between the novel and the characters from Harry Potter to your own experience:
Draw conclusions about how the characters' thoughts and feelings affected their behaviour and actions:	

UNIT 10 (CHAPTERS 17-20): JOURNAL ENTRY QUESTIONS

Pre-Discussion/ Post-Reading Journal Entry

After you've finished the assigned reading, please complete the following questions independently:

1. Describe the main characters and how they've developed since your last assigned reading. What have you learned about them? Have they changed at all? If they have changed, what's changed? Give examples from the novel to support your ideas.
2. Do any of the character from the assigned reading relate to you? Can you relate to their thoughts, feelings or experiences? Have you had similar thoughts, feelings, or experiences in the past?
3. Pick one character and describe how this character's thoughts or feelings impacted their behaviour. For example, before they acted and did something, what were they thinking or feeling? Do you think that if this character had thought differently about a situation or event, this might have changed how they felt about it and, ultimately, how they acted or behaved?

Post-Discussion Journal Entry

After discussing the answers above with classmates/members from your house, please complete the following questions:

1. Who made excellent points and observations?
2. What did you learn that you hadn't thought of before?
3. Did you change your mind about anything?
4. Whose opinions about the story did you really like?
5. Who liked your opinions?
6. Who disagreed with you?
7. What did you do to help others learn?
8. What was the best part of the discussion today?
9. Next time, to make the discussion even better, I am going to...