Book 1

What is Magic?

An unofficial exploration of *Harry Potter and the Sorcerer's Stone*

Teacher's Guide

The Magic of Project-Based Learning: A Harry Potter Themed Book Study

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Table of Contents

Book Study - Teacher's Guide

Part 1: Teacher's Guide

- Introduction
- Section 1: Chapters 1-3
- Section 2: Chapters 4-6
- Section 3: Chapters 7-8
- Section 4: Chapters 9-11
- Section 5: Chapters 12-14
- Section 6: Chapters 15-17
- Section 7: Finishing Up

Part 2: Answer Keys

Part 3: A Brief Guide to Project-Based Learning

Part 4: Project-Based Learning Workbooks

- Filled Out Educator Workbook for Project Planning
- Blank Student Planning Guide
- Blank Educator Workbook for Project Planning

Part 5: Materials List

Part 1: What is Magic?
Teacher's Guide

Introduction to the Teacher's Guide

Welcome to *The Magic of Project-Based Learning: A Harry Potter-Themed Book Study, Book 1: What is Magic?* This is an unofficial exploration of the book *Harry Potter and the Sorcerer's Stone* by J.K. Rowling. It's not hard to imagine the enthusiasm in which both of us approached this project. We are both fans of this world in which Harry Potter goes on a hero's journey and, with his skills, heart, and community, saves not just the magical community, but the world. The universe that Rowling created is rich and deep, and it has also taken on a life of its own. From fan fiction to art to scholarly analysis, the world of Harry Potter has brought joy and comfort to millions with its symbolism and themes. It's in this spirit that we set out to create a thoughtful examination of the text, new ways to look at the story, engaging activities that will lead to an immersive experience where students interact with objects, ideas, and the world Rowling created. This is a project-based learning experience that asks an open-ended, substantive, meaningful question leading students to direct, research, and design a very personal outcome for their learning.

This Book Study uses an immersive, high-interest, and engaging approach. Most students will already be familiar with the text, even if this is their first time reading it. Those who aren't as familiar will be drawn in quickly. Students will be charmed by the diversity of activities and choices. We specifically included multiple learning styles and skill levels for almost all projects and activities so that asynchronistic students or groups of students with varied skill levels will be able to participate in meaningful ways.

This curriculum is hands-on, with a myriad of projects that engage design thinking and fine motor skills. The importance of a kinesthetic, applied approach is fourfold. First, hands-on learning allows students to experiment with trial and error and to learn from their mistakes. Second, kinesthetic

learning helps make important connections between neural pathways in the brain. Third, the merging of academic and vocational skills broadens the learning value and experience for students with a diverse array of interests and intellects. Finally, this applied method of learning shows students the potential differences between theory and practice. When the hands and brain are engaged in together, that is how people best learn.

This curriculum is interdisciplinary, meaning the projects and activities combine many different subjects. There is a mixture of language arts, history, math, science, logic, art, fandom, and more. In our book, *Project-Based Learning: Creating a Modern Education of Curiosity, Innovation, and Impact*, we talk about the importance of interdisciplinary studies. All subjects rely on and inform each other, enriching both the comprehension and the application across disciplines. Studying multiple subjects at a time, known as "interleaving," has been shown to enhance learning, improve the ability to connect multiple concepts, and boost retention. As much as possible, we have attempted to make sure that every activity is a combination of both academic and practical knowledge and skills to support the benefits of interdisciplinary learning. We have also made connections between magical and non-magical studies by showing the parallels between subjects like engineering and chemistry with subjects like potions and charms.

It's important to know that while we wrote this book study with late elementary through upper middle school age students in mind, this curriculum is adaptable and flexible. Each activity has multiple levels to choose from so that different ages and abilities can engage in the ways that works for them. The levels are assigned as basic, intermediate, and advanced, giving both students and educators some choice based on skill level, budget, and time allowance. We included extra assignments for older students to add a higher level of thinking and process and to keep those students engaged. Every part of this book study was created with these variabilities in mind.

We purposely did not assign weeks, but instead grouped each section into a set of chapters so that there is no pressure to finish a section in one week if that doesn't work for your situation. We think it is important to recognize that there is no timeline for learning. If students are engaged in a meaningful academic endeavor it is counterproductive to start watching the clock instead of watching engaged brains achieve at a higher level where the real "magic" of learning occurs.

Finally, this book study is ultimately in service of our dedication to project-based learning. The curriculum serves as a frontloading of knowledge and skills that let students explore magic as it's presented in this specific text. Exploration questions, research assignments, and activities are all designed to provoke thought and discussion on the definition and purpose of magic. Armed with this experience, students will then broaden their research and thinking to answer the driving question of this course: What is Magic? The answer to this question will vary, stemming from each student and their own ideas, and will culminate in a presentation of their own design. This is the epitome of rich, meaningful learning—the ability to learn and apply knowledge and skills for both the benefit of oneself and for others.

We hope you enjoy embarking on the adventure of this curriculum as much as we enjoyed writing it.

Sincerely from the Ravenclaw common room,

Samantha Matalone Cook, MAT and Blair Lee, MS

Required texts for the book study *What Is Magic?*

Harry Potter and the Sorcerer's Stone by J.K. Rowling

Quidditch Through the Ages by Kennilworthy Whisp (J.K. Rowling)

Note: *Quidditch Through the Ages* comes as a separate book, but is usually more cost-efficent when you buy it in the collection along with *Fantastic Beasts & Where to Find Them* and *The Tales of Beetle the Bard*. The other two books in the collection will eventually be included in future book studies, so it's worth buying the set if you plan on continuing with this series.

Subject Categories for the book study *What Is Magic?*

The activities in this book study have been categorized using the subject categories used at Hogwarts. These align with traditional subjects, as outlined below. However, most projects and activities are interdisciplinary, and could be categorized into more than one discipline.

1. Astronomy - Science
2. Charms – Language Arts
3. Herbology - Science
4. History of Magic - History
5. Potions - Science
6. Transfiguration - Science
7. Defense Against the Dark Arts – Language Arts
8. Care of Magical Creatures - Science
9. Study of Ancient Runes – Math and Logic
10. Muggle Studies – Science and History
11. Hogwarts Homeroom – Language Arts

Activities that are in every section

Reading: The spine for this course is *Harry Potter and the Sorcerer's Stone*. The focused study of the book, as is done in this book study, enhances students' experience, leading to a positive emotional and intellectual connection with this book and with reading in general. Students will gain a deeper and broader understanding of the way written words are chosen to bring meaning and sense, conveying emotions and perspectives. The participatory projects also profoundly benefit students understanding of world building through literature in a way that is accessible and meaningful, giving them a physical experience of the book that supports and enhances their intellectual exploration.

Vocabulary: In each section there is a selection of vocabulary words that come directly from the assigned reading for that section. It has been shown that, "Most students acquire vocabulary through indirect exposure to words at home and at school—by listening and talking, by listening to books read aloud to them, and by reading widely on their own. The amount of reading is important to long-term vocabulary development" (Cunningham and Stanovich, 1998). You can edit this list with words you choose from the section. There is also a list of words J.K. Rowling invented based on Latin and Greek roots, as well as other arcane languages. You can find the answer keys to the weekly vocabulary in the Answer Key Section of this Guide.

A fun activity to help students learn the vocabulary words is to give 1 house point every time a student says a vocabulary word in context in a non-repetitive way; and 2 points for every time they use it in context in writing in a non-repetitive way. You can keep track over the course of the book study to see

whose house garners the most points. Or you can set an amount, and give a student a treat, reward, or praise each time they reach that amount.

Weekly Exploration Questions: The weekly exploration questions are designed to get students thinking about the text and their relationship to the story. Some questions focus on digging deeper into the literary themes and devices, while others encourage students to see ideas and events from a personal lens. The questions are listed in chronological order as their subjects or themes appear in the book. You can choose which questions to offer, or assign them all. You might choose the questions based on interest, skill level, or maturity. You can use these questions to support language arts development through writing assignments or by using them as discussion questions to begin class or while sitting around the table.

You can find the answer keys to the weekly exploration questions in the Answer Key Section of this Guide. We kept the weekly exploration questions to 10 per section, but please note that there are bonus questions listed in this Guide that you can use to either add questions to your book study (especially helpful for older students) or if you want a larger variety of questions to choose from.

Research Assignments for Older Students: At the end of each week's list of questions, you'll find a suggested assignment for older students. These are essays or projects that require a higher level of research and process. You can use them with younger children, especially if they are interested in the topic or are more academically advanced, but we included these specifically to add more rigor and challenge for older students.

If your student needs more experience with research skills, you may want to conduct a Research Bootcamp. We make this suggestion for the first assignment related to the main driving question "What is Magic?", but it is equally helpful for many other activities in this book.

Main Project Driving Question: What Is Magic?: Each week, suggestions have been included for how to mentor students on their main project and keep it on track. The driving question for this book is: What Is Magic? This question is the heart of this curriculum; everything else, all the activities and assignments, is in service to helping students determine what they believe magic is and how they will express their findings. How your student answers this question and presents their ideas is entirely up to them. Remember, with project-based learning, the focus is on the process, not the end. This question is open-ended, meaningful, and thought-provoking. The answer, and how it is presented, will be different for each student. Make sure you read the guide we have included on project-based learning, especially if you have not read our book or need a refresher.

Alternatively, if you feel like this component adds too much in addition to your exploration of the book and projects, you can wait and focus on the Project-Based Learning driving question "What is Magic?" until after you have finished the book study. Just follow the same steps as they are laid out in each section.

Finally, some will decide to use this as a collection of really fun projects focused on *Harry Potter and the Sorcerer's Stone*, and not focus on the driving question at all. That is a fun way to do it too. From science to history, making to language arts, and more, there is no wrong way to use this Book Study.

Flash Fiction Freewrite: Freewriting is the technique where a person writes continuously for a specific amount of time without regard to spelling, grammar, structure, or writing rules. It is a great way to help reluctant writers, self-criticism, and students struggling to come up with ideas to write about. Freewriting takes all the pressure off for students who get hung up on the writing conventions. Even

for students who love to write this is a fun activity that will get students thinking. There are three parts to each the Flash Fiction Freewriting activities in this course. There is an area to draw an illustration. This should be treated as optional. There is the area where students will take a specific time to freewrite. There is no formula for how this activity should run. There is also no right or wrong words or statements. If students write a paragraph, that is okay too. Even if students get totally off track and do not answer the prompt, it just doesn't matter. The goal is to get words from students' brains onto the page. On page 2 of this assignment there is an area where students can take their words and statements from the freewriting section and use them to write a story. As with the freewriting, this story should be written without concern for the conventions. There are several opportunities in each section to work on the mechanics and structure of writing. This activity is designed to focus on the generative process of writing. For feedback on this activity, if your students put words on the page then they did a great job on it.

Recipes: The recipes are original recipes Blair and Sam developed for the course. We chose the recipes to develop based on the mention of the specific item in the book. For reference, T= Tablespoon, t=teaspoon, oz = ounce, and c=cup.

Wizard Cards and Timeline (Beginning in Section 2): The Wizard Cards are a particularly good way to connect magical and non-magical pop culture. Many kids will see the appeal of collecting cards, especially if they or someone they know collect cards, such as Pokémon, Magic the Gathering, baseball cards, or any other kind of collection.

The Wizard Cards contain both fictional and non-fictional witches, wizards, and mythological figures. This activity is a great introduction to research and biography. If any students are averse to drawing, you can have them find an image on the Internet, print, and then glue it in the appropriate place. You can find the answer key to the Wizard Cards in the Answer Key Section of this Guide, and the templates for the Wizard Cards in the Student Resource section.

The timeline will contain famous witches and wizards, and it will mark certain events that are important moments in magical history or a character's life. The dates we've included either come directly from the text or are based on J.K. Rowling's continued writing on the world she built. Students should feel free to add events or people they find important, even if we did not include them. The timeline will be used for further book studies, and for teaching students that marking time as we read along is an important ritual.

For the first lesson about the timeline, there is extra information in this guide. The Gregorian Calendar is used by most of the world, and is named after Pope Gregory XIII, who introduced it in 1582, as an improvement on the Julian calendar (designed by Julius Caesar and a group of Greek mathematicians and astronomers). The reason the Gregorian Calendar starts at a very specific time is that it is based on the time believed to be the year Jesus of Nazareth was born. Remember that the Catholic Church was very powerful during the Renaissance, and this calendar was adopted eventually throughout the world. The traditional terms for times before and after this transition are "Before Christ" (BC) and "Anno Domini" (AD), which is medieval Latin for "the year of our Lord." You will find timelines or references in books or websites that still use BC and AD. However, most scholars have adopted the use of BCE and CE as a more secular, neutral way of acknowledging the timeline transition. While the Gregorian calendar is an internationally recognized method of tracking time, there are actually many other calendars that different religions and cultures use around the world, and research on them would be a fantastic side project.

Grimoire (Beginning in Section 3): A grimoire is a textbook in magic and over the span of this and further book studies students will compile their very own grimoire filled with the potions they make and spells that they learn. The grimoire will be a scrapbook of sorts, something that they can refer back to whenever they want or need information. The potions students make are firmly rooted in science, and in most cases, these should be treated like a science activity. The spells are usually derived from Latin root word. In some cases, the spell work students do in the course will have activities that go along with them. In every section there are required spells and potions. In addition, there are suggested entries listed of optional magical objects, creatures, and more for students who enjoy this activity. Students are encouraged to include them all, along with anything else they feel should be in their Grimoire.

Projects: The projects can be interdisciplinary or mainly from one discipline. They are both educational and engaging. The projects have been designed to immerse students in the world of a Hogwarts student. In addition to the educational and vocational aspects of the projects, there is a heavy nod to fandom.

Most of the projects have been designed with two to three levels of difficulty, to meet the needs of different skill levels, time constraints, and/or budgets. Choose the method of completing a specific project that works for you and your learner best. For some projects, there is only one method listed. In those cases, we've tried to make the project as basic as possible for any skill level to complete. If a project also includes an answer key, they can be found in the Answer Key Section of this Guide. Projects templates can be found in the Student Resources section.

Research Activities: The skill of researching is an important component of every area of academics. The research activities focus on a range of topics from, literature, history, and science. We recommend you have students do the One-Day Research Bootcamp found in Unit 3 of *Project-Based Learning: Creating a Modern Education of Curiosity, Innovation, and Impact*. If you have already completed Research Bootcamp, do just the Flash Research Session. In either case, the Flash Research Session should center on magic. For research activities that have an answer key, they can be found in the Answer Key Section of this Guide.

Logic puzzles, games, and math worksheets: A meaningful application of knowledge is one of the key reasons for using a project-focused approach, like the one used in this book study. This course has logic puzzles, six games, and math worksheets that, while they do not take the place of a math class, bring meaning to students' math studies by engaging them while they apply their math skills to these activities. Note that the logic puzzles have an easier version and a more difficult version. Students are welcome to do both if they choose, as the answers are different for each level. Answer keys for all logic puzzles and worksheets can be found in the Answer Key Section of this Guide.

Section 1-7 Summaries and Overview

Helpful Hints for Using the Teacher's Guide

Each section starts with a suggested schedule for using this study guide 5 days a week. Some activities, such as vocabulary, are always in the same order in each weekly schedule. Some, recipes for example, are not. We structured the schedule based on how much time the activities take to do. The reading, vocabulary, and driving questions, we leave up to you to schedule. However, students will get much more out of all activities if they have done the reading before the start of each Section. Using section 1 as an example to explain how the course and student section is structured, the materials are in the course in the following order:

1. Section 1 Summary
2. Vocabulary
3. Chapters 1 - 3 Exploration Questions
4. Put-Outer
5. Animagus Quiz
6. Knickerbocker Glory
7. Flash Fiction Freewrite
8. Disappearing Glass
9. Dyeing T-Shirt
10. Owl Mobile
11. Trunk

Section 1 Chapters 1 - 3

Monday	Tuesday	Wednesday	Thursday	Friday
Read Chapters 1-3				
Vocabulary Chapters 1 - 3				
Chapters 1 - 3 Exploration Questions				
Research Assignment (Optional)				
PBL Driving Question: "What is Magic?" Assignment				
Put-Outer	Recipe: Knickerbocker Glory	What's the Matter with Disappearing Glass?	Dyeing T-Shirt	Trunk
Animagus Quiz	Flash Fiction Freewrite: What is Magic?		Owl Mobile	

The schedule is laid out over the course of the week. You should not feel tied to this schedule. This schedule has been included to use as a guide for a suggested order to do the projects.

Reading: Have students read chapters one through three before starting the projects.

Vocabulary: The vocabulary words have been taken from chapters one through three. The vocabulary answer key can be found in the Answer Key Section of this Guide.

Chapter 1 – 3 Exploration Questions: The questions this week deal with topics from chapters one through three. The answer key to the exploration questions can be found in the Answer Key Section of this Guide. Note: There are no bonus questions for this week.

Research Assignment (Optional): Students will research and write an essay or create a project based on exploration question 1, illustrating examples in history and/or science in which people have tried

to explain phenomena they don't understand through folklore or pseudoscience. The outcome of this research will vary. Students may choose the examples listed, or from other popular ideas including crop circles, ghost hunting, creatures like the Loch Ness monster or Sasquatch, incidences of UFO sightings, the experience of déja vu, weather events (such as thunder and lightning or tornadoes), pandemics, or science that was not understood yet. Encourage students to include phenomena that was assumed to be magic.

PBL Driving Question "What is Magic?" Assignment: For students who have never done project-based learning, or may need more explanation, introduce the process to students right away. Having an understanding of the steps to a project, from the driving question to the outcome, will help students visualize their goals and get started. This week, students will use the Flash Fiction Freewrite (FFF) to explore what they think magic is. They should also do the One-Day Research Bootcamp found in Unit 3 of *Project-Based Learning: Creating a Modern Education of Curiosity, Innovation, and Impact*. If they have already completed Research Bootcamp, then do just the Flash Research Session. In either case, the Flash Research Session should center on magic, and the ideas found in their FFF.

Put-Outer: There are two levels for this project. One where students use a kit to create a marbling effect on paper, and one where they use their paper as is, without a kit. All projects are optional, however, note that the Put-Outer is used in other projects when an external source of light is needed, so if you don't do this project you will need to provide another light source. In the books, the Put-Outer is used in *Harry Potter and the Sorcerer's Stone* by Dumbledore, *Harry Potter and the Order of the Phoenix* by Alastor (Mad Eye) Moody, and in *Harry Potter and the Deathly Hallows* by Ron Weasley. It is only in the latter book that this device is referred to as a "Deluminator" and readers learn more about its magical uses.

Animagus Quiz: This is the first of several online quizzes we suggest students take. We recommend discouraging students from taking the tests before they are suggested. It takes some willpower, but it is much more fun for students to take these in the order they appear in the books. For example, it is more fun to learn what your Patronus and House are, when Harry, Ron, and Hermione learn what theirs are. Due to the nature of the internet, sometimes links are removed or changed. If this link is broken for some reason when you try to take the quiz, use a search engine to find another option by using the key words "animagus quiz".

Recipe: Knickerbocker Glory: This ice cream sundae can easily be made gluten-free and/or vegan.

Flash Fiction Freewrite: What is Magic?: The first Flash Fiction Freewrite (FFF) focuses on the driving question for this book study. Some students might struggle to make an illustration for this open-ended question. If that happens, you might want to discuss and brainstorm with them how this can be illustrated. Helpful hint: look at the front cover illustration of this book study for inspiration.

What's the Matter with Disappearing Glass?: As any chemist can attest, magic is the manipulation of matter. There are three parts to this lab and each investigates the manipulation of matter. This is a very solid science and engineering activity. The information about the states of matter and the change of states will be woven throughout the labs and activities in this and future book studies. For younger children, or for multiple skill levels, consider doing these projects together. The answer key to this project can be found in the Answer Key Section of this Guide.

Warning: If you decide to use the Advanced Approach and experiment with the boiling water to make the sugar glass disappear, it will likely destroy the enclosure (both the inside and the hot glue holding

it together). It should hold up long enough for a thin piece of sugar glass to melt, but some kids may be disinclined to sacrifice all the hard work they put into their enclosure, and should be warned. If they really want to do this approach, but don't want to destroy all their hard work on their snake enclosure, they may also choose to make a second, similar enclosure that is plain. You can then slide a piece of the sugar glass into the front. The second option is to just melt the sugar glass in a pan to see the change of state. *Extreme caution and Adult Supervision are required for part three of this lab. The liquid sugar mixture can cause severe burns.*

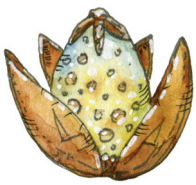
Dyeing T-Shirts: This is fun and straightforward. The cabbage dye does stain, however, so be careful with it. *Make sure you end up with 2 cups of cabbage dye saved for use in section five.*

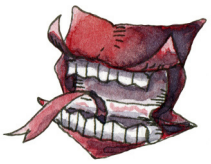
Owl Mobile: There are three skill levels for this project. Students can choose to work exclusively at one of the levels, or they can combine the owls they use from all three levels. There is a template for the owl mobile in the Student Resource Section. If students want to research and learn about owls, they can use a copy of the report sheet found in section two for the Researching My Pet's Care Report.

Pro-tip: if working with multiple children, they can each make their own mobile or each contribute painting an owl for a group mobile.

Trunk: There are three skill levels for this project. If you need to see a larger version of our sample trunk measurements, there is a picture located in the Student Resource Section. If you're a purist, the trunks that students take to Hogwarts are not introduced until the next section in chapter six, but we've included it in this section for two reasons: the next section is already packed with lots of projects, and having the trunk made and ready to go is handy for storing all the amazing things students will be making at the start of the second section! You can, however, wait to make the trunks if you choose.

Part 2: Answer Keys





Section 1 Chapters 1-3

Vocabulary Chapters 1-3

Names and Wizarding Words

The URLs below are good places to learn more about where J.K. Rowling got the inspiration for the names below.

Harry Potter: https://www.insider.com/harry-potter-character-name-meaning-2017-4#harry-potters-name-is-all-about-his-leadership-qualities-1

Dumbledore: https://www.insider.com/harry-potter-character-name-meaning-2017-4#albus-percival-wulfric-brian-dumb-ledore-has-a-meaning-for-each-of-his-many-names-4

Rubeus Hagrid: https://www.insider.com/harry-potter-character-name-meaning-2017-4#rubeus-hagrid-is-known-for-tak-ing-a-drink-7

Voldemort: **In French, this name means vol: steal, de: from, mort: death. In Norwegian and Danish vold means violence and in Danish volde means to cause. From this, Voldemort can mean steal from death, violent death, or cause death. All of which fit.**

Garrick Ollivander: https://www.insider.com/harry-potter-character-name-meaning-2017-4#garrick-ollivander-was-born-to-be-a-wandmaker-33

Smeltings: **Smelting is a process to extract metal from ore.**

Muggle: **Muggle is derived from the word mug, which means gullible person.**

Privet: **A shrub with fragrant white flowers and poisonous black berries.**

Dudley and Dursley: https://www.insider.com/harry-potter-character-name-meaning-2017-4#rowling-picked-the-dursley-family-names-because-she-didnt-like-them-21

Vocabulary Words

Screech: **Loud piercing cry**
Wail: **A high-pitched cry**
Scrawny: **Unattractively thin or stunted**
Snigger: **A mean or scornful laugh**
Budge: **Make a slight movement**
Intently: **With focused attention**
Vigorous: **Healthy, strong, full of energy**
Gibber: **Speak or mumble unintelligibly, usually because of fear**
Shear: **Closely shave or cut**
Ruffle: **To make something disordered by disturbing it or to annoy someone.**

Exploration Questions Sample Answer Key: Chapters 1-3

1. Mr. Dursley and other non-magical folk notice unexplained events, such as flocks of owls flying during the daytime and shooting stars, and try to explain these phenomena with logic. Can you give examples of how people in your community have tried to explain mysterious events? When you encounter something unusual that doesn't have a ready explanation, where do you look for answers? **Answers will vary, but students may list things like crop circles, Area 51, Bigfoot or Loch Ness monster sightings, superstitions, or times in history where people tried to explain mysterious events- such as blaming the plague on bad or poisoned air. Answers will vary as to how each student encounters unusual events and situations or if they ever consider magic as the answer.**

2. Why were many witches and wizards being careless in the first chapter, not wearing "Muggle" clothes and celebrating in broad daylight for everyone, even non-magical folk, to see? Can you think of times in the non-magical world where people behave this way? **Many witches and wizards forgot to be more careful in their excitement that the reign of Voldemort was over and the magical world was free from tyranny and fear once more. Answers will vary, but students may list sporting events, festivals, election nights, or big personal celebrations as times when people act with less inhibitions.**

3. Professor McGonagall points out that Professor Dumbledore is the only wizard that Voldemort was ever afraid of, to which he replies, "You flatter me. Voldemort had powers I will never have." All we know at this point is that Voldemort was a wizard who did terrible things, including killing Harry's parents. People feared him for a long time, and celebrated when he disappeared. Do you think Dumbledore means he will never be able to have the same powers because Voldemort is a better wizard than he is? Or does it mean he will never have them because he chooses not to practice that sort of magic? **Answers will vary.**

4. The Dursley's attitude towards magic is one of disdain and fear, to the point of running away from it and denying Harry's birthright because of it. Why do you think this is? What is an example of something some people have the same attitude about in our world? **Answers will vary but students may decide that people sometimes fear the things they don't understand, to the point of acting in horrible ways to avoid it. Or, they may also decide that the Dursleys are bigots or racists and act that way because they genuinely believe that magical folk are abnormal and inferior. Student may point out that people have had the same attitude about magic in the past, and in some places that continues to this day.**

5. Harry carries a scar because he is touched by a curse. Do you, or someone you know, have a scar that has an unforgettable story as to how it happened? What about that story is fact and what is about feelings? **Answers will vary.**

6. Strange things often happen around Harry, though he didn't know it was because of magic. Have you ever experienced this yourself? Why do you think that is? **Answers will vary.**

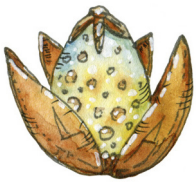
7. What do Harry and the snake at the zoo have in common? **Answers will vary, but students may list that Harry and the snake are able to communicate with each other, that neither ever met their parents, that they both hate where they live and long to escape, or that they are both annoyed by Dudley.**

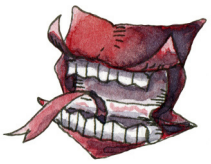
8. Compare and contrast how Dudley and Harry are treated in the Dursley household. How does this affect each boy? How does this affect their relationship with each other? **Answers will vary, but Dudley is spoiled, indulged, and given unlimited affection while Harry is treated like a servant with no affection or kindness. The affect it has on each boy is seen in their behavior. Dudley is demanding, whiny, and a bully. Harry is quiet, compliant, and resigned. Dudley is allowed to take out his aggression on Harry, while Harry just tries to avoid the confrontation. Instead of having what could have been a brotherly relationship, Dudley uses the power he is given by his parents to torment Harry.**

9. Have you ever had dreams that seemed real? Have you ever had a dream that came true? Can you explain how this might happen? **Answers will vary.**

10. The Dursleys act like they can't stand to have Harry in their home, but when his Hogwarts letter arrives and they could easily send him away, they risk their lives to out-run the magical institution. Why do you think Aunt Petunia and Uncle Vernon, are so scared of letting him go? **Answers will vary, but students may understand that by letting Harry go to Hogwarts, they are acknowledging the magical world that they disapprove of and have tried so hard to keep him from. They may feel that by sending him, it could seem like they accept or approve of the magical community now. Also, by sending Harry, they would have to deal with the anger and jealousy felt by Aunt Petunia, and shared by Vernon, against magic.**

Part 3: A Brief Guide to Project-Based Learning





There is a lot of talk about project-based learning as a profound method to use in education. You would think between all the books, articles, and workshops, project-based learning would be a part of every education. The concept of project-based learning is enough to get any educator who is looking for an innovative, substantial approach excited and motivated!

This Book Study, while extensive in its exploration of subjects and skills, has project-based learning as its foundation. All the activities, questions, and research help students explore "What is Magic?" and prepares them to answer this driving question for themselves. The information in this section is extracted from our book, and is intended to give you a brief overview of project-based learning so you can help and guide your student in this process. For a full education on the why and how of project-based learning, we suggest you read our book, *Project-Based Learning: Creating a Modern Education of Curiosity, Innovation, and Impact.*

The first step to creating a great experience of project-based learning is to understand what project-based learning is and how it is defined. The Buck Institute for Education defines project-based learning this way:

> *Project-Based Learning is a learning method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.*

In addition to meeting this definition, project-based learning needs to be:

Open-ended - Each project begins with a driving question, problem or challenge, which should not be yes or no question, or have only one answer. Projects should have multiple possibilities and pathways for discovery and research.

Meaningful - Projects should have relevant and personal interest to the student, or if you are satisfying a requirement, room for personal interests to be woven in.

Thought-provoking - The project should spark discussion and debate. It should be intriguing, if not by the subject (because you are meeting a requirement, for example) than by the possibilities of skills students could learn while working on the project.

Multidisciplinary - Projects should weave many subjects and skills together.

Have Real-World Applications - The project isn't just about knowledge and skills, nor is it just about the driving question. It's about using the knowledge and skills gained to serve the driving question and create a meaningful outcome, and so that the student (and possibly others who are affected by their project) can apply that knowledge and those skills in the future.

This working definition is a great place to start when considering project-based learning. To understand the method, it helps to break the definition into its component parts:

Project-Based Learning is a learning method.

The use of the word *learning* instead of *education* is key to the method itself. Project-based learning is a learner-centered pursuit of knowledge and skills through a collection of evidence, experience, and exhibition. It centers around the process (the journey), not the outcome (the destination).

Project-Based Learning is learner-centered.

The central tenet of project-based learning is that education should be learner-centered, not teaching-centered. A learner-centered approach leads to a focus on how subjects are best learned for each individual. It assumes there is no one-size-fits-all approach to learning.

Project-Based Learning can be both academic and practical.

Project-based learning is inherently academic because the skills and knowledge required to successfully complete a project encompass what are traditionally thought of as academics. Keen reading and writing skills, critical thinking, and exposure to a variety of subjects, including history, science, math, and the humanities is inevitable when students holistically explore a topic. Academics help make the more practical side of project-based learning accessible, by supporting learners intellectually so they can also obtain social and pragmatic skills that are specific and vocational in nature. Educators serve students more holistically when projects blend academics with practical, vocational skills.

Project-Based Learning is meaningful.

In order for project-based learning to make the intended impact, it must have meaning for both the student and the educator. Sometimes the project is meaningful throughout the journey, and sometimes meaning builds over time as a student dives deeper into the details. Sometimes the project is meaningful because of the topic, and other times the knowledge and skills the learner encounters along the way is what sparks curiosity and innovative thinking. Once a project starts, it is the process of discovery and learning that keeps both parties committed, excited, and moving forward. In the end, if the student has had some ownership of the project and receives genuine mentorship from their teacher, both parties exit the project with relevant skills and significant growth.

Project-Based Learning changes the teacher as much as the student.

Just because we have stated firmly that project-based learning is learner-centered, and not teaching-centered, does not mean that the role of the educator is unimportant. Quite the opposite is true. The role of the educator is essential to a project's success. As a mentor, your role is one of experience, guidance, and resource. You bring information, ideas, opinions, networking, and talents to your student, modeling that which they aspire to. It is because of your mentorship that students will be motivated to continue their project, grow in their abilities, and learn from other experts in the field.

Project-Based Learning is neither new nor a trend, but it is the best way to educate students in a rapidly changing world.

The general concept of project-based learning has been around for centuries. If we look at the structure: posing a question or a challenge, using previous knowledge combined with new research, utilizing community and resources to acquire relevant skills, and designing solutions that are then shared with others, we can see that humans have naturally used this approach from the beginning of our ability to think and communicate. Project-based learning inherently works. It always has, and it is precisely this adaptability that makes it the most well-suited method to mentor students who will engage in building new technology, economy, and society.

Project-Based Learning makes an impact.

The outcome of a project is not as important as the process, but that does not mean it is not crucial. The documentation and sharing of a student's process and findings make an impact. This impact affects both of you, the student's peers, your colleagues, as well as the larger community, encompassing many people. Showing how learning can lead to the innovation and transformation students want to see in the world, no matter who they are or where they come from, changes them and the people their project touches. This is an extraordinary feeling, to be able to tangibly illustrate the power of knowledge.

The Process of Project-Based Learning

In our book, the process of project-based learning takes up an entire unit, but below we've outlined the basic steps to get you started and help you mentor your student. Note that we also developed an Educator Workbook that helps you plan every aspect of a project, available in the Appendix of our book on project-based learning, and a copy of it is included after this guide if you'd like to plan this project differently.. Following this guide, there is an example of this Educator Workbook that has been filled out specifically for this project on "What is Magic?" In addition, we included a blank version of the Student Workbook for students to use while doing this Book

Study and project.

Implementing Project-Based Learning

One of the most daunting parts of project-based learning is committing to it. First you have to decide on a project focus that meets the criteria previously mentioned: open-ended, meaningful, thought provoking, multidisciplinary, and has real-world application. It also needs to be grade and ability appropriate with plenty of resources, material, information, and activities for students to engage in. This sounds like high expectations at first, but the next step is where it all comes together.

Planning the Project

You might be surprised how much planning you have to do for journey focused learning. Planning sets a project up for success. Start your planning with what the learner already knows. Then, what inspires the student? How does the project connect to the world at large? How can you utilize each student's strengths? By thorough planning, you can combine a student's personal combination of experience and interests into a project that has impact on both the student and their community. Planning means you are prepared for any eventuality, or if a new idea comes up during the project, you have gathered enough resources to know how to adjust. Also, during this step your plan can include for multiple ages or abilities if you have them. You can plan for each one of them to have their own project, or you can combine their abilities and do a group project.

Academic Skills and Knowledge then Project

An essential part of applying skills is having those skills to apply. Some skills and knowledge will be learned as needed while engaged in the project. Others are best mastered before the project begins. Frontloading is a practice in which some knowledge and skills are learned ahead of time in anticipation of the project so that students can have some proficiency with the skills central to the project before beginning to save time and maintain focus. You could, in fact, start a project without frontloading any skills and learn them throughout the process and many might see this as an intriguing part of the project itself. We have seen kids successfully integrate skill building as they work through their project without any prior knowledge. You have to be careful though, because this approach can cause projects to start and stop and often stall. In the end, there are always some skills that show up during a project that you could have never predicted. Leaving some room for those is prudent, which is why frontloading some of the skills you know your student will need can be help them avoid becoming overwhelmed.

Using Resources

Resource management should be a key component of project-based learning from the beginning. The choice of resources to include is largely determined by the project. When choosing resources, you will want to look at the skills and materials necessary, what technologies to use, and how you're going to use outside organizations such as museums, science centers and libraries. Most projects can be done on a budget, and there are many free or low-cost options for collecting materials.

Good projects generally also have some mentoring from the outside community. You might wonder about the ease of finding good mentors, but with a little bit of work, you can do it. Start with your local community and then branch out if you need to. Because of the small world that the Internet has created, we have found this to be one of the easier resources to find. Experts love to connect with others who are interested in the same thing they are. Even if you find someone who isn't able to help, they likely know who can, so don't be afraid to reach out.

Independent Work with Collaboration

Remember that as your student takes more responsibility and initiative over the course of a project, you can let go, but it's important you remain connected and involved. Young children often don't have the capacity to stay on task for a project for long periods of time and older students, while more likely to stay focused, will still need your guidance and input.

Finishing the project

Generally, it's important to let projects come to a natural end. By putting a hard due-date on a project, you run the risk of taking away the process of discovery and autonomy, so students generally find the easiest path to the mandatory outcome they have been given. If there is a time limitation when using project-based learning, including students in project management can give them ownership over the ending. That way, they can have input and direction on what it will take to end their project on a high note.

It's important that a project come to a meaningful conclusion. This outcome is determined by the student, as the answer to the driving question. Your student's presentation could be a film, slideshow, website, performance, book, etc. but should illustrate the process they went through in order to reach the conclusion they did. Finishing the project should also include documenting the work they did and identifying ways your student could either continue their work (if desired) or use the work they did in service of another project.

Assessment and Evaluation

Even if you don't grade, consider getting comfortable with assessment and evaluation. It's important for students to learn how to look at their goals, the work they did, and analyze their own personal and academic growth. Evaluation is an important step in self-reflection. Examples of effective assessment and evaluation tools include a rubric, portfolio, and group/self-assessment. Testing has no place in project-based learning. Teachers should look at where their students started to where they ended up for equitable and supportive grading or feedback.

The Magic of Project-Based Learning: A Harry Potter-Themed Book Study
Book Study 1: An unofficial exploration of Harry Potter and the Sorcerer's Stone

The driving question for this project is "What is Magic?" It is open-ended and thought-provoking. Many students will be excited by its possibilities as they complete the Book Study on *Harry Potter and the Sorcerer's Stone*, which uses a multidisciplinary, hands-on approach to explore J.K. Rowling's version of magic. The Book Study gives students the tools to apply new knowledge and skills in an expansive way to answer the driving question. As you will see in the following Educator Workbook, extensive planning utilizes many subjects and activities to impart a holistic education on the subject of magic. There are many options and levels of difficulty, using a diverse range of resources, allowing for a very individualized project. Most of the knowledge and skills will be frontloaded, or learned ahead of time, in the Book Study. Students can then take what they have learned and apply it towards creating an outcome for the driving question. As students gain confidence and ability, they will likely begin to work more independently on the Book Study and the driving question. Their final presentation of "What is Magic?" should be unique and reflective of their process and ideas. Evaluating this project should be based on how well they acquired applied knowledge and skills to address the driving question.

There are multiple ways we have unified the Book Study with the driving question. Many of the exploration questions encourage students to look closely at magic from different perspectives. The research assignments, especially those included for older students, not only build solid research, comprehension, and analyzation skills, but also lead students down different paths in the definition and purpose of magic. The projects and science experiments give students a tangible, physical experience with magic. In fact, there was a time when some of the potions, magic tricks, and more would have been assumed as magic! The connection that students make between all of these activities and the driving question will be based on age, ability, and interest, but all students will be inspired in some way to figure out what magic is to them.

Some additional ways you can tie the components of the Book Study to the driving question, "What is Magic?"

Reading: There is not much you have to do to add the subject of magic to the reading of *Harry Potter and*



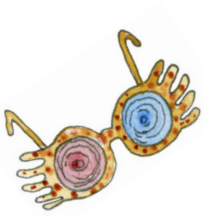
Part 5: What is Magic?
Material's List

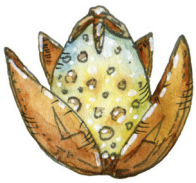

Books

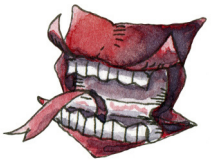
- *Harry Potter and the Sorcerer's Stone*
- *Quidditch through the Ages* by Kennilworthy Whisp

Needed for Projects in all Sections

- Scissors
- Hot Glue Gun
- Hot Glue Sticks
- Paint & paint brushes
- Markers, pens, & pencils
- Water
- Tape & glue
- Pans & cookie sheets
- Stove & microwave
- Hot mitts
- Measuring cups
- Measuring spoons
- Mixer
- Printer
- Paper
- Internet access
- Ruler
- Sponge







Materials List

Section 1: Chapters 1-3

Recipe: Knickerbocker Glory

- Ice cream: your favorite flavors
- Whipped cream
- Fruit
- Fruit toppings
- Sweet wafers

Put-Outer

- 1 Small flashlight
- 1 Sheet marbled paper (green and black preferred - or make your own)
- 1 Pull-tab/ring from a carton
- 1 Small carton/bottle cap
- Glue or Modge Podge
- Silver Paint

What's the Matter with Disappearing Glass?

- Many Popsicle sticks or a shoebox
- Construction Paper, Tissue Paper, Rocks, and/or other material to create a snake habitat
- Sheet of clear transparency paper
- Snake: plastic, gummy, or make one out of clay
- 1 2-cup Pyrex Beaker or Pyrex measuring cup
- 1 Pyrex test tube OR Pyrex stirring rod
- 1 ½ c Wesson oil
- Put-Outer or other light source
- Medium sauce pan
- Candy thermometer
- 2 c Granulated sugar
- 2/3 c light corn syrup

Dyeing T-Shirts

- 1 head Purple cabbage
- Knife for chopping cabbage
- 4 c distilled water
- Small strainer
- 1 Glass quart jar
- Container that will hold four cups of cabbage plus four cups of water
- 2 White t-shirts
- Bowl
- Gallon baggie
- Rubber gloves, optional

Owl Mobile

- 3 Sheets watercolor paper
- 1 Drawing Pencil
- Watercolor Paint
- 1 – 3 Small paint brushes
- 3-4 feet thin wire or fishing line
- 1 Hole punch with extra small tip
- Something to attach the mobile to, such as a small wreath, a stick, an embroidery hoop, or wire