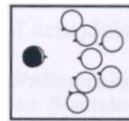


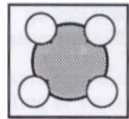
[Back to start page](#)

On the following pages you will find a visualisation of the design of a Fantasy Storyline based on the Harry Potter books

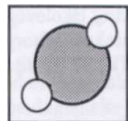
*Following symbols have been used: **



= Class



= Large Groups (4 or 5)



= In pairs



= Individual

The Storyline is designed by Connie Wang Hansen. * Symbols designed by Finn Mosegaard.

Harry Potter Storyline

The Harry Potter books by J. K. Rowling have within a few years sold around 30 million copies. The stories are funny, imaginative, light, modern tales that children are taken by. Children (even adults) in all age groups empathize with the main character Harry. As I learned in my investigation of the Storyline method a theme can be a product of total imagination and fantasy. Many teachers have with great success used the plot and the Storyline of an already existing book. I believe a Storyline based on the Harry Potter series could lead to many interesting activities. Harry experiences many different incidents and adventures throughout the series that could lead to activities in a Storyline.

Having read a fantasy topic called: Jim's Story, a Fantasy Storyline created by educational designers at a Golden Seminar in 1990, has also inspired me to create a Storyline called Harry's Story.

Designing a Fantasy Storyline suitable for the *Folkeskole* in Denmark there are several considerations to take into account. Is the Storyline going to be cross-curricular, or is it only going to take place in the English lessons? If the Storyline is going to be cross-curricular with other subjects it gives the opportunity of spending more weekly

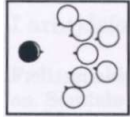
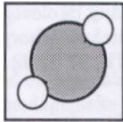
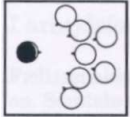
lessons on the plot and include other inputs and activities relating to the theme. Involving e.g. Danish you could include aspects from the Danish Curriculum guidelines e.g. What is the fantasy genre? How many types of fantasy genre exist? (E.g. make a fantasy wheel,). What elements often appear in fairy tales? etc. Including Danish as a subject could also lead to the reading task of reading a Harry Potter book in Danish as a class book, then take out elements and work with that in English. Other subjects could also be useful in a Fantasy Storyline e.g. Art, Handcraft, Woodwork, and Music.

A cross-curricular Storyline could be carried out on several levels. Limiting the Storyline to the English lessons, you will have to take into consideration that the high linguistic level in the Harry Potter Books in English would not be suitable for all pupils. However, a Storyline based on the Harry Potter books does not necessarily mean that the pupils have to read the books. Chapters and events can be selected for reading exercises as suggested below, or you could retell the story or maybe read some chapters aloud.

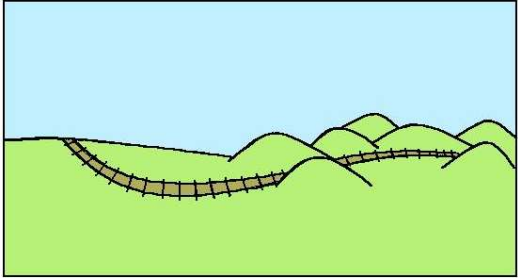
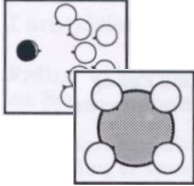
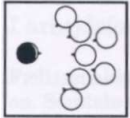
On the following pages, you will find several ideas on how a fantasy Storyline can be carried out based on the Harry Potter books.

The design is meant as inspiration and does not need to be followed step by step.

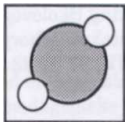

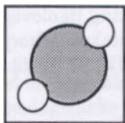
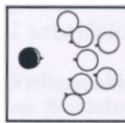
Theme: Harry Potter's Story, a Fantasy Topic

Storyline-episode	Key-questions	Activities	Organisation	Resources	Product	Assessment/Tasks
<p>First episode: <i>Entering the Wizard World</i></p>	<p>Harry has just found out he is a wizard. What questions do you think he can ask?</p>	<p>The teacher is introducing the story based on the first 3 chapters in: <i>Harry Potter and the Philosopher's stone</i></p> <p>Reading from chapter 4. (p 39-43) stopping at the sentence:</p> <p><i>Questions exploded inside Harry's head like fireworks and he couldn't decide which to ask first...</i></p> <p>Discuss what would be interesting to know about the wizard world and list the questions on a flip over and in a logbook.</p> <p>Teacher reading the rest of chapter 4 aloud.</p>	  	<p>The book: "Harry Potter and the Philosopher's stone"</p> <p>Folder to each pupil to use as a logbook.</p>	<p>Written questions in logbooks.</p>	<p>Listening task.</p> <p>Writing task.</p>

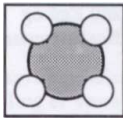
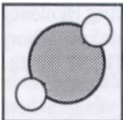

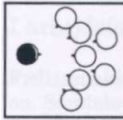
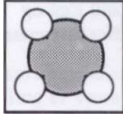
Theme: Harry Potter's Story, a Fantasy Topic

Storyline-episode	Key-questions	Activities	Organisation	Resources	Product	Assessment/Tasks
<p>Second episode:</p> <p><i>Design Diagon Alley</i></p>	<p>What things do you think wizard and witch shops sell?</p> <p>Can you design a wizard and witch shop?</p>	<p>Handing out a few pages from the Harry Potter book (p. 52-56). "Harry entering Diagon Alley with his shopping list."</p> <p>Brainstorm on magical items. Each group will become a design team. In small groups or individuals, pupils now invent magical items. E.g. a crystal ball, wand or magical powder, etc.</p> <p>Teacher helping organizing different shops to be made.</p> <p>The teacher has in advance created the frame of the frieze e.g.</p> 	<p>Homework: Read the text and think about what wizard and witch shops might sell.</p>  	<p>Teacher's re-written pages from the Harry Potter book with few translations in the margin.</p> <p>Variety of materials like:</p> <ul style="list-style-type: none"> - cloths, - wool, - card, - paper, - etc. - glue and scissors. 	<p>Draw magical items. Can also involve use of an already existing item to illustration.</p> <p>Designing a frieze with Diagon Alley shopping street.</p>	<p>Reading task. Look up interesting words and write them in vocabulary logbook.</p> <p>Creating and designing, e.g. learning new words.</p> <p>Pupils working together as a whole class.</p> <p>Talking about the frieze.</p>

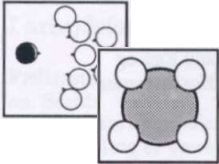
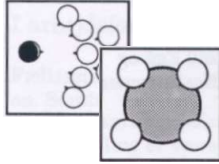
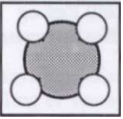
Theme: Harry Potter's Story, a Fantasy Topic

Storyline-episode	Key-questions	Activities	Organisation	Resources	Product	Assessment/Tasks
<i>Magical Items</i>	How would you explain what the magical item can do?	E.g. starter: activity with adjectives. Each item is going to have a card describing the magical item and explaining what magic the item can do. The text is going to be typed on a computer and printed out and made into small cards.		Computers	Cards (for later use)	Writing IT Focus on adjectives.
Third episode: <i>Creating the Character Harry Potter</i>	How do you think Harry looks like?	Talking about the boy Harry and how he might look like. E.g. check the text for information about wizard clothes etc. Creating Harry Potter.		- cloths, - wool, - glue and scissors.	Harry Potter doll.	Oral task Designing and making.
Fourth episode: <i>Role-play & Games</i> "on the marked." "Bingo"	What can Harry buy in the shops?	Role-play: Pupils (Harry) can now visit the shops and buy magical items. Pupils can walk around each other buying/selling things. (The teacher can talk about intonations when questions are asked.) Guessing game.	 	Cards from the shops. Cards from the shops + drawings.		Oral task, Phonetic. Reading and listening task.

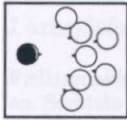
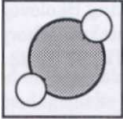
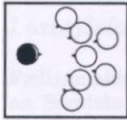
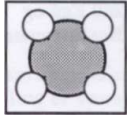
Theme: Harry Potter's Story, a Fantasy Topic

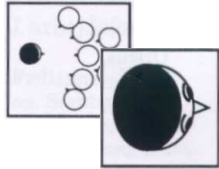
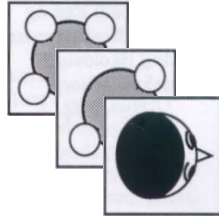
Storyline-episode	Key-questions	Activities	Organisation	Resources	Product	Assessment/Tasks
<p>Fifth episode: <i>Travelling Hogwarts Express</i></p>	<p>How do you think Harry travels to Hogwarts school of witchcraft and wizardry?</p>	<p>Discuss in groups and list ideas on how a wizard like Harry can travel to the school, without Muggles knowing.</p> <p>Handing out a few pages from the Harry Potter book. (p. 68-71) "Harry getting to platform Nine and Three Quarters"</p> <p>To find out what <i>Rowling</i> (the author) came up with the pupils have to find the right order of the text.</p>	 	<p>Tree pages from the Harry Potter book with few translations in the margin. The text is going to be cut up in 6 paragraphs.</p>	<p>List ideas</p> <p>The text in the right order.</p>	<p>Talking/listening task.</p> <p>Reading task.</p>
<p>Sixth episode: <i>Creating Ron and Hermione Designing Hogwarts Express and Castle</i></p>	<p>Can you create Ron and Hermione?</p> <p>How do you think Hogwarts castle looks like?</p>	<p><i>It is up to the teacher if Ron and Hermione are going to be main characters in the storyline.</i></p> <p>E.g. read aloud/or retell the plot where Harry meets them.</p> <p>It could also be up to the pupils to create Harry's friends, e.g. what is a good friend?</p> <p>Designing the Howard's Express and Hogwards Castle. Teacher helping organizing different activities. Some pupils can make the train and others make the castle or trees.</p> <p>The teacher can ask the pupils to describe the characters and where they are about to live.</p>	  	<p>Variety of materials like:</p> <ul style="list-style-type: none"> - Cloths, - wool, - card, - paper, - etc. - glue and scissors. 	<p>Continuing designing the Frieze.</p> <p>E.g. a written text about the characters and Hogwards.</p>	<p>Designing and Making. Group interaction.</p> <p>Pupils working together as a whole class.</p> <p>Writing task.</p>

Theme: Harry Potter's Story, a Fantasy Topic

Storyline-episode	Key-questions	Activities	Organisation	Resources	Product	Assessment/Tasks
<p>Sixth episode:</p> <p><i>The Invisibility Cloak</i></p>	<p>What can Harry use the invisibility cloak for?</p>	<p>The teacher can read or retell the plot where Harry receives The invisibility cloak.</p> <p>Group discussion on what Harry can use an invisibility cloak for and what the pupils would use a cloak for if they had one. Followed by a class discussion.</p>		<p>(If reading from the book about this episode it is at P 147-157. (parts of the text can be left out).</p>		<p>Oral exercise.</p>
<p><i>The Mirror of Erised</i></p>	<p>What kind of mirror does Harry finds?</p> <p>Imagine what you might see.</p>	<p>Reading activity. The teacher hands out pages (152-155) from the 1. book. “Harry discovers The Mirror of Erised”</p> <p>Class discussion on what it is the mirror shows. Group discussion on what the pupils might see if they had the mirror.</p>	<p>Can be home-work.</p> 	<p>Three pages from the book with few translated words in the margin.</p>	<p>New words in the pupils' vocabulary logbooks.</p>	<p>Reading task.</p> <p>Oral exercise.</p>
<p>Seventh episode:</p> <p><i>The Boggart in the Wardrobe</i></p>		<p>Retelling or Reading the plot. The teacher can hand out pages (99-166) from the 3. book, <i>Harry Potter and the Prisoner of Azkaban</i>.</p>		<p>Five pages from the 3. book with a few translated words in the margin</p>	<p>Design Boggart</p>	<p>Reading and oral exercise. Creative designing.</p>

Theme: Harry Potter's Story, a Fantasy Topic

Storyline-episode	Key-questions	Activities	Organisation	Resources	Product	Assessment/Tasks
<p>Eights episode:</p> <p><i>The Philosopher's Stone</i></p> <p><i>Voldemort</i></p>	<p>What would be good and bad having a Philosopher's Stone.</p> <p>What may happen if the evil Voldemort gets the Philosopher's Stone?</p> <p>How do you think Harry deals with Voldemort?</p>	<p>The teacher introduces The Philosopher's Stone (page 161).</p> <p>Group discussion about the stone. Write a list in favour and against owning the stone. Followed by class discussion on being able to live forever and be rich. Does money buy everything?</p> <p>The story goes on and the teacher tells the class how the stone is about to get into the wrong hands. E.g. read aloud from page 210 where Harry faces Voldemort. (<i>Pupils already know about the Mirror of Erised and the Philosopher's Stone</i>).</p> <p>Group work on continuing the story. E.g. role-play dramatising Harry faces Voldemort.</p>	   		<p>A class list with in favour and against the stone.</p> <p>Drama with dolls or pupils themselves.</p>	<p>Oral and writing exercise.</p> <p>Oral exercise.</p>

Theme: Harry Potter's Story, a Fantasy Topic						
Storyline-episode	Key-questions	Activities	Organisation	Resources	Product	Assessment/Tasks
<p>Ninth episode: <i>Summer Holiday.</i></p> <p><i>Back on the Hogwarts Express</i></p>	<p>How is it to live in the Muggles world?</p> <p>What is Muggles world like compared to wizard/fantasy world?</p>	<p>Ron, Hermione, and Harry are talking on the train. Ron is from a wizard family and does not know much about the Muggles world.</p> <p>Class discussion about Muggles' (our) world. How do we communicate without owls? How do we travel without broomsticks? etc. To help Ron's comprehension, the pupils can draw e.g. a phone, computer.</p>		<p>Crayons and Paper</p>	<p>Drawings with explanations.</p>	<p>Oral exercises</p> <p>Drawing and writing.</p>
<p>Optional tenth episode:</p> <p><i>Presentation to Parents</i></p>		<p><i>Depending on the pupils' enthusiasm about the fantasy topic on Harry Potter, the storyline could be rounded off now or it could have a final episode looking back.</i></p> <p>Create a story using the new words the pupils have achieved throughout the storyline. Base the story on what the pupils know and e.g. invent new adventures.</p> <p>Pupils Choice:</p> <ol style="list-style-type: none"> 1) Write a script and make a role-play. 2) Tape a story and write it out to a little book. <p>Present to parents.</p>		<p>Sheets with instructions on how to structure a story.</p>	<p>Role-play or Harry's Book and tape.</p> <p>Presentation to parents.</p>	<p>Oral/listening activity.</p> <p>Writing task.</p>

Schedule for Storyline

Theme: Harry Potter's Story, a Fantasy Topic

Storyline-episode	Key-questions	Activities	Organisation	Resources	Product	Assessment/ Tasks