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Demystifying Hogwarts:
Good, Evil, and the Influence of Supernatural Figures in the Harry Potter Book Series

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This curriculum unit is recommended for:
Elementary English/Language Arts, grades 3-6

Keywords: Harry Potter, good, evil, supernatural figures, children's literature, inner theatre, character traits, symbolism, author's purpose, inference

Teaching Standards: See Appendix1 for teaching standards addressed in this unit.

Synopsis: This curriculum unit will serve as a creative platform to assist students in building their literacy skills related to theme, symbolism, author's purpose, and inference. In this unit, students will explore the age-old theme of good vs. evil as it applies to a variety of media with the focus being on the popular children's book series *Harry Potter*. This unit will encourage students to use abstract thinking in order to explore the way in which prior learning and cultural influences affect their personal view and definition of what is good and what is evil. By understanding how their brain compartmentalizes each concept, students will be able to offer different perspectives on good vs. evil and understand that a character, as well as a person, does not necessarily fit into one category but can have traits of both. Further attention will be given to the way that supernatural figures are used to represent these concepts in the book series as well as popular media. This unit includes several activities to assist students in contextually defining and identifying the concept of good vs. evil creating a skill-set that they will be able to apply to other media outlets such as literature, film, and theater.

I plan to teach this unit during the coming year to 24 students in Language Arts/3rd Grade

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Jennifer Dalesandro

"We've all got both light and dark inside us. What matters is the part we choose to act on. That's who we really are."
J. K. ROWLING, *Harry Potter and the Order of the Phoenix*

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Overview

Some of my earliest childhood memories of Literacy in elementary school mainly involved the use of a textbook, worksheets, and books chosen by my teacher for me to read. This clinical form of learning did not ignite the love I currently have for this content area. The passion I had for reading and literacy as a child has transferred into my adult life, as I am an avid reader who is continuously enchanted by the written word. In retrospect, there were very few instances in my early learning experiences that offered an interactive engagement of the material I was being taught in the classroom. After several years as a teacher in elementary education, I have found that I can transfer my own personal love of literature into the classroom and encourage the children I teach to find a love of reading by making sure that they do not have the same negative experiences that I did.

As an elementary school teacher, my focus is to make all subject areas, especially Literacy, more engaging to my students. By directly connecting the course content to their lives, I hope to ignite the spark of curiosity in my students, bestowing upon them the desire to not only research topics on their own, but to also identify a content area that would encourage them to find joy in recreational reading. I have found that one of the best ways to drive this student learning and curiosity is to use my personal love of reading to take my students on a series of literary journeys which sets the stage exposing them to cultural diversity and alternate perspectives, seeming almost ... magical.

In order to reach students from all backgrounds, it is important to identify a theoretical "literary common ground." It is my belief that if one can identify a topic area that students can relate to, being able to encourage them to read material related to that topic becomes easy. I have not had a student come through my class who has not, in some aspect, known the character of Harry Potter. Some may not have read the books, but students are familiar with the phenomenon that is the story of a young wizard who battles the forces of evil to protect those that he loves. This unit will utilize the overall story and the first book in the *Harry Potter* series to teach students how to use their

inference skills to identify the traditional concept of good and evil, how those roles are articulated in supernatural figures throughout the story, why we have a seemingly default vision of the concept, and assist them in contextually defining that age-old theme. Once students develop this understanding and skill-set, they will be able to apply it to the remaining books in the series as well as other media outlets that use this same theme.

Demographics

I am a National Board Certified, third grade teacher at Bain Elementary School in the Charlotte suburb of Mint Hill, North Carolina. I have been a professional teacher for 13 years. I started my career by teaching one year of pre-school in West Virginia and the last 12 years teaching for the urban school system known as Charlotte-Mecklenburg Schools (CMS). CMS is the second largest school district in North Carolina and the nineteenth largest school district in the nation. I teach on a team of seven third grade teachers, which affords me a vast support system from a diverse group of education professionals with varying backgrounds.

        The demographics of my school differ in comparison to the Title 1 school category as my school has a low percentage of students on free or reduced lunch (19.8%) and a high percentage of parent involvement. Parent volunteers are a regular part of my classroom environment on any given day giving support to the students and enriching the learning experience. Bain Elementary is considered an Honor School of Excellence for high growth (93.4% of students performing at or above grade level) on standardized testing with a rich history dating back 120 years ago when John Bain founded the original Bain Academy in the Town of Mint Hill, NC. Since then, the school has grown to its current size of 1,000+ students, reflecting the corresponding growth in the town of Mint Hill. The student population consists of 73.5% white students, 11.6% African-American students, and 6.8% Hispanic students. During the 2013-2014 school year, Bain Elementary moved into a new, state of the art building. This earmarks a new era in Bain's long history by providing all teachers access to new technologies such as mounted projection systems, Apple TV, and classroom IPads for students. Although Bain is fortunate to benefit from these new technologies, this unit is designed to address all demographics and benefit both students and teachers that do not have access to these resources.

Rationale

To enhance the Literacy curriculum in my classroom, I have been attending the "Supernatural Figures in Theatre, Film, and the Brain" seminar instructed by Dr. Mark Pizzato, a college professor of theater and film at The University of North Carolina at Charlotte. Under the guidance of Dr. Pizzato, I have been exposed to the concept of supernatural figures as depicted in both theater and film and how those figures influence

the themes and story lines of the individual pieces of art that they represent. I chose to attend this particular seminar because I feel my third grade students would benefit greatly from being able to understand the traditional theme of good vs. evil and how we are conditioned toward applying a particular contextual definition to that theme. Third grade students will not be able to understand the in-depth specifics of neural contexts described in the seminar, but they will be able to understand how previously learned knowledge obtained through exposure to cultural elements provides the basis for comparisons necessary to understand the current ideology of good and evil in our society. By students being able to develop the skill to identify the imagery associated with traditional good vs. evil themes, they will be able to better understand the themes and author's purpose related to how particular supernatural characters represent such themes while simultaneously building their inference skills related to the literature. This unit can also be modified for older students adapting the knowledge gained to expand outside literary application by identifying the themes in social settings relating to family, friends, and work environments.

By attending the CTI Seminar "*Supernatural Figures in Theater, Film, and the Brain"*, I have been able to expand my own core knowledge regarding the assimilation and understanding of the phenomenon that surrounds the creation of supernatural figures as an expression of inward psychological impulses and development. As a 3rd grade teacher, information gained from this seminar will serve a foundational basis to explore supernatural figures and phenomenon in current media that influence our youth today. The emphasis on these influences will be drawn from, and be applicable to, popular children's media outlets such as the literary series of *Harry Potter* and *Percy Jackson,* as well as youth film/literature like *The Wizard of Oz* and a variety of *Disney* inspired films. The ability to guide students in a more introspective analysis of how supernatural figures in these outlets are created and what they represent will expand comprehension skills in both the literal and inferential formats. By using supernatural figures that most students at my grade level are familiar with, it will provide a solid platform to bridge the gap in liberal arts education for students by offering a global perspective in: history, science, film, and literature. Students will also be able to benefit from a curriculum unit designed from this information by helping them to enhance critical thinking skills in responding to literature, encouraging abstract thought, as well as expanding on student's previously gained knowledge and enriching their understanding of how different cultures view, create, and are influenced by such supernatural figures.

My curriculum unit will serve to establish a unique and layered perspective in a students' educational construct that will enhance objectives of the common core standards while simultaneously providing a multi-faceted approach, as the information will be applicable to numerous subject areas. Through a varied delivery format, which will include visual, auditory, and kinesthetic methods, students will identify and analyze the cause and effect relationships as well as the symbolic representation of supernatural

figures in the *Harry Potter* book series by responding to selected literature, film, historical, and scientific concepts throughout the curriculum unit.

Activities for this unit will be focused primarily on the first book of the series, *Harry Potter and the Sorcerer's Stone,* as this book sets up the main characters, the environment, and the underlying theme regarding the ever-present battle between good and evil. After completing this unit, students will then be able to engage with the remaining 6 books applying the knowledge gained about identifying the symbolism and influence of supernatural figures and how they affect the overall themes throughout the story. Furthermore, students will be able to apply the activities and skills to a variety of media (film, theater, literature, and music) that they are exposed to on a daily basis.

Upon completion of reading the text and doing all activities related to the literature in this unit, I will then utilize the 2001 movie of *Harry Potter and the Sorcerer's Stone* to supplement and parallel the concepts learned. By using this method, students will be able to see a cinematic representation of the characters and themes previously presented and discussed in the classroom. They can then compare the vision that they constructed within the inner theaters of their minds as they read the literature and "see" if both the actors and screenplay portrays the characters, as well as their symbolic representation, accordingly. A detailed discussion of the similarities and differences will be used to assess the student's abilities in observation, reading comprehension, and inference skills. Students will then be further encouraged to utilize these skills in the assimilation of future media such as the additional books and films related to the series or other related works of the genre.

Content Background and Objectives

Understanding the concept of character traits refer to defining all the aspects of a person's behavior and attitudes that make up the subject's personality. Every person can be conceptually defined based on identifying certain character traits and it should be understood that each person has a unique combination of such traits, both good and bad. Authors use descriptive language in their stories to enrich both the plot and character development by insuring that specific character traits are outlined appropriately. An author's use of descriptive adjectives such as patient, unfaithful, or jealous is important in written story lines because the reader cannot pick up on non-verbal cues and body language that can be trait descriptors in the living world, in the theater, or in motion picture. Giving meaning to certain character traits is a learned behavior and becomes ingrained in our personalities based upon a variety of sources and stimuli. It is important to understand typical "core meanings" related to character traits to understand the message that an author is attempting to portray. This allows for our brains to tap into previously learned knowledge and allow the reader or observer to intake the media in such a way that the story line plays out within the brain and imagination. The more diverse the previously learned knowledge, the more detailed the resources are that the

brain and the imagination has to draw upon in the recreation of the plot, character, and underlying inference and meaning of the author's purpose.

Some character traits tend to be tied to societal mores, values, and beliefs that create a cultural construct. Traits such as these are typically considered to be "good" and can depict a character in media as such. These same traits can be portrayed in a character who is contextually "evil" in order to add the concept of a layered personality and make the character seem more real. Examples of these types of character traits include:

- Religious
- Honest
- Loyal
- Devoted
- Loving
- Kind
- Sincere
- Ambitious
- Satisfied
- Faithful
- Patient
- Determined
- Persistent

Some character traits can be depicted as "bad" and are typically considered to be undesirable traits to have. Much like the character traits often associated with good, these "bad" traits can be identified within the "good" person or character adding depth and reality to how the brain plays out the storyline. Examples of these types of character traits include:

- Dishonest
- Disloyal
- Unkind
- Mean
- Rude
- Disrespectful
- Impatient
- Greedy
- Angry
- Pessimistic
- Cruel
- Wicked
- Obnoxious
- Malicious

There are other character traits that do not depict a general good vs. bad constitution but can further define the character or person based on drives and motivations. Leadership, or the ability to inspire individuals to action takes on some qualities that would often be arguable as to whether the trait is "good" or "evil". Many confuse the quality of leadership with a person that likes to be in charge. This is because the traits associated with both types of individuals are alike simply by default based on the nature of having responsibility to make hard and finite decisions. A leader or person who likes to be in charge may have some of the following character traits:

- Domineering
- Persuasive
- Ambitious
- Bossy
- Disparaging
- Cold-hearted
- Rude
- Self-centered
- Conceited

Character Traits in Literature and in Movies

In mainstream media such as storybooks, novels, and movies, there are often archetypes of characters that depict the genre to which the author subscribes. For instance, there might be a romantic hero, a leader, or a heroine in need of rescue. As described above, these characters serve as the anchor of the plot having certain classic traits that help the audience to identify what role they play in the story. There are times that certain traits are even overstressed or exaggerated so that it is obvious to the audience, with little need for advanced inference skills, what character holds a particular role in the story. For example, some character traits that can be used for a main character that is a hero include:

- Dauntless
- Strong
- Courageous
- Reliable
- Fearless
- Daring
- Tough
- Brave

Good vs. Evil in the Harry Potter Book Series

The *Harry Potter* books were primarily intended to be a children's series following a young orphan boy through his discovery that he is a wizard and ultimately a legendary savior of an unknown realm. The depth of the story, however, materializes in the underlying themes and opposite paradigms regarding good and evil, love and hate, and life and death. Symbolism throughout every aspect of the story, especially within the first book of the series, clearly defines the lines of good and evil with more inference required as the story carries through subsequent volumes. This "face value" story line attracts many young readers of all reading levels consequently making it a prime platform to use to teach the underlying concepts to students.

At first glance, the division between good and evil appears to be obvious and very black and white. Gryffindor, the house that is symbolically representative of the "just" and "good" are considered brave, depicted by the majestic lion and adorned in the noble colors of red and gold. This is the house that Harry and the other "heroes" of the story are assigned. On the contrary, Slytherin, the house that is symbolically representative of the "conniving" and "bad" are considered to be cunning, depicted by the cold-blooded snake and adorned in the dark colors of black and green. This is the house that all of the major antagonists throughout the story belong to. (Rowling, 1998) These major depictions are representative of the historical battle between good and evil found within the Christian Bible as God is often referred to as the lion and Satan is depicted as the serpent. This basic theme is represented in a variety of media indicative of the genre such as C.S. Lewis' *Chronicles of Narnia* and carries over to set the stage within the *Harry Potter* series.

As the story and its characters develop throughout the series, symbolism, character traits, and the understanding of who is "good" and who is "evil" begins to shift from a "black and white" simplicity to more layered and definitive shades of grey. As the history between Harry and Voldemort becomes known, there are similarities between the two characters that aids in confusing the brain's typical understanding of the contextual definition between good and evil. The historical construct in the characters seems to mirror one another from the start, as they both grow up as orphans unaware of their exceptional magical abilities. They both have the rare talent as a "parseltongue," which means they have the ability to speak to snakes. (Rowling 1998) This is a skill that is considered to be attributed only to evil wizards. One significant symbolism identified in the story that exemplifies their similarity is that their wands are fashioned from the same core. In the story, the wand serves as a living thing that "chooses the wizard" based on his or her character traits. Being that the wands come from the same core or origin, it is implied that the same holds true for both the protagonist and the antagonist in this case. This theme remains evident throughout the series identified by the prophecy, "Neither can live while the other survives." By using the varied symbolism throughout the series, it is evident that the author, JK Rowling, identifies the necessity of balance between opposing forces to sustain order within the universe. From the moment that Voldemort's curse backfires failing to kill Harry as an infant (essentially making him an inadvertent

"Horcrux" or piece of his soul), their lives become inextricably linked, and follow two opposite paths until they converge in the final battle. Harry chooses to sacrifice himself, and in dying releases the trapped evil inside of him allowing for the demise of Voldemort. (Rowling, 1998)

Aside from the complexity of the relationship between Harry and Voldemort, many other characters are presented in the story that have traits indicative of both good and evil. The character of Snape presents arguably the best example of this ethical complexity. JK Rowling herself noted that the entire story was crafted around the back-story and layered complexity of the character of Snape, referring to him as "a gift of a character." From the first book, Harry never really likes Snape, even though he could not explain why. Snape, Head of Slytherin House, is identified early in the series as being a former follower of the antagonist Voldemort. (Rowling, 1998) This history leads the reader to associate Snape with the "evil" characters throughout the series and supports an allegiance to Voldemort as the antagonist. It is not until book 7, in the chapter "The Prince's Tale," that readers learn that Snape does not truly support Voldemort and has actually been helping Harry all along serving as a double agent. (Rowling, 2007) However, to say that Snape is a "good guy" is not a fully accurate description either. He helps Harry only because of his love for Lily, Harry's mother. Snape's character shows that people are not solely good or evil; but have traits of both and most fall somewhere in between. In the epilogue of the final book, Harry Potter closes out the entire series referring to the character of Snape while comforting his son's insecurities about his own character and what house he will be selected for. He tells his son, "You were named for two headmasters of Hogwarts. One of them was a Slytherin, and he was probably the bravest man I ever knew" (Rowling, 2007). This event re-emphasizes the complexity of the internal battle between good and evil that occurs within the reader's mind, thus dispelling the reader's preconceived notions based on the early symbolism in the story and the traditional ideologies of what is "good" and what is "evil."

Teaching Strategies

In my curriculum unit, students will develop a better understanding of the differences between, as well as the common interpretation of, "good" and "evil." Once they understand that their brain tends to compartmentalize these two concepts based on previously learned knowledge, they will be able to expand their thought process to understand how a character can be both good and evil simultaneously. Strategies of this unit will address all three of the major learning styles: visual, auditory, and kinesthetic. This will allow facilitation of this unit to reach the maximum number of students possible. The objectives of this unit will focus on meeting the requirements of the common core standards for literacy as outlined in Appendix 1.

Learning in this unit will begin with students completing activities to help them tap into their "inner theatre" to envision and define the concept of "good" and "evil" as they currently know it to be (Pizzato, 2011). This may be a challenge for some as this unit is designed to service third graders and there is a core deficiency regarding the amount of previously learned knowledge they will have or are expected to have at that grade level. Much of this learning will occur with classroom discussions on how the theme and concept is commonly portrayed in literature, film, and other media. Once students learn about and can identify the traditional theme of the battle between good and evil, students will move on to activities applying that knowledge specifically related to the *Harry Potter* series.

Students will begin with reading book number one, *Harry Potter and the Sorcerer's Stone*, both in classroom read-alouds and supplemented by personal at-home reading. During the reading, students will journal each chapter identifying "good" and "evil" elements and begin comparing elements crossing both concepts. After completion of the book, students will then complete specific activities related to characters and symbolism related to the story. Students will then watch the 2001 movie related to the book and take notes in order to actively participate in a classroom discussion regarding the similarities and differences between the two in reference to the elements of "good" and "evil." Finally, students will write a definitive paragraph about whether or not the characters in the movie were the same as they pictured them in the "inner theatre" of their minds (Pizzato, 2011). Once the unit is complete, I will encourage students to do similar activities related to the other books and movies in the series or other media that sparks their interest.

Classroom Activities

Activity One: Good vs. Evil - How do you know?

Objectives:
Students will draw on previously learned knowledge to conceptually define good and evil by listing character traits that they believe best describe the concept. This will assist students in being able to visualize ideas related to the construct during their reading of the series.

Overview:
The strategy "Good vs. Evil - How do you know?" is used to help students understand the overall concept of what is acceptable or commonly thought of as good and evil. It can be used as a "during reading" or "after reading" strategy. The students complete a chart that identifies core knowledge on their beliefs of good and evil.

Procedure:

Students will draw a T-Chart in their literacy journals labeling the left side "good" and the right side "evil." Students will proceed by having a period of "free thought" to identify adjectives or character traits that they believe best describe the concept of good or evil. As a supplement, students will then be provided with an adjective "word bank" to draw from in order to assure their charts are complete.

Resources and Materials:
- Student Literacy Journals
- List of pre-made adjectives or traits for each
- Markers
- Chart paper/whiteboard

Assessment:
An informal assessment will be conducted having students share their traits with the class as well as a discussion/comparison of traits listed for both.

Activity Two: Reading Between the Lines - Journaling Good and Evil

Objectives:
Students will exercise reading comprehension skills and learn to identify elements within the text related to the concept of good and evil

Overview:
The strategy "Reading Between the Lines - Journaling Good and Evil" is used to help students build reading comprehension skills and inference by identifying elements regarding good and evil in the text. It can be used as a "during reading" or "after reading" strategy. The students complete a journal as they read creating a journal entry at the end of each chapter.

Procedure:
Students will begin reading the first book in the series, *Harry Potter and the Sorcerer's Stone.* This reading will occur in both the classroom as read-alouds and will be supplemented by at home reading. At the conclusion of each chapter, students will make a journal entry identifying elements of good and evil in the chapter and explain whether or not those elements can be associated with both concepts.

Resources and Materials:
- Student copies of *Harry Potter and the Sorcerer's Stone*
- Student Literacy Journals

Assessment:

Prior to moving on to the next chapter, an informal assessment will be conducted through class discussion identifying each element and why it is associated with one or both themes.

Activity Three: Harry vs. Voldemort - The Same or Different?

Objectives:
Students will make a comparison of the protagonist and antagonist of the *Harry Potter* book series and determine how they are alike or different simultaneously comparing the ideology of good and evil.

Overview:
The strategy "Harry vs. Voldemort - The Same or Different?" is used to help students better understand the traditional internal struggle between good and evil while understanding plot elements related to the concept. It can be used as an "after reading" strategy. The students complete a diagram outlining character traits identified in the text related to the two main characters and compare their similarities.

Procedure:
After reading the first book in the series, *"Harry Potter and the Sorcerer's Stone,"* students will draw a Venn diagram labeling the left side "Harry" and the right side "Voldemort." Students will then fill in the diagram with traits of each character with similar traits identified in the overlapping portion of the diagram.

Resources and Materials:
 • Student copies of *Harry Potter and the Sorcerer's Stone*
 • Student Literacy Journals
 • Marker
 • Chart paper/white board

Assessment:
After students complete the diagram, an informal assessment will be conducted through class discussion of the similarities and differences. Students will then debate if the similarities make the character inherently "good" or inherently "evil." The teacher then offers the question, "Can a person be both?" Students will then submit a short argumentative paragraph supporting their position.

Activity Four: Looking in the Mirror - Who would I be in *Harry Potter*?

Objectives:

Students will identify with one character in the text and discover why they associate most with that character.

Overview:
The strategy "Looking in the Mirror - Who would I be in Harry Potter?" is used to help students understand self-concept and how the brain compartmentalizes how they view their association regarding the concepts of "good" and "evil." It can be used as an "after reading" strategy. Students will complete a comparison reflection after reading the book.

Procedure:
After students have completed reading the book *Harry Potter and the Sorcerer's Stone* and completed the journaling exercise in Activity Two, students will write a comparison paragraph identifying which character in the book that they most identify with and explain "why?" Students will be expected to make comparisons in relation to the themes of "good" vs. "evil."

Resources and Materials:
- Student copies of *Harry Potter and the Sorcerer's Stone*
- Student Literacy Journals

Assessment:
An informal assessment will be conducted as a class discussion/presentation on their chosen character. With the expectation that most students will not identify with the "bad" or "evil" characters, the teacher will then pose the question, "Why?" and ask students to identify with traits of the "evil" characters.

Activity Five: Good vs. Evil - What's your sign?

Objectives:
Students will identify different symbolism throughout the first book, *Harry Potter and the Sorcerer's Stone* as it relates to the overall concept of good and evil.

Overview:
The strategy "Good vs. Evil - What's your sign?" is used to help students with inference skills and identifying the meaning of symbolism throughout the story. It can be used as a "during reading" or "after reading" strategy. Students will work collaboratively to interpret the meanings of symbols within the plot.

Procedure:
Students will be "sorted" into teams representing the 4 houses in the *Harry Potter* book series as described in the first book, *Harry Potter and the Sorcerer's Stone*. Students will

collaborate to identify symbols associated with each house and describe if those symbols would be categorized as good or evil and why.

Resources and Materials:
- Student copies of *Harry Potter and the Sorcerer's Stone*
- Premade list of symbols to include the coat of arms for each house
- Student Literacy Journals
- Marker
- Chart paper/white board

Assessment:
The teams will present to the class the symbols of their "house" and offer their position on if the symbols are indicative of good or evil.

Activity Six: Which is Right - The Book or the Movie?

Objectives:
Students will compare the screenplay in the 2001 movie with the corresponding elements in the book to determine if the way they envisioned the characters during their reading was the same as they are portrayed in the movie.

Overview:
The strategy "Which is right - The Book or the Movie?" is used to help students understand the overall concept of what is acceptable or commonly thought of as good and evil and how it is portrayed in film. It can be used as an "after reading" strategy. The students take notes for comparison.

Procedure:
Students will watch the 2001 movie, *Harry Potter and the Sorcerer's Stone*. While watching the movie, students will take notes to compare ideas that they read in the book versus how it is portrayed in the movie.

Resources and Materials:
- 2001 movie - *Harry Potter and the Sorcerer's Stone*
- Student Literacy Journals
- Markers
- Chart paper/whiteboard

Assessment:
An informal assessment will be conducted having students discuss major differences between the book and movie then the elements related to identifying who is good, and

who is evil. The teacher will then have students complete a detailed paragraph on whether or not the movie portrayed characters the way they envisioned them when they were doing the reading.

List of Materials for Classroom Use

Student copies of: *Harry Potter and the Sorcerer's Stone*
This is book one of the *Harry Potter* series and used as the primary text for this unit

DVD - 2001 version of Harry Potter and the Sorcerer's Stone
This is the only DVD related to the first book in the series. Students will utilize this movie as a supplement to the text and will only view this movie after completing all activities related to the literature in this unit.

Chart Paper
This is optional for teachers and students to use during the informal assessments and classroom discussions. Dry erase/white boards may be substituted.

Markers
This is optional for teachers and students to use during the informal assessments and classroom discussions. If a white board is used, dry erase markers can be substituted.

Student Literacy Journals
These are notebooks that students utilize to store all written responses to books read, vocabulary, etc.... In this unit, all written responses to the activities are completed in these journals. If journals are not already used, plain notebook paper can be substituted.

Premade list of "good" and "evil" symbols from each chapter
Teachers will read and outline each chapter of the book identifying symbols they want their students to understand.

Venn Diagram Worksheet
Students can make this by hand. I have provided one that I have created as an attachment to this unit and used in Activity Three.

Coat of Arms for each House
All of these can be found in an online search, all five (Hogwarts and 4 houses) can be accessed on one page at (http://grafight.deviantart.com/art/Hogwarts-coats-of-arms-204278159) and are used in Activity Five.

Reading List for Students/Teachers

Harry Potter and the Sorcerer's Stone (1998), JK Rowling
This is the first book in the *Harry Potter* series and serves as the primary text for this unit.

The additional six books in the Harry Potter series - JK Rowling:
- *Harry Potter and the Chamber of Secrets (1998)*
- *Harry Potter and the Prizoner of Azkiban (1999)*
- *Harry Potter and the Goblet of Fire (2000)*
- *Harry Potter and the Order of the Pheonix (2003)*
- *Harry Potter and the Half-Blood Prince (2005)*
- *Harry Potter and the Deathly Hallows (2007)*

These books are optional and used to continue and enrich the learning and objectives of this unit. All activities can be made applicable to each of these books in the series.

Inner Theatres of Good and Evil The Mind's Staging of Gods, Angels, and Devils (2011), Mark Pizzato
This book was the primary text for the CTI seminar, "Supernatural Figures in Theatre, Film, and the Brain." This book can provide teachers with the necessary core knowledge related to the brain's compartmentalization of the concepts of good vs. evil and how society defines those themes.

Bibliography for Teachers

Davidson, E. (2015, January 1). *Harry Potter and the Sorcerer's Stone: Good vs. Evil*. Retrieved October 1, 2015, from Brehm Center: www.brehmcenter.com/initiatives/reelspirituality/film/study-guides
This article takes a theological approach to the concept of good vs. evil in *Harry Potter and the Sorcerer's Stone*. It also provides several film clips that exemplify the concepts discussed.

Ller, S., & Muller, S. (2013). *Good vs. Evil in Harry Potter.* Munchen, Germany: GRIN Verlag.
This writing addresses Christian motifs in the *Harry Potter* series and how the themes are shown through different characters in the text. It outlines characters identified as "good" and those identified as "evil" and analyzes each one in how they exhibit behaviors related to their respective category.

Pizzato, M. (2011). *Inner Theatres of Good and Evil The Mind's Staging of Gods, Angels, and Devils.* Jefferson, NC: McFarland and Company.
This book discusses how the brain stages the "inner theatre" battle between good and evil and describes how we are conditioned to envision the concepts in a particular way. It goes further in discussing how those images are typically portrayed in media.

Rowling, J. (1998). *Harry Potter and the Sorcerer's Stone.* New York, NY: Scholastic.
This is book number one in the *Harry Potter* series and the book that this curriculum unit is built around.

Rowling, J. (Writer), & Columbus, C. (Director). (2001). *Harry Potter and the Sorcerer's Stone* [Motion Picture].
This is the only existing movie to supplement the book at this time and is the first movie in the *Harry Potter* series.

Rowling, J. (2015, March 20). *Notes on Harry Potter and the Sorcerer's Stone; Good vs. Evil Topic Tracking*. Retrieved October 1, 2015, from bookrags.com: www.bookrags.com/notes/hp/top2.html
This website offers several notes related to the series. This page is where Appendix 2 in this unit was drawn from and is a benefit when outlining particular areas in the story discussing the theme of the battle between good and evil.

Appendix 1: Implementing Teaching Standards

This curriculum unit will seek to implement the Common Core Standards in Literacy. However, this content can be modified or expanded upon to address standards related to social studies due to the British origin of the *Harry Potter* series or other cultures that these same skills can be made applicable.

This unit will address the following Common Core Standards in Literacy:

CCSS.ELA-LITERACY.RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.2
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-LITERACY.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-LITERACY.RL.3.9
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

CCSS.ELA-LITERACY.RL.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2
Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Appendix 2: *Harry Potter and the Sorcerer's Stone* Topic Tracking: Good Vs. Evil

The information below is a list obtained from the online study guide source, bookrags.com, and outlines specific sections (not a comprehensive list) related to the struggle between good and evil found within the first book in the *Harry Potter* series, *Harry Potter and the Sorcerer's Stone*:

1. The story begins with a description of the first conflict between the Dursleys and the Potters. The Dursleys, the typical boring English family are established in the role of the "evil" component, while the Potters are the "good" people of the story. Benevolent Harry is forced to stay with mean Uncle Vernon, Aunt Petunia, and Dudley Dursley. This dichotomy sets up Harry's rescue from the Dursleys as an important escape from evil early on in the novel.

2. The second conflict and antagonist in the book is named Lord Voldemort. Voldemort epitomizes evil and villainy, as he is the murderer of Harry's parents and a creature destined to kill Harry and destroy Hogwarts. His short description in the beginning of the novel alludes to his evil presence throughout. Dumbledore, the epitome of goodness and benevolence, is the man describing Voldemort, illustrating a subtle battle between good and evil at the onset.

3. Hagrid retells the story of good and evil, of Voldemort and his parents to Harry. Harry discovers the meaning behind his scar, sees a momentary green light and feels a sharp pain in his head. He sees the Dursleys, his current antagonists in full view, while he learns about Voldemort, his magical antagonist in hindsight. Harry wonders about his good magical powers and how he could have used them to fend off his evil aunt and uncle.

4. When Harry meets Draco Malfoy, he meets his antagonist at Hogwarts. Draco is the mean little boy who becomes Harry's nemesis. Draco comes from a family that defected to the evil side of magic with Voldemort years ago. Although they returned to good magic, Ron and Hermione inform Harry that they never should have left.

5. Although Draco's evil intentions were to get Harry expelled from Hogwarts, Harry's good nature and magic reigns true. Draco maliciously steals Neville's Remembrall and Harry flies after him, benevolently trying to retrieve it for his friend. The end result is Harry's being awarded the position of Seeker on Gryffindor's Quidditch team.

6. Harry, Hermione, and Ron come face to face with an evil presence - the troll. They fight it with their good presence and magic and defeat it, illustrating once

again that good triumphs over evil. Furthermore, an even greater good has come from this battle with the evil troll - Ron and Harry discover a good friend in Hermione.

7. When Harry's broom flies out of control, it seems to be controlled by an evil force, outside his control. Hermione spies Snape from across the stands staring at Harry, as if he were placing an evil spell on the broom. She sets his robes on fire, destroying any possible spell that may have come from him.

8. When Harry sees Snape seemingly threaten Quirrell in the forest, he believes Quirrell to be good and Snape to be evil. He informs his friends that they must safeguard the good Quirrell from the evil Snape, in order to save the Sorcerer's Stone.

9. Harry and Malfoy are frightened by a horrible, menacing creature in the forest. Its presence gives Harry's scar a striking pain, making him realize that this creature is the embodiment of evil. When Firenze discovers Harry frightened in the forest, he informs Harry of the menacing presence that lives in the forest. Firenze flies Harry's good spirit away, saving it from the evil presence.

10. When Harry sees Quirrell inside the final chamber, he comes face to face with evil's helper. Quirrell is hosting Voldemort in his turban and plans to destroy Harry. Harry must do whatever necessary to prevent the evil Voldemort from stealing the Sorcerer's Stone, for he will use it for evil instead of for good.

11. As Harry physically fights with the two-faced monster of Quirrell and Voldemort, he is literally fighting the strong evil spirit that killed his parents and is trying to kill him. As he places his hand on Quirrell's face, it burns, illustrating that good overcomes evil.

12. When Gryffindor defeats Slytherin, it seems that the good spirits and forces have officially and finally overtaken the evil one. Since Slytherin is associated with Voldemort and also is the house of Draco Malfoy, its defeat is celebrated. Gryffindor, the house associated with goodness and Harry Potter, is victorious.

Harry vs. Voldemort