

Boggart Chart

Instructions: Based on the boggart scenes from two Harry Potter books, record what the boggart turned into to frighten each character (columns 1 & 2); and note what each character fears most, what their greater fear might be, and why they fear it (column 3).

1. Character Names	2. Boggart Shapes	3. What does the character fear most? Why do you think s/he is frightened by it so much?
Mrs. Weasley		
Professor Lupin		
Neville		
Parvati		
Seamus		
Dean		

Boggart Chart

1. Character Names	2. Boggart Shapes	3. What does the character fear most? Why do you think s/he is frightened by it so much?
Ron		
Harry		
Hermione		

Teacher's Boggart Chart

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[REMINDER: Because this lesson is discussion-based and invites students to make connections to their own lives, it will be most effective if teachers emphasize a safe environment where students respond thoughtfully and respectfully to the ideas and opinions that their peers share. Teachers are invited to begin by setting discussion ground rules with the class, if these do not already exist. Teachers may welcome students' input by guiding the discussions with follow-up questions, to help students explore the nuances and implications of the observations they are making. Teachers also model the kind of thoughtful critical thinking imperative for student success. This also serves as an example for students of how to engage in discussions that promote effective communication and clear understanding of each other.]

1. Character Names	2. Boggart Shapes	3. What does the character fear most? Why do you think s/he is frightened by it so much?
Mrs. Weasley	<i>Bloody corpses of her family members and Harry</i>	<i>Mrs. Weasley is afraid of losing her family, especially in a violent manner. This also tells us what she thinks could really happen to her loved ones, given the scary times they are in.</i>
Professor Lupin	<i>A white disk in the air (a full moon)</i>	<i>In The Prisoner of Azkaban, readers discover that Lupin is a werewolf who turns into the frightful beast under a full moon. The moon represents Lupin's transformation into a creature he cannot control. Lupin is afraid of his own destructive potential.</i>
Neville	<i>Professor Snape</i>	<i>Neville fears Professor Snape who treats him rudely with sarcastic comments. Neville seems afraid of this harsh treatment that makes him feel inferior constantly.</i>
Parvati	<i>Blood-stained, bandaged mummy</i>	<i>Parvati is afraid of something that is scary to her, possibly because it can harm her. The description of the mummy—bandaged, blood-stained—evokes one of many horror film images. Just like many teenagers among non-magical people (i.e., Muggles), Parvati might have watched too many horror movies where bloody mummies are used as 'monsters' to conjure up fear.</i>

Boggart Chart Questions

1. Review the shapes that the boggart turned into to frighten the characters in the *Harry Potter* excerpts, and identify what you think that shape may symbolize. For example, why do you think Ron fears spiders? What does his fear of spiders symbolize?
2. Compare and contrast the boggart shapes and note any pattern you observe among them.
3. Describe how to defeat a boggart. Why do you think this is an effective way to overcome fear?
4. Provide your own explanation of why Mrs. Weasley was unable to defeat the boggart.
5. Note any inferences you can make about the author's intent for including these two boggart scenes in the series.

Teacher's Boggart Chart Questions

1. Review the shapes that the boggart turned into to frighten the characters in the *Harry Potter* excerpts, and identify what you think that shape may symbolize. For example, why do you think Ron fears spiders? What does his fear of spiders symbolize?

Students think analytically and deeply to develop their thoughts, from what the characters fear most to what their fears represent. The text describes what the boggart turns into, revealing to readers each character's fear. And what characters fear is sometimes more than a scary monster. Some of the shapes that the boggart turned into symbolize ideas rather than a monster. For example, while the banshee may look scary, the death that she foreshadows may be what Seamus fears most. The full moon by itself seems harmless. But when it can turn a wizard into an uncontrollable beast like a werewolf, it symbolizes a trigger that makes Professor Lupin lose control over himself month after month.

2. Compare and contrast the boggart shapes and note any pattern you observe among them.

Students may observe that all student characters seem to fear scary and monstrous creatures, while Professor Lupin and Mrs. Weasley face something that is from real life. The discussion may develop into considering how one's fear may evolve as one ages and acquires more knowledge and experiences.

3. Describe how to defeat a boggart. Why do you think this is an effective way to overcome fear?

The classroom scene tells readers specifically how to defeat a boggart through the dialogue between Professor Lupin and the students. Lupin instructs the students to say the charm riddikulus with conviction, at the same time imagining what they fear in a comical situation. Students are invited to reflect on how fear can be combatted through humor—how an individual may stand up in the face of what seems frightening. A critical concept that may come out of this discussion is that fear may be based on how one perceives things and how that perception may affect one's behavior. By changing the way one sees what she or he fears, one may be able to face and even overcome that fear.

4. Provide your own explanation of why Mrs. Weasley was unable to defeat the boggart.

*Students with in depth knowledge of the Harry Potter series may mention that the Order of the Phoenix is a secret group of witches and wizards who have fought against Voldemort before the evil wizard was defeated by baby Harry. The book, *Harry Potter and the Order of the Phoenix*, is set at a time after Voldemort has fully come back to life and is amassing followers. This poses much danger for the members of the Order of the Phoenix and their families, who have chosen to fight against Voldemort, no matter the cost.*

With the return of Voldemort, Mrs. Weasley's biggest fear is that her loved ones will die at the hand of the evil wizard and his followers. She is overwhelmed by this frightful possibility when she faces the bloody dead bodies of her loved ones. Although she knows that it is a boggart that shifts into images of her children's, her husband's, and Harry's dead bodies, she is unable to cast the riddikulus charm successfully. In the end, it is Lupin who is able to cast the charm and defeat the boggart.

Teacher's Boggart Chart Questions

5. Note any inferences you can make about the author's intent for including these two boggart scenes in the series.

Students may mention that the riddikulus charm sounds similar to the word "ridiculous." This discussion may be guided to students considering what the author may be suggesting by choosing a charm that sounds like "ridiculous" and describing how the boggart can be defeated. In addition, in comparing boggarts, students may notice a distinct contrast in the portrayal of boggarts of children (which seem to be more literal monsters) and those of adults. Students are invited to explore the implications of these distinctions.

Boggart Essay Draft

Instructions: Use the information from your completed "Boggart Chart" and "Boggart Chart Questions" handouts, and class discussions, to develop an essay (2-3 paragraphs) that addresses the following questions:

- Your thesis: What do you think the author's main idea is about fear?
- Supporting evidence: What are some examples from the boggart scenes that depict the author's main idea about fear and how one may overcome it?
- Connection and conclusion: How do the boggart stories about fear and overcoming fear relate (or not relate) to your own experiences in real life?

Boggart Essay Final

Instructions: Revise the draft essay, taking into account your partner's input and the classroom discussion. In finishing your essay, make sure it follows the guidelines below.

- Sentences are complete and free of spelling errors.
- The main idea (thesis) of the essay is clearly stated.
- Supporting ideas are clearly stated with details—e.g., Harry Potter or real life examples.
- The real life connection to your thesis is clearly stated.