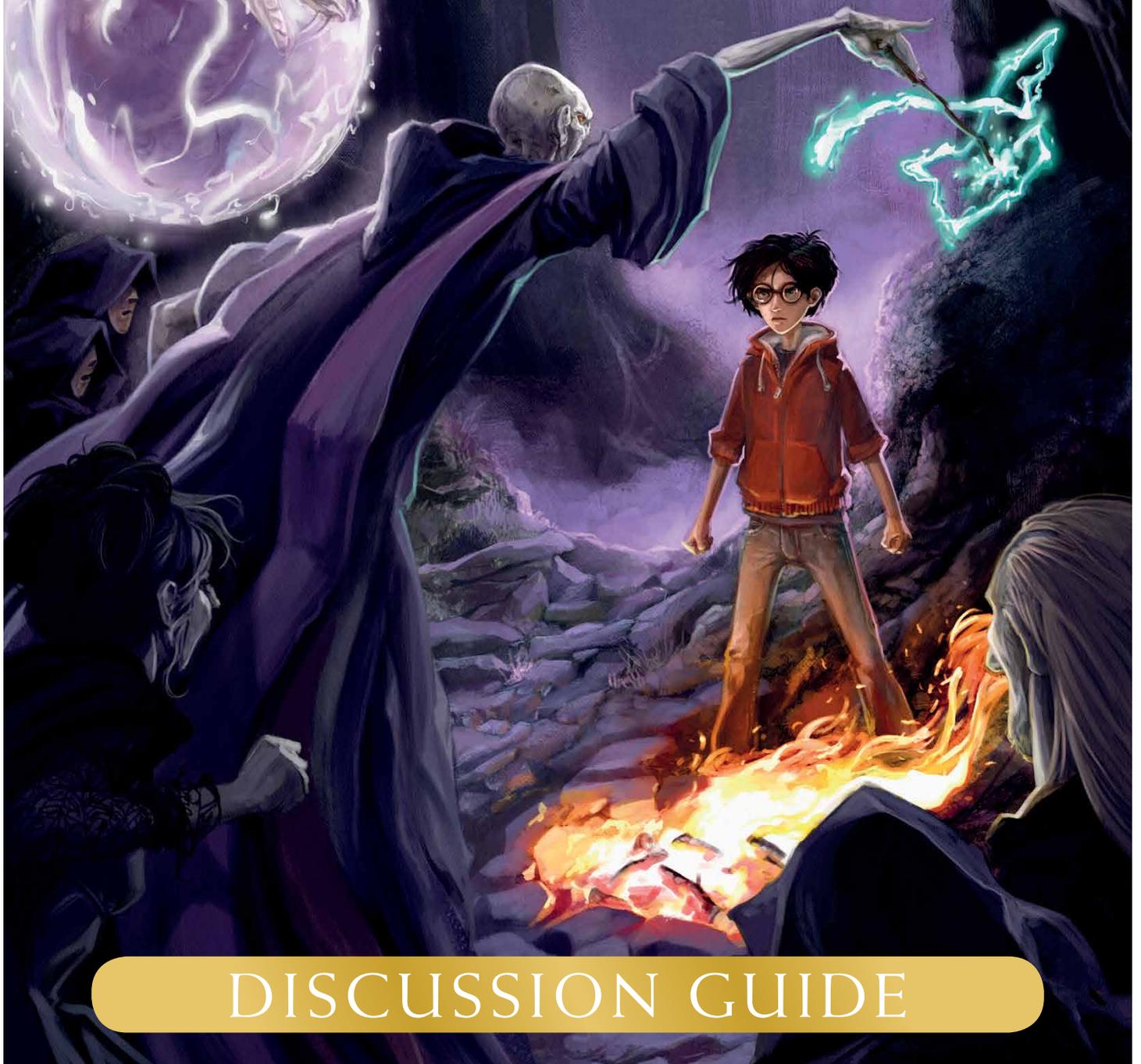


J.K. ROWLING

# HARRY POTTER

and the  
Deathly Hallows



DISCUSSION GUIDE



# HARRY POTTER

and the Deathly Hallows

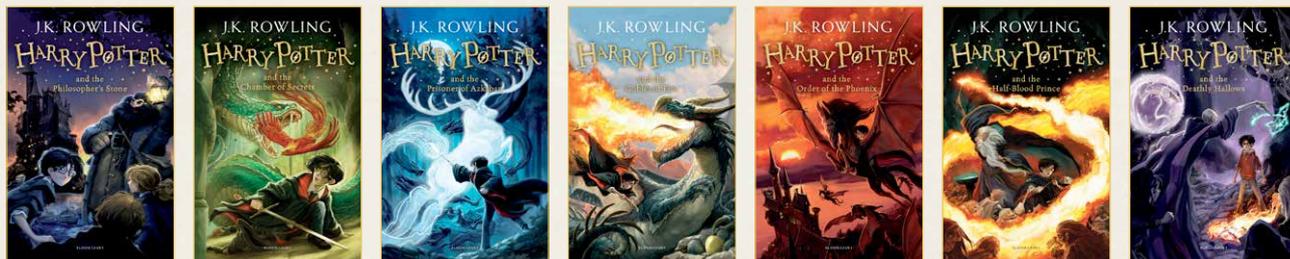
DISCUSSION GUIDE

## ABOUT THE HARRY POTTER BOOKS AND THIS GUIDE

J.K. Rowling's Harry Potter books are among the most popular and acclaimed of all time. Published in the UK between 1997 and 2007 and beginning with *Harry Potter and the Philosopher's Stone*, the seven books are epic stories of Harry Potter and his friends as they attend Hogwarts School of Witchcraft and Wizardry. Crossing genres including fantasy, thriller and mystery, and at turns exhilarating, humorous and sad, the stories explore universal human values, longings and choices.

The Harry Potter books are compelling reading for children and adults alike; they have met phenomenal success around the world and have been translated into 77 languages. A whole generation of children grew up awaiting the publication of each book in the series with eager anticipation, and they still remain enormously popular.

The Harry Potter books make excellent starting points for discussion. These guides outline a host of ideas for discussions and other activities that can be used in the classroom, in a reading group or at home. They cover some of the main themes of the series, many of which, while set in an imaginary world, deal with universal issues of growing up that are familiar to all children. You will also find references to key moments on [pottermore.com](http://pottermore.com), where you can discover more about the world of Harry Potter. These guides are aimed at stimulating lively discussion and encouraging close engagement with books and reading. We hope you will use the ideas in this guide as a basis for educational and enjoyable work – and we think your group will be glad you did!



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates

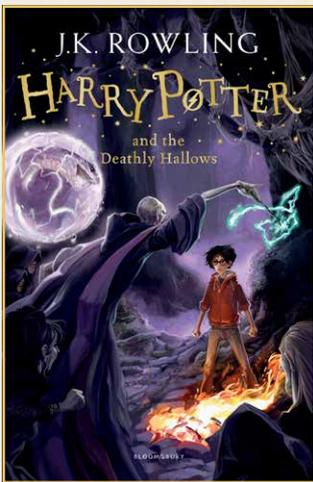


# HARRY POTTER

and the Deathly Hallows

DISCUSSION GUIDE

## INTRODUCTION TO HARRY POTTER AND THE DEATHLY HALLOWS



Harry leaves the Dursley home for the last time to begin his quest to vanquish Lord Voldemort. Devastated by the death of his mentor and also angry at the limited information left to him by Dumbledore, he embarks with Ron and Hermione on a long, tortuous journey to find his enemy's remaining Horcruxes so that Voldemort can be killed. The worlds of both wizards and Muggles are subjected to a reign of terror as Voldemort and his Death Eaters gain control of the Ministry of Magic and Hogwarts, and Harry and his friends are constantly on the move to avoid detection.

Along the way, they become aware of a legend that may have a bearing on Harry's ability to defeat Voldemort – the story of three brothers who tried to thwart Death with three objects known as the Deathly Hallows. Harry finds himself irresistibly drawn to the idea of the Deathly Hallows and is for a time consumed by the desire to possess them.

But the death of Dobby, the house-elf who rescues them from a desperate situation, helps Harry focus again on the quest to destroy the Horcruxes, and eventually there is only one place left to go – back to Hogwarts. When Harry makes his last and best gesture to bravely surrender himself to Voldemort in order to end the battle of Hogwarts, everything he has worked for reaches a shining climax, allowing goodness to triumph at last.



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates



# HARRY POTTER

and the Deathly Hallows

DISCUSSION GUIDE

## DISCUSSION POINTS FOR HARRY POTTER AND THE DEATHLY HALLOWS

### UNDERSTANDING THE TEXT

1. What is Harry's immediate reaction to the article in which he reads about Rita Skeeter's book on Dumbledore (Chapter 2, 'In Memoriam')? How does this news – and his later readings of parts of the book – affect his feelings for Dumbledore? Why did Dumbledore not share certain parts of his past with Harry?
2. What are the reactions of Harry, Ron and Hermione to each of their bequests from Dumbledore's will in Chapter 7, 'The Will of Albus Dumbledore'? Why do these objects turn out to be the perfect gifts for each of them? Why is it important that Bill and Fleur's wedding take place before they leave on their quest? Why is Harry so disturbed to learn at the wedding that Dumbledore's family lived in Godric's Hollow?
3. Discuss the inscriptions on the headstones that Harry and Hermione see in the churchyard in Godric's Hollow (Chapter 16): on Kendra and Ariana's grave, 'Where your treasure is, there will your heart be also' (p. 265); and on James and Lily's grave, 'The last enemy that shall be destroyed is death.' (p. 267) What do these inscriptions mean to Harry? What do they mean to you?
4. Why does Slytherin's locket affect the mood of whoever is wearing it? Do you think the locket affected Umbridge the same way? Is it the locket that causes Ron to desert Harry and



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates



# HARRY POTTER

and the Deathly Hallows

DISCUSSION GUIDE

## DISCUSSION POINTS FOR HARRY POTTER AND THE DEATHLY HALLOWS

Hermione? Why is it fitting that Ron be the one to destroy the locket in Chapter 19, 'The Silver Doe', and why is it so difficult for him to do so? Compare Ron's experience of being taunted by the images from the locket to the way in which Tom Riddle's diary possessed Ginny in *Harry Potter and the Chamber of Secrets*.

5. What is the importance of 'The Tale of the Three Brothers' (Chapter 21)? Why does Xenophilius Lovegood wear the symbol of the Deathly Hallows, and why do so few wizards know the collective name for the three objects in the tale? When Harry, Ron and Hermione discuss which is the most important Hallow, they each choose a different one. What does this tell us about them and about the tale?
6. Why does Harry become obsessed with the idea of the Deathly Hallows and especially the Elder Wand? Is it because he knows that Voldemort is searching for the wand? What does Grindelwald mean when he says to Voldemort, 'my death will not bring you what you seek ... there is so much you do not understand' (Chapter 23, 'Malfoy Manor', p. 381)? What does Ollivander add to Harry's knowledge of the Elder Wand?
7. Why does Wormtail's silver hand cause his own death when Harry reminds him that he spared his life (Chapter 23, 'Malfoy Manor')? Compare Wormtail's death to Dobby's death while saving Harry and his friends from Malfoy Manor. Why does Harry insist on digging Dobby's grave himself at Shell



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates



# HARRY POTTER

and the Deathly Hallows

DISCUSSION GUIDE

## DISCUSSION POINTS FOR HARRY POTTER AND THE DEATHLY HALLOWS

Cottage, without using magic? What does Griphook mean when he tells Harry he is 'an unusual wizard' (Chapter 24, 'The Wandmaker', p. 395)?

8. When Harry reaches Hogwarts, he isn't planning to involve the other students who gather to welcome him back until Hermione tells him, 'You don't have to do everything alone' (Chapter 29, 'The Lost Diadem', p. 475). Compare Harry's response to the approaches of Tom Riddle, who confided in no one and operated alone, and Albus Dumbledore, whose brother Aberforth called him 'a natural' at secrets (Chapter 23, 'The Lost Missing Mirror', p. 458).

9. What is the most important thing that Harry learns from Severus Snape's memories in Chapter 33, 'The Prince's Tale'? Why is it important for the dying Snape to share these with Harry? In them, Harry also discovers Snape's devotion to Lily Potter, and the truth about Snape's relationships with Voldemort and Dumbledore. What does the epilogue reveal about Harry's final judgement of Snape?

10. When Dumbledore appears to Harry in Chapter 35, 'King's Cross', he confides in Harry his youthful ambition to unite the Hallows and become 'master of death', and asks Harry, 'Was I better, ultimately, than Voldemort?' (p. 583) Compare the motives of Dumbledore and Voldemort in wishing to become masters of death, and Harry's own attitude to the Deathly Hallows.



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates



# HARRY POTTER

and the Deathly Hallows

DISCUSSION GUIDE

## DISCUSSION POINTS FOR HARRY POTTER AND THE DEATHLY HALLOWS

### IN DEPTH

#### 1. CHOICES

As Harry walks towards the Forest in Chapter 34, 'The Forest Again', he reflects, 'Hogwarts was the first and best home he had known. He and Voldemort and Snape, the abandoned boys, had all found home here ...' (p. 569) These three male characters have shared links in their histories from the outset of the story. How did their early experiences and their choices in life shape their characters?

#### 2. 'MAGIC IS MIGHT' (p. 195)

Compare Dolores Umbridge's role at Hogwarts in *Harry Potter and the Order of the Phoenix* to her role at the Ministry in *Harry Potter and the Deathly Hallows*. How have the Death Eaters gained control of the Ministry? How do they maintain that control? Does power give anyone the right to rule with an iron fist? Compare the Death Eaters' takeover of the Ministry to tyrannical regimes in history.

#### 3. HEROISM

How does Harry survive Voldemort's attack in the Forest (Chapter 34, 'The Forest Again')? Harry leaves the Resurrection Stone in the Forest and decides to place the Elder Wand back in Dumbledore's grave. Why? What insights has Harry gained during his quest to destroy Voldemort in this book and over the course of the series that make him a true hero?



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates



# HARRY POTTER

and the Deathly Hallows

DISCUSSION GUIDE

## DISCUSSION POINTS FOR *HARRY POTTER AND THE DEATHLY HALLOWS*

### 4. FANTASY

At the end of Chapter 35, 'King's Cross', Harry gets confused between real events and his imagination, and Dumbledore tells him: 'Of course it is happening inside your head, Harry, but why on earth should that mean it is not real?' (p. 591) This might be taken as a comment on fantasy writing in general. How real does the world of Harry Potter feel when we enter it? Why is the world so convincing?



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates



# HARRY POTTER

and the Deathly Hallows

DISCUSSION GUIDE

## ACTIVITY AND PROJECT IDEAS

### CHOOSE THE GROUP'S FAVOURITE HARRY POTTER BOOK

#### OBJECTIVE

To hold a group debate and vote to find the most popular book in the Harry Potter series

#### UK CURRICULUM AREAS

English

#### LEARNING OUTCOMES

Improve persuasive writing and public speaking skills

#### START POINT

Introduce the aim of the activity: to discover the most popular title from the seven Harry Potter books. Explain that the group will be holding a short debate before casting their votes to find the winning book.

#### MAIN ACTIVITY

1. Divide the children as evenly as possible into seven groups. Allocate each of the groups a book so each book is discussed.
2. Give children a few minutes to write down a collective list of all the things they liked about their particular book. This can be as simple as a list of keywords that describe how they feel about it.
3. Now get the groups to adapt the list to prepare a talk for one minute each about their book. Their aim is to persuade others that theirs is the best book in the series. Challenge them to



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates



# HARRY POTTER

and the Deathly Hallows

## DISCUSSION GUIDE

### ACTIVITY AND PROJECT IDEAS

produce compelling arguments using examples from their book wherever possible.

4. In turn, ask each group to make their case for their book. The group can put together visual aids to support their argument if they wish, for example, a PowerPoint presentation displaying their favourite quotes, book covers, etc. Presentations can be made by one or all members of the group.
5. Now ask the group to vote for their favourite. Hand out small slips of paper and get them to write the name of the book and one reason why they like it so much.
6. Make a ballot box – a shoebox with a slit cut in the top is ideal – and ask children to cast their votes. Once they are all in, select a few children to count the votes and reveal the results.

#### WRAP-UP

Discuss the results. Were children surprised by the winner or not? Did they find their choices were influenced by other children's arguments or were their minds already made up?



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates



# HARRY POTTER

and the Deathly Hallows

DISCUSSION GUIDE

## ACTIVITY AND PROJECT IDEAS

### FOUR MORE ACTIVITIES

#### 1. DRAW VOLDEMORT

Based on the writing in *Harry Potter and the Deathly Hallows* what do your group imagine Voldemort to look like? Get them to draw their version of him on a blank piece of paper, with details like his facial expression and clothes. They could draw him alone or as he appears in one of the climactic scenes of the book.

#### 2. HARRY POTTER CHARADES

Adapt the game of charades for *Harry Potter and the Deathly Hallows*. Each child must choose a different character, place or object from the story and then try to help others guess it within one minute. They should signal the length of their selection in words or syllables and then use actions or 'sounds like' clues to describe it – but no speaking is allowed.

#### 3. WIZARDRY IN PICTURES

Divide your group into teams of three to four per team. Supply each team with paper, pencil and timer. Decide who will draw first on each team and have them pick an object or character from *Harry Potter* from a hat. For example, items could include: a Sorting Hat, wand, train, Butterbeer, Snitch, Hogwarts, Diagon Alley, dragon, etc. They then need to draw the object/character and their team members need to guess the answer. If they don't guess in time, then it needs to pass on to the next team.



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates



# HARRY POTTER

and the Deathly Hallows

DISCUSSION GUIDE

## ACTIVITY AND PROJECT IDEAS

### 4. PRODUCE A SMALL CROSSWORD

Introduce the concept of the crossword and find out how many children are familiar with them. Hand out a template made up of a blank grid of squares, fifteen across and fifteen down, and distribute two to each child. Get the children to write down ten to fifteen words related to *Harry Potter and the Deathly Hallows*. Now see how many of the words the group can fit into a crossword-style puzzle on the first of the templates. They should try to interconnect as many of the words as they can, and leave as few empty squares as possible. Number the words in crossword style with a small digit in the top corner of the first letter of each word. Shade any remaining blank squares. Now use the second template to copy the first, keeping the numbers and shaded blank squares but leaving out the letters. Below the crossword, list the numbers in two columns for Across and Down, and add clues for each. Explain that these should be short and mildly challenging, so that those completing the crossword have to think a little about the answer.



BLOOMSBURY

Visit [harrypotterforteachers.com](http://harrypotterforteachers.com) for more Harry Potter discussion guides and reward certificates