THE DAILY PROPHET FEATURE

Harry Potter and the Sorcerer’s Stone
(1st Ed., New York, Scholastic, 1999)

Context:

This will be taught as an after reading strategy/unit assessment, allowing students to draw upon a greater understanding and knowledge of the elements within Harry Potter and the Sorcerer’s Stone. Different events within the text will be used as article possibilities and will be re-told from a different character’s point of view.

Purpose:

This assignment has students create a newspaper article as if for The Daily Prophet. It will be from the perspective of a character within the novel. Through students’ construction of their article, they will have the opportunity to look at scenes within the novel (Quidditch match, the revealing of Mr. Quirrell, Harry’s travels under the invisibility cloak, etc.) from a different character’s point of view, to support their interpretation through evidence from the text, and to be creative through a different genre of writing—a newspaper article. Students will be required to write to a public audience, rather than to their teacher. Although this assignment may be challenging, it is a new and fun way of writing that will engage and motivate students to create quality work that interprets the text in a meaningful way.

Directions:

This routine requires students to synthesize what they have learned over the unit and could thus double as a possible unit project. The routine requires that students have access to their bio-poems, What’s in a Name? vocabulary work, and the handout titled “Organization of Daily Prophet Article”. This routine will most likely take several class periods but can be reduced or expanded as needed. Described below is a simple example.

A. Instruct students to draw upon their character Bio-Poem to help them find their character’s voice. They will write this feature with the unit question in mind, “what does it mean to be a hero?”
B. Show students examples of regular newspapers articles as well as Daily Prophet Article to create a better understanding of the formatting as well as how voice is used. Give students a handout of the organizational steps required to write a Daily Prophet article. Using your examples, walk through the steps with them.

C. Allow students to write their article using a different character than their bio-poem, if they so desire (which may require a bit more work for their articles). Give them a few minutes to write down which character point of view they would like to write from, what moment in *Harry Potter and the Sorcerer’s Stone* they would like to feature, and at least 3 supportive quotes for their article topic.

D. Have students retrieve their vocabulary strategy work. They will draw upon what they learned in their vocabulary strategy lesson by incorporating their understanding of the wizarding language in their text. Students should understand that thoughtful and accurate vocabulary and word choice are significant to the success of this assignment. Encourage them to be creative, funny, eloquent, etc.

**Assessment:**

After completion, have students answer 3 questions:

- Why did you choose to write from this character’s perspective?
- What made you want to write about this event in the novel?
- What did you learn in doing this assignment?
Organization of Daily Prophet Article

Byline:
Often listed after the title, the byline gives the name of the person writing the story.

Lead:
The lead is the first sentence in the article, and it gives the most important information to “hook” the reader’s attention.

Body:
The body is the main part of the article, and it contains the five Ws.

- Who?
- What?
- Where?
- When?
- Why?