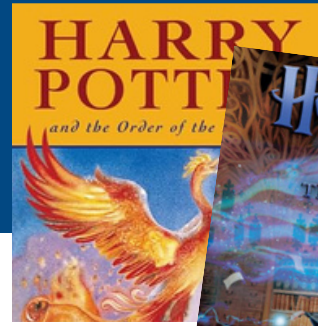




Harry Potter and the Order of the Phoenix Discussion Guide

GRADES 4 - 7

Before Reading: to activate schema, build background knowledge, and set a purpose.

- The Ministry of Magic is the wizarding government; this year it refuses to admit Voldemort is back and works to discredit both Harry and Dumbledore. The Order of the Phoenix is a secret group resisting Voldemort. Hogwarts is the school, and a Ministry official, Dolores Umbridge, is sent to control it.
- Frontload vocabulary with the [Vocabulary Guide](#).

During Reading: to engage students, check for understanding, and make connections.

Chapters 1 - 8

- When Harry explodes at the Dursleys and again at his Ministry hearing, what do these outbursts show about how the summer's silence and isolation have worn on him? Point to one moment.
- At the hearing (Ch. 8), the Ministry treats Harry as the problem. What does this early clash hint the book will say about who gets believed?
- Why does Sirius, stuck inside Grimmauld Place (Ch. 4-6), identify so strongly with Harry's frustration?

Chapters 9 - 16

- Umbridge's detention makes Harry cut words into his own hand, yet he hides it (Ch. 13). What does choosing silence over complaint tell you about him?
- The Ministry's Educational Decrees tighten control of Hogwarts one rule at a time. What real-world tactics for controlling people and information do they resemble?
- What need pushes Harry, Ron, and Hermione to start Dumbledore's Army (Ch. 16)?

Chapters 17 - 24

- Leading the DA puts Harry in a teacher's role. How does that change him from the angry, closed-off Harry of the early chapters?
- After Harry's vision of Arthur Weasley's attack (Ch. 21), the adults react in different ways. What does their response reveal about trust inside the Order?
- Occlumency with Snape (Ch. 24) fails badly. What does their shared hostility end up costing Harry?

Chapters 25 - 31

- In "Snape's Worst Memory" (Ch. 28), Harry sees his father act cruelly. How does that complicate the image of James he's carried, and why does it shake him?
- As Umbridge rules by fear, compare two students who respond differently — who resists, who complies, and what drives each choice?
- During the O.W.L.s and Harry's vision of Sirius (Ch. 31-32), how does Rowling make it hard for Harry — and the reader — to tell a true warning from a trap?



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During Reading Cont: to engage students, check for understanding, and make connections.

Chapters 32 - 38

- Harry leads his friends into danger at the Department of Mysteries on the strength of a vision. Understandable, reckless, or both? Use evidence.
- After Sirius dies (Ch. 35), how does the book handle Harry's grief in the chapters that follow — what does he do with it?
- Dumbledore finally shares the prophecy and admits why he kept Harry in the dark (Ch. 37). Do his reasons justify the secrecy?

After Reading: to summarize, question, and reflect.

- Trace how Harry changes from the first chapter to the last. Which single event is the biggest turning point?
- The novel keeps contrasting official "truth" — the Ministry, the Daily Prophet — with what characters know firsthand. What is it saying about who gets believed, and why?
- Several characters resist authority they see as wrong. Compare two of those choices and what each one costs.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.