Quote Integration Practice

Thesis: Though the characters in J.K. Rowling’s *Harry Potter and the Sorcerer’s Stone* attend a magical school for wizards, both Hogwarts and traditional schools teach students rote memorization and impractical information, proving that it is how, and not what, content is taught that leaves students woefully underdeveloped and ill-prepared for reality.

**Section 4:** *Oxford Dictionaries*: make (someone) less inclined to do something (“Teach” 1.5)

🡪The way in which students are taught actually makes it more difficult for them to do things in the real world.

**Quotes from the text:**

“Dudley had been accepted at Uncle Vernon's old private school, Smeltings...Harry, on the other hand, was going to Stonewall High, the local public high school. Dudley thought this was very funny. ‘They stuff people's heads down the toilet the first day at Stonewall,’ he told Harry. ‘Want to come upstairs and practice?’ ‘No, thanks,’ said Harry. ‘The poor toilet's never had anything as horrible as your head down it - it might be sick.’ Then he ran, before Dudley could work out what he'd said” (Rowling 21).

“Dudley thought for a moment. It looked like hard work” (Rowling 24).

 “‘Do you mean ter tell me,’ he growled at the Dursleys, ‘that this boy—this boy!—knows nothin' abou'—about ANYTHING?’
Harry thought this was going a bit far. He had been to school, after all, and his marks weren't bad.
I know some things," he said. ‘I can, you know, do math and stuff’” (Rowling 44).

“‘I AM NOT PAYING FOR SOME CRACKPOT OLD FOOL TO TEACH HIM MAGIC TRICKS!’ yelled Uncle Vernon. (Rowling 44).

 “‘Hogwarts, Hogwarts, Hoggy Warty Hogwarts,
Teach us something please,
Whether we be old and bald,
Or young with scabby knees,
Our heads could do with filling
With some interesting stuff,
For now they're bare and full of air,
Dead flies and bits of fluff,
So teach us something worth knowing,
Bring us back what we've forgot,
Just do your best, we'll do the rest,
And learn until our brains all rot...’” (Rowling 64).

“‘But people only die in proper duels, you know, with real wizards. The most you and Malfoy’ll be able to do is send sparks at each other. Neither of you knows enough magic to do any real damage. I bet he expected you to refuse, anyway.’
‘And what if I wave my wand and nothing happens?’
‘Throw it away and punch him on the nose,’ Ron suggested” (Rowling 84).

“‘I hope you're pleased with yourselves. We could all have been killed - or worse, expelled. Now if you don't mind, I'm going to bed’” (Rowling 88).

“‘I knew it! I knew it!*’*
‘Are we allowed to speak yet?’ said Ron grumpily. Hermione ignored him.
‘Nicolas Flamel,’ she whispered dramatically, ‘is the only known maker of the Philosopher's Stone!’”
This didn’t have quite the effect she’d expected.
‘The what?’ said Harry and Ron.
‘Oh, honestly, don’t you two read? Look — read that, there’” (Rowling 115).

 “‘Stop moving!’ Hermione ordered them. ‘I know what this is — it’s Devil’s Snare!’
‘Oh, I’m so glad we know what it’s called, that’s a great help,’ snarled Ron.’

‘Devil’s Snare, Devil’s Snare . . . what did Professor Sprout say? — it likes the dark and the damp ’
‘So light a fire!’ Harry choked.
‘Yes — of course — but there’s no wood!’ Hermoine cried, wringing her hands.
“‘HAVE YOU GONE MAD?’ Ron bellowed. ‘ARE YOU A WITCH OR NOT?’” (Rowling 157).

‘Harry - you're a great wizard, you know.’
‘I'm not as good as you,’ said Harry, very embarrassed, as she let go of him.
‘Me!’ said Hermione. ‘Books! And cleverness! There are more important things - friendship and bravery and - oh Harry - be careful!’” (Rowling 163).

**Quotes from the Research:**

“*Corporate CEO most values asking good questions; his child gets into trouble at school for asking the teacher a question*”(Wagner 2-3).

“‘If you want to encourage young people to be scientists, it’s not how much they retain but how much they can explore’” (Wagner 6).

“schools that many of us consider to be among the best in the country: too much teaching to ttest, too much time memorizing, at the expense of spending time on the thinking skills that are more important” (Wagner 6).

“The easy “cut and paste” function in today’s word-processing programs, for example, is apparently encouraging many students to cobble together research materials without thinking them through” (Oppenheimer 12).