



**Was Charlie Given the Chocolate Factory Because He DID Good  
Or Because He WAS Good?**

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Tuckaseegee Elementary

This curriculum unit is recommended for: Grades 3-5 Language Arts

**Keywords:** third grade, character traits, choice, free will, Charlie and the Chocolate Factory

**Teaching Standards:** [Appendix 1](#)

**Synopsis:** This unit is based on the book *Charlie and the Chocolate Factory*. It will start with identifying character traits in general and those of the children in the story. Then it moves deeper, looking into why the children behave the way they do. Do they have the free will to choose their behavior, are their parents to blame, or is it just who they are? There will be discussions about who has the worst character traits, how the children could have changed their behavior and what would have happened if they made different choices. Students will write opinion pieces telling what they think about each character and which character should have been awarded the chocolate factory. Cause and Effect relationships will be examined in general and specifically within the text. The students will also look at the motivation for the behaviors that are exhibited. Motivation is a key factor that will be discussed. We will look at what motivates people to do or avoid certain tasks. Students will explore the ideas and theories behind motivation and create their own personal motivation profile. The standards that are covered come from third grade language arts, writing, and speaking and listening common core standards.

*I plan to teach this unit during the coming year to 20 students in third grade language arts.*

*I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

## **Was Charlie Given the Chocolate Factory because He DID Good or Because He WAS Good?**

*Amy LaLonde*

### **Introduction**

Orison Swett Marden said “A strong successful man is not the victim of his environment. He creates favorable conditions. His own inherent force and energy compel things to turn out as he desires.”

I am a firm believer in the ability to make choices. As a teacher I give my students choices as to which classroom job they want to do such as be the line leader or paper collector. If they don't do their homework I give them the choice of working on it during lunch or having extra homework at night. If they can handle those choices, I believe that they can choose how to behave. Children know right from wrong and are really talented at identifying it in others' actions. They are the first to let you know that John is talking without raising his hand or Sara skipped four people in line. If they can identify which behaviors are acceptable and which are not they should be able to choose to act in an acceptable manner.

Literature for children and young adults has long included Cautionary Tales or Morality Literature where stories teach a lesson or a moral. Hopefully readers get steered away from the vices which brought about a character's sad fate. They could be written with seriousness or varying degrees of humor. In *Charlie and the Chocolate Factory*, Charlie Bucket's story is one of virtue rewarded and in which the other children fail because of their faults. Was Charlie given the reward of the chocolate factory for showing good behavior (listening and following directions in the factory and obeying adult directions) or for being a person with good character traits (thoughtful, selfless, kind, etc.)? Did Charlie actually choose to be good and follow the rules or was he just born a good person? Do the children make the choice to be 'bad,' or is it just who they are? Did all of the children have the free will to choose their behaviors, which then means that they chose their fates, or were they destined to behave the way they did ending in a bad way for them? What about the adults in the story? Many of the parents give in to their children's wishes, which enable the children to continue their bad

behaviors. What would happen if the parents turned off the television, put away the food, or just said “no”? Isn’t it a parent’s job to raise children to be productive members of society who give back and not just take? Do the parents actually have a choice about how they act or is it just who they are?

### **Background Information**

I am a third grade teacher in a Title 1 elementary school. Our students, grades K-5, receive both free breakfast and lunch daily due to the amount of students living in poverty. We have many students who are under the McKinney Vento Act, which provides services for children and families who are homeless. The school is part of a very large, urban school district in Charlotte, North Carolina. The school is located in a low-income area of the city, with a high population of African American and Hispanic students. The school boasts a magnet program that brings students in from farther away than the surrounding neighborhood. This magnet program is a Learning Immersion and Talent Development program, which adds approximately eight classes with academically gifted students. The school also has a high population of English as Second Language (ESL) students, with first languages including Spanish, Chinese, Hmong and Vietnamese.

My class this year consists of 23 students. I have six students who speak Spanish as their primary language and four who speak various Asian languages at home. One of my Asian students has only been in this country for less than one month and does not speak English. Twenty of my students are reading below grade level with six of those being at a Kindergarten level. I have two students that are homeless and do not have access to what the rest of my students consider basics (clean uniforms, shoes that fit, and even their own bed to sleep in). I have found that my ESL students and those reading below grade level are hesitant to participate in class activities and interact with their peers due to their being ‘different.’ I have several goals in using philosophy in my classroom. First, there is no right or wrong answer so I believe all children will actively participate regardless of their first language or ability. Second, it will get the students to think at a deeper level, not only about the characters in a book, but about life and the world around them. Children are naturally inquisitive and discussing philosophy will help focus their thirst for knowledge. It will help foster and support their own point of view of the world around them.

Working in a Title 1 school where more than 80% of the students are on free lunch I have noticed that many students have embraced a learned helplessness. I have had several students who are technically homeless. They might live in a shelter, motel, or a home with a whole other family. They feel that because of their home situation they don’t need to or cannot do the work asked of them. They believe that as long as they show up to school they will ‘get by’ and move on to the next grade. Their goals, if they have any, are unrealistic. Many of them think that they are going to get out of high school and get a job where they don’t have to work too much but that will magically pay them millions of

dollars. They expect all of this without a college education or any effort. They don't see that college is an option because their parents did not attend and they cannot afford to go.

## **Rationale**

I plan on using *Charlie and the Chocolate Factory* as a read aloud for my third graders since it is several levels above their independent reading levels. Many of my students are familiar with one of the movie versions (Gene Wilder as Willie Wonka in 1971 or more recently Johnny Depp as Willie Wonka in 2005). This is a story that works well with the character unit that I will be teaching using the reading workshop model. I will be teaching my students to not only describe characters using a list of character traits, but they will dig deeper to find out what kind of person the character is. This is where they will make a decision as to how they see a character in terms of good or bad based on character traits. I will have the students walk in the character's shoes by envisioning the story and making predictions about what the character will do next. They will also build theories about the characters using new information from the story. Growing and learning lessons alongside the characters is the last part of the character unit. This is where the students pay attention when the characters are forced to make a decision and take action. They will determine the central message, lesson or moral of the story. I would like for my students to engage in debates and to support their view concerning whether each character's actions are appropriate or inappropriate.

The biography unit written in *A Curricular Plan for The Reading Workshop Grade 3* by Lucy Calkins focuses on conveying to the readers that while studying biographies, they read to learn about the adversity the subject faced and how he or she handled that adversity. The reader should read to learn not only about the subject, but the group of people that person represents and the groups of people that person impacted. This is how students learn not only about specific famous figures, but about the world in which we live. I would like to use *Charlie and the Chocolate Factory* to illustrate how Charlie Bucket, the boy who came from literally nothing was able to choose good behavior including listening to his parents, respecting his elders, and working hard, and he was rewarded for it. Although this book is not a biography, there is still a connection between Charlie Bucket and many people who started with nothing and rose above their circumstances. Jim Carrey, Halle Berry, Harry Houdini, P.Diddy, Eminem, and Tyler Perry all lived in poverty at one point in their lives but worked hard to become some of the richest and most well-known people in the United States. They made choices to not accept their situation as it was and to do something productive with their lives. They had a goal and did what they needed to do to reach that goal regardless of what others may have said or done to prevent it. I would like to find prominent people in the Charlotte area who may not have come from the best of circumstances and have made something of themselves and invite them to come in and speak to my class. I think if students can see someone who understands what their lives are like and who made positive choices they may think about their own lives and choices.

## **Objectives**

In the fall of 2001, the Student Citizen Act was passed into law by the North Carolina State Legislature. This Act requires every local board of education to develop and implement character education instruction with input from the local community. With the passage of the Act, the state of North Carolina has affirmed that the development of character in our children is the cornerstone of education.

Character education includes a broad range of concepts such as positive school culture, moral education, just communities, caring school communities, social-emotional learning, positive youth development, civic education and service learning. All of these approaches promote the intellectual, social, emotional, and ethical development of young people and share a commitment to helping young people become responsible, caring and contributing citizens.

Character education helps students to develop important human qualities such as justice, diligence, compassion, respect, and courage and to understand why it is important to live according to these virtues. Quality character education creates an integrated culture of character that supports and challenges students and adults to strive for excellence.

This unit closely examines the character traits (positive and negative) of five young children and a candy factory owner. Students will identify the character traits and the importance of having good character. Here is where the question ‘is a person good or does that person just choose to do good deeds?’ comes into play.

In addition to the common core standards, we as educators need to provide students with 21<sup>st</sup> Century skills. The 21<sup>st</sup> century skills focus on the following topics: Core Subjects, Learning Skills, 21<sup>st</sup> Century Tools, Life and Career Skills and New Assessments that Measure 21<sup>st</sup> Century Skills.

Core Subjects are described as going beyond the basic competency to understanding the core academic content at much higher levels. The following themes will be included into the core subjects: Global Awareness; Financial, Economic, Business and Entrepreneurial literacy; Civic Literacy; Health literacy and Environmental Literacy.

Learning Skills such as thinking critically, applying knowledge to new situations, analyzing information, comprehending new ideas, communicating and collaborating, solving problems and making decisions are necessary to cope with the demands of the 21<sup>st</sup> century.

Life and Career Skills include the ability to be flexible, adaptable, self-directed, socially aware, accountable and responsible.

The 21<sup>st</sup> Century Skills addressed in this unit include Core Subjects, specifically reading and writing. The unit also addresses Learning Skills, such as thinking critically, comprehending new ideas in philosophy, communicating and collaborating with classmates, and problem solving.

This unit is intended for a third through middle school grade class in a traditional classroom setting. If the students are reading the book independently they should be reading on grade level. If using the book as a read aloud (which I will be doing), students can have lower independent reading levels. It is possible to adapt the unit for students with lower reading levels by having a read aloud or partner work. High level students or upper grades could read on their own. Students could branch out away from the class to work on higher level philosophical thinking questions.

The materials needed are as follows: Charlie and the Chocolate Factory by Roald Dahl (1 copy for read aloud or you may want each student to have one). You may also want to include books about philosophers written for children (See the reading list at the end of the unit for suggestions). Internet access, projector and screen or SMART board, index cards, assorted art materials including markers, chart paper, pencils and pens are also needed.

The unit will be implemented in the second semester of the school year. The length of the unit depends on how “into it” a teacher or class is willing to get. Many students have seen the movie/s of Charlie and the Chocolate Factory so the basic story is not new. What is new however is how different the movie – especially the newest version from Tim Burton – is from the book. The key is to provide as many different strategies as you can to keep the students engaged (see strategies).

In the world of Charlie and the Chocolate Factory, there is no gray area: children are either bad or good. Charlie is good precisely because he has no obvious vices. The bad children are easy to spot because they are the embodiment of their vices. Augustus is greedy, Veruca is bratty, Violet is an obsessive gum chewer, and Mike is obsessed with television. By creating vices for each of the children, it is clear from the beginning that these children are bad. In doing so, Dahl makes Charlie all the more obvious as the hero of his story. The big focus of the unit is each character and their traits as being ‘good’ or ‘bad’. Students will examine the characters and the motivations behind their actions.

## **Strategies**

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. The theory suggests that the traditional

notion of intelligence, based on I.Q. testing, is too limited. The multiple intelligences theory shows the various abilities of both children and adults.

The strategies in this unit are designed to engage students with the learning styles of linguistic (word smart), interpersonal (people smart), intrapersonal (self-smart) and logical (reasoning smart). Learning Style Questionnaire – Teachers most often tell students how they are going to work either alone, with a partner or in groups. There is a learning style questionnaire in appendix 2 of this unit. Students rarely get a choice and they often do not do their best because they are forced to work in a situation they are not comfortable with. I want to understand how my students work best so that I know which activities should be given more support and which activities the students will do well on their own.

Reading of Charlie and the Chocolate Factory by Roald Dahl – This will be the main reading component. It can be used as a read aloud or it can be read independently depending on the student reading level.

Graphic Organizers including a Character Trait chart, Main Idea and Details diagram will be used throughout the project to organize information. They will then be glued into the students' journals.

Journals (notebooks) – Students will keep notebooks to record important information about the different characters in Charlie and the Chocolate Factory as well as general philosophy notes and questions.

Discovery Education Videos: “The Examined Life: Do We Have Free Will?” and “Introduction to Philosophy” – Both videos are high level in their entirety, but clips will be used to explain what philosophy and free will are and provide examples of each. The complete background of philosophy or complete set of arguments for and against free will is not needed for this unit.

## **Activities**

I believe that including a variety of classroom activities will engage students of all ability levels and interests. With the videos, reading and writing, partner and group discussions, and personal thinking activities, every student will find something in this unit that grabs his or her attention.

Asking questions about life and other difficult topics is not new to children. They constantly ask why and do not take a yes or no for an answer. Philosophy on the other hand is something that is new to most children. It is not a subject that most elementary, middle, or even high schools teach.

## **Classroom Activity – Character Trait Identification**

Common Core Objective: 3.R.L.3.3 Describe the characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Materials: Character Education traits and definitions as identified by Charlotte Mecklenburg Schools

Explanation of activity: Students will create a chart of character traits and their definitions using those identified by the school district and adding traits as they see fit. Students will discuss each trait with a partner and agree on a definition. Then that set of partners will discuss their definition with another set of partners. They will compare their definitions to look for similarities or differences and possibly add to their own. When the group of four agrees on a meaning or example for each trait, they will then present to the class. The class may then discuss each and agree, disagree, or modify each definition. Traits include: caring, citizenship, cooperation, honesty, justice and fairness, perseverance, respect, responsibility, trustworthiness and work ethic.

### **Classroom Activity – Reading Charlie and the Chocolate Factory**

Common Core Objective: 3.R.L.3.1 Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as basis for answers. 3. R.L.3.2 Recount stories, including fables, folktales and myths from diverse cultures, determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Materials: Charlie and the Chocolate Factory by Roald Dahl

Explanation of activity: This book has thirty chapters. Reading the book will take quite a bit of time especially if done as a read aloud. Students who are able to read independently can be assigned chapters to read in class and for homework. Students may need a weekly calendar with chapters listed to keep them on track. Requiring students to write a short summary of each chapter will hold students accountable for their reading.

### **Classroom Activity – Sequencing Charlie and the Chocolate Factory**

Common Core Objective: 3.R.L.3.5 Refer to parts of stories, dramas and poems when writing and speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.

Materials needed: Charlie and the Chocolate Factory, sequencing graphic organizer, pencil

Explanation of activity: The book will be read either as a read aloud or independently by the students. Each of the main events from the chapters will be recorded in sequence on a graphic organizer. The type of organizer used will be the student's choice.

### **Classroom Activity – Discovery Education Video: Introduction to Philosophy**

Common Core Objective: none 3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Materials needed: Intelcom. *The Examined Life: What Is Philosophy?* From Discovery Education. 1998. <http://www.discoveryeducation.com/> Grades 6-12, 28 minutes

Explanation of activity: The teacher will ask students to brainstorm what they know about philosophy. This can be done in list form, a bubble map, or another graphic organizer. The teacher will choose clips in advance to show to the class. This video explains philosophy and introduces several philosophers and their beliefs. The whole video is not necessary. Students will revisit the list they brainstormed or the graphic organizer after viewing the video and confirm what they were correct on and what new information they can add from what they learned.

### **Classroom Activity – How to have a Philosophical Discussion: Guidelines and Practice**

Common Core Objective: SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.

Materials needed: chart paper for writing guidelines and questions, Wartenberg, Thomas E. "Preparing To Teach." In *Big Ideas for Little Kids: Teaching Philosophy Through Children's Literature*. 2014. Reprint, Lanham, Md.: Rowman & Littlefield Education, 2014. 27-67.

Explanation of activity: The teacher will write on chart paper Wartenberg's six rules or moves for a philosophical discussion. They include: 1. Present a real example of the issue being discussed. 2. State your position on an issue (answer a question that has been asked clearly after taking time to think. 3. Support your position with reasons. 4. Figure out if you agree or disagree with what has been said. 5. Present a counterexample to a claim that has been given. 6. Give a revised version of a claim in light of new opinions. Explain to students that they are to really think about the topic being discussed and give their honest opinions with evidence. There are no 'right' or 'wrong' answers as long as they have evidence to back up their opinions. To give practice in having a discussion, have students think about police officers and fire fighters. Which is more important to have in a community? Both are important but they may choose one as more important than the other. This is fine as long as they have evidence (Police officers protect people from

danger. Fire Fighters protect people and property.) The discussion could continue as long as reasons are given.

### **Classroom Activity – Investigating Characters’ Motivations**

Common Core Objective: R.L.3.3 Describe the characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Materials: chart paper, markers, sticky notes, paper

Explanation of activity: Discuss the following concepts as a class. Intrinsic Motivation: when people do something for the joy of doing it, or because they think it is right. Extrinsic Motivation: when people do something for an external reward or tangible result. What are people most motivated by, intrinsic or extrinsic factors? Praise: Students who are motivated by recognition or belonging will be motivated by sincere words of praise. Students will create a graphic organizer with six sections. They will label them with the following titles. Power: Students who want control over their environment or choices are motivated by power to control their environment. Projects: Some students are motivated to work on projects that bring together various topics or disciplines. People: Students who are people-oriented are especially drawn to activities that allow them to work with people and build relationships. Prizes: Students who are drawn to status, recognition, and power will find prizes motivating. Prestige: The need to feel important and needed is motivating for students who are status, or prestige-driven. Students work in small groups to discuss and then place sticky notes with a character’s name and behavior from Charlie and the Chocolate Factory under the correct motivation. Students will independently write about why that motivation is important for each character.

### **Classroom Activity – Plato’s Ring of Gyges**

Common Core Objective: SL.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others’ ideas and expressing their own clearly and persuasively and R.L.3.2 Recount stories, including fables, folktales and myths from diverse cultures, determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Materials needed: Either: Plato’s Ring of Gyges which is at the following website: [http://oregonstate.edu/instruct/phl201/modules/Philosophers/Plato/plato\\_dialogue\\_the\\_ring\\_of\\_gyges.html](http://oregonstate.edu/instruct/phl201/modules/Philosophers/Plato/plato_dialogue_the_ring_of_gyges.html) or Gary Matthews’ version written with younger students in mind at the following website: <http://www.philosophyforkids.com/startup.shtml>, discussion questions printed for small groups: 1. What would you do if you had a ring that made you invisible? 2. If we all had a ring of Gyges, what would happen? 3. Do you think that we are good only because we are afraid of getting caught? 4. Do people want to be good, or

are they only good because they will get something out of it, like the approval of their parents or some other reward? 5. What is the difference between someone who is morally good and someone who is not?

Explanation of activity: Students will either read *The Ring of Gyges* or listen to it read to them (depending on reading levels). They will then independently answer the questions provided on paper. When they have answered the questions themselves, they will then discuss their answers in small groups. This can be extended by the small groups combining to create a class discussion.

### **Classroom Activity – Situation Cards**

Common Core Objective: SL.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.

Materials needed: index cards with various situations written on them for students to make choices. For example: You already had your dessert but you're still hungry. No one is in the kitchen and they will never know if you take an extra cookie. What do you do?

Explanation of activity: Students will take turns choosing a situation card and reading it to the group/class. They must then decide what they would do. After the student makes his or her decision they need to explain why he or she would do it. Discussion would need to follow as to if the person who gave the answer has the free will to choose one thing/action over the other or not and why that thing or action was chosen. Was one option more beneficial? Was the option chosen to avoid something unpleasant?

### **Classroom Activity – Writing Prompt – How to Improve Behavior**

Common Core Objective: 3.W.1 Write opinion pieces on topics or texts supporting a point of view with reasons.

Materials needed: pencil, paper, chart of characters and character traits

Explanation of activity: Using the character trait charts created in class, students will think about ways the children in the novel could improve their behavior. An example would be: How could Augustus Gloop become a good citizen? If you were a character's friend, how could you help this character's behavior in Willy Wonka's factory?

### **Classroom Activity – Writing Prompt – Opinion of Charlie's Character**

Common Core Objective: 3.W.1 Write opinion pieces on topics or texts supporting a point of view with reasons.

Materials needed: pencil, paper, chart of characters and character traits, graphic organizer

Explanation of activity: Students will use a character graphic organizer to list Charlie's character traits and what he does in the story that displays these characteristics. Students must have evidence for each character trait listed. Students will write a paragraph about Charlie. Why is he the type of person Willy Wonka is looking for? What good characteristics does Charlie have? Does he have any flaws?

### **Classroom Activity – Character Stations**

Common Core Objective: 3.W.1 Write opinion pieces on topics or texts supporting a point of view with reasons. SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively 3. R.L.3.3 Describe the characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Materials needed: 4 pieces of chart paper, markers

Explanation of activity: Divide the number of students in your class by four, and put the resulting number of desks in four clusters, one in each corner of the room. At each station, include a piece of paper with one of the following questions: 1. Which character has the worst "flaw"? Defend your answer. 2. Was it right for Willy Wonka to give Charlie the factory? Why or why not? 3. Was the "punishment" of the other characters "fair"? Why or why not? 4. Would you want to be friends with Willy Wonka? Why or why not? Divide the students into four groups. Explain to students that they will be rotating from one station to the next, and that they will be answering "opinion questions" about the book. At each station, they will discuss the question and come to a conclusion in five minutes. Then they will spend two minutes writing up their responses on the paper. After the four groups have circulated through the stations, have them return to their seats for a discussion. Gather the papers at the stations, and read through one question and the four responses. Give students from various groups a chance to respond to the other answers on the paper. Repeat with the remaining three papers.

### **Classroom Activity – Referencing the Text for Character Traits**

Common Core Objective: 3. R.L.3.3 Describe the characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events. SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.

Materials needed: Charlie and the Chocolate Factory book, chart paper, markers, chart of character traits

Explanation of activity: Once students have an understanding of each character and a general understanding of the character education words, you can focus on this lesson by writing the six words on chart paper (one word on each paper) and posting them around the room. Then draw a line, dividing the paper in half (horizontally). On the top of each paper, write examples of when Charlie displayed the character education trait. On the bottom of each paper, you will write examples of when one of the other child characters did not display the trait.

Do a few examples to show students what you are expecting. So, under RESPECT, you can write: Charlie respects Willy Wonka and his factory because he follows the rules and listens to Wonka's directions. For a negative example, you can write: Violet does not respect Willy Wonka because she tries some of the gum even after he tells her not to. Another example would be under fairness. Willy Wonka is fair. In spite of the misbehavior of the other guests, he still gives everyone their reward that he promised, a truck full of Wonka chocolate. A negative example under citizenship would be: Augustus Gloop didn't follow the rules given to him in the factory, and he falls into a chocolate lake, getting sucked up afterwards.

Once students understand the examples, do a think-pair-share activity. Students will think about the examples and discuss with a partner. Then they as partners will share their thoughts. Students think of examples like the ones above, and then they suggest what events from the story go under which character education word.

### **Classroom Activity – Show Don't Tell**

Common Core Objective: R.L.3.3 Describe the characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Materials needed: Charlie and the Chocolate Factory, note cards with descriptive words and phrases from the book

Explanation of activity: Students will pick cards with the following descriptions of each horrible character and read them aloud to the class. While listening, the children can mime or act out the descriptions. Augustus Gloop: "Great flabby folds of fat bulged out from every part of his body, and his face was like a monstrous ball of dough with two small greedy curranty eyes peering out upon the world." Violet Beauregarde: "The famous girl was standing on a chair in the living room waving the Golden Ticket madly at arm's length as though she were flagging a taxi. She was talking very fast and very loudly to everyone, but it was not easy to hear all that she said because she was chewing so ferociously upon a piece of gum at the same time." Mike Teavee: "Mike Teavee... had no less than eighteen toy pistols of various sizes hanging from belts around his body, and every now and again he would leap up into the air and fire off half a dozen rounds from

one or another of these weapons.” Veruca Salt: ““My little Veruca got more and more upset each day, and every time I went home she would scream at me, “Where’s my Golden Ticket! I want my Golden Ticket!” And she would lie for hours on the floor, kicking and yelling in the most disturbing way.””

### **Classroom Activity – Golden Ticket Winner**

Common Core Objective: W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Materials needed: mind map, paper with questions, blank paper for drawing, pencils, markers, crayons

Explanation of activity: As a whole class, use thesauruses to mind map words to describe each horrible child: Augustus Gloop, Violet Beauregard, Veruca Salt and Mike Teavee. Divide the class into pairs or groups to create a new horrible child, using the following questions to help: What is his/her favorite thing to do? What is his/her most treasured possession? What is his/her catchphrase? Describe his/her clothes and face, using a simile. What would be his/her favorite room or machine in the Chocolate Factory? What will happen to him/her in the factory? What is his/her name? (The name should reflect the character’s attributes or fate in some way, so the name should be created after answering the questions above). Students should draw their new horrible child accentuating their characteristics (fat/skinny, clothing, facial features, etc.).

### **Classroom Activity – Hot Seat**

Common Core Objective: SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others’ ideas and expressing their own clearly and persuasively.

Materials needed: chairs set up as an audience and one chair in the front facing the audience, lists of questions to ask the child with the negative character traits in the hot seat

Explanation of activity: Students will work in groups to create a list of questions that they would like to ask one of the horrible children. One volunteer from each group sits in the hot seat in the role of the child with negative character traits. The rest of the class asks questions to further develop the character.

### **Classroom Activity – Write an Oompa Loompa Song**

Common Core Objective: W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Materials needed: Oompa Loompa poem from the book written on chart paper or a copy for each student, thesaurus, rhyming dictionary, character trait chart, pencils

Explanation of activity: The teacher will review the Oompa Loompas' songs from the story. Make special note how each song was written for a specific child describing that child within the song. Students will write their own song for the horrible child they created. Students must include the negative characteristics of the child within the song and it must rhyme as it does in the book.

### **Classroom Activity – Chocolate Factory Winner Debate**

Common Core Objective: SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.

Materials needed: list of characters and traits, note cards for students to write their character's reasons that they should win the chocolate factory, chairs, and podium

Explanation of activity: Divide the class into 5 groups. Each group is allocated one of the golden ticket winners – Augustus Gloop, Veruca Salt, Violet Beauregard, Mike Teavee and Charlie Bucket. The groups prepare arguments as to why their character should win the chocolate factory and how their particular attributes and characteristics make them the best candidate. Tell the children that we are going to run a debate to decide which child should win the factory using reasoning and persuasive arguments. One child from each group comes up to the front of the class and sits in a chair on the panel, representing the group's character. One by one, each character speaks for 1 minute. The character argues that he or she should be in charge of the factory. For example, Veruca Salt's argument could be: "I am a very strong and forceful person and would make all the Oompa Loompas work hard!" The rest of the class asks the characters questions. At the end of the first round, everyone votes as to which characters should go through to the next round. Students must vote twice, otherwise students would just vote for their own groups. Whoever has the least votes must leave the panel. Hold another round of arguments and questioning, with voting at the end. Continue like this until there is a winner.

### **Classroom Activity – Apology Letter to Mr. Wonka**

Common Core Objective: W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Materials needed: paper, pen or pencil

Explanation of activity: The children take the role of one of the naughty children and write an apology letter to Willy Wonka for the way that he or she behaved in the factory.

Take these letters in and disseminate them at random back to the children. Now in the role as Willy Wonka, the children write a reply to the apology letter they have received!

### **Classroom Activity – Guest Motivational Speaker**

Common Core Objective: SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Materials needed: large area for all students to sit comfortably, motivational speaker from either The Barkdale Foundation or Motivation Through Struggle, Inc., funds to pay for the speaker

Explanation of activity: The Barkdale Foundation provides motivational services and youth training to youth, teachers, and civic agencies. Motivation through Struggle, Inc. is a motivational speaking organization that is located in Charlotte, North Carolina. Through real-life and innovative programming, our goal is to teach adolescents to utilize their struggles as a motivational instrument to obtain success. We specialize in working with adolescents who have been affected by crime, drugs or low educational achievement. Through the programs offered by Motivation through Struggle, students will come to understand that they have no control over the life they have been given, but they do have control of how their life turns out. We help schools, churches, and agencies encourage at-risk youth to grow in character and values. Students will listen to the guest speaker and think about how the message applies to their lives.

## **Appendix 1: Implementing Teaching Standards**

In this section you will find the common core objectives for reading, writing, speaking and listening objectives that are relevant to the unit.

### Common Core Objectives for Third Grade

#### *Reading*

R.L.3.1 Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as basis for answers.

R.L.3.2 Recount stories, including fables, folktales and myths from diverse cultures determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

R.L.3.3 Describe the characters in a story (e.g. their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Students will be reading or listening to Charlie and The Chocolate Factory. They will be growing ideas about the characters in the story by determining their traits. They will also find the lesson to be learned from the story. Referencing the text will help students answer questions and create their own questions for discussion.

#### *Writing*

W.3.1 Write opinion pieces on topics or texts supporting a point of view with reasons.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Students will be producing writing in various forms including opinion pieces, graphic organizers and notes.

#### *Speaking and Listening College and Career Readiness*

SL.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Throughout the unit, students will be communicating with each other and engaging in conversation to share their thinking and what they have learned.

## Appendix 2: Learning Style Inventory

Directions: Circle the letter before the statement that best describes you.

1. If I have to learn how to do something, I learn best when I:

- (V) Watch someone show me how.
- (A) Hear someone tell me how.
- (K) Try to do it myself.

2. When I read, I often find that I:

- (V) Visualize what I am reading in my mind's eye.
- (A) Read out loud or hear the words inside my head.
- (K) Fidget and try to "feel" the content.

3. When asked to give directions, I:

- (V) See the actual places in my mind as I say them or prefer to draw them.
- (A) Have no difficulty in giving them verbally.
- (K) Have to point or move my body as I give them.

4. If I am unsure how to spell a word, I:

- (V) Write it in order to determine if it looks right.
- (A) Spell it out loud in order to determine if it sounds right.
- (K) Write it in order to determine if it feels right.

5. When I write, I:

- (V) Am concerned with how neat and well-spaced my letters and words appear.
- (A) Often say the letters and words to myself.
- (K) Push hard on my part or pencil and can feel the flow of the words.

6. If I had to remember a list of items, I would remember it best if I:

- (V) Wrote them down.
- (A) Said them over and over to myself.
- (K) Moved around and used my fingers to name each item.

7. I prefer teachers who:

- (V) Use a board or overhead projector while they lecture.
- (A) Talk with lots of expression.
- (K) Use hands-on activities.

8. When trying to concentrate, I have a difficult time when:

- (V) There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I have to sit still for any length of time.

9. When solving a problem, I:

(V) Write or draw diagrams to see it.

(A) Talk myself through it.

(K) Use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

(V) Read them silently and try to visualize how the parts will fit together.

(A) Read them out loud and talk to myself as I put the parts together.

(K) Try to put the parts together first and read later.

11. To keep occupied while waiting, I:

(V) Look around, stare, or read.

(A) Talk or listen to others.

(K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

(V) Be brief because I do not like to talk at length.

(A) Go into great detail because I like to talk.

(K) Gesture and move around while talking.

13. If someone were verbally describing something to another person, I would:

(V) Try to visualize what he/she was saying.

(A) Enjoy listening but want to interrupt and talk myself.

(K) Become bored if her/his description got too long and detailed.

14. When trying to recall names, I remember:

(V) Faces but forget names.

(A) Names, but forget faces.

(K) The situation where I met the person rather than the person's name or face.

Scoring instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary mode of learning.

Visual

Auditory

Kinesthetic

V = \_\_\_\_\_

A = \_\_\_\_\_

K = \_\_\_\_\_

### **Appendix 3: Learning Style Study Strategies**

#### Visual Learner

For the visual learner, organizational format outlining for recording notes should be used. They should use underlining, highlighting in different colors, symbols, flow charts, graphs or pictures in their notes. Teachers need to allow students sufficient time for planning and recording thoughts when doing problem solving tasks. Students should also participate actively in class or group activities.

#### Auditory Learner

For the auditory learner, they should discuss topics with other students and teachers. They need to practice verbal interaction to improve motivation and self-monitoring. They may need directions read to them especially if the directions are long and complicated.

#### Kinesthetic Learner

For the kinesthetic learner, they need to include verbal discussion that is short and to the point. They should actively participate in all discussions and use all of their senses – sight, touch, taste, smell and hearing. Direct involvement, physical manipulation and “hands on” activities will improve motivation, interest and memory. Teachers need to allow for physical action in solving problems.

### **Teacher Resources**

Examples of higher level thinking questions for both you and the students can be found here. <http://www.teachers.ash.org.au/researchskills/dalton.htm>

"Student Center Activities, Grades 2-3." Curriculum and Instruction. Accessed November 21, 2014. <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm>.

Florida Center for Reading Research has graphic organizers including KWL, Main Idea and Details, and center activities for you to print off while reading any book. <http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm>

Intelecom. The Examined Life: Do We Have Free Will? From Discovery Education. Full Video. 1998. <http://www.discoveryeducation.com/>

Aligns science and philosophy to reflect on free will and moral responsibility. The program introduces several well-known theories interpreting desire, choice, and motivation, including libertarianism, determinism, existentialism, and compatibilism and

thoroughly explains the consequences each has on moral values and societal behavior. Highlighting the work of scientists and philosophers Plato, Isaac Newton, Sigmund Freud, Jean-Paul Sartre, Thomas Hobbes, and Immanuel Kant, the presentation offers a comprehensive look at the issue by providing reasoning for and against each theory.

Intelecom. The Examined Life: What Is Philosophy? From Discovery Education. Full Video. 1998. <http://www.discoveryeducation.com/>

Recounts early philosophical views through an analysis of Plato's The Cave and the teachings of Socrates. This focus on Socrates leads present-day philosophers to reflect on the meaning of philosophy in relation to other fields of thought, resulting in a discussion of their in-depth interpretations and definitions of philosophy. The program also describes the struggles early public philosophers endured, highlighting the persecution and conviction of Socrates for his opinions and beliefs.

"Great Philosophers: Plato – Ethics – The Ring of Gyges." Great Philosophers: Plato – Ethics – The Ring of Gyges. Accessed November 1, 2014. [http://oregonstate.edu/instruct/phl201/modules/Philosophers/Plato/plato\\_dialogue\\_the\\_ring\\_of\\_gyges.html](http://oregonstate.edu/instruct/phl201/modules/Philosophers/Plato/plato_dialogue_the_ring_of_gyges.html). This story is a thought-experiment to spur a discussion on the question of human nature. Do humans naturally tend to justice or injustice?

### **Student Resources**

Dahl, Roald, and Joseph Schindelman. Charlie and the Chocolate Factory. New York: Knopf, 1964.

This book is the basis for the unit. Students may have their own copy, or have one copy for the teacher to read aloud.

Law, Stephen, and Nishant Choksi. "Chapter 3 The Good, the Bad, and the Ugly." In *Really, really big questions: about life, the universe, and everything*. London: Kingfisher, 2009. 34-41.

This is a good book for students to read independently. It looks at issues young people face such as what it means to be honest from a philosophical point of view.

White, David A.. "Values." And "Reality" *In Philosophy for Kids: 40 Fun Questions That Help You Wonder ... About Everything!*. Waco, Tex.: Prufrock Press, 2001. 10-27 and 69-86.

This book is great for independent research. It answers philosophical questions in student friendly language and is easily understood by all. The selected pages deal with values and reality.

Examples of higher level thinking questions for the students can be found here.

<http://www.teachers.ash.org.au/researchskills/dalton.htm>

### **Materials needed for the unit**

*Charlie and the Chocolate Factory* by Roald Dahl

computers with internet access

SMART board or projector

pencils

writing paper

chart paper

markers

Discovery Education website [www.discoveryed.com](http://www.discoveryed.com)

Journals

List of character traits possibly provided by school or district

Classroom furniture (chairs, desks, tables)

Dictionaries

Rhyming dictionaries

Thesauruses

Funds for a guest speaker (amount is contingent on the speaker chosen)

### **Bibliography**

Dahl, Roald, and Joseph Schindelman. *Charlie and the Chocolate Factory*. New York: Knopf, 1964.

This book is the basis for the unit. Students may have their own copy, or have one copy for the teacher to read aloud.

Wartenberg, Thomas E.. "Preparing To Teach." In *Big ideas for little kids: teaching philosophy through children's literature*. 2014. Reprint, Lanham, Md.: Rowman & Littlefield Education, 2014. 27-67.

This is a teacher resource for teaching philosophy to elementary age children.

Wartenberg creates a great framework for conducting classroom philosophical discussions.

White, David A.. "How to Philosophize if You Are Not a Philosopher." In *Philosophy for kids: 40 fun questions that help you wonder ... about everything!*. Waco, Tex.: Prufrock Press, 2001. 129-182.

This book is written in child friendly language but it is also beneficial for teachers who want to build their background knowledge of philosophical discussions.