The Springer Theatre Academy is an educational program of the Springer Opera House, the State Theatre of Georgia. The Springer Theatre Academy presents the following study guide of integrated classroom activities in multiple subject areas to further enrich and enhance the Arts in Education experience for participating schools.
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**Georgia Performance Standards for Study Guide Activities**

*Each activity presented in this study guide includes notation on the intended GPS learning objective, both for core subjects and integrated arts standards (Drama, Visual Art, Music, etc.)*

*The GPS and activities presented are based on 2nd-3rd grade standards. Our intention is to present activities which, although based on specific grade-level standards, can be adapted to other grade levels and which are compatible with curriculum standards in other states.*
WHAT DOES “THEATRE ETIQUETTE” MEAN?

“Etiquette” means “behaving the way you are supposed to, based on where you are and what you are doing”.

There are many different kinds of etiquette, or ways to behave, in different situations. For example, if you were eating dinner at home in front of the TV, it could be okay to sit on the floor while you eat. However, if you were at a fancy restaurant, it would NEVER be okay to sit on the floor while you eat. That sounds simple, but sometimes when people go to see a play, they aren’t sure which things they are allowed to do.

Here is a list of things it IS okay to do when watching a play:

● Laugh when something is funny.
● Clap in between scenes (Normally, a scene starts when an actor comes on stage and ends when the actors leave the stage. Sometimes, the lights will get darker at the end of a scene, but not always).
● Clap and cheer for the actors when they bow at the end!
● Talk quietly before the play starts and when the play is over.
● Quietly excuse yourself to go to the bathroom if you need to go during the show. Try to be polite to others sitting around you.
● Sometimes, an actor might come up to you and ask a question, or even ask the whole audience to do or say something. If this happens, it is okay to talk during the show!

Here is a list of things it IS NOT okay to do when watching a play:

● Talk while the play is going on. It might be a good choice not to sit next to someone you know will make you talk during the play.
● Get up and walk around during the play.
● Eat or drink anything in the theatre. This includes candy, mints, and gum.
● Use cell phones (this also means NO TEXTING), or even anything that might make sounds, like a watch that beeps.
● Film or take pictures during the show.
● “Heckle” the actors onstage. This is not only extremely rude and disrespectful, but it distracts the actors and other audience members who are trying to enjoy the show.

The Springer Opera House is a producing theatre, which means that we create all the parts of the plays on our stage--including the costumes, props, lighting, hiring the actors, directing the show, building the sets, and everything else it takes to produce a professional show. The Springer expects students who come to our Arts in Education performances to demonstrate respect for the actors and technicians during performances by demonstrating appropriate theatre etiquette.
DISCUSSION QUESTIONS:

1. What other types of situations require you to behave a certain way or use etiquette? (ex: at the library, in the school cafeteria, in the hallway, at a baseball game, at a wedding, etc.)
2. What are exceptions to theatre etiquette rules (you are going to be sick, you are bleeding, etc.)? What should you do in those type of situations?

Standards for this Activity:

**TAES3.11** Engaging actively and appropriately as an audience member in theatre or other media experiences
a. Describes the roles and responsibilities of the audience
b. Describes and applies theatre etiquette
Theatre Vocabulary Terms

1. **Adaptation:** an adaptation is a play that is based on a book. There are many, many plays (and movies/tv shows) that started out as books!

1. **Script:** The “book” of the play that contains all the words the actors will say during the play, and includes notes about all the things that need to happen during the story of the play.

1. **Scene:** a small section of a play. Normally, a scene begins when an actor comes onstage and speaks to another actor or group of actors. A scene ends when one actor or group of actors leave the stage. Sometimes, the lights will go dark at the end of a scene, but not always.

1. **Character:** the person an actor Pretends to be in the story of a play.

1. **Setting:** the place (or places) where the play happens. What country/state, inside or outside, type of room (bedroom, doctor’s office, classroom), what time of year (Spring, Halloween, Summer Vacation), and the physical objects around the characters (furniture, toys, cars, etc).

1. **Prop:** A prop is anything an actor uses or holds onstage during the play. There are LOTS of props in *Charlie and the Chocolate Factory*, can you guess what they might be from the book? (Golden Ticket, Wonka Bar, Wonka’s Hat/Cane, Candy, etc.)

1. **Plot:** the story of a play. The plot is everything that happens from the beginning of the play to the end of the play. The plot is made up of 3 main parts: the Beginning (or Exposition), the Problem (or Climax), and the Ending (or Conclusion).

   a. **Beginning/Exposition:** In this part of the play, the audience is introduced to the characters, setting, and the other information the audience needs to know in order to understand the plot: the who, what, where, when, and why.

   a. **Problem/Climax:** The most intense, exciting, or important moment in a play, when the problem of the story reaches its height. The Climax is normally somewhere in the “middle”.
a. **Ending/Conclusion:** After the climax, the characters in the play have to decide *how* they will handle the aftermath of the climax. The Conclusion is not always a happy ending.

1. **Actor:** an actor is a professional whose job is to use their body, voice, and imagination to portray characters in the world of a play.

1. **Director:** a director is a professional whose job is to take a written script (on paper) and make all the important decisions about how the play should look and sound, as well as help the actors to make the best performance possible. The director is like the “boss” of the entire play.

**QUESTIONS to reinforce Theatre Vocabulary:**

*Make sure that students have all read the book/know the story of Charlie and the Chocolate Factory. Afterwards, incorporate questions using theatre vocabulary to make assessments about the play-version of the story.*

- The play of *Charlie and the Chocolate Factory* is an **adaptation** from the book! Do you know any movies or TV shows that are based on books? (Harry Potter, Clifford, The Little Mermaid, etc.)
- Based on the book, do you know any of the **settings** for *Charlie and the Chocolate Factory*?
- Who are the **characters** in the story? What is the difference between an **actor** and the characters? Which is real and which is pretend?

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**Standards for this Activity:**

**TAES3.1** Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media

a. Defines theatre terminology

b. Applies the dramatic elements such as plot, setting themes, problem, resolution, and character, to communicate a main idea
Send a Letter to the cast of

Dear cast of *Charlie and the Chocolate Factory*,

My favorite part of the play was when...

My favorite character was ____________________________, because...


One question I still have is…

Thank you,

______________________________
If you wish to incorporate technology as part of the writing exercise, students may electronically submit an email to the cast instead! Emails to the cast of *Charlie and the Chocolate Factory* can be sent to education@springeroperahouse.org.

- **ELAGSE2W6** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

If you wish to mail your letter to the cast by traditional mail, please send them to:

**ATTN: Charlie and the Chocolate Factory Cast**

Springer Opera House

103 10th Street

Columbus, GA 31901

Standards for this Activity:

**TAES3.8** Examining the roles of theatre as a reflection of past and present civilizations
a. Describes various theatrical experiences
e. Describes theatre experiences in the community

**TAES3.10** Critiquing various aspects of theatre and other media using appropriate supporting evidence
a. Critiques a theatrical experience using appropriate theatre terminology
b. Interprets what is seen, felt and heard in a theatre experience
c. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses

**ELAGSE2L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use commas in greetings and closings of letters.

**ELAGSE2L6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Wonka’s Chocolate Factory: Supply and Demand

In this arts-integrated economics unit, students will explore the concepts of interdependence, consumer/producer relationship, supply and demand (SS3E3), while also taking a more artistic look at the productive resource of entrepreneurship (SS3E1) through visual brand identity and the human response to marketing strategies.

**WHOLE GROUP DISCUSSION: Interdependent Economy**

- Whole Group: review or discuss with students the definition of “interdependent”: mutually reliant on each other
- Breaking down the definition: A company that provides wireless internet DEPENDS on consumers (individuals who purchase goods and services) to buy their wifi service. Likewise, streaming services like Netflix and Hulu DEPEND on both the wifi provider and the consumer to distribute their streaming services.
  - Demonstrate the connectivity of these consumer/producer of goods and services on the board by drawing a word-map style illustration of these ideas as you explain:
SMALL GROUP ACTIVITY: Interdependence Webs

Working in small groups, have students brainstorm and create their own “interdependence webs”, being sure to distinguish which are producers of goods and services, and which are consumers.

- Is there a possibility that a company is both a producer AND a consumer?
- You may also choose to give each group one provider to begin their interdependence web:
  - Cereal Factory (consumer for wheat farmer, sugar producers, print shop for their boxes, etc, provider of cereal to consumers through grocery stores)
  - Book Publisher (consumer of independent authors/writers, provider of books to consumers through book stores, chain stores, etc)
  - Fast Food restaurant (consumer of meat from farmers, vegetables/wheat from farmers, provider of foods to consumers directly through multiple locations)

- Have each group present (in front of the class) or display (around the room, have students walk around and look at the other student’s work) their “interdependence web”.

**Activity Debrief:** What did you discover about relationships between producers and consumers in your own group’s discussion? Were there times when you weren’t sure if someone was a producer or a consumer? What differences did you see in the other group’s interdependence webs? How were their producer/consumer relationships different?

**PRESENTING THE QUESTION:**

What makes a consumer buy goods/services from one producer, but not another?

- Refer back to the original Netflix/Hulu example on the board. If a consumer could only choose one or the other, what might they consider to help them make a choice? Try to be as specific as possible with your answers, and really think about what people might be looking for.
  - Examples: commercials/no-commercials, cost, variety of shows available to stream, new releases, original shows produced by Netflix/Hulu, whichever one more of the people around the consumer are using, etc.

- Exploring the Visual: Branding
  - Have equal-sized Netflix and Hulu logos up for students to see (on the Smart Board or projector, or possibly printed on single sheets of paper. Needs to be in color.)
  - Present the question: If you had never used Netflix or Hulu before, and you had nothing to help you make your choice OTHER THAN their logo, which one would you chose? Which logo makes you trust the producer/provider more? Which one looks more high-quality?
Students can respond in a variety of ways, based on what is best for your classroom: verbal whole-group discussion, small group discussion, vote, anonymous written response, visual pictograph, etc.

**CONNECTING TO THE PLAY: WONKA BAR DESIGNS**

Spread flip-chart pages or pieces of butcher paper around the room. In the center of each page, glue one of the Wonka Bar wrapper images to the center. Have students rotate around to each example and record their responses to the following questions.

If your classroom requires more structure for this type of activity, assign small groups to each page, have them answer the questions, then groups rotate to the next station. Play music in the background (like “Pure Imagination” from the original movie version), and when the music stops, each group will stop writing and switch to the next station.

**Questions:**
- When you look at this Wonka Bar wrapper, what are some descriptive words/adjectives that come to your mind?
- Is there a word or image that jumps out to you the most? Which one?
- On a scale from 1 to 10 (1 being disgusting and 10 being the best candy bar ever), how good do you think this Wonka Bar might taste based ONLY on the design of the wrapper?

**Activity Debrief:**
- Now that you have seen all the designs, which one do you think is the best? Why?
- Did you notice any common themes or design elements between the designs?
- Which COLOR do you think made you think the candy would taste the best?
- What are some other common symbols/branding/logos consumers see everyday that might make them hungry or excited? Do any of these examples use similar colors or imagery?

**WONKA BAR ART GALLERY**

**Materials:**
- Standard size pieces of construction paper (for matting finished works)
● Rectangle cut pieces of white paper (for Wonka Bar designs)
● Various arts supplies
● Computer/printer (if desired)
● Glue sticks

As an independent activity, ask students to design and create their own Wonka Bar designs based on what they observed in the previous activity. What colors might make people the most hungry? What words or imagery should be incorporated?

Depending on what works best for your classroom, this project can be done using any visual art medium, including graphic design, collage/mosaic, pastels, watercolor, acrylic, etc.

There is also potential for a combination of digital and traditional materials: Typeface/font treatment from the computer, printed and combined with color pencil or painted wrapper designs.

Have students prepare their Wonka Bar for the “Wonka Gallery” by adding a one-line description or explanation of their design and adding their name. This can be on a small label that attached to the matting, or on the matting under the Wonka Bar design itself. Students can select a spot in the “Gallery” to hang their piece.

There are many ways you could create a “Wonka Gallery”--from a simple bulletin board to a more complex set-up. This is entirely up to what will work best for your classroom. If you REALLY get into it, maybe there could even be a Wonka Top Hat that the Gallery “docent” wears (either the teacher, or students taking turns) when taking the guests around the Wonka Gallery!

Classroom Art Gallery Set-ups: Clothespins w/matting (left), Cardboard Box Tower (right)
EXTENSION ACTIVITY: Wonka Bar Commercials

Split students up into small groups. Each group is responsible for making a Wonka Bar commercial! Write the guidelines for the commercials on the board so each group can see them.

Each commercial will need to follow the same guidelines:

- No longer than 60 seconds (one minute). Commercials are short, so make sure you include the MOST IMPORTANT information!
- A spokesperson: someone in the commercial who speaks for the product (provide examples)
- A description of the product (What flavor is the Wonka Bar? What texture? What fillings?)
- A slogan OR a short jingle (Give examples of each, and how they are different: Nike’s slogan is “Just Do It”, the McDonald’s jingle “Ba da ba ba ba, I’m Lovin’ It!”)
- EVERYONE in the group needs to have a part in the commercial in some way.

These can be performed in front of the class. I like to let the group perform once, give the group a redirect (something they can improve or change as a group like projection, facing their audience, committing to a character choice, tightening up cues, etc), and then have the group perform a second time. If I choose to “film” (normally on my phone), I film the second performance of each group.

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**Social Studies GPS:**

**SS3E3** The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

a. Describe the interdependence of consumers and producers of goods and services.

b. Describe how goods and services are allocated by price in the marketplace.

**SS3E1** The student will describe the four types of productive resources:

a. Natural (land)

b. Human (labor)

c. Capital (capital goods)

d. Entrepreneurship (used to create goods and services)

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**Language Arts GPS:**
ELAGSE3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
d. Explain their own ideas and understanding in light of the discussion.

Visual Arts GPS:

VA3MC.1 Engages in the creative process to generate and visualize ideas.

b. Formulates visual ideas by using a variety of resources (books, magazines, and Internet)

VA3MC.2 Formulates personal responses to visual imagery.

a. Uses a sketchbook for planning and self-reflection.
b. Responds to big ideas, universal themes, and symbolic images to produce images with richer and more personal meaning.

VA3MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.

a. Generates different viewpoints for making and interpreting a visual image.
b. Develops open-ended themes/topics in unique and innovative ways (e.g., modifying or combining visual images).
c. Observes how visual relationship of objects and ideas (e.g., contrast, proportion, placement) affects appearance and how arrangements may affect meaning and/or significance

VA3PR.4 Participates in appropriate exhibition(s) of artworks.

a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art.
b. Participates in an art exhibit.

EXTENSION ACTIVITY--Theatre Arts GPS:
TAES3.2 Developing scripts through improvisation and other theatrical methods
a. Uses the playwriting process: pre-write/pre-play; prepare to write/plan dramatization; write; dramatize; reflect and edit; re-write/play; publish/perform
b. Collaborates to generate story ideas
d. Develops scripts based on personal story or imagination
e. Creates scripts that are appropriate in purpose, expectations, and length for the audience
f. Describes the elements of script writing: plot, setting, point of view, sequence of events, and cause and effect

TAES3.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments
a. Communicates a character’s actions, motives, emotions and traits through voice, speech, and language
b. Communicates thoughts, emotions, and actions of characters through movement
c. Creates and portrays characters based on imagination
d. Collaborates to create characters and to dramatize ideas
e. Communicates relationships among characters
f. Dramatizes literature and original scripts through various dramatic forms such as story drama, pantomime, process drama, puppetry, and readers’ theatre
Investigating Heat Transfer with Chocolate

You might not know it, but heat transfer has so much to do with making chocolate! Willy Wonka uses his famous chocolate waterfall to mix his chocolate. In a similar way, professional chocolatiers must learn to properly temper chocolate. It is not simply melting the chocolate! Tempering chocolate involves a very specific process of heating up and then slowly cooling the chocolate to an ideal temperature for candy-making.

Chocolate that has been tempered is smooth, with a shiny finish and a satisfying snap. Chocolate that is simply melted and not tempered tends to be soft or sticky at room temperature, and can also have gray or white streaks or spots. Tempering is the solution to avoiding these common problems and to producing beautiful, delicious chocolate candies.

Learn how professionals temper chocolate here:
http://candy.about.com/od/candybasics/ht/temperchoc.htm

Insulating and Conducting Heat Transfer with Chocolate

Make sure to review/discuss terms and concepts applicable to S3P1 with students. This experiment can be conducted in small groups, pairs, or individually based on your preferences and amount of available materials.

Materials Needed:

- Pieces of chocolate, all the same size. Something like chocolate kisses, coins, or plain “fun size” bars would work best.
- An outdoor space with direct sunlight (a sidewalk that can be hosed off might be best)
- Various Conducting materials: aluminum foil, flat pieces of metal/copper...anything you have on hand)
- Various Insulating materials: small towels, fabric, packing peanuts/foam, cork, plastic... all non-metal materials)
- Binding materials: tape, glue, staples, etc.
- Outdoor Thermometer (or an app that will do the same thing)
- Stopwatches (or an app that will do the same thing)
- Notebooks/pencils for recording data
- Camera for taking pictures of findings (optional)

EXPERIMENT INSTRUCTIONS:
1. Each student/group needs 3 pieces of chocolate, all the same size. Students need to unwrap each piece.

2. Explain that one piece of chocolate is the control in the experiment, meaning that the student will not manipulate this piece at all. It is only for comparison.

3. With the other 2 pieces of chocolate, the student/group should use their knowledge of insulation and conduction to build something around the chocolate that will (1) make the chocolate melt faster (conducting heat from the sun), and (2) that will make the chocolate melt slower—possibly even keep it from melting at all together (insulating from heat of the sun).

4. Make sure each student/group has access to all the same materials. It is up to you if when presenting these materials, you distinguish which items will insulate or conduct heat to your students. This part of the lesson can either demonstrate the concept, or act as a practical review of types of conductors/insulators.

5. Students should record in their designs for both conducting and insulating the chocolate in their notebooks, along with their expectations (hypothesis) of what they expect to happen when they take the chocolates outside.

6. Have students/groups take all three samples outside and place in direct sunlight. The three samples should be next to each other.

7. Depending on how you want to facilitate the activity (and how hot it is outside), students can periodically check on their chocolates/record in their notebooks/take pictures or they can observe/record continuously. Either way, the experiment needs to begin and end at a specific time.

8. Students should record: the temperature outside, visual observations of all three chocolates during the experiment, and if possible how long it took for the control to melt in comparison to the other 2 samples.

9. When students finish the experiment and come inside, have them refer back to their hypothesis and see how accurate they were.

10. Written reflection or whole group discussion: What would you change if you did this again? How did your design compare to some of the others in the class? What seemed to work the best?

Standards for this Activity:

**S3P1.** Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.

a. Categorize ways to produce heat energy such as burning, rubbing (friction), and mixing one thing with another.

b. Investigate how insulation affects heating and cooling.

c. Investigate the transfer of heat energy from the sun to various materials.
**S3CS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.  
  a. Keep records of investigations and observations and do not alter the records later.  
  b. Offer reasons for findings and consider reasons suggested by others.  
  c. Take responsibility for understanding the importance of being safety conscious

**S3CS3.** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.  
  a. Choose appropriate common materials for making simple mechanical constructions and repairing things.  
  b. Use computers, cameras and recording devices for capturing information.  
  c. Identify and practice accepted safety procedures in manipulating science materials and equipment

**ELAGSE3W7** Conduct short research projects that build knowledge about a topic.
**WONKA MATH!**

The following are example word problems for students to solve to help determine which child is most likely to find a golden ticket first based on PROBABILITY. If there are a limited number of Wonka Bars/Golden Tickets, then whoever has the most Wonka Bars has the highest PROBABILITY of finding a golden ticket!

**MGSE3.OA.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.

**MGSE3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Example Word Problems:

1. Violet went to the same candy store 3 days this week. Everytime she visited, she bought 5 Wonka Bars. How Many did she buy this week?
2. Mike Teevee went to the candy store 5 days this week. Everytime he visited, he bought 4 Wonka Bars. How many did he buy this week?
3. Who bought more Wonka bars this week: Violet or Mike?
4. Augustus goes to the candy store every day and buys 2 Wonka Bars. How many Wonka Bars will he have in 4 weeks?

**MGSE3.OA.2** Interpret whole number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.

**MGSE3.OA.5** Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 =24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.)
Example Word Problems:

1. Veruca’s father bought her 56 cases of Wonka bars that need to be opened and unwrapped. If he wants to hire a group of workers to open and unwrap the boxes, how can he divide the 56 boxes evenly among them? How many different groupings will work out evenly?
   a. $56/8 = 8$ workers, 7 boxes each
   b. $56/7 = 7$ workers, 8 boxes each
   c. $56/4 = 4$ workers, 14 boxes each
   d. $56/14 = 14$ workers, 4 boxes each
   e. Etc…

2. Charlie, Violet, Veruca, Augustus, and Mike all come to visit Willy Wonka’s Factory. Wonka sets down a box of Fizzy Lifting drinks. There are 35 drinks inside the box. How many should each of the children take for everyone to have the same number?

3. Oh no! Augustus was sucked up the pipe in the chocolate river before he could take his Fizzy Lifting drinks with him! Now only Charlie, Violet, Veruca, and Mike are left. How can they divide up Augustus’ drinks evenly? (Hint: there might be a remainder to give to Mr. Wonka!)
Charlie and the Chocolate Factory: Character Analysis

This activity can be used after reading the book or after seeing the play.

For each of the five children, there are templates provided (below) to analyze the traits, motivations, feelings, and key actions from the story. Have students choose the character they feel like they know or understand the best of the five, and have them complete their character analysis.

An important aspect of the analysis is differentiating between what the characters say about themselves, and what the characters actually DO. This will help determine the character’s true MOTIVATION to act.

Each template also includes an artist’s rendition of each of the characters. To extend the activity, ask students if they feel this is an accurate depiction of how the character should look, including clothing, facial expression, body language, etc. Have students support their opinions with evidence from the story.

Standards for this Activity:

ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELAGSE3W8 Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

TAES3.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media.
  c. Applies the dramatic elements such as plot, setting, themes, problem, resolution, and character, to communicate a main idea.
  e. Uses inference to investigate the main ideas, details, sequence of events, and cause effect in theatre experiences.
What was this character's motivation to take the action you just described? The reason they did it needs.
the story wouldn't have been the same.
What does this character say about themselves?
What does this character say about the other character?
What are some adjectives that describe this
character?

Augustus
Character: The reason they did it needs to be very important to the

What was this character's motivation to take the action you just

the same.

plot? In other words, if this didn't happen, the story wouldn't have been

What is one thing this character does in the story that progresses the

What do others in the play say about this character?

What does this character say about themselves?

What are some adjectives that describe this character?
Character: The reason they did it needs to be very important to the

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What is one thing this character does in the story that progresses the

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What does this character say about themselves?

What are some adjectives that describe this character?
What was this character's motivation to take the action you just described? The reason they did it needs to be very important to the story.

What is one thing this character does in the story that progresses the plot? In other words, if this didn't happen, the story wouldn't have been the same.

What do others in the play say about this character?

What does this character say about themselves?

What are some adjectives that describe this character?
What was this character's motivation to take the action you just described? The reason they did it needs to be very important to the plot. In other words, if this didn't happen, the story wouldn't have been the same.

What is one thing this character does in the story that progresses the plot? What do others in the play say about this character? What does this character say about themselves?

What are some adjectives that describe this character?
Scene Breakdown: Charlie and the Chocolate Factory

This activity can be used after reading the book or after seeing the play.

Scene: a small section of a play. Normally, a scene begins when an actor comes onstage and speaks to another actor or group of actors. A scene ends when one actor or group of actors leave the stage. Sometimes, the lights will go dark at the end of a scene, but not always.

- Sometimes there are exceptions, in particular in a book/play like Charlie and the Chocolate Factory. A scene can also begin/end with a change in location.
- Often, a scene begins with a major shift in subject matter or action. For example, all the children exploring the edible forest in Wonka’s factory is one scene. The moment when Augustus starts to drink out of the chocolate river begins another scene, even though all the same characters are still present and there has not been a change in location.

WHOLE GROUP DISCUSSION

As you discuss the following, be sure to record your findings where the students will be able to refer back to the information. It might be helpful to record each “scene” on a separate piece of paper/butcher paper/mini white boards/etc.

- Review the definition of a scene.
- What are some scenes from Charlie and the Chocolate Factory? Specifically, when does that scene begin, and when does it end? What is the important ACTION that takes place in the scene?
- Once you have collected a handful of scenes, ask student to help you put the scenes in order.
- How does (scene 1) set up the events that happen in (scene 2)? Is there an important scene missing that we need to connect these 2 pieces?
- Continue to go down the line and connect the events in one scene to the next event/scene in the story. How do the actions of each character affect those around them?

THEATRE GAME: “Turn the Page”

Have class divide into small groups and use the classic theatre game “Turn the Page” to dramatize the scenes discussed earlier from the Charlie and the Chocolate Factory. Either the teacher can narrate the entire story and groups can take turns dramatizing the scenes, or
groups can operate independently and come up with their own narration to present to the rest of the class.

**Turn the Page!**

**Where:** Springer Theatre Academy  
**Uses:** Improvisation, Ensemble, Pantomime, Character Building, Theatre Literature, Theatre History, Storytelling

**How to Play:**  
Functions as a collection of guided improvised scenes. The narration can be made up by one or more narrators, either the teacher or students. It can be improvised, or it can be pre-written (this is a great way to teach plot lines of Shakespeare plays, bits of history, required reading for schools, etc). It can be a story that already exists, or it can be made up before hand (like in a circle story or group devised format), or on the spot (entirely improvised).

If the group is younger, it may be best to give out “parts” beforehand. The students who are the environment can then practice and jump immediately into place. Also, this is a good way to avoid incident reports due to shoving or fighting.

The participants sit on either side of a blank space (in the wings). The narrator begins the first scene by saying the location (which the students will then create—quickly), and narrating the events of the first scene. The characters will speak when they are called to do so by the narration. They do whatever the narrator says! When the scene is over, the narrator calls out “TURN THE PAGE!”, and everyone rushed back to the wings. Then the second scene begins, and so on.

Standards for this Activity:

**ELAGSE3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**ELAGSE3RL5** Refer to parts of stories, dramas, and poems when writing or speaking...
about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

**ELAGSE3SL6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

**TAES3.1** Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media
   a. Defines theatre terminology
   c. Applies the dramatic elements such as plot, setting themes, problem, resolution, and character, to communicate a main idea
   d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media
   e. Uses inference to investigate the main ideas, details, sequence of events, and cause effect in theatre experiences

**TAES3.2** Developing scripts through improvisation and other theatrical methods
   b. Collaborates to generate story ideas
   c. Develops characters and settings through action, sensory details, cause and effect relationships, and dialogue
   f. Describes the elements of script writing: plot, setting, point of view, sequence of events, and cause and effect

**TAES3.3** Acting by developing, communicating, and sustaining roles within a variety of situations and environments
   a. Communicates a character’s actions, motives, emotions and traits through voice, speech, and language
   b. Communicates thoughts, emotions, and actions of characters through movement
   c. Creates and portrays characters based on imagination
   d. Collaborates to create characters and to dramatize ideas
   e. Communicates relationships among characters
   f. Dramatizes literature and original scripts through various dramatic forms such as story drama, pantomime, process drama, puppetry, and readers’ theatre
Charlie and The Chocolate Factory

WILLY WONKA AC LR L
ATLAS ACURE VH WE
GPHEYCENAMTAOO
VOMAOVE ECKIDNI
EMLOKCILUVHDKO
ESCDOLHOUELAF
VLEWELCOLHTABA
AUBVANAHCEGAC
EGUDVLTPAOTRRT
TWCWACEIRMLOS O
EOKUOOMACOLAIR
KREA CROOSKOITY
ITTA A A E A D E A E
MHF LGTLSTLT LWG

OOMPA-LOOMPA
CHARLIE
VIOLET
VERUCA SALT
FACTORY
WILLY WONKA
GOLDEN TICKET
BUCKET
WONKA BARS
MIKE TEA VEE
SLUGWORTH
ROALD DAHL
CHOCOLATE

Play this puzzle online at: http://thewordsearch.com/puzzle/2370/
Additional Resources for Teachers

Wonka Bar Wrapper Images: 
https://docs.google.com/presentation/d/1dv4YVGUHneYnU0lfLjMWbJmc-V1RYsayyHFg9ntnfs/edit?usp=sharing

“Pure Imagination” from the original film: https://www.youtube.com/watch?v=r2pt2-F2j2g

How to Temper Chocolate: http://candy.about.com/od/candybasics/ht/temperchoc.htm

All of the following taken from: 
http://www.aswewalkalongtheroad.com/2015/10/literature-unit-study-ideas-for-charlie.html

- Although Charlie and the Chocolate Factory is a fantasy book without a true historical setting, it was written during the Great Depression, and there are definitely some parallels between Charlie's life and the lives lived in poverty during the Great Depression. This website gives some good information about the Great Depression for kids, including a study packet that can be printed.

- Television as most kids of today know it wasn’t exactly the same as the television that Mike Teavee watched all day every day. This site has some history of the television set for kids, And this video is short but has some great facts about the history of television as well as some pictures of past televisions.

- Watch this video to learn how chocolate is made- from the cocoa bean to chocolate candy.

- Many great inventions mysteriously appear out of the chocolate factory. Use these flashcards from Time for Kids to learn about some real life famous inventors.

- Winning the Golden Ticket is all about probability. Use this page from Math is Fun to talk about probability with the kids (and try some of the dice experiments for practice).

- One of my favorite Wonka inventions is the Fizzy Lifting Drinks. In honor of those drinks, read about the science of bubbles on this page and make some great bubble solution of your own.
This story is a really good one to use to talk about the elements of a standard literary plot. This site has a good free printable plot chart as well as an explanation of the parts of the plot.

Charlie and Grandpa Joe see some fantastical inventions inside the chocolate factory. For a creative writing activity, have children think of the invention they would like to see inside the chocolate factory. Write about what it is and what it does and illustrate it with a picture.

There are definitely some interesting characters among the winners of the Golden Tickets. Use the free character analysis printable at this site to describe the five ticket winners.

One thing that makes this story really interesting is the building of suspense throughout—especially when readers are waiting to see if Charlie wins a ticket. Read this page for a definition of literary suspense and then have kids point out examples of how this is used in the story.

In honor of all things chocolate, make these simple, five-ingredient, molten lava cakes.

Design your own special Golden Ticket wrapper. What would it look like?

This post has instructions for making Wonka inspired playdo for making your own "candy" creations.

Make your own lickable wallpaper with these instructions.

The Roald Dahl website has all kinds of fun information about the book, the movies, and the author.

Activity Village has a collection of printable worksheets for Charlie and the Chocolate Factory.

There are two movie versions of the book. Both have some elements that are pretty true to the book, but, as with any movie based off of a book, there are some differences. This is the classic 1970s version with Gene Wilder as Willy Wonka. And this is the more modern version with Johnny Depp as the chocolate guru.