



GRADES

3-5

WILLIAM & MARY
THE CENTER FOR GIFTED EDUCATION

A NOVEL STUDY GUIDE FOR

Charlie and the Chocolate Factory

by Roald Dahl

Kendall Hunt
publishing company

 **Flourish**

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Navigators
◀ HERITAGE SERIES ▶

Acknowledgement

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William and Mary Navigator: Charlie and the Chocolate Factory
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Center for Gifted Education
College of William and Mary
P.O. Box 8795
Williamsburg, VA 23187-8795
Phone: (757) 221-2362
Fax: (757) 221-2184
E-mail: cfge@wm.edu
Web site: www.cfge.wm.edu

Credits:

Tracy L. Cross, Ph.D.
Executive Director, Center for Gifted Education

Curriculum Director: Kimberley Chandler, Ph.D.

Editorial Assistant & Layout/Design: Lori Andersen

Introduction



This Navigator is a collection of questions and activities intended to support group or independent study of the Newbery Medal book *Charlie and the Chocolate Factory* by Roald Dahl. It is one of a series of Navigators developed by the Center for Gifted Education at The College of William and Mary as a language arts resource for teachers and students.

Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.

What are the goals of the Navigator?

The Navigator addresses the following learning goals:

- To develop analytical and interpretive skills in literature.
- To develop understanding of selected literary themes.
- To develop linguistic competency through vocabulary and language study.
- To develop skills in written and oral communication.
- To develop higher level thinking and reasoning skills in language arts.
- To develop research skills.

Who is the audience for the Navigator?

This Navigator is intended for readers of *Charlie and the Chocolate Factory*, a novel appropriate for strong readers in the middle elementary grades. This novel meets many of the criteria identified by Baskin and Harris (1980) for books for gifted readers, including *rich, complex language; open-endedness, to inspire contemplation; and helpfulness in building problem-solving skills.*

How should the Navigator be used?

The Navigator may be used as an instructional tool by a teacher or as an independent study guide by a student or group of students. The central intent is for teachers to use the Navigator to support a novel study with a group of students, selecting questions and activities to assign as desired, given the context. However, teachers may also choose to make the Navigator available to students at a learning center, with expectations specified for students as to which items they should complete.

The Navigator incorporates several types of questions related to the novel. Some of these, identified as “while you read” questions, are specifically intended to be used for reflection and prediction as students progress through the novel. Other questions are intended for response after the reader has completed the novel, while still others may be answered either during or after reading. All of the questions may be used for writing and/or discussion.

Additional activities beyond the discussion and reflection questions appear at the end of the Navigator. Some of these activities support further development of the language arts skills identified in the goals, while others provide interdisciplinary connections and research applications.

What are the prerequisites for students using the Navigator?

Students using the Navigator should be able to complete the novel itself independently and should be familiar with the literary and reasoning terms utilized in questions. In addition, students will be asked to complete activities that utilize several specific teaching/learning models: the **Literature Web**, the **Hamburger Model for Persuasive Writing**, and the **Vocabulary Web**. If these terms and models are new to students, teachers may wish to conduct mini-lessons on them either prior to or during use of the Navigator. Some guidance for using the teaching models is provided on the following pages.

What additional resources are required to use the Navigator?

Most of the activities in the Navigator require only the novel itself and regular classroom supplies. Vocabulary activities will require the use of a dictionary that includes the etymological information for words. Recommended print dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. Recommended online dictionaries are the Merriam-Webster online version (<http://www.merriam-webster.com/>), the Dictionary.com version (<http://dictionary.reference.com/>), and the Oxford English Dictionary (<http://oxforddictionaries.com/>).

Interdisciplinary and research activities may require additional supplies and access to library and Internet resources. The *Guide to Teaching a Language Arts Curriculum for High-Ability Learners* (Center for Gifted Education, 1998) provides guidance in the use of the literature, persuasive writing, and vocabulary study models used in the Navigator as well as other guidelines for language arts with high-ability populations.

A listing of additional resources and suggestions for additional reading appears at the end of the Navigator.

Teaching Models

The Literature Web

The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The recommended use is to have students complete the web independently and then share ideas in a small group, followed by a teacher-facilitated debriefing. The web has five components:



Key Words: interesting, unfamiliar, striking, or particularly important words and phrases contained within the text



Feelings: the reader's feelings, with discussion of specific text details inspiring them; the characters' feelings; and the feelings the reader infers the author intended to evoke



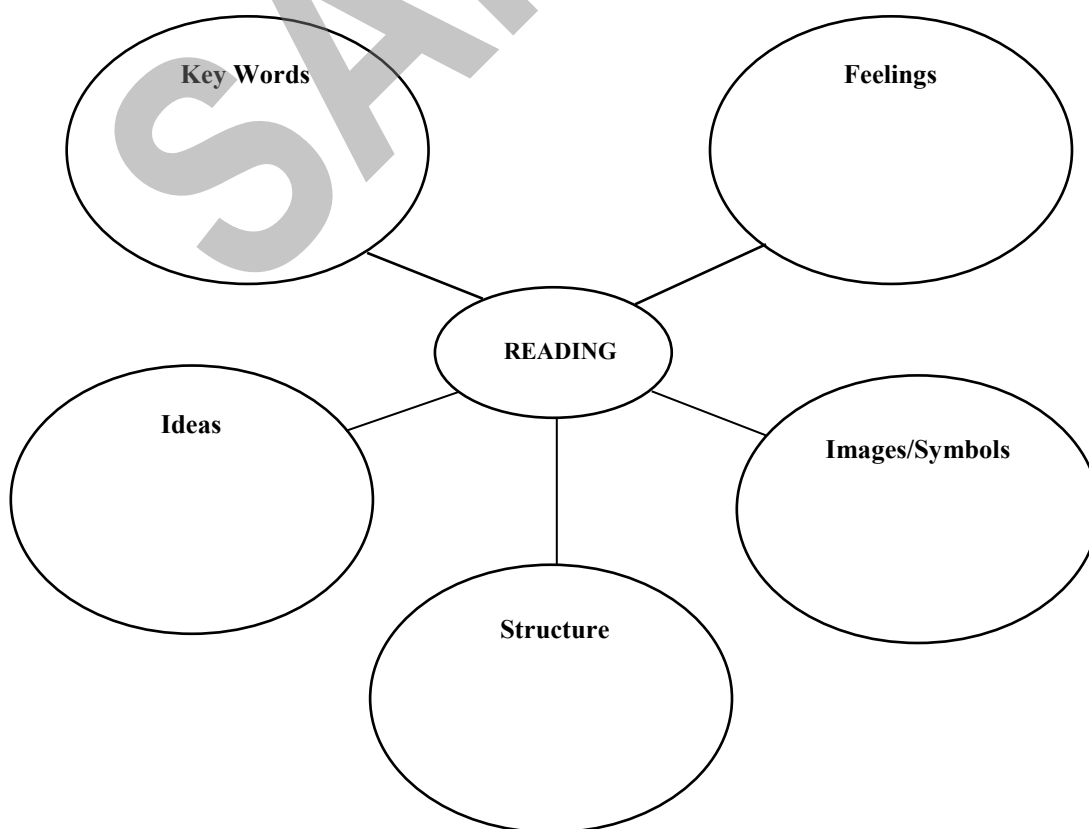
Ideas: major themes and main ideas of the text; key concepts



Images and Symbols: notable sensory images in the text; "pictures" in the reader's mind and the text that inspired them; symbols for abstract ideas

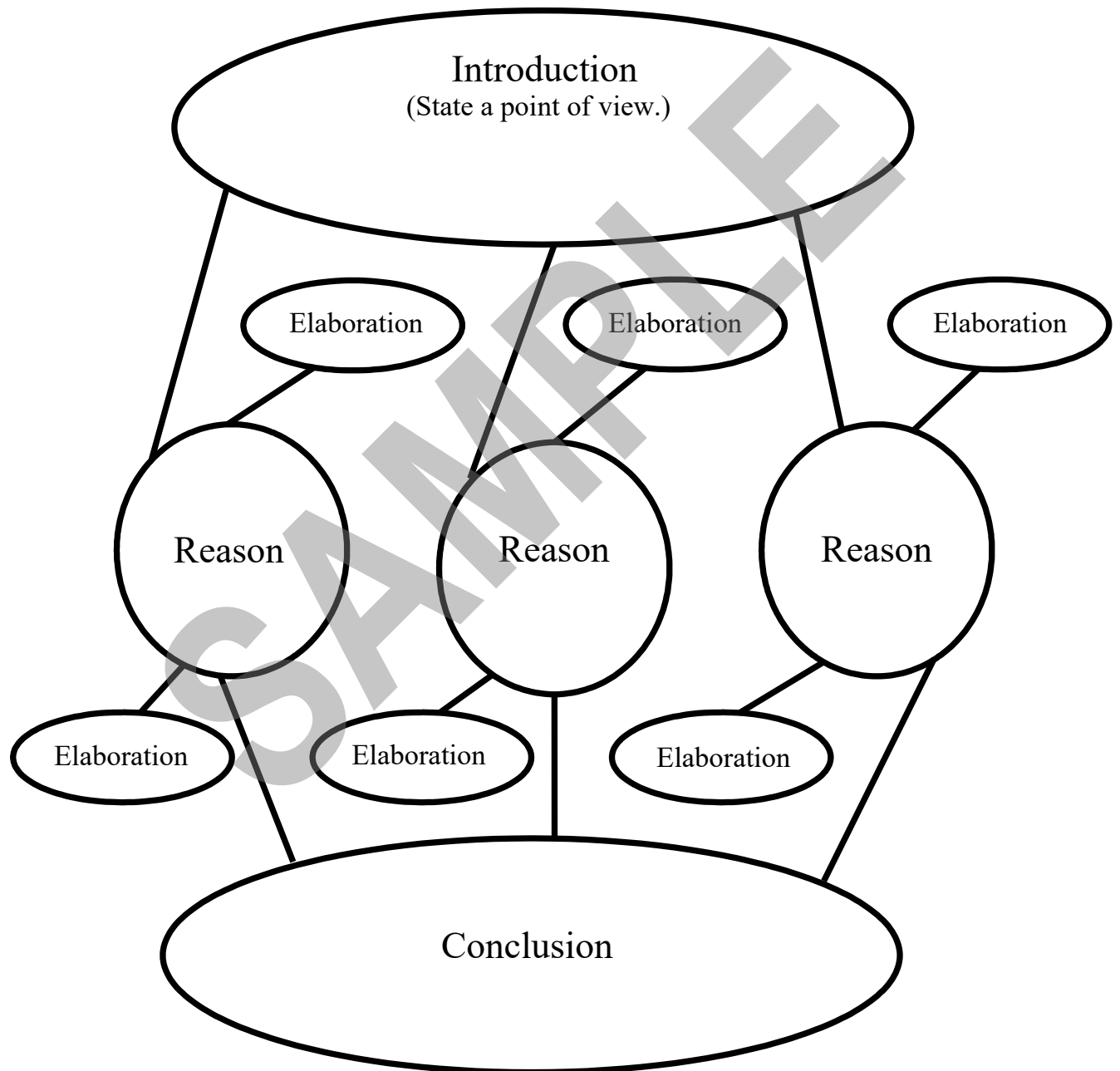


Structure: the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing



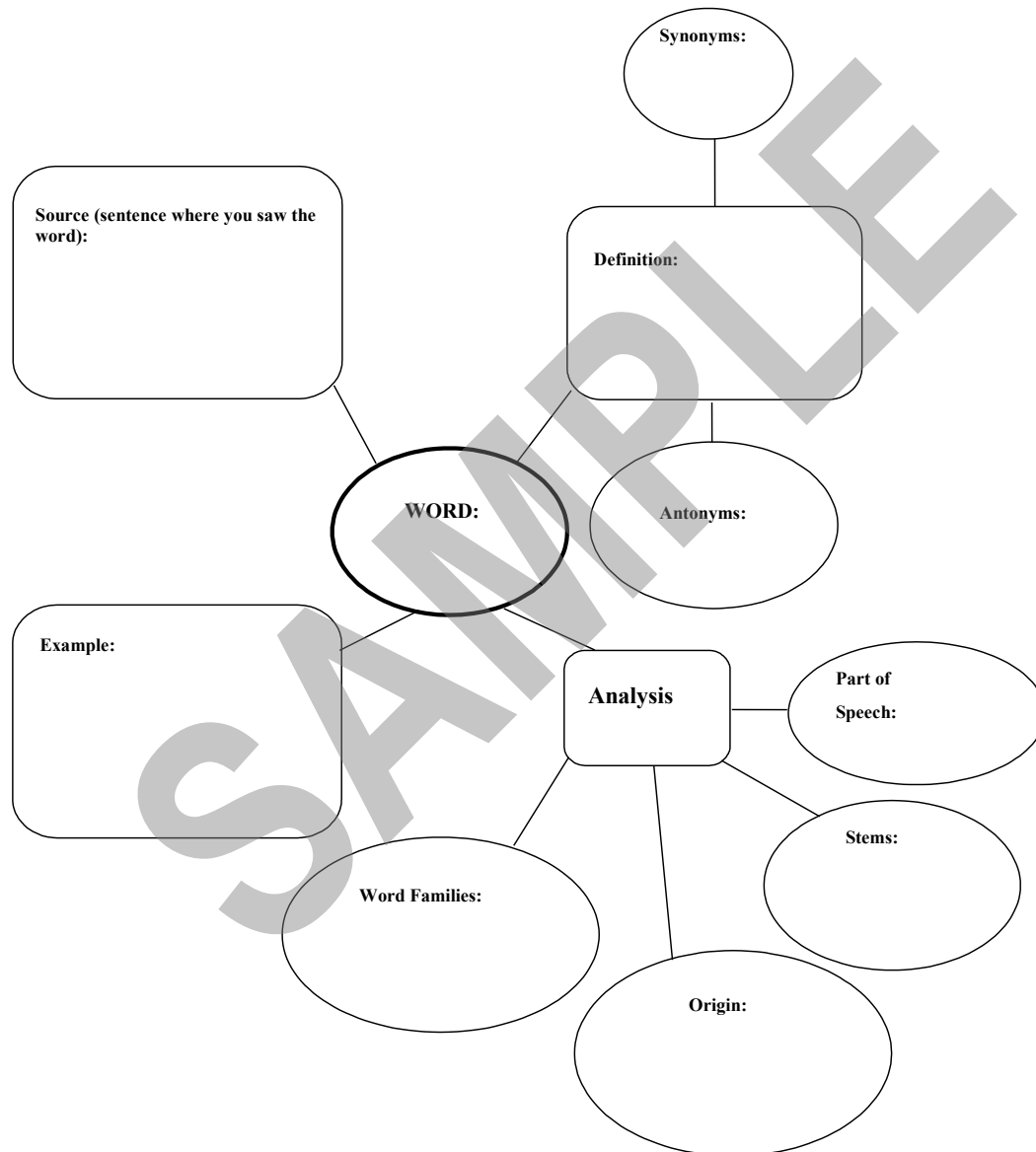
The Hamburger Model for Persuasive Writing

The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the “patties”). Elaboration on the reasons provides additional detail (the “fixings”). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).



The Vocabulary Web

The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and etymological information. With this information, students then identify “word families,” or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.



Implementing the Navigator

How long does the Navigator take?

Duration of study depends on teacher preference and number of activities and questions assigned.

How does the Navigator address standards for language arts?





The Navigator was designed with an eye to addressing key standards for language arts identified by the National Council of Teachers of English and the International Reading Association (1996) as well as standards from several state-level education departments. Specifically, the Navigator reflects standards in the following areas:

Standards Emphases	Navigator
- Use of strategies to understand, interpret and evaluate text	- Provides the student with an organizer for interpreting text (the Literature Web) and guiding questions to support understanding and critical analysis
- Use of writing strategies and writing process elements	- Provides writing prompts, a writing model, and emphasis on steps of the writing process
- Use of spoken and written language for particular audiences and to accomplish particular purposes	- Incorporates activities for writing and speaking that emphasize persuasive, reflective, informative, and narrative communication
- Knowledge of vocabulary, language structure, and language conventions and analysis of how they are demonstrated in text	- Encourages in-depth word study of advanced vocabulary, including emphasis on etymology and usage of words
- Research on issues and areas of interest, with emphasis on utilizing a variety of technological and informational resources to gather data, interpret results, and communicate findings	- Provides several issue-based research assignments for students, emphasizing data collection from print, non-print, and human resources; analysis and synthesis of data; and written and oral communication of findings
- Participation as members of literacy communities	- Encourages discussion within and beyond the classroom about the specified text and invites similar exploration of other texts
- Emphasis on reading a wide range of literature selections to build understanding of the human experience	- Encourages in-depth study of the specified text as well as comparisons to other selected works; suggests specific titles for further reading




How should the Navigator activities be assigned?

Teachers should specify expectations for students about the number and type of activities and questions to be completed, as well as expectations for quality of work. Teachers may choose to assign Navigator questions and activities using a combination of required and optional items. Several sample organizations of assignments follow.



Sample 1 (Teacher-led emphasis):

-  Teacher-led discussion of higher-level questions; 1 to 3 questions assigned for journal response
-  Required assignments: Literature Web, book review, one Vocabulary Web, one research assignment
-  Choice assignments: student choice of THREE remaining activities
-  Oral presentation of one completed piece

Sample 2 (Small-group emphasis):

-  Small-group discussion of higher-level questions, with 4 to 5 questions completed in writing for teacher review
-  *Group* assignments: Genre comparison OR concept map, two Vocabulary Webs, one research assignment with group presentation
-  *Individual* assignments: Literature Web, persuasive paragraph/essay OR book review, student choice of TWO remaining activities

Sample 3 (Individual emphasis):

-  Written responses to student choice of 2 to 3 discussion questions per category
-  Required assignments: one research assignment; student choice of THREE additional activities, of which one must be a completed writing piece or an oral presentation of one assignment

How should the Navigator activities be assessed?

Teachers should assess student progress based on the quality of individual products and achievement toward the goals of the Navigator. Decisions about which activities to require students to complete should be based on how the selected activities support multiple learning goals.

Question responses should be assessed based on demonstration of insight and ability to use text to support inferences. Writing activities should be assessed based on clarity and insight, and may also be assessed for writing style and mechanics as desired. Oral presentations of completed work should be assessed based on coherence, content, and clarity of the presentation. Teachers may provide rubrics for students related to the required assignments or work with students to develop rubrics for assessment.

Completed Navigator activities should be collected into a folder for assessment, and final assessment may include self-evaluation by the student.

The following chart demonstrates how the Navigator activities support the identified goals:

Alignment of Assignments and Activities to Navigator Goals

	Anal./ Interp. Skills	Literary Themes	Ling. Comp.	Writing/ Oral Comm.	Thinking/ Reas. Skills	Research
Discussion/Writing Questions	X	X		X	X	
Literature Web	X	X			X	
Book Review	X	X		X	X	
Persuasive Essay	X			X	X	
Vocabulary Web			X	X		
Sixth Character	X	X			X	
Oompa-Loompa Song	X	X	X	X	X	
Caricature	X	X				
Rewritten Section	X	X	X	X	X	
Factory Research				X	X	X
Taste Test					X	X
History of Chocolate					X	X
Slavery Research				X	X	X
Comparison Study	X	X	X	X	X	X
Children's Literature	X	X			X	X
Book Critique	X	X		X	X	

Synopsis

Charlie and the Chocolate Factory tells the story of five lucky children who, by winning the golden ticket, have the opportunity to tour Willy Wonka's chocolate factory. This is a very special opportunity, because nobody is ever seen going in or going out of the factory, and nobody has ever seen Willy Wonka. The visit to the mysterious, wonderful factory shows all five children trying to make the most of the situation and getting what Willy Wonka thinks they deserve at the end!

SAMPLE