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the magic of professional theatre.*

STUDY GUIDE

Roald Dahl's
WILLY WONKA

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Dear Principal, Teacher and Parent:

Thank you for allowing your children the opportunity to experience live theatre. Studies consistently show that students exposed to the Arts score higher than the median, demonstrate higher self esteem and confidence and have a higher awareness of other cultures and races.

The theatre is a collaborative process, which the audience is a huge part. In addition to the study guide prepared for the specific show you will see, we offer you the following general ACTivities to share with your students before, during and after the performance.

Pre-performance ACTivities:

The following vocabulary may be helpful to review with your class:

Drama Terms:

Play: a presentation (or show) that is acted out with actors who use words and movements to play the different characters to tell a story for an audience.

Moral: the message or meaning of the play, how the characters' actions were good or bad.

Script: the text (or words) of a story that the actors and director use.

Act: a large section of the script that contains several scenes.

Scene: a small section of a play that usually takes place in one location and time.

Setting: where the play takes place, this may be one or several locations.

Time: when does the play take place, is it supposed to be today, perhaps the past or even the future.

Character: a person who is apart of the story in a play (or book, movie, etc.)

Acting: a way of playing as if you are another person (character) to tell a story.

Dialogue: the written sentences that two or more actors say to each other during a play.

Monologue: the written sentences that an actor says to them self or the audience during a play.

Fantasy: an imaginary world.

Realistic: something that seems like it could really happen in real life.

Theatre Parts:

Theatre: a building that includes a stage for the actors and seats for the audience.

Stage: the place where a play is presented, or acted out.

Backstage: where the actors wait until they come onto the stage.

Theatre People:

Director: the person who is in charge of the actors.

Actor: a person who plays a character in a play.

Audience: the people who watch a play.



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Show Terms:

Staging: the way the director has the actors move around on the stage.

Dance: movement that is choreographed (or planned) to work (or go) with a rhythm (or beat).

Lighting: the way that you are able to see the play with light. Many times the lighting will change color, how bright they are and when they turn on and off.

Set: the backdrop of the stage that lets you imagine where the play takes place.

Costume: the clothes that the actors wear to help you know what character they are playing.

Music: it can be just in the background (or playing softly), can be loud in between the scenes or sung along with by the actors.

Sound Effect: a special sound, like a train whistle or a bird, that has been recorded and played at a certain moment in the play.

Special Effect: any kind of exciting thing that happens during the show, like fog appearing on stage or a trap door that lets an actor appear magically from “no where.”

Applause: the way an audience lets the actors know they did a good job by clapping at the end of the show.

Performance ACTIVITIES:

The audience is a very important part of a great performance. You can make the play better by being a good listener and by using your imagination. What else do you think it takes to be a good audience member? Here are some tips that will help make all performances better for everyone:

- When you arrive at the theatre, please stay on your bus until a Birmingham Children's Theatre representative greets you.
- When you enter the lobby, please wait to be seated and remain in a single-file line.
- Use the handrails when going up and down the stairs in the theatre.
- Please, no screaming when the lights go down.
- During the performance, please be safe and stay seated.
- The actors love to hear laughter when they do or say something funny, but please, no talking or whispering during the performance unless you are helping the actors.
- Remember... no gum, eating or drinking in the theatre.
- No cameras, laser pointers or recording devices may be used during a performance.
- Please turn off all cell phones, iPods, Blackberries, beepers, etc. (this goes for adults too!)
- Actors love to hear applause! Show your appreciation by clapping at the end of the play.
- After the performance is over, please remain seated until your school is dismissed.



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Post-performance ACTivities

Suggested questions to engage your students:

What did you learn from the play?

Which character(s) did you think was (were) good? Which was (were) bad? Did that change from the beginning to the end of the play?

Why do you think the set looked like it did?

How did the costume help the actor play their character?

Did the music and sound create a certain location?

What seemed the most real to you about the play and why?

How did the actors show you the characters' feelings?

It is our goal to provide a magical and educational theatre experience that is directly applicable to your students and classroom. Please let me know if you have suggestions or comments in helping us achieve this. I may be reached at 205-458-8182 or education@bct123.org.

Now, let the show begin!

Dane Peterson

Director of Education and Production

Birmingham Children's Theatre



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About the Play: Roald Dahl's timeless story of the world famous candy man and his quest to find an heir comes to life in this stage adaptation of *Charlie and The Chocolate Factory*, which features the songs from the classic family film *Willy Wonka and the Chocolate Factory*. The memorable score features "The Candy Man", "Pure Imagination", "Oompa Loompa" and "I Want it Now" by Academy® and Grammy® award winners Leslie Bricusse and Anthony Newley, neatly fitted into a new script adapted under the auspices of the Dahl Estate.

Characters:

Augustus Gloop: Extreme over eater. A Golden Ticket Winner
Charlie Bucket: A genuinely kind and enthusiastic young boy, and a Golden Ticket winner
Grandpa Joe: Charlie's grandfather who comes with Charlie to the candy factory
Grandma Josephina: Charlie's other caring grandparents
Grandma Georgina: Charlie's other caring grandparents
Grandpa George: Charlie's other caring grandparents
Guy Poor: A poor man who lives in Charlie's town
James: Charlie's friend from school
Matilda: A bully at Charlie's school
Mike Teavee: A bratty and loud TV, video game, and internet junky. A Golden Ticket winner
Mr. and Mrs. Bucket: Charlie's loving parents
Mr. Salt: Veruca Salt's father
Mrs. Beauregarde: Violet Beauregarde's mother
Mrs. Gloop: Augustus Gloop's mother
Ms. Teavee: Mike Teavee's put-together and vacant mother
Veruca Salt: Wealthy, spoiled brat. A Golden Ticket winner
Violet Beauregarde: Southern gum chewer extraordinaire. A Golden Ticket winner
Willy Wonka: the mischievous owner of the candy factory
Candy Man: the friendly candy salesman, going from town to town
Phineas Trout: a reporter who announces the Golden Ticket winners
Oompa-Loompas: Wonka's factory workers from Oompa-Loompa Land

Settings:

The Bucket House (Shack)
The Gloop's House
A Radio Station
The Teavee's House
Outside Wonka's Factory
Inside the many rooms of Wonka's Factory



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Classroom ACTivities : GRADE 2
POST PERFORMANCE ACTivity:

ELA Standard 8: Organize sentences into a paragraph to address a topic or tell a story.

Using descriptive, narrative, and expository modes of writing

Theatre Standard 4: Describe different elements in a dramatization.

Describing character traits, including appearance, actions, and choices

Willy Wonka and the Chocolate Factory tells the story of Charlie Bucket as he receives a golden ticket and visits Willy Wonka's chocolate factory with four other children from around the world.

PROCEDURES:

Have students discuss the characters--**Charlie Bucket**, **Augustus Gloop** who likes food, **Veruca Salt**, a spoiled bossy girl, **Violet** who loves gum, and **Mike Teavee** who thinks only about television--as they were portrayed in the production. What were some words that describe each character? What are their similarities? What are their differences? What did the students like most about each character?

Choose one of the characters and write a descriptive paragraph about the way that character looked in the play you saw. How does he/she look different from the other characters? Use the words and discussion from earlier.

What are some of the important actions that each character in the play took? What might have happened if these events had been different?

Then write a paragraph about some of the important events in Charlie's life and how the events were important to him. Think back on the discussion to help you as you write.

Finally write a paragraph about the choices that Charlie and the others made and how these choices made a difference in their lives. You might want to include your thoughts about what you saw in the play as you conclude this paragraph.

Share your paragraphs with your class.

EXTENSION:

Have the students write a paragraph about Charlie's decision to tell Willy Wonka the truth and why that decision was important.



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Classroom ACTivities : GRADE 3

POST PERFORMANCE ACTivity:

ELA Standard 9, Bullet 3: Composing descriptive texts using sensory details and vivid language.

Visual Arts Standard 1: Utilize a variety of processes and media in the production of an artwork

Willy Wonka and the Chocolate Factory tells the story of Charlie Bucket as he receives a golden ticket and visits Willy Wonka's chocolate factory with four other children from around the world.

PROCEDURES:

1. Discuss how each of the characters in the play looked. Encourage the students to be as specific with their descriptions as possible. Then have them think of more vivid, colorful, and interesting ways to state the same descriptions.
2. Have the students write a paragraph describing one of the characters. Be sure that they use the most colorful and vivid words in their writing.
3. Share the paragraphs and have peer comments on the effectiveness of the descriptions. Revise the paragraphs that need improving.
4. Go to <http://www.bing.com/images/search?q=mobiles+calder&qvpt=mobiles+calder&FORM=IGR> and let the students look at images of mobiles by Alexander Calder, a famous American artist. These images are clickable and can be enlarged. Discuss what a mobile is—*a suspended construction moving about in space, creating variations of shapes, spaces, and shadows* (COS, Visual Arts Glossary). Ask if the students have seen the mobiles hanging over a baby's crib? Where are some other place they may have seen mobiles?
5. Give each student a coat hanger and various art materials—markers, pencils, construction paper, tissue paper, for example. Have them create 2 visual arts images of the character that they described in the paragraph. Be sure that the visual is as vivid and interesting as they made their paragraph.
6. Then decorate the coat hanger and attach the pair of images. Have the students read their paragraphs and display their mobiles. Do the descriptions—words and visuals—match? If not, what could be done to correct that situation?

Follow-up: Put the artworks on display in or outside the classroom so that others can see your students' creations.



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Classroom ACTivities : GRADE 4

POST PERFORMANCE ACTivity:

Theatre Standard 7, Bullet 1: Identify different elements in a theatrical performance—describing...their environments.

Visual Arts Standard 3: Apply the elements of art and principles of design (see Glossary)...in the creation of works of art.

Willy Wonka and the Chocolate Factory tells the story of Charlie Bucket as he receives a golden ticket and visits Willy Wonka's chocolate factory with four other children from around the world.

PROCEDURES:

Discuss the meaning of the terms setting—*the time and place in which a dramatic work takes place*—and scenery-- *the set or decorated background for a play, movie, or opera*.

What were the main places of the setting of the musical you saw? Describe these places. How were they alike? How were they different? Why do you think that the designer made those choices?

Create a design/drawing for one of the settings for the production. Try to recreate the colors and elements of the space as it was designed and used in the production. Write a paragraph about the setting that you created.

Design a setting for a candy factory of your imagining. This would be _____'s _____ Factory. This design should be a creation of the main room in your personal candy factory. Plan carefully before you start. What kind of candy are you making? What are its ingredients? What does your factory look like? Then create your art work. Your art work could be two-or three-dimensional. Write a paragraph describing your plan and your factory design.

Your imagination is your greatest helper in this project. Remember what Willy Wonka says in the musical: *There is no place I know to compare with pure imagination!*

Have the students share their art works.

EXTENSION: Have the students create more designs for the settings of *Willy Wonka* and collect these into a design portfolio—each art work should be accompanied by a short paragraph explaining the artist's choices.



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Classroom ACTivities : GRADE 5

POST PERFORMANCE ACTivity:

ELA Standard 7, Bullet 6: Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone

Theatre Standard 1: Identify various roles...necessary to effectively stage scenes (writer and actor)

Willy Wonka and the Chocolate Factory tells the story of Charlie Bucket as he receives a golden ticket and visits Willy Wonka's chocolate factory with four other children from around the world.

PROCEDURES:

Discuss the definition of narrative writing. What are some examples of narrative writing? Can you name some examples of narrative in the production of *Willy Wonka* that you saw?

The author Roald Dahl created the original book, *Charlie and the Chocolate Factory*, which this musical is based on. A pair of writers adapted the book into the **libretto** (script/book) and another pair of writers created words and music for this musical. Writers create **scenes** with more than one person in them. Can you remember some of the scenes from the production you saw?

Describe them.

Sometimes writers create **monologues**—words for only one person speaking or singing alone on stage. Can you remember any monologue moments in this production? What were they? Who was alone on stage?

You have been hired as the writer for a monologue in a new version of *Charlie and the Chocolate Factory*. Choose one of these options and create a 7-10 sentence monologue for the character. a) Willy Wonka talking to his assistant about his plan for a contest; 2) Charlie talking to a reporter about his tour of the factory; 3) Charlie's mother telling the family why they are having cabbage soup again; 4) One of the children other than Charlie explaining to one of their parents what happened to him/her in the factory.

Give the students plenty of time to write and revise their monologues. Discuss what they learned about writing a narrative for a particular character? Is it easy or difficult? Why specifically?

EXTENSION: Give time (perhaps homework) for students to memorize their monologues—or you could have them exchange monologues—and have classroom presentations of the student-written monologues. Which ones were enjoyable or successful and why? What is the difference between writing for reading and writing for acting?



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Classroom ACTivities : GRADE 6

POST PERFORMANCE ACTivity:

Mathematics Standard 11: Determine the probability of a simple event by expressing the probability as a ratio, percent, or a decimal.

Willy Wonka and the Chocolate Factory tells the story of Charlie Bucket as he receives a golden ticket and visits Willy Wonka's chocolate factory with four other children from around the world.

PROCEDURES:

Give each student an assortment of plain M & Ms and peanut M & Ms. Students should have 20-30 pieces each.

Have the students sort the candy by color and determine ratio, percent, and decimal for each color in relation to their total. These will differ depending on the kinds and colors of candies that each student has. Have the students create a graph to represent the distribution of colors. What is the probability that you will randomly select one of a particular color, for example, a yellow M & M?

Have the students sort the candy by type and determine ratio, percent, and decimal for each type in relation to their total. This will differ depending on the types of candies each student has. Have the students graph the results. What is the probability that you will randomly select one of a particular type, for example, a peanut M & M?

Have the students sort the candy by shape and determine ratio, percent, and decimal for each shape in relation to their total. This will differ depending on the candy in relation to their total. Have the students graph their results.

Share these findings with the rest of class. How do results for the class compare?

After you have completed the mathematical computations, write number sentences using less than and greater than statements about your findings.

If there were 5 golden tickets and there are 120 bars of chocolate, what is the ratio, percent and decimal of the probability that your chocolate bar is a winner?

EXTENSION: Have the students use simple daily events (weather chances, leader of the lunch line, or color of pencil chosen randomly, for example) and create probability questions that can be answered with a ratio, percent, and decimal. OR Using the same candy distribution, have the students determine the probability of a particular color, type and shape candy being randomly selected, for example, a yellow round plain M & M.



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Classroom ACTivities : GRADE 7

POST PERFORMANCE ACTivity:

ELA Standard 7: Interpret the author's message in various literary...texts.

Theatre Standard 10: Identify universal themes in literature.

Willy Wonka and the Chocolate Factory tells the story of Charlie Bucket as he receives a golden ticket and visits Willy Wonka's chocolate factory with four other children from around the world.

PROCEDURES:

Discuss the literary elements—main idea, supporting detail, climax, point of view, and imagery—as they relate to a text. What do we mean by the word **theme** or **message**? How do these elements that we discussed contribute to understanding **theme**? Discuss how EACH might contribute to **theme**, if time allows.

Think about the production that you saw. If you need help with definitions of the theatrical terms, go to the THEATRE GLOSSARY here: http://www.alsde.edu/html/sections/doc_download.asp?section=54&id=5871&sort=1

What was the main idea or **theme**? Was there one main idea or do you think there may be more than one? Why do you think that?

Some of the lessons learned in the story involve *imagination, greed, telling the truth, and having a positive attitude*. Think of each of the characters in the play. Which lessons apply to which characters? You may want to create a chart with each character and the lessons they learn. Do some characters need to learn more than one lesson? Do we see them do that?

How would you describe the lessons learned by the characters? Are they easy or difficult to learn? How do the characters accept the lessons they are learning? What does their attitude toward these lessons learned tell us about each character?

What specific details can you remember about the actors' performances that helped you to understand the message of the production? Why did they do with their bodies and voice to communicate the meaning, and the mood of the production?

EXTENSION: Have the students in small groups (4-6) recreate a scene from the production that best illustrates one of the lessons learned or an action that emphasizes the meaning of the production.



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Classroom ACTivities : GRADE 8

POST PERFORMANCE ACTivity:

Mathematics Standard 14, Bullet 2: Determine the theoretical probability of an event... through simulation.

Willy Wonka and the Chocolate Factory tells the story of Charlie Bucket as he receives a golden ticket and visits Willy Wonka's chocolate factory with four other children from around the world.

PROCEDURES:

Discuss the meaning of probability—a mathematical word meaning chance, how likely something is to happen. Discuss terms used in describing probability—*likely, more likely, less likely, and least likely*. What are some examples of probability in real life? Have students brainstorm ideas.

Bring in the weather forecast from the newspaper or a film of a news broadcast. Ask the students to compare the weather forecasts for several days using the terms—*likely, more likely, less likely, least likely*. Compare the rain percentages on different days to see which day is more likely to have rain, which day is least likely to have rain, etc. Ask on which day would you be most likely to get a sunburn or need a jacket or on which day would you be least likely to be able to wear shorts, etc.

After the students have spent time with the weather forecast, explain that a raffle is a kind of random drawing. If everyone in the class has one raffle ticket, everyone has the same chance of winning. Each student has a 1 out of the total number in the class chance of winning. How could you try to improve your chances of winning? If I gave one student two raffle tickets, how would his or her chances improve? How would you express the chances of the student who has two raffle tickets? (2 out of the total in the class + 1) One raffle ticket is picked without looking in a random drawing. It is a random or chance winner who is picked.

In *Willy Wonka and the Chocolate Factory*, Charlie Bucket has a very small chance of winning a golden ticket. Why? How do you think Charlie felt about his chances?

Divide the class into groups of four and give each group a bag with one golden Kiss and three silver Kisses inside the bag. Tell each group to take turns drawing a Kiss out of the bag without looking—that is what makes it random. Record the data and then put the Kiss back in the bag. Each person should draw five times—a total of 20 draws. When the first two students are finished drawing kisses from the bag, have the group stop and make predictions about the number of gold Kisses in comparison to the total number of Kisses. When all students in the group have drawn, record results on a bar graph. How do the results compare to the group's predictions? How do the results of each group compare? Do the bar graphs look alike? Why or why not? What would need to be added to make your chances equal?

EXTENSION: Give each student a bag of Kisses with a new number of silver Kisses in each. Repeat the experiment with the same directions by oneself. What color were you most likely to draw? Which color were you least likely to draw? Graph your results.



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Dear (who was your favorite character?)_____ ,

I am (how old are you?)_____ **and am in the** _____ **grade at** (to what school do you go?)_____ .

I came to see you on stage in *Willy Wonka* at _____ (where?)
on _____ (date) _____ (month) _____ (year)!

I thought the play was (how did it make you feel and why?)_____

My favorite part of the play was (what was something that was real to you?)_____

I really liked your character because (what was it that made you like them?)_____

The set looked like (what did you see?)_____ .

The music sounded like (what did you hear?)_____ .

Something else that I really loved about the play was_____

I would like to come back to a Birmingham Children's Theatre play and see (what is a play that you think is fun?)_____ .

Love,



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**This Study Guide was prepared by
Mr. Randy P. Foster, Program Manager, Alabama Institute for Education in the Arts
and is provided as a free service to our audiences.**

**Birmingham Children's Theatre is the resident professional theatre company
at the Birmingham-Jefferson Convention Complex.**

Founded in 1947, BCT is one of the nation's oldest continuously run children's theatres.

**BCT has over six decades of making a positive difference in the lives of over
twelve million of our children.**

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