

# Charlie and the Chocolate Factory

## Golden Ticket Winner

### Overview

#### Learning objective

- To develop imaginative skills to create a new horrid winner of a golden ticket.

#### Learning outcome

- To create a presentation on a new horrid child.

#### Book reference

- Pre-reading up to chapter 27.

#### Cross-curricular link

- Literacy, Art, Drama.

#### Resources

- Thesauri.



### Starter

- As a whole class, use thesauri to mindmap words to describe each horrid child: Augustus Gloop, Violet Beauregarde, Veruca Salt and Mike Teavee.
- Discuss how the name of each character reflects the character's personality.



# Roald Dahl®

## *Charlie and the Chocolate Factory* - Golden Ticket Winner cont.

### Main teaching activity

- Read the following descriptions of each naughty character aloud to the class.
- While listening, the children can stand up and 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, “ <i>Where’s my Golden Ticket! I want my Golden Ticket!</i> ” And she would lie for hours on the floor, kicking and yelling in the most disturbing way.””

- Show the above descriptions on the whiteboard.
- The children annotate and comment upon:
  - Roald Dahl's use of 'show don't tell' to describe each character through the character's actions.
  - Roald Dahl's use of dialogue to show character.
  - Roald Dahl's use of similes, metaphors, adjectives and adverbs.

## *Charlie and the Chocolate Factory* - Golden Ticket Winner cont.

### Group or independent activity

- Divide the class into pairs or groups to create a new horrid child, using the following questions to help:
  - What is his/her favourite 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 favourite room or machine in the Chocolate Factory?
  - What will happen to him/her in the factory?
  - What is his/her name? (N.B. The name should reflect the character's attributes or fate in some way, so the name should be created after answering the questions above).



### Plenary

- Groups give a presentation on their new horrid child to the rest of the class.

### Other activities

- One volunteer from each group sits in the hotseat in the role of the new horrid child. The rest of the class asks questions to further develop the character.
- Write a new chapter for *Charlie and the Chocolate Factory* all about the new horrid child meeting his/her sticky end.
- Write a script between the horrid child and other characters from the book.
- Perform the script as a role play.
- Write an Oompa Loompa doggerel poem about the new horrid child.
- Role play a newsflash about the disappearance of the horrid child in Willy Wonka's factory, showing interviews with the parents, Willy Wonka, Charlie, an Oompa Loompa, and other characters.