



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

CHARLIE AND THE CHOCOLATE FACTORY

By Roald Dahl

Authority

- Who in the story had authority?
- Where did each person get that authority?
- What are the weaknesses in Veruca Salt's parents' position of authority?

Responsibility

- What responsibilities do Charlie's parents have in the story?
- What other values and interests are involved in carrying out these responsibilities?

Justice

- Find the chart titled Intellectual Tools for Solving Problems of Distributive Justice on page 26 in your book (*Foundations of Democracy, Justice, grades 3–5*). Using the chart, examine the way in which space and food was distributed in Charlie's family.

Privacy

- What is the scope of the right to privacy in this story?
- What are some limits on privacy?
- What values and interests are in conflict?

We the People: The Citizen & The Constitution

- Connections to text
 1. Discuss ways in which *Charlie and the Chocolate Factory* characters and song subjects Augustus Gloop, Veruca Salt, Violet Beauregarde, and Mike Teavee put their own self-interests above the common good.

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Writing prompt

Planning

1. Think about what you want to write.
2. Reread the prompt to make sure you are writing about the topic.
3. Make notes. Use your prewriting skills, such as mapping or outlining.
4. Carefully read the five statements below the prompt.

Writing prompt

The Oompa-Loompas sing a song (pp. 137–144) in which they describe the negative effects of children watching too much television. Write to inform the reader about these negative effects.

As you write your paper, remember to

- clearly explain each negative effect;
- include specific facts, details, and examples that support each negative effect;
- present your ideas in a clear and logical order, including an introduction, body, and conclusion;
- use a variety of words and well-constructed sentences;
- correct any errors in grammar, mechanics, and spelling.