



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**

www.flourishkh.com

Navigators
HERITAGE SERIES

Acknowledgement

Special recognition and appreciation go to Dr. Joyce VanTassel-Baska, whose leadership and vision have inspired this *Navigator* series.

William and Mary Navigator: Charlie and the Chocolate Factory
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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



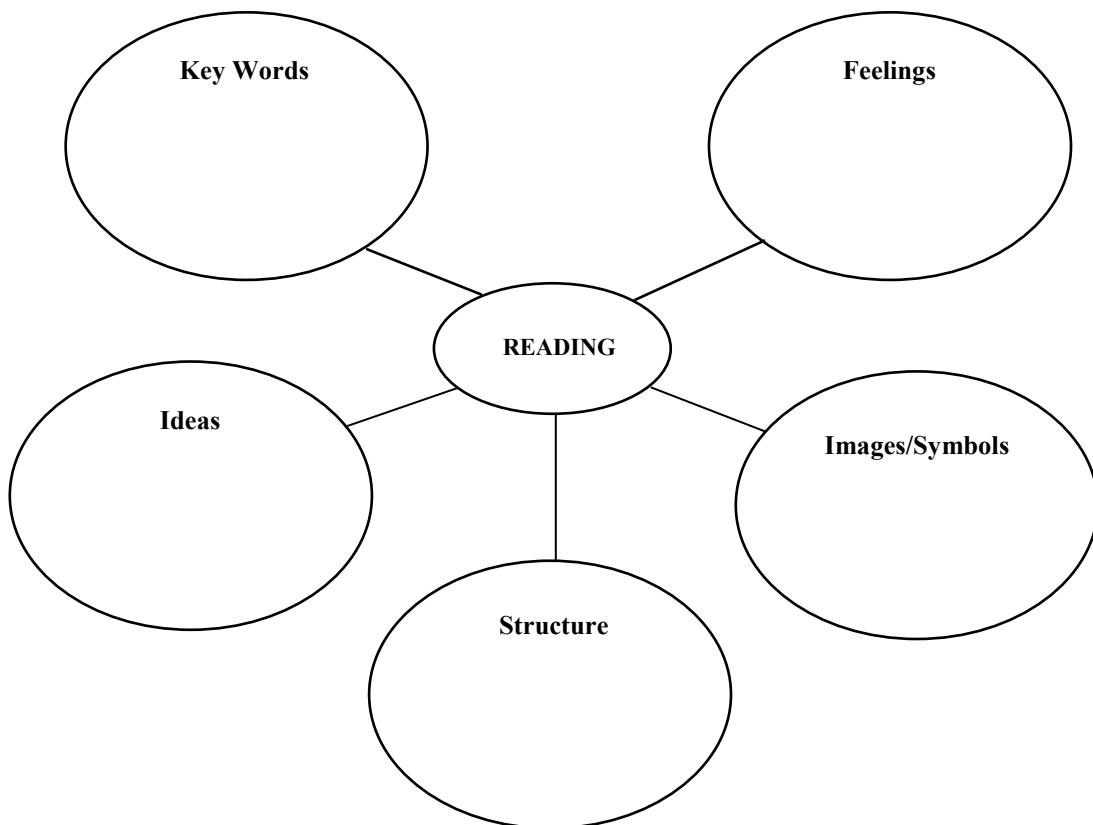
Ideas: major themes and main ideas of the text; key concepts



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

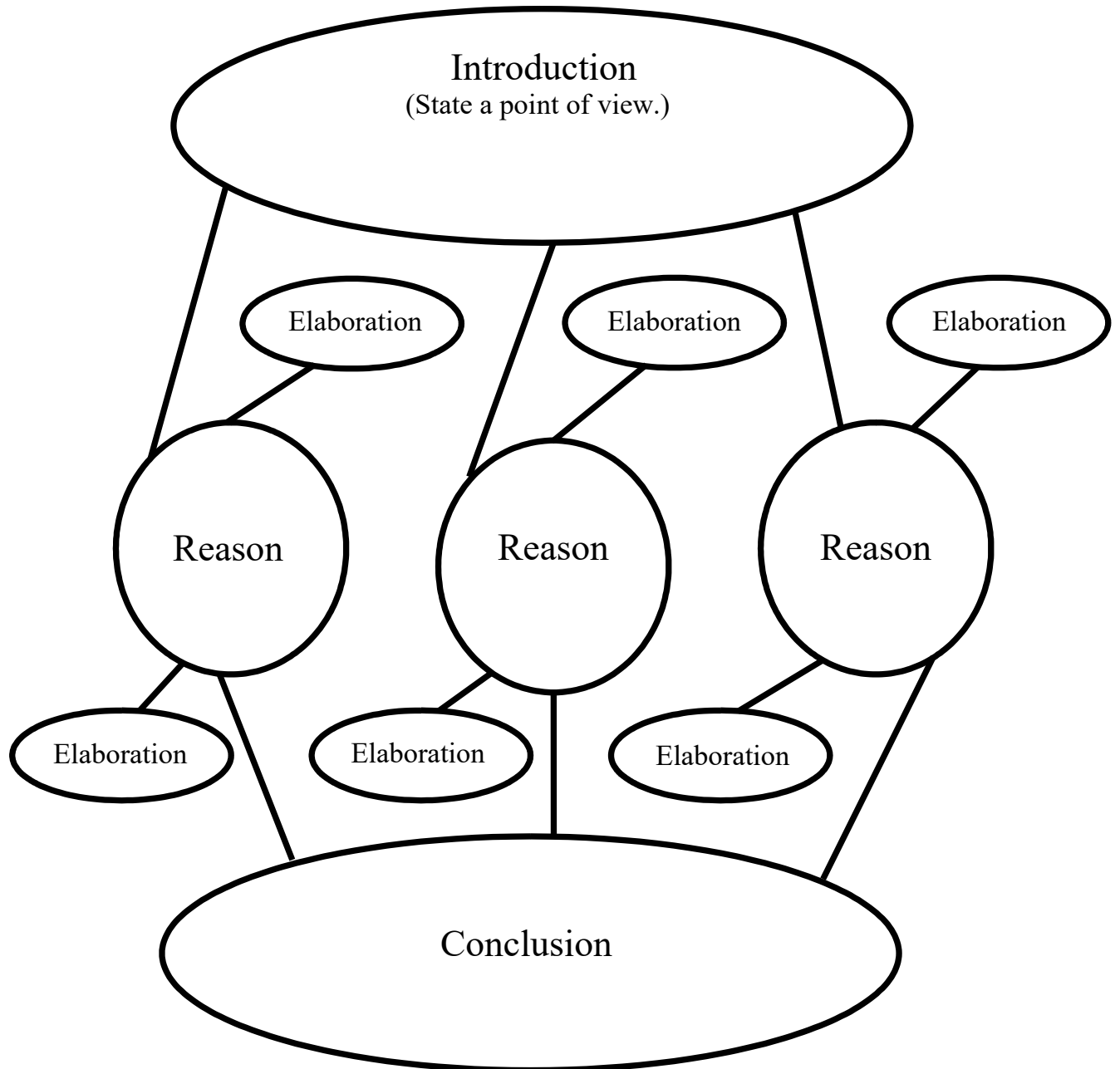


Structure: the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing



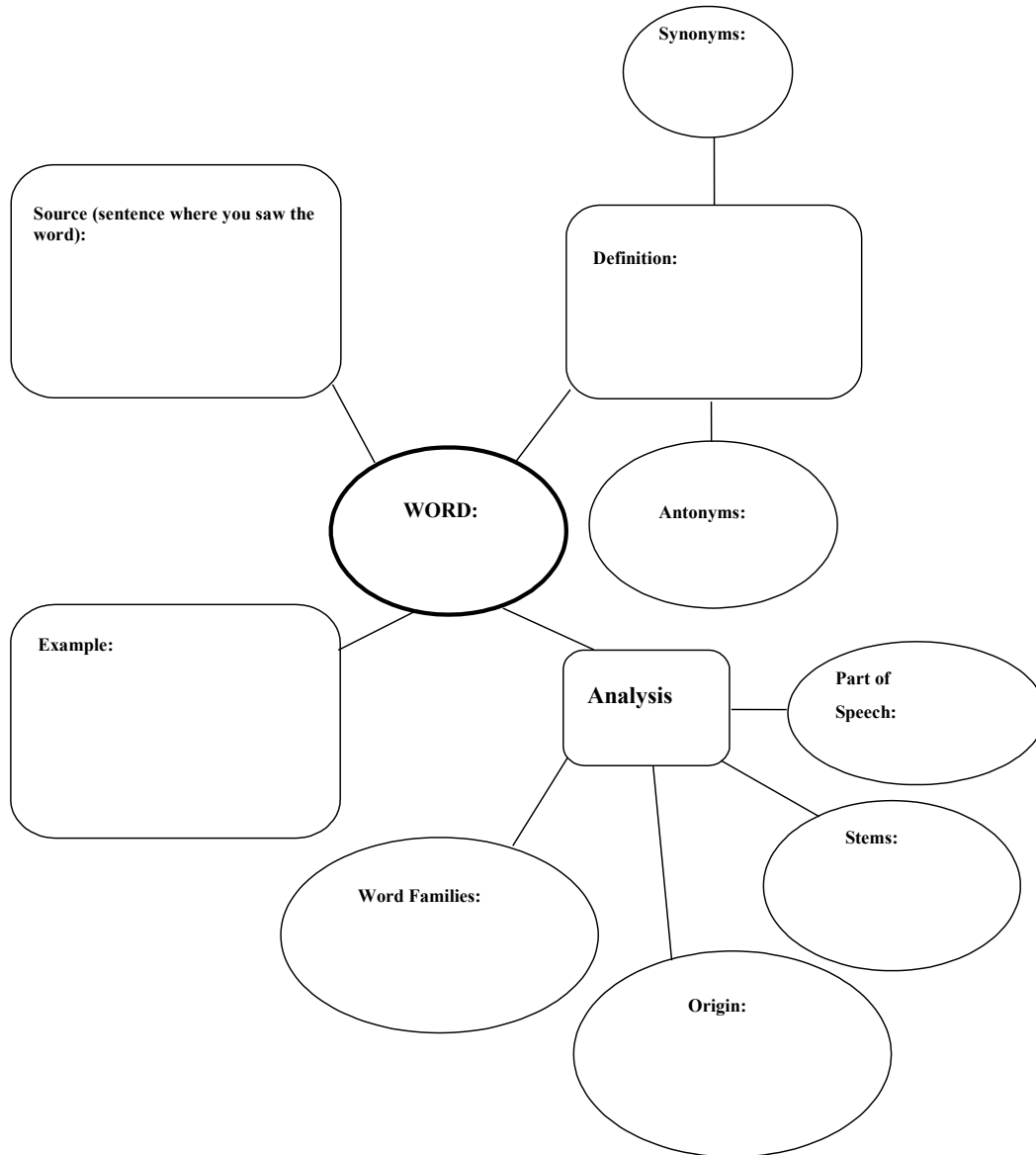
The Hamburger Model for Persuasive Writing

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.



In addition to the models discussed here, Navigator developers also used Paul's (1992) Elements of Reasoning in preparing questions and activities. This model for critical thinking emphasizes the following eight elements: *issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences*. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

The Navigator also contains research assignments that are issue-based and connected to the novel. Students should be encouraged to explore multiple points of view and use human and organizational as well as print resources in their investigations of these real-world issues.

Several resources are listed at the end of the Navigator that may be useful to students and teachers in exploring these models further.

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	

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 good dictionary, including etymological information on words. Recommended dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. 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 further reading appears at the end of the Navigator.

Technology Integration

Several opportunities for technology integration and development of technical skills are incorporated in the Navigator. Based on the resources available in your classroom or media center, consider the following uses of technology:



Use of word processing and/or publishing software for writing assignments. Free internet-based collaborative word processing is available at <http://docs.google.com> .



Use of presentation software for presenting research findings and completed activities. Free internet-based presentation software is available at <http://docs.google.com> .



Use of *Inspiration* or similar software for creation of concept maps. Free internet-based drawing software is available at <http://docs.google.com> .



Use of Audacity, Garage Band or similar software for creation of audio podcasts. Audacity is free, open source software for recording and editing sound available online at <http://audacity.sourceforge.net/> .



Use of Movie Maker, iMovie or similar software for creation of video projects. Free internet-based video editing software is available at <http://www.moviemasher.com/> .



Use of a free wiki site such as <http://www.wikispaces.com/> , <http://pbworks.com/> or similar site to facilitate creation of a Wiki.



Use of a free blogging site such as <http://edublogs.org/> , <http://www.blogger.com> , or similar site to create a student or class blog to facilitate an online discussion.



Use of <http://edu.glogster.com/> to create interactive posters.



Use of free videoconferencing software such as <http://www.skype.com/> to allow students to interact with authors, students in a different place who have read the same book or an individual with life experiences related to the book content.



For additional information about specific pedagogical applications of software for language arts see <http://activitytypes.wmwikis.net/file/view/K-6LiteracyLearningATs-Feb09.pdf> .

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!

Higher-Level Questions for Discussion and Writing



While You Read...



Why do you think Grandpa Joe knows so much information about Willy Wonka and his chocolate factory? How and where do you think he got his information?



Why do you think nobody is ever seen entering or leaving Willy Wonka's chocolate factory?



What do you think Willy Wonka's reason is for having five children take a tour of his factory and receive a life's supply of chocolate? Is his golden ticket plan a good idea? Why or why not



How does Charlie Bucket win a golden ticket when his family can't even afford to buy enough food to eat? Why do you think Charlie is lucky enough to win a golden ticket in the only candy bar he receives all year?



If Willy Wonka doesn't allow anyone to enter or leave the factory, how does he produce so much candy? Why do you think no one is allowed to enter the factory?



How do you believe the unlucky children who entered Willy Wonka's factory will exit? Do you think they will exit uninjured and unharmed? Why or why not?



What do you think will happen to Charlie's family with all the fame he receives from winning the ticket? Why?

Exploring the Story



How do you think Charlie Bucket feels towards other children who have an extraordinary amount of money and get as much chocolate as they want? Do you think he wants these children's lives? Why?



When do you think this story takes place? What evidence supports your inference?



What does the story tell us about hard workers? What specific evidence supports your answer?



How does the author's use of creative vocabulary help to influence the tone of the book? Use specific examples to support your response.



Throughout the book, how does Willy Wonka demonstrate his fondness for Charlie? Do you think his positive attitude towards Charlie is apparent to the other children? Why or why not?



Did the way in which some of the children exited the factory surprise you? Which way do you think was the craziest? Which way was probably the most harmful?

Meeting the Characters



Explain the relationship Charlie has with his grandparents. How does he feel about them? How are his feelings different for different individuals, and why?



How do Charlie's parents positively influence his upbringing despite their lack of money?



What character traits does Charlie have that help him to focus on winning the golden ticket?



Why does Charlie want to win the ticket? How do you know? What does it show you about him as a person? Use evidence from the story to support your answer.



How does Charlie seem to feel about the way the other children are acting during the factory visit? How do you know? Why might Charlie be frustrated with the other children and their attitudes?



How is Willy Wonka able to employ Oompa-Loompas in his factory? Do you think the Oompa-Loompas enjoy working and being paid in chocolate? Why or why not? Provide evidence from the story to support your answer



How would you describe Willy Wonka? Is he a good and caring person? Support your answer with specific details.



Do you think Charlie's family will enjoy their new lifestyle? Why or why not?

Understanding the Ideas



What does the book demonstrate about the phrases, “good things come to those who wait” and “good things come in small packages”? Give specific examples from the book to support your answer.



Describe how you think the other people in the store felt when the shopkeeper said, “I have a feeling you needed a break like this. I’m awfully glad you got it. Good luck to you, sonny.”



How is the concept of respect important in the story? How does Willy Wonka show his point of view on children’s respect for adults?



Does this book prove that the phrase “money can’t buy happiness” is true? Why or why not?



Many times people are criticized for living in a “dream world.” How does the idea of a dream world relate to this book? Does the book seem to support or criticize the idea? Why?



Discuss the criticisms people might have in today’s society about Willy Wonka’s actions. Bring in examples from the book of the ways he treats the children and the Oompa-Loompas.

Connecting to You



At the beginning of the book, Charlie’s feelings about chocolate were described in this quote: “Many times a day, he would see other children taking creamy candy bars out of their pockets and munching them greedily; and that, of course, was pure torture.” In your life, has there ever been a time when you wanted something so badly it hurt? Describe your experience.



Have you known people who behave like some of the other children in the story? How do you handle your interactions with these people?



Do you think you would have liked to take the tour of the chocolate factory? Why or why not?



In your own experience, would you agree with the statement, “We are a great deal luckier than we realize, we usually get what we want – or near enough”? Why or why not? Explain your answer, using specific examples.



In the end, Charlie goes beyond achieving his dream. Has there ever been a time in your life when you were about to give up but kept on trying really hard to achieve your dream? Describe your dream and how you tried to reach it. Did you succeed?

Differentiated Activities for Gifted Learners



Complete a Literature Web about the novel, or a specific chapter in the novel. Fill in responses to each of the bubbles, using the questions below as a guide.

Key Words: What were some words and phrases in the novel that were especially interesting or important?

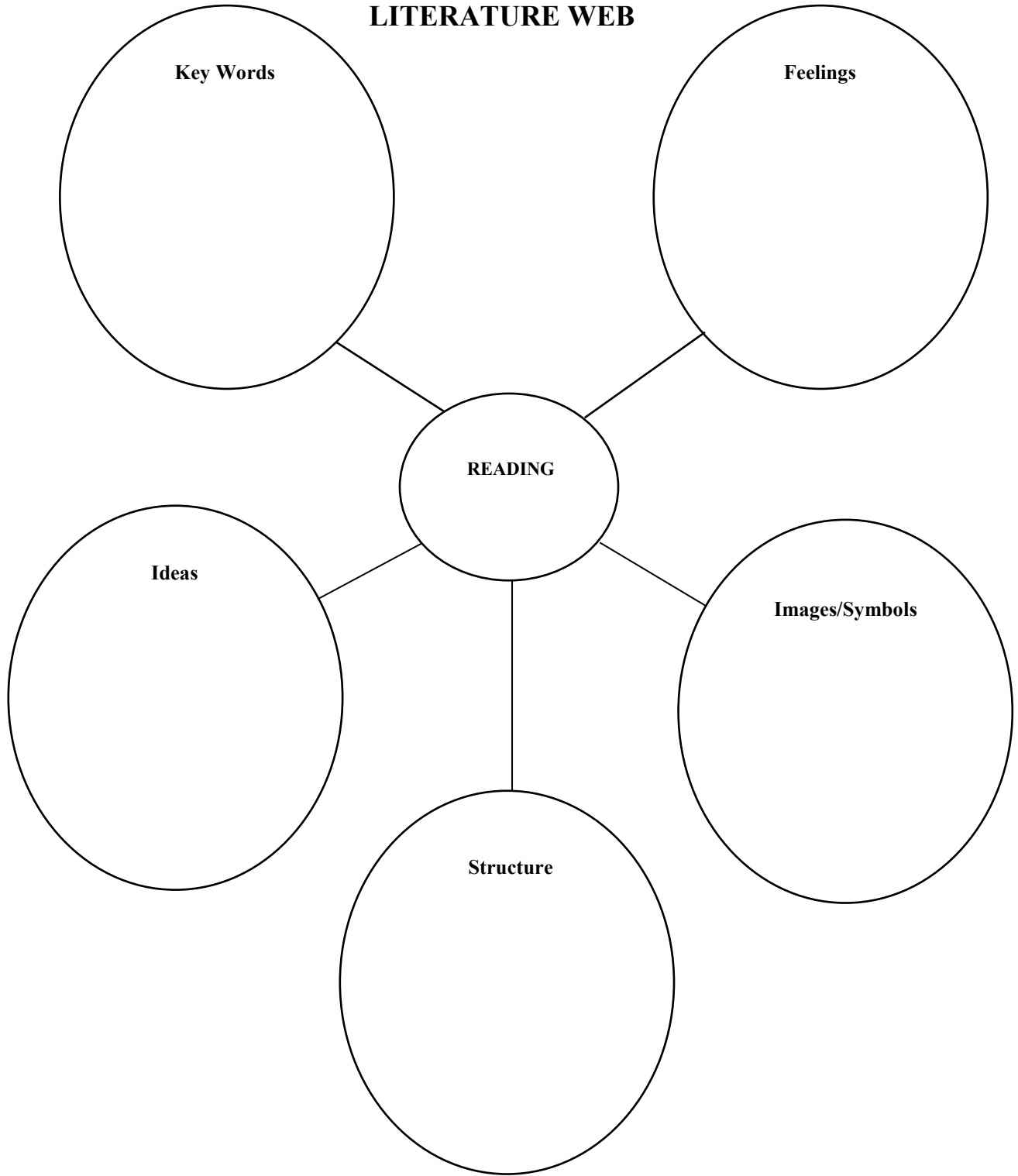
Feelings: What feelings did you have while reading this novel? What feelings did the characters have? How were those feelings expressed?

Ideas: What was the main idea or theme of the novel? What other major ideas and concepts were important? What message was the author trying to give about those ideas?

Images/Symbols: How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

Structure: What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?

LITERATURE WEB

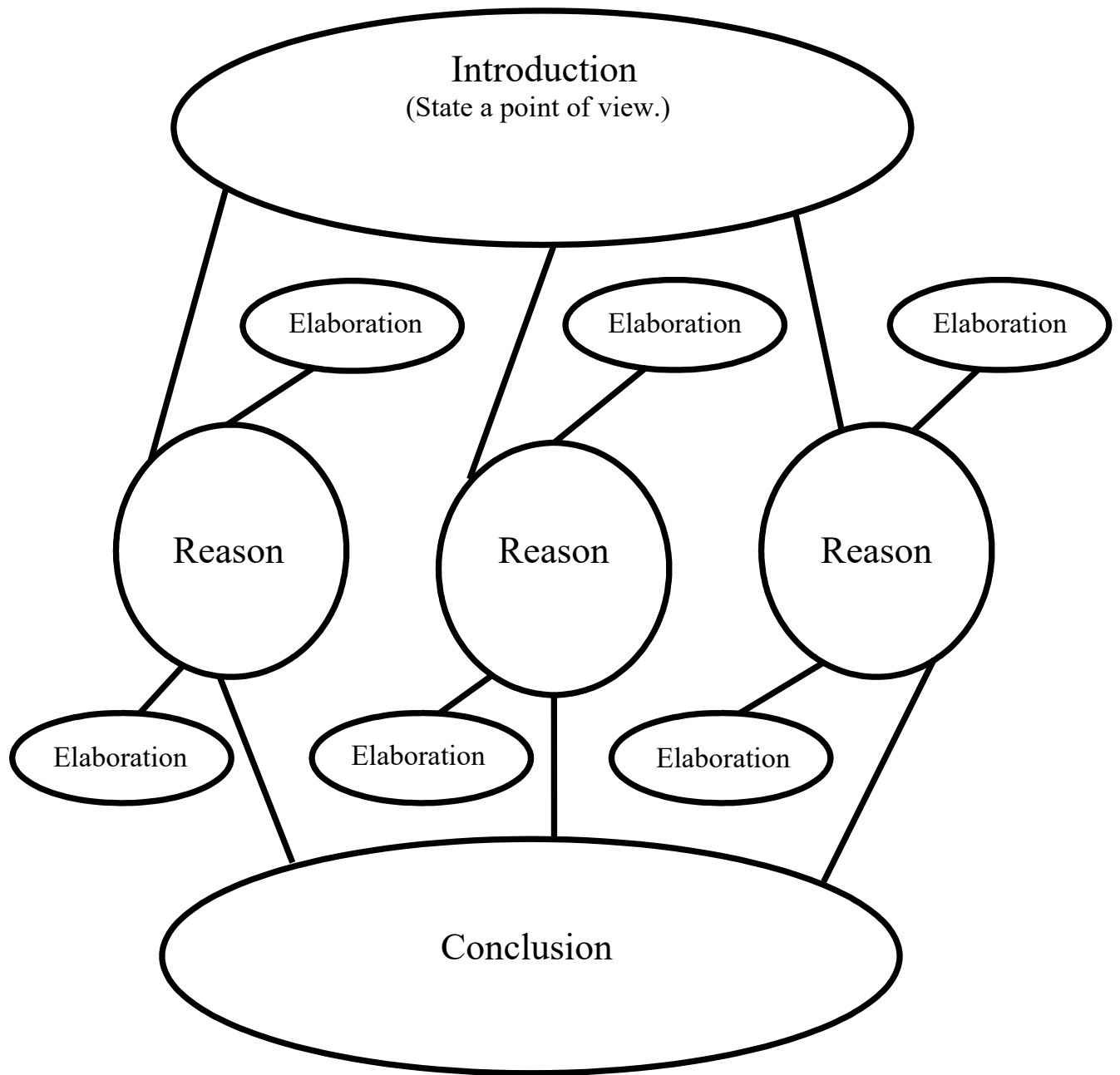




Use the Hamburger Model as a guide to help you organize your responses to the activities on the following pages.

(DAGWOOD MODEL for upper middle and high school)

THE HAMBURGER MODEL FOR PERSUASIVE WRITING





Write a book review about *Charlie and the Chocolate Factory*. In your review, state and explain your point of view about the quality of the story, and provide specific details about why you would or would not recommend this book to other students your age. Use the Hamburger Model as a guide, and follow the steps of the writing process to review and revise.



Create a sixth character who will also win a golden ticket to enter Willy Wonka's Chocolate Factory. How will this additional child find the golden ticket? What will be the misfortune preventing this child from successfully exiting the factory? You may choose to draw the child and her/his stories (in a format such as a comic strip or picture book), and/or you may compose a creative essay to describe the child.



The Oompa-Loompas sang a song for each one of the children who did not make it all the way through the factory. They did not sing a song about Charlie, though, because he made it to the end of the tour. Reread the songs about the other children, and then compose a song about Charlie that the Oompa-Loompas might sing for him.



Create a caricature of your favorite character in the book. Draw your caricature and write a one-page explanation of your choices in design. The caricature should include physical descriptions, clothing, accessories, and hobbies or pastimes as appropriate to describe the character fully.



Rewrite a section of *Charlie and the Chocolate Factory* using a serious tone. You may choose to rewrite a section as a news story, horror story, or a scary story. This rewritten paper must follow the same plot, have the same characters, and communicate the same themes as the section you choose from the book. The only change is the tone!



Choose one of the following quotations from the novel. Write a persuasive essay in which you discuss whether or not you agree with the ideas expressed, using examples from the novel, other books you have read, or your experience. Use the Hamburger Model as a guide for your writing, and follow the steps of the writing process to review and revise.

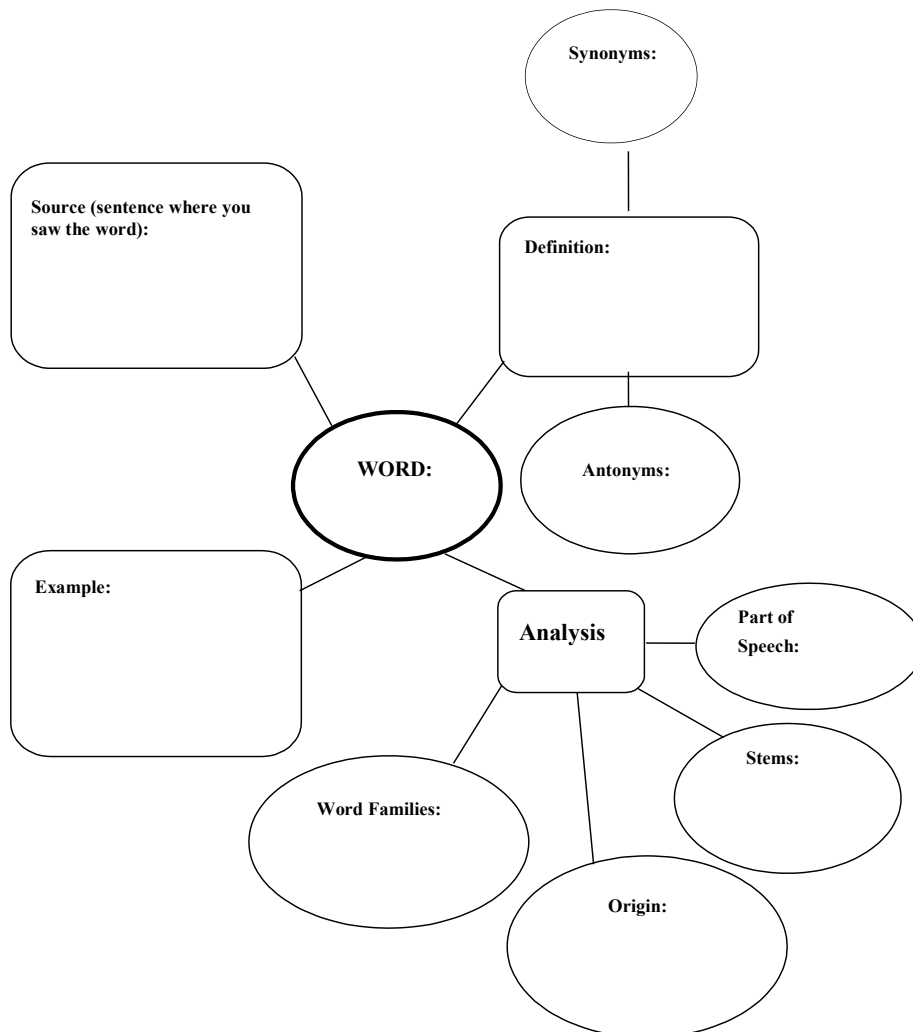
- After entering a contest: “however small the chance might be of striking lucky, the chance was there.”
- “Do *all* children behave like this nowadays-like these brats we’ve been hearing about?”
- “It [Television] rots the senses in the head! It kills the imagination dead! It clogs and clutters up the mind! It makes a child so dull and blind he can no longer understand a fantasy, a fairyland! His brain becomes as soft as cheese! His powers of thinking rust and freeze! He cannot think-he *only* sees!”



Do a “word study” of one or more of the vocabulary words (listed below) from the novel. Find out the definition of the word, synonyms and antonyms, and word stems and origin. Then find at least three other words that use one or more of your word’s stems, and create an example to explain your word (a sentence, an analogy, a visual representation, etc.) Use the Vocabulary Web to organize your responses.

- | | | |
|-------------|-------------|-------------|
| abide | hoard | sanatorium |
| belching | hovering | sensational |
| colossal | ludicrous | sly |
| curranty | marvelous | suction |
| despicable | mischievous | tense |
| dotty | mounds | trod |
| dumfounded | peals | vital |
| ferociously | rancid | warren |
| gallantly | repulsive | wondrous |
| genius | revolting | wretched |

VOCABULARY WEB



Interdisciplinary and Research Connections



Charlie and the Chocolate Factory tells the story of Willy Wonka's Chocolate Factory. Charlie Bucket's father also worked in a factory, a toothpaste factory. Choose one factory and research its history. Make sure you also explain the product the factory manufactures and how it creates this product. Research must also include how the factory ensures safety and the working conditions of the employees. You may choose a factory in your town or a factory for a famous company that creates a product you enjoy, such as the Hershey factory or the Crayola factory. If possible, take a tour in person or on line. After you have researched your factory, create a script you would follow if you were giving a tour. Include important information from your research in your tour script.



Design a taste test for five of the chocolate candy bars sold in American convenience stores. Remember to write out a plan for your experiment, including your research questions and hypotheses. Conduct this experiment on a group of classmates, friends, and family and record your results. Calculate your results and represent your results using graphs. Identify any trends in your data with respect to who was able to identify which candy bars more easily AND who preferred the taste of which candy bars. For example, were the adults in your experiment able to identify one particular candy bar more easily than the children, or vice versa? Compose a summary research paper to report your results and conclusions.



One of the main foods this book focuses on is chocolate. Research the history of chocolate. How is it made? Where does it come from? How was it brought to the United States? Investigate the history of chocolate as it is connected to European and Native American interactions. Create a timeline representing these series of interactions.



The workers in Willy Wonka's factory are called Oompa-Loompas. They perform all the work for Willy Wonka; however, he does not pay them. They work only for chocolate, not for money. Mr. Wonka brought them over from Loompaland, a terrible country. Explore the issue of having people perform work for which they are not being paid. Find out where slavery still occurs and trace its history in the United States. Write a position paper discussing how Willy Wonka's actions toward the Oompa-Loompas are or are not acceptable.



Conduct a comparison study of the works of Dr. Seuss, another author of fictional children's stories, and Roald Dahl. Review at least two or three Dr. Seuss books to help you support your comparisons, and read or skim at least one other book by Roald Dahl. What are some ways in which Dr. Seuss's use of language and humor is similar to Roald Dahl's? For example, both authors create their own words to describe characters such as Oompa-Loompas. Compare and contrast how the two authors make up characters and words to suit their needs. Based on your research, create interview questions you would ask these two authors if they were to appear on a news show you were hosting.



In the past and in the present, many books for children have been written for the purpose of teaching a lesson. Children's literature long ago was often about how to be "good," and stories showed that bad things would happen to bad children, while good things would happen to good children. Think about the lessons that *Charlie and the Chocolate Factory* could teach children. Do you think Roald Dahl wrote the book to try to teach children to be good? What was his main purpose in writing it? Think of other books you have read, and try to decide whether those books were trying to teach readers to be "good." Create a chart in which you list at least five books you have read and explain what you think the purpose of each book was. Provide specific details to support whether or not you think the books were trying to teach readers to be good.



Read the sequel to this book, *Charlie and the Great Glass Elevator*. Compare the two books based on the author's use of the creative thinking process. Compose a review in which you describe the book you preferred. Be sure to include details from both books.

Resources



Teacher resources

- Baskin, B. H., & Harris, K. H. (1980). *Books for the gifted child*. New York: Bowker.
- Boyce, L. N. (1997). *A guide to teaching research skills and strategies in grades 4-12*. Williamsburg, VA: Center for Gifted Education.
- Center for Gifted Education. (1998). *Guide to teaching a language arts curriculum for high-ability learners*. Dubuque, IA: Kendall/Hunt.
- Miller-Lachmann, L. (1992). *Our family, our friends, our world: An annotated guide to significant multicultural books for children and teenagers*. New Providence, NJ: R. R. Bowker.
- National Council of Teachers of English & International Reading Association. (1996). *Standards of learning for the English language arts*. Urbana, IL: Author.
- Paul, R. (1992). *Critical thinking: What every person needs to survive in a rapidly changing world*. Rohnert Park, CA: Foundation for Critical Thinking.
- VanTassel-Baska, J., & Little, C.A. (Eds.). (2003). *Content-based curriculum for high-ability learners*. Waco, TX: Prufrock Press.

For further reading - some other books by AUTHOR

The BFG

Boy

Charlie and the Great Glass Elevator

James and the Giant Peach

Matilda

Roald Dahl's Revolting Recipes

The Witches

The Wonderful Story of Henry Sugar and Six More

For further reading – some other books your might read

Hershey; far-sighted confectioner, famous chocolate, fine community by Samuel Forry Hinkle

TEE VEE Humphrey by John Lewellen

Chocolate, an illustrated history by Marcia Morton

Roald Dahl: A Biography by Jeremy TreGlown

Charlotte's Web by E.B. White

Stuart Little by E.B. White

Half Magic by Edward Eager

Useful websites

<http://www.roalddahl.com/> (The Official Roald Dahl Website)

<http://www.roalddahlfans.com/index.php> (Roald Dahl's Fan Club web site)

<http://www.ghirardelli.com/> (learn all about Ghirardelli chocolates)

<http://www.hersheys.com/> (the Hershey webpage)

http://www.exploratorium.edu/exploring/exploring_chocolate/ (explore the science and history of chocolate)

<http://www.candyfavorites.com/shop/history-candy.php>

<http://inventors.about.com/od/foodrelatedinventions/a/candy.htm> (the history of candy and candy trivia)

<http://www.fmnh.org/Chocolate/history.html>

<http://www.chocolatelovers.com/history.htm> (the history of chocolate)

<http://www.seussville.com/> (site on Dr. Seuss and his works)

<http://www.sc.edu/library/spcoll/kidlit/kidlit/kidlit1.html> (site explaining about some 18th and 19th century children's literature)

<http://memory.loc.gov/ammem/aahtml/exhibit/aointro.html> (Library of Congress resource on African American history, including slavery in the United States)

<http://www.un.org/Overview/rights.html> (United Nations Universal Declaration of Human Rights)

<http://www.virtualsalt.com/litterms.htm> (a glossary of literary terms)

<http://www.merriam-webster.com> (Merriam-Webster Dictionary site)



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