

[Was Willy Wonka Good at Heart?](#)

Lesson plan for a class discussion

Suggested length: 1-2 class periods (45-55 minutes each)

Lesson components:

- Opener (5 minutes)
- Activity
 - Part A: Students explore the Kialo discussion and vote on claims (25-30 minutes)
 - Part B: Students discuss follow-up questions (10 minutes)
 - Part C: Assign the writing activity (5 minutes)
- Optional closer (5 minutes)

Assessment

Students will write a short essay on the prompt, “Was Willy Wonka good at heart?”

Opener (5 minutes)

1. Have a discussion with your class: Are there any book or film characters that you like even though they are “bad guys”? Why do you like them?
2. Explain that some characters cannot be defined clearly as “good” or “bad,” and Willy Wonka from Charlie and the Chocolate Factory is one of them. Explain that they will explore a Kialo Discussion that will help them make up their own minds about the moral nature of Willy Wonka.

Activity

Part A: Students explore the Kialo discussion and vote on claims (25-30 minutes)

1. Direct students to work in pairs to read all of the claims in the Kialo discussion. One student should read the pros (green) and the other should read the cons (red).
2. When students are close to finishing their reading of the discussion, have them [vote](#) on their 5 favorite claims in their pairs. Direct students to give a score of “4” on the 5 claims that they think are most important for determining whether Willy Wonka is good or bad.

Part B: Students discuss the follow-up question (10 minutes)

1. Have students discuss the following questions in the same pairs:
 - Was Willy Wonka right to fire his workers?
 - Were the Oompa Loompas better off in his factory?
 - If Mr. Wonka had children, would he be a good parent?
 - Was Willy Wonka selfish?
 - Did Augustus, Veruca, Mike, and Violet deserve what happened to them?

Part C: Assign the writing activity (5 minutes)

1. Tell students that they will write a short opinion essay on the prompt, “Was Willy Wonka good at heart?”

Optional closer (5 minutes)

1. Review how students voted as a class. Are there any patterns in how the students voted?
2. Have students volunteer to explain why they voted as they did for their chosen claims.