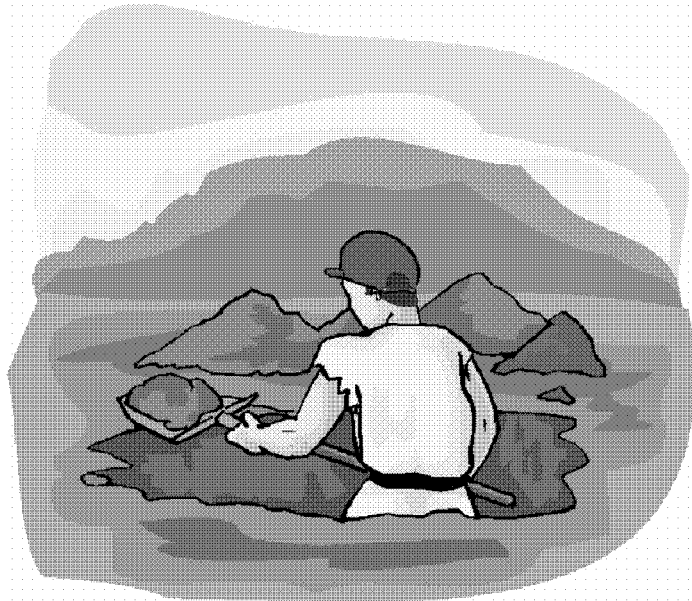


Louis Sachar's

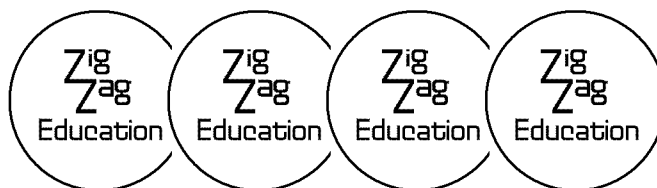
Holes

APP Pack



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Contents

Thank You for Choosing ZigZag Education.....	1
Teacher Feedback Opportunity	2
Terms and Conditions	3
Foreword	4
Worksheet Guidance.....	5
Assessment Focuses	6
AF Table	7
APP Grids.....	8
AF2.....	9
AF3	10
AF4.....	11
AF5	12
AF6.....	13
AF7	14
Chapter Worksheets.....	15
Chapter 1: Camp Green Lake	16
Chapter 2: Youth Punishment.....	17
Chapter 3: Stanley's Past	18
Chapter 4: A Fearsome Character	19
Chapter 5: Squad D.....	20
Chapter 6: Stanley's Innocence	21
Chapter 7: Elya's History	22
Chapters 8–9: Varying Sentences	23
Starters: Anagrams and Who Said What?.....	24
Chapters 10–11: Analysing Characters	25
Chapter 12: Moral Approach	26
Chapter 13: Scripting a Scene	27
Chapters 14–15: 'Excuse me?'.....	28
Chapter 16: Stanley's Diary.....	29
Chapters 17–18: Illiteracy.....	30
Chapter 19: Sachar's Style.....	31
Chapter 20: Venom	32
Starters: FB Statutes and Escape from Camp Green Lake	33
Chapter 21: A Friendly Act.....	34
Chapter 22: An Agreement	35
Chapter 23: Green Lake.....	36
Chapter 24: Missing Punctuation.....	37
Chapter 25: Forbidden Love.....	38
Chapter 26: God's Punishment.....	39
Chapter 27: Teaching Zero.....	40
Chapter 28: Kissin' Kate Barlow.....	41
Chapter 29: A Change in the Weather	42
Chapter 30: Zero Runs Away.....	43
Starters: Who am I?	44
Chapter 31: Erasing Hector Zeroni	45
Chapter 32: Hot Seating.....	46
Chapter 33: My Own Chapter.....	47
Chapters 34–35: Connecting Plots.....	48
Chapters 36–37: A Steep Climb	49
Media Comparison	50
Chapters 38–39: Plot Twists	51
Chapter 40: Onions.....	52
Starters: Question Maker and Freeze Frames	53
Chapter 41: Zero's Past	54
Chapter 42: Happiness	55
Chapter 43: Homelessness	56
Chapters 44–45: Tension in the Dark.....	57
Film Reviews	58
Chapters 46–47: The Suitcase.....	59
Chapters 48–49: Structuring the Plot.....	60
Chapter 50: Group Evaluation	61
Starters: Film Comparison	62
Starters: Holes Crossword.....	63
Final Tasks	64

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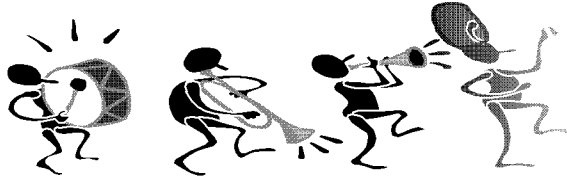
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Foreword

Swiftly becoming the most popular text in English teaching (bar, of course, the through Salinas), Louis Sachar's *Holes* offers students an exciting adventure full of twists and turns. This activity pack is an original and innovative APP resource, with worksheets of the novel has a unique task to complete, challenging students in reading, writing and listening.

There is a vast array of tasks, such as comprehension questions, analytical table tasks, challenging quizzes and special tasks that explore the novel's engaging themes of punishment. It is unfeasible to expect each class to complete each worksheet, or even all of the activities. Since the resource is not restricted to a particular ability range, the tasks that will most suit the ability of their class.

Most tasks concentrate on one of the seven Assessment Focuses prescribed for reading (see the *Assessment Focuses* section of the resource). Yet, there are also a few Assessment Focuses in writing, as well as many appealing speaking and listening tasks. Each task attractively present each task's AF number, encouraging students to become familiar with being assessed for. Furthermore, a clear *AF Table* has been provided, which details the relevant AF, to assist the teacher in their planning.

To coincide with the new requirements for schools to utilise APP assessment, the *APP Grids* provided, which renders each Reading AF into lucid terms so the number may be assessed promptly and without difficulty.

There are also many fun starter activities in the booklet, such as an exciting creative writing activity, a film comparison activity with several links to the successful movie adaptation of the novel. In the pack, the teacher will find a range of stimulating *Final Tasks* for students to complete after reading.

An overview of some of the more difficult questions is provided in the *Worksheet* resource, which has been included for teachers that are not so familiar with the

Titles available from the same author:

- | | |
|--|---|
| • <i>Buddy</i> Activity Book | • Poetry Across Cultures |
| • <i>The Fire Eaters</i> Activity Book | • <i>Dracula</i> GCSE Coursework |
| • <i>Holes</i> Activity Book | • <i>Of Mice and Men</i> GCSE Pack |
| • <i>Skellig</i> Activity Book | • <i>King Lear</i> A Level Pack |
| • <i>Tightrope</i> Activity Book | • <i>Stone Cold</i> GCSE Pack |
| • <i>Much Ado About Nothing</i> Activity Book | • <i>Oliver Twist</i> GCSE Coursework |
| • <i>Richard III</i> Activity Book | • <i>Hobson's Choice</i> GCSE Pack |
| • <i>The Tempest</i> Activity Book | • <i>A View from the Bridge</i> GCSE Pack |
| • <i>Romeo and Juliet</i> - Key Scenes Resource Pack | • <i>The Two Gentlemen of Verona</i> GCSE Pack |
| • <i>An Inspector Calls</i> GCSE Pack | • <i>The Boy in the Striped Pyjamas</i> GCSE Pack |

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Worksheet Guidance

Teachers can find guidance here on the more challenging questions and activities. The chapter number of each task has been included to assist the teacher:

Chapter 1: Camp Green Lake

Students need to develop an understanding of how Sachar creates an unpleasant picture of Stanley's fate. By portraying the camp in this way, the reader sympathises with Stanley and the life that the main character must now endure.

Chapter 2: Youth Punishment

A research lesson may be advisable for this task, allowing students to find out how punishment varies between the US and the UK. Students should also consider how realistic the conditions are. What health and safety issues would arise?!

Chapter 3: Stanley's Past

Explanations of language effects are offered below as a guide:

- *'the hot, heavy air was almost as stifling as the handcuffs.'* The alliteration of *h* so the atmosphere is, which is reinforced with the physical discomfort of wearing handcuffs.
- *'the wrong place at the wrong time'*. The repetition of 'wrong' highlights Stanley's predicament and creates a rhythmic sound.
- *'that would have been really cool'*. The use of colloquial language builds and portrays Stanley as a teenager.
- *'And hardly anything was green.'* Beginning the sentence with the connective *And* suggests that there is an endless amount of negative drawbacks to the camp.

Chapter 5: Squad D

Students could identify:

- *'I'm going to help you turn your life around.'* Mr Pendanski is initially portrayed as a caring and determined counsellor, despite his unpleasant attitude towards Zero.
- *'He smiled and shook Stanley's hand.'* X-Ray acts in a mature and friendly way (but later on manipulate Stanley), indicating his intelligence, power and leadership.
- *'Because there's nothing inside his head.'* Mr Pendanski's prejudiced mockery of Zero as a 'guy' despite his appearance of friendliness.
- *'Theodore whirled and grabbed Stanley by his collar.'* Armpit's 'tough guy' status and the harshness of the camp, is revealed by this sudden use of violence.

Chapter 6: Stanley's Innocence

Lower ability groups will require a brief explanation of court trials and how to be a witness. Perhaps a film clip or YouTube video of such a scene could be used to help.

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Chapter 7: Elya's History

Students should gain an understanding of how Sachar generates interest in reading narrative viewpoint between Stanley digging his first hole and recounting the past of his grandfather. This technique also emphasises the arduous and lengthy process of

Starter Activities 1–10

Anagrams

1. ARMPIT
2. BASEBALL SNEAKERS
3. CLYDE LIVINGSTON
4. CAMP GREEN LAKE
5. DERRICK DUNNE
6. INVENTOR
7. IGOR BARKOV
8. GREAT-GREAT-GRANDFATHER

Who Said What?

- A. *'Not every Stanley Yelnats has been a failure,'* Stanley's mother tries to console Stanley for his misfortune by using Stanley Yelnats I as an example.
- B. *'You're not in the Girl Scouts anymore.'* Mr Sir shows Stanley around the camp, introducing him as a newcomer.
- C. *'I want you to know...that I respect you.'* Mr Pendanski is trying to gain Stanley's trust, making him feel like all the other boys in the camp: guilty of a crime.
- D. *'Vacancies don't last long at Camp Green Lake.'* The judge coerces Stanley into accepting his fate, opting for jail.
- E. *'I want you to carry me up the mountain.'* Madame Zeroni orders Elya to carry her, claiming she has finished with the pig; a curse will be the consequence if he does not.
- F. *'The Caveman's cool.'* Armpit compliments Stanley (who doesn't realise this) and the judge, who has now accepted him into the group.

Chapter 12: Moral Approach

1. An understanding of convicted youths and their deprived lives is required for a discussion to be advisable, depending on the social background of some students, to avoid the issue of class nature.
2. Mr Pendanski attempts to make Squad D realise that it is not too late for them to get a 'dream job'. A discussion of the 'American Dream' may be beneficial.
3. This question generates personal responses and concerns citizenship issues. This is a starter activity discussed in groups.
4. Sachar intends the reader to sympathise for Zero's prospects, underlining the plight of disadvantaged youths in modern day America.
5. An overall moral or message could be that 'people can change' or 'it's never too late' and 'turning your life around' are themes that students will appreciate.

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Chapter 13: Scripting a Scene

An example page from a play script should be modelled to weaker ability students.

Chapters 14–15: ‘Excuse me?’

Students should consider why most readers automatically assume the Warden is a villain in the novel. Her character’s status as villain should be stressed from the start, as well as how she manipulates the boys into digging by intimidating Mr Pendanski.

Chapters 17–18: Illiteracy

- 1&2. Students should consider how surprising it can be for us, benefiting from the knowledge of someone who has not been able to attend school and is therefore unable to read.
3. The question prepares students for the upcoming revelation of Zero’s hole.

Chapter 19: Sachar’s Style

Example answers have been provided below:

- *Squid’s problems with his mother are subtly implied again.* Sachar is not an ‘open book’ writer; he gives details and makes us work at reading between the lines. This is effective because it encourages us to look at the text, looking for clues and working out hidden meanings. Therefore, we are forced forward to working out what is really happening.
- *All the boys at Camp Green Lake are described as being the same colour.* Sachar includes social issues in his writing, such as racial equality (later covered in much more detail with Sam in the novel) and cultural, as well as an entertaining story.
- *The boys greet Mr Sir with sarcasm.* Their ironic comments make the writing more engaging and share the dramatic irony of the situation. We enjoy the ridicule aimed at the Warden as the sunflower seeds have been stolen.
- *When Mr Sir questions Stanley about the seeds, brief dialogue is used.* The effect is to make us sympathise for Stanley and eagerly await his fate. The fast flow of speech is used to follow the events speedily.

Chapter 21: A Friendly Act

Example answers have been provided below:

- *He won’t die, the Warden had said. Unfortunately for you.* The writer uses italics to show that the Warden said (indirect speech) and to stress how ominous the meaning was. It implies that if Mr Sir will survive, he will wreak vengeance on Stanley!
- *Stanley shrugged one shoulder. ‘Nothing. She...’* Sachar portrays movement in his writing because it gives a visual image of Stanley’s mood and attitude, allowing us to understand the suspicions of the other boys.
- *Zero’s hole was smaller than all the others.* Instead of saying something openly, Sachar uses a metaphor, through an image, with which the reader must work out the meaning. Although it is about Stanley’s hole, by giving the information in this way the reader is encouraged to think and ‘work it out’ for themselves.

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Chapter 22: An Agreement

Here is a copy of the passage, with the spelling mistakes corrected:

Dear Diary,

Today, my new friend Stanley agreed to teach me how to read and write maths, but I'm a terrible speller. We made an agreement – I'll dig some teach me in return. I can't believe it! At last I've got a friend. It's really not stupid – I'll show that idiot Pendanski! Just you wait and see!

Chapter 23: Green Lake

Example answers have been provided below:

Miss Barlow

- *'fabulous spiced peaches'*. The adjective 'fabulous' presents the character as interesting.
- *'Her peaches were "food for the gods"'*. The idea that her food is so good that it could be food for the gods exaggerates her popularity.
- *'She was a wonderful teacher.'* The emotive adjective 'wonderful' highlights her as a very appealing person, who is successful in her work.
- *'She was very pretty.'* Readers generally 'warm' to attractive characters more easily. Is this right?

Trout Walker

- *'smelled like a couple of dead fish'*. We automatically dislike this character due to the 'dead fish', which is usually regarded as being a very strong and disagreeable smell.
- *'he was...disrespectful'*. The adjective 'disrespectful' gives us the image of an arrogant person who would waste Miss Barlow's time in the evening classes.
- *'He was loud and stupid.'* This promotes the idea of Trout being a thoughtless person who laughs at (and enjoys ridiculing) his loud character.
- *'proud of his stupidity'*. The paradox of this statement is amusing (and ironic), as it is the opposite way to how he should be. Since he should be ashamed of his stupid ignorance is presented even more.

Chapter 24: Missing Punctuation

Here is a correct version of the text, with all punctuation inserted:

The book I am studying is called Holes, which was written by Louis Sachar. It is set in Green Lake, where bad boys are sent to be punished. The novel's main character is innocent of the crime he was charged with. One day the boys in Squad 10 were given sunflower seeds and Stanley received the blame. However, the Warden kept scratching him cruelly with her nails. Now Mr Sir is hungry for vengeance.

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Chapter 25: Forbidden Love

Students will require a discussion of how American society was different over time regarding interracial relationships. An understanding of lynching and examples of prejudice will be glossed.

Chapter 27: Teaching Zero

This activity challenges students to become familiar with locating precise evidence points.

Chapter 28: Kissin' Kate Barlow

An understanding of how this complex character has transformed from do-gooder to outlaw is advisable, explaining how the reader's interest is maintained during the process. Students will enjoy discussing whether Katherine is justified in becoming an outlaw. Other transformations could also be considered, such as Jekyll and Hyde, Clark Kent/Superman, Skywalker and Darth Vader, etc.

Chapter 29: A Change in the Weather

Example responses to this language task are provided below:

- A: *The weather became unbearably humid.* The adverb 'unbearably' is hyperbolic, suggesting it is impossible to breathe if it was true, yet it gives us an imposing impression of how unpleasant the weather is.
- B: *Stanley was drenched in sweat.* The adjective 'drenched' gives a detailed image of Stanley, not simply 'wet', but thickly covered with perspiration.
- C: *...as if the temperature had gotten so hot that the air itself was sweating.* Personification gives us an image of the air acting as a person would.
- D: *A loud boom of thunder echoed across the empty lake.* The use of onomatopoeia (words that 'hear' the sound of the thunder, stressing the humidity of the scene.

Starter Activities 20–30

Who Am I?

1. Zero (Hector Zeroni)
2. Mr Sir
3. Magnet
4. Hattie Parker

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Chapter 31: Erasing Hector Zeroni

Examples of emotions are provided below:

- *'I always knew he was stupid.'* Mr Pendanski would be very angry with Zero, and the extreme pain he would be suffering. A strong desire for revenge could be his petty complaint.
- *'Have you seen Zero?'* The Warden is being cautious, interrogating Stanley and the whereabouts of Zero. She is frightened that if they leave him to die and someone would be shut and she would face criminal charges for neglect.
- *'No.'* Stanley would be feeling constrained to answer, in fear of the repercussions of their attitude. N.B. It is strange how Stanley is 'left in the scene' by Sachar, to leave Zero for dead. Surely they would realise that Stanley would later be all this? Perhaps a loop hole in the plot.
- *'Is there anyone who might ask questions?'* The Warden has now made up her mind to leave the desert, but she wishes to make sure. Her thoughts are cold and measured, as the problem has been solved.

Chapter 32: Hot Seating

Students will benefit from the teacher performing an example of 'hot seating' and asking questions. Another character could be chosen, apart from the three listed on the page.

Chapters 34–35: Connecting Plots

Explanations of the links between main plot and sub-plot are explained below:

- *Stanley finds a boat...* This is, of course, Sam's boat, the *Mary Lou*, which was shot on the lake 110 years ago.
- *Zero has been eating 'sploosh'.* This is Miss Barlow's spiced peaches, which were on the boat when it sank.
- *Stanley sees 'big thumb.'* Stanley Yelnats I (Stanley's great-grandfather) was in the desert and found refuge on this rocky pinnacle.
- *Sachar connects the main plot to the sub-plot because...* we enjoy watching events and characters that seemed to have no connection earlier on. The fabric of the story is 'life-like', adding an element of realism, as well as excitement, as we begin to see how the plot were introduced in the first place.

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Chapters 36–37: A Steep Climb

Students need to appreciate how Sachar creates the impression of an arduous climb to the chapter:

- The fact that Stanley and Zero take so many things with them implies that it is a long journey, which requires provisions.
- Zero is portrayed as suffering from terrible stomach pains, because it makes the journey even more difficult and unpleasant.
- The boys pretend that when they reach the top they will eat a luxury treat. This is to give them something to aim for (despite being impossible!) and it also distracts their minds off more upsetting thoughts.
- To divert Zero's attention Stanley tests him on difficult spellings, because it distracts their attention from the harrowing journey up the pinnacle. The climb appears impossible; characters can only make the journey up if they don't think about it!
- At the end of chapter 37, Zero collapses due to his stomach illness. Sachar shows how Zero, who has eaten something that must be riddled with bacteria, and how this affects a popular character's life. Once more, this heightens the perilous nature of the journey.

Media Comparison

These images can be easily found on the Internet and projected via PowerPoint. Students can create a detailed and colourful interpretation. The class should be encouraged to consider the type of image, the type of audience, and the type of message.

Chapters 38–39: Plot Twists

1. A 'plot twist' is a change (twist) in the direction or expected outcome of the story. It is a common practice used to keep the interest of an audience, usually surprising them. Some twists are foreshadowed and can be predicted by readers, whereas others are not.
2. Students will need to scan through the novel, noting each chapter that has a twist in its storyline in it.
3. By reading isolated clues throughout the novel, the reader develops an understanding of the story, creating suspense and interest. As we realise how plot elements link, our deductions are correct.
4. In chapter 39 Stanley makes up for Elya (his great-great-grandfather) not coming to the mountain and singing the pig lullaby, since her descendant Hector has now lost his thumb' and Stanley has sung the same song to him.
5. The Yelnats family's curse will now be lifted and good luck will favour them. Students should consider how Stanley's father's inventions will now be successful, as well as how they are being in 'the wrong place at the wrong time'.
6. Students should consider how uninteresting and unsatisfying it would be to read a story with no additional sub-plots. The complex fabric of the novel offers a rich and varied story, events, multifarious characters and cultural themes.

Chapter 40: Onions

A starter activity that challenges students to create persuasive phrases for a radio advertisement before introducing this task, as well as discussing popular jingles that students like.

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Chapter 41: Zero's Past

1. Being a cub scout would be important to a homeless person like Zero due to afford to have such a pastime. Pretending to be a part of a club would bring
2. Students should understand that, despite the poverty of the Yelnats family, between having a home and family, in comparison to having no one and being
4. This question could fuel an interesting debate, allowing students to consider 'good cause'.

Chapter 42: Happiness

This activity is better suited for higher ability KS3 students, preparing them for (evidence, explain) paragraph format in upcoming essays.

Chapter 43: Homelessness

An example television advert campaigning for a charity or a cause would be a help. E.g. A link is provided below for a RSPCA advert, which uses effective anecdote providing an example for students as to how they should use Zero's homelessness in an advert. Link: http://www.youtube.com/watch?v=dKPwRth_HaM

Chapters 44–45: Terror in the Dark

Example answers are provided below:

- *Stanley is unable to see in the dark and jumps with surprise when Zero suddenly appears, afraid of the dark, due to not being able to see who or what is near them, this scene creates suspense*
- *Chapter 44 ends with a sudden 'cliff-hanger'. Readers would be eager to know what happens next since the Warden has suddenly caught him in the hole, so they would quickly read the next chapter.*
- *The lizards are revealed. Throughout the novel, the yellow-spotted lizards have been mentioned as creatures, all in preparation for this scene. Readers will be well aware of how Zero's situation is, feeling concern for the heroes.*
- *The Warden waits for Stanley and Zero to die. The callous and murderous nature of the Warden creates a chilly atmosphere, as she is prepared to watch two innocent boys die in front of her without assistance.*

Film Reviews

1. Students should identify how the cynical and mocking tone of the first article contrasts with the positive and complimentary tone of the second one.
3. The first review uses mockery and irony, poking fun at the novel's coincidences, while the second review uses humorous exclamations and hyperbolic phrases to voice his opinion.
4. An effective starter activity could introduce these persuasive features: alliteration, rhetorical questions, cluster of three and the use of short sentences for effect.

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Chapters 48–49: Structuring the Plot

Brief explanations of how these elements of the plot are first introduced and later resolved are given below:

- *Yellow-spotted lizards* – these dangerous creatures are introduced in the very first chapter, having a detailed description in chapter 8. This part of the plot is resolved when the lizards are rendered harmless to anyone that has recently consumed an onion, as revealed in chapter 49.
- *The Warden's search for treasure* – from early on, readers realise that the boys are 'looking for treasure', but are in fact looking for something for the Warden, which is revealed in chapter 49. The Warden's behaviour when she first appears in chapter 14. However, this is hinted at earlier when the boys are told that if they 'find anything interesting or unusual' they should bring it to her, and would be rewarded for it. Following the realisation that the Warden is the one who has been looking for Kate Barlow's loot for many years, the boys realise that the Warden is thwarted in gaining possession of the suitcase, due to Stanley's promise to Elya.
- *'God's punishment of Green Lake'* – in chapter 25, Hattie Parker introduces the idea of a curse (mirrored by Elya's punishment for breaking his promise to Madame Zerkow and Sam kissing). Due to the racist killing of the onion seller, no rain has fallen in the very first chapter) for over a hundred years, which is resolved when it rains at the end of chapter 49.
- *'Stanley Yelnats I robbed by outlaws'* – this part of the plot is introduced in chapter 48 when Stanley's great-grandfather, having made a fortune from the stock market, is killed by an outlaw, all due to the family curse. This sub-plot is resolved when Stanley Yelnats is revealed in chapter 48 and claims the treasure as his, since he is the fourth Stanley Yelnats to own the suitcase.
- *'Stanley's dad's inventing'* – in chapter 3, Stanley's father is presented as an inventor who is brilliant but persevering with diligence. This storyline is suitably resolved by how Stanley's dad removes the mountain in chapter 39, removing the curse on Elya from years ago, thereby allowing Stanley to now be able to make a breakthrough in his inventions, as revealed by the end of chapter 49.

Starter Activities 40–50: Holes Crossword

Across

1. Counsellor – Mr Pendanski
4. Air conditioned hut – Log Cabin
5. Marries an unintelligent girl – Igor Barkov
7. Player's nickname – Sweet Feet
8. Great-great-grandfather's wife – Sarah Miller
9. Kissin' Kate Barlow – Outlaw
10. Crazy hair – Zigzag
12. 'If only, if only' – Pig lullaby
13. Filled by Mr Sir – vCanteens
15. Car thief – Twitch
19. Zero – Hector Zerkow
20. Onion man's phrase – I can fix that
22. Hole measurement – five feet
24. Hero's nickname – Caveman
28. 'Vacancies don't last at Camp Green Lake' – Judge
32. For a guard, not Stanley – Can of soda
33. Damaged place – Wreck room
34. Villain's catchphrase – Excuse me
35. Needed lots of fixing – School house
36. Country in Europe – Latvia
37. X-Ray 'found' it – Gold tube
38. 'God will punish you!' – Hattie Parker

39. Camp Green Lake
40. Place of refuge – (G)
41. Teacher's specialty
42. Reptiles – Yellow-spotted lizards

Down

2. Source of great-grandfather's wealth
3. Lethal cosmetics – (G)
6. Bully – Derrick Du
7. Very old peaches – (G)
11. Theodore – Armpit
14. Empty as a flowerpot
16. Owns a motor boat
17. Buried deep – Suitcase
18. Occupation of bad
21. Surname Walker – (G)
23. Father's occupation
25. Lawyer – Ms More
26. Boat and animal – (G)
27. Stolen – Sunflower
29. Used to sleep in St
30. Not as dangerous as
31. Falling from the sky

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Assessment Focuses (AFs)

Reading

This activity pack provides adaptable and comprehensive activities that explore Focuses for reading. Instructions regarding the reading of the text have not been provided. Teachers are encouraged to choose the most suitable reading strategies (Assessment Focus 1) for each in the unit. Focuses 2 to 7 all have equal coverage, with each AF having four different activities for each novel.

Assessment Focuses for Reading:

AF1: use a range of strategies, including accurate decoding of text, to read for meaning.

AF2: understand, describe, select or retrieve information, events or ideas from texts, with reference to text.

AF3: deduce, infer or interpret information, events or ideas from texts.

AF4: identify and comment on the structure and organisation of texts, including presentation features at text level.

AF5: explain and comment on writers' uses of language, including grammatical features at word and sentence level.

AF6: identify and comment on writers' purposes and viewpoints and the overall effect on the reader.

AF7: relate texts to their social, cultural and historical contexts and literary traditions.

Writing

To encourage the sustained use of effective writing during this primarily reading unit, activities are provided that cover the eight assessment focuses for writing.

Assessment Focuses for Writing:

W1: write imaginative, interesting and thoughtful texts

W2: produce texts which are appropriate to task, reader and purpose

W3: organise and present whole texts effectively, sequencing and structuring

W4: construct paragraphs and use cohesion within and between paragraphs

W5: vary sentences for clarity, purpose and effect

W6: write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

W7: select appropriate and effective vocabulary

W8: use correct spelling

Speaking and Listening

Seven speaking and listening activities have also been provided in the unit, allowing students to develop their novel's capabilities through this popular medium.

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AF Table

This table presents the Assessment Focuses for each activity throughout the resource. The Assessment Focuses for individual tasks are also provided to aid the teacher's planning.

Worksheet	AF
Ch.1 – Camp Green Lake	R2
Ch.2 – Youth Punishment	R7
Ch.3 – Stanley's Past	R5
Ch.4 – A Fearsome Character	W7
Ch.5 – Squad D	R3
Ch.6 – Stanley's Innocence	S&L
Ch.7 – Elya's History	R4
Ch.8–9 – Varying Sentences	W5
Ch.10–11 – Analysing Characters	R3
Ch.12 – Moral Approach	R6
Ch.13 – Scripting a Scene	W2
Ch.14–15 – 'Excuse me?'	R2
Ch.16 – Stanley's Diary	W3
Ch.17–18 – Illiteracy	R7
Ch.19 – Sachar's Style	R6
Ch.20 – Venom	S&L
Ch.21 – A Friendly Act	R4
Ch.22 – An Agreement	W8
Ch.23 – Green Lake	R5
Ch.24 – Missing Punctuation	W6
Ch.25 – Forbidden Love	R6

Worksheet
Ch.26 – God's Blessing
Ch.27 – Teaching
Ch.28 – Kissin'
Ch.29 – A Character
Ch.30 – Zero's
Ch.31 – Erasing
Ch.32 – Hot Sex
Ch.33 – My Own
Ch.34–35 – Co
Ch.36–37 – A S
Media Compari
Ch.38–39 – Ple
Ch.40 – Onions
Ch.41 – Zero's
Ch.42 – Happin
Ch.43 – Homeb
Ch.44–45 – Ter
Film Reviews
Ch.46–47 – Th
Ch.48–49 – Str
Ch.50 – Group

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APP Grids

The following grids have been provided to assist teachers in assessing the unit's names and chapter numbers used for each AF have also been provided to assist. This unit is, of course, primarily a reading unit, and therefore grids are only provided being an assessment that is unsuitable for testing at secondary level.

If a student achieves a level descriptor (in the *Reading Level Descriptors* column) it can be ticked. If students achieve one of the level descriptors for a level, they can be assessed as B, and if a student achieves more than one descriptor can be assessed as B, and if a student achieves and is close to achieving the next level's descriptors, they can be levelled as an next level if they achieve one of that level's descriptors. Please note: this assessment is suggested as a guide.

Additional boxes are provided at the bottom of the table so that the students' progress for each respective AF can be recorded with their current assessment level. A space is also included, therefore promoting the fundamental purpose of APP assessment progress and improvement through the AFs.

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R2 – Understanding and referring

Name: _____

Date: _____

Reading 2 AF2 – understand, describe, select or retrieve information, evaluate and use quotation and reference to text.

Tasks: Ch.1 – Camp Green Lake
Ch.14–15 – ‘Excuse me?’
Ch.27 – Teaching Zero
Ch.42 – Happiness

Levels	Reading Level Descriptors
Level 8	Coherent interpretation of text
	Considers very imaginative insights
	Supports points with wider textual knowledge
Level 7	Uses increasingly precise references when making arguments
	Increasingly able to use knowledge of other texts (sources) to make complex arguments
Level 6	Relevant points are clearly identified
	Summarises an overall understanding (synthesis) of the text
	Supports points with references/quotations that are suitable (apt)
Level 5	The most relevant points are considered across the text
	Comments are generally supported by references/quotations from the text
	The points made are not entirely accurate/relevant
Level 4	Some relevant points are made
	Comments are mostly supported with relevant references/quotations
Level 3	Makes simplest and most obvious points, sometimes with misunderstanding
	Some comments include quotations or references to the text
	Not always relevant

Previously	The last time you were assessed for R2 you achieved:	Level
Now	This time you have achieved:	Level
In future...	To improve in R2 you must:	

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R3 – Inferring different meanings from

Name:

Date:

Reading 3 AF3 – deduce, infer or interpret information, events or ideas from

Tasks:
 Ch.5 – Squad D
 Ch.10–11 – Analysing Characters
 Ch.31 – Erasing Hector Zeroni
 Ch.36–37 – A Steep Climb
 Ch.38–39 – Plot Twists

Levels	Reading Level Descriptors
Level 8	Coherent interpretation of text
	Considers very imaginative insights
	Supports points with wider textual knowledge
Level 7	Comments begin to develop an interpretation of the text
	Teases out complex meanings
	Makes connections between imaginative ideas (insights) and weighs up evidence
Level 6	Comments are securely based on meanings in the text
	Reveals different layers of meaning, attempting to explore them
	Considers the significance and wider implications of the text
Level 5	Explains inferred meanings with evidence from across the text
	Uses the text to work out hidden meanings (inferences and deductions)
Level 4	Makes inferences based on evidence from different points in the text
	Inferences are often correct
	Comments are not always accurate; sometimes retelling the story
Level 3	Straightforward inference supported with only one reference from the text
	Simple (literal) understanding of the text

Previously	The last time you were assessed for R3 you achieved:	Level
Now	This time you have achieved:	Level
In future...	To improve in R3 you must:	

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R4 – Exploring the structure of text

Name: _____

Date: _____

Reading 4 AF4 – identify and comment on the structure and organisation of text
grammatical and presentational features at text level

Tasks: Ch.7 – Elya’s History
Ch.21 – A Friendly Act
Ch.28 – Kissin’ Kate Barlow
Media Comparison
Ch.48–49 – Structuring the Plot

Levels	Reading Level Descriptors
Level 8	Clear appreciation of how the structure of the text supports the writer’s purpose
	Understanding how the structure contributes to the meaning of text
Level 7	Some evaluation of how the text has been structured for theme/purpose
	Some appreciation of how a range of text level features have been organised
Level 6	Explores in some detail how the writer has structured the text for theme/purpose
	Comments on how a range of text level features have been used for effect
Level 5	Some general awareness of how the writer structures the text
	Identifies clearly how various text level features have been organised
	Some explanation of the organisation of the text
Level 4	Identifies some aspects of the text’s structure
	Simple comments on the structure of the text
	Identifies how some basic text level features have been used
Level 3	Identifies a few basic features at text level
	There is little or no linked comment to the overall text

Previously	The last time you were assessed for R4 you achieved:	Level
Now	This time you have achieved:	Level
In future...	To improve in R4 you must:	

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R5 – Explaining the use of language

Name:

Date:

Reading 5 AF5 – explain and comment on writer’s use of language, including features at word and sentence level

Tasks: Ch.3 – Stanley’s Past
Ch.23 – Green Lake
Ch.29 – A Change in the Weather
Film Reviews

Levels	Reading Level Descriptors
Level 8	Clear appreciation of how the use of language supports the writer’s purpose
	Understanding how the use of language contributes to the meaning of text
Level 7	Comments begin to develop precise, perceptive analysis of how language is used
	Some appreciation of how the choice of language contributes to the overall effect
Level 6	Some detailed explanation of how language is used
	Uses appropriate terminology when discussing language use
	Some understanding of how language choices contribute to the overall effect
Level 5	Various features of the use of language are identified
	There is some explanation of language features in the text
	Comments show some awareness of the effect created by language
Level 4	Some basic features of the use of language are identified
	Simple comments on the writer’s choices of words (language)
Level 3	A few basic features of language are identified
	There is, at times, little or no comment on language

Previously	The last time you were assessed for R5 you achieved:	Level
Now	This time you have achieved:	Level
In future...	To improve in R5 you must:	

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R6 – Exploring the purpose and effect

Name:

Date:

Reading 6 AF6 – identify and comment on writer’s purposes and viewpoints
the text on the reader

Tasks: Ch.12 – Moral Approach
Ch.19 – Sachar’s Style
Ch.25 – Forbidden Love
Ch.34–35 – Connecting Plots
Ch.44–45 – Tension in the Dark

Levels	Reading Level Descriptors
Level 8	Clear understanding of the text’s overall effect
	Critical evaluation of the writer’s purposes and viewpoints throughout the text
Level 7	Begins to develop some analysis of the writer’s purpose
	Begins to develop some analysis of how viewpoint is created in the text
	Begins to develop an appreciation of how particular techniques achieve effects
Level 6	Precisely identifies the main purpose at word and sentence level
	Clearly identifies and explains the viewpoint of the text
	Some precise (explicit) explanation of the text’s effect upon the reader
Level 5	Clearly identifies the main purpose, often through a general overview
	Clearly identifies the text’s viewpoint, with some limited explanation
	General awareness of the effect on the reader, with some limited explanation
Level 4	The main purpose is identified
	Simple comments show some awareness of the writer’s viewpoint
	Comments simply on the overall effect on the reader
Level 3	Comments identify the main purpose
	Expresses a personal response
	There is little awareness of the writer’s viewpoint or effect on the reader

Previously	The last time you were assessed for R6 you achieved:	Level
Now	This time you have achieved:	Level
In future...	To improve in R6 you must:	

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R7 – Relating the text to different

Name:

Date:

Reading 7 AF7 – relate texts to their social, cultural and historical traditions

Tasks:
 Ch.2 – Youth Punishment
 Ch.17–18 – Illiteracy
 Ch.26 – God’s Punishment
 Ch.41 – Zero’s Past

Levels	Reading Level Descriptors
Level 8	Sustained analysis of the text’s contexts
	Appreciates how the text relates to context(s) and tradition(s)
	Explores the context meanings produced from the text
Level 7	Begins to show analysis of how a text is influenced by earlier contexts
	Some analysis of how <i>different</i> meanings of a text relate to the contexts
Level 6	Some exploration of features used by writers from different periods
	Some detailed discussion of how contexts affect meaning
Level 5	Identifies similarities and differences between texts
	Some explanation of how the contexts contribute to the text’s meaning
Level 4	Identifies common features of the text
	Comments simply on the effect that the text has on meaning for the reader or the
Level 3	Identifies some simple connections between texts
	Recognises some features of the text’s contexts

Previously	The last time you were assessed for R7 you achieved:	Level
Now	This time you have achieved:	Level
In future...	To improve in R7 you must:	

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Camp Green Lake

Fill in the table below with information about Camp Green Lake and why Sachar presents it as an unpleasant place.

Camp Green Lake	How it is unpleasant
What you can see	
What you can feel	
Wildlife and people that live there	
Why does Sachar present the camp like this?	

YOUTH PUNISHMENT

1. Using a quotation, explain why boys are sent to Camp Green Lake.



- 2. Do you believe this form of punishment can work?
- 3. Explain how society is different in the novel's country. How are children that break the rules treated here?
- 4. Realistically, could this form of correction be used? If not, why has the author introduced it into the story?

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Stanley's Past

Stanley's family and the reasons for his going to Camp Green are revealed in this chapter. Fill in the table below explanations of how the writer's choice of words (language effective).

Quotation	The effect of the writer's
"the hot, heavy air was almost as stifling as the handcuffs."	The alliteration of 'h' sounds creates...
"the wrong place at the wrong time"	The repetition of...
"that would have been really cool"	The use of colloquial (slang) words like "cool"...
"And hardly anything was green."	Beginning the sentence with the connective "And"

A Fearsome Character



Now, create your own character that would be a Lake. Will he or she be more frightening than character, using the writing frame below:

- Describe his/her physical appearance
- What unusual habits does your character have?
- What do they wear?
- What is their history, prior to coming to Camp

You are being assessed for using effective language. As seen in Mr Sir, create a vivid and imaginative description of your character.

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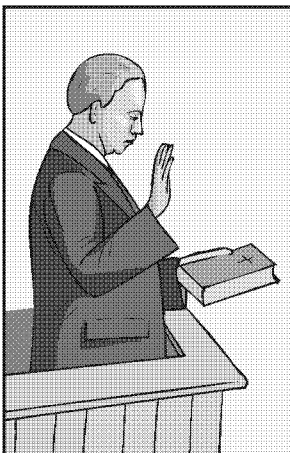
Chapter 5
SQUAD D

What do we learn about each character from the following quotations?

Quotation	Character	We learn
"I'm going to help you turn your life around."	Mr Pendanski	
He smiled and shook Stanley's hand.	X-Ray	
"Because there's nothing inside his head."	Mr Pendanski	
Theodore whirled and grabbed Stanley by his collar.	Armpit	

Chapter 6
Stanley's Innocence

In this chapter we learn how Stanley is innocent. Working in a law firm preparing the defence of Stanley for the theft of the snail, you will need to call two witnesses to prove his innocence. Use the bullet-point plan for your rehearsal. Once you are ready, you can present your piece of work to the class.

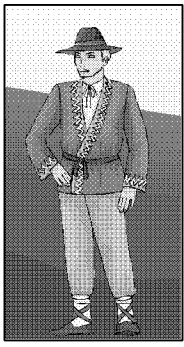


	<ul style="list-style-type: none"> Who will play which character? You need a lawyer, two witnesses Which two witnesses will you call? What questions will you ask them? How can you prove Stanley's innocence? What questions will you ask the judge?
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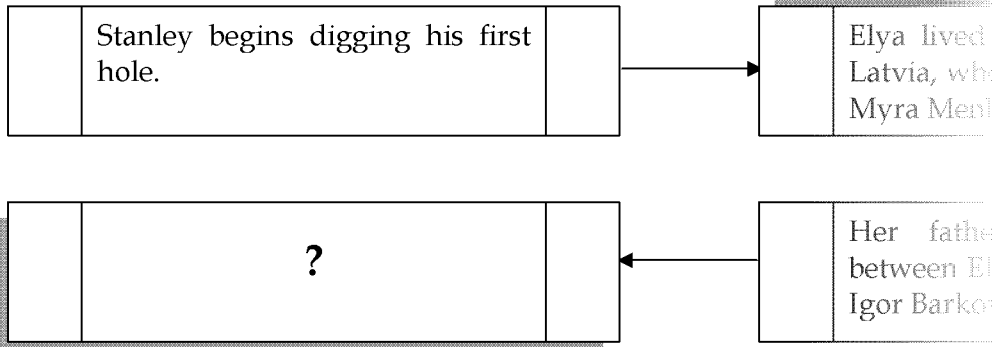




Chapter 7

ELYA'S HISTORY

In chapter 7, while Stanley digs his first hole, his ancestor Elya's history is revealed. A flowchart can be used to represent the process of events and to understand the structure of the writing with more precision. Complete the flowchart that analyses the chapter's events:



Complete this flowchart in your exercise books, detailing the correct sequence of events leading to the Yelnats living in America. Remember, flow-charts can go left, right, up or down, as you choose, so long as the correct order of events can be seen!

Looking at your flowchart, explain how and why Elya's history is structured the story in this way, while Stanley is digging his first hole.

Chapters 8–9

Varying Sentences

When describing yellow-spotted lizards and the wreck room, Elya uses different sentence structures to give a detailed and effective description. A long sentence with lots of commas can give a description vivid details.

“Looking at one, you would have thought that it should have been a yellow-spotted lizard, or a “black toothed” lizard, or perhaps a “white-tongued” lizard.”

However, using a short sentence can stress a point or give a sudden change. E.g.:

“Cheap air-conditioning.” or “Squid scov...”

Now, rewrite Stanley's letter home to his mother, but this time tell the truth, describing what life is really like in the cave. Remember: you will be assessed for your use of short and long sentences for effect.

Once you have finished, underline all of your long and short sentences and label them clearly.

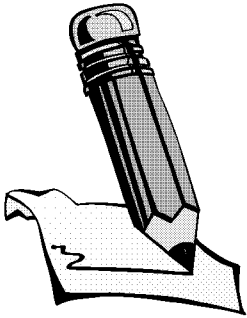
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Anagrams

Can you unscramble these anagrams into words, names, or places from the novel?



1. TIMRAP
2. RASEENKS LEBASALB
3. NONILITVGS YCLED
4. AKLE EREGN PAMC
5. NEDUN CREDIRK
6. TRONVEIN
7. KRAVBO ROIG
8. RAFGANRETDH TARGE REG

Now make five of your own anagrams from *Holes*. Can no one else can decipher?

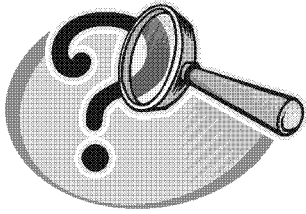
Who Said What?

Can you identify the speaker of each of these quotations and what is happening (the context) at each point of the novel?

- A. "Not every Stanley Yelnats has been a failure,"
- B. "You're not in the Girl Scouts anymore."
- C. "I want you to know...that I respect you."
- D. "Vacancies don't last long at Camp Green Lake."
- E. "I want you to carry me up the mountain."
- F. "The Caveman's cool."

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Analysing Character

During these two chapters, Stanley gets to know the members of his gang. Write down three quotations for these characters that tell us something about their personalities. Then explain what the quotations reveal about the characters in the right-hand column.

Character	Quotation	Explanation
X-Ray	"Right?"	X-Ray repeats this phrase to Stanley to show that he is listening to what he says, demonstrating his loyalty.
Stanley		
Armpit		
Zero		



MORAL APPROACH

As Squad D share their ambitions for the future, an underlying theme is revealed. Answer these questions in detail, exploring Sachar's intentions.

1. What sort of lives do you think boys that go to Camp Green Lake live before and after?
2. What is Mr Pendanski trying to make Squad D realise in chapter 12?
3. Should boys with troubled pasts be given a chance to right their wrongs and live their lives?
4. How does Sachar intend the reader to feel about Zero's future prospects?
5. Overall, what moral or message is Sachar suggesting in chapter 12?

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SCRIPTING A SCENE

In this chapter Stanley decides to hand over the item he finds. Demonstrating your understanding of Stanley's actions, write a play script that shows what would have happened if Stanley had not handed the item over to Squad D's leader. Discuss with a partner what would have happened and then write your script.

A play script must have the following features:

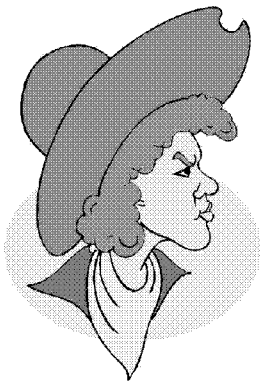
- Directions that set the scene
- Names in capitals in the margin
- Stage directions given in square brackets

You will be assessed for using the appropriate features of a play script. Use this example to start you off!

Squad D are busy digging holes in the blistering sun, when Stanley stops and picks up an item he has found.

ZIGZAG: [Looks at STANLEY and stops digging] What you got?

STANLEY: Nothing. [hides the item]



Chapters 14–15

“Excuse me?”

Fill in the table below with evidence from the text that reveals the Warden's character. How do you feel about her? Why do you react in this way?

The Warden	Our Reaction
Physical appearance	
How she speaks to people	
How she treats people	
Your overall impression:	

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Stanley's Diary

Imagine you are Stanley at the end of chapter 16. In this activity you will be writing a diary account of his feelings that day. Use the writing frame below to guide your progress and remember – you are Stanley, so write in the first person, explaining his thoughts and opinions in detailed sentences.

Writing frame:

- Discovering the gold tube
- Giving it to X-Ray
- Meeting the Warden
- Digging all day in the 'wrong hole'
- Reading mom's letter

Don't forget to organise the paragraphs into the correct order to show Stanley's change of emotions throughout the chapter. Your work will show how well you construct paragraphs and their sequence of events. You could link the beginnings of paragraphs together with linking phrases.

Illiteracy

Following Stanley's injury, he discovers that Zero is unable to read. This is a theme of *Holes* to appreciate how fortunate we are to read and write. Answer the questions below to explore this theme:

1. How does Stanley react when discovering Zero's illiteracy? Support your answer.
2. Why does Stanley react like this? What does this reveal about him?
3. What reasons might someone like Zero have for not reading and writing?
4. How do you think an illiterate person might feel about admitting they cannot read? What does this reveal about them?
5. Imagine you are Stanley and you are writing a letter to Zero. What would you teach him about reading and writing?



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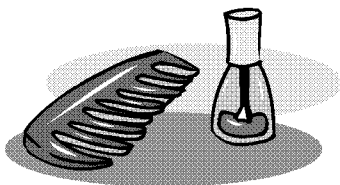


Chapter 19

SACHAR'S STYLE

Throughout the novel Sachar's writing has certain features, which we can call his 'style'. Different writers have different styles, making the reading of varied. For each event of chapter 19 listed in the table, explain what is revealed.

Events	What this reveals about
Squid's problems with his mother are subtly implied again.	Sachar is not an 'open' writer – he hides work hard at reading between the lines.
All the boys at Camp Green Lake are described as being the same colour.	Sachar includes important themes in his writing.
The boys greet Mr Sir with sarcasm.	Their ironic comments make the writing more engaging.
When Mr Sir questions Stanley about the seeds, brief dialogue is used.	The effect created is...



Chapter 20

Venom

Working in a group of three, decide who will act the parts of Stanley, Mr Sir and the Warden in a dramatic presentation of this chapter. Use the text carefully while rehearsing the scene, exploring the emotions of your chosen character.

Once you have performed your piece, discuss these two questions in your group.

- Why do the three characters behave the way they do?
- How is using drama effective to understanding a text?

Use these guidelines to perfect your performance.

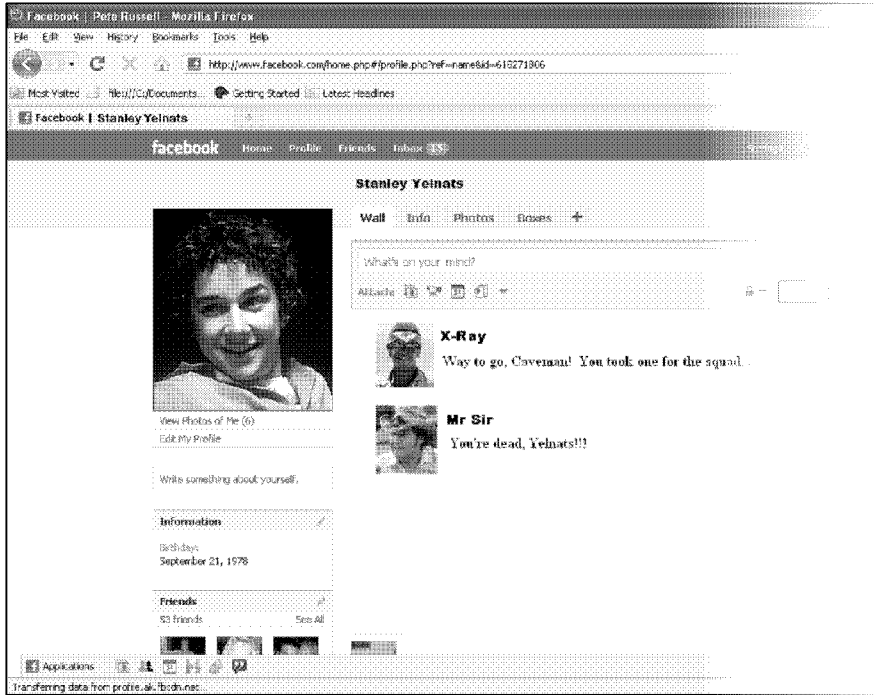
- Speak loudly and clearly
- Consider the emotions of characters
- Be your character – use phrases and actions
- Use props to aid you acting
- Organise the area where you will perform

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FB Statuses

Even the boys at Camp Green Lake get a little time to relax off their feet. Help Stanley, X-Ray, Zero, Mr Sir and the Warden fill in their statuses in the last chapter you read. What thoughts are on their minds? Be sure you 'keep in character'. Use the example below to help you.



ESCAPE FROM CAMP GRE

If you were in Camp Green Lake, how would you flee the Warden and Mr Sir? In pairs, devise a cunning plan to the points below. Once you have made a bullet-point share it with the rest of the class...

- **You need water... it's a long walk in a hot desert**
- **You may want someone who can drive**
- **You don't want to get shot**
- **There are a lot of yellow-spotted lizards in the desert**
- **You may have something the Warden really wants**

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A Friendly Act

Writers organise their writing, formatting and sentence structure for specific effects. Complete the sentences below with explanations of how the writer achieves these effects. Think carefully about the writer's intentions.



He won't die, the Warden had said. Unfortunatly

The writer uses italics to _____

Stanley shrugged one shoulder. "Nothe"

Sachar portrays movement in a character before the

Zero's hole was smaller than all the others. (p94)

Instead of saying something openly, Sachar _____

An Agreement

Imagine you are Stanley helping Zero with his spellings! Rewrite this diary entry from Zero, with all the necessary corrections.

Deer Dairy,

Today, my knew frend Stanly agreed to teech me how to reed and right. I'm really good at maffs, but I'm a terriball speller.

We maid an agreement - I'll dig sum of his wholes and he'll teech me in return. I can't beleave it! At last I've got a frend.

It's really hard lerning, but I'm not stopid - I'll show that idiot Pendancekey! Just you wate and sea!

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Chapter 23

GREEN LAKE

In this chapter Sachar uses effective language (words) to present new characters from the past, allowing us, the reader, to react in different ways. We sympathise for 'good' characters, while for villainous characters we feel dislike and enjoy seeing them portrayed in a foolish way. For the quotations below, explain how Sachar uses particular words and phrases (language) to present these two new characters. One example has been done for you:

Character	Quotations	How Sachar's language
Katherine Barlow	<p>"fabulous spiced peaches"</p> <p>"Her peaches were 'food for the gods'"</p> <p>"She was a wonderful teacher."</p> <p>"She was very pretty."</p>	<p>Sachar uses hyperbolic (exaggerating) language to describe her peaches, making us associate her with goodness.</p>
Trout Walker	<p>"smelled like a couple of dead fish"</p> <p>"he was...disrespectful"</p> <p>"He was loud and stupid."</p> <p>"proud of his stupidity"</p>	

Chapter 24

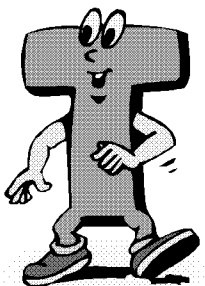
MISSING PUNCTUATION

These two paragraphs have punctuation missing. Copy the text into your books, inserting the missing capital letters, commas and full stops.

the book i am studying is called holes which was written by l. johnson set in camp green lake where bad boys are sent to live the main character is stanley who is innocent for the crime

one day the boys in squad d stole mr sir's sunflower seeds Stanley received the blame however the warden punished mr sir by scratching him cruelly with her nails now mr sir is hungry for vegetables

Now continue the summary with an explanation of what happened in chapter 24, using accurate punctuation, as learnt above.



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Forbidden Love

Once more Sachar moves the story back to events that novel began. Working in groups, discuss the bullet-points considering the writer's purpose and intentions.



- Why has Sachar introduced the racism?
- How does Sachar create an atmosphere of love and tenderness in the chapter?
- Why does he create this mood? What happens next?
- Why does the writer choose to flash back to the past now? Why not earlier?

GOD'S PUNISHMENT

In this gripping chapter, the theme of racism is reprised. Consider how much American society has changed over time. Complete the tasks below with explanations that show an understanding of the historical contexts of the novel.

1. In chapter 26 we learn how society was different in...
2. Black people were ...
3. Sam's 'punishment' is...
4. However, at the end of the chapter Sachar implies...



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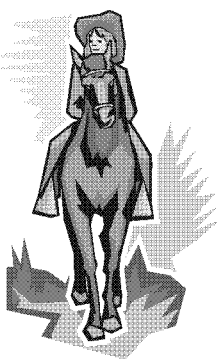
Teaching Zero

Fill in the table below with quotations that support the chapter's events in the left hand column.

Chapter Event	Quotation
X-Ray is unhappy with Stanley and Zero's agreement.	
Sachar's theme of racism reoccurs.	
Zero is a quick learner.	
A link from the past is discovered...	

Kissin' Kate Barlow

In this chapter the transformation of Miss Katherine the teacher to Kissin' Kate Barlow the outlaw is complete. By looking carefully at this character's history, we can gain an understanding of how Sachar has structured the text.



- Looking at your bullet point list of events, describe the outlaw's life in one sentence.
- Explain how Sachar has organised this history in between other chapters and events.
- Why does the writer present this character's history in this way?

Complete this bullet point list.

- Miss Katherine is a popular

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A Change in the Weather

Looking at the four quotations below, explain how Sachar (language) to effectively portray the hot weather. For each effect of the underlined words, and explain why they are effective. The writing frame has been provided below:

E.g. In quotation A Sachar uses the adverb 'unbearably' effectively because...

A, The weather became unbearably humid.

B, Stanley was sweating.

C, ...as if the temperature had gotten so hot that the air itself was sweating.

D, A loud boom thunder echoed the empty lake.

WRITING
AF1

Zero Runs Away

In this dramatic chapter, Zero is forced to flee Camp Green Lake. From Zero's viewpoint, explaining his thoughts and feelings at the time will be assessed for writing an imaginative and thoughtful character and demonstrate your understanding of the character. The writing frame has been provided to give you some ideas:

Writing frame

Paragraph 1: Zero's emotions - how he feels after running away, and his reasons why he escaped.

Paragraph 2: Zero's concerns about surviving outside of the camp - will he find water? etc.

Paragraph 3: His thoughts on Mr Pendanski. Why did Zero attack him?

Paragraph 4: How he feels about learning to read and the Warden's ban against Stanley teaching him.

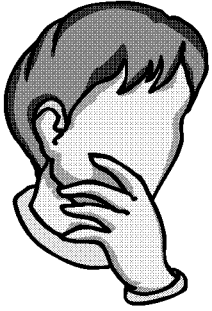
EXTENSION:

Write a fifth paragraph - entirely of your own choosing.

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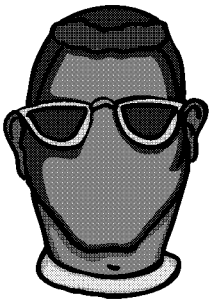
Zig
Zag
Education

Who am



Try to work out who these four characters are from the novel:

1. I'm not stupid. That Pendanski doesn't know what he's talking about. I'll show them – I can do anything. Who am I?



2. Well, it was embarrassing, I must have been in the front of one of the boys! But I saw something. Who am I?

3. I can't help stealing things! I walk along, and I see something, I like it, and it just sticks to my hand. Even sunflower seeds! Who am I?

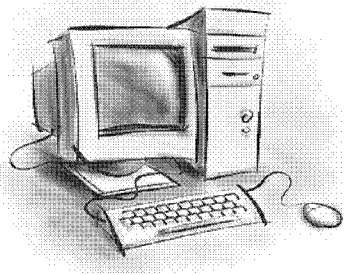
4. How dare he kiss her! It isn't right! I had to tell them what I saw... it was my duty to God! Who am I?

Now create two of your own "Who am I?" questions for another two characters in *Holes*. Try to include details from the novel.

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Chapter 31

Erasing Hector Zeroni

Below you will find a selection of quotations spoken by characters in Chapter 31. Fill in the connecting blocks with explanations of their thoughts and emotions when speaking. Don't forget to also explain why they are experiencing these emotions.

"I always knew he was stupid." (p142)

"Have you seen Zero?" (p143)

"No." (p143)

"Is there anyone who might ask questions?" (p144)

	Mr P
--	------

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--	--

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SPEAKING & LISTENING

Chapter 32

Hot Seating

In this chapter Stanley takes drastic action, due to his fears and con- Working in a group of four, imagine that the three characters Hecto are about to be interviewed at the end of chapter 32. In your grou character, rehearse role play interviews. What questions would you would they respond? The questions below have been provided to help

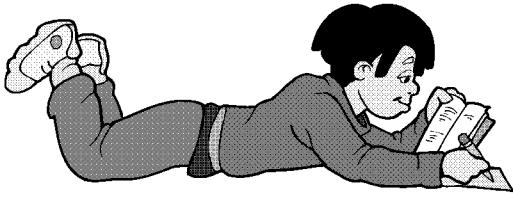
- Why did you run away?
- What made you steal the truck?
- Why did you 'erase' Hector?

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My Own Chapter



Sometimes when we read a novel, we think about what should happen next. We can produce their own ideas for events, characters. In this activity you will write your own chapter!

With the person sat next to you, discuss all the different things that you can think of to help you:

- Does Stanley find Zero? Or someone else?
- Could you introduce a character that hasn't appeared in the story?
- Perhaps you could give a minor character a major role within the story?
- What could be the most thrilling, frightening or interesting thing to happen?

Now, you can carefully plan what will happen in each paragraph. For this activity, you will be assessed for paragraphing your work effectively, which includes how you link paragraphs. don't forget to use connectives and other methods to link paragraphs.



Chapters 34–35

Connecting Plots

During these two chapters, Sachar links the main plot (Stanley) with the sub-plot (Zero and Barlow). Fill in the table below with explanations of how Sachar connects the two plots. Use the final row of the table to explain why he does this – is it random or is it planned?

Events in chapters 34–35	The connective
Stanley finds a boat...	
Zero has been eating 'splotch'	
Stanley sees 'big thumb'	
Sachar connects the main plot to the sub-plot because...	

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A STEEP CLIMB

As Stanley and Zero make their journey up ‘big thumb’, the writer presents a range of events and obstacles. Complete these sentences in your exercise book, examining why Sachar presents the climb in this way.

The fact that Stanley and Zero take so many things with them imp

Zero is portrayed as suffering... because...

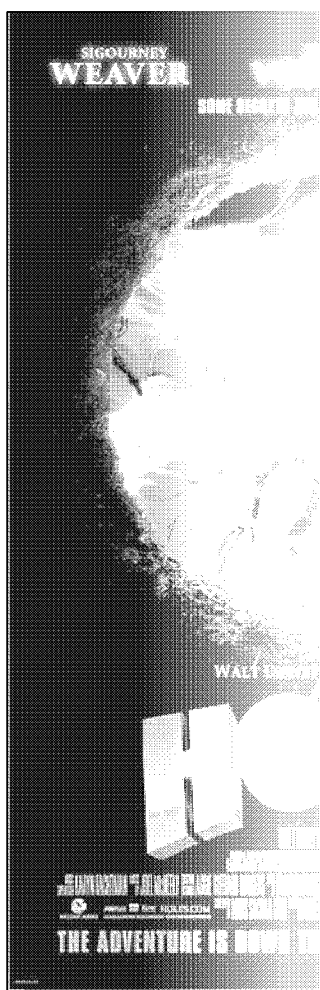
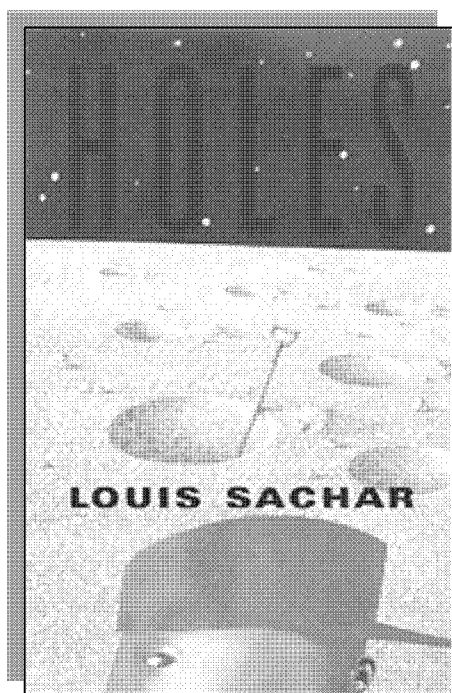
The boys pretend that when they reach... The reason why they...

To divert Zero’s attention Stanley... because...

At the end of chapter 37, Zero... Sachar is...

Media Comparison

Here is the first edition book cover, alongside the film poster for the 2003 movie. Write a comparison of these two pictures, explaining the use of presentational features, while judging which picture is the most appealing.



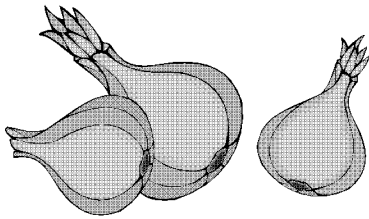
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Plot Twists

During these two chapters secrets are openly revealed. Below, explaining in detail how the writer uses 'twists' to inform the reader.

1. Explain what a 'plot twist' is. Give an example from film.
2. Make a list of clues, with chapter numbers, which hint at the baseball sneakers.
3. Why has the writer spread these clues throughout the novel?
4. Explain how the Madame Zeroni curse story line is concluded.
5. What do you think will now happen to the Yelnats family?
6. Why does Sachar use plot twists in 'Holes'? What is his purpose?



Chapter 40

ONIONS

The life saving power of onions has been illustrated more than once in this speaking and listening activity your group must produce that promotes... onions! Sam needs your help selling his favourite vegetable. Use persuasive features and your knowledge of the text to create a minute radio advert. You could even create a catchy jingle to help you!

- Use events from the text
- Use a rhetorical question. E.g. Where can I...?
- Directly address the audience with 'you'
- Use repetition and alliteration
- Use a cluster of three

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? QUESTION MAKE

In this activity you are presented with **answers**, from which you must create questions.

For example: ANSWER: Stanley

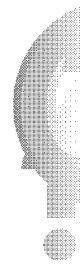
The question could be *“Who is the main character of the story?”*

Or, perhaps you could ask a more challenging question...

E.g. Who runs away in Chapter 32?

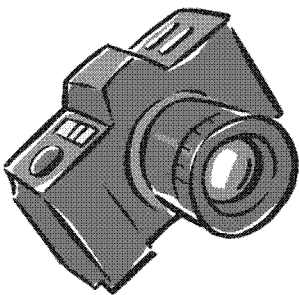
There are no fixed correct questions, but they must be connected to the story. The more detailed or difficult, the better!

- a) ANSWER: Mr Pendanski
- b) ANSWER: God’s Thumb
- c) ANSWER: “Empty, empty, empty”
- d) ANSWER: Onions
- e) ANSWER: Mary Lou
- f) ANSWER: Curse



Freeze Frame

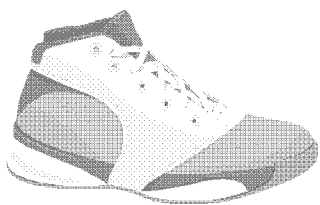
In this activity you will be working in groups of four. You will be given a summary of the last ten chapters, divided into five parts. Each group will prepare dramatic freeze frames for each episode, ensuring that all characters are accurately portrayed.



1. Zero runs away and is ‘erased’
2. Stanley steals the water chuck
3. Stanley finds Zero in the boat
4. They climb Big Thumb
5. The curse is lifted

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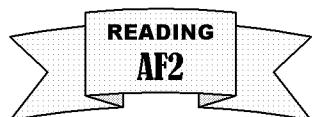


Chapter 41

ZERO'S PAST

Finally, Zero's past is revealed to Stanley in chapter 41. Work on questions, making notes on the chapter's social contexts.

1. Why was being a club scout important to Zero?
2. How was Zero's life and experiences more difficult than Stanley's?
3. How would you feel if you were homeless like Zero?
4. Would someone in Zero's position be morally wrong for stealing the sneakers?



Chapter 42

HAPPINESS

For the first time Stanley experiences emotions of a positive nature. Answer the question below and what points you could make in answering it.

How have his experiences at Camp Green Lake been rewarding?

Make a bullet-point list of points you could make. See the example.



For each one of your points, write an effective quotation that supports your point.

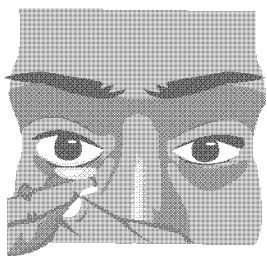
E.g. In the example quotation that shows how Stanley likes having 'tough' friends called 'Cavemen'.

Now, choose one of your points and write a PEE paragraph. Remember: make your point, back it up with evidence, and a quotation proves your point.

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Chapter 43

Homelessness

This chapter concludes Zero's sad history. Working in a group advert for a charity campaigning for the rights of homeless and Zero's life as an anecdote (an example story) in your piece of drama.

- What is the purpose of such an advert?
- Use persuasive features covered in previous persuasive activities
- Work closely with chapters 38, 39, 41 and 43
- How can you create sympathy in your audience?
- What sound effects could you use for the radio?

READING
AF6

Chapters 44–45

TENSION IN THE DARK

During these two dramatic chapters, Sachar creates suspense in the table below with explanations of how the writer has made the reader.

Event	How they create suspense
Stanley is unable to see in the dark and jumps with surprise when Zero suddenly appears.	
Chapter 44 ends with a sudden 'cliff-hanger'.	
The lizards are revealed.	
The Warden waits for Stanley and Zero to die.	

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Film Reviews

Here are two reviews on the film adaptation of the novel. Read them both carefully, noticing the differences in types of language (words) used and different literary effects (e.g. alliteration, rhetorical questions etc).

REVIEW 1: *Holes* is the utterly ludicrous story of Stanley, who's sent to a camp accused of stealing a pair of sneakers. Everyone at the camp is put to work like a slave. There are tiresome flashbacks and a clichéd Warden with two underlings - and Stanley's mute friend Zero. Why in the world are they digging holes? It certainly shouldn't take 111 minutes to tell this story! Not in this film, it takes ten minutes and it wouldn't be so tedious. But 111 minutes? You've got to be kidding!

Furthermore, these characters must be living in some fantasy world, because Stanley is innocent with no criminal record, who's only hit on the head by a car. What happens? He's arrested, tried, convicted, and sent to prison! Worse, the camp is populated entirely by children sentenced to hard labour. I'd like to ask how this happens in America. Utterly ludicrous!

REVIEW 2: There's so much detail in this film that it deserves to be a classic for both kids and adults. Based on Sachar's bestselling novel, it's the enchanting story of a young teen unjustly sent to a summer work-camp in the middle of the 1900s. The Warden and her amusing colleagues make the boys dig holes to be sure they are obviously looking for something! A delightful coming of age story, which goes from unhappy loner to popular hero.

What a bargain too! There are four movies here, instead of one. The film is full of detail from the Old Country, the Wild West, the camp itself and the parents back home. It's brilliant to tell a single tale about making peace with your past and accepting the future. It's sharp, witty and original filmmaking, from Sachar's clever screenplay to the director's eye. With so many delightful little touches, everyone will love this magical movie.



1. How is the tone different in the first review compared to the second?
2. Quote three words from each review that reveal the writer's attitude.
3. How do the reviews use different types of humour?
4. Find two examples of literary features in each review and explain how they are effective. Consider: alliteration, repetition, rhetorical questions, cluster of three and short sentences.

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Chapters 46–47

The Suitcase

The Warden
“Why aren’t you dead yet?” (page 208)

Mr Sir
“Too bad you weren’t

Stanley
“That’s not true!” (page 214)

Stanley
“Thank God, y

Emotions run high as the Warden and Stanley confront each other in the ‘last hole’. Working in small groups, practice reading aloud the quotations, while acting ‘in character’. What are the characters feeling at the time? Use drama to bring the text alive!

Chapters 48–49

Structuring the Plot

In the final chapters of the novel we can see how all the different parts of the plot are showing how the writer has deliberately structured the novel.

Here are five important parts of the novel’s plot. Choose one of the three questions below it. Once you have done one, try a second one.

Yellow-spotted lizards

The Warden’s search for Stanley

God’s punishment of Green Lake

Stanley Yelnats I robbed by outlaws

Stanley’s dad

1. When and how does Sachar first introduce this part of the plot?
2. How is this part of the plot resolved in chapter 48/49?
3. Why has Sachar structured the plot in this way? Consider the effect and purpose.

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Group Evaluation

Working in a small group, discuss the outcome of the novel *He* been filled? What moralistic message do you think the st characters receive justice? Remember to listen to each other's your ideas in clear Standard English with references from the tex

Use the grid below to record the different opinions of your gr different aspects of the novel's conclusion. Make sure you explai

	Group member 1 Name_____	Group member 2 Name_____	Group member 3 Name_____
<i>Are you happy with what happens to Stanley's family?</i>			
<i>Are you pleased with what happens to the villains?</i>			
<i>Content with Zero's outcome?</i>			
<i>The novel finishes with the pig lullaby - good idea?</i>			

Overall, how would you rate the novel's outcome? Discuss this an overall percentage, with 100% being absolutely happy with the ending.

Once you have finished sharing ideas, you can summarise your main points to the rest of the class.

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FILM COMPARISON

Use this table to compare the differences between the novel and adaptation of *Holes*. Consider: how long does it take to read it in comparison to how long it takes to watch the film...

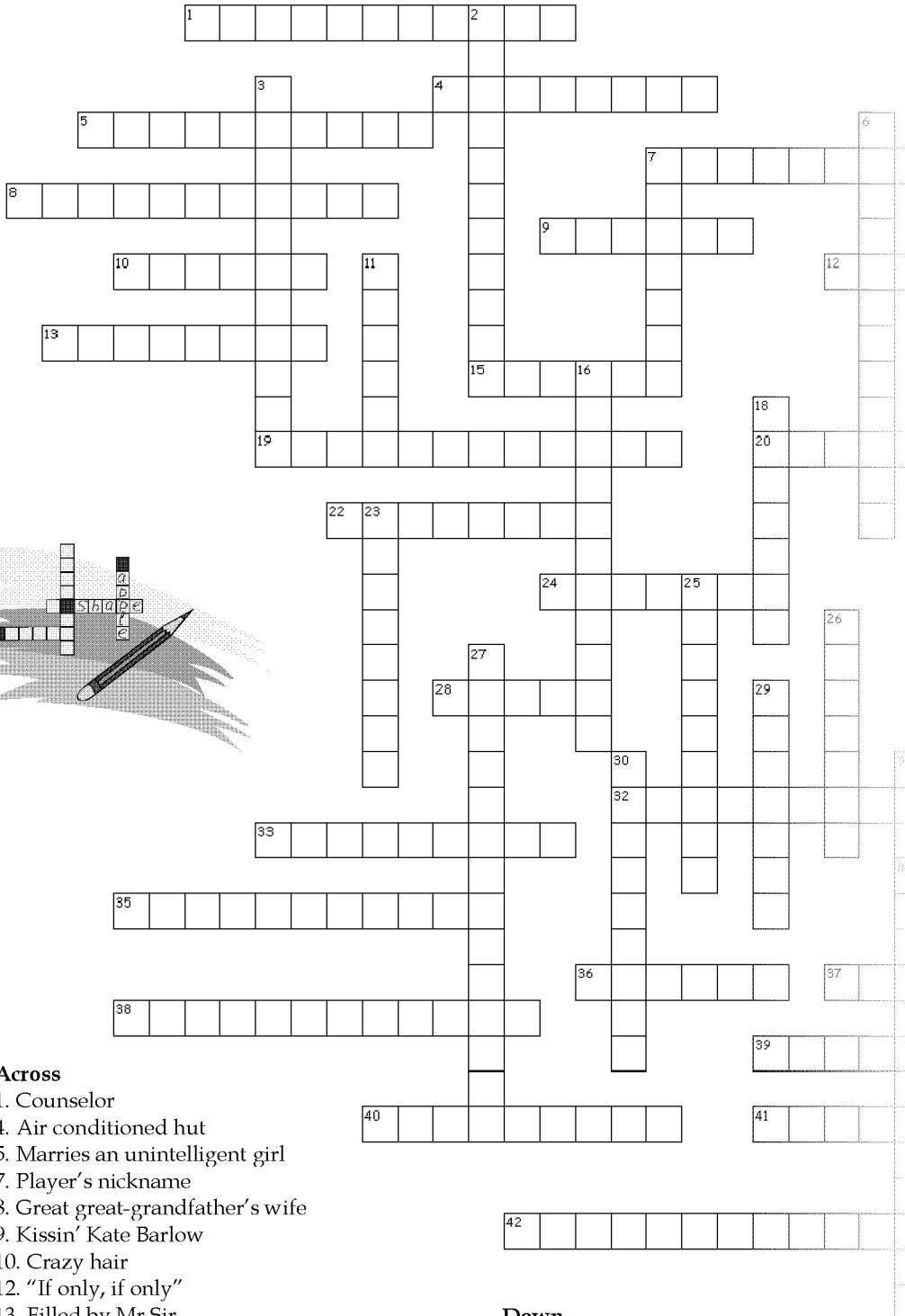
Features	Differences between the
How characters are presented. Are they all the same in their personalities etc.?	
Events that are in the novel but NOT the film	
The ending	
Why has the filmmaker made changes? Explain his reasons clearly, with examples.	

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Holes Crossword



Across

1. Counselor
4. Air conditioned hut
5. Marries an unintelligent girl
7. Player's nickname
8. Great great-grandfather's wife
9. Kissin' Kate Barlow
10. Crazy hair
12. "If only, if only"
13. Filled by Mr Sir
15. Car thief
19. Zero
20. Onion man's phrase
22. Hole measurement
24. Hero's nickname
28. "Vacancies don't last at Camp Green Lake"
32. For a guard, not Stanley
33. Damaged place
34. Villain's catchphrase
35. Needed lots of fixing
36. Country in Europe
37. X-Ray 'found' it
38. "God will punish you!"
39. Camp Green Lake at the end
40. Place of refuge
41. Teacher's specialty
42. Reptiles

Down

2. Source of great-grandfather's fortune
3. Lethal cosmetics
6. Bully
7. Very old peaches
11. Theodore
14. Empty as a flowerpot
16. Owns a motor boat
17. Buried deep
18. Occupation of bad boys
21. Surname Walker
23. Father's occupation
25. Lawyer
26. Boat and animal
27. Stolen
29. Used to sleep in Stanley's cot
30. Not as dangerous as 42 across
31. Falling from the sky

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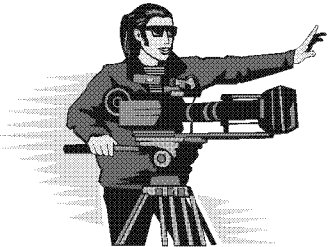


FINAL TASK

1. You are a world famous novelist! Rewrite the *Holes*. Change the ending and make it original! Will it have a happy ending? Or will you have a tragic climax? Could you use a plot twist...

Carefully make a plan of the events that will happen in each chapter. Once you have planned your narrative, start writing it!

2. Imagine that you are a director of children's television. You have been asked to direct a four part animation series. Each of the four parts is half an hour long. You must plan out the events of each episode of the series.

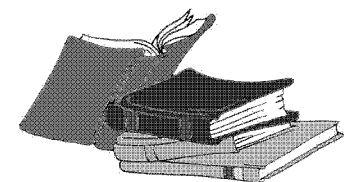


Make sure you evenly plan out the events of each episode. You don't want to cover the first 10 chapters in the first episode and squash the remaining 40 chapters into the last episode.

3. Create a newspaper article exposing the scandalous activities of the Warden. What will your headline be? Your story needs to cover the illegal activities, as well as what has happened to the prisoners.

A good newspaper article must have: an interesting headline, well structured paragraphs, a picture, quotations from the characters in the report, and the use of the 5Ws - who, what, when, where, why. Consider carefully the angle you choose. Be sensitive in what you write, remembering the nature of this subject.

4. Imagine that you are a book reviewer for a national newspaper. You have been asked to write a review of *Holes*. In your review, you must mention the characters you liked and disliked, the use of flashbacks, the plots and your overall opinion of the novel.



A good book review should include: a clear headline, a list of stars, an attractive layout with a picture, a clear structure of writing organised into paragraphs, and a recommendation to the audience to read *Holes*.

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