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# Sample

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*Literature Made Fun!*



***Holes***  
BY LOUIS SACHAR



**Prestwick House**

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All references come from the Yearling edition of *Holes*, copyright 1998.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters 1 – 7****Setting**

**Objective:** Visualizing the setting for the story, including geographic locations and interior spaces

**Activity**

Draw and accurately label a map of Camp Green Lake based on the descriptions of the camp in the text. You may embellish your map with extra features that you infer are part of the setting (an appropriate sky, vehicles, rocks, equipment, placement of doors, signs, bed clothes, etc.), but your map **MUST** include accurate representations of the following required elements: camp buildings, signs Stanley sees on these buildings, tents with appropriate labels, and the Warden's residence.

Draw a detailed map of the inside of Tent D. Use your imagination. Think about how you picture the inside of Stanley's tent and add any details about the setting that you imagine to be there. Your drawing **MUST** include, but is not limited to, the following elements: details of Stanley's belongings and where he stores them, where Stanley sleeps, and the location of Armpit's cot in relation to Stanley's cot.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters 1 – 7****Character Relationships**

**Objectives:** Relating details about the characters  
Defining the relationship between the protagonist and the other characters in the story

**Activity**

Working in small groups, complete the following Identifying Character Traits Chart. First, list the nickname for the character and then note the character traits for that character. Finally, in one or two sentences, state Stanley's connection or relationship with the character. The first one is done for you as an example.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters 15 – 21****Characterization**

**Objective:** Identifying leadership qualities in the characters in the story

**Activity**

In small groups, review the fifteen Qualities of Leadership on the information sheet that follows. Each group must discuss each quality of leadership so that all members of the team understand the quality and are able to apply the concept to the characters in the story. Complete the attached Leadership Qualities Charts for both X-Ray and the Warden.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters 1 – 28****Reading for Details**

Objective: Reading for details

**Activity**

Working in small groups, write 20 questions and answers for Part I of *Holes*. The first two are done for you as examples. Leave blank spaces between the questions. After all of the groups have completed the 20 questions, cut the questions into separate small slips of paper. The teacher will then collect all of these questions from the groups. The teacher or a student monitor selects a question from the box. Taking turns, each group must try to answer the question. At the conclusion of the game, the group with the most correct answers will be the winner. Add one point to the group score for each correct answer.

1. Question: What is the worst thing that can happen to a boy at Camp Green Lake?

Answer: \_\_\_\_\_

2. Question: How big is the hole the boys must dig each day?

Answer: \_\_\_\_\_

3. Question: \_\_\_\_\_

Answer: \_\_\_\_\_

4. Question: \_\_\_\_\_

Answer: \_\_\_\_\_

5. Question: \_\_\_\_\_

Answer: \_\_\_\_\_

6. Question: \_\_\_\_\_

Answer: \_\_\_\_\_

7. Question: \_\_\_\_\_

Answer: \_\_\_\_\_

8. Question: \_\_\_\_\_

Answer: \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapters 1 – 50****Chronological Plot**

**Objectives:** Ordering incidents from the story in chronological order  
Visualizing the growth or coming of age of characters from the story using a time line

**Activity**

A coming-of-age story is defined as a novel in which the main character or characters grow, mature, or understand the world in adult terms. Some critics believe that *Holes* is a coming-of-age story for both Stanley and Zero. Trace the pattern of growth for each of these characters by completing the following Coming of Age Timeline.

Working in small groups, place the following list of incidents from Stanley life in the correct chronological order. The first and last incidents have been done for you. Continue placing the incidents in order by noting the number of the incidents from 1 to 19 on the chart with 1 being the first incident in the story from the list and 19 being the last.

In a similar way, place the list in incidents from Zero's life in the correct chronological order. The first one is done for you.