

EDUCATOR'S GUIDE



WALT DISNEY PICTURES PRESENTS

HOLLES

IN ASSOCIATION WITH WALDEN MEDIA

THE AWARD WINNING NOVEL COMES TO LIFE.

Dear Educator,

As the author/screenwriter and director of *Holes*, we are proud of its translation from page to screen. We believe that the film carries a powerful human message.

The boys living at Camp Green Lake have all lived hard-luck lives. Each carries the scars of a world that all too often forces kids to confront the harsh realities of homelessness, poverty, abuse, absent authority figures, and illiteracy. Though these are difficult topics, the ultimate message of the film is one of redemption and hope.

We think you and your students will feel great sympathy for the kids at Camp Green Lake, especially Stanley “Caveman” Yelnats and Hector “Zero” Zeroni. You will like the quirky characters, intricate plot, the adventure story, and most of all, the message that friendship and learning really matter. Stanley and Zero are both kids having a tough time making it in the world around them. Through perseverance, loyalty, and courage, they rise to become accepted as heroes by the boys who previously rejected them. Stanley is able to end a family curse because he takes the time to teach and stand by a friend. Zero solves a hundred-year mystery through his newfound ability to read.

Our preview audiences have told us that *Holes* is a great film with a great message. We hope that this Educator’s Guide, the educational poster, and the web site help you as an educator to reinforce the lessons learned in both the novel and the film. We know that these materials can serve as integral parts of a thoughtful and rewarding learning experience. If our film can serve to make your kids more excited about reading, inspire them to go out and mentor other kids to read, or simply engage them to dig deeper into other subject matter, then we have all succeeded.

We are excited to bring both the film and these educational materials to you. We hope you enjoy them.

Best wishes,

Louis Sachar, Author/Screenwriter

Andy Davis, Director



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USING THIS GUIDE

This guide is designed for teachers to help integrate the film *Holes* into the classroom. All lessons are targeted to students in grades 5–8 and comply with national content standards. Each lesson also includes an “adaptation” with suggestions for how to scale the lesson for use with younger students. The reproducible worksheets and lesson plans cover subject areas including language arts, science, history, and technology. Our Making Connections page shows you how lessons can fit together and be taught as a comprehensive series. For an overview of content standards correlations in this guide, please see the chart on the National Educational Standards page.



WALDEN MEDIA

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ABOUT HOLES THE MOVIE...

Based on the award-winning book by Louis Sachar, *Holes* is a funny and poignant coming-of-age adventure. It tells the story of Stanley Yelnats (Shia LaBeouf) – an unusual young hero, dogged by bad luck stemming from an ancient family curse. Perpetually in the wrong place at the wrong time, Stanley is unfairly sentenced to months of detention at Camp Green Lake for a crime he didn't commit. There, he and his campmates – Squid, Armpit, ZigZag, Magnet, X-Ray, and Zero – are forced by the menacing Warden (Sigourney Weaver) and her right-hand men Mr. Sir (Jon Voight) and Mr. Pendanski (Tim Blake Nelson) to dig holes in order to build character. Nobody knows the real reason they're digging all these holes, but Stanley soon begins to question why the Warden is so interested in anything "special" the boys find. Stanley and his campmates must stick together and keep one step ahead of the Warden and her henchmen as they plot a daring escape from the camp to solve the mystery and break the Yelnats family curse.

ABOUT LOUIS SACHAR

Louis Sachar was born in East Meadow, New York. He still remembers how cool it was to visit his father in his office on the 78th floor of the Empire State Building. When he was nine, Louis moved to southern California. Today he calls Austin, Texas home.

Louis met his wife, Carla, when he visited her elementary school to speak about his first book, *Sideways Stories from Wayside School*. She became the inspiration for the counselor in *There's a Boy in the Girls*

Bathroom. They were married in 1985 and their daughter Sherre was born in 1987. She was four years old when he started writing the *Marvin Redpost* series – hence Marvin has a four-year-old sister. In his free time, Louis likes to play bridge, hike with his dogs, and spend time with Carla and Sherre.

Among Louis Sachar's numerous writing awards are: the Newbery Medal, the National Book Award, the School Library Journal Best Book of the Year (all for *Holes*), and more

than 30 individual state awards for the best book of the year, all voted upon by the children in the respective states.

Louis says he had a wonderful first experience in Hollywood – much better than he ever could have imagined. Not only was he tapped to write the screenplay for *Holes*, he was on the set every day, sitting next to the director, Andy Davis. Be sure to watch for Louis' cameo appearance during the film!



MAKING CONNECTIONS

You can teach the lessons in this guide as stand-alone activities or use the lessons in each subject as a comprehensive series. See how it all connects!

LANGUAGE ARTS

Lesson 1: Zero The Hero, Trout The Lout – Character Study

Since this is an activity that can be repeated every time students are introduced to a new character, have students keep these character sketches in a folder. These pages are helpful for the essay assignment in Lesson 6.

Lesson 2: Conflicted – Examining Conflicts At Camp Green Lake

Conflict is often a result of characters we call antagonists. Based on the character sketches students have made, which characters might be antagonists? Protagonists?

Lesson 3: Flashbacks – Illuminating The Past To Brighten The Present!

The flashbacks in *Holes* can be difficult for some students. Thinking about this idea now may make the discussion of cause and effect in Lesson 4 more effective.

Lesson 4: Chain Reactions – Cause And Effect

Reviewing the work done in the lesson on flashbacks may help facilitate the discussion on cause and effect because the chronological order of events begins to be important for unraveling the puzzle that is *Holes*.

Lesson 5: Like It Or Not? Write A Review Of *Holes*, The Movie

Movies inevitably change parts of a book when they are put into a script. Push students' thinking beyond whether they simply like or dislike the movie to support that opinion with specific changes or omissions that might alter the story.

Lesson 6: Two Lives Collide – Stanley And Zero

The ideas and quotations collected in Language Arts Lesson 1 are helpful for this essay if students completed character sketches for both Stanley and Zero. The students can use that information as evidence and examples for their essays.

SCIENCE

Lesson 7: The Desert Biome

The process of desertification, the change of arable land into a desert from natural or human causes, is the process that creates the setting of present day Camp Green Lake. This lesson is the first of three on deserts, desert wildlife, and issues surrounding water use.

Lesson 8: Park Ranger In Training

Water, weather, and chemicals contribute to erosion and result in many rock formations. In this lesson, students will pretend to be park rangers explaining the natural history of specific rock formations.

Lesson 9: Leapin' Lizards And Other Facts About Reptiles And Amphibians

The arid conditions of the desert biome require living things to adapt in order to survive. Ask students to propose these adaptations before researching them. Even Stanley notices his own body adapting to the conditions of Camp Green Lake.

SOCIAL SCIENCES

Lesson 10: Jim Crow Laws And The American South

Beyond the relationship between Miss Katherine and Sam, the Onion Man, the boys of Camp Green Lake are aware of racial differences and the strain it can put on relationships. These examples might be a way to make the idea of the Civil Rights movement more accessible to students.

Lesson 11: Westward Expansion – Chief Joseph's Words Of Surrender

Chief Joseph's speech, read aloud in this lesson, is a primary source. Primary sources are the subject of Lesson 12.

Lesson 12: The Primary Source

Students will have prior knowledge of a primary source. One such example is Chief Joseph's speech in Lesson 11.

TIPS FOR THE ONE-COMPUTER CLASSROOM

The following are a few suggestions for teachers with one or very few computers available to students:

- Hook up the computer to a video monitor or a projector so that the class can browse the web together. Invite students to participate by taking turns clicking on the hyperlinks or reading information aloud.
- Assign small groups of students to work together on the computer for about 15 to 20 minutes in rotation. Give the rest of the class other related activities to do while waiting their turn on the computer.
- If students have access to the Internet at home, consider assigning certain activities as homework. You can get them started with the project in class and have them finish their work at home.



ZERO THE HERO, TROUT THE LOU

CHARACTER STUDY

TEACHER PAGE

GRADE LEVEL: 5–8

SUBJECT: Language Arts

DURATION: One 40-minute class period

NATIONAL STANDARDS: Language Arts, Standard 3: Evaluation strategies

MATERIALS: Student worksheet, writing journals

Use this lesson to map out character traits for a character from Holes.

DESCRIPTION

A character sketch is a short piece of writing that reveals or shows something important about a person or fictional character. Think about the different characters in *Holes*. Some are likeable, and some are not so likeable. Students will choose one main character from *Holes* to diagram in the worksheet.

OBJECTIVES

- To demonstrate an understanding of character traits
- To recall facts, characters, and events from *Holes*, and evidence for certain character traits

ADAPTATIONS

For younger students, follow the same procedures. In place of the worksheet, have students draw a picture of a character of their choice from the story. Instruct students to draw the character in the scene that best portrays the character's traits.

ASSESSMENT

Design a five-point rubric to assess students on their demonstrated understanding of character traits as indicated by their word choice and scene selections from *Holes*.

EXTENSIONS

- Use the worksheet as a springboard for a creative writing exercise. Have students imagine a character they want to write a story about. Using the worksheet, students can flesh out their character's personality traits and brainstorm scenes or events that they want to incorporate into their stories.
- Use the filled-out worksheets as an opportunity to discuss literary terms such as dynamic, static, round, and flat which describe the characters. Place characters into their respective category.

USEFUL RESOURCES

SparkNotes' concise descriptions of the main *Holes* characters:
www.sparknotes.com/lit/holes/characters.html

Teacher Vision's list of character traits:
www.teachervision.com/lesson-plans/lesson-2669.html

The Writer's Guide to Character Traits, by Linda N. Edelstein, Writer's Digest Books, 1999.

PROCEDURES

1. Instruct students to think about the character of Trout Walker. Then work toward the idea of character traits. Start with a problem or idea and then discover the solution or answers along the way. Where in the story do these character traits reveal themselves?
2. Copy the worksheet chart on the blackboard.
3. Fill in the chart with the students. Use Trout Walker as an example.
4. Write Trout Walker's name in the center of the chart.
5. Instruct students to think of four characteristic traits of Trout Walker (see answer key). To initiate discussion: Describe Trout Walker's personality. What are some distinguishing features or traits that describe his character? What does Trout say or do in the book or movie that proves your ideas? Write the four traits in the oval shapes.
6. For each trait, ask students to return to the *Holes* book or movie and find two instances when the character displayed each trait. Whenever possible, have students find specific quotations and use them as examples of "evidence" to write in the rectangles.

ANSWER KEY: TROUT WALKER

Characteristic/trait: Rich

1. His family owned most of the peach trees and land east of Green Lake.
2. Bought a new motorboat.

Characteristic/trait: Influential

1. Gets the townspeople to help him burn down the schoolhouse.
2. Knowing that Trout's behind the schoolhouse burning, the sheriff doesn't do anything about it.

Characteristic/trait: Conceited

1. "No one ever says, 'No' to Charles Walker."
2. Can't believe that Katherine doesn't like him.

Characteristic/trait: Hateful

1. Trout kills Sam.
2. Trout calls Katherine "The Devil Woman."



ZERO THE HERO, TROUT THE LOU

STUDENT PAGE
CHARACTER STUDY

NAME _____

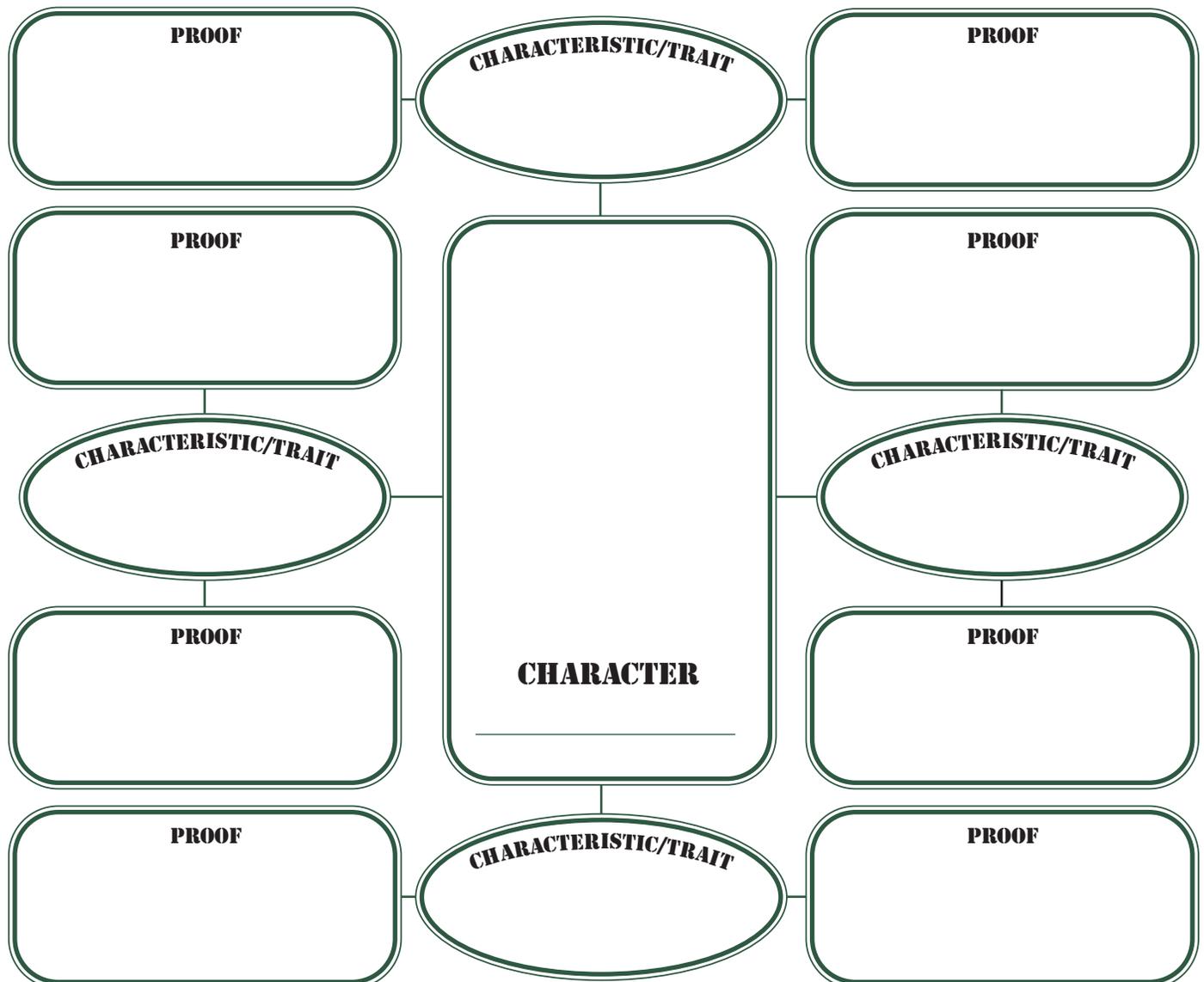
DATE _____

WHAT IS A CHARACTER SKETCH?

A character sketch is a short piece of writing that reveals or shows something important about a person or fictional character. Think about the different characters in *Holes*. Some are likeable, and some are not so likeable. Choose one main character from *Holes* to diagram in the chart below.

INSTRUCTIONS

Write the name of the character you choose in the center. (Draw a picture of the character if you like.) Then think of four character traits of this character (for example: loyal, brave, hostile). Write the four traits in the oval shapes. For each trait, find two instances in the book or movie when the character displayed each trait. Whenever possible, look for exact quotations by the character to use as proof. Write these examples in the rectangles.





TEACHER PAGE CONFLICTED

EXAMINING CONFLICTS AT CAMP GREEN LAKE

GRADE LEVEL: 5–8 **SUBJECT:** Language Arts **DURATION:** One 40-minute class period
NATIONAL STANDARDS: Language Arts, Standard 4: Communication skills, Standard 6: Applying knowledge
MATERIALS: Writing journals

Use this lesson to understand conflict as a literary device that triggers action in a story.

DESCRIPTION

Conflict is a problem or struggle in a story that triggers action. There are six basic types of conflict:

Person vs. Person: One character has a problem with one or more of the other characters.

Person vs. Society: A character has a problem with some element of society: the school, the law, the accepted way of doing things, etc.

Person vs. Self: A character has a problem deciding what to do in a particular situation.

Person vs. Nature: A character has a problem with some natural occurrence: a snowstorm, an avalanche, the bitter cold, or any other element of nature.

Person vs. Fate: A character has to battle what seems to be an uncontrollable problem. Whenever the problem seems to be a strange or unbelievable coincidence, fate can be considered the cause of the conflict.

Person vs. Machine: A character has to confront technology or other elements of human creation (as opposed to natural or divine creation).

OBJECTIVES

- To understand literary conflict
- To identify a key literary conflict in *Holes*
- To write a clear and logical five-paragraph essay describing one type of conflict represented in the *Holes* movie or book

ADAPTATIONS

- Younger students should write a single, logical, and clear paragraph describing one type of conflict represented in *Holes*.
- Write and define the six different types of conflict on separate chart paper. Add book titles under each type and continue to add to these lists throughout the year.

USEFUL RESOURCES

A Dictionary of Literary Devices: Gradus, A-Z, by Bernard Dupriez, Albert W. Halsall (Translator), University of Toronto Press, 1991.

Literary Visions: Patterns of Action: Plot and Conflict in Drama, distributed by Annenberg/CPB Channel:
www.mkn.org/Handbook/splash_assets/html/L/LiteraryVisions/literary_visions20.html

ASSESSMENT

Design a five-point rubric to assess students on their demonstrated understanding of literary conflict based on evidence in their essay or paragraph.

EXTENSIONS

- Using a dictionary or language arts textbook, instruct students to define several of the literary terms below and identify examples of each from *Holes*.

Literary terms:

Action	Antagonist
Climax	Denouement
Falling action	Flashback
Foreshadowing	Local color
Plot	Protagonist
Rising action	Theme

- Lead a discussion with students about the connections between literary conflict and conflict in the “real world.”

PROCEDURES

1. Introduce a conflict from *Holes* for students to consider.
2. Review the six basic types of literary conflicts in class.
3. Ask students to identify one type of conflict they think is represented in *Holes*.
4. Instruct students to write a five-paragraph essay about the type of conflict they have identified. Review with students the elements of the five-paragraph essay (an opening paragraph with a thesis statement, three body paragraphs with specific facts to support the thesis statement, and a closing paragraph).





TEACHER PAGE FLASHBACKS

ILLUMINATING THE PAST TO BRIGHTEN THE PRESENT!

GRADE LEVEL: 5–8 **SUBJECT:** Language Arts **DURATION:** One 40-minute class period, one homework assignment

NATIONAL STANDARD: Language Arts, Standard 6: Applying knowledge

MATERIALS: Writing journals

Use this lesson to have students define flashback and identify several examples in Holes.

DESCRIPTION

A flashback is a literary device used to show the audience something that occurred before the story. It is used to help us better understand what is happening now or to make us think differently about why certain events and decisions are occurring.

OBJECTIVES

- To define flashback
- To demonstrate an understanding of flashback as a literary device by identifying scenes in *Holes* where flashback is used
- To use understanding of flashback in a short, original creative writing piece

ADAPTATIONS

None needed

ASSESSMENTS

Design a five-point rubric to assess students on their demonstrated understanding of the term flashback as indicated by their choice of scene or event from *Holes*. Assess understanding through the use of a flashback scene in their creative piece. How well does the flashback scene help us understand the story? Is the story made clearer or more intriguing as a result of the scene's addition?

EXTENSIONS

Define foreshadowing as a literary term. Ask students to point to places in *Holes* where foreshadowing as a literary device is put to use.

PROCEDURES

1. Write the definition of flashback on the board or overhead projector. Ask students to copy the definition in their journals.
2. Review with students some examples of flashbacks from *Holes*.
3. Instruct students to respond to the following writing prompt:
Describe flashback and explain how it is used in telling the story, Holes.
4. For homework, have students write a two to three-page creative short story with one flashback scene.



USEFUL RESOURCES

3 Tips for Writing Successful Flashbacks, by Nancy Kress: www.writersdigest.com/articles/column/kress/flashbacks.asp

Writeguide.com's Letter Writing Program – Lesson Four: www.writeguide.com/Lesson%20Four%20-%20Flashbacks.PDF

A Dictionary of Literary Devices: Gradus, A-Z, by Bernard Dupriez, Albert W. Halsall (Translator), University of Toronto Press, 1991.



TEACHER PAGE

CHAIN REACTIONS

CAUSE AND EFFECT

GRADE LEVEL: 5–8 **SUBJECT:** Language Arts **DURATION:** One 40-minute class period
NATIONAL STANDARD: Language Arts, Standard 3: Evaluation strategies
MATERIALS: Synopsis or list of the main events in *Holes*, ordered by occurrence in the story, student worksheet
Use this activity to help students learn to distinguish and/or choose important information from a text, and also begin to understand a narrative as a causal chain of events.

DESCRIPTION

Holes is a complicated story, spanning not only generations of Yelnatses but also numerous events and seemingly endless days of digging holes. The tangled plot, including countless flashbacks, presents a great opportunity to develop the ability to decode a written text or various story lines.

OBJECTIVES

- To reconstruct temporal order in a narrative
- To identify cause and effect relationships in the development of a narrative

ADAPTATIONS

For younger students, go to the *Holes* movie web site, www.holes.com, to download movie images of major events from the story. Students will cut out the pictures and paste them on a separate sheet of paper in chronological order. Discuss cause and effect.

ASSESSMENT

Design a five-point rubric to assess student success in correctly reordering events chronologically, and to assess the ability to identify and understand the cause and effect for each event.

EXTENSIONS

Guide a discussion to encourage students to think critically about cause and effect:

- Ask students to consider the process that a writer goes through in designing a story by asking the following question: would the *Holes* story have been better if it had been presented in straight chronological order?
- Explore the differences between cause and effect in a narrative and cause and effect in historical events. Which is more complex? Why? How can we understand history if no simple cause and effect chain exists?

PROCEDURES

1. Ask students to choose four or five major events from the story.
2. Direct students to select four final choices to use in the chain.
3. Students will write each event in the appropriate space of the chain, giving careful attention to the chronological order of events.
4. Last, students will write the cause and effect of each event in the related links of the chain.



USEFUL RESOURCES

Cause-and-Effect Writing Challenges Students, by Mary Daniels Brown, Education World®, 2001:
www.educationworld.com/a_curr/curr376.shtml

Methods of Development - Cause and Effect: www.accd.edu/sac/english/mgarcia/writfils/modcause.htm

Ready to Write More: From Paragraph to Essay, by Karen Blanchard and Christine Root, Addison-Wesley Publishing Company, 1997.



STUDENT PAGE
CHAIN REACTIONS
CAUSE AND EFFECT

NAME _____

DATE _____

Holes is a complicated story, spanning not only generations of Yelnatses but also numerous events and seemingly endless days of digging holes. Fill in the cause and effect chain below to recall important events from the story.

First, list four or five major **events** from the story, then pick four to write in the appropriate spaces of the chain. Then, identify each event's cause and effect, and put these in the appropriate spaces of the chain. Remember to give careful attention to the chronological order of events.

POSSIBLE EVENTS TO USE IN THE CHAIN _____

TOP FOUR EVENT CHOICES

1. _____
2. _____
3. _____
4. _____

<p>CAUSE OF EVENT 1</p> <p>_____</p>	<p>EFFECT OF EVENT 1</p> <p>_____</p>	<p>CAUSE OF EVENT 2</p> <p>_____</p>
<p>CAUSE OF EVENT 4</p> <p>_____</p>	<p>EFFECT OF EVENT 3</p> <p>_____</p>	<p>CAUSE OF EVENT 3</p> <p>_____</p>
<p>EFFECT OF EVENT 4</p> <p>_____</p>		<p>EFFECT OF EVENT 2</p> <p>_____</p>



LIKE IT OR NOT?

WRITE A REVIEW OF *HOLES*, THE MOVIE

GRADE LEVEL: 5–8 **SUBJECT:** Language Arts **DURATION:** Two 40-minute class periods, one homework assignment
NATIONAL STANDARDS: Language Arts, Standard 4: Communication skills, Standard 5: Communication strategies, Standard 6: Applying knowledge
MATERIALS: Sample movie reviews from various print media, background information about *Holes* at www.holes.com
Use this lesson to have students write a review of Holes, the movie.

DESCRIPTION

The aim of a movie review is to help readers decide if they should go see a particular film. Movie reviews are short essays expressing the reviewer's personal opinion about a particular movie. An effective movie review is informative and enjoyable to read, and highlights important parts of the movie without giving the whole story away.

OBJECTIVES

- To understand the components of a story and how it is retold through film
- To clearly express personal opinion in writing
- To support personal opinion with facts and details

ADAPTATIONS

For younger students, focus the lesson on answering three important questions for a book or movie review:

1. What is the movie about?
2. What is the movie's theme?
3. Did I like it or not, and why?

ASSESSMENT

Design a five-point rubric to assess students on their ability to clearly express a written opinion of the movie. Focus on the degree to which the students back up their opinion with specific examples.

EXTENSIONS

- Allow access to a video camera for students to film their review in a mock-televised format.
- Ask a local reporter who has reviewed *Holes* to visit the class. Prepare students for the visit by having them write questions for the guest. Guide a class discussion comparing the review written by the reporter to the ones written by the students.
- Publish a few of the reviews in the school newspaper.

PROCEDURES

1. Prior to the lesson, ask students to bring in movie reviews from various sources.
2. Discuss the purpose of a movie review and elements of an informative and well-written review. Remind students that a review is a type of persuasive writing that includes an opinion supported by facts and details.
3. Define and review literary terms that are potentially useful such as plot, characters, setting, and theme.
4. Discuss the elements that students may want to examine, such as credible characters and special effects.
5. Instruct students to write a three to five-paragraph review of *Holes*. It might be beneficial to designate extra classroom time, or assign this writing piece as homework.



USEFUL RESOURCES

Sample movie reviews can be found at the following web sites:

www.filmcritic.com

www.suntimes.com/index/ebert.html

www.rottentomatoes.com

PBS Kids offers student-written movie reviews: www.pbskids.org/zoom/reviews



TEACHER PAGE

TWO LIVES COLLIDE

STANLEY AND ZERO

GRADE LEVEL: 5–8 **SUBJECT:** Language Arts **DURATION:** One 40-minute class period
NATIONAL STANDARDS: Language Arts, Standard 3: Evaluation strategies, Standard 4: Communication skills
MATERIALS: Chalkboard/overhead projector, writing journals
Use this lesson to have students write an essay comparing and contrasting the characters of Stanley and Zero using a Venn diagram as a guide.

DESCRIPTION

In *Holes*, Stanley and Zero are two heroic figures drawn together by shared motivations – to escape alive from the torture and misery of Camp Green Lake. Each character has unique qualities, yet they are also alike in many ways.

OBJECTIVES

- To use a Venn diagram to compare the two main characters, Stanley and Zero
- To write a compare and contrast essay

ADAPTATIONS

For younger students, complete the Venn diagram as a class. Instruct students to write a single, well-written paragraph about one of the three categories, A, B, or C.

ASSESSMENT

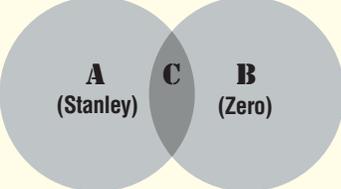
Design a five-point rubric to assess students on quality of class contribution, completion of their own Venn diagram, and demonstrated use and understanding of the Venn diagram as a prewriting tool. The final essay should be used as the final assessment tool.

EXTENSIONS

Define the qualities of a heroic character. What makes Stanley a literary hero? What makes Zero a literary hero? Write a paragraph explaining why. Use the web site www.forbetterlife.org to find a good list of heroic qualities.

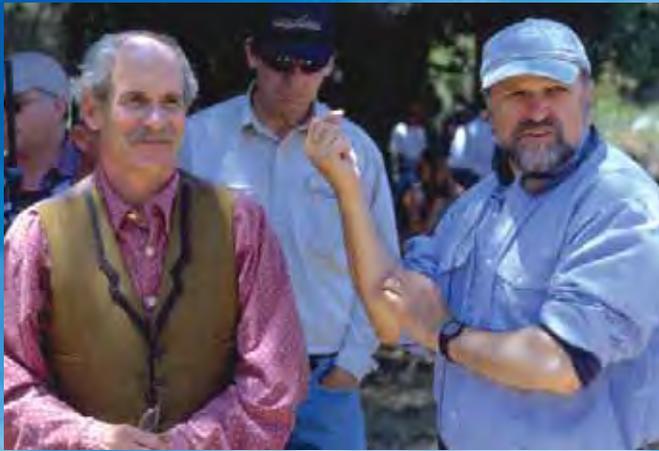


PROCEDURES

1. Discuss with students the ideas of comparing and contrasting one thing to another. Music groups, clothing, and even classes are things that are often compared. Discuss the meaning of “unique” and “shared” qualities.
2. Draw a sample Venn diagram on the board or overhead projector as follows:

3. Ask students to draw the same diagram.
4. Ask students to list unique qualities to describe Stanley. Write these qualities in the Venn diagram in section A. Give students the opportunity to look back at their character study from Lesson 1 to help provide evidence.
5. Next, ask students to list unique qualities for Zero. Have students write these details down in section B. Write them in the Venn diagram on the board or overhead projector.
6. In section C, have students write characteristics shared by the two characters.
7. Review students’ answers aloud in class. Encourage students to add to their lists.
8. Instruct students to write a compare and contrast essay from their diagram. The first paragraph should discuss characteristics about Stanley, drawn from the first section. The second paragraph should describe Zero. In the third paragraph, write about the characteristics shared by both characters.

USEFUL RESOURCES

Information on using a Venn diagram: www.sdcoe.k12.ca.us/score/actbank/tvenn.htm



Author/screenwriter, Louis Sachar, listens to director, Andy Davis, describe his big upcoming scene.



Stanley's family.



Elya Yelnats asks Madame Zeroni for fateful advice.



Stanley and Zero, full of onions and muddy water, discuss what they should do next.



"Who's the neanderthal?"



"Ex - SCUSE me?" - Warden



Stanley takes a whiff of the mystery sneakers from the sky – they are perfect for his dad’s experiments!



The boys of D-Tent celebrate and cheer as Stanley escapes to find Zero.



Stanley and Zero discover SPLOOSH.



A yellow-spotted lizard.



“Do you see any fences here...?” – Mr. Sir



Stanley learns that Zig Zag is not happy with his bargain with Zero.



THE DESERT BIOME

GRADE LEVEL: 5–8 **SUBJECTS:** Science, Visual Arts **DURATION:** Three 40-minute class periods
NATIONAL STANDARDS: Science, Standard 3: Life science; Visual Arts, Standard 1: Understanding and applying media, techniques, and processes
MATERIALS: Reference materials about a desert biome, colored paper, scissors, felt-tip markers, other art supplies at the teacher's discretion
Use this lesson to have students divide up tasks to create an informative class bulletin board about the desert biome.

DESCRIPTION

Camp Green Lake is located in a desert biome, home to rattlesnakes, scorpions, and the much-feared (yet fictional) yellow-spotted lizard. Biomes are large areas or environments that share the same general climate, or temperature and rainfall. Desert biomes usually receive less than 10 inches of rain per year. In most deserts, the days are extremely hot and nights are cool – sometimes even freezing. Cacti are typical desert plants. They are succulents – plants that store water in their waxy leaves and stems. Animals in the desert biomes are often nocturnal, active only at night, burrowing deep into the earth during the day to escape the heat and sun.

OBJECTIVES

- To understand the scientific term biome
- To demonstrate awareness of the characteristics of a desert
- To work cooperatively on a team project

ADAPTATIONS

Students can also work independently or in small groups, choosing their own topics for research and presentation. While they read about and study deserts, have students fill out a chart that covers the major characteristics of a biome: animals, plants, temperature, rainfall, and deserts of the world.

ASSESSMENT

Design a five-point rubric to assess students on working collaboratively as a team, meeting deadlines, and demonstrating an understanding of key traits of the desert biome by presenting information in a clear and appealing fashion.

EXTENSIONS

Discuss with students the importance of conservation. How can they help in conservation efforts locally and around the world?

PROCEDURES

1. Review the concept of biomes with students. Provide examples of biomes such as tundra, savanna, or tropical rainforest.
2. Students are to work as a class to create an informative desert biome bulletin board. To emphasize working collaboratively, assign a collective class grade, depending on your classroom dynamics. This could serve as an opportunity to demonstrate that collaborative work is needed to solve today's ever more complex conservation issues.
3. Tell students the display is to include information about the following: a descriptive overview, plants, reptiles, spiders, scorpions, mammals, birds, and other deserts of the world.
4. Organize students into teams of three or four.
5. Allow students one full class period to research and plan their portion of the bulletin board and one full class period to build it.
6. Have students present their findings to the class.

USEFUL RESOURCES

DesertUSA includes information and resources about the desert biome: www.desertusa.com

The Living Desert web site has information about plants and animals of the desert: www.livingdesert.org/home.html

The World's Biomes web site has information on the major biomes of the Earth:

www.ucmp.berkeley.edu/glossary/gloss5/biome/index.html



PARK RANGER IN TRAINING

GRADE LEVEL: 5–8 **SUBJECTS:** Science, Language Arts, Visual Arts **DURATION:** Three 40-minute class periods

NATIONAL STANDARDS: Science, Standard 4: Earth and space science; Language Arts, Standard 4: Communication skills; Visual Arts, Standard 1: Understanding and applying media, techniques, and processes

MATERIALS: Reference materials about rock formations, Internet access, a park ranger hat

Use this lesson to have students pretend to be park rangers explaining the natural history of a specific rock formation.

DESCRIPTION

Stanley and Zero escape from Camp Green Lake and take refuge atop God's Thumb. Rock formations and outcroppings, like the fictional God's Thumb, are often formed by erosion. Erosion is a process by which rock and other materials in the Earth's crust are broken down and carried away. Water, weather, and chemicals contribute to erosion and result in many rock formations which geologists call "hoodoos" – fantastic or bizarre rocks that look like familiar shapes or objects.

OBJECTIVES

- To research, collect, and organize information for a brief oral presentation about rock formations
- To understand how erosion helps to shape the Earth's surface
- To speak clearly and authoritatively on a research topic

ADAPTATIONS

Arrange younger students into groups of two or three for their research and presentations, and extend the presentation time to five to six minutes. Have students look at the various formations on the *Holes* web site and have students come up with similes or metaphors to describe them.

ASSESSMENT

Design a five-point rubric to assess students on: inclusion of required information in their presentation, creative and effective use of visual aids, and quality of responses to questions.

EXTENSIONS

Invite a park ranger, geologist, local historian, or American Indian storyteller to class to discuss rock formations in your state.

PROCEDURES

1. Read the description of God's Thumb at the end of chapter 29 in *Holes*. Ask students how this rock formation might have formed.
2. Show students examples of various interesting rock formations. Several good examples are on the *Holes* movie web site, www.holes.com.
3. Assign a different formation to each student. A rock formations list is provided on the Useful References page in the back of this guide.
4. Remind students to pretend they are a park ranger giving a brief presentation to a visiting group of students.
5. Allow students the remainder of class to research their rock formations. Students must include the following in a two to three minute presentation: name of rock formation, location, size and unusual features, how the formation was formed, age of the formation, any interesting folklore or legend associated with the formation, a book, magazine, or web site where people can find out more, and visual aids.
6. Have students wear the ranger hat, if appropriate to grade level, while presenting and fielding questions from the audience.

USEFUL RESOURCES

The National Park Service provides images and information: www.nps.gov

The US Geological Survey web site provides a glossary and other useful information: www.usgs.gov

The American Geological Institute for Education provides links to educators: www.agiweb.org/education



LEAPIN' LIZARDS

AND OTHER FACTS ABOUT REPTILES AND AMPHIBIANS

GRADE LEVEL: 5–8 **SUBJECTS:** Technology, Science, Language Arts **DURATION:** One 40-minute class period, one homework assignment

NATIONAL STANDARDS: Technology, Standard 5: Technology research tools; Science, Standard 3: Life science; Language Arts, Standard 7: Evaluating data, Standard 8: Developing research skills

MATERIALS: Computer with Internet connection and student worksheet

Use this lesson to help students develop Internet research skills by seeking facts about reptiles and amphibians on assigned web sites.

DESCRIPTION

In *Holes*, the fictitious yellow-spotted lizard is feared for its deadly bite. Herpetologists (scientists who study reptiles and amphibians) assure us that the yellow-spotted lizard does not exist. There are, however, more than 6,000 known reptile species to learn about, and some 2,400 different amphibian species, some of which are poisonous.

OBJECTIVES

- To utilize the web for primary source information on animals
- To identify various reptiles and amphibians
- To communicate found research in a creative manner that suits the intended audience

ADAPTATIONS

Younger students should work in groups, allowing the teacher more time to spend with each group, and to help encourage research. Have students draw a picture that relates to the research that they've found, and write one to three sentences about their picture and findings.

ASSESSMENT

Design a five-point rubric to assess students on demonstrated competence in using the Internet to locate specific pieces of information, and how the information is incorporated into a creative and succinct idea for an imaginary television documentary.

EXTENSIONS

Using the information found in the research, have students create posters around the findings. Present the posters to the rest of the class.

USEFUL RESOURCES

Official *Holes* web site: www.holes.com

Official web site for the *Animal Planet* channel: <http://animal.discovery.com/>

Official web site for *National Geographic*: www.nationalgeographic.com/animals/

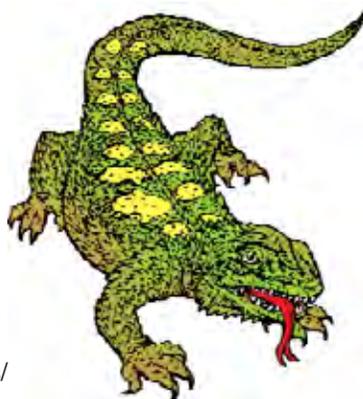
PBS's *Nature* videos from the series, *The Reptiles*: www.pbs.org/wnet/nature/index.html

Firefly Encyclopedia of Reptiles and Amphibians, by Tim Halliday (Editor), Kraig Adler (Editor), Firefly Books, 2002.

Herpetology (2nd Edition), by F. Harvey Pough (Editor), Robin M. Andrews, John E. Cadle, Martha L. Crump, Alan H. Savitzky, Kentwood D. Wells, Prentice Hall, 2000.

PROCEDURES

1. Prepare for the class by familiarizing yourself with the web sites that students will be utilizing:
 - The Columbus Zoo (www.colszoo.org/animalareas/reptiles/reptext1.html)
 - The Smithsonian National Zoo (www.fonz.org/animals/animalfacts.htm)
 - The United States Geological Survey's Field Guide for Reptiles and Amphibians of Coastal Southern California (www.werc.usgs.gov/fieldguide)
2. Pose the following questions to students: How are lizards and reptiles different from other types of animals? What's the difference between a reptile and an amphibian? Discuss.
3. Pass out copies of the worksheet to students.
4. If computer accessibility is limited, consider having students pair up or work together in small groups.
5. Each individual or group should submit one worksheet.





LEAPIN' LIZARDS

AND OTHER FACTS ABOUT REPTILES AND AMPHIBIANS

NAME _____

DATE _____

In *Holes*, the fictitious yellow-spotted lizard is feared for its deadly bite. Herpetologists (scientists who study reptiles and amphibians) assure us that the yellow-spotted lizard does not exist. There are, however, more than 6,000 known reptile species to learn about, as well as 2,400 different amphibian species, some of which are poisonous.

ACTIVITY

STEP 1: Visit the web sites below, then jot down five interesting facts about reptiles and amphibians that you find. Look for traits that are different from other animals such as mammals, fish, or birds. How do they adapt to desert life?

Web site resources

- The Columbus Zoo (www.colszoo.org/animalareas/reptiles/reptext1.html)
- The Smithsonian National Zoo (www.fonz.org/animals/animalfacts.htm)
- The United States Geological Survey's Field Guide for Reptiles and Amphibians of Coastal Southern California (www.werc.usgs.gov/fieldguide)

1. _____
2. _____
3. _____
4. _____
5. _____

STEP 2: Choose one fact that you just discovered about a reptile or amphibian. Imagine that you now have the power to create a television documentary about that animal. Who is the television show for? Will your audience be students? Adults? Scientists? What is the title of your show? Create a brief description of the show that could be published in your cable television guide. Use back of worksheet if necessary.

Title: _____

Audience: _____

Description: _____



JIM CROW LAWS

AND THE AMERICAN SOUTH

GRADE LEVEL: 5–8 **SUBJECT:** Social Sciences **DURATION:** One 40-minute class period
NATIONAL STANDARDS: Social Science, US History, ERA 5: Civil War and Reconstruction, ERA 9: Post-war United States
MATERIALS: Reference materials about the Civil Rights movement, writing journals
Use this lesson to have students read and take notes about the Civil Rights movement using mapping as a reading-to-learn strategy.

DESCRIPTION

In *Holes*, the people of Green Lake are uncomfortable and even hostile toward the affections shared between Miss Katherine and Sam, the Onion Man. In Green Lake, it is against the law for a black man to kiss a white woman.

Such attitudes and laws were not uncommon in the late 1800s and even into the mid-1900s. Although the Thirteenth Amendment to the Constitution freed blacks from slavery in 1865, blacks and whites remained largely segregated. In the southern states especially, legislation known as Jim Crow laws were passed to legalize segregation. These laws created separate areas for blacks and whites in public waiting rooms, restaurants, schools, and hospitals. The name Jim Crow comes from a popular minstrel song, *Jump, Jim Crow*. The word “minstrel” refers to performers, typically white men, who put black paint on their faces to mimic blacks. These performers sang, danced, and acted happy and simple in an effort to make fun of black people. Jim Crow laws were in effect until the 1960s when segregation became illegal in the United States.

OBJECTIVES

- To gain a basic understanding of the Civil Rights movement, historical antecedents, key figures, events, and issues
- To use reference materials to find relevant information
- To explore mapping as a reading-to-learn strategy

ADAPTATIONS

For younger students, the goal should be awareness and exposure to the Civil Rights movement. A read-aloud book or short play that covers this topic would be most appropriate. Two suggested picture books:

Goin' Someplace Special, by Pat McKissack, illustrated by Jerry Pickney, Atheneum, 2002.

Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport, illustrated by Bryan Collier, Jump at the Sun Publishers, 2001.

ASSESSMENT

Design a five-point rubric to assess students on effort and successful completion of the web. For evaluation of retained information, a blank web can be used as a culmination to assess what was learned.

EXTENSIONS

Discuss the term “Jim Crow.” What is particularly demeaning and hurtful about the term? How does the term stereotype black Americans? Ask students to write a paragraph about why they think the source of the term, in the song *Jump, Jim Crow*, is insulting to blacks.

USEFUL RESOURCES

The PBS series, *The Rise and Fall of Jim Crow* provides a history of Jim Crow laws and the early Civil Rights movement: www.jimcrowhistory.org

The National Civil Rights Museum highlights main actors from slave resistance onward: www.civilrightsmuseum.org

The Library of Congress' *American Memory* web site offers multiple primary resources: <http://memory.loc.gov/ammem/aaohhtml/aohome.htm>



TEACHER PAGE
JIM CROW LAWS
AND THE AMERICAN SOUTH

PROCEDURES

1. Begin by reading excerpts from *Holes* that relate to race and segregation as a springboard for learning about the Civil Rights movement. Try starting with chapters 25 (p. 109) and 26 (p. 114).
2. Review the meaning of the phrase “Civil Rights movement.” The phrase commonly refers to a period in the 1950s and 1960s when a number of organizations and individuals, black and white, successfully challenged legal segregation of the races.
3. Direct students to relevant reference materials about the Civil Rights movement.
4. Having students work independently, instruct students to use mapping as a reading and note-taking strategy.
5. Draw the below sample map on the board or overhead projector for students to copy and complete as they read about the Civil Rights movement.

LAWS

PEOPLE



EVENTS (e.g., protests, marches, sit-ins)

PLACES



WESTWARD EXPANSION

CHIEF JOSEPH'S WORDS OF SURRENDER

GRADE LEVEL: 5–8 **SUBJECT:** Social Sciences **DURATION:** One to two 40-minute class periods depending on the amount of discussion

NATIONAL STANDARD: Social Science, US History, ERA 4: Expansion and reform

MATERIALS: No special materials needed

Use this lesson to have students reflect on the American Indian experience through the words of Chief Joseph.

DESCRIPTION

Stanley Yelnats' great-grandfather, Stanley Yelnats – the first of the Stanley Yelnatses (son of the no-good dirty-rotten pig stealer) – loses his fortune while attempting to move west from New York to California. His journey is cut short when his stagecoach is robbed by Kissing Kate, so Stanley settles in Texas instead of California.

Stanley Yelnats' journey west was typical of the 1800s, the period of Westward Expansion in the United States. Westward Expansion was a time when many people envisioned the western United States as a land of opportunity and prosperity with the possibility of even finding gold. It was a time of pioneer heroism, adventure, and outlaws. Westward Expansion also resulted in a time of great loss for American Indians, who were driven from their land and forced to live on designated parcels of land called reservations.

OBJECTIVES

- To understand United States Westward Expansion and how it affected relations with American Indians
- To reflect on the American Indian experience(s) of Westward Expansion

ADAPTATIONS

- Ask younger students to write two or three sentences about the emotions they feel after hearing Chief Joseph's speech read aloud, and to give specific examples of what part of the speech makes them feel that way.
- Ask younger students to compare the experiences of the American Indians and the U.S. soldiers. Have them map out the hearts of the American Indians and the American expansionists. What was important to both parties?

ASSESSMENT

Design a five-point rubric to assess students on writing clear and well-reasoned responses to the writing prompt.

EXTENSIONS

For further study of the American Indian experience go to www.holes.com to download the *Westward Expansion: The American Indian Experience* lesson plan.

USEFUL RESOURCES

PBS' *The West* provides a short biography of Chief Joseph: www.pbs.org/weta/thewest/people/a_c/chiefjoseph.htm

For other important public statements by Chief Joseph visit: www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm

This teacher-designed web quest lets students explore differences and similarities between various tribes and their respective leaders: www.southeastern.k12.oh.us/SEHS/Media/HoppesWebquest/NACHiefsWebQuest.htm





WESTWARD EXPANSION

CHIEF JOSEPH'S WORDS OF SURRENDER

PROCEDURES

1. Review with students the motivating factors for Westward Expansion – wealth, land, and adventure. Ranchers, farmers, merchants, and miners, among others, made the move west. During the 1840s, the United States acquired Texas, California, and the Southwest. After the U.S. Civil War in the 1860s, the migration west accelerated, and the U.S. Army focused its military resources in that direction as well. As more and more whites settled in the West, the U.S. government demanded that the American Indians move to reservations, removing tribes from land rich in gold, silver, timber, oil, and farmland. On the reservations, American Indians were forced to live by the whites' laws and customs, and to speak English. Some American Indian tribes fought to maintain their tribal integrity and independence, and they resisted being forced onto reservation land. The Cheyenne, Sioux, Comanche, Kiowa, Apache, Arapaho, and Nez Percé were some of the tribes who fought the most dramatically to resist reservation life.
2. After several broken promises from the whites, the Nez Percé, who lived where the states of Oregon, Idaho, and Washington now come together, attempted to flee the United States to Canada. U.S. soldiers caught up with the Nez Percé just a few miles short of the Canadian border and battles ensued. After several of his people were killed, Nez Percé leader Chief Joseph surrendered and the Nez Percé were relocated to reservation land.
3. Read aloud from Chief Joseph's famous surrender speech in class (at right).
4. Ask students to think about Chief Joseph's words. What reasons does he give for surrendering? Compare the effect of his language and choice of words to the simple statement, "I surrender." Discuss whether surrendering can be a more courageous act than continuing to fight.
5. Ask students to write a paragraph expressing their thoughts about surrender and courage. Can surrendering be more courageous than continuing a fight? Why or why not?
6. Have students include an example from their own lives when they either chose to surrender rather than fight, or when they wished they had surrendered instead of fighting, or vice versa. How could the outcome of the situation have changed?

“I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohulhulsote is dead. The old men are all dead. It is the young men who say yes or no. He who led the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food; no one knows where they are – perhaps freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.”

– Chief Joseph



THE PRIMARY SOURCE

GRADE LEVEL: 5–8 **SUBJECTS:** Technology, Social Sciences, Language Arts **DURATION:** One 40-minute class period, one homework assignment

NATIONAL STANDARDS: Technology, Standard 5: Technology research tools; Social Science, US History, ERA 4: Expansion and reform; Language Arts, Standard 7: Evaluating data

MATERIALS: Access to the Internet, sample primary sources downloaded from the Internet

Use this lesson to introduce the concept of primary sources as historical records and to locate and evaluate a primary source from the Internet.

DESCRIPTION

Flashbacks to the Old West are intertwined in the movie *Holes*. The story lends itself well to the study of the American West and Westward Expansion. Much of what students learn about the West, as with other subjects in school, comes from textbooks that provide timelines and descriptions of historic events. Other items, however, such as journal entries, photographs, letters, and posters, offer different perspectives and tap into students' critical thinking skills in unique ways. These types of primary sources also help to make history come alive.

OBJECTIVES

- To demonstrate understanding of the difference between primary and secondary sources
- To seek primary sources of historic record using the Internet
- To evaluate and identify important features of a primary source, such as the type of document, who created it, what is communicated, and evident bias of the document

ADAPTATIONS

Younger students should work in groups to research on the Internet and discuss source questions in class. Ask students to volunteer thoughts about the images they found.

ASSESSMENT

Design a five-point rubric to assess students on demonstrated competence in using the Internet to locate a specific piece of information, their ability to differentiate between primary and secondary sources, and the degree to which they can evaluate a primary source.

EXTENSION

Ask students to make a list of 10 primary sources for a time capsule that would be representative of their current year in school.

USEFUL RESOURCES

For primary resources check out the National Archives and Records Administration: www.nara.gov

For primary resources check out The End of the Oregon Trail Interpretive Center: www.endoftheoregontrail.org

The Library of Congress' *American Memory* web site offers specific information on primary resources: <http://memory.loc.gov/ammem/ndlpedu/lessons/primary.html>

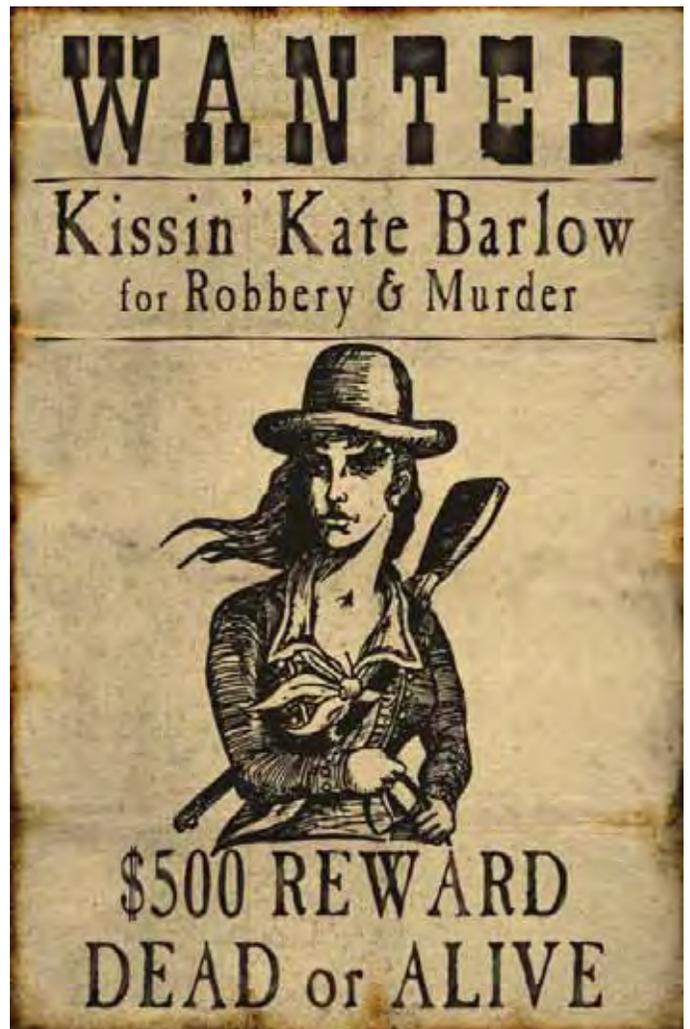
The *American Memory* web site includes a collection of photographs from the American West: <http://memory.loc.gov/ammem/award97/codhtml/hawphome.html>

Visit the Buffalo Bill Historical Center for information on Buffalo Bill and the American West: www.bbhc.org



PROCEDURES

1. Show students a variety of primary sources that you, the teacher, found on the Internet. The Library of Congress web site (www.loc.gov) is an excellent source of historic documents.
2. Pose a problem to the students. Ask them: What are these documents? Where or when do they come from? What information about history do we get from them?
3. The purpose of this lesson is to explore primary sources as a record of history. Primary sources include items such as journal entries, posters, photographs, and letters. They are original documents and artifacts from a particular time period.
4. Review with students the differences between primary and secondary sources. While primary sources are defined above, secondary sources are documents created by people who were not present at the event that occurred. History books and biographies are examples of secondary sources.
5. Instruct students to work independently or in teams. Tell each student to search the Library of Congress web site to find an example of a poster or program from Buffalo Bill's Wild West Show. Remind students to go beyond the first page of their search results to see what they can find. Click on poster or program images to enlarge. For a brief biography of Buffalo Bill check out www.bbhc.org/bbm/biographyBB.cfm.
6. Instruct students to print out the document they find and write down any details from the web site, such as the date, the purpose, and the current location of the original document (e.g., a museum or private collection).
7. Ask students to write two or three sentences answering each of the following questions about their document: What point of view towards the American West does the poster or program convey? What was the purpose of the poster or program? What are two things you can learn about the time period from this poster?



HOLES EDUCATOR'S GUIDE

NATIONAL EDUCATIONAL STANDARDS CHART

	LANGUAGE ARTS (NCTE)	SCIENCE (NAS)	SOCIAL SCIENCE (NCSS)	TECH (ISTE)	ARTS (NAEA)
LESSONS	NLA 3 – Evaluation strategies NLA 4 – Communication skills NLA 5 – Communication strategies NLA 6 – Applying knowledge NLA 7 – Evaluating data NLA 8 – Developing research skills	NSE 3 – Life science NSE 6 – Personal and social perspectives	ERA 4 – Expansion and reform ERA 5 – Civil War and Reconstruction ERA 9 – Post war United States	TEC 5 – Technology research tools	ART 1 – Understanding and applying media techniques and processes
1. ZERO THE HERO, TROUT THE LOUT	●				
2. CONFLICTED	● ●				
3. FLASHBACKS					
4. CHAIN REACTIONS	●				
5. LIKE IT OR NOT?	● ● ●				
6. TWO LIVES COLLIDE	● ●				
7. THE DESERT BIOME		●			●
8. LEAPIN' LIZARDS		● ●		●	
9. PARK RANGER IN TRAINING		● ●			
10. JIM CROW			● ●		
11. WESTWARD EXPANSION			●		
12. PRIMARY SOURCE			●	●	

STANDARDS CORRELATIONS

Language Arts

Zero The Hero, Trout The Lout – Character Study

- National Language Arts, English, K–12, Standard 3 – Evaluation strategies

Conflicted – Examining Conflicts At Camp Green Lake

- National Language Arts, English, K–12, Standard 4 – Communication skills
- National Language Arts, English, K–12, Standard 6 – Applying knowledge

Flashbacks – Illuminating The Past To Brighten The Present

- National Language Arts, English, K–12, Standard 6 – Applying knowledge

Chain Reactions – Cause And Effect

- National Language Arts, English, K–12, Standard 3 – Evaluation strategies

Like It Or Not? Write A Review Of Holes, The Movie

- National Language Arts, English, K–12, Standard 4 – Communication skills
- National Language Arts, English, K–12, Standard 5 – Communication strategies

- National Language Arts, English, K–12, Standard 6 – Applying knowledge

Two Lives Collide – Stanley And Zero

- National Language Arts, English, K–12, Standard 3 – Evaluation strategies
- National Language Arts, English, K–12, Standard 4 – Communication skills

Science

The Desert Biome

- National Science, 5–8, Standard 3 – Life science
- National Arts, Visual Arts 5–8, Standard 1 – Understanding and applying media techniques and processes

Leapin' Lizards And Other Facts About Reptiles And Amphibians

- National Technology, K–12, Standard 5 – Technology research tools
- National Science, 5–8, Standard 3 – Life science
- National Language Arts, English, K–12, Standard 7 – Evaluating data
- National Language arts, English, K–12, Standard 8 – Developing research skills

Park Ranger In Training

- National Science, 5–8, Standard 3 – Life science
- National Science, 5–8, Standard 6 – Personal and social perspectives

Social Sciences

Jim Crow Laws And The American South

- National Social Science, US History, 5–12, ERA 5 – Civil War and Reconstruction
- National Social Science, US History, 5–12, ERA 9 – Post war United States

Westward Expansion – Chief Joseph's Words Of Surrender

- National Social Science, US History, 5–12, ERA 4—Expansion and reform

The Primary Source

- National Technology, K–12, Standard 5—Technology research tools
- National Social Science, US History, 5–12, ERA 4—Expansion and reform
- National Language Arts, English, K–12, Standard 7—Evaluating data

USEFUL REFERENCES

Check out these useful references for further information on *Holes*:

WEB SITES

Holes, the official movie web site, www.holes.com

Walden Media, LLC, www.walden.com

PUBLICATIONS

Deborah Kovacs and Karin LeMaire, *Holes: The Official Movie Scrapbook* (New York: Barnes and Noble Books, 2003).

Holes movie script excerpt, “*Holes: The Movie*,” *Read*, vol. 52, no. 9 (December 20, 2002).

Jennifer J. Peters (adaptation of *Holes* movie script), “*Holes: The Movie*,” *Know Your World Extra*, vol. 36, issue 7 (January 10, 2003).

Kate Davis, “The *Holes* Story: A Conversation With Louis Sachar,” *Read*, vol. 52, no. 9 (December 20, 2002).

Louis Sachar, *Holes* (New York: Yearling Books, 2000).

Noel Neff, “Meet Zero,” *Know Your World Extra*, vol. 36, issue 7 (January 10, 2003).

AUDIO RECORDINGS

Sachar, Louis. *Holes*. [Unabridged] Read by Kerry Beyer. Bantam Books – Audio. Audiocassette.

Sachar, Louis. *Holes*. [Unabridged] Read by Kerry Beyer. Bantam Books – Audio. Compact disc.

Sachar, Louis. *Holes*. [Abridged] Listening Library. Audiocassette.

LESSON 8: PARK RANGER IN TRAINING ROCK FORMATION LIST

This is a general list of rock formations in the United States. Depending on your curriculum and your location, you may want to use formations that are within your state.

1. Delicate Arch, Utah
2. Big Balanced Rock, Arizona
3. Chimney Rock, Nebraska
4. Old Man in the Mountain, New Hampshire
5. Ship Rock, New Mexico
6. Mexican Hat, Utah
7. Devils Tower, Wyoming
8. Luray Caverns, Virginia
9. Blowing Rock, North Carolina
10. Miner’s Castle, Michigan
11. Rainbow Bridge, Arizona
12. Boar’s Tusk, Wyoming
13. The Needles, Utah
14. Whitehouse Ruin, Arizona
15. Spider Rock, Arizona
16. Stone Mountain, Georgia
17. Haystack Rock, Oregon
18. Lighthouse Rock, Texas
19. Fall Creek Gorge, New York
20. Eye of the Needle, South Dakota
21. Enchanted Rock, Texas

HOLES

WALT DISNEY PICTURES PRESENTS 'HOLES' IN ASSOCIATION WITH WALDEN MEDIA A CHICAGO PACIFIC ENTERTAINMENT / PHOENIX PICTURES PRODUCTION AN ANDREW DAVIS FILM SIGOURNEY WEAVER JON VOIGHT PATRICIA AROUETTE TIM BLAKE NELSON AND SHIA LABEUF
MUSIC BY KARYN RACHTMAN SUPERVISOR COSTUME DESIGNER AGGIE GUERARD RODGERS EDITED BY TOM NORDBERG AND JEFFREY WOLF, A.C.E. PRODUCTION DESIGNER MAHER AHMAD DIRECTOR OF PHOTOGRAPHY STEPHEN ST. JOHN EXECUTIVE PRODUCERS MARTY EWING LOUIS PHILLIPS
READ THE DELL BOOK
WALDEN MEDIA HOLES.COM
SCREENPLAY BY LOUIS SACHAR BASED ON THE NOVEL PRODUCED BY MIKE MEDAVOY ANDREW DAVIS TERESA TUCKER-DAVIES LOWELL BLANK DIRECTED BY ANDREW DAVIS
Walt Disney Pictures

www.holes.com

Educator's Guide Developed by:



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