

NOVEL GUIDE

Holes



Print & Google Slides



getting started

Making Predictions

reading section 1

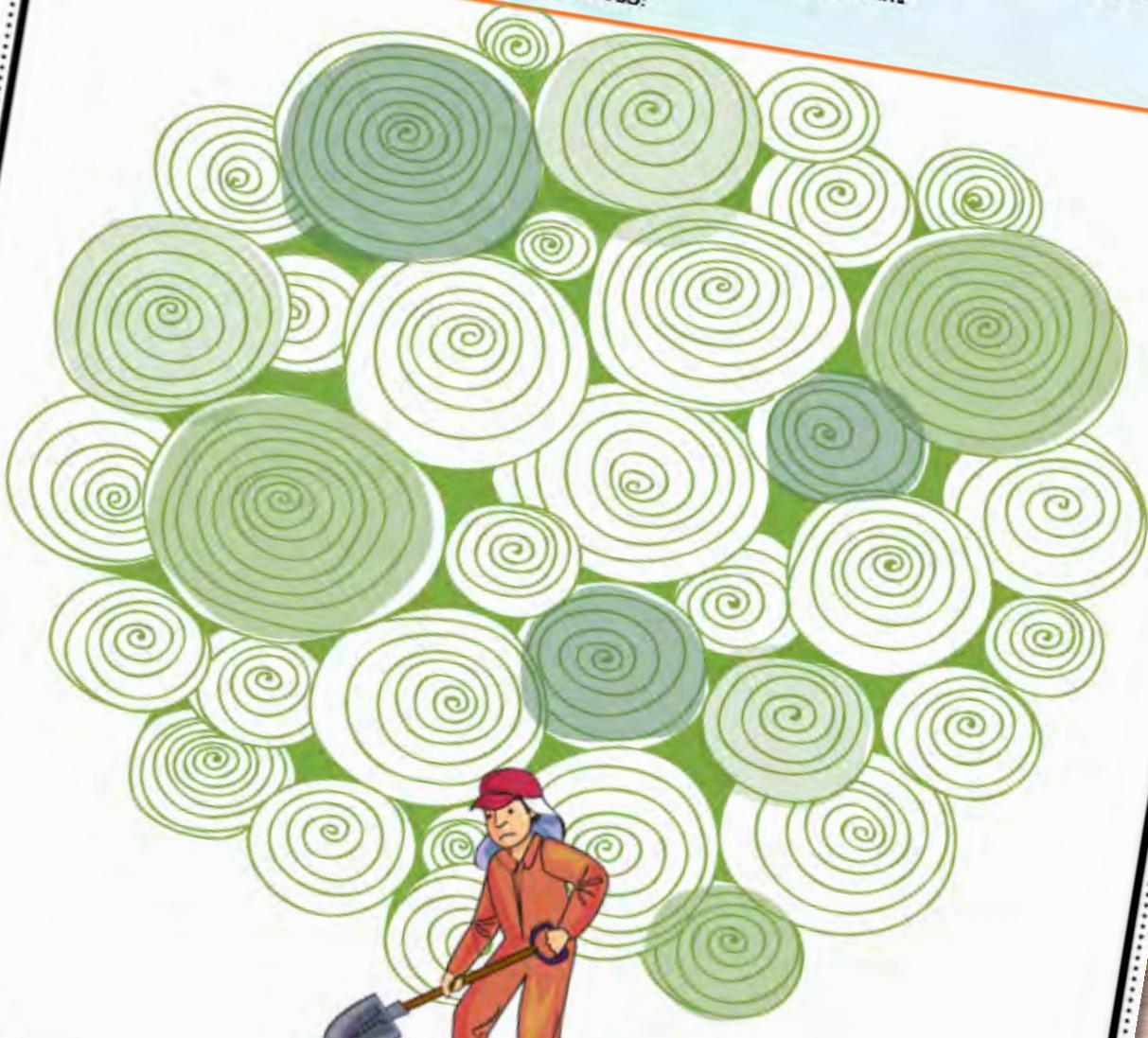
Stanley's Character Tree

Throughout the novel guide, you will fill out Stanley's character tree by gathering information and quotes from the text.

In future sections, you will be asked to think about Stanley's character in different ways and return to his character tree to add additional "leaves."

Right now, on one of the leaves, identify two or more of Stanley's physical features. On another leaf, identify one aspect of Stanley's personality. And on the last leaf, copy a quote from section one about Stanley that describes something you think is meaningful about him.

Remember to leave space for future leaves!



reading section I

Explore a Problem & Solution

In section one, at least one character stumbled across or created a problem. Think of one problem that arose that seems significant to the story in some way. Describe the problem and its impacts in the first purple bubble.

Then, reflect on the solution to the problem. Was it effective why? Describe the solution and its impacts in the second bubble. In the first section, make a prediction. What kind of solution do

Solution

reading section I

Reflection Questions

"If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy." Chapter 2

"A lot of people don't believe in curses. A lot of people don't believe in yellow-spotted lizards either, but if one bites you, it doesn't make a difference whether you believe in it or not." Chapter 8

"Nobody had believed him when he said he was innocent. Now, when he said he stole them, nobody believed him either." Chapter 6

"You're not looking for anything. You're digging to build character." Chapter 7

"He knew it was nothing to be proud of, but he felt proud nonetheless." Chapter 7

First, select a quote from above. Then, in the space provided, answer the following questions:

- What is the context of the quote? (when, where, why, who, etc.)
- Why do you think the quote is important?
- How does the quote relate to one or more themes in the novel?

VIRTUAL NOVEL GUIDE

Holes

Finishing up

<< Click here to go back to the directions page!

Curse or Coincidence?

"THE READER MIGHT FIND IT INTERESTING THAT STANLEY'S FATHER INVENTED HIS CURE FOR FOOT ODOR THE DAY AFTER THE GREAT-GREAT-GREAT-GRANDSON OF ELYA YEMATS CARRIED THE GREAT-GREAT-GREAT-GRANDSON OF MADAME ZERONI UP THE MOUNTAIN."

Read the quote above, then reflect on what you've learned about each character's personality, experiences, and beliefs. What do you think each character believes about the two events described in the quote above? Were they simply a coincidence, or were they connected by the curse being broken? In the speech bubbles below, identify what you think each character believes by either writing "curse" or "coincidence."



reading
section I

<< Click here to go back to the directions page!

Show What You Know!

1. Who "owns the shade" at Camp Green Lake?
 - a. Mr. Sir
 - b. Mom
 - c. The Warden
 - d. X-Ray

2. Who has Stanley been bullied by at school?
 - a. The principal
 - b. Both teachers and students
 - c. His friends
 - d. The lunch servers

3. What was the "worst part" of Stanley's crime?
 - a. His hero thought that he was a thief.
 - b. He had to go to Camp Green Lake.
 - c. He disappointed his mom.
 - d. He didn't even get the chance to wear the shoes.



Teacher Instructions

This **NOVEL GUIDE** is designed to elevate your novel study in an engaging way for students. Students will work in their Novel Guide Notebook while reading the assigned novel. This novel guide can be used in multiple ways: independent work, partner work, small group work, or even summer reading.

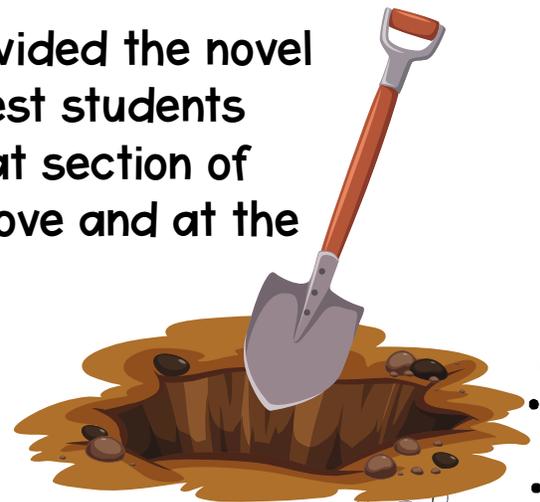
This novel guide was created for the novel *Holes* and is divided into SIX sections:



Click the
computer for
the digital
version!

1. **GETTING STARTED**: pre-reading activities
2. **READING SECTION 1**: during reading activities (chapters 1-9)
3. **READING SECTION 2**: during reading activities (chapters 10-21)
4. **READING SECTION 3**: during reading activities (chapters 22-30)
5. **READING SECTION 4**: during reading activities (chapters 31-42)
6. **FINISHING UP**: after-reading activities (chapters 43-50)

To organize this novel guide, we have divided the novel into six main reading sections. We suggest students read all chapters before completing that section of activities. The chapters are outlined above and at the start of each section.



getting started

reading section 1

reading section 2

reading section 3

reading section 4

finishing up

Holes

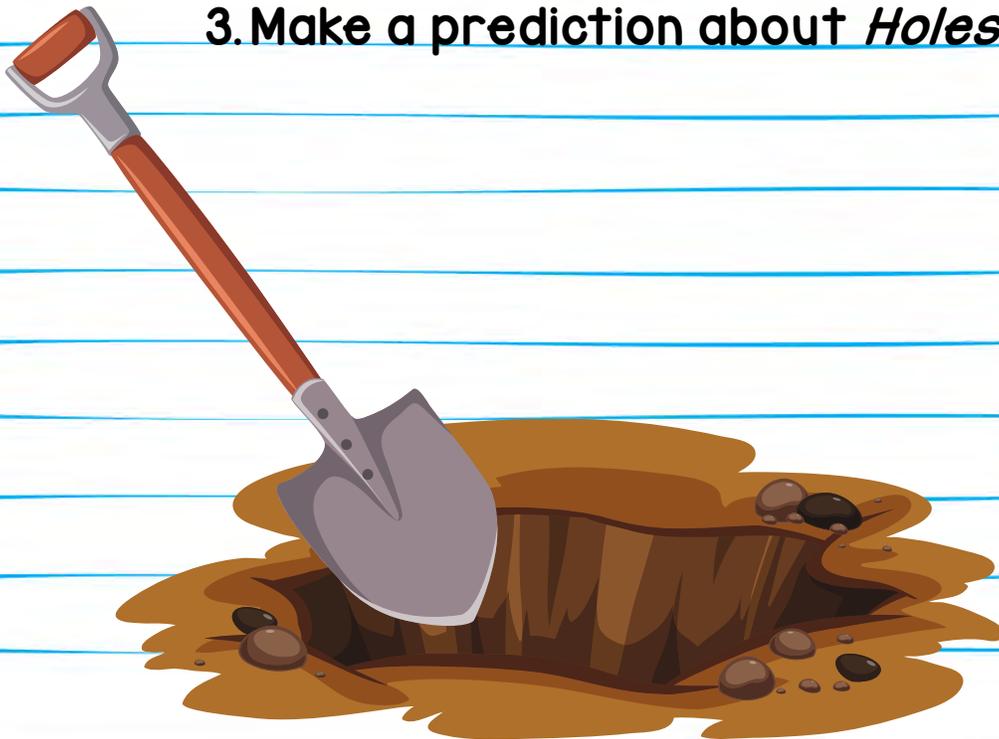


Getting Started!

Before jumping into *Holes*, you are going to learn some important background information about the characters and setting. You will also have a chance to make some predictions!

Check out the specific directions below to get started!

1. Think about crime.
2. Define justice.
3. Make a prediction about *Holes*.



getting
started

What is a Crime?

What is a "crime?"

Does committing a crime always make someone a "criminal?"

Why do you think some people commit crimes? How do you think people should make up for their crimes?

getting started

Define "Justice"



Describe what you know about the meaning of "justice."

What does justice mean to you? What do you think justice should look like in the world?

Scan the QR code to look up the definition of "justice," then fill out the chart below.



DEFINITION:

SYNONYMS:

FORMS OF JUSTICE:

--	--	--

getting started

Making Predictions

Consider the words in the speech bubbles: cursed, bullies, criminals, and friendship. Based on your understanding of these words, and the summary written on the back of your novel, what do you think *Holes* might be about? What themes do you think might emerge? Write your prediction below.

cursed

criminals

bullies

friendship

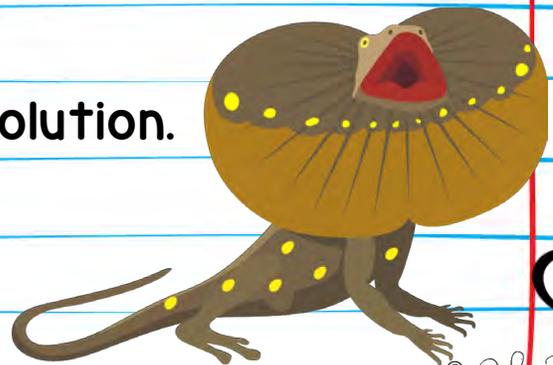
Reading Section I

It's time to start reading *Holes*! Be sure to read the chapters of section one listed below before starting the activities below.

Chapters 1 - 9

After reading the chapters of section one, complete each activity below.

1. Review the vocabulary.
2. Explore the character of Stanley.
3. Explore the setting.
4. Explore a problem and solution.
5. Reflect on a quote.
6. Show what you know!



Scan the QR code for
a dictionary:



Review the important vocab words in the first section of *Holes*. Using a dictionary, complete the chart. Check off each vocab word as you complete it by putting a checkmark in the small box to the left of the word.



word:

definition:

stifling

sentence:



word:

definition:

desolate

sentence:



word:

definition:

wearily

sentence:

word:

definition:

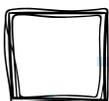


testified

sentence:

word:

definition:

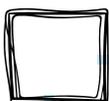


despicable

sentence:

word:

definition:



eternity

sentence:

word:

definition:



forlorn

sentence:

Stanley's "Crime"



"STANLEY WAS NOT A BAD KID. HE WAS INNOCENT OF THE CRIME FOR WHICH HE WAS CONVICTED. HE'D JUST BEEN IN THE WRONG PLACE AT THE WRONG TIME."

What does it mean to be "in the wrong place at the wrong time?" Has that ever happened to you? Explain how it feels.

Blank space for writing a response to the question above.

Despite being innocent, Stanley tells the boys at camp that he stole Clyde Livingston's shoes. Why do you think he does that?

Blank space for writing a response to the question above.

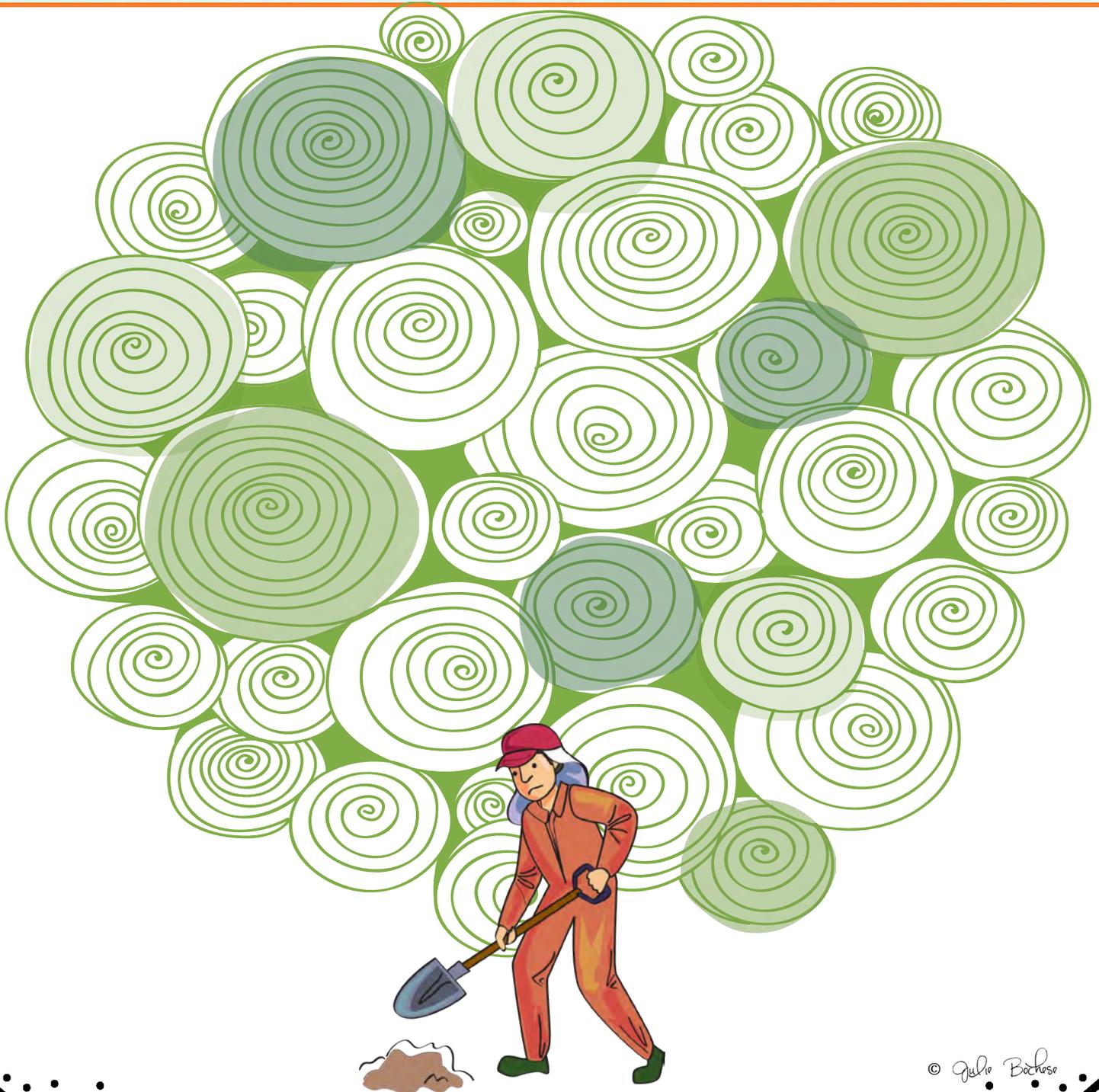
Stanley's Character Tree

Throughout the novel guide, you will fill out Stanley's character tree by gathering information and quotes from the text.

In future sections, you will be asked to think about Stanley's character in different ways and return to his character tree to add additional "leaves."

Right now, on one of the leaves, identify two or more of Stanley's physical features. On another leaf, identify one aspect of Stanley's personality. And on the last leaf, copy a quote from section one about Stanley that describes something *you* think is meaningful about him.

Remember to leave space for future leaves!



Setting

The novel opens with a detailed description of the setting. This might suggest that the setting is especially important to the story.

Answer the questions below, then draw a picture of the setting you imagined as you read section one (from whatever scene you want) into the frame.

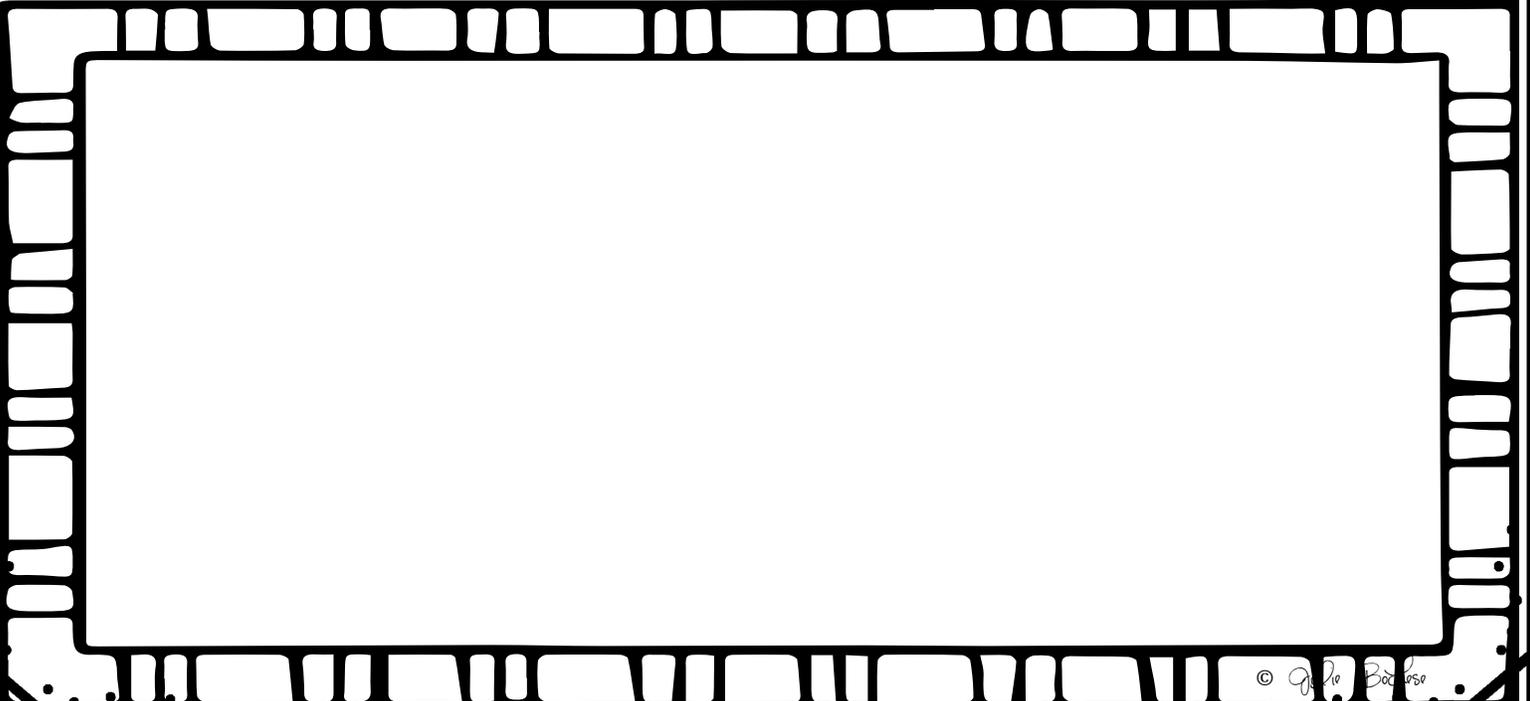
1. In what ways has the setting of *Holes* been important so far?



2. What is real about the setting? What is imaginary, or altered?



3. How do you think the setting will influence what happens in the story?



Camp Green Lake

1. What would you expect to find at a place called "Camp Green Lake?"

"THERE WAS NO CAMP AT CAMP GREEN LAKE. THERE ONCE WAS A VERY LARGE LAKE HERE, THE LARGEST LAKE IN TEXAS. THAT WAS OVER A HUNDRED YEARS AGO. NOW IS JUST A DRY, FLAT WASTELAND."

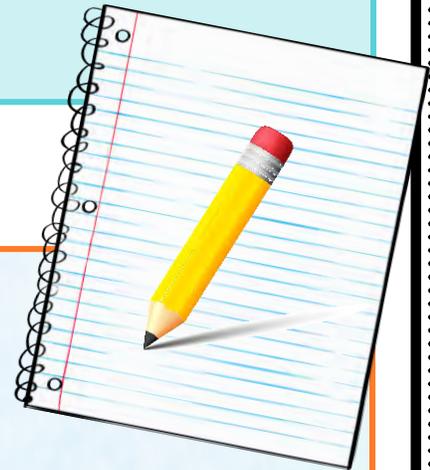
"THERE USED TO BE A TOWN OF GREEN LAKE AS WELL. THE TOWN SHRIVELED AND DRIED UP ALONG WITH THE LAKE, AND THE PEOPLE WHO LIVED THERE."

2. Read the quote above. How is the name "Camp Green Lake" deceiving? Why do you think it's still named that?

Stanley's Letter

Stanley writes a letter to his mom, but he's not honest about what really happens at camp.

1. Why did Stanley lie about what was going on at Camp Green Lake?



2. If he would have been honest, what details in his letter would have been different?

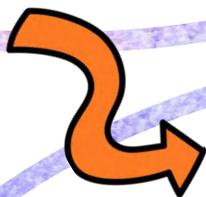


In section one, at least one character stumbled across or created a problem. Think of one problem that arose that seems significant to the story in some way. Describe the problem and its impacts in the first purple bubble.

Then, reflect on the solution to the problem. Was it effective, ineffective, or both? Who initiated the solution, and why? Describe the solution and its impacts in the second purple bubble. If a solution was not introduced in the first section, make a prediction. What kind of solution do you think the character(s) will come up with, and why?

Problem

Solution



1. Who "owns the shade" at Camp Green Lake?
 - a. Mr. Sir
 - b. Mom
 - c. The Warden
 - d. X-Ray

2. Who has Stanley been bullied by at school?
 - a. The principal
 - b. Both teachers and students
 - c. His friends
 - d. The lunch servers

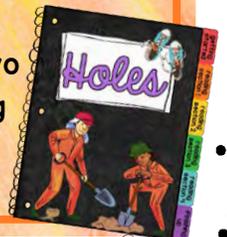
3. What was the "worst part" of Stanley's crime?
 - a. His hero thought that he was a thief.
 - b. He had to go to Camp Green Lake.
 - c. He disappointed his mom.
 - d. He didn't even get the chance to wear the shoes.

4. What is the first thing Stanley does after he finishes digging his first hole?
 - a. Faint
 - b. Refuse a ride back to camp
 - c. Pour his water into the hole
 - d. Spit in the hole

5. In Chapter 6, Stanley calls the sneakers that fell on his head "destiny's shoes." What do you think this means? Why?



This is the end of section one. Get ready for section two by reading chapters 10-21.



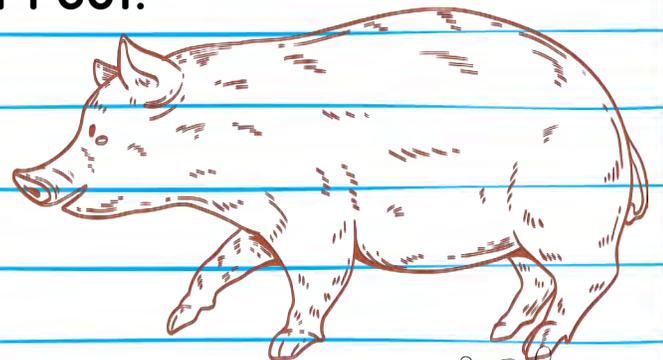
Reading Section 2

Be sure to read the chapters of section two listed below before starting the activities below.

Chapters
10 - 21

After reading the chapters of section two, complete each activity below.

1. Review the vocabulary.
2. Create a comic strip.
3. Explore the character of Zero.
4. Explore a cause and effect.
5. Reflect on a quote.
6. Show what you know!



Scan the QR code for
a dictionary:



Review the important vocab words in section two of *Holes*.
Using a dictionary, complete the chart. Check off each
vocab word as you complete it by putting a checkmark in
the small box to the left of the word.



word:

definition:

remarkable

sentence:

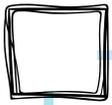


word:

definition:

canteen

sentence:



word:

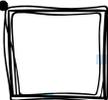
definition:

fossilized

sentence:

word:

definition:

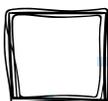


paranoid

sentence:

word:

definition:

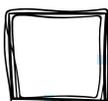


engraved

sentence:

word:

definition:



wasteland

sentence:

word:

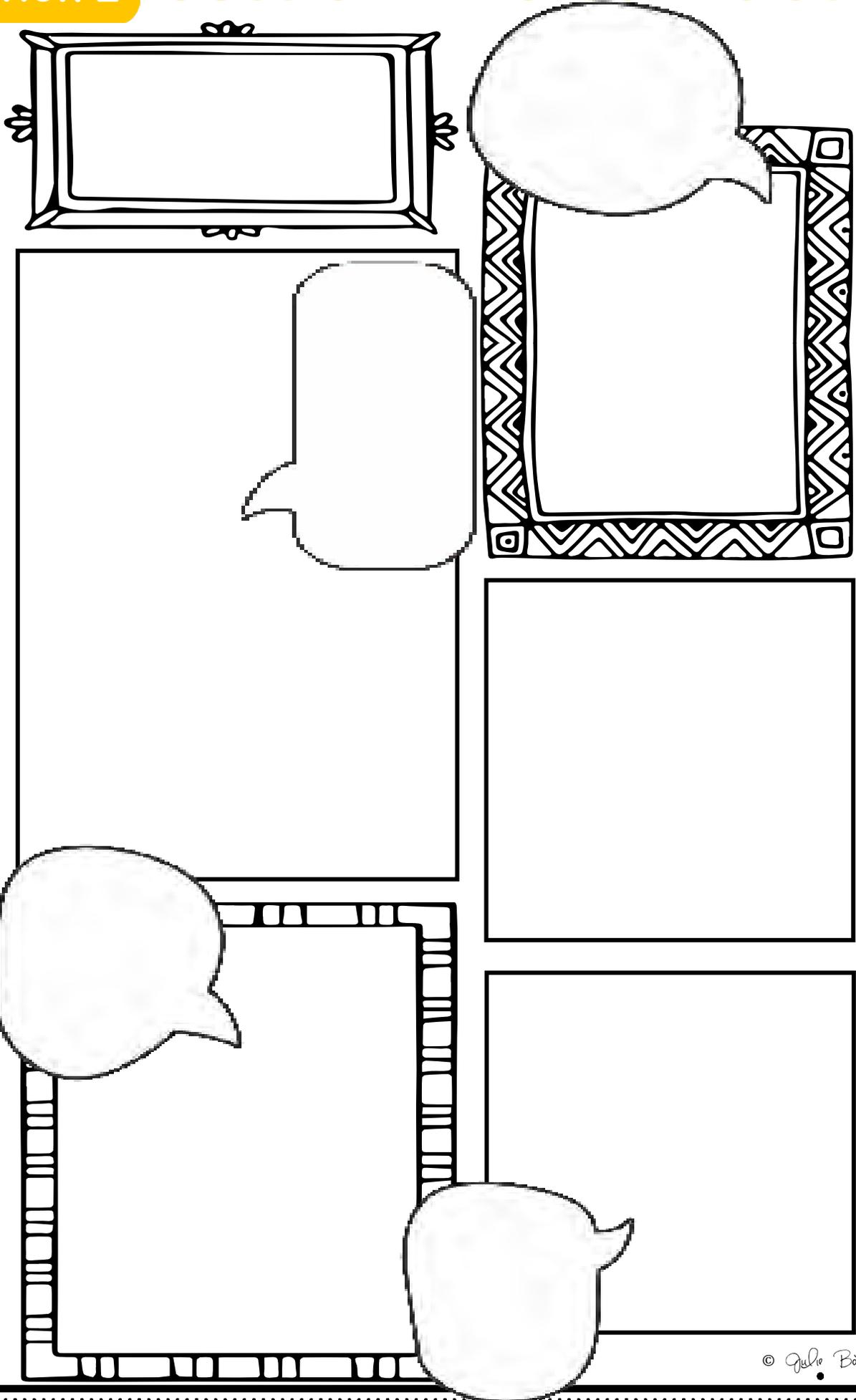
definition:



refuge

sentence:

Using words, quotes, and images, create a comic strip summarizing section two.



Zero's Character Tree

Throughout the novel guide, you will fill out Zero's character tree by gathering information and quotes from the text.

In future sections, you will be asked to think about Zero's character in different ways and return to his character tree to add additional "leaves."

Right now, on one of the leaves, identify two or more of Zero's physical features. On another leaf, identify one aspect of Zero's personality. And on the last leaf, copy a quote from section one about Zero that describes something *you* think is meaningful about him.

Remember to leave space for future leaves!



Cause & Effect

Reflect on the chapters in section two and think of an action, event, or decision that had an effect on something or someone in the story. An example is when Magnet steals the sack of sunflower seeds. You can choose any cause & effect that seems significant to you from section two. Explore the cause (who, what, when, where, and why) and its effect(s) in the chart below. If you don't know the effect(s), make a prediction and explain your reasoning with support from the text.

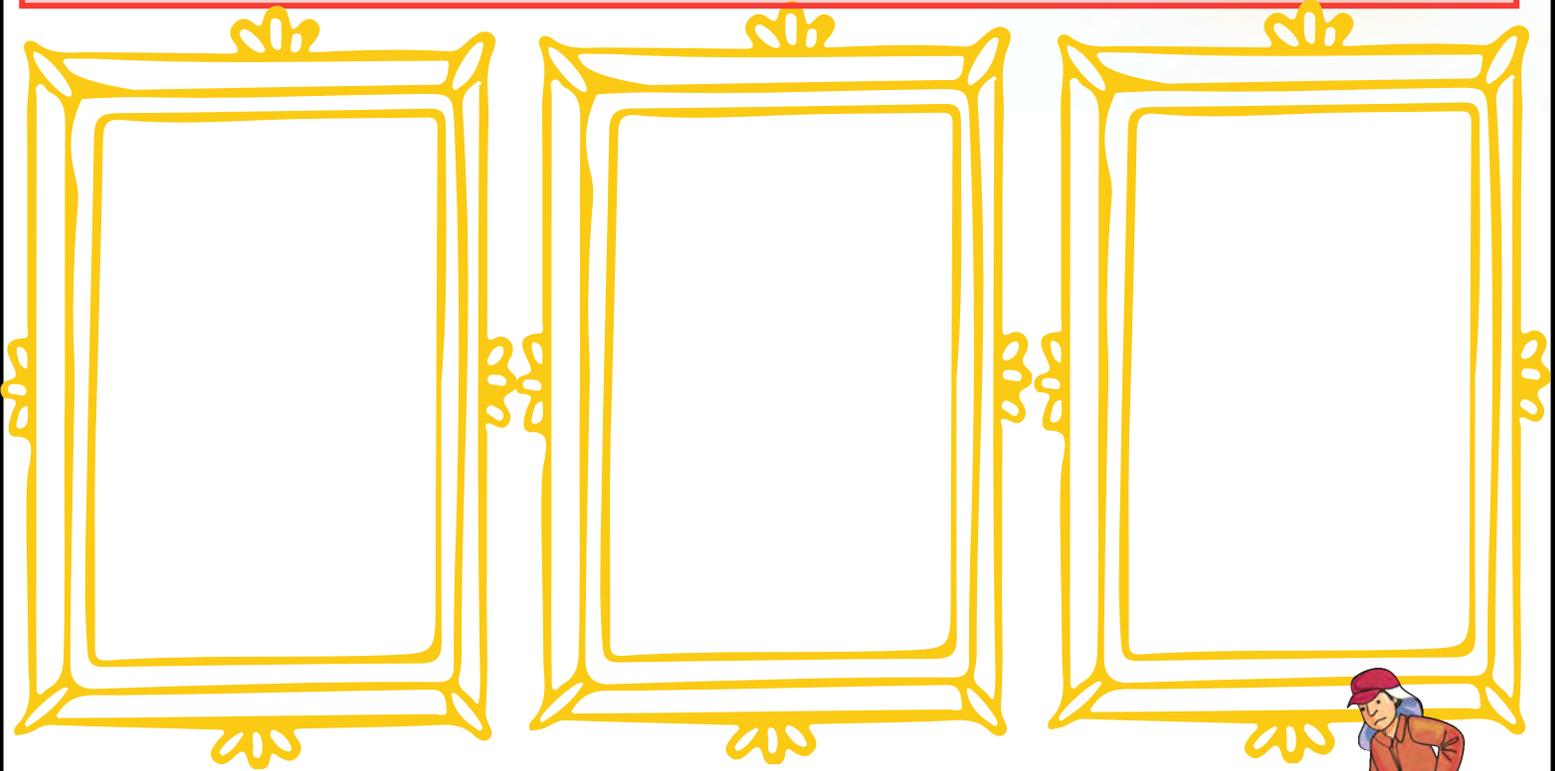
Cause

Effect

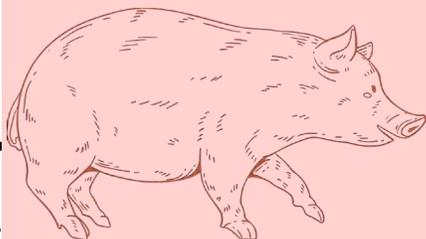
© Julie Bachero

The Curse

1. What "curse" does Stanley's family suffer from as a result of his "no-good-dirty-rotten-pig-stealing-great-great-grandfather?" Explain the curse, then describe three impacts of the curse on Stanley's family.

Three empty yellow picture frames are arranged horizontally. Each frame has a decorative crown-like top and a decorative base. The frames are intended for students to draw three impacts of the curse on Stanley's family.

2. Do you believe in curses? Why or why not?



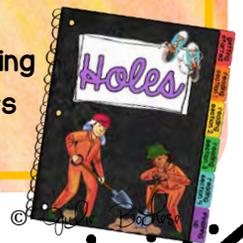
Show What You Know!

1. Why does X-Ray think he deserves to have whatever Stanley finds?
 - a. He's been there longer and has never found anything.
 - b. He wants the Warden to like him.
 - c. He wants some time alone to write a letter to his mom.
 - d. He wants to keep it to take home.
2. What is Stanley's reward for giving the tube to X-Ray?
 - a. X-Ray gives him the rest of his water.
 - b. He gets to go back to camp early.
 - c. X-Ray moves him up in place, in front of Zero.
 - d. He gets to eat X-Ray's dinner.
3. What emotion does Stanley feel as he rides toward the Warden's cabin after he's caught with the sunflower seeds?
 - a. Fear
 - b. Gratitude
 - c. Annoyance
 - d. Confusion
4. What is Stanley surprised to find when he returns from the Warden's?
 - a. His hole, nearly finished.
 - b. The tube at the bottom of his hole.
 - c. Everyone gone.
 - d. A fresh sack of sunflower seeds.
5. What do you think the Warden might be searching for? Explain your reasoning



A large, empty rectangular box with a light purple and blue gradient background, intended for the student's response to question 5.

This is the end of section two. Get ready for section three by reading chapters 22-31.



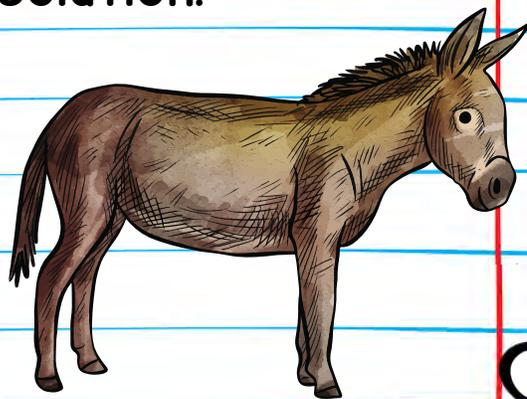
Reading Section 3

Be sure to read the chapters of section three listed below before starting the activities below.

Chapters
22 - 31

After reading the chapters of section three, complete each activity below.

1. Review the vocabulary.
2. Track the characters.
3. Connect the past and present.
4. Explore a problem and solution.
5. Consider the narrator.
6. Make a wanted poster
7. Make a prediction.
8. Reflect on a quote.
9. Show what you know!



Vocab Tracker

Scan the QR code for
a dictionary:



Review the important vocab words in section two of *Holes*.
Using a dictionary, complete the chart. Check off each
vocab word as you complete it by putting a checkmark in
the small box to the left of the word.



word:

definition:

deposited

sentence:

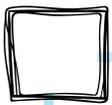


word:

definition:

defiance

sentence:



word:

definition:

grotesque

sentence:

Vocab Tracker

word:

definition:



parched

sentence:

word:

definition:



despicable

sentence:

word:

definition:



concoctions

sentence:

word:

definition:



loot

sentence:

Character Tracking



The names in the orange boxes are in scrambled order.

Draw a line to the accurate description of each character.

THE WARDEN

is a kind, handy, funny onion seller.

TROUT WALKER

is a small-framed kid who is learning to read & write.

HECTOR ZERONI

is a smelly-footed, rude, entitled kid.

SAM

is a doctor in the town of Green Lake.

DOC HAWTHORN

is a selfish, deceiving, lying woman.

HECTOR ZERONI

is a kind-hearted schoolteacher & "cold-hearted" thief.

STANLEY YELNATS

is a sweet, old, healthy donkey.

KATHERINE BARLOW

is a kind, innocent, unlucky kid.

In section three, we learn a lot about the history of Green Lake. As a result, we might connect the dots, or suspect connections, between the gaps in the story.

Reflect on the two stories that are told simultaneously in section three (one from the past and one from the present) and answer the questions below.



1. What connection(s) did you make or suspect between the past and present storylines in section three?

A large, empty rectangular box with an orange border, intended for the student's answer to question 1.

2. What connection(s) did you make between one or both stories in section three and something happening in the world today?

A large, empty rectangular box with an orange border, intended for the student's answer to question 2.

Green Lake - Past & Present Continued

Summarize each of the two stories told in section three (separately). Summarize the story from the past about Katherine, Sam, Trout, etc. and the story from the present about Stanley, Zero, the camp, etc.

Past



Present



Add Some Leaves to the Trees!

Write on 3 more leaves in Stanley's character tree!

Include:

- a leaf that describes a challenge Stanley faced in section three
- one way in which Stanley is viewed by others
- a quote (by Stanley) that represents his feelings about something



Write on 3 more leaves in Zero's character tree!

Include:

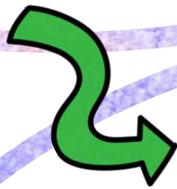
- a leaf that describes something new you learned about Zero
- one thing you wonder about Zero's life or identity
- a quote that describes how Zero is viewed by others

In section three, at least one character stumbled across or created a problem. Think of one problem that seems significant to the story in some way. Describe the problem and its impacts in the first purple bubble.

Then, reflect on the solution to the problem. Was it effective, ineffective, or both? Who initiated the solution, and why? Describe the solution and its impacts in the second purple bubble. If a solution was not introduced in the third section, make a prediction. What kind of solution do you think the character(s) will come up with, and why?

Problem

Solution



Read and reflect on the quote from Chapter 26 below, then answer the questions.

“THAT ALL HAPPENED ONE HUNDRED AND TEN YEARS AGO. SINCE THEN, NOT ONE DROP OF RAIN HAS FALLEN ON GREEN LAKE. YOU MAKE THE DECISION: WHOM DID GOD PUNISH?”

Whom is the narrator of *Holes* speaking to? How do you know?
Do you like this kind of narration?

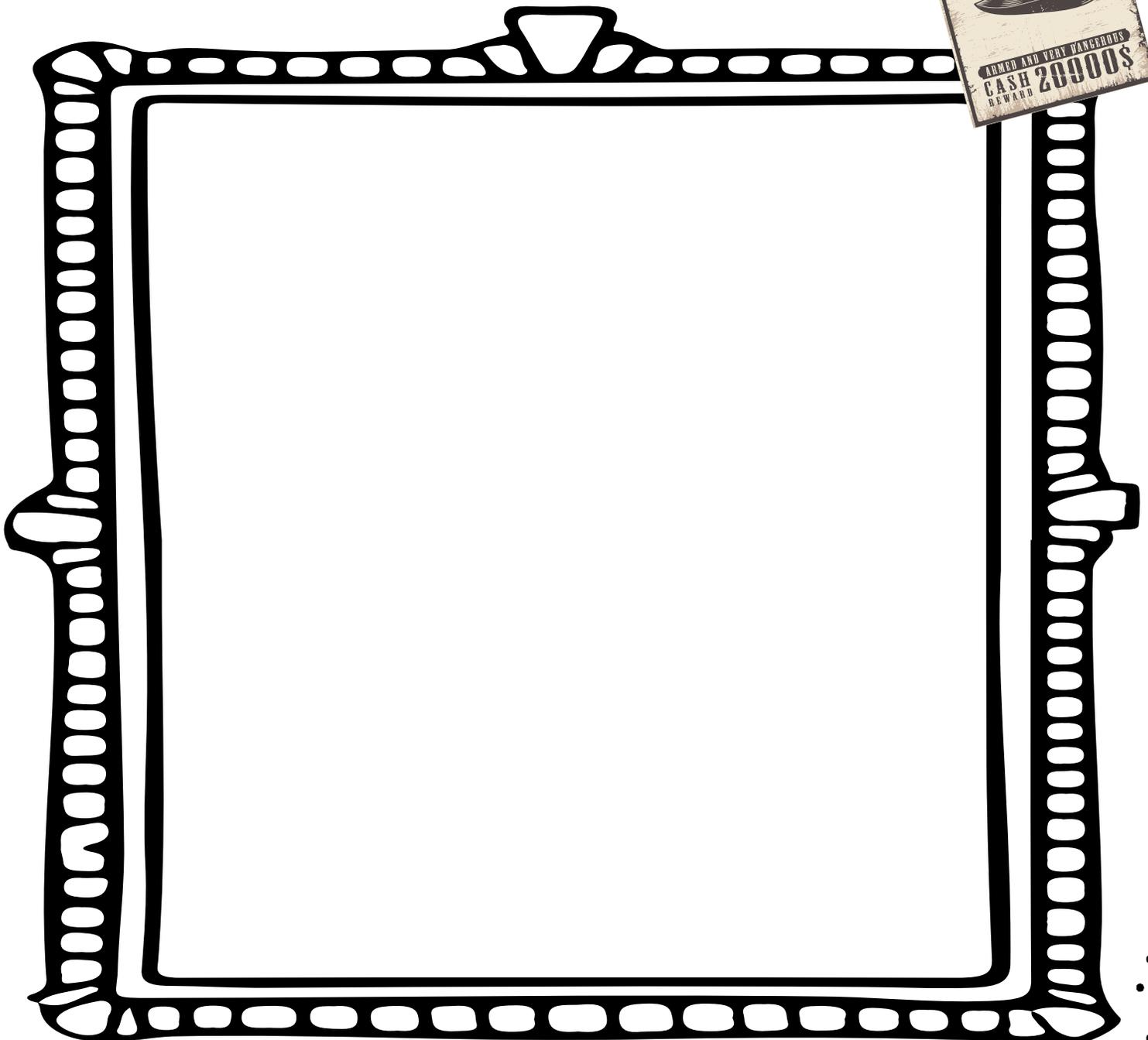


In what ways has the narrator of *Holes* influenced your feelings about a certain character? Provide a quote from the novel to support your answer.

Make a Wanted Poster

Make a wanted poster for a character in *Holes*. You can choose to create one for a known "out-law," such as Kissing Kate Barlow, or you can create one for any person that you think commits crimes, is unjust, or acts outside of the law in some way.

Be sure to note their crime(s), the reward for their capture, and a picture of them.



My Prediction

At the end of section three, Zero leaves Camp Green Lake. The Warden, Mr. Sir, and Mr. Pendanski assume that he won't survive and that he will come back when he gets hot and thirsty enough.

When Zero doesn't return, they assume he died, and they come up with a plan to cover their tracks.

Based on what you know about the heat, the dried-up Green Lake, and the yellow-spotted lizards, what do you think has happened to Zero? And what do you think will happen to the Warden's plan? Will they get away with it?



A large writing area with a decorative orange border. The border features a repeating pattern of vertical bars of varying heights. Inside the border, there are horizontal blue lines for writing. A vertical red margin line is positioned on the left side of the writing area.

Reflection Questions

"Then, when he was so thirsty that he could hardly stand it anymore, he unscrewed the cap, turned the canteen over, and poured it all out on the dirt."

Chapter 27

"Sometimes, in fact, Stanley hoped the warden was watching them, with her secret cameras and microphones, so she'd know that Zero wasn't as stupid as everyone thought."

Chapter 27

"I kept thinking: It has to rain soon. The drought can't last forever. But it just kept getting hotter and hotter and hotter and hotter..."

Chapter 28

"She examined her fingernails and said, 'It's almost time for me to paint my nails again.'" Chapter 30

"Kate Barlow died laughing." Chapter 28

First, select a quote from above. Then, in the space provided, answer the following questions:

- What is the context of the quote? (when, where, why, who, etc.)
- Why do you think the quote is important?
- How does the quote relate to one or more themes in the novel?

1. How does Zero surprise Stanley?
 - a. He's a great reader.
 - b. He's really great at math.
 - c. He's very kind and talkative.
 - d. He's really great at crosswords.

2. According to Sam, why is Mary Lou such a healthy old donkey?
 - a. She exercises a lot.
 - b. She is kind and sweet.
 - c. She only eats raw onions.
 - d. She is magical.

3. On Zigzag's birthday, what does Stanley find out?
 - a. The small tube he found belonged to Kissing Kate Barlow.
 - b. He didn't mind digging holes after all.
 - c. He's been at Camp Green Lake for forty-six days.
 - d. His mother had written him a letter.

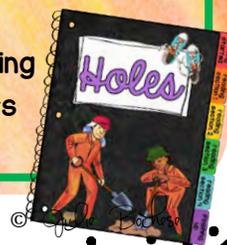
4. According to the Warden, why can't Stanley keep teaching Zero to read?
 - a. It's pointless because Zero can't learn.
 - b. It doesn't build character as digging holes does.
 - c. Stanley's teaching him wrong.
 - d. Zero doesn't deserve to learn how to read.

5. Explain Stanley's complicated feelings about letting Zero dig part of his hole for him each day. What made it complicated? Why?



A large, empty rectangular box with a light purple background, intended for the student to write their answer to question 5.

This is the end of section three. Get ready for section four by reading chapters 32-42.



Reading Section 4

Be sure to read the chapters of section four listed below before starting the activities below.

Chapters 32 - 42

After reading the chapters of section four, complete each activity below.

1. Review the vocabulary.
2. Title the chapters.
3. Revisit the character trees.
4. Compare and contrast two characters.
5. Explore a cause and effect.
6. Make a timeline.
7. Reflect on a quote.
8. Show what you know!



getting
started

reading
section 1

reading
section 2

reading
section 3

reading
section 4

Vocab Tracker

Scan the QR code for
a dictionary:



Review the important vocab words in section four of *Holes*.
Using a dictionary, complete the chart. Check off each
vocab word as you complete it by putting a checkmark in
the small box to the left of the word.



word:

definition:

deserted

sentence:



word:

definition:

accelerated

sentence:



word:

definition:

barren

sentence:

Vocab Tracker

word:

definition:



bacteria

sentence:

word:

definition:



precipice

sentence:

word:

definition:



delirious

sentence:

word:

definition:



fugitive

sentence:

Section Four Titles

Reflect on main events, themes, and characters in each chapter of section four. Based on your reflections, come up with an appropriate title for each chapter.

Chapter 31:

Chapter 32:

Chapter 33:

Chapter 34:

Chapter 35:

Chapter 36:

Chapter 37:

Chapter 38:

Chapter 39:

Chapter 40:

Chapter 41:

Chapter 42:

Add Some Leaves to the Trees!

Write on 2 more leaves in Stanley's character tree!

Include:

- a leaf that describes a turning point in the story for Stanley
- a quote that describes something new Stanley experiences



Write on 2 more leaves in Zero's character tree!

Include:

- a leaf that describes a turning point in the story for Hector
- a quote that describes something new Hector experiences

Compare & Contrast

Choose two primary characters from the novel and reflect on how they have been portrayed by the narrator. How does the narrator of *Holes* influence what we think and feel about these characters? Answer these questions by filling out the chart below. Use at least one quote to support your thoughts for each character.

A Venn diagram consisting of two overlapping circles. The top circle has a horizontal line drawn across its center. The bottom circle has a horizontal line drawn across its center. The overlapping area in the middle is empty.

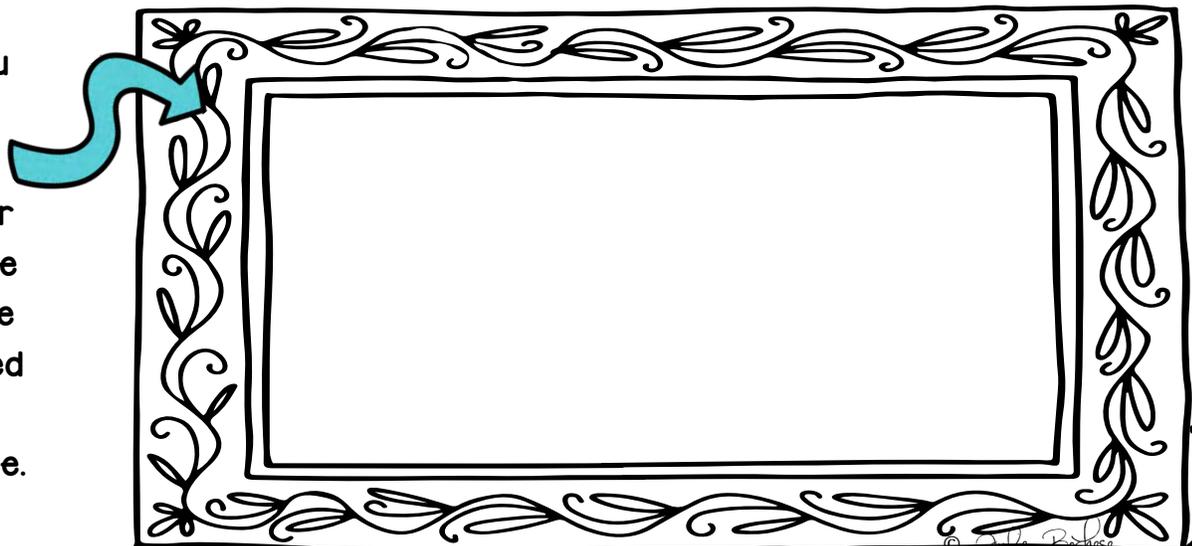
The Big Thumb

Recall the story of how Stanley Yelnats "found refuge on God's thumb" from section two. Then, consider the "Big Thumb" that Stanley and Hector work so hard to reach.

Why do you think the boys put their hope in the "Big Thumb," even though they know it might not be anything?

Why do you think Stanley sings Hector the song that has been in his family for generations on their first night at the Big Thumb?

Draw what you think the Big Thumb looks like, either from a distance or close-up. Use details described in the text to draw your image.



Do Names Matter?

Why do you think all of the boys at camp have nicknames? What purpose(s) do they serve?

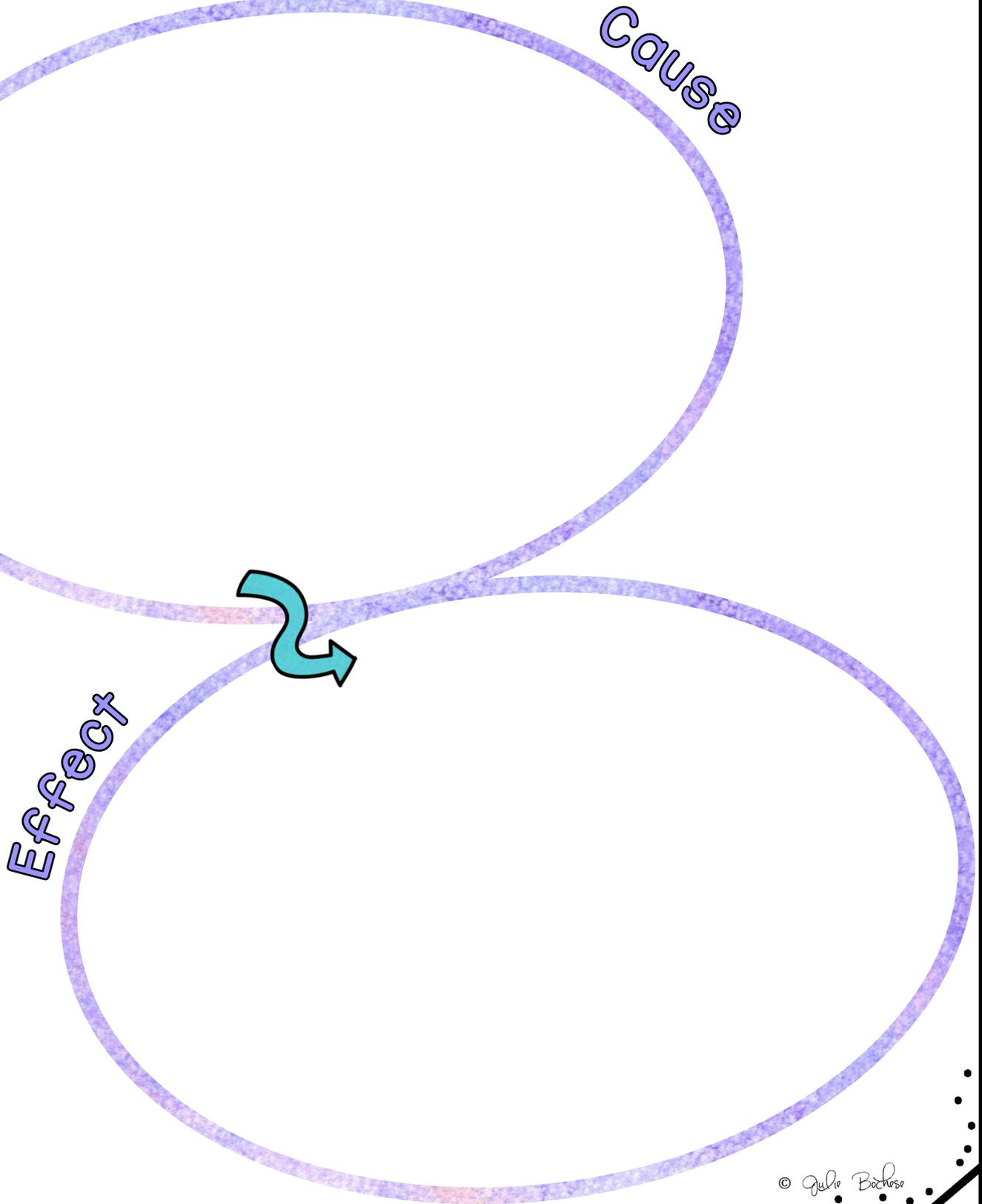
In section 4, Stanley starts calling Hector by his real name. Why? How do you think it impacts Hector?

What do you think of Hector's nickname? Explain. What do you think Hector thinks of it?



Cause & Effect

Reflect on the chapters in section four and think of an action, event, or decision that had an effect on something or someone. You can choose any cause & effect that seems significant to you; it doesn't have to be the biggest or most obvious one in the section. Explore the cause (who, what, when, where, and why) and its effect in the chart below. If you don't yet know the effect, make a prediction and explain your reasoning with support from the text.



Sneaker Situation Timeline



After reading section four of *Holes*, the gaps in the story of how both Stanley and Hector ended up at Camp Green Lake are pretty much filled. Create a timeline below that tells the story. Begin with Hector needing some shoes, and end with Hector asking Stanley if the sneakers he "stole" had red Xs on the backs.

Make blue boxes for the events involving Hector and use yellow boxes for the events involving Stanley. Create as many boxes as you need! You don't need to include every single detail, just use enough to tell the story well enough that someone who hasn't read *Holes* could understand it.



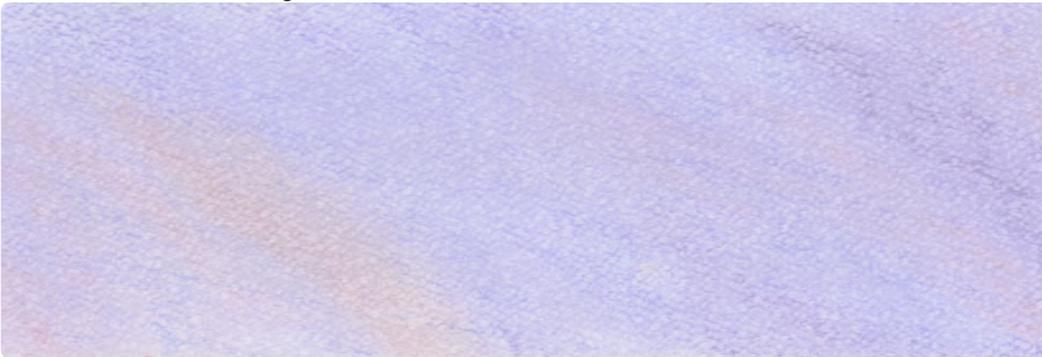
1. What does Stanley learn about Barf Bag?
 - a. He barfed on Mr. Sir, which is how he got his nickname.
 - b. He was coming back to Camp Green Lake.
 - c. He was always getting sick, which is how he got his nickname.
 - d. He stepped on a rattlesnake on purpose.

2. What does Big Thumb symbolize for Stanley and Hector as they venture toward it?
 - a. Home
 - b. Strength
 - c. Pride
 - d. Hope

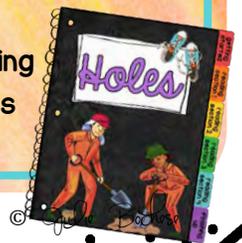
3. Who once owned the boat that Hector finds refuge in?
 - a. Trout Walker
 - b. Mary Lou
 - c. Kissing Kate Barlow
 - d. Sam

4. How does Stanley react to Hector's "confession" during the first night at Big Thumb?
 - a. He is shocked at Hector's confession and gets angry.
 - b. He thinks that Hector is delirious but is glad that confessing made him feel some relief.
 - c. He is confused and keeps pressing Hector for more information.
 - d. He understands Hector's confession and accepts his apology.

5. In the middle of Chapter 40, a story is told about Sam, Mary Lou, onion, and little Becca Tennyson who had food poisoning. What is the purpose of that story? Why is it important to the story being told about Stanley, Hector, and the Big Thumb?



This is the end of section four. Get ready for the last section by reading chapters 43-50.



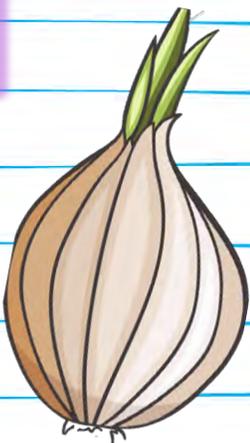
Finishing Up

Be sure to read the chapters of the last section listed below before starting the activities below.

Chapters 43 - 50

After reading the chapters, complete each activity below.

1. Reflect on the plot structure.
2. Create a comic strip.
3. Consider the curse.
4. Reflect on Camp Green Lake.
5. Identify a major theme.
6. Reveal the holes in the story.
7. Reflect on a quote.
8. Show what you know!



Review the important vocab words in the final section of *Holes*. Using a dictionary, complete the chart. Check off each vocab word as you complete it by putting a checkmark in the small box to the left of the word.

Scan the QR code for
a dictionary:



word:

definition:

indistinct

sentence:

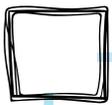


word:

definition:

adjacent

sentence:



word:

definition:

astonishment

sentence:

word:

definition:



commotion

sentence:

Blank space for writing a sentence using the word 'commotion'.

word:

definition:



investigation

sentence:

Blank space for writing a sentence using the word 'investigation'.

word:

definition:



attorney

sentence:

Blank space for writing a sentence using the word 'attorney'.

word:

definition:



shame

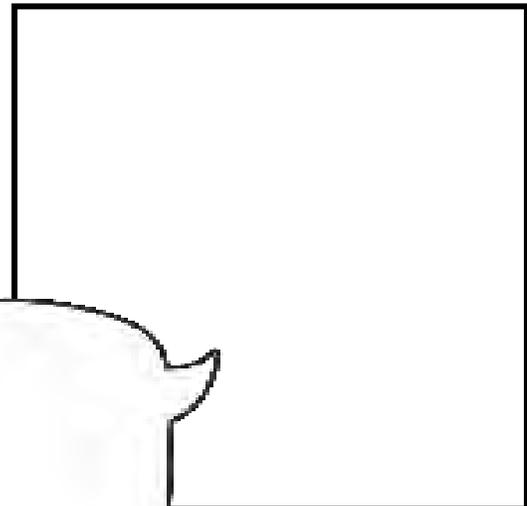
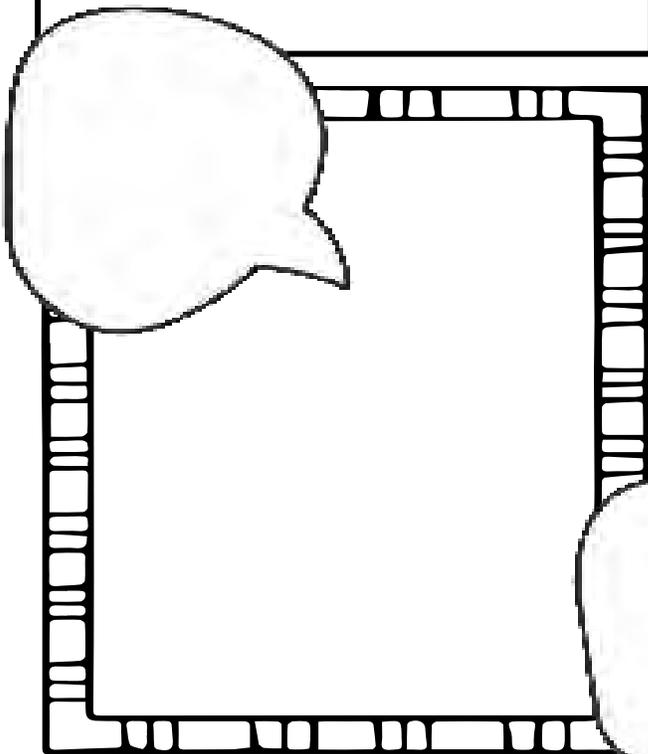
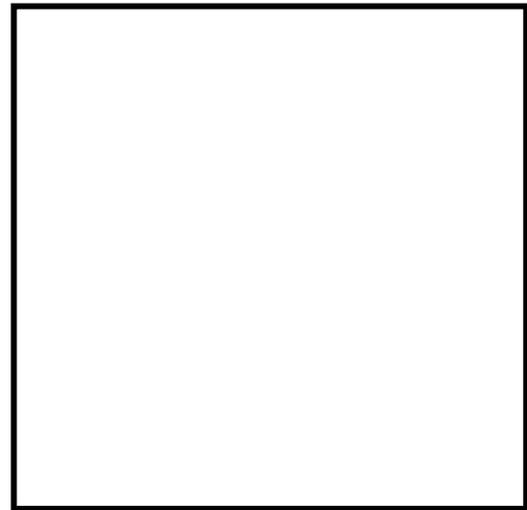
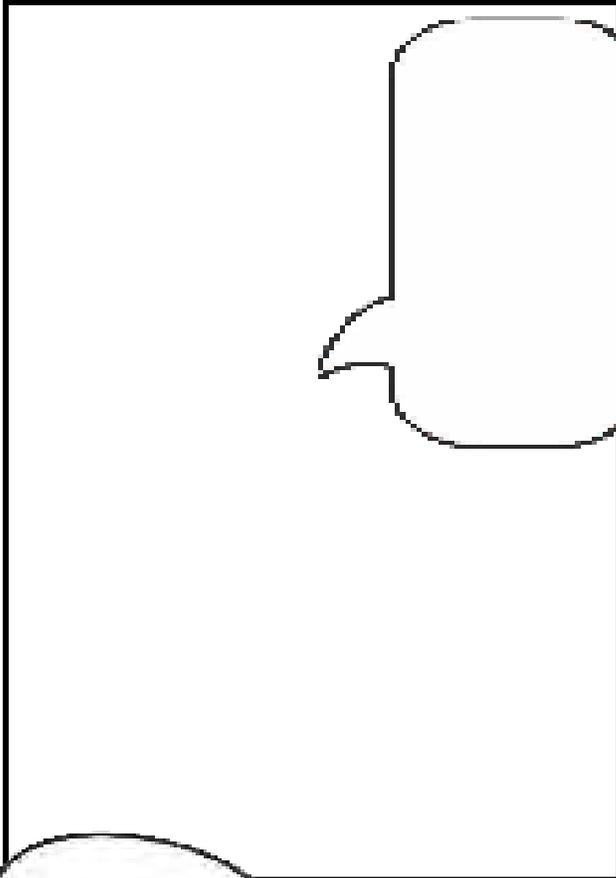
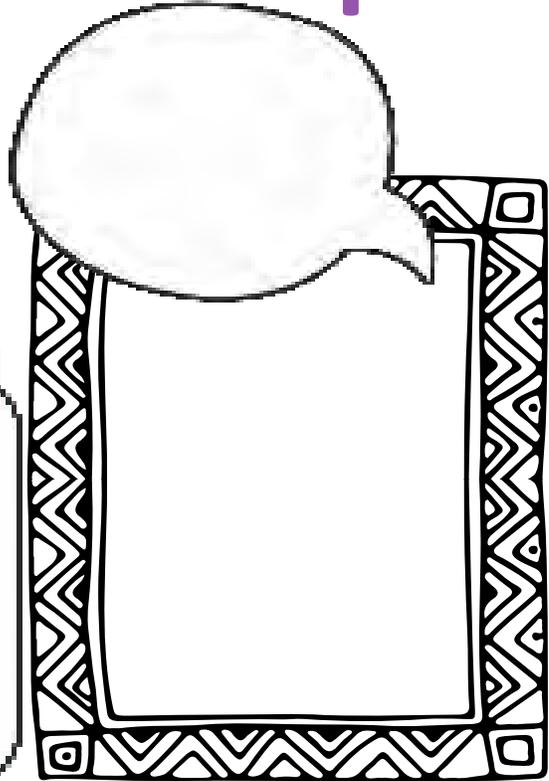
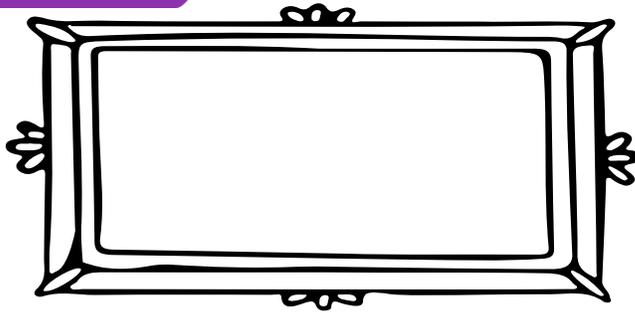
sentence:

Blank space for writing a sentence using the word 'shame'.

finishing
up

Comic Strip

Using words, quotes, and images, create a comic strip summarizing the last section of *Holes*.



Curse or Coincidence?

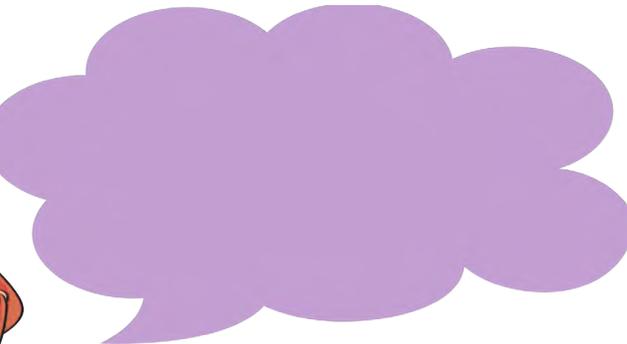
"THE READER MIGHT FIND IT INTERESTING THAT STANLEY'S FATHER INVENTED HIS CURE FOR FOOT ODOR THE DAY AFTER THE GREAT-GREAT-GREAT-GRANDSON OF ELYA YELNATS CARRIED THE GREAT-GREAT-GREAT-GRANDSON OF MADAME ZERONI UP THE MOUNTAIN."

Read the quote above, then reflect on what you've learned about each character's personality, experiences, and beliefs. What do you think each character believes about the two events described in the quote above? Were they simply a coincidence, or were they connected by the curse being broken? In the speech bubbles below, identify what you think each character believes by either writing "curse" or "coincidence."

Stanley



Hector



Mr. Sir



Madame Zeroni



Stanley's dad

Stanley's mom



finishing
up

Camp Green Lake Reflection

Consider Stanley and Hector's identities, morals/values, families, experiences, and desires.

How do you think their experiences at Camp Green Lake affected them?

How do you think their lives will be different from here on out?

Stanley



Hector



Identifying a Major Theme

There are many important themes in *Holes*. One example is **bullying**, which occurs throughout the entire novel. Stanley is bullied by Derrick at school, Zero is bullied by both kids and adults at camp, and even Mr. Sir is bullied by the Warden. There are many more examples, too!

This reoccurring theme helps us as readers better understand the characters as they experience powerlessness, shame, humiliation, and lack of self-worth.

Think of a major theme in *Holes* that stood out to you. Describe it, give two+ examples, and explain why you think it is important to the story.



A large writing area with a decorative border. The border is a thick, dark teal line with a pattern of vertical bars of varying heights, resembling a film strip or a fence. Inside the border, there are horizontal light blue lines for writing. A vertical red line is drawn on the left side of the writing area, creating a margin.

Holes in the Story

Holes is a novel that tells different stories at once. By the end of the novel, the multiple stories come together, and we realize how the stories connect.

Consider these stories, how they blend the past and the present, and how the author chooses to tell them. Then, answer the questions to the right.



What context clues does the author provide throughout the novel that help the reader connect the different stories?

What holes exist in and among the stories told in *Holes*? What are you, as the reader, left wondering? What parts were not connected?

Why do you think the author chose to write *Holes* in these ways? What might have been the purpose?

finishing up

Reflection Questions

"He didn't want to die with the images of the Warden, Mr. Sir, and the lizards etched into his brain. Instead, he tried to see his mother's face." Chapter 46

"Instead, he tried to recapture the feelings he'd had the night before- the inexplicable feeling of happiness, the sense of destiny. But those feelings didn't return." Chapter 43

"'What do we do?' asked Mr. Pendanski. 'We wait,' said the Warden. 'It won't be very long.' 'At least we'll have a body to give that woman.' Chapter 45

"Stanley followed. It didn't seem right to him, but Zero seemed sure." Chapter 43

"[...] and for the first time in over a hundred years, a drop of rain fell into the empty lake." Chapter 49

"He couldn't just leave him here. 'I can't leave without Hector,' Stanley said." Chapter 48

First, select a quote from above. Then, in the space provided, answer the following questions:

- What is the context of the quote? (when, where, why, who, etc.)
- Why do you think the quote is important?
- How does the quote relate to one or more themes in the novel?

1. Why does Hector draw a diagram in the dirt?
 - a. He's trying to explain to Stanley where Laney Park is.
 - b. He is writing a message for someone.
 - c. He's showing Stanley that they are headed in the wrong direction.
 - d. Stanley asked him to show him where Mary Lou is.

2. What emotion does Stanley feel as he heads toward the hole he found the gold tube in?
 - a. Fear
 - b. Relief
 - c. Joy
 - d. Anger

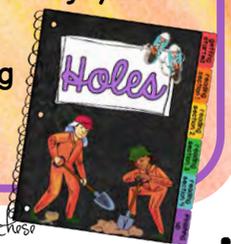
3. What is Stanley worried about as he tries to free the chest from the dirt?
 - a. He's worried that he will be caught by the Warden.
 - b. He's worried that the hole will collapse.
 - c. He's worried about getting bit by a yellow-spotted lizard.
 - d. He's worried about Hector falling into the hole.

4. Why don't the yellow-spotted lizards bite Hector or Stanley?
 - a. Mr. Sir shoots them all.
 - b. The lizards don't like onion blood.
 - c. They are protecting the treasure.
 - d. They don't bite at nighttime.

5. Even after Stanley understands that he was sent to Camp Green Lake for a crime that Hector committed, he still won't leave camp without Hector. Why? What kind of bond do they share that is more important than any anger Stanley might feel?



This is the end of the *Holes* novel guide! Hope you enjoyed this amazing book!



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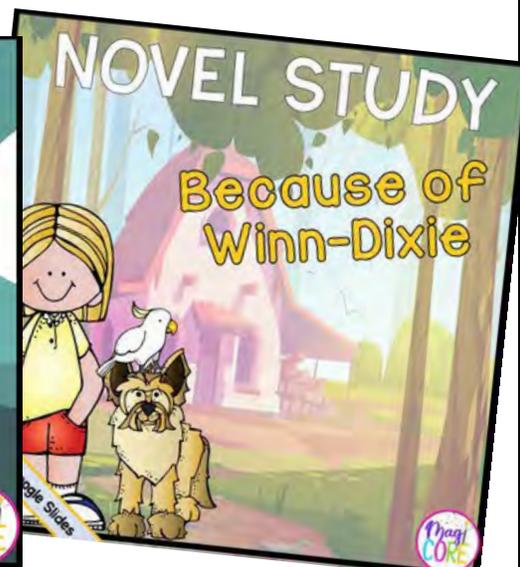
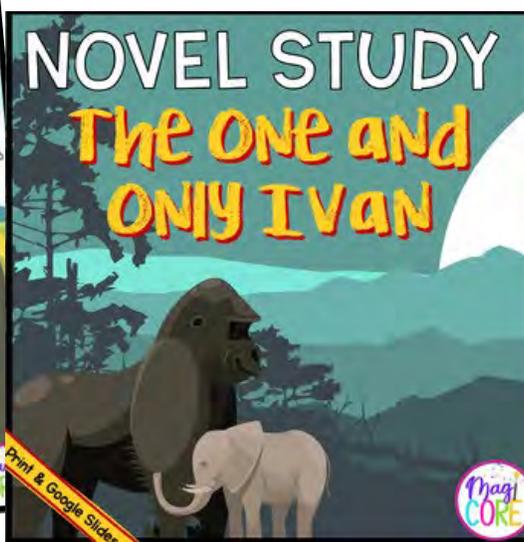
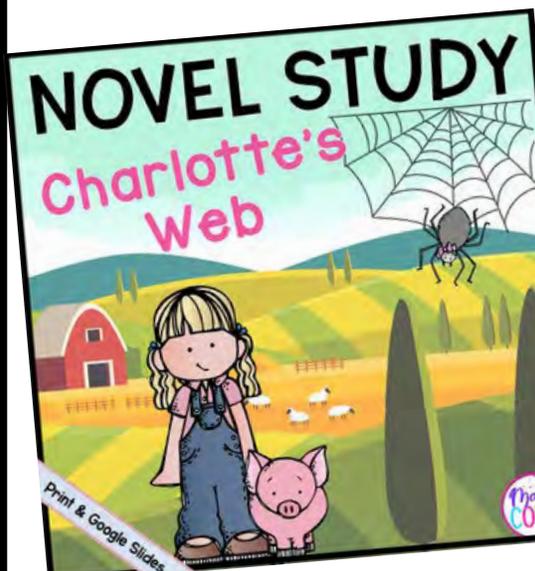


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