

Vocabulary Lists

On this page are vocabulary lists which correspond to each sectional grouping of chapters. Vocabulary activities can be found on page 9 of this book.

Section 1 (Chapters 1–7)

perseverance	desolate	grimaced
gestured	expanse	stifling
expelling	excavated	preposterous
deftly	perimeter	forlorn
scarcity	juvenile	spigot

Section 2 (Chapters 8–17)

predatory	scowled	paranoid
prey	fossilized	excess
upholstery	radiated	presumably
intensity	appropriate	etched
stationery	engraved	evict

Section 3 (Chapters 18–28)

calloused	concoctions	systematic
writhed	refuge	situated
defiance	condemned	precipice
venom	recede	increments
extraordinarily	penetrating	dread

Section 4 (Chapters 29–39)

humid	jut	refuge
drenched	hesitated	fidgeting
horizon	feeble	lurched
delirious	investigation	mirage
depriving	cluster	protruding

Section 5 (Chapters 40–50)

contritely	authenticated	pursuant
inexplicable	commotion	legitimate
distinctive	amid	evicted
adjacent	precarious	incarcerated
pronounced	jurisdiction	delirium

Cause and Effect

Understanding cause-and-effect relationships is important to complete comprehension when reading. Look at the examples of cause-and-effect relationships below, then work with a partner to match the causes and effects from *Holes*.

Examples of Cause and Effect

Cause

The student studied very hard.

The student did not study.

Effect

The student earned an A on the test.

The student failed the test.

Causes

- _____ 1. Magnet steals Mr. Sir's sunflower seeds.
- _____ 2. The Warden scratches Mr. Sir.
- _____ 3. Stanley agrees to teach Zero to read.
- _____ 4. Stanley's great-great grandfather forgot to honor a promise.
- _____ 5. Stanley was caught with stolen shoes.
- _____ 6. Stanley gives X-Ray the gold tube he finds.
- _____ 7. Stanley is overweight.
- _____ 8. Stanley does not want his mother to worry.
- _____ 9. Zero digs part of Stanley's hole each day.
- _____ 10. Stanley digs a hole every day.

Effects

- A. Mr. Sir does not give Stanley any water.
- B. Stanley is sent to Camp Green Lake.
- C. Stanley does not have many friends.
- D. Stanley writes home about swimming and water skiing.
- E. Stanley's family is cursed with bad luck.
- F. The other boys in Group D harass Stanley.
- G. Stanley is taken to see the Warden.
- H. Stanley moves up a place in the water line.
- I. Stanley and Zero become friends.
- J. Stanley becomes stronger.

Create a Brochure

Imagine that Camp Green Lake is a typical camp. The people who run the camp would probably want to advertise in some way. Keeping in mind what Camp Green Lake is really like, design a brochure to advertise the camp. Your brochure could be realistic and serious, telling parents what their children will experience if sentenced to Camp Green Lake. It could be persuasive, trying to encourage judges throughout Texas to send boys to the camp. It could be humorous, a parody of a fun summer camp.

Most real camp brochures include information about location, organized activities, skills that campers will learn, sleeping/eating/bathing facilities, and any special features. A good brochure should be very informative and colorful.

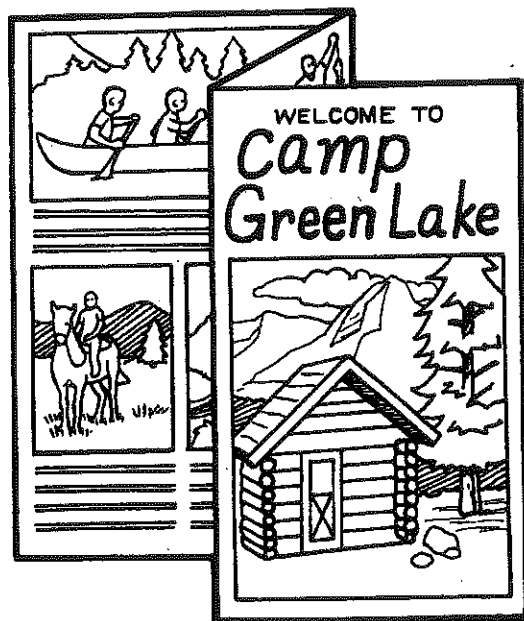
It might help you get ideas for content, layout, and design if you look at some real brochures. A variety of brochures from hotels, parks, camps, and amusement parks are available through your school and public libraries, local chamber of commerce, or state tourism bureau. These can often be ordered on the Internet.

Materials

- variety of heavy 8 ½" x 11" paper (white or colored)
- construction paper
- markers
- rulers
- scissors
- glue
- magazines (to cut pictures from)
- any other creative supplies

Instructions

1. Take one piece of heavy paper for your brochure. Turn paper horizontally so paper is longest from left to right.
2. Fold left ⅓ of paper forward towards the middle.
3. Fold right ⅓ of paper backwards toward the middle.
4. Now that you have your brochure, start writing, drawing, and pasting pictures. Create pictures by cutting them from magazines, drawing, and/or using construction paper.
5. Display the brochures on a class bulletin board.



Just the Facts, Please!

When you are reading, it is important to be able to distinguish between fact and opinion. A fact is something that can be proved or verified.

Example of a *fact*: Fish live in the ocean.

We can go into the ocean and look for the fish. We can see that they are there. An opinion is something that one person or group believes to be true. An opinion cannot be proven.

Example of an *opinion*: There are many beautiful fish in the ocean.

We could verify that there are fish in the ocean; however, whether or not they are beautiful is a matter of opinion. There are people who would disagree, and there is no way to prove that statement. Some key words that often indicate an opinion are *best, worst, ugly, beautiful, wrong, right, good, bad, better, and great*. Look for these words and others that describe something about which people could easily disagree.

See how well you are able to tell the difference between **fact** and **opinion**. Working with a group or a partner, write **F** or **O** in the blank that precedes each incident from the book.

- _____ 1. Zero told the other boys it was his birthday.
- _____ 2. Stanley was almost as good at digging as Zero.
- _____ 3. Kate Barlow robbed Stanley's great grandfather and left him stranded in the desert.
- _____ 4. Mr. Pendanski fired his gun in the air to stop the fight.
- _____ 5. The boys had to dig holes because it was good for them.
- _____ 6. Barf Bag deliberately stepped on a rattlesnake.
- _____ 7. Onions are delicious and nutritious.
- _____ 8. Stanley stepped backward, away from the lizards.
- _____ 9. No one helped Stanley dig Zero's hole after he left.
- _____ 10. Stanley had a good idea for himself and Zero to escape Camp Green Lake.
- _____ 11. The other boys called the new kid in Group D, Twitch.
- _____ 12. After awhile, Stanley's cot no longer smelled bad.
- _____ 13. Mr. Sir was the toughest counselor at Camp Green Lake.
- _____ 14. There were patches of weeds and swarms of bugs on the mountainside.
- _____ 15. Carrying someone up a mountain is always difficult.

Have you mastered fact and opinion? Write two facts and two opinions about *Holes*.

Fact 1 _____

Fact 2 _____

Opinion 1 _____

Opinion 2 _____

Conflicts

Conflict is the struggle against an obstacle or opposing force. Writers use conflict to keep you interested in reading so you can discover how the situation or conflict turns out. Conflict can be broken down into six types.

- A. Person vs. Self**—The character faces a struggle against his own emotions, conscience, or physical abilities.
Example: A teen struggles over whether to report a classmate he saw cheating.
- B. Person vs. Person**—The character struggles against another character.
Example: A girl dares another girl to steal something.
- C. Person vs. Society**—The character struggles against something presented by society or a representative of society.
Example: A convicted man appeals a jury's verdict he feels is unfair.
- D. Person vs. Nature**—The character struggles against a force of nature.
Example: A man's house is blown away in the hurricane.
- E. Person vs. Unknown**—The character struggles against an unknown force.
Example: He was scared by strange sounds in the attic.
- F. Person vs. Machine**—The character struggles against a machine or tool.
Example: A computer deletes your entire report.

Read the following situations from *Holes* and determine which type of conflict is presented. Write the corresponding letter on the line provided.

- ___ 1. Stanley was often teased by other kids because he was overweight.
- ___ 2. Stanley was convicted of a crime he did not commit.
- ___ 3. The boys knew that the longer it took to dig their holes, the longer they would be out in the sun's heat.
- ___ 4. Armpit shoves Stanley to the ground for calling him by his real name, Theodore.
- ___ 5. At first, Stanley's hands are blistered and bloody from digging with the shovel.
- ___ 6. Elya was in love with Myra Menke, but he could not compete with Igor's offer of his fattest pig.
- ___ 7. Elya told his wife, Sarah, that she should leave him because he was cursed.
- ___ 8. Stanley tried to pull himself out of his hole, but he was too exhausted.
- ___ 9. Stanley talks back when another boy confronts him in the "Wreck Room."
- ___ 10. Stanley believed that they were not digging to build character. He felt they were digging to find something; he just did not know what.

What a Character!

In order to give depth to a story and increase reader involvement, authors use characterization, which means they provide details that describe a character and make that character seem more real.

Characterization can include physical descriptions, such as “has blue eyes”; “has long, brown hair”; “is tall”; and “wears hats.” It can also include personality traits such as “mean,” “generous,” “happy,” “kind,” and “short tempered.” Characterization even describes skills, habits, and the person’s strengths and weaknesses. This could include such descriptions as “steals,” “fights often,” “speed-reads,” “has nervous twitches,” “is an insomniac,” and/or “speaks well in public.”

The examples given above are only a few of the almost endless character descriptions that an author may use to bring his characters to life for the reader. Remember, anything that identifies a character’s appearance, feelings, personality, or actions could be called characterization.

Complete the following chart about the characters from *Holes*.

Character (real name)	Nickname	Description
Stanley		
Mr. Pendanski		
	The Warden	
	X-Ray	
	Armpit	
	Squid	
	Magnet	
	Zigzag	
	Zero	

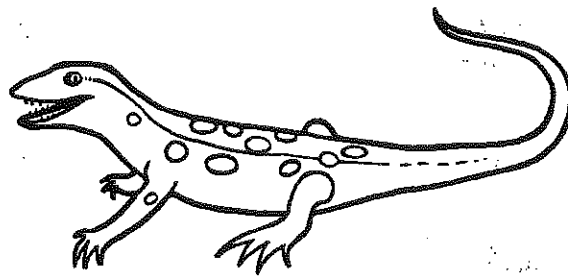
Pick one

Understanding Point of View

In many situations you might encounter, you will only be presented with one point of view. For example, if a good friend told you that a movie she went to see was terrible and recommended that you not see it, you probably would listen to her and never see the movie. However, there are certainly different points of view about the movie. If you asked other people who had seen it, you would probably find someone who thought it was great.

In any situation, people are going to have different points of view about what has happened, what is happening, and what should happen. In *Holes*, the story is presented from Stanley's point of view. As readers, we are given a firsthand account of how he feels about what is happening and how he views the events. What about other points of view? Using complete sentences, explore some different viewpoints in the following activity. Use the back of this page or a separate sheet of paper for your writing.

- In chapters 45–48, Stanley and Zero discover the suitcase, are descended upon by the Warden and the lizards, are rescued by Stanley's lawyer and the Attorney General, and leave Camp Green Lake with the suitcase. Write a possible entry the Warden might make in her diary describing the day's events. Remember that you are writing from her point of view.
- In chapters 45–47, Stanley is standing in a lizard's nest. The author describes what he is feeling and how he escapes mentally in order to handle the situation. Write an imaginary conversation between Zero and Stanley after this incident. In the conversation, Zero should tell Stanley what he was feeling during the time and how he coped with the situation. Remember that you are writing from Zero's point of view.
- In chapter 49, we learn that on the very same day that Stanley carries Zero up the mountain Stanley's father invents a cure for foot odor. Write a monologue (a one-person speech) in which Stanley's father ponders his possible change of fortune. Remember, things have happened to the Yelnats before which seem positive at first but turn negative in the end.
- Throughout *Holes*, there is mention of Clyde "Sweet Feet" Livingston's foot-odor problem. Write a letter from Clyde to his personal physician, which details the problem and explains what it is like to be famous and to have an embarrassing secret. Remember that you are writing from Clyde's point of view.
- Pretend you are either Mr. Sir or Mr. Pendanski and you are submitting an article on the United States justice system to a local newspaper. Write an editorial describing your views on children who commit crimes and how those children should be punished. Remember that you are writing from either Mr. Sir's or Mr. Pendanski's point of view.



Extension: Volunteers can share their writings with the class or present their conversation with a partner.

Find the Main Idea

Louis Sachar did not include titles for his chapters in *Holes*. Go back and review each of the following chapters and come up with titles. Make your titles as creative or catchy as possible, but be sure each reflects the main idea! In the space provided, use specific examples from the book to explain why you chose a particular title.

Chapter 1

Title _____

Why? _____

Chapter 2

Title _____

Why? _____

Chapter 8

Title _____

Why? _____

Chapter 13

Title _____

Why? _____

Chapter 25

Title _____

Why? _____

Chapter 32

Title _____

Why? _____

Chapter 38

Title _____

Why? _____

Chapter 42

Title _____

Why? _____

Filling in the Holes

Holes could be described as a puzzle book. The author builds several different storylines that eventually come together. Did you make all the connections? Complete this activity to be sure. Fill in the missing information.

1. Elya Yelnats is Stanley's _____.
2. The suitcase belonging to the first Stanley Yelnats was in the lake because _____.
3. The "sploosh" that Zero found in the desert was really _____.
4. The woman with Zero at the end of the book is _____.
5. There were onions on top of Big Thumb because _____.
6. When Stanley carried Zero up the mountain, it broke his family's curse because _____.
7. The Warden is a descendant of _____.
8. Stanley and Zero's family lullabies were similar because _____.
9. The lizards did not bite Stanley and Zero because _____.
10. The boat was in the middle of the lake bed because _____.

Discuss your answers as a class. Point out specific evidence from the book that helped you make the connections.

