

Critical Thinking Skills

Holes

Skills For Critical Thinking	Chapter Questions										Writing Tasks	Graphic Organizers	
	1-5	6-9	10-15	16-22	23-28	29-34	35-39	40-44	45-49	50			
LEVEL 1 Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Comprehension	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Application	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Synthesis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Evaluation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

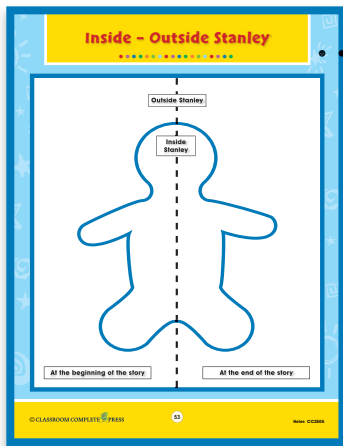
Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in our **Literature Kit™** are especially suited to a study of **Holes**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).

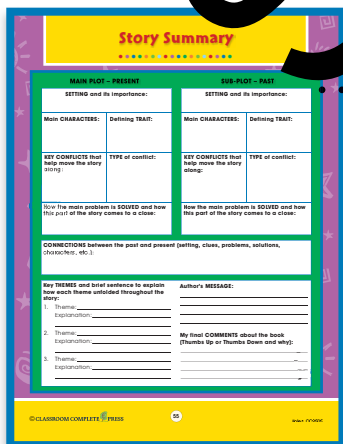


INSIDE-OUTSIDE STANLEY

Use this organizer to trace the growth and changes experienced by Stanley (both physically and internally) throughout the story. On the left side of the organizer students describe Stanley before his time at Camp Green Lake. On the right side, they describe what Stanley would be like after his time at Camp. Record the more obvious physical characteristics outside the figure and the significant (and subtle) internal changes inside the figure. Student modeling is recommended (modeling, sharing, guiding, etc.) before students are given the independent activity. A word wall or general list of characteristics would also benefit all students, especially those with word finding difficulties. **Found on Page 53.**

CHARACTER CARDS

Character Cards can be reproduced and completed for any number of characters in the story. This organizer can also be adapted for group work, by recreating it on chart paper to be completed in cooperative learning groups, then shared. One card is dedicated to the physical appearance of the character. Students should use the details they have gathered for an accurate illustration to the best of their ability. Each subsequent box should be completed and supported with a supporting example. A list of vocabulary such as character traits would support students appropriately and encourage them to incorporate rich vocabulary into their responses, rather than using words such as "nice" and "mean". **Found on Page 54.**



STORY SUMMARY

This comprehensive graphic organizer assists students in summarizing the important literary elements of the story. Additional elements are included, not usually found on a traditional story summary such as "big ideas" or story themes. Thus, a review of the organization of the chart itself will be necessary, as well as direct teaching of less concrete and familiar elements such as theme. In particular, a list of types of conflict needs to be overviewed: Character vs. Nature, Character vs. Self, Character vs. Society, and Character vs. Character. Students will be challenged to select only the most important points and ideas to include in the summary. **Found on Page 55.**



Chapters Twenty-three to Twenty-eight

Answer the questions in complete sentences.

1. Chapter Twenty-two ends with a **cliffhanger** as Stanley realizes he had seen the other half of the golden tube in his mother's bathroom. How do you think this half of the tube came to belong to his mother?

2. Stanley thinks that the KB engraved on the tube he found might stand for Kate Barlow, the criminal. Predict what Kissin' Kate Barlow might be like and explain why you think this.

Vocabulary

After determining the meaning of each word below, sort them into the category where they fit the best. The first word has been completed for you.

- | | | | | | |
|------------|----------------|-----------|-----------|------------|---------------|
| preserve | mocked | emerald | fungus | bushels | disrespectful |
| concoction | cantaloupe | parched | asthma | distracted | remedy |
| grotesque | vast emptiness | incurable | ointments | hesitated | arthritis |

<p>A FOOD OR FOOD-RELATED VOCABULARY</p>
<p>preserve</p>

<p>B WORDS THAT DESCRIBE HOW SOMETHING LOOKS</p>

<p>C WORDS RELATED TO HEALTH</p>

<p>D WORDS THAT DESCRIBE THE BEHAVIOR OR ACTIONS OF PEOPLE</p>



Chapters Twenty-three to Twenty-eight

As you have seen, the author uses the technique of **flashbacks** to help us learn about characters in the story who lived in the past. Now, as you read further into the story, you have to keep predicting and connecting events in the past to the present – like putting the pieces of a puzzle together.

- 1. On a separate piece of paper, copy this chart and label it “Clue Clipboard”.**

Begin recording clues from the past that you think might connect to the present later on in the story. On the right, write down your thoughts (comment, opinion, prediction, etc.) or connect the clue from the past to something that has or will happen with Stanley’s story. Include clues from previous chapters as well. Add to the clipboard as you continue to read the book. An example has been provided.

CLUE	MY THOUGHTS or CONNECTION OF PAST AND PRESENT
I found a key in Kate Barlow's room.	<ul style="list-style-type: none"> - KB engraved on container could stand for Kate Barlow. - I wonder why Stanley’s mom has the other half of the container? Were they related?

- 2. In your own words, retell the story of Sam and Miss Katherine.**

Be sure to focus only on the most important people and events. Be sure to include the beginning, middle, and end of their story. Use the descriptors below to help you create a good quality summary. This may be completed on a separate piece of paper.

Support Needed	Satisfactory	Good	Excellent
<ul style="list-style-type: none"> - very limited - some sections copied / not in own words - many errors or important things left out 	<ul style="list-style-type: none"> - partial or incomplete - mostly in own words - some important details - may include some errors 	<ul style="list-style-type: none"> - adequate - own words - many important details and vocabulary used 	<ul style="list-style-type: none"> - clear and focused - own words - only most important details and vocabulary used



Chapters Twenty-three to Twenty-eight

Part B

Answer the questions in complete sentences.

- Describe Trout Walker’s personality. Include at least four points.

- Why was spilling Stanley’s water an effective way for Mr. Sir to get revenge? Do you think this is what Stanley had expected? Why did Stanley still say “thank you” to Mr. Sir?

- How is Stanley’s opinion of Z changing? How is their relationship changing?

- How are the boys reacting to Zero doing some digging for Stanley in return for being taught how to read and write?

- Powerful language:** The author creates pictures in our mind through good description. Reread the description of Green Lake 100 years ago OR the description of Mr. Sir’s face. On a separate sheet of paper, either sketch or tell what you pictured.
- Racism plays a big role in this section of the novel. List the examples of racism or conflicts caused by race in this group of chapters.

SAMPLE

Journal Activity



Racism appears as a theme in this cluster of chapters. How did you feel when reading about the intense events in this section of the story? Why do you think the author decided to end the story of Sam and Katherine this way? If you could change one event in the story of Sam and Katherine, what would it be? Why?