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In association with
Walden Media

WRITING
WORKSHOP
EDUCATOR'S
GUIDE

NOVEMBER 13, 2003

A REELTHINKING™ EVENT

Dear Teacher,

Thank you for participating in the *Holes* Writing Workshop. Your class will have the unique opportunity to become part of a virtual classroom that connects thousands of students across the nation. We hope this interactive experience will inspire your students to embrace the writing process and motivate them to become better writers.

The *Holes* Writing Workshop Educator's Guide includes:

- An easy three-step approach to prepare for the workshop
- An agenda
- A pre-workshop lesson plan and student handouts
- Valuable writing resources
- Details on the follow-up writing contest

These materials will help you prepare for this event and will hopefully make this experience truly enjoyable and edifying for your students.

We would appreciate any suggestions or comments you might have on the *Holes* Writing Workshop and on the accompanying educational materials after attending the event. Please email us at holes@walden.com.

Best wishes,

Walden Media

IMPORTANT DATES

OCTOBER 30TH-NOVEMBER 12TH: Step 1: Preparation

NOVEMBER 13TH: Step 2: *Holes* Writing Workshop

NOVEMBER 14TH-DECEMBER 4TH: Step 3: *Holes* Fictional-Memoir Writing Contest

DECEMBER 5TH: Submission deadline for writing contest

JANUARY 15, 2004: Winners announced



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NATIONAL EDUCATION STANDARDS

The *Holes* Writing Workshop and its extended activities correlate to the following NCTE/IRA Standards:

- **Standard 4: Communication Skills**
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- **Standard 5: Communication Strategies**
Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- **Standard 6: Applying Knowledge**
Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.



WALDEN MEDIA



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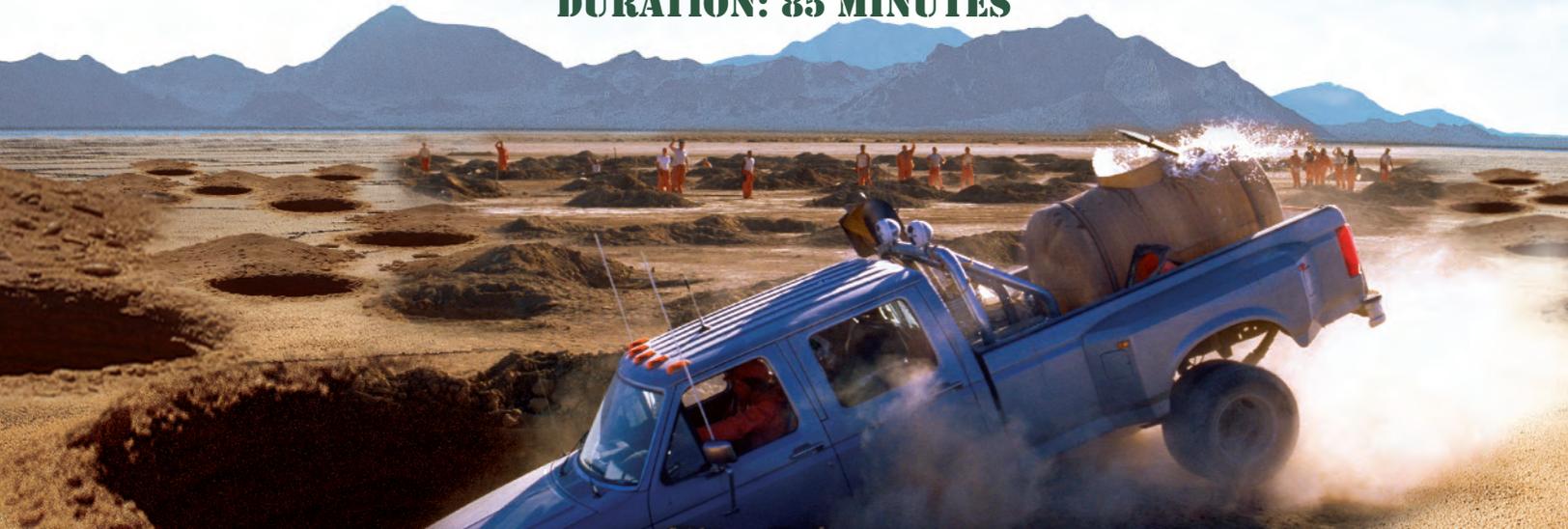
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HOLES WRITING WORKSHOP AGENDA

THURSDAY, NOVEMBER 13, 2003

- 1. WELCOME TO THE HOLES WRITING WORKSHOP:** Moderated by Willow Bay
- 2. DIGGING THE FIRST HOLE: CREATING MEMORABLE CHARACTERS:** Willow Bay introduces *Holes* author and screenwriter Louis Sachar and *Holes* director Andrew Davis, who will discuss character development.
- 3. VIDEO CLIP:** *D-Tent Boys Screen Test*
- 4. TURN & TALK #1:** The moderator will prompt students to turn to their neighbors and discuss the first Turn & Talk topic: "Write down one characteristic of each of the boys shown in the video clip." See the Turn & Talk Worksheet.
- 5. POLL:** The moderator will prompt students to applaud for their favorite D-Tent character. Poll results will be revealed at the end of the event.
- 6. VIDEO CLIP:** *Digging the First Hole*
- 7. YOU'RE TO DIG ONE HOLE EVERY DAY: WRITE! WRITE! WRITE!:** Louis Sachar and Andrew Davis discuss writing and peer revising.
- 8. VIDEO CLIP:** *Bully*
- 9. TURN & TALK #2:** The moderator will prompt students to turn to their neighbors and discuss the second Turn & Talk topic: "Write down three of the writing tips that Louis Sachar and Andrew Davis discussed." See the Turn & Talk Worksheet.
- 10. HOLES FICTIONAL-MEMOIR WRITING CONTEST:** Louis Sachar introduces this follow-up writing event. *Pre-selected questions from students will be asked throughout the workshop. See the question submission flyer for more details on how your students can participate!*

DURATION: 85 MINUTES



USEFUL REFERENCES

Check out these useful references for further information on writing:

BOOKS

Calkins, Lucy McCormick. *The Art of Teaching Writing*. (Portsmouth: Heinemann, 1995).

This book will inspire teachers and parents to write and read with children.

Graves, Donald H. *Writing: Teachers & Children at Work*, 20th Anniversary Edition. (Exeter: Heinemann, 2003).

This is the 20th anniversary edition of a book that is a classic. See also Graves' web site:

www.donaldgraves.org/index.asp

Meyer, Verne, Patrick Sebranek, Dave Kemper, and Chris Krenzke (illustrator). *Write Source 2000: A Guide to Writing, Thinking and Learning*. (Boston: Great Source Education Group, 1999).

This book is a great resource for teachers and students on the conventions of writing and the writing process.

National Writing Project and Carl Nagin. *Because Writing Matters: Improving Student Writing in Our Schools*. (San Francisco: Jossey-Bass, 2003). *This book addresses ways to teach writing effectively and provides step-by-step recommendations for creating successful writing programs in schools.*

Weber, Chris. *Publishing with Students: A Comprehensive Guide*. (Portsmouth: Heinemann, 2002).

This book provides helpful ways to motivate students to write by empowering them via publishing. See also Weber's web site: www.publishingstudents.com

WEB SITES

National Assessment of Educational Progress. *The Nation's Report Card: 2002 Assessment Results on Writing*. Read the results of the 2002 national assessment on writing:
<http://nces.ed.gov/nationsreportcard/writing/results2002>

National Writing Project

The mission of the National Writing Project is to improve the teaching of writing and to improve learning in the nation's schools.

www.writingproject.org

HOLES IS ALSO AVAILABLE ON DVD AND VIDEO.

HOLES

WRITING WORKSHOP PREPARATION

STEP 1: PREPARATION

OBJECTIVES:

- To introduce the book *Holes* to students
- To investigate character traits

TEACHER PREP

(Ideally to be completed at least one week prior to the workshop)

1. Read *Holes* aloud with your class. Direct students' attention to chapters 5 and 9, which describe the D-Tent boys.
2. Discuss the characters in *Holes*. Focus on the various personalities of the D-Tent boys.
3. Turn & Talk moments will take place during the writing workshop. Students will be asked to turn to their neighbors and discuss a question posed to them on their Turn & Talk Worksheet and reiterated on the theatre screen. To familiarize your students with these interactive learning opportunities, use the following prompt:
 - a. Prompt: Can you think of at least three adjectives that describe Stanley's character? Take a moment to think about your adjectives and write them down. Then turn to the person sitting next to you and share your thoughts. Discuss quietly. You have two minutes.
 - b. Review the Turn & Talk Worksheet to prepare yourself and your students for completing these exercises during the workshop.
4. Use the lesson, *Zero The Hero, Trout The Lout - Character Study*, found in the back of this guide to examine the character traits of the D-Tent boys.
 - a. Copy the worksheet chart onto the blackboard and fill it in with the students. Use Trout Walker as an example.
 - b. Instruct students to think about the character of Trout Walker. Then work toward the topic 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?
5. Go over the agenda of the *Holes* Writing Workshop with your students.

STEP 2: HOLES WRITING WORKSHOP

OBJECTIVES:

- To acquire writing and revising tips from an award-winning author and director
- To practice critical listening and viewing skills
- To practice note taking

TEACHER PREP

(To be completed the day before the Holes Writing Workshop)

1. Ask your class what they hope to take away from this event. What do they hope to learn (writing tips, examples of revising, etc.)? Write their responses on the blackboard.
2. Review the student-prep steps below with your class.
3. Make copies of the *Holes* Writing Workshop Turn & Talk Worksheet to bring to the theatre. Encourage students to bring a notebook and pen to jot down writing tips from Louis Sachar and Andrew Davis.
4. Take notes on what to ask your students back at school about the writing class.

STUDENT PREP

1. Bring a notebook and pen or pencil to the theatre.
2. Watch and listen for helpful writing tips.
3. Take notes on tips given by Louis Sachar on how to write and revise.
4. Look for ways in which Louis Sachar and Andrew Davis collaborated and revised the writing in the book to adapt it into a screenplay.
5. Ask yourself how you can use these tips and examples in your own writing.





WRITING WORKSHOP FOLLOW-UP

STEP 3: PLAN, DRAFT, REVISE, EDIT & PUBLISH

(These stages of the writing process are adapted from the work of Donald H. Graves. See Useful References for additional information.)

TEACHER PREP

(To be completed after attending the Holes Writing Workshop)

1. **Discuss:** After attending the *Holes* Writing Workshop, ask your students what they took away from the event. What were three writing tips the students felt were helpful in considering their own writing? Name some examples of revising that Sachar had to do in order to make his book into a movie.

We hope that you and your class will participate in the Fictional-Memoir Writing Contest. The following pages outline the writing process involved in entering the contest. In addition to encouraging your students to participate in this event, we suggest that you follow up on the writing workshop with alternative writing activities such as scriptwriting and conducting interviews.

2. **Plan:** Before your students begin writing their fictional memoirs, review Louis Sachar's writing tips. Next, define the word "prequel," and review the *Holes* Fictional-Memoir Writing Contest guidelines. Remind students that the Character Study worksheet they completed prior to attending the theatre event may be a useful reference as they write. Have students organize their thoughts and plan out their ideas before writing their drafts. (This process is also known as "prewriting" or "webbing.")
3. **Draft:** After organizing and planning their ideas, have students write their first draft.
4. **Peer Revising:** Once students have completed their draft, divide the class into groups of two or three students for peer revising. Have each student read his or her story aloud to this small group. Provide each student with two or three copies of the Peer Revising handout. Allow students time to take their peer revisions into consideration and work on their stories some more.
5. **Edit:** Once they have completed their revisions, define and review editing skills. Check for misspellings and proper use of capitalization, punctuation, verb tense, and other grammatical issues.
6. **Publish:** Have students type or neatly hand-write a final version of their memoir. This will be the version that they feel is worthy to be published and read by everyone.





WRITING WORKSHOP

FICTIONAL-MEMOIR WRITING

CONTEST SUBMISSION INFORMATION

TO ENTER

- The writing event is only open to those students who have attended the *Holes* Writing Workshop.
- Choose the top three student stories with your class. (Only three story entries per class.)
- Entries must be no more than one 8 ½ x 11 page and no longer than 500 words.
- Entries must be the original work of the entrant.
- Both handwritten and typed stories will be accepted.
- All entries must be postmarked no later than **Friday, December 5, 2003**.
- Walden Media will select a group of 30 stories based on originality (50%) and writing skills (50%). From this group, Louis Sachar will choose the five finalists, one from each grade level (grades 4 through 8).
- Winners will be notified the week of January 15, 2004.

Official Rules: Holes Fictional-Memoir Writing Contest NO PURCHASE NECESSARY

The *Holes* Fictional-Memoir Writing Contest ("Contest") is sponsored by Walden Media, LLC, 294 Washington Street, 7th Floor, Boston, MA 02108 ("Sponsor"). Contest begins on November 13, 2003, and ends on December 5, 2003.

1. Eligibility. Contest is open to legal residents of the 50 United States and the District of Columbia who attend the *Holes* Writing Workshop on November 13, 2003, and who are, at the time of entry, full-time students in grades 4 through 8. All Contest entrants must have the consent of a parent or legal guardian. Employees, officers, directors, members (and their immediate family members or those with whom they are domiciled) of Sponsor, its parents, subsidiaries, divisions, and affiliates and their respective agencies and agents are ineligible. Contest is void outside of the 50 United States and the District of Columbia and where prohibited by law.

2. How to Enter. No Purchase Necessary. To enter, write an original fictional story about how one of the "D-Tent" boys in the book *Holes* ended up digging holes at Camp Green Lake. There is a limit of one entry per eligible student. Each story should be premised on character clues or personality traits found in the book *Holes*, and must begin with the following sentence: "Everybody calls me [insert D-Tent boy's nickname] but my real name is [insert D-Tent boy's real name] and this was my life before Camp Green Lake." Additional suggestions for writing a story may be provided by teachers who attend the *Holes* Writing Workshop on November 13, 2003 ("Teachers"). All stories must be 500 words or less, typed or neatly handwritten on one 8 ½" x 11" piece of paper, and submitted to Teachers in accordance with their instructions. In addition, all stories must be the original work of the entrant, created solely for the purpose of entering the Contest, and must not violate the rights of any third parties, including copyright and trademark rights. On the basis of the judging criteria described in Section 3 below, each Teacher may select a maximum of three stories from each of their classes for submission to Sponsor. The selected stories must be accompanied by a cover letter from the Teacher, which provides the teacher's full name, school address, school telephone number, and grade level of entrants whose stories are submitted. The cover letter must anonymously identify each student whose entry is being submitted (e.g., through the use of first names, student initials,

or some other means that will allow the Teacher to identify the actual student who wrote the story). The cover letter and stories should be mailed to: Walden Media, LLC, *Holes* Fictional-Memoir Writing Contest, 294 Washington Street, 7th Floor, Boston, MA 02108. All cover letters and entries must be postmarked by December 5, 2003, and received by December 9, 2003. If Teachers have eligible students in more than one class, cover letters and entries for each class must be mailed separately. All cover letters and entries must be originals; photocopies or mechanically reproduced cover letters or entries will be disqualified.

3. Judging Criteria. Eligible entries will be judged on the basis of originality (50%) and writing skill (50%). Applying the judging criteria, Sponsor will review all eligible entries received, and select 6 entries from each grade level for review by Louis Sachar. Applying the judging criteria, Louis Sachar will then review each of the entries selected by Sponsor and select one winning entry from each grade level. All decisions of the judges with respect to the selection of the winners shall be final and binding. Odds of winning a prize depend on the nature, quality and number of eligible entries received.

4. Notification of Winners. On or about January 15, 2004, Teachers who submitted one or more entries that were selected as winners will be notified by mail or telephone ("Notification Date"). Sponsor will use reasonable efforts to contact Teachers, but Sponsor is under no obligation to make repeated efforts at contacting a Teacher. If a Teacher cannot be contacted, the prize will be forfeited and an alternate winner will be selected. When a Teacher is contacted, the Teacher will be asked to notify the selected winning student (and the student's parent or legal guardian) of his or her selection as a winner, and student (and parent or legal guardian) will be instructed to contact Sponsor to claim prize. All winners (and their parents or legal guardians) will be required to sign an Affidavit of Eligibility and Publicity/Liability Release. If a selected winner (and his/her parent or legal guardian) does not (a) contact Sponsor within ten (10) days of the Notification Date, or (b) fails to return a signed Affidavit of Eligibility and Publicity/Liability Release within ten (10) days of the Notification Date, the prize may be forfeited and an alternate winner may be selected.

5. Prizes. A total of five grand prizes will be awarded (one for each grade level from grades 4 through 8). Each grand prize will include an autographed copy of the *Holes* book, and a *Holes* soundtrack, DVD, and movie poster. In addition, each grand prize winner's story will be posted on the official *Holes* Writing Workshop website. Approximate retail value of each grand prize is \$79.50. Approximate retail value of all prizes is \$397.50. No substitution,

Send the top three stories and a cover sheet to:

Holes Fictional-Memoir Writing Contest
c/o Walden Media, LLC
294 Washington Street, 7th Floor
Boston, MA 02108

Remember to include a cover sheet with the first name and last initial of the three students submitting stories, along with their grade, school, the school address, the school telephone number, and an email address where you (the teacher) can be reached during the day.

PUBLICATION OF WINNERS' STORIES

The top five stories – one chosen from each grade level by Louis Sachar – will be published on the official *Holes* Writing Workshop homepage at www.walden.com/holes_workshop.html. (For other ideas on how to publish your students' work, please see the Useful References.)

GRAND-PRIZE WINNERS

The grand-prize winners will each receive an autographed copy of the *Holes* book, DVD, soundtrack, and movie poster.

transfer or assignment of prize is allowed, except at Sponsor's discretion, in which case a prize of comparable retail value will be awarded. All prizes will be awarded within sixty (60) days of the Notification Date.

6. Conditions. Contest is subject to these complete Official Rules. By participating, entrants and Teachers agree (a) to be bound by these Official Rules and the decisions of Sponsor and judges, which shall be final and binding, and (b) to waive any right to claim ambiguity in the Contest or these Official Rules. Any entries that are determined by the judges, in their sole discretion, to be offensive or defamatory may be disqualified. In addition, Sponsor reserves the right to disqualify any entrant or Teacher that Sponsor believes is tampering with the entry process or the operation of the Contest, or violating these Official Rules. All federal, state and local laws apply. Applicable federal, state, and local taxes are responsibility of winners. By entering, all participants assign and transfer to Sponsor all rights, title and interest in their entries. All entries become the property of Sponsor and will not be returned. Each entrant grants to Sponsor the right to copy, edit, publish, promote, broadcast, and otherwise use, in whole or in part, their entries, copyrighted or copyrightable materials, in any manner without further permission, notice, or compensation. Each entrant (and his/her parent or legal guardian) grants Sponsor permission to use his/her name and likeness for publicity purposes without further compensation (except where prohibited by law). Sponsor is not responsible for postage due; late, lost, stolen, damaged, incomplete, undelivered, mutilated, illegible, or misdirected entries; or for typographical errors in an entry, these Official Rules or any other materials associated with the Contest. Entries are void and will be disqualified if they are, in whole or in part, illegible, incomplete, damaged, or do not comply with these Official Rules. By entering, each entrant releases Sponsor and its subsidiaries, affiliates, divisions, advertising, production and promotion agencies from any and all liability for any loss, harm, damages, costs or expenses, including without limitation property damages, personal injury and/or death, arising out of participating in this Contest, the acceptance, possession, use or misuse of any prize, claims based on publicity rights, defamation or invasion of privacy, merchandise delivery or the violation of any intellectual property rights.

7. Winners List. For names of grand prize winners (available after January 15, 2004), send a self-addressed, stamped envelope to: Winner's List, *Holes* Fictional-Memoir Writing Contest, c/o Walden Media, LLC, 294 Washington Street, 7th Floor, Boston, MA 02108. Requests must be received by December 31, 2004.

ZERO THE HERO, TROUT THE LOU CHARACTER STUDY

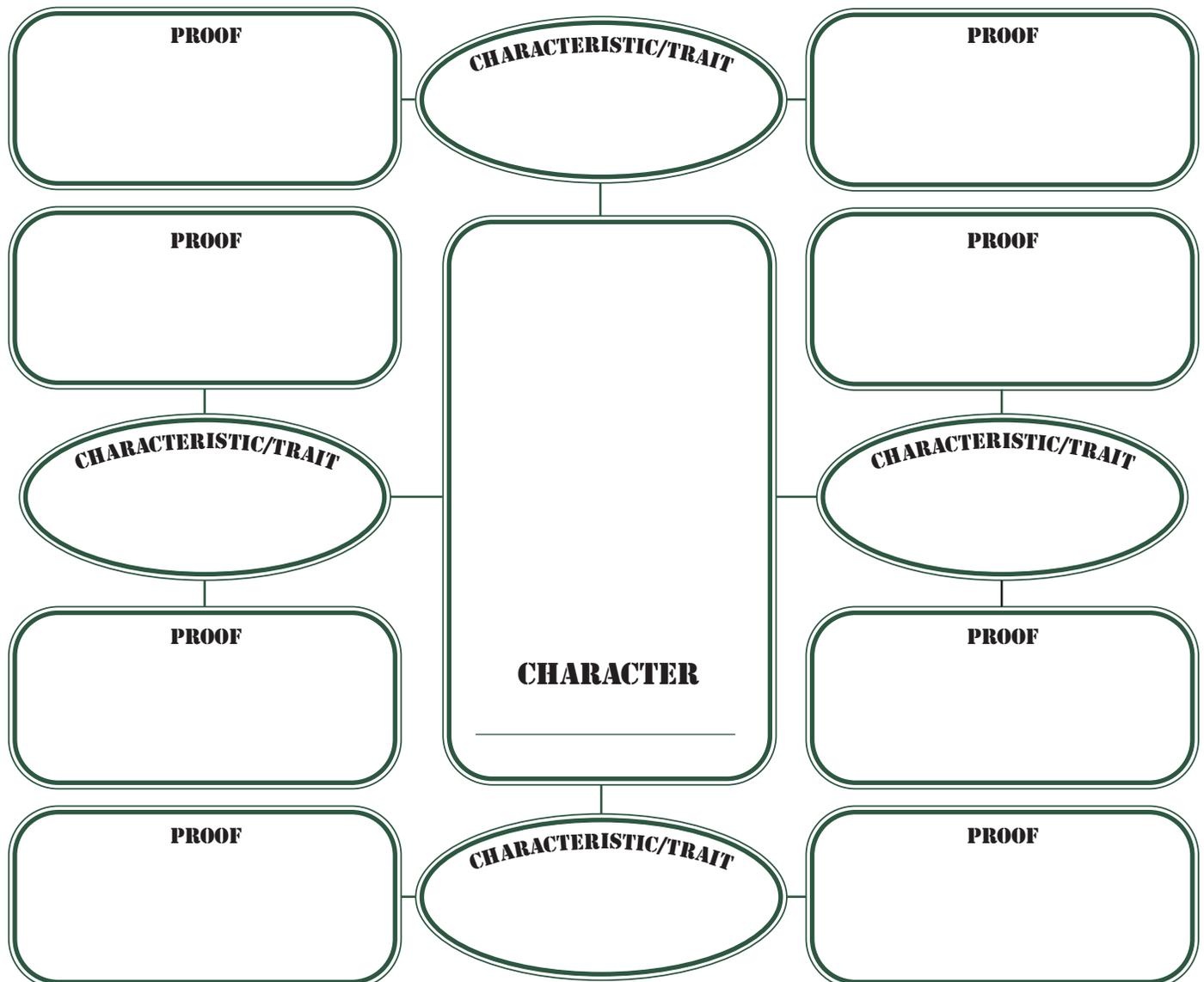
NAME _____ DATE _____

WHAT IS A CHARACTER STUDY?

A character study 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. 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.





TURN & TALK WORKSHEET

NAME _____

DATE _____

TURN & TALK NOTES #1: D-TENT BOYS SCREEN TEST VIDEO

DIRECTIONS

Write down one characteristic of each of the boys shown in the video clip.

D-TENT BOY

CHARACTERISTIC

| | |
|---------|--|
| Magnet | |
| Squid | |
| X-Ray | |
| Stanley | |
| Zigzag | |
| Armpit | |
| Zero | |

ADDITIONAL NOTES: _____

TURN & TALK NOTES #2: LOUIS SACHAR AND ANDREW DAVIS QUESTION AND ANSWER

DIRECTIONS

Write down three writing tips that Louis Sachar and Andrew Davis discussed.

1. _____

2. _____

3. _____

Turn to your neighbor and discuss how you could apply at least one of these writing tips to your own work.



FICTIONAL-MEMOIR WRITING CONTEST

We know how Stanley Yelnats ended up at Camp Green Lake (because of his “dirty-rotten-no-good-pig-stealing-great-great-grandfather”). But did you ever wonder how the rest of the boys of D-Tent found themselves digging holes?

Well, now is your chance to figure it out on your own!

THE EVENT

Write a story of up to 500 words in length that tells how one of the D-Tent boys ended up digging holes at Camp Green Lake. Here’s how:

First, choose one of the boys from D-Tent: X-Ray, Armpit, Magnet, Zigzag, Squid, Twitch, or Barfbag.

Second, go back to *Holes* the book, and search for clues about the character that will help you write your story. If you can’t find any clues about your character’s past, then think about his personality, the way he looks in your imagination, and why he was given his nickname. Use the worksheet *Zero the Hero, Trout the Lout - Character Study* as a reference.

Third, take the clues you’ve found from the book, mix in your imagination, and WRITE! Begin your story by writing to the following prompt:

Everybody calls me [insert D-Tent boy’s nickname], but my real name is [insert D-Tent boy’s real name]. This was my life before Camp Green Lake.

Finally, revise and edit your story using the writing tips given by Louis Sachar during the *Holes* Writing Workshop. Check your spelling and grammar.

THE PRIZE

You will help choose the top three stories from your class. The authors of those stories will be eligible to win one of five grand prizes. The five grand-prize winners will receive an autographed copy of the *Holes* book, DVD, soundtrack, and movie poster. The five finalists’ stories will be published online at the *Holes* Writing Workshop official homepage: www.walden.com/holes_workshop.html.

The Sponsor of this event will select a group of 30 stories based on originality (50%) and writing skills (50%). From this group, Louis Sachar will choose the five finalists, one from each grade level (grades 4 through 8).



**WRITING WORKSHOP
STUDENT PAGE**

PEER REVISING

NAME _____

DATE _____

STORY TITLE _____

AUTHOR _____

Divide into groups of 2-3 people. Read through and familiarize yourself with the revision questions below. Then read your stories aloud to each other and take some time to fill out a peer revising form for each person.

THE GOOD STUFF

1. What did I like about the story? Explain.

2. Which part should definitely stay in the story? Explain.

3. Why did I like certain parts of the story? Explain.

THE STUFF TO REVISE

4. Were there any confusing parts in the story? If so, what were they?

5. Were there parts that seemed unnecessary or too long? If so, what were they?

6. Were there parts that needed more details or explanation? If so, what were they?

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Educator's Guide Developed by:



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