

Titel Holes af Louis Sachar

Temaer: Skønlitteratur, kriminalitet, straf, venskaber, racisme, USA
Fag: Engelsk
Målgruppe: 8.-10. klasse

Indhold

Den uskyldigt dømte Stanley er sendt til en opdragelseslejr i Texas, hvor drengene skal grave huller i en udtørret sø for at styrke karakteren. Men hvad leder de i virkeligheden efter?

Materialebeskrivelse

En spændende og autentisk bog om at træde i karakter, at bryde en familieforbandede og om at gøre det rigtige. Det vil være relevant at tale om kriminalitet, straf, racisme og venskaber. Bogen er også filmatiseret, og filmen kan med fordel anvendes efter litteraturarbejdet. Filmen findes på MITCFU. Eleverne kan også se filmen og læse uddrag af bogen.

Denne pædagogiske vejledning består af tre faser, nemlig en før-læsningsfase, en under-læsningsfase og endelig en efter-læsningsfase. Forbered eleverne på at bogen både foregår i nutiden og datiden.

Bogen findes på Nota.

Faglig relevans og kompetenceområder

Vores elever skal læse meget og i forskellige former for at blive gode til at tale og skrive engelsk. Her er det vigtigt at bruge autentiske tekster, fordi eleverne får en direkte adgang til kultur og rigt, varieret sprog, som kan være en god kilde til at arbejde med ordforråd og give eleverne nogle gode sproglige modeller, de kan efterligne i deres egen skrivning.

For at kunne forstå en tekst, anvender eleverne forskellige læsestrategier:

- at gætte
- at fokusere på ord og udtryk, de genkender
- at læse efter noget bestemt
- at skimme og skanne en tekst

For at understøtte læsningen, kan der arbejdes med før-, under- og efter-læseaktiviteter. Disse aktiviteter er med til at give eleverne et stillads, som kan hjælpe dem med at forstå teksten og få øje på perspektiver, som de ellers ikke ville have set.

I før-aktiviteterne skal eleverne have etableret en grundig forforståelse. De skal forberedes på temaerne og vanskelige ord, som de vil møde i bogen. Før-læseaktiviteterne skal aktivere læsestrategier som gæt og fokusering. I under-læseaktiviteterne kan læsningen varieres, så eleverne kommer til at høre eller læse dele af historien flere gange, og på den måde får øje på detaljer, nuancer og lag i teksten, som de ellers ikke ville opdage på egen hånd. I efter-læsningsaktiviteterne vil der typisk ligge en opgave, som kræver en større fordybelse. Det kan eksempelvis være meddigtende eller fortolkende aktiviteter, som stiller større krav til elevernes læseforståelse.

Mål:

Hvilke mål, man opstiller for sine elever, kommer helt an på klassens niveau og det faglige fokus, som man ønsker at arbejde med.

Eksempler på vejledende læringsmål:

- Eleven kan forstå hovedindholdet i en autentisk roman
- Eleven kan anvende gættestrategier under læsning
- Eleven kan reflektere over bogens tematikker
- Eleven kan bruge indlært ordforråd i en ny sammenhæng

Ideer og opgaver til arbejdet med tekstlæsning:**Before Reading**

- The book cover makes me think of...
- Which clues does the title give you about the book?
- I predict...
- Read the back of the book. What does it tell you about the story?
- What is a good friend?
- What do you think about nicknames? Do you have a nickname? How does it make you feel?
- Does it help criminals to be sent to prison? Why or why not?
- The story takes place in the Texan desert. Find Texas on the map.
- Are you superstitious? Why or why not?

While Reading

Eleverne kan læse bogen selvstændigt, i par eller lytte til lærerens oplæsning eller en kombination af alle tre dele. En anden mulighed kan også være at læse uddrag af bogen suppleret med filmen, fx kapitel 3, 13 og 38.

Der er arbejdsspørgsmål inddelt efter kapitler, og det vil være en god ide at arbejde med dem løbende. Lad evt. eleverne læse spørgsmålene inden læsning af kapitlet. Arbejdsspørgsmål kan besvares med kortfattede sætninger mundtligt eller skriftligt.

Chapter 1-6

- 1) What sort of camp is "Camp Green Lake"?
- 2) What is the worst thing that can happen to you in the camp?
- 3) Why has Stanley been sent to this camp?
- 4) What kind of curse has Stanley's family got?

Chapter 7- 14:

- 5) Why didn't Elya want to pick a number?
- 6) Why did Elya feel bad towards Madame Zeroni as he left for America?
- 7) Why did Elya fall in love with Sarah Miller?
- 8) How are the stories of Elya and Stanley connected?
- 9) What shows us that the other boys have accepted Stanley as a member of the gang?
- 10) What do you think of Stanley writing the letter to his mother saying that the camp is an exciting place to be?
- 11) Does Stanley get the rest of the day off after his discovery? Why or why not?
- 12) How is the hierarchy amongst the boys?
- 13) What do the different nicknames symbolize?
- 14) What does Stanley think of his nickname?
- 15) How does the hierarchy change, when Stanley hands over the gold tube?

Chapter 14- 20

- 16) Apparently, the boys were all digging to find something, but at first they had been told, that they were digging because of something else. What was it?
- 17) In the letter from Stanley's mother, she states, that she is proud of Stanley. Why?
- 18) Why does Zero keep looking over Stanley's shoulder, whenever he reads a letter from his parents or writes a letter to his parents?
- 19) Why does Stanley take the blame for the stolen sack of sunflower seeds?

Chapter 20 – 28

- 20) Why did Sam not attend the lessons at Kathrine's school?
- 21) Hattie Parker whispered leaving the store: "God will punish you!" What did she mean?
- 22) When the rain stopped falling on Green Lake, whom did God punish then?
- 23) Why was Katherine Barlow named "Kissin' Kate Barlow" after Sam's death?
- 24) What were Trout and Linda looking for?

25) How did Kate die and why?

Chapter 29- 36

26) "I found refuge on God's thumb", explain.

27) What happens to Zero after he has been humiliated because of his spelling?

28) What plans do the Wardens, Mr.Pendanski and Mr.Sir have for Zero?

29) What does Stanley do in order to help Zero?

30) What encourages Stanley while searching the wasteland looking for Zero?

31) What do Stanley and Zero find underneath the boat "Mary Lou"?

Chapter 36 – 40

32) How do you explain the sentence, which Zero says: "When you spend your whole life living in a hole, the only way you can go is up"?

33) When Stanley carries Zero up the mountain, whose unfulfilled promise does he fulfil?

34) Why does Stanley say to Zero, that the onion is "A hot fudge sundae"?

Chapter 41- 50

35) Tell about the theft of Clyde Livingstone's sneakers, now that the true story has been told.

36) Why does Stanley feel happy out on the mountain with Zero and think, that it is his destiny?

37) What is Stanley planning to do, when thinking of living the rest of his life as a fugitive?

38) Why do you think that rain begins to fall on Green Lake again?

39) How do things work out for Stanley in the end?

40) And for Zero?

41) Are all the holes filled in at the end of the story?

After Reading

Discuss in groups:

- 1) The novel takes place in present time and in the past. Find the places where events in the present echo events from the past.
- 2) Match a person from the past with a person from the present and tell why they are alike? What connects them or their situations?
- 3) How does Stanley's character change during the novel?
- 4) Why does Stanley not declare his innocence, even at camp?
- 5) The novel is divided into three parts, why have they got the following titles
 - 1) You are entering camp green lake.
 - 2) The last hole.

- 3) Filling in the holes
- 6) What are the objects: The onion, the holes and Gods thumb symbols of?
- 7) Where do you find racism in the book?
- 8) What was the curse on Stanley's family, and how is the spell broken?

Diskussionsspørgsmål til filmen

Der er mange relevante spørgsmål at diskutere i forhold til bogen/filmen og temaerne Friendship, Punishment og Jail. For at få så mange elever i tale som muligt, er det en god ide, hvis eleverne arbejder mundtligt med spørgsmålene i mindre grupper eller to og to.

DISCUSSION ABOUT FRIENDSHIP, PUNISHMENT, JAIL

- Why do you need a good friend?
- Can you describe one of your closest friends?
- Do you make friends easily?
- How do you make new friends?
- Do you tell your best friend everything?
- There is a saying "To have a good friend, you need to be a good friend." - How can you be a good friend?

- What images spring to mind when you hear the word 'punishment'?
- What do you think of capital punishment?
- Do you think punishment is a good way to teach people a lesson?
- Which countries do you think have the harshest punishments?
- Do people need to be punished? Why?
- What could we do instead of punishing people?
- What images spring to mind when you hear the word 'jail'?
- Do you think people leave jail better people or better criminals?
- What are the jails like in your country?
- Do you think there are better ways of reforming criminals than sending them to jail?

Efter gruppesamtalerne kan læreren samle op ved en fælles snak på klassen.

Forslag til supplerende aktiviteter

Eleverne skal vælge et fordybelsesområde og lave en præsentation.

Præsentationsformen kan være efter eget valg.

Prepare a book presentation or presentation on a topic related to the book.

Pick a topic below or decide on your own. Plan, prepare and present.

- Invent a new boy who has just arrived at the camp. What is his real name? Why is he at the camp? Appearance, habits or behaviour. Which nickname does he get and why?
- Write a page from the diary of one of the characters in the book. Fx The day I got arrested or The day I arrived at camp...
- Make an oral book review and present it on class.
- Make a timeline of important events.
- Pretend you are one of the characters in the story, and you are being interviewed by a magazine or on a TV show. Prepare questions before the interview.
- Oprah Book Club host a talk show: Students play the host, author and cast of characters. Allow questions from the audience.
- Find good quotes in the book and analyse them.
- Write a poem inspired by the book.
- Stories are based on conflicts and solutions. Find the conflicts and solutions in this book.
- Write an alternative ending.
- Write a letter to the author and make relevant suggestions to improve the book.
- Write some questions about the book and ask a classmate to pretend to be one of the main characters and place him/her in the hot seat.
- Draw a picture poster and fill it with words you want to remember from the film. Or make a word cloud in Wordle – <http://www.wordle.net/>
- Second chance: Talk or write about how it would change the story if a certain character had made a different decision earlier in the story.
- Is the movie different from the novel? If yes how?

Evaluering af læringsmålene

Flere af ovenstående aktiviteter er velegnede til at evaluere hele eller dele af læseforløbet og få overblik over, i hvilken grad eleverne har tilegnet sig læringsmålene.

Her er nogle ideer til evaluering af såvel tekstforståelse og sprog:

- En kahoot med enkelte afsluttende spørgsmål
- Criss-cross (træning af ordforråd)
<https://www.rif.org/literacy-central/criss-cross/holes-criss-cross>
- Word search:
<https://www.rif.org/literacy-central/word-search/holes-word-search>

Andre ideer til arbejde med bogen

Bogen findes på Nota:

<https://nota.dk/bibliotek/bog/holes#ebook>

Support materials:

<https://www.rif.org/literacy-central/book/holes>

Teaching resources:

<https://www.tes.com/teaching-resource/holes-louis-sachar-activities-11321368>

Worksheets:

<https://www.superteacherworksheets.com/book-holes.html>

Ovenstående links findes også på mitCFU.