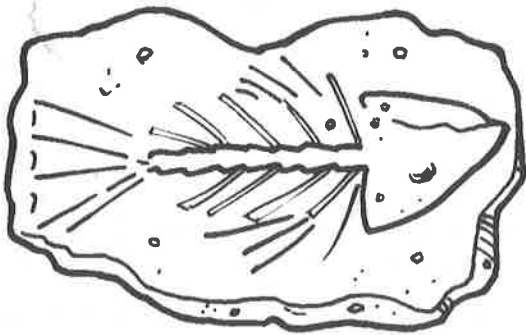


Fossils

While digging, Stanley discovered a fish fossil in his hole. He was very excited and thought he had found his "miracle," something that would save him from digging. Mr. Pendanski laughed and said the Warden wasn't interested in fossils. Actually, fossils are very valuable. They are our window into the past. Fossils are the remains of plants and animals that lived millions of years ago. If it weren't for fossils, we wouldn't even know that dinosaurs existed before our time. The term *fossils* comes from a Latin word that literally means "something dug up." Fossils are formed when layers of sand and mud settle over the bodies of dead animals. Over time, the hard parts—the bones, teeth, scales or shells—of the animals are turned into rock-hard minerals as the sand or mud turns to rock. Fossils can also be of something that an animal made, like a footprint, an egg, or a burrow. Sometimes the whole animal is preserved. Fossils are found in many areas around the world. Many are found in desolate areas, along back roads and highways. Some are found in rock quarries. Many may never be found as they erode with wind, ice, and waves from the ocean.



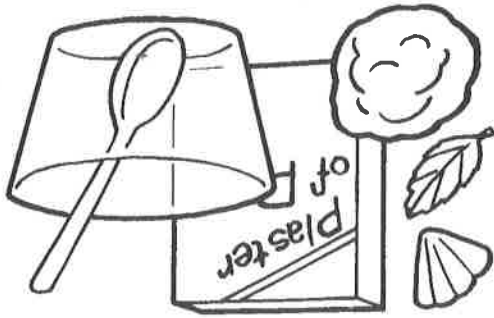
Making Your Own Fossils

Materials

- one ball of clay (per student)
- 6" x 2" (15 cm x 5 cm) strip of tagboard (per student)
- objects to imprint in the clay (shells, rocks, leaves, etc.)
- one 5-pound (2.3 kg) box of plaster of Paris
- a container and wooden spoon (to mix the plaster)

Directions

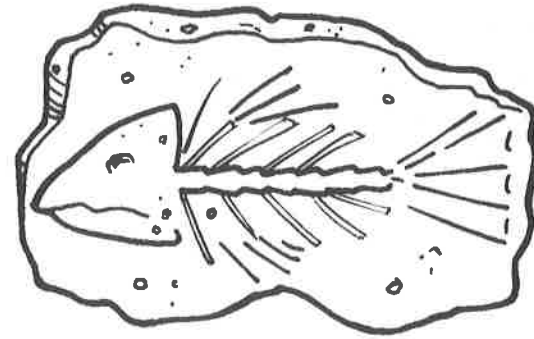
Each student will be given a ball of clay and a strip 6" x 2" (15 cm x 5 cm) of tag board (stapled into a circle). The student will roll the clay out into a thickness of not less than 1". Students will press a paper ring into the clay to form a mold. Students will select the objects they wish to make into a fossil and press them into the clay. When the students carefully remove the objects, imprints are left. Fill the molds with plaster of Paris. Let them dry overnight and carefully remove the completed fossils the next day.



Caution: Plaster of Paris hardens quickly. Be careful not to spill on working surfaces. Clean up any spills immediately.

Fossils

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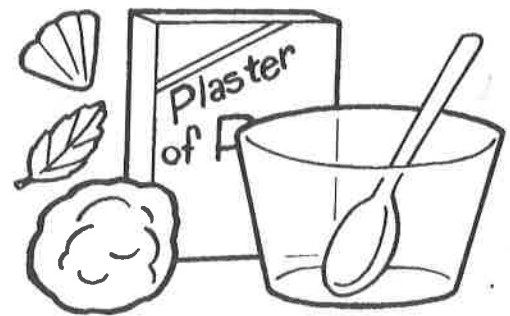
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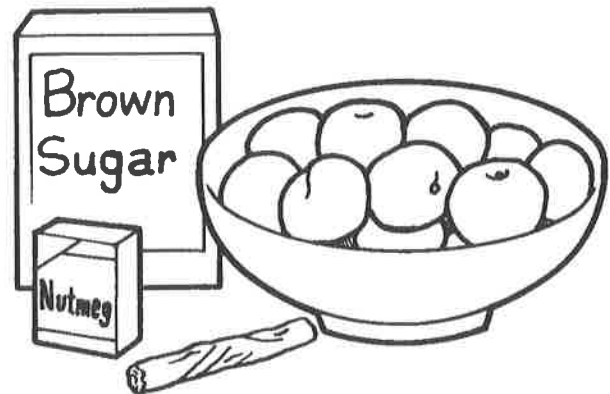
Spiced Peaches

In Chapter 23, we learn there were many peach trees growing on the shores of Green Lake. Kate Barlow was famous for her spiced peaches. She always won a special prize at the Fourth of July picnic. “It was said that Green Lake was ‘heaven on Earth’ and that Miss Katherine’s spiced peaches were ‘food for the angels.’” Later, Zero was able to stay alive by eating the 100-year-old peaches he found.

The following is a recipe for spiced peaches:

Ingredients

- 5 cups (1.2 L) brown sugar
- 6 inches (15 cm) of stick cinnamon
- pinch of nutmeg
- 2 cups (480 mL) white vinegar
- 2 tablespoons (30 mL) whole cloves
- 4 quarts (3.8 L) peeled whole peaches

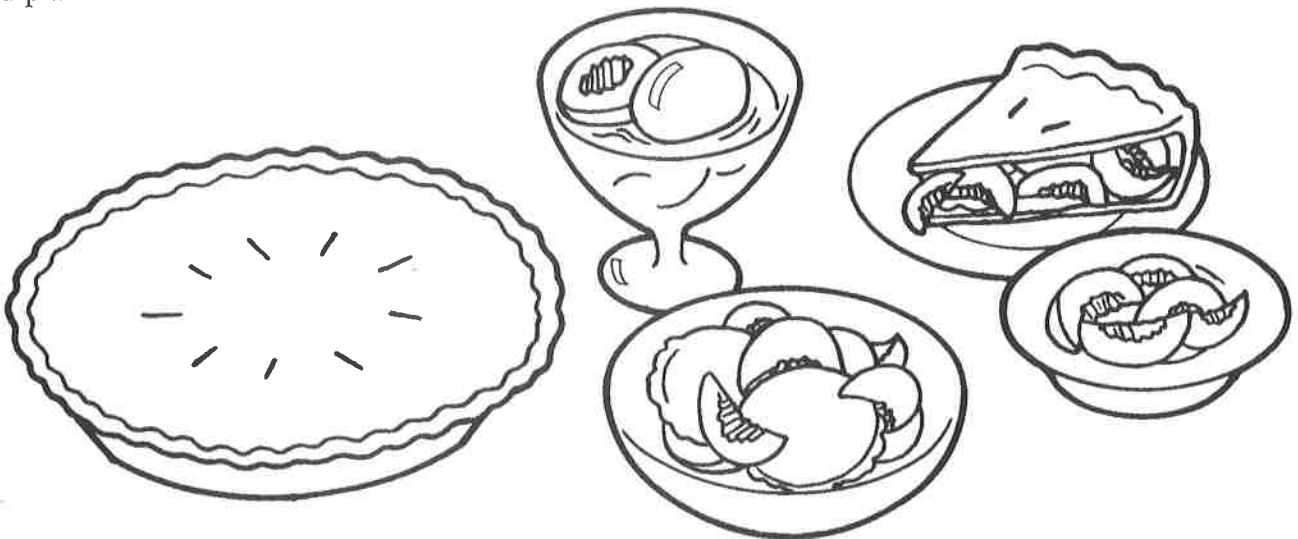


Instructions

Cook sugar, vinegar, and spices over low heat for 20 minutes. Carefully drop in peaches one at a time and cook them until they are tender. Pack boiling hot peaches into hot, sterilized jars, adding boiling syrup to within $\frac{1}{2}$ inch of the top. Seal jars immediately. This recipe makes 6 pints.

With your parent’s assistance, find or make up your own recipe using peaches. Prepare a “how-to” presentation to instruct your classmates step-by-step how to create your dish. Prepare the dish in advance at home and bring samples for the class. Remember that you will be giving directions on preparing something that others may be unfamiliar with. It is important that your presentation includes every step of the process and explains all instructions clearly. Enjoy your classmates presentations and peach goodies!

As an extension activity, recruit outside volunteers to judge the peach dishes and award 1st, 2nd, and 3rd place ribbons!



Name _____ Date _____

Individual Projects

1. Imagine you are Stanley and have the opportunity to write a letter back in time. Write to your great-great-grandfather Elya Yelnats and describe the influence he has had on your life. What do you want to tell him about the future? What do you want to know about his past?
2. Draw a map of present-day Camp Green Lake and the surrounding area. Place a clean transparency over your map and tape it to the paper on one side. On the transparency, revise the map to show the town of Green Lake as it may have looked over 110 years ago. Trace any buildings and natural landmarks that are the same on both maps. Add any details that are different.
3. After you read the final page of *Holes*, did you wonder about what would happen next in the lives of any characters? This is your chance to answer your questions. Write chapter 51, and tell what becomes of Zero, Stanley, the Warden, or any other characters you want to involve.



Name _____ Date _____

Group Projects

1. *Holes* is an exciting story for the stage or screen. Select one of your favorite scenes from the book to perform before your class. Adapt the scene by adding or revising lines as necessary to make it work as a classroom play. Memorize your lines, create actions for the characters, and rehearse before the show. If you have access to a video camera, film your scene so you can share it with different classes, friends, and family.
2. Learn more about juvenile justice in your state. Talk with local police officers and do research at the library and on the Internet for information about how kids are treated for breaking the law. What are the possible punishments for a child caught stealing? Present your findings on a bulletin board that includes both information about the current system and your opinions on how it should be changed.
3. Create a board game based on *Holes*. Discuss which events and characters are most essential to the novel and include them in your design. How will you incorporate the past and present stories of Green Lake? What elements of the plot will you choose to omit? When you complete your game, try it out. After making any necessary revisions, teach the game to other students in your class.