

An activity to prompt a *Laws of Life* essay after reading the novel *Holes*¹

Main Objective: Students will be able to analyze, define, and represent *integrity* by creating an illustration that is an example of characters that demonstrate integrity (positive or negative) from chapter 41 in the novel *Holes*².

Recommended Time	Supplies/ Activity Directions
10 Mins →	<p>Opening) Do Now:</p> <ol style="list-style-type: none"> 1) Write out the following question to prompt student response and discussion. “What does the word <i>integrity</i> mean to you? Please think of an example of how someone can demonstrate integrity.” 2) As defined by Merriam-Webster, integrity is “the firm adherence to a code of moral or artistic values (incorruptible) along with the quality or state of being complete or undivided while also defined by the synonym of honesty”³. 3) On the board, record the student responses from the class to create working definition integrity and actions that illustrate someone acting with integrity.
<p>Suggested Teacher Script:</p> <ol style="list-style-type: none"> 1) <i>Today, I’d like you to help define the word integrity. What does the word integrity mean to you? Using a clean sheet of paper, write out your definition of integrity and examples of where integrity applies in everyday life. Let me give you five minutes and then we will discuss this as a class.</i> 2) <i>Thank you for participating; let’s hear what you have written down. Who can give me one definition of integrity and an example of it? (Take responses and summarize main points).</i> 3) <i>Let’s compare your ideas to a formal definition-- *SEE WEBSTER’S DEFINITION ABOVE* How does your interpretation and description compare to this definition? [encourage student response] Today we will be taking this definition and apply it to the three main characters from the novel <i>Holes</i>. You will examine Zero, Stanley, and X-Ray to see if they possess qualities that demonstrate positive or negative integrity and how such qualities affect the lives of the characters in the novel and how integrity applies to us today.</i> 	

Recommended Time	Supplies/ Activity Directions
20 Mins →	<p>Supplies: Drawing Integrity Worksheet, colored pencils, markers and/or crayons</p> <p>Drawing Integrity Activity: <i>Students will identify a relevant passage from <i>Holes</i> and individually draw a picture that represents positive or negative integrity based on the passage of their choice.</i></p>
<p>Suggested Teacher Script:</p> <p><i>Now that you have defined integrity, we are going to focus on how it can be illustrated. I would like you to find a passage from chapter 41 in <i>Holes</i> where one or more characters are demonstrating integrity (positively or negatively). Then, using the worksheet I am handing out, you will draw a picture that illustrates integrity positively or negatively from the novel.</i></p> <p><i>So, to restate, please choose a passage in chapter 41 that highlights an example of integrity that you believe you can illustrate. This is meant to be a fun and thoughtful activity. You are not being graded as an artist. Stick figures are acceptable. Please read the directions sheet I am handing to you. Once you are finished with your drawing you will be asked to present and interpret your drawing to the class. I suggest that you focus on Zero, Stanley, and/or X-Ray.</i></p>	

¹ Sachar, L. (2008). *Holes*. New York, New York, Farrar, Straus and Giroux.

² Developed by Shannon Romagnolo and Rachel Mahler

³ From <http://www.merriam-webster.com/dictionary/integrity>, accessed on August 8, 2010.

Recommended Time	Supplies/ Activity Directions
10 Mins →	<p>Supplies: Student Drawing</p> <p>Presentation: Once students have completed their illustration they will be asked to present it to the class. You could also choose to have students discuss their illustrations in small groups. While presenting, students should briefly summarize the passage that was the inspiration for their drawing and how it is an example of a character acting with integrity.</p>
<p>Suggested Teacher Script: <i>While presenting your drawing to the class (or small group), please briefly summarize the passage you chose from chapter 41 and explain how this passage provides an example of a character(s) acting with integrity (positive or negative). Please remember that during class presentations you must show respect towards your peers at all times.</i></p>	

Recommended Time	Supplies/ Activity Directions
<p>Homework</p> <p>5 Mins →</p>	<p>Supplies: Reflection Worksheet</p> <p>Homework: Students will use the passage from chapter 41 in <i>Holes</i> and their illustration (or one from a classmate) to outline and draft a 750 word essay in which they will identify the character who illustrates positive or negative integrity and how this demonstration of integrity could help or harm them in achieving their own life goals.</p>
<p>Suggested Teacher Script: <i>For tonight's homework, you should reflect on your drawing (or the drawing of a classmate) to outline and draft a 750 word essay with a focus on integrity. In this essay you should discuss how this character(s) illustrates positive or negative integrity. Finally, I would like you to analyze whether or not this demonstration of integrity could help or harm you in achieving your own life goals.</i></p>	

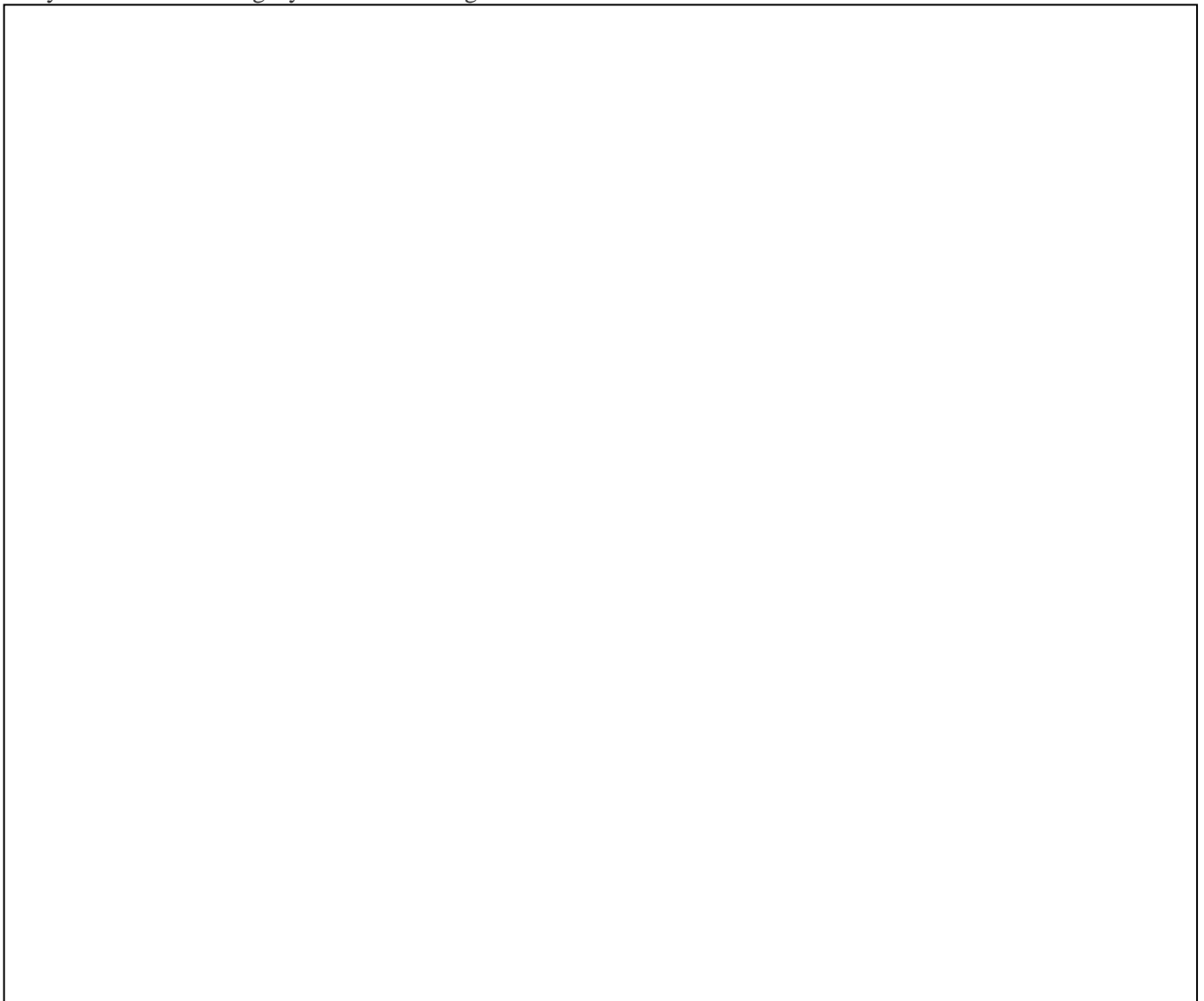
Connection to Final Essay:
Today's activity and homework assignment serve as a catalyst to outline and draft a *Laws of Life* essay focused on integrity. The attached rubric is a guide for students to participate in a peer review seminar during the writing process as well as a guide for your own grading. We encourage the writing process take place immediately following the Illustrating Integrity activity to help students attain a full understanding of integrity (positive and negative) in *Holes* and how integrity may apply in their own lives.

Illustrating Integrity

Directions: On this worksheet, illustrate a passage that you have selected from chapter 41 in the novel *Holes* that can be an example of a character(s) demonstrating integrity (positively or negatively). You do not have to be artistic to complete this task. Sketch the best picture you can based on the definition of integrity we discussed in class and the passage you have selected. Once you have finished drawing, you will present your illustration to the class and interpret how it represents the passage you selected.

Passage from chapter 41 and page number:

My Illustration of Integrity from this Passage:



Integrity Essay Grading Rubric

Directions: Please use the rubric below to edit and grade the Integrity Essay. When grading the essay use the comments row to note specific editing suggestions and indicate whether the student has A, B, C, or D quality for each component of the rubric.

POSSIBLE GRADE:	A	B	C	D	Comments
INTRODUCTION Background/History Thesis Statement	Well-developed introduction engages the reader and creates interest, contains detailed background information, Thesis clearly states a support or rebuke of integrity demonstrated by selected character(s)	Introduction creates interest, Thesis clearly states a position.	Introduction adequately explains the background, but may lack detail, Thesis states a position but is awkwardly written	Background details are a random collection of information, unclear, or not related to the topic. Thesis is vague or unclear	
MAIN POINTS Body Paragraphs	Three or more well developed main points directly related to the thesis, supporting examples are concrete and detailed, the narrative is developed with a consistent and effective point-of-view, illustrating the essay with detail	Three main points are related to the thesis, but may lack details, the narrative shows events from the author's point of view using some details	Three main points are present, but without much detail, the narrative describes the events, but may lack details and organization.	Less than three main points, and/or poor development of ideas, the narrative is undeveloped, with vaguely connected examples	
ORGANIZATION Structure Transitions	Logical progression of ideas with a clear structure that enhances the thesis, transitions are mature and graceful with connecting vocabulary.	Logical progression of ideas, transitions are present throughout essay.	Organization is evident, transitions are present, but often not well constructed.	No cohesive organization, transitions are unclear or not present	
STYLE Sentence flow, Variety Word Selection	Writing is smooth, skillful, and coherent, sentences are strong and expressive with varied structure, words are well chosen	Writing is clear and sentences have varied structure	Writing can be awkward and sentences may lack variety	Writing is confusing, hard to follow, contains fragments and/or run-on sentences and inappropriate word use	
MECHANICS Spelling and Punctuation,	Punctuation and spelling are correct with no errors	Punctuation and spelling are generally correct with few errors (1-2)	A few errors in punctuation and spelling (3-4)	Distracting errors in punctuation and spelling (5 +)	
CONCLUSION	Conclusion effectively wraps up essay and provides memorable synthesis	Conclusion effectively summarizes thesis	Conclusion is recognizable and attempts to tie up thesis points	Conclusion does not summarize main points of thesis	