

# CARL HIAASEN



A MISSING GIRL,  
A HUNGRY GATOR,  
ONLY ONE WAY OUT...

# SKINK NO SURRENDER

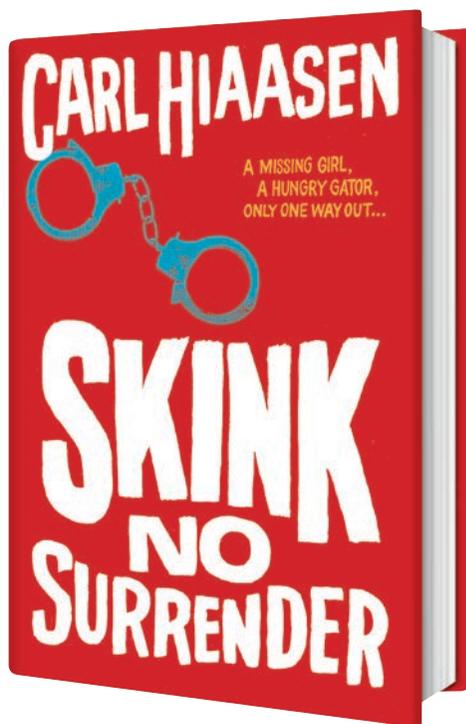


#whatwouldskinkdo

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## EDUCATORS' GUIDE

INCLUDES COMMON CORE STANDARDS CORRELATIONS



Grades 7 up  
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## ABOUT THE BOOK

Richard isn't buying the fact that his cousin and best friend, Malley, has flown to New Hampshire for early orientation at the boarding school she is scheduled to attend. By the time he receives a text from her, she is in the car with a guy she met in a chat room on the Internet. Then Richard encounters Clinton Tyree, a former governor of Florida, who now goes by Skink. The governor's passion is protecting the wildlife of Florida—and cleaning up crime. His methods are unconventional, but he convinces Richard that together they can find Malley . . . before it's too late. Acting on coded clues from Malley via cell phone, Richard and Skink embark on an unforgettable adventure that leads them to the Choctawhatchee River, in the Florida Panhandle. Once Skink and Richard find them, the abductor, operating under an identity stolen from a US marine who had been killed in action, gets *exactly* the swamp justice he deserves.

## PRE-READING ACTIVITY

Ask students to share the social-networking sites that they use. Engage them in a discussion about the type of information that is appropriate to share. What information should be kept private? How might criminals use social-networking sites to identify “prey”? Why is it important to report suspected Internet fraud to the government?

© Correlates to Common Core Language Arts Standards in Speaking & Listening: Comprehension & Collaboration SL. 5-7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

# CURRICULUM CONNECTIONS

## LANGUAGE ARTS

Hiaasen uses similes to convey certain images. Explain the following simile about Skink: “In a way, it was like traveling with a space alien.” (p. 67) Find other examples of similes in the novel. Then compose a simile that Richard might write about Skink at the end of the novel when they part company.

 Correlates to Common Core Language Arts Standards in Reading Literature: Craft & Structure RL. 5-7.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes; Language: Vocabulary Acquisition & Use L. 5-7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

Ask students to jot down characteristics of both Skink and the ivory-billed woodpecker. Then have them write a one-page paper that compares the two. How are they both beautiful creatures? Encourage peer editing for clarity, spelling, and grammar.

 Correlates to Common Core Language Arts Standards in Writing: W. 5-7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience W. 5-7.5 With some guidance and support from peers, and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Legends are a traditional form of literature that tell the story of larger-than-life characters. The facts are usually distorted or exaggerated, but there is often an element of truth. Ask students to use books in the library or sites on the Internet to identify and read well-known legends. Then ask them to write a legend about Skink that Richard might write for language arts.

 Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-7.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## SOCIAL STUDIES

Ask students to study the map of the Choctawhatchee River Wildlife Management Area: [nfwmd.state.fl.us/lands/maps/choctawhatchee/choctaw\\_wma.html](http://nfwmd.state.fl.us/lands/maps/choctawhatchee/choctaw_wma.html). Then have them take clues from the novel and follow Richard and Skink's quest to find Malley. Prepare a summary of the journey for Detective Trujillo.

 Correlates to Common Core Language Arts Standards in History/Social Studies: Integration of Knowledge & Ideas RH. 6-8.7 Integrate visual information (e.g. charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

The National Center for Missing and Exploited Children publishes key facts regarding missing children: [MissingKids.com/KeyFacts](http://MissingKids.com/KeyFacts). Have students read these facts, especially the ones about Internet safety. Divide the class into groups and ask them to develop a plan for a schoolwide campaign about Internet safety. Publish the tips and warnings on the school's website.

 Correlates to Common Core Language Arts Standards in Writing: Production & Distribution of Writing W. 5-7.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

## SCIENCE

Skink asks Richard to read *Silent Spring* by Rachel Carson. Ask students to read about Carson on the following website: [RachelCarson.org](http://RachelCarson.org). Why does Skink admire her writing? Ask students to write a summary of her work for a publication about influential women of the twentieth century.

 Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-7.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

# VOCABULARY/USE OF LANGUAGE

Students should be encouraged to jot down unfamiliar words and try to define them using clues from the context. Ask students to identify the part of speech for each word and find appropriate synonyms. Such words may include: *chortling* (p. 1), *ballistic* (p. 28), *paranoid* (p. 43), *factoid* (p. 49), *decoy* (p. 53), *frond* (p. 54), *brackish*

(p. 68), *prudently* (p. 69), *escapade* (p. 79), *karma* (p. 90), *morphed* (p. 97), *torqued* (p. 116), *rogue* (p. 129), *proverbial* (p. 196), *cynical* (p. 225), and *confiscate* (p. 251).

 Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 4-7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.

# QUESTIONS FOR GROUP DISCUSSION

## FAMILY

Contrast Richard's and Malley's families. Discuss Malley's relationship with her parents. Why don't her parents want to deal with her on a daily basis? Discuss how her disappearance changes her family. Describe Richard's relationship with his mother and stepfather. How is Trent different from Richard's deceased father? Why is it so easy for Richard to get past Trent when he sets out with Skink to find Malley? Skink has no family. Why is he so determined to return Malley to *her* family? Richard poses as Skink's grandson on their quest to find Malley. Discuss the moments when Skink appears grandfatherly.

## FRIENDSHIP

Richard and Malley are cousins. How are they also friends? Uncle Dan thinks it strange that Malley didn't tell Richard good-bye. Discuss whether Richard thinks it strange. Richard doesn't want to betray Malley, but he feels he must tell his mother that Malley left with a guy she met on the Internet. How is telling the truth a mark of a caring friend? Discuss the friendship

between Mr. Tile and Skink. How does Mr. Tile protect his friend in the same way Richard must protect Malley? Explain what Skink means when he says, "You're one of the good ones, Richard." (p. 262)

## REBELLION

Richard describes Malley as a rebel. How does Richard understand her rebellion in ways that her parents don't? Cite clues that Malley's rebellion has led her down a dangerous path. Debate whether Skink is a rebel. What does Richard learn from Skink's nonconformist nature?

## FEAR

At what point does Richard realize that Malley is in grave danger? How does he know that she is afraid? Discuss Richard's most fearful moments. How does Skink help Richard confront his fears for the sake of Malley? Though Richard is normally cautious about strangers, he gets on the boat with Nickel. How does his concern for Malley outweigh his concerns about his own personal safety?

# QUESTIONS FOR GROUP DISCUSSION (CONTINUED)

## LYING/HONESTY

Why does Richard delete the text messages from Malley that refer to the Saint Augustine incident? Detective Trujillo asks Richard if Malley had threatened to get him in trouble if he told her parents the truth. Explain why Richard lies to the detective. How does Skink realize that Richard is harboring a terrifying secret? How does he convince Richard to return to Saint Augustine and do the right thing? Explain why the owner of the skateboard shop allowed Richard to get away with shoplifting. Discuss why it's never too late to right a wrong.

## RESPONSIBILITY

Malley isn't a responsible user of the Internet. What is the first mistake that she makes? How does Richard understand the danger that lurks on the Internet? Explain how he tries to convey this to Malley. Why does she ignore him? Discuss how Malley's use of the Internet may change after she is rescued. Have a conversation about Richard's father's accident. How might he still be alive if he had been a responsible skateboard rider?

## VALUES IN CONFLICT

Skink has many personal issues, but he is an avid protector of wildlife and the environment. How might some people question the way he deals with his causes? Skink is a former governor of Florida. How is he still serving the state? Richard knows and cares about loggerhead turtles and the ivory-billed woodpecker. What other aspects of the environment does Richard learn about from Skink? How do nature and wildlife lead Richard and Skink to Malley?

 The above discussion questions correlate to Common Core Language Arts Standards in Reading Literature: Key Ideas & Details RL. 5-7.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; RL. 5-7.2 Determine a theme of a story, including how characters in a story respond to challenges; summarize the text; RL. 5-7.3 Compare and contrast two or more characters or events in a story, drawing on specific details in the text; Speaking & Listening: Comprehension & Collaboration SL. 5-7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

## INTERNET RESOURCES

### FLORIDA FISH AND WILDLIFE CONSERVATION COMMISSION

[MyFWC.com](http://MyFWC.com)

### U.S. DEPARTMENT OF JUSTICE: IDENTITY THEFT AND IDENTITY FRAUD

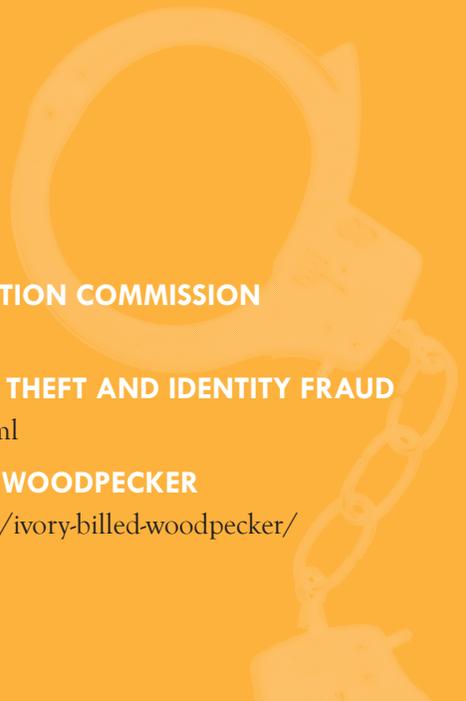
[justice.gov/criminal/fraud/websites/idtheft.html](http://justice.gov/criminal/fraud/websites/idtheft.html)

### NATIONAL GEOGRAPHIC: IVORY-BILLED WOODPECKER

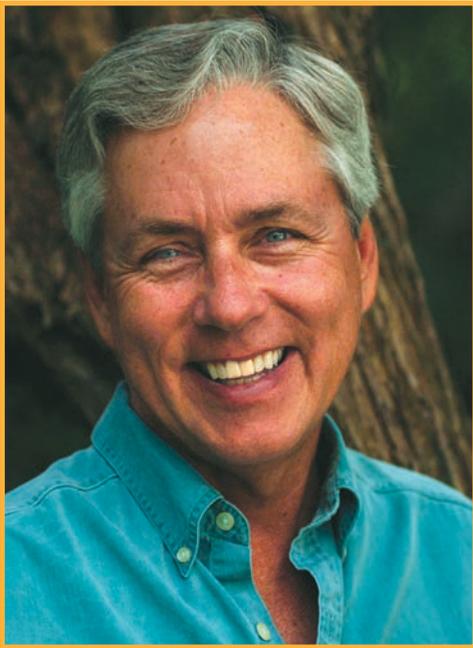
[animals.nationalgeographic.com/animals/birds/ivory-billed-woodpecker/](http://animals.nationalgeographic.com/animals/birds/ivory-billed-woodpecker/)

### LOGGERHEAD TURTLE

[Turtles.org/loggerd.htm](http://Turtles.org/loggerd.htm)



# ABOUT THE AUTHOR

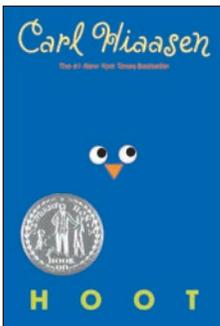


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**CARL HIAASEN** has been writing about Florida since his father gave him a typewriter at age six. Now Hiaasen writes a column for the *Miami Herald* and is the author of many bestselling novels, including *Star Island* and *Bad Monkey*. *Hoot*, Hiaasen's first novel for young readers, was the recipient of numerous awards, including the prestigious Newbery Honor.

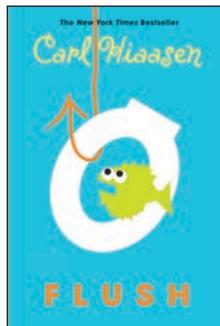
## ALSO BY CARL HIAASEN

for younger readers in grades 5 up



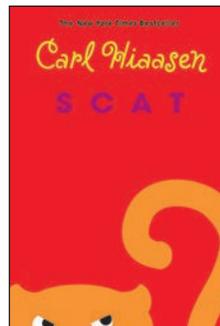
*Hoot*

PB: 978-0-440-41939-6



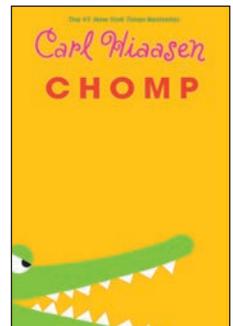
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*Chomp*

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