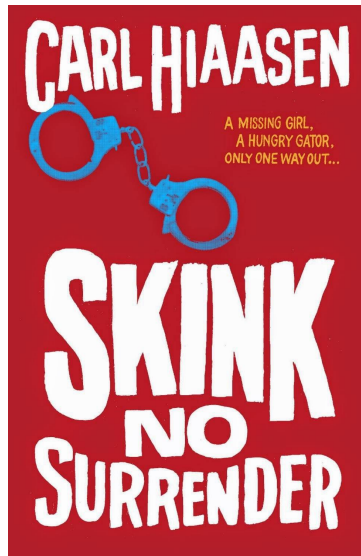


# Skink No Surrender



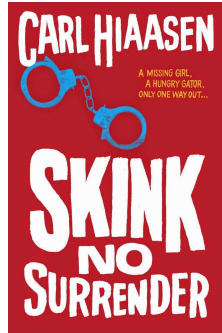
By

Carl Hiaasen

A Novel Study  
by Nat Reed

# Skink No Surrender

*By Carl Hiaasen*



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**About the author:** Nat Reed has been a member of the teaching profession for more than 30 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, please visit the websites [www.reedpublications.org](http://www.reedpublications.org) and [www.novelstudies.org](http://www.novelstudies.org).

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## Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two chapters of *Skink No Surrender* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

**Themes** which may be taught in conjunction with the novel include Florida, swampland ecology, loyalty and courage.

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## List of Skills

### Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Complete a Story Pyramid
5. Identify the climax of the novel.

### Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

### Creative and Critical Thinking

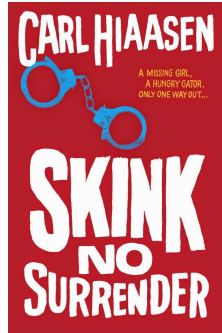
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

### Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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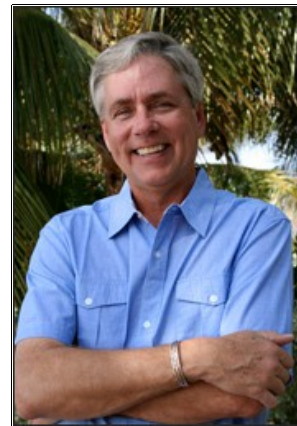
## Synopsis

Malley's always been a bit of a wild child, but her latest stunt has her friend Richard pretty freaked. She took off with some guy she met online. Not good. The cops can't find her, so Richard finds someone who can: a one-eyed wandering vigilante known as Skink. Skink is also a former governor of Florida, and only moderately sane, so... perfect for the job. Undaunted by lightning storms, poisonous snakes, flying bullets, and giant gators, this unlikely pair sets off on a rescue mission like no other. They're searching for Malley, and maybe even a little swamp justice... [Courtesy of The Publisher]

## Author Biography

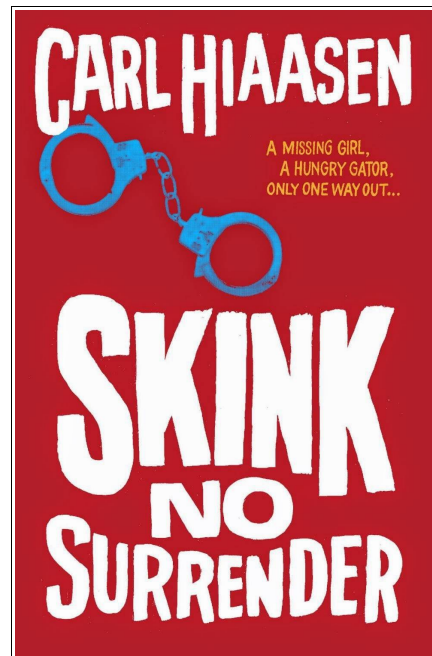
Carl Hiaasen

Carl Hiaasen was born and raised in Florida, where he still lives with his family. A graduate of the University of Florida, he wrote for The Miami Herald as an investigative reporter. For his journalism and commentary, Hiaasen has received numerous honors. In the early 1980s, he began writing novels with his good friend and a distinguished journalist, the late William D. Montalbano. Together they produced three mystery thrillers -- *Powder Burn*, *Trap Line* and *A Death in China* -- which borrowed heavily from their own reporting experiences. *Tourist Season*, published in 1986, was Hiaasen's first solo novel. Since then, Hiaasen has published *Skin Tight*, *Native Tongue* and eight national bestsellers -- *Strip Tease*, *Stormy Weather*, *Lucky You*, *Sick Puppy*, *Basket Case*, *Skinny Dip*, *Nature Girl* and, most recently, *Star Island*. Hiaasen made his children's book debut with *Hoot* (2002), which was awarded a Newbery Honor and spent more than two years on the New York Times bestseller lists. For young readers he went on to write *Flush* (2005), *Scat* (2009) and *Chomp* (2012). The film version of *Hoot* was released in 2006.





# Skink No Surrender



*By Carl Hiaasen*

Name: \_\_\_\_\_

# Skink No Surrender

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## Chapters 1-2



### Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Skink No Surrender* is 14 year old Richard, who is about to find out that his favorite cousin, Malley, has gone missing. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?




### Vocabulary:

Choose a word from the list to complete each sentence.

rehabilitate	reality	hurricane	complicated
digital	campaigned	distinguished	concealed

1. The mayor \_\_\_\_\_ on a platform emphasizing honesty and good government.
2. The results of the \_\_\_\_\_ could be seen throughout the coastal village.
3. I am going to replace my analog clock with a \_\_\_\_\_ one.
4. Sherry adeptly \_\_\_\_\_ the note before the teacher turned in her direction.
5. I don't think the \_\_\_\_\_ of the situation has sunk in yet.
6. Putting that robotics set together looks rather \_\_\_\_\_.
7. It may take a long time to \_\_\_\_\_ someone so addicted to alcohol.
8. Sergeant Alvin York \_\_\_\_\_ himself during a battle in World War I.



# Questions



1. What is the **setting** of the story at the beginning of Chapter One?


2. Skink was buried in the sand as part of a plan to catch a man who was raiding turtle nests.

The turtle egg raider's name was \_\_\_\_\_.

3. It is suspected that Skink was involved in several acts of **eco terrorism**. What would be an example of eco-terrorism? What might be the purpose of committing such an act?


4. What was your impression of Clint Tyree (Skink)? What was there about the man which caused you to form this impression?


5. Where did Malley's dad say that she had gone? Why did Richard find this suspicious?


6. Why had Malley left the note inside her desk?


7. According to Beth, what had happened to Malley?


8. As Chapter Two comes to an end, what would you do if you were in Richard's place. Explain why.




## Language Activities

### A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first two chapters of the novel.

Word	Anagram	Clue
straw		Skin growths.
breath		Rub-a-dub-dub...
stranger		People who are givers.
smarter		Part of a La-Z Boy.
Malley		Excuses are sometimes given this way.
education		Warned.
parents		Snares.

## B. A Poem About a Turtle.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain entitled ***My Hawksbill***, was written by the humorous poet, Atrocious Halitosis.

*My hawksbill is a cranky beast,  
Of all us kids he likes me least,  
He bites and nips and scratches me,  
He must miss his life at sea.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A – A – B – B**. Other rhyming schemes include: ABAB, AAAA, AABA, ABBA, ABBA, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first two chapters of our novel.

### The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

**Title:** \_\_\_\_\_


## C. Exaggeration

**Exaggeration** is a literary device defined as *a statement that represents something as better or worse than it really is*. We find an example of this in Chapter 1: *... and my heart must have stopped beating for ten seconds*.

Think of an exaggerated way of describing the following:

The appearance of a loggerhead turtle.	
The ocean surf during a storm.	
Your choice.	

**D.** A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is: *He's harmless and good-natured, and dumb as a box of rocks*.

~ What is being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) a cage-fighter's kick


b) the sound of an owl at night


c) your choice


## E. KWS Chart

Both Richard and Skink are fascinated with turtles. Richard mentions three kinds of turtles in Chapter One: **loggerheads**, **hawksbills** and **green turtles**. Take a few moments to investigate one of these kinds of turtles in your school library or on the Internet, then complete the chart below. (You may choose another kind of turtle not from this list which has been approved by your teacher.)

What I Know	What I Want To Learn	Possible Sources