WHOOO!

"I was amazed how motivated my reluctant readers became while involved during the "Whoo" unit. They loved the science connection."

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INTRODUCTION

Rationale:

Whoo" is a meaningful real-life unit focusing on a discovery approach to science and developing students' clear opinions on important issues. Students gain a personal understanding of the world in which they live.

As students dissect the owl pellets. They immediately find bones. The students then classify and identify discovered bones through identification sheets and compare them to their own bodies. Next, the students will arrange the bones to form a skeleton. Along with integrated activities, the owl pellets will teach the students predator-prey relationships. Students can readily understand why owls need mice to survive; additionally, this activity clarifies why mice need owls. The students' learning experience is enriched with the reading of the Newberry Honor novel, Hoot, by Carl Hiassen.

Hoot celebrates young people's ability to make a difference in society and to think about how people are treated and how people treat the world around them. The quest is to save the Burrow Owls' habitat from corrupt developers. Students develop strong analytical skills as they research, discuss, and write more important issues.

Students will also experience life-long skills and benefits of teamwork through their interactive lessons in working with the owl pellets and the reading of Hoot.

Materials and Facilities:

All of the activities related to "Whoo" will take place within the classroom, except for a field trip to The Everglades, if desired.

1) Owl pellet dissection information includes:
   a) How to observe the pellets
   b) Dissecting information
   c) How to identify and classify bones
   d) How to assimilate the bones
   e) How to assimilate the skeleton
   f) Extension activities
2) Hoot information includes:
   a) Suggested lessons for the novel
   b) Major and minor character list with a description of each
   c) Conflicts found within the novel
   d) Various themes found within the novel
   e) Extension activity suggestions
   f) A play from "Story Works" magazine, summarizing Hoot
3) Ordering information for materials:
   a) Purchasing of materials related to owl pellets
   b) Purchasing of Hoot novels

Resources:

Resources for "Whoo" include, but are not limited to:

1) The internet and school media center for additional information.
2) A planned field trip to The Everglades for grades five through middle school through MAST Academy.
3) Guest speaker from AHEC Association which presents a free, hands-on lecture titled Bone Zone.

Standards:

1) Student uses the writing process effectively: LA.B. 1.2
2) Student writes to communicate ides and information effectively: LA.B. 2.2
3) Student increases comprehension by re-reading, re-telling, and discussion: LA.A 1.14
4) Students understand that all matter has observable, measurable properties: SC.A. 1.2
5) Student uses scientific processes and habits of mind to solve problems: SC.H. 1.2

Evaluation:

"Whoo" is an alluring, self-motivating unit that requires skills---critical thinking, learning and applying the scientific method, and teamwork. It produces excitement and the teamwork produces and generates enthusiasm. Evaluation for this unit should be based on student's attitude, need, and especially the abilities of the students. Various types have of evaluations have been used in a productive way: Those most effective were:

1) Anecdotal Records – This method is great in tracking the team's development and individual's development. It is an easy way to determine growth or regression. Although subjective, records should be short and to the point and need not be entered into a daily log but at least once weekly**.**
2) Checklists – This method provides a criteria against which the teams or individuals can be quickly assessed, as students engage in this unit. The checklist is based on student performance and/or behavior.
3) Portfolio – This evaluation shows a representation of a student's work and growth (or lack of) and is easily evidenced in the work. For this unit, one was chosen which incorporated a majority of items selected by the teacher with predetermined standards. The student portfolio consisted of pertinent anecdotal records, some check lists, written work (mostly related to Hoot), photographs, group video presentation, and a copy of the team designed rubric for owl pellet discovery.

Value:

Celebrating young people's ability to make a difference in society is done in a most unique manner connecting science and language arts and incorporating the dissection of owl pellets and the guided reading of the novel, Hoot. Students begin to treasure the world around them.

Will I Be There For You Help You Adapt This Grant:

Please know that that I am readily available and easily accessible to answer your questions and to help you adapt this grant to fit comfortably into your students' range, implementation, understanding of materials, lesson plans, and to share your new ideas. Discovering, exploring, and carrying out an integrated reading, science, social studies, and math unit involves students in an inclusive learning experience.

OWL PELLET STUDY GUIDE

Owl Pellets will definitely be one of the more exciting lessons you can do with your class. The students are either a bit grossed out or enthralled. They will learn a variety of scientific skills and information on owls, predator-prey relationships and ecology….and what have these owls eaten and not completely digested….Owl pellets are studied to determine species, quantities, proportions, and seasonal variations of the owls' prey or to get a quick assessment of the small mammal population of a given area. Most of the pellets obtained used for this lab study the diet of a predaceous bird – mostly the Common Barn Owl, Tyto Alba. The pellets used have been fumigated to insure sanitation and each comes wrapped in aluminum foil. They are easily dissected with tweezers, toothpicks, small wooden craft sticks, or forks.

Objectives for Studying Owl Pellets

- **You can discover many facts about an animal and about its environment by examining its digestive remains – a common practice in field of zoology and ecology.**
- **Animal adaptations often include ways of handling their food – not only externally, but also internally.**
- **The more observations that are made, the more useful and valid are the data collected.**
- **Owls eat an enormous number of small mammals and have a significant place in food webs.**
- **Owls utilize almost all parts of their prey except fur and bones.**
- **Overall skeletal structure is similar among vertebrates.**
- **Observing specific features of certain bones and/or teeth enables us to identify the animal's species or family.**

Background Information

Owls typically swallow their prey whole or in large pieces. Bird stomachs include an anterior pouch called the proventriculus and a muscular, posterior portion called the gizzard in owls. In owls, the gizzard compresses indigestible parts of their prey. – hair, bones, teeth, feathers – into matted pellets that pass into the proventriculus, where they remain until something stimulates the owl to spit them out.

Pellets are not exclusive to owls. Hawks and related birds of prey also regurgitate undigested remains, and so do some gulls and herons. Even some robins have been seen ejecting parts of their food. Cuckoos may shed their entire stomach lining when it becomes matted with hairs of the fuzzy caterpillars they feed on. But owls as a group seem to be the most efficient and consistent at ejecting highly compacted pellets.

Almost without exception, the pellets used are from the common barn owl. The owls usually eject one to two pellets per day. The owls usually eject the pellets while sitting at favorite roosts or at their nest sites. Pellets accumulate pretty rapidly because they often use the same nest sires and roosts for years.

Scientists study pellets to discover any regional, seasonal, and habitat differences in owl prey. Pellets also reveal information about the relative numbers of small animals found in owl's feeding area. One study of 200 pellets from a barn owl found 454 mammal skulls – 225 voles, 179 house mice, 20 rats, 20 shrews.
The growing young of the owls eat even more food that the adults. One ornithologist examined a nest containing 4 juvenile barn owls and the carcasses of 73 mice left there by the adults. Barn owls are such efficient rodent predators that farmers and ranchers in some area particularly the Southwest, place artificial nests and roosts on their farms to attract the owls.

You might wonder why rodents predominate in the owl's diet. Of all the owls, the barn owls are the most nocturnal. Since few birds are nocturnal, barn owls catch few birds. Rodents are the most active at night, so they are perfect prey for the barn owls. Since barn owls also often live near people, both in cities and farms, they gain access to the rodents that always occur near people and our food and garbage.

Lab Preparation Cautions

- **First, allow observation time**
  - ✓ **Color**
  - ✓ **Shape**
  - ✓ **Length**
  - ✓ **Weight**
  - ✓ **What does it look like inside?**
  - ✓ **Getting Started – A neat way is just to hand out an owl pellet to each student and allow them discovery time on their own and to try to figure out what they are examining**
- **Work carefully so as not to damage small bones when dismantling an owl pellet.**
  - ✓ **Dissecting the Pellet… carefully tear away fur, as bones will be found immediately.**
  - ✓ **Make two piles – Separate fur from bones**
  - ✓ **Ask children to carefully clean the bones as much as possible**
  - ✓ **Can be washed in a little diluted bleach for a few minutes to whiten up. I avoid as bleach is not allowed on our school site.**
  - ✓ **Patience is a virtue here! Students throw away only the fur.**
- **Make close observation of owl pellet components.**

- **Match bones with pictures to identify small vertebrates.**
    - ✓ **Students are ready to classify and identify bones discovered.**
    - ✓ **Students may compare bones to their own body – vertebrae, legs, skull, feet, ribs, shoulder blades, hips and then try to identify the bones of the animals in the pellets.**
- **Record and graph data in order to compare and contrast information if dissection is repeated with another pellet or compared to others completing the lab.**
    - ✓ **This is a great time for student to arrange bones, perhaps on a piece of cardboard, to form somewhat of a skeleton. Small drops of glue may be used to keep them in place or bag bones to send home as an at home activity or just display bones in a plastic bag.**

It is interesting to have student compare results with those of other group findings.
Most pellets contain bones from two to six animals. Count the number of skulls or the number of lower jawbones divided by 2 (They are V shaped and easily break into two halves… Look for a left and right jaw bone.)
If a student can not find an identical bone to one on the chart from one found in pellet, tell them to look for a similar one look for a similar one.

SURVIVAL

Owl pellets teach students about predator/prey relationships. After viewing the video and reading the book, Hoot, students understand why mice need owls to survive and vice versa. Quickly, they understand that if there is no predator to keep the population down, more and more mice would survive, and the population soon grows out of control. Once the mice would eat all their food, their population would not survive. Many would die of starvation. On the other hand, the barn yard owl is much needed specie in the food chain, as well, and the students discover the importance during this study.

BUDGET

ITEM	WHERE TO PURCHASE ITEM	HOW MANY	COST
Owl Pellet Discoveries Kit (12 in each kit – additional may be ordered #22-7840	Carolina Biological	Two #22-7880)	$123.50 ($61.75 each)
All That Remains: Investigating Owls Through Owl Pellet Labs (DVD) #49-2897A	Carolina Biological	One	$42.95
Owl Pellet Regional Variation Inquiry Kit #22-7850	Carolina Biological	One	$50.75
Carolina Owl Posters #57-5130	Carolina Biological	One	$11.95
Owl Food Chain Poster	Carolina Biological	One	$11.95
*Digital Microscope Motic DS-2 #59-1291	Carolina Biological	One	$249.00

The above items were ordered from Carolina Biological and Shipping and Handling is 10% of order.

HOOT paperback books were ordered from Barnes & Nobles – 20% teacher discount.

*optional

Additional Specifics as To What You Can Order – Where To Order and What: (The pictures should help guide you.)

Owl Pellet Information
North Carolina Biological
1 800-334-5551

Owl Pellets (22-7880)
... Owl Pellets. Order online now for fast delivery or phone 800.334.5551. Back to: [Entire Catalog]. **...**
Price: $3.80

Owl Pellets and Common Prey Biorama (26-4037)
... Owl Pellets and Common Prey Biorama. Order online now for fast delivery or phone 800.334.5551. Back to: [Entire Catalog]. **...**
Price: $78.00

Owl Pellet Study Kit (22-7801)
... Owl pellets reveal the organisms that compose part of the **owl's** food web, as well as illustrate how different organisms fill the same niche in different **...**
Price: $25.16

Owl Pellet Study Kits (22-7801)
... a Classroom Kit, for up to 30 students. The Individual Student Kit contains 3 **owl pellets**, 3 **owl** pellet bone charts, 3 rat skeleton sheets, 3 student activity **...**
Price: $25.16

Barn Owl: An Introduction to Owl Pellet Labs (49-2894)
... and process its meals into nutrients, producing a by-product, **owl pellets**. Includes an overview of classroom techniques, including **owl** pellet dissection and **...**
Price: $53.50

Carolina™ Owl Posters (57-5130)
... and natural history. The **Owl** Food Chain (24 × 36") shows examples of the **owl's** prey and how **pellets** are formed in the **owl's** stomach. The Pellet Palate (36 **...**
Price: $12.50

Owl Pellet Regional Variation Inquiry Kit (22-7850)
... use the Carolina™ **Owl** Pellet Regional Variation Database (www.carolina.com/owls) to gather data and for information sharing. Kit includes: 4 **Pellets** from Each **...**
Price: $53.30

All That Remains: Investigating Owls Through Owl Pellet Labs, Carolina«M,37[TM] (49-2897)
... live footage to introduce these fascinating creatures and the intriguing study of **owl pellets**. With additional material to aid you in planning your lessons and **...**
Price: $44.50

Owl Pellet Discoveries Kit (22-7840)
... guide provides background information, activities, and reproducible handouts. Kit includes: 12 **Owl Pellets** 12 Hand Lenses 12 Plastic Forceps 24 Wooden Probes **...**
Price: $64.85

Owl Food Chain Poster (57-5130)
... of the Barn **Owl** is illustrated, including many examples of the **owl**?s prey. Diagrams show the formation of **pellets** in the **owl**?s stomach. Carolina Exclusive. **...**
Price: $12.50

Owl Web Sites

www.carolina.com
www.Kidwing.com – a site for virtual owl pellet dissection

Additional Owl Books

Arnosky, Jim. All About Owls. NY: Scholastic, Inc., 1995.
London, Jonathan. The Owl Who Became The Moon. Illus. by Ted Rand NY; Dutton Books, 1993.
Waddel, Martin, Owl Babies, Illus. by Patrick Benson, NY; Scholastic, Inc., 1975.
Yolen, Jane, Owl Moon, Illus. by John Schoenherr, NY; Philomel Books, NY, 1987.

Student Activity Sheet

Owl Pellet Study Kit

Owls are predators. Most of the the larger owls feed on small mammals, birds, and reptiles. Owls usually swallow their food whole. If an animal is too large to swallow whole, the owl may tear it into large chunks. The owl does not digest the hair, bones, teeth, or feathers of its prey. Instead, a part of the owl's digestive system presses these parts together to form a pellet. The owl eventually spits out the pellet. By taking apart the pellet, you can tell what and how much the owl has eaten. Scientists learn many things about the owls and where they live by examining their pellets.

Procedure

1. Read the introduction on your Student Activity Sheet.
2. Check that you have an owl pellet, two wooden probes, an owl pellet bone chart, a Rat Skeleton chart, and a sheet of white paper.
3. Place the owl pellet on the white paper. Using your fingers or the skewers, break off a small chunk of the pellet. Be gentle and do not push the skewers any further into the pellet than necessary. Remember, the bones you are looking for are small and easily broken.
4. Carefully tear the pellet apart with the skewers and set aside any bones that you find in it.
5. Compare the bones with the ones pictured on your Owl Pellet Bone Chart. Rats, mice, voles, and pocket gophers are some of the rodents that barn owls eat.
6. Identify as many bones as possible. Make a different pile for each kind of bone that you find.
7. Try to keep track of the bones by placing the ones you find over the matching bones on the rat skeleton chart. The animals eaten by the owl that produced your pellet may not have included a rat, but the bones of other rodents will be similar.
8. Repeat this process until you have completely taken apart the pellet and removed all the bones.
9. Record your findings by completing the other side of your Student Activity Sheet.
10. Compare your findings with those of classmates.

Name _____

Date _____

Questions, Observations, and Conclusions

1. How many skulls and how many different kinds of skulls did you find?

Skulls Different kinds

2. Record the number of each of the animals that your owl ate in forming your pellet.

Rodent Shrew Mole Bird Other

3. Assume that an owl forms one pellet each day and that your pellet is average. How many animals would an owl eat

in a week? in a month? in a year?

4. Why do you think farmers like having barn owls on their farms?

5. How many other bones did you find?

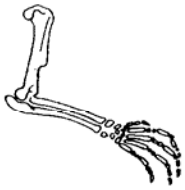
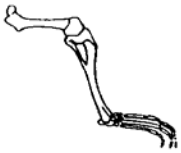
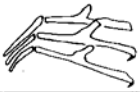
Ribs Jaws Pelvis Scapula Humerus Vertebrae Other

6. How close did you come to finding a complete skeleton?

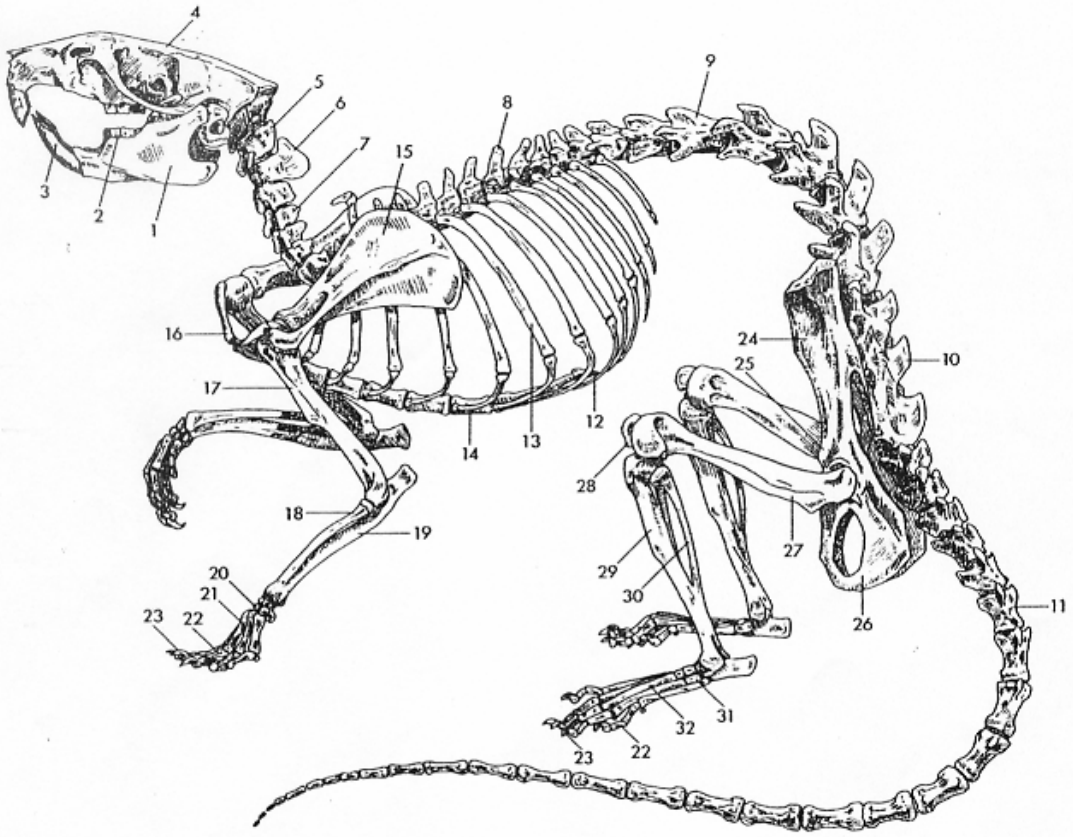
Why do you think it may be difficult to put together a whole skeleton?

7. What can you say about the mammal population in the area where your pellet was found? Is your answer a good guess, or would you need more pellets to be sure? Why?

OWL PELLET BONE CHART

	RODENT	SHREW	MOLE	BIRD
SKULL				
JAW				
SCAPULA				
FORE LIMB				
HIND LIMB				
PELVIC BONE				
RIB				
VERTE-BRAE				

RAT SKELETON



1. Mandible
2. Molar
3. Incisor
4. Skull
5. Atlas
6. Axis
7. Cervical vertebra (7)
8. Thoracic vertebra (13)
9. Lumbar vertebra (6)
10. Sacrum (3)
11. Caudal vertebra (28-30)
12. Xiphoid process
13. Rib (13)
14. Sternum
15. Scapula
16. Clavicle
17. Humerus
18. Radius
19. Ulna
20. Carpals
21. Metacarpals
22. Phalanges
23. Claw
24. Ilium
25. Pubis
26. Ischium
27. Femur
28. Patella
29. Tibia
30. Fibula
31. Tarsus
32. Metatarsus

HOOT

Honors and Awards for Hoot

A Newbery Honor Book
The SEBA Book Award for Best Children's Book
An ABC Children's Booksellers Choice
An ALA Notable Book
A YALSA Best Book for Young Adults
A *Child Magazine* 50 Best Children's Books Selection
A New York Public Library 100 Titles for Reading and Sharing Selection
A New York Public Library Book for the Teen Age
A *Book Sense* Book of the Year Finalist

Synopsis of Hoot

This is an enjoyable story about a middle school-aged boy named Roy, who is the new kid in a Florida town. He is riding the school bus one morning and is intrigued by a boy he spots, who is running shoeless the opposite direction of the bus. He must find out who the boy is, why isn't he in school and why doesn't he have any shoes? Maybe he needs help and Roy feels he is the man for the job. There are a few obstacles to overcome first. Dana Matherson is the bully on the bus who sets his sights on Roy, and Beatrice is the Amazon female soccer player who finds Roy an easy target for her teasing. In the end, Roy outsmarts both of them and helps save some valuable residents who would be doomed without him.

Before You Start – Information for the Instructor

Title: Hoot

Author: Carl Hiassen

Date Published: 2002

Meaning of the Title: It refers to the owls who are protected by a group of children who discover something deeper in life.

Setting: Coconut Cove, Florida during the present day

Protagonist: Roy Eberhardt who chooses to stand up for the endangered owls

Antagonist: Dana Matherson, the company officials of Mother Paula's Pancake House, Lonna Leep, and Roy's own inner doubts and fears

Mood: The mood is at times frustrating as we watch Roy try to adjust to a new community and the bully who makes his life miserable. But mostly, it is uplifting as we see several young people make decisions on behalf of what is right and good.

Point of View: It is written omnisciently as if viewed by a source outside all the action.

Tense: This story is written in the past tense.

Rising Action: The rising action begins in chapter one when Roy becomes interested in the running boy.

Exposition: Roy Eberhardt becomes inetersted in a running boy who has no shoes and lives in the woods. The relationship he eventually forges with this boy and his sister Beatrice leads him to protest the destruction of the natural environment of the Burrow Owls. Through these experiences, he grows up and learns the meaning of integrity.

Climax: The climax of the story occurs when Roy and his friends stand up against a national corporation to protect the owls.

Outcome: The company backs down and even donates money to preserve the natural site they were going to build on. Those who stood against the protest end up losing their jobs or otherwise frustrated while those who stood up for what is right learn what it is to do the right thing.

Major Themes: Growing up; Corruption; Parental Love; and Integrity

Getting Started – Set The Scene

- Discuss the cover and title. Allow students to predict what they think the book will be about.
- The setting takes place in a southern Florida town. Find out what the students know about Florida. (Climate, animals, plant life, etc.)

Quotes to Note With Analysis of Quotes Throughout Hoot

1.) ***" 'What's gonna happen to them? Once you start bulldozing I mean." Curly the foreman chuckled. 'What owls?' he said."*** *(pg. 8)*

This quote begins the confrontation between what's right and what authority claims is right.

2.) ***"Next time you've got a problem just tell me, and then we'll sit down and talk about it like civilized human beings."*** *(pg. 45)*

This is Roy's comment to Dana when he tries to reason with boy to stop the bullying.

3.) ***" Roy ran all the way back to his bicycle and rode home as fast as he could. He wasn't frightened and he wasn't discouraged. He was more excited than ever."*** *(pg. 57)*

This is Roy's reaction to his first encounter to the running boy.

4.) ***"He wasn't cocky, but he had a stubborn streak of pride."*** *(pg. 65)*

Here Roy recognizes that this character trait will not allow him to spend the rest of the school year cowering in fear of Dana Matherson.

5.) ***"He was determined to persuade Mullet Fingers that he was someone to be trusted, that he hadn't come to interfere but rather to help, if Mullet Fingers needed it."*** *(pg. 67)*

This shows that inside Roy is a good boy who has compassion for the needs of others.

6.) ***" 'Eberhardt, why do you care about this kid?' It was a good question, and Roy wasn't certain he could put the answer into words. there was something about the look on the boy's face . . . something urgent and determined and unforgettable."*** *(pgs. 74-75)*

These words show Roy's inner strength and goodness.

7.) ***"It was remarkable that the same species of bird was able to thrive in two places so far apart, and so completely different. If they can do it, Roy thought, maybe I can, too."*** *(pg. 93)*

This shows Roy's progression into the understanding of life as change and adaption.

8.) ***"He refrained from doing some of the wild, daredevil stunts that boys his age tried - not because he feared for his safety, but because he felt it was solemn duty as an only child."*** *(pg. 101)*

This shows Roy's respect for his parents and his knowledge of their love for him.

9.) ***"There, standing by the hole and peering curiously at one of the meatballs, was the smallest owl he had ever seen. Mullet Fingers chucked him gently on the shoulder. 'Okay - now do you get it?' "*** *(pg. 124)*

Roy finally learns why Mullet Fingers is willing to go after a large corporation.

10.) ***"The kid was only trying to take care of some owls - how could that possibly be a crime? Roy thought."*** *(pg. 128)*

This shows how Roy is beginning to sense the corruption inherent in the building of the restaurant.

11.) ***"Sometimes you're going to be faced with situations where the line isn't clear between what's right and what's wrong. Your heart will tell you to do something different. In the end, all that's left is to look at both sides and go with your best judgment."*** *(pg. 160)*

This commentary from Roy's mother expresses what he has already come to believe.

12.) ***"As Roy rode away on his bike, he pondered the possibility that Mullet Fingers was better off roaming the woods than living at home with a witch for a mother."*** *(pg. 166)*

Roy has come to realize that being a biological parent doesn't necessarily make you good for your child.

13.) ***"Just because something is legal doesn't automatically make it right."*** *(pg. 180)*

Roy recognizes that the world is filled with injustice and we must all make choices that my not always have the best consequences.

14.) ***" 'You can't stop him, Roy. He's too darn thickheaded.' 'Then I guess we've gotta join him.' "*** *(pg. 210)*

Here Roy has made his decision to stand up for the owls - to do the right thing.

15.) ***"He wouldn't stop until he reached the crest of his imaginary Montana mountain and coasted downhill into the coolness of the valley."*** *(pg. 228)*

These words show how delighted Roy is to have taken the adult steps to stand up for what is right.

16.) ***"Now he understood what was going to happen to the little owls if he did his job properly, and it weighted him with an aching and unshakeable sorrow."*** *(pg. 234)*

Officer Delinko is coming to realize that what he is doing may be legal, but it is still wrong.

17.) ***"The classroom fell quiet, a long heavy silence that roared in Roy's ears like a train."*** *(pg. 248)*

This occurs after Roy tells about the plight of the owls in current events. he knows he's awakened the consciences of all these kids as well as his teacher.

18.) ***" 'You bury those birds," Mullet Fingers said, "you gotta bury me, too.' "*** *(pg. 267)*

Mullet Fingers puts himself in danger for the owls.

19.) ***"Guess I'll have to come back another day and try again, Roy thought. That's what a real Florida boy would do."*** *(pg. 292)*

The above quotes above were authored with analysis by Alfred A. Knopf, New York, 2002.

Vocabulary for Hoot

1. *survey* (**sur**-vay)
verb
To map an area of land. In *Hoot*, survey stakes outline the area set for construction.

2. *merciles*s (**mur**-si-luss)
adjective
Having or showing no awareness of another's suffering. Cruel.

3. *flabbergasted* (**flah**-bur-gas-ted)
adjective
To be overcome with astonishment and surprise.

4. *disgruntled* (dis-**grun**-tulled)
adjective
In a state of sulky dissatisfaction.

5. *assume* (ah-**soom**)
verb
To accept as true without verification.

6. *provoke* (pruh-**voke**)
verb
To stir to action or feeling.

7. *surveillance* (sur-vay-lense)
noun
Close observation of a person or group, especially one under suspicion.

8. *sodden* (**sod**-en)
adjective
Thoroughly soaked; saturated.

9. *law-abiding* (**law**-a-**bide**-ing)
adjective
If you're **law-abiding**, you **abide**, or follow, the law.

10. *quirky* (**kwer**-kee)
adjective
Unconventional, not usual

11. *accusation* (ak-u-**za**-shun)
noun
A charge of wrongdoing.

12. *interrogate* (in-**tehr**-oh-gayt)
verb
To formally question.

13. *burrow* (**bur**-row)
verb
To dig holes or tunnels for habitation or refuge. *The burrowing owls dug holes for their nests.*

14. *apprehension* (ap-ree-**hen**-shun)
noun

a. Fearful or uneasy anticipation of the future; dread.
b. The act of seizing or capturing; arrest.

15. *patronize* (**pah**-tro-nize)
verb
To treat in a condescending manner.

16. *inquisitive* (in-**kwiz**-ah-tiv)
adjective
Eager for knowledge.

17. *extravaganza* (ex-trah-vah-**gan**-zah)
noun
Any lavishly staged or spectacular entertainment.

18. *jurisdiction* (jur-is-**dik**-shun)
noun
The territorial range of authority or control.

19. *genuine* (**jen**-ew-ine)
adjective
Not fake. Sincere.

20. *epilogue* (**ep**-i-log)
noun
A short addition or concluding section at the end of a literary work, often dealing with the future of its characters.

Grand Discussion Questions (after the read)

- Mrs. Eberhardt tells Roy, "Honey, sometimes you're going to be faced with situations where the line isn't clear between what's right and what's wrong. Your heart will tell you to do one thing, and your brain will tell you to do something different. In the end, all that's left is to look at both sides and go with your best judgment." Discuss incidents where Roy's heart tells him one thing, his heart another.

- Have you ever been in a situation like Roy's mother describes? What did you do?

- How is Roy's family different from Beatrice/Mullet Fingers' family? What influence do you think the characters' families had on their actions? Explain.

- Why does Beatrice feel a need to shield her stepbrother? Discuss whether there is a correlation between Mullet Fingers' family life and his desire to save the owls.

- Why did Mother Paula's Pancakes "lose" the Environmental Impact Statement? What do you think they could have done instead?

- Through much of the book, Roy feels like an outsider. What finally makes him feel that he belongs in Florida?

- Do you think other characters feel like outcasts? Which ones? Why would they feel like this?

- Dana Matherson bullies Roy, but other characters also act as bullies. Which characters? Who are their targets? Discuss ways of dealing with bullies in real life.

- Once Roy learned of Mullet Fingers' plan to save the burrowing owls, he wanted to help. Which boy's method do you think was more effective? Why?

- Mullet Fingers vandalized the construction site and the patrol car. Was he justified in doing this? Why or why not?

- Mullet Fingers shows Roy a great spot to get away and relax away from the stress of school and family. Do you have a place like this? Describe your place, or how you would like your place to be.

- Mullet Fingers earned his nickname from his ability to catch a mullet fish with his bare hands. Think of a special talent you have — what nickname could you give yourself based on this talent?

- If you could write yourself into this book, where/how would you fit in?

- At the end of the novel, Roy begins to feel more at home in Florida. Why do you think this is? What makes you feel at home somewhere?

SYMBOLISM / METAPHORS / IMAGERY / SYMBOLS

Other elements that are present in this novel are **symbols and metaphors**. Symbols are the use of some unrelated idea to represent something else. Metaphors are direct comparisons made between characters and ideas. There are many symbols and metaphors used by the author such as:

1.) "The next morning, Roy walks to the bus stop and notices some ospreys have built a nest at the top of a concrete utility pole. He's excited to see them, because he had seen them in Montana, too, and didn't think he'd find them here. He finds it remarkable that the same species of bird can thrive in tow places so far apart and so completely different. It makes him feel like maybe he can do the same thing." (The ospreys are a metaphor for Roy's inability to adapt to change for awhile after he comes to Florida.)

2.) "The 'den.' This is a code word for Roy's father sitting down with him whenever there's some serious explaining to be done." (The den is symbolic for both discipline and a parent's attempt to reason with his child.)

3.) "She [Roy's mother] can't imagine a mother who doesn't want her son. She tells him she loves him and that both she and his father are very proud of him." (his mother' thoughts are a metaphor for the behavior of good parents.)

4.) Roy rides away like he's climbing a mountain in Montana, and he won't stop until he's reached the crest.

This is a metaphor for climbing the mountain of indecision and then finding the answer at the top.

5.) Chuck Muckle is the first to speak to the crowd. He makes a welcoming speech and then hands out gold-painted shovels to the city officials who all shovel a bit of dirt simultaneously to Beatrice's quiet comment that they all need to get a life. Here we see the silly behavior of adults as symbolic of the lies they live.

ORDERING NOVEL

Barnes & Nobles offers 20% off to teachers. Often if money permits, your school media center will order a class set of needed worthwhile novels.

Name _____ Date _____

Multiple Choice Quiz

1.) Roy is intrigued by the running boy, because
a.) he runs faster than anyone Roy has ever seen before.
b.) he is running barefoot.
c.) he is nearly naked.

2.) Roy's reaction at first to Dana's bullying is
a.) to sit somewhere else on the bus.
b.) to scream at the bus driver to help him.
c.) to take what Dana hands out.

3.) When Dana is choking Roy, he retaliates by
a.) punching him in the nose.
b.) kicking him between the legs.
c.) spitting on him.

4.) Roy's curiosity about the running boy leads him to
a.) Lonna Leep, his mother.
b.) Leon Leep, his step-father.
c.) Beatrice Leep, his step-sister.

5.) Roy finally goes after the running boy by following him back to his lair in the woods. In the process, he receives a concussion, because
a.) he is hit in the head by a golf ball.
b.) he trips and hits his head on a log.
c.) he is hit by the running boy.

6.) Roy doesn't give up on the running boy and goes back to his lair. There the boy
a.) sits down and finally talks to him.
b.) knocks him out again.
c.) ties him up and covers his face so he can't see the boy.

7.) Roy shows that the boy can trust him by giving him
a.) a new pair of shoes.
b.) money to buy shoes.
c.) a new bike.

8.) Roy learns from Beatrice that she nicknamed her brother Mullet Fingers, because
a.) he wore his hair long in the back and short on the top.
b.) he was a quick runner.
c.) he could catch small fish with his bare hands.

9.) Roy discovers that Mullet Fingers left the snakes in the construction lot. But he made sure they couldn't hurt the dogs by

a.) taping their mouths shut.
b.) painting their tails sparkly colors.
c.) using non-poisonous snakes.

10.) Roy's parents take him for the day of his life by

a.) going to Disney World.
b.) walking to the lair and meeting Mullet Fingers.
c.) taking an airboat ride through the Everglades.

11.) Roy comes up with the plan to protect the owls by

a.) taking their pictures to show at the groundbreaking.
b.) hiding in one of the burrows of the owls.
c.) stealing the seats from the bulldozers.

12.) The first one to interrupt the groundbreaking ceremony is

a.) Beatrice.
b.) Mullet Fingers.
c.) Roy.

13.) Chuck Muckle's reaction to the revelation that the owls are a protected species is to

a.) declare that he didn't know.
b.) go crazy and chop up the fake snakes.
c.) attack Roy.

14.) One of the biggest surprises of the protest is

a.) the discovery that Chuck Muckle took a bribe.
b.) an eagle landing on Mullet Fingers' head.
c.) Kimberly Lous Dixon being a life member of the Audubon society.

15.) In the end, Roy learns

a.) how to be a Montana boy.
b.) how to be a Florida boy.
c.) how to set up a protest.

ANSWER KEY

1.) b
2.) c
3.) a
4.) c
5.) a
6.) c
7.) a
8.) c
9) a
10) c
11) a
12) c
13) b
14) c
15) b

Name _____ Date _____

HOOT BY CARL HIAASEN

Author _____

Of Pages _____

Main Characters _____

Setting(s) _____

Introduction – How does the book begin?

_____

_____

_____

_____

Point-of-View – What are the pros and cons about this book being written from a third person point-of-view? How would it be different if it were written from Roy's point-of-view? How would it be different if it were written from Mullet's point-of-view?

_____

_____

_____

Conflict – What are some of the problems that Roy has to deal with throughout the novel? What are some of the problems that other characters face as well?

_____

_____

_____

_____

_____

_____

Resolution – Explain what ultimately happens to the burrowing owls, to Mother Paula's, to Mullet Fingers, and to Roy. How does the story end?

What did you like best about this book? What did you like the least?

If there was one thing you could change about the story, what would it be?

Would you recommend this book for others to read? Why or why not?

Rising Action – How do the characters go about solving their problems? How does Roy's character begin to change?

Discovery – What are some of the things that Roy discovers about himself, about others, and about nature throughout the story?

Climax – What is the turning point of the story?

Falling Action – How do the characters resolve their problems?