***The Legend of Pale Male***

**FILM DISCUSSION GUIDE**

**Quick Film Overview**

**I. 0:00 – 10:00 – Introduction to story, Pale Male and other leading characters**

Emphasis on ecology/ecosystems/web of life, urban wildlife habitat, impact of urban wildlife on humans, how beauty and drama of nature inspires art, love, loyalty, etc.

**II. 10:00 – 12:20 – Force of Nature**

12:20 - 13:44 – Romance with First Love

13:44 – 17:30 - Nesting / Adaptations

17:30 –18:30 - Survival against threats

18:30 – 22:30 - Fellowship of the bench

22:30 - 29:30 - The Great Event / reaction of children

**III. 29:30 – 32:30 - The Hubble and Sharing your Passion with Others**

32:30 – 33:30 - The Mates of Pale Male – survival in the city

33:30 – 43:40 - The Vigil and Fledging

43:41 – 46:30 - 9/11’s aftermath

46:31 – 50:00 - The Crossroads

50:00 – 57:00 - The Nest Removal and the Protests / Audubon Society

**IV. 57:00 – 1:08:30 - Social Justice / Protesting**

1:08:30 – 1:10:20 - Rebuilding the nest

1:10:20 – 1:11:10 Mating

1:11:10 – 1:16:00 - Back at the Bench

1:16:00 – 1:19:40 - Pale Male’s offspring

**V. 1:19:40 –** **END - Hope to the Heart of New York**

What Pale Male and his story mean to us in the end

**Film Discussion Questions (**with lesson locator tips at the end of each section)

**I. Introduction To Story, Pale Male, And Other Leading Characters**

**Discussion Questions**

* + Charles Kennedy talks about how Pale Male will need to fit into an ecosystem. What is an ecosystem? What does Charles mean by Pale Male “making a magical accommodation to humans”?
  + What is accommodation? What is adaptation?
  + What elements of an ecosystem does Charles describe?

See Literacy- Lesson Starters A, B, C, D; Literacy- Lesson Plan 1 My Outdoor Journal

See Science/Math- Lesson Starters A, B

See Arts- Visual Arts Lesson Starters D, E, F

See “Silent Killers” section of website

See Related Resources

**II.** **Force Of Nature And “The Hubble”**

**Discussion Questions**

**Romance with First Love** *12:20 - 13:44*

* + What are the physical differences between male and female hawks?
  + List some courtship practices of red-tailed hawks.
  + Extension question: Compare the courtship practices of red-tailed hawks with other birds of prey. List similarities and differences of both.

**Nesting / Adaptations** *13:44 – 17:30*

* + How long does the incubation process take for hawks?
  + How does Pale Male contribute to the nesting phase?
  + Extension question: When does the nesting process normally begin and what are the typical characteristics of hawk nests?

**Survival against threats** *17:30 –18:30*

* + What other animals typically threaten red-tailed hawks?
  + In what ways does Pale Male protect his nest?
  + Can you think of any other threats that could be dangers to Pale Male’s nest?

**Fellowship of the bench** *18:30 – 22:30*

* + Select two people that waited at the bench. Describe them and tell why they were so intrigued by Pale Male.
  + What happened to the relationships of the people who met on the bench as they waited?
  + Why do you think the filmmaker said, “…maybe it was Pale Male’s plan all along”?

**The Great Event / reaction of children** *22:30 - 29:30*

* + List the characteristics of the new baby hawks. Describe what they looked like.
  + Why do you think children in NYC were so interested in the new babies? How would you describe their reactions? How would you have reacted?
  + Do you see similarities between the reactions of the adults and the children?
  + How did The Great Event attract more observers?

**The Hubble** 29:15-32:15

* + Why is Lincoln Karim’s telescope called “the Hubble”? (What is the original Hubble?)
  + What types of optics (telescopes and binoculars and cameras) do you notice in the film? Why are they important?

See Literacy- Lesson Plan 2 Journaling And Passions

See Science/Math- Lesson Plan 1 Classification Of Living Things; Math/Science- Lesson Plan 2 The Many Wonders of Optics

See Pale Male NYC Diorama

See All About Red-tailed Hawks section

See Raptors section

**III. Survival, The Vigil, And Fledging**

**Discussion Questions**

**The Mates of Pale Male – survival in the city** 32:30 – 33:30

* + Why is the city such a difficult place for hawks to survive?
  + List some of the dangers red-tails would encounter in the city.
  + How old is Pale Male now and why is his survival unusual?
  + What is contributing to his survival?

**The Vigil and Fledging** 33:30 – 43:40

* + Describe the fledging. What is it and why is it considered a ritual? Or a rite?
  + Why was the fledging such an important event that the filmmaker needed to capture for his project?
  + What is a vigil and how did the people of NYC keep vigil at the nest?
  + When are other times vigils would be held?

**9/11’s Aftermath** 43:41 – 46:30

* + How was Pale Male a comfort to the people of New York City after 9/11?
  + How was Pale Male directly affected by the events of 9/11? Can you think of any other unintended consequences for the animals in NYC?
  + What other human events and behaviors have directly affected animals in our country or locally, especially in recent history? (e.g., fires, golf courses, roads, development generally, agricultural practices, dams, poisoning of many prey species…..)

**The Crossroads** 46:31 – 50:00

* + What decision did the filmmaker make about his personal journey with Pale Male after the six-year project?
  + What happened to some of the characters in the film during this time and how did these events affect the filmmaker and his decision to leave NYC?
  + Why was the filmmaker drawn back to NYC after he decided to return home to Belgium?

See Science/Math Lesson Starter A, B, C, D

See “Silent Killers” section of this website

**SCIENCE-MATH**

**Lesson Starters**

1. Research red-tailed hawks (RTHs). Create a 2-3 minute report to share with your class. Or research RTHs and two other local raptor species: compare-contrast habits, challenges, etc. Locate RTHs nearest your school. Research/observe their habits, challenges, etc.
2. Identify elements of the ecosystem in which Pale Male lives. Review Charles Kennedy’s remarks (6:28) about adaptation. Then cut to end of film (1:15:10) where Frederic asks Charles if Pale Male’s young can make it the city. Discuss the adaptations made by the hawks and do some predicting about how future generations will fare and why.
3. Learn about conservation science and advocacy as a class project. Contact a local wildlife agency official, birding (Audubon!) or conservation group, raptor rehabilitator, state park, etc and start a learning relationship. You might: inquire about local Red-tailed hawk populations, local raptor issues/human interface; do some field observation with the local expert and/or invite the person to your school, share products from Pale Male-related assignments with the expert, watch the film with this person, arrange a periodic email relationship with this person/agency to share updates back and forth.
4. Investigate laws protecting birds, e.g. Migratory Bird Treaty Act of 1918. Discuss concepts such as conservation, extinction, extirpation, etc.
5. Research the specific threats posed by human-introduced poisons to raptors and other important groups of birds and mammals. Begin with the “Silent Killers” section of the website.

NOTE to Frederic:

The Educator’s Guide looks really good in separate pdf format. One simple, quick revision needs to be made: On the first tab for Film Discussion Guide there are little references in different-colored print. The part in each that says “Appendix A” or “Appendix B” etc, should be cut out. They can simply say “See Adventures in Writing Lesson Plan 1” or See Science and Mathematics lesson starters…” etc.  And make sure to change the Word ‘Literacy’ to ‘Adventures in Writing’ where needed. There is no ‘Literacy’ tab heading now, which is cool.