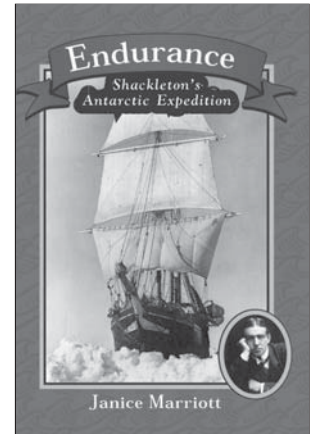


# Endurance

by Janice Marriott



## Book Summary

Sir Ernest Shackleton and his crew of twenty-seven men set sail from England on the *Endurance* in August 1914. Their goal was to cross the Antarctic Ocean via the South Pole. The expedition was stranded when crushing pack ice destroyed their ship. This true story tells their remarkable tale of survival over two years.

## Features of the Book

- Technical vocabulary – *ice floe, ballast, tiller, sextant, caulk*
- The use of historical photographs
- The use of both descriptive narrative and diary excerpts
- The theme of survival against all odds
- The various ways information is presented – epilogue, timeline, glossary, index, captioned photographs, maps, and fact files
- The features of the layout that set the scene – engravings, photograph corners, banner headings, watery background images

## Purpose

*Endurance* can be used to introduce and reinforce the following skills:

- S** locating and summarizing main ideas;
- S** using a contents page, glossary, and index effectively;
- S** using evidence in a text to support interpretations and points of view.

## The Guided Reading Lesson

- S** Locating and summarizing main ideas
- S** Using a contents page, glossary, and index effectively
- S** Using evidence in a text to support interpretations and points of view

## Introducing the text

Look at the cover together. Ask the students to discuss their initial thoughts about the photographs and the title. Use an atlas to find Antarctica. Ask the students:

- *Who is or was Shackleton?*
- *When do you think this expedition took place? How do you know?* (the type of ship, black and white photos, Shackleton's clothes)

Turn to the contents page and discuss how the chapter headings give clues about the content and main idea of the book.

Look at the photograph on page 3 and read the text above it together.

- *What does this tell us about Shackleton's expedition?*

Discuss the students' ideas so far using the chapter headings, information from the text and photographs, and their prior knowledge.

Ask the students to brainstorm any questions they have about the expedition. You may want to give headings to help them generate questions, for example, "I want to know..." Develop questions about the crew, their equipment, the ship, the expedition plan, and the survival tactics the crew would need.

## Reading and discussing the text

Ask the students to turn to page 4 and read to the end of the first chapter independently. As they read, get them to think about the following questions:

- *What was the original expedition plan?*
- *What equipment did they take?*
- *What was the problem with the pack ice?*

Discuss the answers to these questions together.

Look at the maps on page 5. Ask one of the students to explain the route of the *Endurance* and its crew, naming the places they intended to stop between London and the Ross Sea.

- *Is it easier to present all of this information as maps or by writing it down?*

Ask the students to locate and summarize the main ideas in chapter 1. They could do this with a partner to begin with and then share their ideas orally with the group. Use a chart to record the ideas the group has shared.

The students could read the rest of the book independently.

- *Think about the main ideas and events in each chapter as you read.*

Draw their attention to the way the author has developed a descriptive narrative style and the text has been enhanced with factual information in the form of photographs and diary excerpts.

As they read, they could also think about the following questions:

- *How do you think the crew is feeling at the different stages? (on the ship, on the ice, on Elephant Island, on the *James Caird*)*
- *What did the crew do while camping on the ice?*

When everyone has finished reading the book, allow time for the students to share their thoughts and feelings about the story. Discuss their ideas about how the crew was feeling at different stages of their ordeal.

- *Which part of the story best describes “surviving against all odds”?*
- *What do you think makes people want to explore dangerous places?*
- *How do you think the crew felt when they saw the *Yelcho* appear?*

Ask the students to share the part of the story they feel best illustrates “surviving against all odds.”

## Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

### **S** Locating and summarizing main ideas

Discuss the differences between the “main idea” and “supporting detail” of a section in the text. For example, the main idea of the foreword on page 3 might be “the crew was stranded on the ice”; the rest of the text offers details to support the main idea.

- *In your own words, write two or three sentences to summarize the main idea in each chapter.*
- *Write some keywords to show what you think the crew is feeling during the events in each chapter.*

The students can use the blackline master on page 84 to record their ideas.

### **S** Using a contents page, glossary, and index effectively

Ask the students to write down three or four questions about the story to ask a partner. For example:

- *Which page is the timeline on?*
- *Which chapter begins on page nineteen?*
- *Where would you find information about Henry McNeish?*
- *What does the word “caulk” mean?*

When they have written their questions, ask the students to pair up and take turns at quizzing each other.

### **S** Using evidence in the text to support interpretations and points of view

Discuss with the students how historical references are expanded to develop the story line. For example, on page 9 the excerpt from Frank Hurley’s diary for 26 October 1915 states:

“The ship shrieks and quivers, windows splinter, while the deck timbers gape and twist.”

The author, Janice Marriott, narrates this incident as:

“The ship’s timbers were breaking as the ice floes squeezed it, forcing it up and out onto its side. For the *Endurance*, it was the beginning of the end.”

Ask the students to find other examples in the text and discuss how the author has interpreted the factual information to develop a descriptive narrative.