Appendix B
The Growlers
1. What are growlers? How do you think they got their name?
2. What does Shackleton’s confrontation with the stowaway show us about his character and leadership?
3. In the last chapter (page 9), the author said that Shackleton was a great believer in improvisation: he would figure things out as the need arose. What evidence from the text in this chapter can you find to support this statement?
4. Explain what the author meant by this statement: Shackleton never let the men “forget that their strength lay in unity.”

Winter on the Pack
Vocabulary: Write a sentence that conveys the meaning of each word.
- succulent
- vestige
- ice pack australis
- brandishes
- perpetuate
- gramophone
- raucous
- ailing
1. Why did Shackleton order the fires to be burned down?
2. How was Endurance still moving, even though it was stuck in the ice pack?
3. What is “cabin fever”? What are its effects?
4. How did Shackleton keep the men from getting cabin fever?
5. How was Midwinter’s Day, June 22, celebrated?

“The Face of the Deep is Frozen”
1. How do icebergs enrich the Southern Ocean?
2. Compare/contrast polar sea ice and sea water. Why is polar sea ice drinkable when sea water isn’t?
3. Read the following quote from Shackleton’s diary, which he wrote soon after the crushing ice forced the crew to abandon ship:

   Though we have been compelled to abandon the ship, which
   is crushed beyond all hope of ever being righted, we are alive
   and well, and we have stores and equipment for the task that
   lies before us. The task is to reach land with all of the members
   of the expedition.

What leadership qualities does Shackleton reveal by this quote?
Where did the title of this chapter come from? Locate and write down the page number and explain where it originated.
5. Shackleton rips a certain page out of the Bible. Why do you think he kept that particular page?
6. List three reasons why the journey to Paulet Island was bound to be so treacherous.
7. Why was blubber an important part of the crew’s diet?
8. Endurance's crew made many sacrifices in order to survive. What sort of sacrifices would you be willing to make in a situation like this? What sort of sacrifices would you NOT be willing to make?

Page 51 says: “What they would do once they reached this destination (Paulet Island) was not specified: it was enough to have a goal.” Why was having a goal enough?

**Mutiny—Close Reading**

**Dry Land**

1. Why couldn't the crew leave the lifeboats behind? What difficulties did they face in dragging them across the ice?
2. Why did McNeish refuse to go farther?
3. How was Shackleton able to convince McNeish to go on?
4. “And some of the university men, who were unused to such a hard life, were so demoralized by the events of the last months that they seemed ready to break down.” Based on context clues, the word “demoralized” most likely means?
5. Do you think McNeish had a right to give up, or do you think Shackleton was right in forcing McNeish to continue?
6. What was Shackleton's responsibility to the other men? Why is mutiny a crime with the punishment of death?

**The Open Boat Journey: The First Ten Days**

1. “Gentoo penguins porpoised along beside the boat.” What does “porpoised” mean?
2. Why did the James Caird not sail straight to South Georgia Island? Describe the route it took.
3. Describe the men's routine on the boat and their living arrangements.
4. List at least three challenges the men on the James Caird faced as they traveled from Elephant Island to South Georgia Island.
5. Allusion: The albatross appears in a poem called “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge. Read the poem. How do the men in the James Caird feel about the albatross? Why did they feel that way?
6. “The bottom of the boat was constantly awash, and the two men on watch who weren't steering were always bailing or pumping.” Based on context clues, “awash” most likely means?

**The Alps of the Southern Ocean**

1. Why do you think Shackleton asks twice, “Can we stay where we are?” What did he actually mean?
2. Shackleton lies to Worsley and Crean about the time they slept on the mountain. Why did he lie?
3. Explain why Shackleton wasn't recognized at the whaling station.
4. What was Aurora? What happened to Aurora?
5. How do you explain the “fourth presence” with the men?

**Camp Wild**
Vocabulary: Write a definition for each word. Then write a sentence using both words.

1. chloroform ____________________________
2. gangrene ____________________________
3. How did the men construct shelter on Elephant Island?
4. Compare and contrast the winter spent on Elephant Island to the winter spent on Endurance.
5. How were they alike and different?
6. List two jobs the men had on the island.
7. Would you rather have been one of the crew of the James Caird or one of the men waiting on Elephant Island? Why?
8. Would you have risked climbing the mountains, or would you have chosen to take the boat instead?
Read with a Pen
Annotating Marks
6th-8th

- Circle powerful words or phrases
- Underline words or phrases you do not understand
- ? Raises a question
- ! Something that surprises you
- ➔ Draw an arrow when you make a connection to text, ideas, or experiences
- Write important thoughts in the margin

Read With A Pen Attribution Some rights reserved by Tracy Watanabe
Photo Attribution Some rights reserved by mrsdkrell
One of the most infamous stories of polar exploration is Sir John Franklin's doomed search for the Northwest Passage. In 1845, Franklin took two Royal Navy ships, *Erebus* and *Terror*, and a crew of 129 into the Arctic to search for a sea route between the North Atlantic and the Pacific. They never returned. Years later, a record of the fateful voyage was discovered among some artifacts in Arctic Canada. Mutiny, insanity, desertion, cannibalism—dreadful things were whispered about the members of the Franklin expedition. More than forty rescue missions were sent from England, at least ten of them financed by Lady Franklin, the leader's widow.

A book about one of Lady Franklin's rescue missions, *The Voyage of the Fox*, was among the nonessential stores and equipment left behind at Ocean Camp. There essentials were now being dragged laboriously over the ice by *Endurance*’s crew. Far to their west on the Antarctic Peninsula was *Erebus* and *Terror Gulf*, named in honor of the two ships that had navigated the bottom of the world before being lost at the top. Without doubt, Shackleton's men were well versed in stories about the Franklin voyage and well aware of the dangers that faced them as they man-hauled two of the boats over the rotting ice toward a very uncertain goal.

Shackleton had hoped by setting out across the ice to enliven the crew and focus their minds on action. Instead, he found himself faced with
seawater, the crew shuffled their feet in the snow, looking anxious and avoiding Shackleton's eyes. Overhead a lone petrel circled, watching the scene. Worsley, angry and exasperated, was in a standoff with a mulish, silent McNeish. The carpenter had decided not to take another step.

Under naval law, a ship's crew is free of obligation when the ship sinks. Their duties are terminated, and their cease. After years at sea McNeish knew his naval law, and he was convinced that *Endurance*’s Ship's Articles were canceled. He wasn't going to follow orders from Worsley or Shackleton or anyone else any longer. He had had enough.

This was the first threat to Shackleton's command, but it was a potentially disastrous one. Chances for survival were slim at best if they all stayed together. But if the crew broke apart and chose their own courses, their chances would dwindle to nothing. At that moment, nobody was siding with McNeish—after all, staying behind was obviously fatal.

But Shackleton knew how close his crew was to falling apart. The fo’c’sle hands, along with McNeish, had begun grumbling about their duties and pay since the ship sank. And some of the university men, who were unused to such a hard life, were so demoralized by the events of the last months that they seemed ready to break down. Once a man sat down on the ice and decided not to continue, it would require force or threats of violence to get him moving again.
together between increasingly large leads of open water. Progress in any
direction began to look impossible.

The next day, they retreated to a large, old floe that seemed solid,
and there they pitched camp, but they soon discovered it was not as secure
as they had hoped. They could not go forward. The way back to Ocean Camp
was impassable. The ice was too soft to cross, but there was not enough
open water to launch the boats. They moved a short distance again, and then
one more time.

At last, they made a new camp. It appeared that they had abandoned
Ocean Camp for no advantage at all. Their new floe was smaller and less
stable. They had left behind many of the things they had salvaged from
*Endurance*, including the scrap lumber that had made dry floors for their
flimsy, canvas tents. They were stuck where they were, and the ice pack was
crumbling to pieces beneath them.

On December 31, 1915, Shackleton wrote in his diary: “The last day of
the old year: May the new one bring us good fortune, a safe deliverance from
this anxious time, and all good things to those we love so far away.”

If their loved ones so far away could have seen the crew of
*Endurance*, their hearts would have broken. Nothing could have been more
pitiful and hopeless than the twenty-eight men marooned on the rotting ice
Second Read:

1. Show students the handout of different text structures with a projector, or supply students with individual copies of the handout, and discuss it with them.

2. Divide students into groups of 3 or 4 and provide them with a copy of the chapter “Mutany” and several colored highlighters or pens.

3. Within their groups, students will read the chapter together and identify the internal structures used based on the groups discussion and handout.

4. One student will read a paragraph while another student will, with the input of the entire group, highlight and label each internal structure used.

5. After each paragraph, have students rotate tasks so that each student has the opportunity to highlight and label.

6. Once the chapter is completed, have the groups tally how many of each text structure was included in the chapter.

7. As a group, they will write a paragraph on how the internal text structure worked for them. Did it help them understand better, or did the author’s methods make it more difficult to understand what she was writing about?

8. Then discuss as a class: How would the text be different if she had only told the story chronologically? If she had only used description? If she had only used compare and contrast? Why does Armstrong need to use so many different types of text structures?
<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Description</th>
<th>Signal words</th>
<th>Graphic organizer</th>
<th>Sample text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>The author describes a topic by listing characteristics, features, and examples.</td>
<td>For example, characteristics are descriptive adjectives.</td>
<td></td>
<td>When I get cold, I get goose bumps. Goose bumps are little bumps on my skin that look like round sesame seeds.</td>
</tr>
<tr>
<td>Sequence or Chronological or Time Order</td>
<td>The author tells things in the order they happened.</td>
<td>First, second, next, third, later, then, after, finally followed by dates/time</td>
<td></td>
<td>First I get cold. Then I get goose bumps on my skin, followed by me shaking all over.</td>
</tr>
<tr>
<td>Comparison</td>
<td>The author tells how two things are alike and different.</td>
<td>alike, unlike, on the other hand, same, both, while, differences, however, yet</td>
<td></td>
<td>Some people get goose bumps from being cold. Others get goose bumps from fear. While they may be caused by different things, all goose bumps look alike and produce the same result: shivering.</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>The author tells what happened, the cause, and its effects.</td>
<td>cause, effect, therefore, reasons why, because, as a result, and so, since</td>
<td></td>
<td>When the temperature drops below 45 degrees, it causes goose bumps to pop up on my skin. As a result, I shiver.</td>
</tr>
<tr>
<td>Problem/Solution</td>
<td>The author states a problem and then gives one or more solutions. It may be done by posing a question and then answering it.</td>
<td>The problem is... His dilemma was... solved, resolved Question? Answers....</td>
<td></td>
<td>Goose bumps made my teeth chatter! But I resolved the problem by wrapping up in Dad’s warm jacket.</td>
</tr>
</tbody>
</table>
Optional Team Building Activity:

This is a nonverbal exercise.

1. Have students form a single straight line according to birthdays.
2. Persons with January birthdays will be at the beginning of the line.
3. Have students get in order by date as well as by month. For instance, a person with a birthday of January 1 would be followed in order by later dates within the month of January.
4. Persons with February birthdays would come next, in order from the first to the end of the month. The line progresses by months and days with December birthdays at the end. Persons with the same birthday share the same place in line. All communication is to be done non-verbally (no lip-reading or whispering allowed).
5. If anyone breaks that rule, he or she must return to his/her seat and is out.
6. When the line is completed, each person will tell his/her birthday, beginning with January.
7. Points are added to the entire class’s grade if done correctly. Points are deducted for each person who is not in the correct order.
8. Double points are deducted from everyone’s scores for each person out – those who are sent back to their seats for breaking the “no talking” rule.
9. Debrief afterward: what strategies were used to find the correct order? What worked well? What didn’t work? Would it have been helpful to have had a leader in charge of everyone? Why or why not?
Student Handout 1: “Decisions Decisions”

Group member’s names: ____________________________________________

Background:

Consensus can be hard to achieve, especially when faced with life and death decisions that need to be made quickly. In this activity, you are part of Ernest Shackleton’s 1914 expedition to Antarctica. Your ship, Endurance, has been stuck in the ice of Antarctica’s Weddell Sea for nine months. The pressure from the ice surrounding it will soon crush it and swallow it into the sea. Your task is to choose and prioritize items to take off the ship that will be important to the crew’s survival until being rescued. You cannot take everything, so you will need to choose wisely.

Directions:

1. Use the chart below to make your choices. Check each item as 1st, 2nd, or 3rd priority in the boxes beside the item. Items that should be considered first priority are ones that are essential for survival. Second and third priority items may be left behind because their function can be achieved through other means or because they take space away from more important items.

2. Discuss the questions below and be prepared to report to the class.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Item</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Artist’s oil paints</td>
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<td>Knives</td>
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<td></td>
<td>Ship’s bell</td>
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<td>Books</td>
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<td></td>
<td>Matches</td>
<td></td>
<td></td>
<td></td>
<td>Signal mirror</td>
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<td></td>
<td></td>
<td></td>
<td>Camera, film</td>
<td></td>
<td></td>
<td></td>
<td>Medical supplies</td>
<td></td>
<td></td>
<td></td>
<td>Sledges and dogs</td>
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<td></td>
<td></td>
<td></td>
<td>Compass</td>
<td></td>
<td></td>
<td></td>
<td>Pistols &amp; cartridges</td>
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<td>Soccer ball</td>
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<td></td>
<td></td>
<td></td>
<td>Cooking pots</td>
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<td></td>
<td></td>
<td>Playing cards</td>
<td></td>
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<td>Star charts</td>
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<td></td>
<td></td>
<td>Cotton shirts</td>
<td></td>
<td></td>
<td></td>
<td>Reindeer skin sleeping bag</td>
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<td>Tents</td>
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<td></td>
<td></td>
<td></td>
<td>Extra kerosene</td>
<td></td>
<td></td>
<td></td>
<td>Rifles, cartridges</td>
<td></td>
<td></td>
<td></td>
<td>Tools</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Extra lamp wicks</td>
<td></td>
<td></td>
<td></td>
<td>Rope</td>
<td></td>
<td></td>
<td></td>
<td>Wooden crates</td>
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<td></td>
<td></td>
<td></td>
<td>Flare pistol</td>
<td></td>
<td></td>
<td></td>
<td>Sail canvas</td>
<td></td>
<td></td>
<td></td>
<td>Woollen long underwear</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Fresh water in canisters</td>
<td></td>
<td></td>
<td></td>
<td>sextant</td>
<td></td>
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<td>Radio</td>
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<td>Stove</td>
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</tbody>
</table>

Which items were the easiest and most difficult to agree on taking? Explain why in each case.

What principles (criteria) guided your decisions?

Which member of your group influenced the decisions the most and how?

Explain how your group resolved any differences of opinion?

Describe how each member of the group felt about the final decisions?
Some choices depended on the journey. The pack ice proved to be too rough for sledges (3), and the dogs required too many provisions. (They were euthanized.) The lamp wicks (1), and artist's oil paints (1) were used to caulk the lifeboats and the tools (1) and wooden crates (1) were essential to maintain the lifeboats.

Shackleton's first concerns were for the necessities of life. Penguins and seals were easily hunted with rifles (1), so canned meat (2) was unnecessary. Pistols however, would have been dead weight (3).

Fresh water (2) was essential, but heavy and bulky. Glacial ice, iceberg fragments, and snow are plentiful sources of fresh water if there is a stove (1), kerosene (1), matches (1), and cooking pots (1) to melt them in.

Shelter includes staying warm. Rope (1) has many uses, including making replacement shelter for the flimsy tents (2) from sail canvas (1). Woolen long underwear (1) and reindeer skin sleeping bags (1) are warm when wet because they trap air. Cotton shirts (3) stay saturated and cold.

Navigation to South Georgia depended on sextant (1) sightings of the sun, not stars; so star charts (3) were unnecessary. The value of medical supplies (1), knives (1), and a compass (1) are obvious.

Calling for help was not an option. Shackleton was too far from any rescuers for a radio (3), signal mirror (3), a ship's bell (3), or a flare pistol (3) to be useful.

Shackleton was also concerned about the mental health of his men and included playing cards (1) and books (1) to help them through times when they were forced to lie low. Perhaps this explains why the extra weight of journals and pencils (2), and a camera and film (2) were permitted. But the soccer ball (3) would see little opportunity for use under these conditions.

Adapted from "Weighty Decisions" http://www.pbs.org/wgbh/nova/education/activities/2906_shacklet.html
**Sensory Images Rubric**

**Student's name:** ____________________________

<table>
<thead>
<tr>
<th></th>
<th>3 strong</th>
<th>2 medium</th>
<th>1 working towards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visualization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writing shows several examples of writing that allow the reader to <strong>visualize</strong> what the writer is trying to describe.</td>
<td>The writing shows a few examples of writing that allow the reader to <strong>visualize</strong> what the writer is trying to describe.</td>
<td>The writing shows no examples of writing that allow the reader to <strong>visualize</strong> what the writer is trying to describe.</td>
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<tr>
<td><strong>Sensory Aspects</strong></td>
<td></td>
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<tr>
<td>This writing shows several examples of writing that allow the reader to <strong>hear, touch, taste, or smell in their imagination</strong> what the writer is trying to describe.</td>
<td>This writing shows a few examples of writing that allow the reader to <strong>hear, touch, taste, or smell in their imagination</strong> what the writer is trying to describe.</td>
<td>This writing shows no examples of writing that allow the reader to <strong>hear, touch, taste, or smell in their imagination</strong> what the writer is trying to describe.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall writing with sensory images</strong></td>
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<td></td>
</tr>
<tr>
<td>The sensory images in the writing make it &quot;<strong>come alive</strong>&quot; for the reader. This is a <strong>fun</strong> piece to read.</td>
<td>This author is <strong>making an attempt</strong> to use sensory images in their writing. This writing <strong>shows promise</strong> and with a little more revision will be fun to read.</td>
<td>This author is <strong>has not used sensory details</strong> in their writing. This writing <strong>is hard to connect to</strong> and with more revision will be fun to read.</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
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</tr>
<tr>
<td>Spelling and punctuation are <strong>correct</strong> in this writing. This makes the writing <strong>easy</strong> for others to read <strong>without becoming confused</strong>.</td>
<td>Spelling and punctuation are <strong>mostly correct</strong> in this writing. This makes the writing <strong>easy</strong> for others to read <strong>without becoming confused</strong>.</td>
<td>Spelling and punctuation is <strong>not correct</strong> in this writing. This makes the writing <strong>hard</strong> for others to read <strong>without becoming confused</strong>.</td>
<td></td>
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</tbody>
</table>
example, Caledon to Shackleton, cabin. Shackleton left his humbled and demoted
seaman job. Shackleton was reported to be bullying others. Shackleton swiftly
refrained them, setting an
example. Shackleton was reported to be bullying others. Shackleton swiftly
refrained them, setting an
example.
While Shackleton was called "The Boss" by his men, he did not differentiate himself from them. When the crew moved off the debilitated ship to a camp on the ice, Shackleton ensured that neither he nor his officers received preferential treatment.

"There was only 18 skin [sleeping] bags & we cast lots for them," wrote ship's carpenter Chippy McNeish. "I was lucky for the first time in my life for I drew one."

"There was some crooked work in the drawing," able seaman Bakewell wrote, "as Sir Ernest, Mr. Wild.. Captain Worsley and some of the other officers all drew wool [sleeping] bags. The fine warm fur bags all went to the men under them."

In addition, in an attempt to help his crew get over the trauma of abandoning the Endurance, Shackleton literally served his men: Rising early in the morning, he made hot milk and hand-delivered it to every tent in the camp.

Shackleton's mantra of unity and show of humanity was infectious. While his men were suffering from the most terrible deprivation, they often rose to his example and showed tremendous compassion for each other. When First Officer Lionel Greenstreet spilled his much-needed milk on the ice, he seemed almost despondent over the loss, and, one by one, the seven men who shared his tent silently poured some of their equally precious ration into his mug, refilling it.

During the brutal, seven-day lifeboat journey to Elephant Island, Shackleton literally stood tall, boosting the morale of his suffering men by standing at the tiller, hour after hour. Later, during the 17-day sail to South Georgia Island, Shackleton monitored the health of his five companions constantly. Captain Frank Worsley later wrote, "Whenever Shackleton notices that a man seems extra cold and shivering, he immediately orders another hot drink served to all." Worsley explained that Shackleton was careful not to single out the man suffering the most, for he would not want to frighten him about his condition.

In the face of changing circumstances and constant danger, Shackleton remained positive and decisive, which buoyed his crew. Further, throughout the 22-month Endurance expedition, Shackleton was able to bring the best in each of his men. Each crew member contributed to the team's survival, from Captain Frank Worsley, whose exceptional navigation guided the men to both Elephant and South Georgia Islands; to carpenter Chippy McNeish, who reinforced the lifeboats; to cook Charles Green, who created meals day after day with limited resources; to Alexander Macklin and James McIlroy, the two doctors, who saved steward Perce Blackborow from gangrene resulting from frostbite; to second-in-command Frank Wild, who served as leader of the 21 men on Elephant Island after the departure of Shackleton and companions for South Georgia.

Twenty-eight ordinary-turned-ordinary men, led by Shackleton's example, survived nearly two years of unimaginable hardship at the end of the Earth.

Shackleton's 'disastrous leadership caused the deaths of three explorers' caused the deaths of three explorers' By Tony Paterson 12:01AM GMT 11 Jan 2004 For decades, Sir Ernest Shackleton has been regarded as a hero for saving the crew of the Endurance during his failed South Pole expedition of 1914-1916. The rescue he mounted has inspired a recent spate of books and television programs, and prompted management training schools to identify him as an example for the corporate world.

Yet in a new book due to be published in April, two Antarctic historians from New Zealand who have researched the fate of Sir Ernest's advance supply team for the first time say that three members froze to death as a result of bad leadership, faulty planning and woefully short supplies. "As leader of the Imperial Trans-Antarctic Expedition, Shackleton inevitably bore responsibility for their deaths," said Richard McElrea, one of the authors of Polar Castaways. The book includes testimony from the diary of Ernest Joyce, one of the members of the ill fated party. "Nobody would consider undertaking such a trip with such miserable equipment for a single second," he wrote.

Sir Ernest is best known for sailing 800 miles from the Antarctic to South Georgia in the South Atlantic in a 23ft boat in 1915 after Endurance, his main ship, was crushed by pack ice and sank. The explorer and his crew survived an epic journey through some of the world's most treacherous seas with no loss of life.

Polar Castaways tells the little known story of the "Ross Sea party" a team of 10 men dispatched from Tasmania to the Antarctic in 1914 to deposit advance supplies for Sir Ernest, who had planned to cross the South Pole from the opposite side of the continent until his ship sank.

According to David Harrowfield, Mr McElrea's coauthor, "Shackleton had given the Ross Sea party tasks which were almost impossible to fulfil". The party was beset by squabbles, supply shortages, bad planning and ultimately death. Aneas Mackintosh, who had been selected by Sir Ernest as team leader but turned out to be fatally hotheaded, was blown out to sea on drifting pack ice, together with Victor Hayward, another expedition member. The Rev Arnold Spencer Smith, the team's padre, contracted scurvy and froze to death.

Sir Ernest gives only scant mention of their plight in South, his own account of his 1914 expedition. Mr. McElrea said his book was based on previously unpublished interviews that he and his coauthor conducted with survivors of the expedition during the 1970s and 1980s. Their task was to deposit more than two tons of supplies at five separate depot camps along Sir Ernest's planned route a trip that involved covering a distance of more than 2,000 miles on dog sledges across pack ice plagued by relentless blizzards and sudden thaws.

The historians' new account begins with the explorers' realisation that Sir Ernest's London based supply team had failed to deliver almost half the equipment promised for the expedition a bad start. Once it had set off, the party ran into difficulties almost immediately. Their ship, the Aurora, which was moored according to instructions set down by Sir Ernest, snapped its anchor cables in a storm and was blown out to sea with most of the supplies aboard. The ship drifted in ice for nearly a year before it could be freed, leaving the 10 man party marooned ashore with pitifully inadequate provisions.

Members of the party had to sew makeshift footwear made out of sealskin sleeping bags and trousers were cut from the remains of discarded tents. The party stuck to its task, but squabbles broke out after Mackintosh, the one-eyed explorer selected by Sir Ernest to lead the expedition, refused to reduce the heavy loads the team was dragging, even though several men had frost boils and most of the dogs had died from exposure.
Discipline continued to deteriorate and the food ration was reduced to eight sugar lumps and a biscuit a day. Spencer Smith, who was just 31, died from scurvy, while Mackintosh had to be strapped to a sledge after becoming delirious. The party finally made it back to a camp at McMurdo sound in March 1916 after a tour that had lasted six months.

Two months later, Mackintosh insisted on making a dash across the frozen McMurdo sound to a hut with better supplies at Cape Evans, 15 miles to the north. "First we save you from death and now you want to risk dying again. What idiots are we dealing with here!" Joyce is recorded as saying. Mackintosh nevertheless walked out on to the floating pack ice with fellow explorer Hayward. An hour later, a blizzard blew up and forced the ice out into the sea. The pair were never seen again.

The Ross Sea party was not rescued until January 1917. Men had given their lives in a worthless sacrifice, the historians argue, because Sir Ernest neither crossed the Antarctic nor reached any of the depots they had laid.

The London based James Caird Society set up to honour Sir Ernest's memory and named after the boat on which the explorer and his crew made their escape 1/17/2016. Shackleton's 'disastrous leadership caused the deaths of three explorers' Telegraph http://www.telegraph.co.uk/news/worldnews/antarctica/1451419/Shackletons-disastrous-leadership-caused-the-deaths-of-three-explorers.html 2/2 rejected claims that the explorer was to blame for the plight of the Ross Sea party.

"Shackleton was at the time coping with his own party and its problems on the other side of the continent," said Maj Gen Patrick Fagan, the chairman of the society. "The Ross Sea party lost most of their supplies when their ship was blown away during a blizzard. They consequently developed scurvy and later made errors of rash judgment that we do not think Shackleton would have allowed them to make."
Sub-Activity A-Identifying Characteristics of a Good Leader

Background:
Have you ever been in a group activity where you could tell some leadership was needed, but wasn’t there? Having effective leaders in an activity is important. Sometimes a group chooses a leader to direct them and other times leaders emerge from within the group. Regardless, the first step is to know what to look for in a good leader and know what is important to you. Identifying characteristics that you feel are important in a leader will help you develop criteria that can be used to select excellent leaders.

Directions:
Think about leaders you know. What characteristics make them good leaders? Do they have trust among the people? Do they get along with others? Do people admire them and for what reasons? Are they rich, popular, funny, honest, good looking, or smart? Do they get things done? Are they skilled in what they do? Do they have good ideas? Have they helped other people?
With your partner, list ten characteristics you feel are valuable in a leader on the chart below. Remember, when you put your trust in a leader, you are giving them the power to decide the focus, priority, and direction of the activity or project you are involved in. Think carefully about what characteristics are needed to make those types of decisions. How does this list relate to Shackleton’s leadership qualities?

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________
9. ____________________________________________________________
10. ____________________________________________________________
Sub Activity B-Identifying Leadership Qualities in Yourself

Are you a good leader? Do you possess any of the qualities you identified in the first activity? To find out, take this survey answering the questions below in the space provided. Don't put your name on this paper.

Part A – Individual Activity
1. If you were leading a group in any activity, what would be your main goal?


2. What are the top three characteristics that make you a good leader?

A. 

B. 

C. 

Part B – Small Group Activity – Leadership Scenarios

In your small group, review the following scenarios. Select one and formulate an effective response to address the scenario. Your group has to come to a unanimous consensus on what to do; no “majority rules” in deciding. (Be sure to incorporate any ideas from our discussion about Shackleton’s leadership qualities, the first activity identifying leadership qualities or the activity above.) Write your answers on the back of this paper.

1. You are leading a team and a member is not ready to follow your decision. What do you do?

2. A team member is placing blame for his/her underperformance on another team member. What do you say to the team member placing blame and to the team member being blamed?

3. You have two team members of equal talent and skills to do a specific task. What process would you take to choose only one to complete the task and how would you tell both of them your decision?

4. You have a team member who is very good at what he/she does. The only problem is that the team member is difficult to work with, bossy, and unfriendly. What do you say to this person to get them to be more of a team player?
Socratic Seminar Preparation Guide

Directions: Thoughtfully and thoroughly respond to the following questions. In addition to describing your opinion, write down specific evidence to support your views/claims. During the seminar, your task is to synthesize the ideas we have explored to develop a thorough response to our essential question: What makes a leader?

<table>
<thead>
<tr>
<th>Focus Question</th>
<th>Your Opinion</th>
<th>Historical, personal, literary, or contemporary evidence</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Focus Question: What makes a leader? 

Your Opinion: 

Historical, personal, literary, or contemporary evidence:

- Specific evidence to support views/claims.
<table>
<thead>
<tr>
<th></th>
<th>Procedural Feedback for My Partner</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Listening</strong></td>
<td></td>
<td>Seeks to understand then to be understood-Mirrors and uptakes peers’ ideas (Acknowledges peers ideas. Body language, restatement of ideas; in the moment)</td>
<td>Mirrors OR uptakes peers’ ideas</td>
<td>Attempts to mirror or uptake peers’ ideas</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td></td>
<td>Asks clarifying, complicating, and follow-up questions that extend the conversation</td>
<td>Asks clarifying, complicating, or follow up questions</td>
<td>Poses questions not directly related to the topic</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
<td>Supports ideas with specific, relevant evidence from a variety of sources</td>
<td>Supports ideas with specific evidence.</td>
<td>Relies mostly on own opinion</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td></td>
<td>Takes risks by offering provocative ideas and questions in response to data. Explains implications of evidence.</td>
<td>Offers enough solid analysis to move the conversation forward.</td>
<td>Offers some analysis</td>
</tr>
<tr>
<td><strong>Leadership &amp; cooperation</strong></td>
<td></td>
<td>Successfully invites peers into the discussion. Self-monitors contributions. (Doesn’t monopolize or opt out.)</td>
<td>Attempts to draw people into the discussion. Mostly self-monitors contributions</td>
<td>Attempts to draw people into the discussion or mostly self-monitors contributions</td>
</tr>
</tbody>
</table>

**Today's Goal:**

**Today’s Achievement:**
## Multimedia Presentation Rubric

<table>
<thead>
<tr>
<th>Categories and Criteria:</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge/Understanding</strong></td>
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<tr>
<td>Topic</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td></td>
<td>demonstrates limited understanding of researched topic</td>
<td>demonstrates some understanding of researched topic</td>
<td>demonstrates considerable understanding of researched topic</td>
<td>demonstrates thorough and insightful understanding of researched topic</td>
</tr>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
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<tr>
<td>Analysis, Interpretation</td>
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<td></td>
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<tr>
<td></td>
<td>analyzes and interprets information with limited effectiveness</td>
<td>analyzes and interprets information with some effectiveness</td>
<td>analyzes and interprets information with considerable effectiveness</td>
<td>analyzes and interprets information with a high degree of effectiveness</td>
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<tr>
<td><strong>Planning and Preparation</strong></td>
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<tr>
<td></td>
<td>demonstrates limited preparation for performance-focus not provided, but follows through with information and brings presentation to a close</td>
<td>demonstrates some preparation for performance-focus not provided, but follows through with information and brings presentation to a close</td>
<td>demonstrates considerable preparation for performance-clear beginning, middle and end</td>
<td>demonstrates extensive preparation for performance-excellent beginning, middle and end</td>
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<tr>
<td></td>
<td>presentation is disorganized</td>
<td>presentation lacks structure</td>
<td>presentation flows well</td>
<td>presentation flows seamlessly</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
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<tr>
<td>Language and Style</td>
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<tr>
<td></td>
<td>communicates orally with a limited sense of audience and purpose</td>
<td>communicates orally with some sense of audience and purpose</td>
<td>communicates orally with a clear sense of audience and purpose</td>
<td>communicates orally with a strong sense of audience and purpose</td>
</tr>
<tr>
<td><strong>Presentation Conventions</strong></td>
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<tr>
<td></td>
<td>uses few audio-visual elements to enhance performance</td>
<td>uses some simple audio-visual elements to enhance performance</td>
<td>uses a variety audio-visual elements to enhance performance</td>
<td>uses creative/innovative audio-visual elements to enhance performance</td>
</tr>
<tr>
<td>Posters</td>
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<tr>
<td>Music</td>
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<td>Text</td>
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<td>Power Point</td>
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<td>Video</td>
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<tr>
<td>Dance/Drama/Skit</td>
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<tr>
<td>Compiled into an infomercial, docudrama, documentary, etc. about the plight of a country and its people facing political, social and economic upheaval</td>
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</table>
### Self-Assessment Rubric for Research Process and Project

<table>
<thead>
<tr>
<th>Name</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questioning</strong></td>
<td>Constructed a thoughtful and creative question that required challenging research.</td>
<td>Constructed a focused question that involved challenging research.</td>
<td>Used a question requiring little creative thought and minimal research.</td>
</tr>
<tr>
<td><strong>Finding and Evaluating Information</strong></td>
<td>Gathered a great deal of information with clear criteria in mind. Used authoritative sources in a variety of formats.</td>
<td>Gathered sufficient information with criteria in mind. Found authoritative sources in at least two formats.</td>
<td>Minimal information gathered. Connection to question is weak. Little attention to the authority of the sources.</td>
</tr>
<tr>
<td><strong>Putting Together Your Research</strong></td>
<td>Shows insight in drawing conclusions from information gathered. Information is well organized to support the conclusion.</td>
<td>Draws conclusions from the information. Information is organized. Shows skill in approaching the problem.</td>
<td>Draws no conclusions and/or demonstrates little purpose for gathering data. Lacks organization.</td>
</tr>
<tr>
<td><strong>Presenting Your Project</strong></td>
<td>Communicates ideas persuasively to a specific audience. Demonstrates precise and effective use of the medium, artistically and technically.</td>
<td>Communicates ideas to a specific audience. Demonstrates effective use of the medium.</td>
<td>Communicates minimal information. Format has technical errors.</td>
</tr>
<tr>
<td><strong>Presenting Your Sources</strong></td>
<td>Correctly provides source acknowledgement using a standard citation style such as MLA or APA. Includes a list of sources consulted in standard style format.</td>
<td>Provides source acknowledgement using a standard citation style such as MLA or APA with some errors. Includes a list of sources consulted.</td>
<td>Provides minimal source acknowledgement. Some information does not contain a citation. Includes an incomplete list of sources consulted. Format has technical errors.</td>
</tr>
<tr>
<td><strong>Self-Evaluation</strong></td>
<td>Communicates thoughtful reflection on the research process or produce. Includes areas for improvement and/or future study.</td>
<td>Reflects on research process and product and identifies areas for improvement.</td>
<td>Minimal reflection on research process or product. No area for improvement identified.</td>
</tr>
<tr>
<td><strong>Work Habits</strong></td>
<td>Made deadlines and excelled in utilizing online tools and assembling the portfolio. Required information in portfolio.</td>
<td>Made most deadlines, utilized most of the online tools and assembled most of documentation</td>
<td>Misses project deadlines for work and has no e-portfolio of research and work.</td>
</tr>
</tbody>
</table>

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