



Teacher Resource

Shackleton's Endurance Expedition

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Where is Ernest Shackleton from?
2. What was the name of the ship that Shackleton sailed on to explore Antarctica in 1901?
3. What island did Shackleton sail to on Endurance's life boat?
4. Where is the Endurance shipwreck? Find the sea on a map of the world.
5. What are the Endurance22 crew using to look for the ship?

Activity: Class Discussion

Discuss the BTN Shackleton's Endurance Expedition story as a class. What do students know about Antarctica and polar explorers? Which polar explorers have they heard of? What questions do they have? In small groups, ask students to brainstorm responses to the following questions:

- Where is Antarctica? Locate on a map.
- What happened to Shackleton's Endurance expedition?
- What is the purpose of the Endurance22 expedition?
- What questions do you have about the BTN story?



Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Shackleton's Endurance Expedition story. Here are some words to get them started.

EXPEDITION	POLAR EXPLORER	SEA ICE
ANTARCTICA	CONTINENT	SOUTH POLE

EPISODE 4

22nd February 2022

KEY LEARNING

Students will learn more about the life of Ernest Shackleton and his expedition on the Endurance.

CURRICULUM

Science – Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

HASS – Year 4

Pose questions to investigate people, events places and issues

Sequence information about people's lives and events

HASS – Years 5 & 6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges

Activity: Shackleton Research

Discuss the information raised in the BTN Shackleton's Endurance Expedition story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

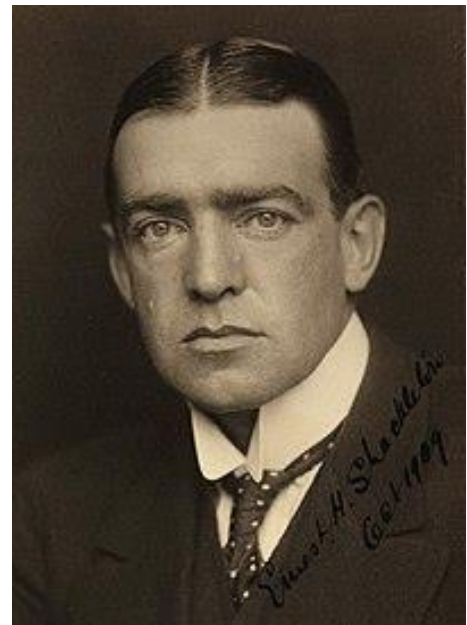
Students will develop their own question/s to research or choose one or more of the questions below.

- What did Ernest Shackleton achieve on his expeditions to Antarctica?
- Why did Shackleton abandon the 1907-09 expedition to the South Pole within 100 miles of the destination? What happened after he abandoned the ship?
- How might Shackleton's expeditions be similar or different to expeditions undertaken today?
- What were some of the challenges faced by Shackleton and other Antarctic explorers?
- Why is Ernest Shackleton remembered as a significant person?
- What is the 'Heroic Age of Antarctic Exploration'?
- Do you think it's important that we learn more about Antarctica? Why or why not?

Activity: Who was Ernest Shackleton?

Students will develop a biography of Sir Ernest Shackleton. Begin by discussing with students what a biography is. What information is included in a biography and what does it tell us about a person? The biography organiser template at the end of this activity will help students to structure their biography. Students can use the following questions to guide their research.

- Where and when was Ernest Shackleton born?
- Describe his family life growing up.
- What other jobs did Shackleton have?
- What challenges did he face?
- How did he make an impact on others' lives?
- Imagine you could sit down and talk to Ernest Shackleton. What questions would you ask him about his life and work?



Further Investigation

Sketch a portrait of Ernest Shackleton. Explore and experiment with different techniques and media to produce a portrait. Around the sketch brainstorm and record important things that Shackleton did in his life.

Activity: Visual literacy

Below are photographs depicting events in Ernest Shackleton's expedition to Antarctic. Ask students to look at the images and then respond to the following questions:

- What is happening in the image?
- How do you think the people in the image might be feeling?
- What does the image tell you about polar exploration and Antarctica?
- Create a caption for the image.
- What questions do you have about what you see in the image?



[Source](#)



[Source](#)



[Source](#)



[Source](#)

Activity: Shackleton's Hut Tour

Watch the [tour of Shackleton's hut](#) then respond to the following questions:

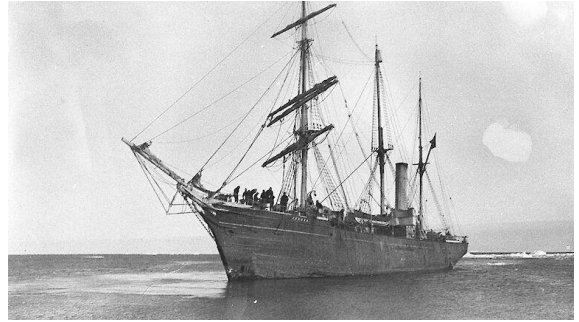
- Where is Shackleton's hut? Locate it on a map.
- How would you describe Shackleton's hut?
- What objects did you see in the hut?
- Do you think that Shackleton's hut is an important part of history? Give reasons for your answer.



Activity: Ships of Science

Students can learn more about the important role ships have played in our understanding of Antarctica. Watch the [Ships of Science](#) video and respond to the following questions:

- Why have ships played an important role in Australia's scientific endeavours in Antarctica?
- What did you learn watching the Science of Ships video?
- What questions do you have?



Activity: Imagine you are an explorer

Students will imagine they are an explorer visiting Antarctica for the first time. Below is a suggested framework for their research.

Preparation – make a list of what you will need to take with you on your expedition. Consider clothing, food, scientific equipment.

The journey – Organise your journey to Antarctica. Consider what modes of transport you will use to get there and how long it will take. Plot your journey on a map. Create an itinerary for your journey.

Living in Antarctica – Where will you be based in Antarctica? Describe the living conditions. What are some of the challenges? Check out these [live webcams](#) to get an idea of the conditions.

Reflection – Write a journal entry in your diary about your experiences. Title your entry '*A day in the life of a scientist living and working in Antarctica*'.

Visit the [Australian Antarctic Division's website](#) on living and working in Antarctica. This website is an important reference for expeditioners before they depart for Antarctica, and anyone seeking information on the unique challenges of living and working on station and in the field.

Journal Writing

Imagine you are Ernest Shackleton or a person on his expedition to Antarctica.

Write a journal entry describing your experiences on the expedition.

Postcard Writing

Imagine you are Ernest Shackleton on his expedition. Write a postcard to a family member explaining your experiences. Include photos, drawings or maps to decorate your postcard.

Activity: BTN Antarctica Special

BTN reporter Emma went on a journey to one of the world's most remote and amazing places - Antarctica! She's met the people that live and work there, discovered why the frozen continent is so important to science and spotted some of the amazing animals that call it home. Check out the special [here](#).

Take a look at this [BTN video](#), where a group of experts answer questions that kids had about Antarctica and the people and animals that live there. What questions would they ask an expert about Antarctica?



Useful Websites

- [Endurance 22: The hunt for Shackleton's lost ice ship](#) – Endurance 22
- [Endurance 22: Antarctic expedition to search for Shackleton's wrecked ship](#) – Newsround
- [Shackleton's Endurance: Modern star maps hint at famous wreck's location](#) – BBC News
- [Quest begins for Ernest Shackleton's wrecked ship off Antarctica](#) – ABC News

BIOGRAPHY

Name

Born

Family

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