Instructional Module 8: At – A – Glance

Text Summary

Summary of “Shipwreck at the Bottom of the World”: This article tells how a crew led by the British explorer Ernest Shackleton set sail in 1914 on an expedition to the Antarctic. Their ship, Endurance, was caught and then crushed in an ice pack. Over a year later, the crew managed to row their lifeboats to Elephant Island. From there, Shackleton and five others set out on a refitted lifeboat to search for help, leaving twenty-two expedition members behind. Against all odds, the rescue party reached a whaling station on South Georgia Island, from which the Endurance had set sail seventeen months earlier. Four months later, Shackleton returned to rescue the stranded men. Not one man for the expedition was lost.
In this informational article, you'll read about the heroic expedition of Ernest Shackleton and his crew to the most hostile place on earth—the Antarctic. Think of questions that you'd like answered after learning about the details of this epic journey to the "bottom of the world." You may want to do some research on Shackleton after you read about his amazing ordeal.

INFORMATIONAL FOCUS: HOW TO GENERATE QUESTIONS
When you start to do a research project, your first step is to think of questions that will help you find the information you're looking for. Here are some guidelines for asking useful research questions:

- **Check the subheads** of an informational article to locate ideas for a limited topic to research.
- **Focus on one aspect** of your subject, and limit your questions to a narrow topic. Try to focus your questions on the main idea of your topic.

READING SKILLS: MAKE A KWL CHART
Practice asking and answering questions by completing a KWL chart like the one below. Fill in the first two columns of the KWL chart before you read the article. In the first column, list what you know about the Antarctic, Ernest Shackleton, or other expeditions to cold places. In the second column, list questions you would like answered as you read about this voyage. Then, after you read the article, fill out the last column. Some sample items are given below.

<table>
<thead>
<tr>
<th>What I Already KNOW</th>
<th>What I WANT to Find Out</th>
<th>What I LEARNED</th>
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<tbody>
<tr>
<td>The Antarctic is frozen and hard to get to.</td>
<td>How did Shackleton and crew get there? How long did the journey take?</td>
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<tr>
<td>There is not much food or fresh water in the Antarctic.</td>
<td>How did they survive?</td>
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Reading Standard 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

Reading Standard 2.3 Generate relevant questions about readings on issues that can be researched.
The Boss

Imagine yourself in the most hostile place on earth. It’s not the Sahara or the Gobi Desert. It’s not the Arctic. The most hostile place on earth is the Antarctic, the location of the South Pole. When winter descends on the southern continent, the seas surrounding the land begin to freeze at the terrifying rate of two square miles every minute, until the frozen sea reaches an area of seven million square miles, about twice the size of the United States. Just imagine yourself stranded in such a place. In 1915, a British crew of 28 men was stranded there, with no ship and no way to contact the outside world. Fortunately they were led by Ernest Shackleton, a polar explorer famous for bringing his men home alive.

Ernest Shackleton.
The crew was somewhat in awe of Ernest Shackleton, whom they all called Boss. Shackleton was a master at keeping his crew working together. Whenever he found two men who had quarreled and were not speaking to each other, he told them, “Stop and forget it,” and made them shake hands.
Shipwreck: Stuck in the Ice

The last stop the expedition's ship, Endurance, made before taking on the challenge of the Antarctic was a whaling station on South Georgia Island. Soon after leaving the station on December 5, 1914, Endurance was caught in pack ice in the Weddell Sea and then frozen in place for the winter. All the crew could do was wait and hope that the drifting ice pack, which was slowly moving north, would carry them closer to land.

Toward the spring, great masses of ice pushed by the wind first toppled and then crushed the ship, forcing the men onto the ice. They tried to drag their three lifeboats toward land, but the boats weighed a ton each and enormous slabs of ice jutted out of the pack at all angles, blocking their way. Instead they made a camp and waited for the ice pack to break up. More than a year after Endurance first became stuck in the ice, the crew was able to row the lifeboats into the open ocean. At this point their lives depended on their making land at either Elephant or Clarence Island, the tiny islands at the tip of the Antarctic peninsula. If they missed the islands the nearest land was South America, and they would almost certainly die at sea. After six horrific days in the lifeboats, they reached Elephant Island on April 16, 1916. But the island was barren and many of the men were near collapse. It was clear that somebody would have to try to reach the whaling station on South Georgia Island before winter set in.

Shipwreck: The Open Boat Journey

Shackleton handpicked five men for the relief party he would lead. The ship's carpenter refitted one of the lifeboats, the James Caird, for the journey. The men loaded it with bags of stone to keep it steady, boxes of food, a hand pump, a cook pot, a camp stove, two kegs of drinking water and six reindeer-skin sleeping bags. As they shoved off, the 22 men left behind cheered and waved. "Good luck, Boss!" they shouted.
Endurance trapped in pack ice.
The living arrangements on board were uncomfortable and cramped. It was a tossup which was worse—being pounded up and down in the bow of the boat in a sorry excuse for sleep, or huddling in the cockpit as icy seas swept across thwarts and gunwales. The men were dressed in wool, which got wet and stayed wet for the duration of the voyage. With temperatures below freezing, and no room to move around to get their blood stirred up, they were always cold. Miserably cold. Waves broke over the bows, where bucketfuls of water streamed through the flimsy decking. The bottom of the boat was constantly full of water, and the two men on watch who weren’t steering were always bailing or pumping. The reindeer-skin sleeping bags were soaking wet all the time, and beginning to rot. Loose reindeer hair found its way into the men’s nostrils and mouths as they breathed, into their water and food as they ate.

On their seventh day at sea, the wind turned into a gale roaring up from the Pole; the temperature plummeted. The men began to fear that the sails would freeze up and cake with ice, becoming heavier and heavier until the boat toppled upside down. With the gale howling around their ears, they took down their sails.

Throughout the night, waves crashed over the James Caird and quickly turned to ice. At first the crew was relieved, since it meant the flimsy decking was sealed against further leaks. But when they awoke on the eighth day, they felt the clumsy, heavy motion of the boat beneath them and knew they were in trouble: 15 inches of ice encased the boat above the waterline, and she was rolling badly.

The ice had to come off. Taking turns, the men crawled on hands and knees over the deck, hacking away with an ax. “First you chopped a handhold, then a kneehold, and then chopped off ice hastily but carefully with an occasional sea washing over you,” one of the men explained. Each man could stand only five minutes or so of this cold and perilous job at a time. Then it was the next man’s turn.
By the time the gale ended, everything below was thoroughly soaked. The sleeping bags were so slimy and revolting that Shackleton had the two worst of them thrown overboard. Exposure was beginning to wear the men down. They were cold, frostbitten, and covered with salt-water blisters. Their legs were rubbed raw from the chafing of their wet pants, and they were exhausted from lack of sleep.

When someone looked particularly bad, the Boss ordered a round of hot milk for all hands. The one man he really wanted to get the hot drink into never realized that the break was for his benefit and so wasn’t embarrassed, and all of the men were better off for having the warmth and nourishment.

The night after the gale ended, Shackleton was at the tiller, hunched against the cold. He glanced back toward the south and saw a line of white along the horizon. "It’s clearing, boys!" he shouted. But when he looked again, he yelled, "For God’s sake, hold on! It’s got us!" Instead of a clearing sky, the white line to the south was the foaming crest of an enormous storm wave bearing down on them. When the wave struck, for a few moments the entire boat seemed to be submerged. Then for the next hour the men frantically pumped and bailed, laboring to keep the water from capsizing the Caird. They could hardly believe they had not foundered.

On the twelfth day out from Elephant Island, they discovered that salt water had gotten into one of the two kegs of drinking water. Shackleton reduced the water ration to half a cup a day. The water had to be strained through gauze to remove the reindeer hair that had gotten into it—the hair had gotten into everything.

On their fifteenth day out from Elephant Island they reached South Georgia Island, but it was obvious they were in for a storm. By noon the gale had blown up into hurricane force, lashing them with snow, rain, hail, and sleet. The howling winds were driving them straight toward the rocky coast.
Their only hope lay in trying to sail out of reach. The boat began clawing offshore, directly into the onrushing waves. Each wave now smashed into the Caird with such force that the bow planks opened and lines of water spurted in from every seam. All afternoon and into the night, the punishment continued.

Finally the hurricane began to decrease. With the storm over, the first watch crawled into the bows to try to catch some sleep. A meal was out of the question: the water was gone, and their mouths and tongues were so swollen with thirst that they could hardly swallow. When the sun rose, the men stared bleary-eyed at the coast of South Georgia. They had to land that day. Shackleton thought the weakest man among them would probably die if they didn’t.

Shipwreck: The Rescue

They landed that evening, but they were on the wrong side of the island, the side opposite the whaling station. Afraid to take the battered boat to sea again, the three strongest men—Shackleton, Worsley, who was captain of Endurance, and second officer Crean—set out to cross the mountains that lay between them and the station. They stumbled into the station on May 19, 1916, 17 months after they had begun their expedition. They were so changed by their experience they were not recognized.
For the next four months Shackleton tried desperately to get a rescue ship to Elephant Island, where the men who had been left behind were huddled in a hut made of the remaining two lifeboats. Each time, the winter ice turned him back. Finally, on August 30, more than four months after the James Caird had sailed away, the rescue ship arrived at the island. As soon as a boat lowered from the ship got within shouting distance, Shackleton called out, “Are all well?” “Yes!” someone shouted back. “We knew you'd come back,” one of the men later told Shackleton, who said it was the highest compliment anyone ever paid him.
Shipwreck at the Bottom of the World

5 W’s and H  Imagine you are doing research on the Shackleton expedition. Think about the information you learned from the article. Then, use the investigation guide below to focus your research.


<table>
<thead>
<tr>
<th>Investigation Guide</th>
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<tbody>
<tr>
<td>Who?</td>
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<tr>
<td>What?</td>
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<tr>
<td>Where?</td>
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<td>When?</td>
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<tr>
<td>Why?</td>
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<td>How?</td>
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Standards Review

Shipwreck at the Bottom of the World

Complete the sample test item by circling the correct answer. Then, read the explanation to the right.

**Sample Test Item**

What is the topic of “Shipwreck at the Bottom of the World”?

A. Ernest Shackleton
B. the wreck of the *Endurance*
C. survival in sub-zero temperatures
D. preventing shipwrecks

**Explanation of the Correct Answer**

B is the correct answer. Although Shackleton was the leader of the expedition, the article does not focus on him (A). Survival in sub-zero temperatures is also not the main topic (C). D is not correct because no information is given on preventing shipwrecks.

**DIRECTIONS:** Circle the letter of each correct response.

1. Which research question would generate the most useful information for a report on Ernest Shackleton?
   - A. What percentage of Earth’s surface is covered in ice?
   - B. When was Shackleton born?
   - C. How did Shackleton learn survival skills?
   - D. What route did Amundsen take to the South Pole?

2. Which of the following research questions is not directly related to topics discussed in this article?
   - F. What animals live in the Antarctic?
   - G. What route did the Shackleton expedition take?
   - H. How does a whaling ship operate?
   - J. How did Shackleton select his crew?

3. Under which subhead would you likely find information about the *James Caird*?
   - A. The Boss
   - B. Stuck in the Ice
   - C. The Open Boat Journey
   - D. The Rescue

4. For research on Shackleton’s career, which question would generate the most relevant information?
   - F. What animals live in the Antarctic?
   - G. What other expeditions did Shackleton lead?
   - H. What would be needed to grow food in the Antarctic?
   - J. How many siblings did Shackleton have?
Standards Review

Synonyms

Synonyms are words that have the same basic meaning. Circle the letter of the word or phrase that is the best synonym of each underlined word from “Shipwreck at the Bottom of the World.”

1. Something that is **hostile** is—
   A. friendly
   B. unwelcoming
   C. sick
   D. warm

2. A **drifting** ice pack is one that is—
   F. melting
   G. wet
   H. tall
   J. moving

3. **Enormous** means—
   A. hungry
   B. scary
   C. huge
   D. sickly

4. When the temperature **plummeted**, it—
   F. rose
   G. dropped
   H. froze
   J. changed

5. **Duration** means—
   A. length
   B. strength
   C. preparations
   D. meanwhile

6. A job that is **perilous** is—
   F. well paying
   G. worthwhile
   H. dangerous
   J. difficult

7. A boat that is **submerged** is—
   A. leaky
   B. under water
   C. secret
   D. damp

8. When the men **frantically** pumped, they did so—
   F. quickly
   G. as a team
   H. carefully
   J. desperately

**Before You Go On …**

Check your Standards Mastery at the back of this book.
Instructional Module 9: At – A – Glance

Bridge to Exposition
Extending Ideas in Multiple Sources

Overview and Culminating Tasks

In this module, students will culminate their study of persuasive arguments, evidence, appeals, and devices and apply their new understandings to informational reading, writing, and speaking tasks in Instructional Component 2 – Exposition.

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<th>Lesson Overview</th>
<th>Culminating Tasks</th>
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| **Part 1**      | • Students will write an essay that explains why the jurors side with Juror No. 8 in *12 Angry Men* and why his argument is effective. The essay should end with an assertion and an explanation about whether or not you would have been persuaded to change your verdict and side with Juror No. 8 if you were sitting on the jury.  
• Students will develop a persuasive argument about the author’s perspective (Juror No. 8) on one of the following issues: justice, ethical beliefs, shared beliefs, fairness, or empathy. Support your argument with quotes from the text. Structure your ideas logically, use specific rhetorical devices to support assertions, defend positions with precise and relevant evidence, and address readers’ concerns. Arguments can be presented in writing or orally. |
|  Students will view the film *12 Angry Men* to evaluate the credibility of an argument. In this film, Juror Number 8 (a character played by Henry Fonda) is the only man on a 12-member jury who is leaning toward acquittal during jury deliberations for a murder trial. After viewing, discussing, and analyzing the film and this character in particular, students will analyze the development and credibility of Juror No. 8’s argument, the comprehensiveness of his evidence, his ability to address counterclaims, and appeals to his audience, his fellow jurors. |  |
| **Part 2**      | • Students will generate relevant questions about the reading and extend ideas presented in primary and secondary sources. Students will pose questions that can augment their arguments in the culminating tasks for *12 Angry Men*.  
• Students will revise one culminating task from Part 1 of this lesson to add this outside research information to their evidence. |
|  Students will read “A Defense of the Jury System,” a persuasive essay written by an assistant district attorney, that takes a position defending America’s trial by jury system. After reading this essay, students will evaluate the credibility of the author’s argument by critiquing the relationship between generalizations and evidence, the comprehensiveness of the evidence, and the way in which the author’s intent affects the structure and tone of the text. |  |