

Unit 6/Week 2

Title: Trapped by the Ice!

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4; W.5.1, W.5.4, W.5.7, W.5.9; SL.5.1; L.5.1, L.5.2, L.5.4, L.5.5

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

A competent leader can help the team overcome obstacles

Even difficult problems have solutions

Perseverance and commitment help achieve impossible goals

Synopsis

A crew of sailors captained by Sir Ernest Shackleton is trying to reach the South Pole's ice cap when their ship, *Endurance*, is blocked by the ice and is crushed by moving ice a month later. The crew camps on the ice and then Shack decides they should travel in lifeboats to Elephant Island and then from there to the whaling station on South Georgia Island. The crew is then split up between the ones who can travel to South Georgia Island and those who will stay on Elephant Island. Both groups faced many struggles. Shack gets to the whaling station and then goes back to rescue the rest of his men.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Reread the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
Reread pages 522-524. How is the story organized? What evidence from the text helps the reader understand the structure?	The story is written in chronological order. from October 27, 1915 to May 20, 1916. It is in a diary format because there is a date and information from the day written underneath.
How do the events on page 522 these events impact Shackleton?	He was not going to be able to accomplish his goal because the <i>Endurance</i> was trapped in giant blocks of ice that eventually crush the ship. His new goal was survival.
Reread page 524. The author states, “It was what they feared.” What were the sailors afraid of and why?	The sailors were afraid of the sound of crushing ice. This sound meant that the ice was breaking the ship outside of the ship. This scared them because the <i>Endurance</i> was going to sink into the water and be crushed. They would not have their ship to return to ice. Note to teacher: Teach the students how to use the sentence in question to understand the meaning of the word <i>it</i> . Ask students, “When the author writes <i>it</i> , they are referring to a noun already mentioned.” Only use this if the student is unable to find the answer independently.

<p>Personification is giving human qualities to an object or idea.</p> <p>The author writes, “She was gone forever, swallowed by the Weddell Sea.” What does this sentence mean?</p>	<p>The sea would swallow up a ship like a mouth. The hole in the ice (like the mouth) opened up and the ship went right down (food going into the mouth). When the ship is being swallowed it is no longer visible and is gone.</p>
<p>What was the crew waiting for and why? (Pg. 525)</p>	<p>The text states, “The crew would have to wait for the ice to move by the sea’s current, to carry them to the open ocean.” So they were waiting for the ice to move to the open ocean. Then they could use the lifeboats to get from the ice.</p>
<p>How was being shipwrecked connected to page 526?</p>	<p>Because they did not have a ship, the following day they were shipwrecked. Their clothes were greasy and thin and rubbed against their skin and caused painful sores. This was caused by the lack of a bath to a bath in five and a half months. Their hair was falling out because of the cold and wind. Strength was fading because they were hungry.</p>
<p>How does the illustration help the reader understand what the obstacle was for the sailors while they were sleeping on the ice? (Pg. 527)</p> <p>What words and phrases does the author use from page 527 to build tension and suspense for the reader?</p>	<p>The illustration shows two men pulling some ice together to form a crack in between two pieces of ice.</p> <p>The text states, “A huge wave smacked the floe with a great thud, and the floe began to crack into pieces.”</p> <p>And, “Then Shack heard a splash. Looking down, he saw a wriggling shape below in the dark water. It was his sleeping bag . . .”</p> <p>The author also states, “Reaching down, he pulled the soggy bag out of the water with one mighty tug.”</p> <p>“And just in time, too – within seconds the ice crashed back together.”</p>
<p>Reread page 528. What words or phrases does the author use to describe the rough seas?</p>	<p>“The savage sea slammed furiously into the boats.”</p> <p>“Tall waves lifted them up and down like a roller coaster.”</p> <p>“Blinding sea spray . . .”</p> <p>The author chose these words because they provide a more description of what the waves looked like and what they did to the little boats. The words help the reader see what is happening to the sailors. The simile, “like a roller coaster,” helped the reader see that boats were moving up and down quickly.</p>

<p>What does it mean to be “dehydrated”? What clues from the text help you understand what “dehydrated” means? (Pg. 528)</p>	<p>The text says, “The men’s tongues had swollen from dehydration.” This sentence tells the reader that dehydration is a swollen tongue. The previous sentence says “they were very thirsty, because the seawater was not fresh water.” This information tells the reader that they needed more water for them to drink. Dehydrated means they had no water and the effect of that is a swollen tongue.</p>
<p>At the beginning of the story, Shackleton’s “only concern was for his men.” Reread page 530 and 531. What decisions did Shackleton make to ensure all his men would be safe? Cite evidence from the text.</p>	<p>Try to get help from South Georgia Island. (page 530)</p> <p>The weak ones would stay behind and the strong ones would go with him to South Georgia Island. Text evidence – “Twenty-two men would stay on Elephant Island while Shack and five men (Shackleton, Tom Crean, Chippy McNeish, Tim McCarthy, and Eric Bristow) would travel 700 miles to South Georgia Island.” (page 530)</p> <p>They decided to forgo rest and continue their journey. Text evidence – “without resting Shackleton and his crew departed . . .” “Only nine days after . . . his crew of five men had departed once again.” (page 530)</p> <p>They had to make a permanent shelter. So they took the two remaining boats and covered them with sealskins and put the stove inside. (page 531)</p>
<p>What words or phrases are used to create a vivid picture of what was happening to the boat on page 532?</p>	<p>“The men had to battle to keep the boat from capsizing. Any added weight might sink the <i>Caird</i>.”</p> <p>“The boat shuddered on impact as the mountain loomed like a top. Water filled the <i>Caird</i> while the jagged rocks in her hull, which Chippy had put in to keep the boat from capsizing saved the day.”</p>

<p>A simile is a figure of speech that compares two things that are not alike using the word <i>like</i> or <i>as</i>.</p> <p>Find the simile on page 534. What does it mean? How does it help to describe the landscape of the island?</p>	<p>Simile – “But Shack, Big Tom, and Skipper V to climb over a series of jagged ridges that like a saw blade.”</p> <p>The jagged ridges are sharp and stick up in the shape of a saw blade. It helps describe because it explains that the island has ridges impossible to move easily from one area to Whaling Station).</p>
<p>On page 535, why did the men have to make a “dangerous gamble”?</p>	<p>“Three times the men struggle up mountain the terrain was impassable on the other side. “Being caught on a peak at night meant certain. Therefore the men had to get down quickly. Shack assembled a makeshift toboggan from and the men slid 1,500 feet down the mountain slide.” This was a risk because they could not control.</p>
<p>What is Shack’s final mission at the end of the story? How long does it take him to accomplish it?</p>	<p>Shack had to travel back to Elephant Island his crew. It would take him more than three attempts to break through the ice and save everyone and no one died.</p>

Vocabulary

	<p>KEY WORDS ESSENTIAL TO UNDERSTANDING</p>	<p>WORDS WORTH KNOWING General teaching suggestions are provided</p>
--	--	---

<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>rations – page 523 stranded – page 523 stern – page 524 barren – page 529 bailed – page 532 capsizing – page 532 toboggan – page 535 torrents – page 536</p>	<p>concern – page 522 hulk – page 523 wreckage – page 524 sledge – page 525 sapped – page 526 wick – page 531 rancid – page 532 dimly – page 533</p>
<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>grueling – page 526 quench – page 528 dehydrated – page 528 miraculously – page 533</p>	<p>crevasse – page 527 savage – page 528 furiously – page 528 impassable – page 535</p>

Culminating Task

- Re-Read, Think, Discuss, Write
- *How were Shackleton and his crew persistent in the face of challenge? Identify at least three challenges they encountered and explain how their responses to these challenges demonstrate their persistence. Be sure to use specific quotes and examples from the text in your response.*

Answer:

The *Endurance* trapped in ice (page 522-523) – On October 27, 1915 the *Endurance* was trapped in ice will Shackleton and his men were trying to cross the South Pole’s ice cap. Since they could not stay on the ship, Shack ordered the men to get tools, tents, lumber,

sleeping bags, food and three life boats off the *Endurance* and camp on the ice of frozen Weddell Sea. This would solve the problem of not having any shelter.

The *Endurance* was crushed by the ice (page 524-525) – On November 21, 1915 the *Endurance* was crushed and sank beneath the ice. Now that they did not have any transportation, Shack talked to his skipper about what to do next. They decided to pull the lifeboats full of supplies across the barren ice to open water. Then they would use the boats to reach the nearest land. This would solve their transportation problem.

Physical Hygiene (page 526) – They had not bathed in 5 and a half months. Their clothes were greasy and thin. Sores appeared where the clothing rubbed against the skin. This is a problem that did not have a solution.

Ice floe broke (page 527) – On the night of April 8, 1916 the ice flow that the sailors were sleeping broke caused by the impact of a huge wave. Ernie Holness was sleeping above the place where the floe cracked and he fell into the water. Shack quickly reached down and pulled the sleeping bag (and Ernie) out of the water. That was the solution.

Dehydration (page 528) – On April 13, 1916, the fresh water was spoiled by sea water which made everyone thirsty. Their tongues swelled up so much they could not swallow. The solution, decided by Shack, was to have to men suck on frozen seal meat to quench their thirst.

Elephant Island (page 530) – The island was only rocks, ice and snow, and it was difficult to put up the tents because of the wind. Not everyone would be able to travel the 700-mile journey to South Georgia Island during the very terrible winter seas. The solution was to allow the ablest men to travel to South Georgia Island and the rest of the crew would stay on Elephant Island.

Permanent Shelter (page 531) – The men that stayed at Elephant Island needed to create some shelter. They flipped over the two lifeboats that remained and covered them with canvas. Then they put the stove inside. The hut was dark and small. The heat from the stove and their bodies melted the ice under the boats exposing frozen bird droppings. The smell was horrible. There was no solution to this problem. They would just have to wait until Shack returned.

Graybeards (page 532) – On the journey to South Georgia Island the sailors traveled through a storm. The men had to keep the boat free of ice. A graybeard hit the boat, and it filled with water. The solution was to quickly bail out the boat. Chippy used a jagged rock in the boat's hull to keep it from capsizing.

Landing on South Georgia Island (page 533) – The whaling station was on the other side of the island. Their fresh water was gone and they were too weak to battle over to the other side of the mountain. They were hit by a hurricane when they tried to land. It took them nine hours to get a float. The solution was that the seas calmed enough for them to land on the rocky beach. (This was not anything that the sailors could have solved without nature's help.)

Getting over the mountains (page 534 -535) – John Vincent and Chippy McNeish would not have been able to survive the hike so they stayed with Tim McCarthy in cave near where the boat landed. They ate albatross eggs and seal meat. Shack, Big Tom and Skipper Worsley climbed over the ridges in the middle of the island with a stove, food rope and an ice ax. They traveled up many mountains that were impassable and had to take turns staying awake to wake the others after a nap. To get down the mountain quickly, Shack made a toboggan that they rode on. This was the solution to getting down the mountain. There was no solution to get through the difficult terrain at the beginning of their journey.

The other side of the mountain (page 536) – They had to climb down the side of the mountain to get to the whaling station. Shack's solution was to have them lower themselves down a thirty-foot by hanging on to the rope and swinging through the ice torrents.

Getting the sailors from Elephant Island (page 537) – There were probably many obstacles Shack and his crew had to face getting back to Elephant Island. It took him more than three months and four attempts to break through the ice and get the men. But he did it, and no one died.

Additional Tasks

- *Create a timeline of the events of the story. Start the timeline on October 27, 1915 and end it on May 20, 1916. Make sure you include the following dates:*

November 21, 1915	April 24, 1916
December 23, 1915	May 5, 1916
April 8, 1916	May 10, 1916
April 13, 1916	May 19, 1916
April 15, 1916	May 20, 1916
- *Research Sir Ernest Shackleton and his other adventures and accomplishments. From the research, create an oral report describing these expeditions to present to the class.*

Name _____ Date _____

“Trapped by the Ice!”

1. Reread pages 522-524. How is the story organized? What evidence from the text helps the reader understand the structure?
2. How do the events on page 522 these events impact Shackleton?
3. Reread page 524. The author states, “It was what they feared.” What were the sailors afraid of and why?
4. Personification is giving human qualities to an object or idea. The author writes, “She was gone forever, swallowed by the Weddell Sea.” What does this sentence mean?
5. What was the crew waiting for and why? (Pg. 525)

6. How was being shipwrecked connected to page 526?

7. How does the illustration help the reader understand what the obstacle was for the sailors while they were sleeping on the ice? (Pg. 527)

8. What words and phrases does the author use from page 527 to build tension and suspense for the reader?

9. Reread page 528. What words or phrases does the author use to describe the rough seas?

10. What does it mean to be “dehydrated”? What clues from the text help you understand what “dehydrated” means? (Pg. 528)

11. At the beginning of the story, Shackleton’s “only concern was for his men.” Reread page 530 and 531. What decisions did Shackleton make to ensure all his men would be safe? Cite evidence from the text.

12. What words or phrases are used to create a vivid picture of what was happening to the boat on page 532?

13. A simile is a figure of speech that compares two things that are not alike using the word *like* or *as*. Find the simile on page 534. What does it mean? How does it help to describe the landscape of the island?

14. On page 535, why did the men have to make a “dangerous gamble”?

15. What is Shack’s final mission at the end of the story? How long does it take him to accomplish it?