

Shackleton's Endurance

Teaching Resources for Primary

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| 4. Abandon Ship! - Life on the Ice Floes | Parallel Lives - Camping out on the Ice Floes in 2022 | Failure and Hope |

Shackleton Resources

These resources for primary pupils compliment the online book resource '[Shackleton's Endurance](#)' which, tells the story of Shackleton's famous Trans- Antarctica Expedition. On this expedition, Shackleton's ship the Endurance was lost to the ice, yet Shackleton eventually got all of her crew home without a single loss of life. The book has six sections, and each is supported by a suite of teaching resources, teacher notes and ideas for assemblies.

The resources also draw on the contemporary Expedition 'Endurance22', sailing aboard the Agulhas II, with historian and media personality Dan Snow, which left Cape Town in February 2022 for the Weddell Sea to search for the wreck of Endurance. Through the '**Parallel Lives**' strand, pupils can explore some of the differences between the two voyages, then and now.

There will be opportunities to dip in and sample resources from different lessons or start at the beginning and work your way through to build a coherent and longer unit of work. Ideas will be provided for both KS1 and KS2.

- 1: The Expedition
- 2: The Crew and Boats
- 3: Setting out
- 4. Abandon Ship**
- 5: Staying Alive
- 6: Uncharted

4 Abandon Ship!

Key Questions

- Why did they need to abandon ship?
- How did they spend their days?
- Where did they sleep?
- What happened to Endurance?



2. What is the Ritz?

(Slide 7) The Ritz hotel is shown. At the time of the expedition, it was a very fashionable and posh hotel in London, used by royalty and stars. Once Shackleton had decided to make the boat a winter base and allocated jobs and activities out to the crew, they fondly called their living quarters on board 'The Ritz'. Ask pupils why they initially think this was. Was it because their boat was so posh inside like the Ritz or was it as a joke?

Before showing the subsequent photos of the crew's everyday lives in this winter camp, ask pupils what they think the crew did for food, for warmth and for entertainment and other activities. Compile a list of possible suggestions that you can refer to as you examine the photographic evidence provided.

3. Using Photos

Explain that you are going to look at Hurley's photographs showing everyday snaps of the crew's lives and that you will need to be picture detectives, looking closely for things you can say with some certainly are true, based on the evidence. Discuss whether or not these photos from Hurley are likely to be a reliable source of evidence. As they were taken by a co – member who was photographing the journey, 'warts and all', it seems likely that they tell a very accurate story and are a lucky source of evidence for us to learn more about the expedition.

You can either look through some of all of the images as a class and discuss, or you could model an enquiry of one or two of the images before setting groups or pairs of pupils onto a particular picture enquiry. Worksheet 4.1 can be used to record thoughts about up to five photographs.

Photographs

1. *'The Scientists washing down the Ritz.'* Living quarters in the hold with James Wordie, Alfred Cheetham and Alexander Macklin (left to right).

Shackleton believed everyone should be kept busy and there were round of chores to do to keep the ship tidy and clean. The fact that scientists are here cleaning and scrubbing floors suggests that no one was too goo to do menial tasks. We can see though that the men are warmly dressed in jumpers but do not have coats on, indicating that it was not that cold on board.

2. *Soccer game during a 'hold up' Worsley in goal.*

It seems that this evidence shows that the men enjoyed games and recreation too. Playing football being one such activity. There is even a makeshift goal. Note the white background and snow foreground that looks very bleak.

3. *'Clark the Biologist'*

One of the scientists shown here in the laboratory. The ship was clearly well equipped and there was research work to do as well as everyday domestic tasks. Clark has a lot of glass bottles – possibly to gather specimens?

4. *Men playing games and reading an atlas. Winter 1915*

There are many different activities happening here suggesting a diversity of leisure activities. Reading, playing a musical instrument, a board game and possibly a card game seem apparent in this image. Several men are smoking a pipe. There are also numerous hooks for clothes, suggesting that this part of the ship was kept tidy.



5. *A full dog team*

Are the pupils surprised by this? When the ship set sail, they had on board 69 dogs of mixed breed, weighing about 45kg each (big dogs). Each dog was assigned to a member of the team.

Did you know ... The dogs had names such as: Chips, Hercules, Judge, Roy, Samson, Satan, Shakespeare, Slippery Neck, Steamer, Stumps, Surly, Swanker, Upton, Wallaby.

When the ship was beset by ice and Shackleton ordered it to become a winter base, the dogs were moved off from the boat onto the ice where they lived in 'Dog-loos' or igloos for dogs. The dogs needed lots of exercise so Shackleton ensured that teams were made up for sledging and running, as best as they could on the hummocky ice. The dogs were originally put on board because Shackleton thought they would be useful in pulling the expedition sledges once on land.

6. *A morning in 'The Ritz' on board Endurance in midwinter June 1915*

June is the middle of southern winter. You might discuss what the temperature was outside and inside and how in the middle of winter there would be darkness 24 hours a day. The men appear to be reading, mending or making. They all look occupied. Note that several of the photographs have dates attached so that you can chart the seasons change from January to November. This also provides a timeline to compare the condition of the crew as time goes on.

7. *'Hurley and Hussey engaged in a friendly tournament'*

Here we see them playing chess. There is a plate of half eaten food with left over bread and two empty tins – one might be sardines. There is also a teapot and cups, and a lamp possibly fuelled with paraffin. The men certainly appear to be well fed at this point and there is ample food – enough to leave some on a plate!

8. *'Hussey and James taking observations'*

The Meteorologist and Physicist here are working in their ships laboratory. It looks colder in this part of the ship and they are both wearing hats and gloves. Their equipment almost certainly included thermometers to measure temperature, a barograph to measure pressure and an anemometer to measure wind speed and direction. Hussey was almost certainly making very regular weather observations when they were first stuck in the ice and Shackleton would be looking for a sign that the wind direction or speed was changing.

Did you know ... Dr L.D.A. Hussey, the meteorologist on 'Endurance' was a keen banjo player. His banjo was rescued from the ship before she sank. He would go on to play it later during morale-raising concert parties organised by the survivors while they awaited rescue on Elephant Island. The banjo was signed by expedition members.

9. *'Hurley and Macklin at home'. In the Billabong; the only double cubicle, shared with Hussey and McIlroy*

These were the sleeping quarters. When they turned the ship into winter quarters, Shackleton ordered that cabins be built between decks for warmth. In this cabin we can see a bed, books, a mirror, lamp and pictures. It looks quite welcoming and cosy.

10. *'Mid-winter Dinner'*.

A large celebratory dinner with most if not all of the crew sitting down. This is mid winter and the crew has been stuck in the ice since January 1915 so it appears that the food

When the boat was finally crushed and broken by the ice, Hurley stayed close to get the last shots of her above the water.

Taking it further

- Hurley's photography is quite spectacular in this bleak landscape. Create paintings or drawings using white on black, of the ghostly ice-rimed ship in the snow and winter blackness. (Slide 21 / photograph 13)
- Then and Now: watch the short video clip as Dan Snow revisits the ice floes where Shackleton lost the Endurance in 1915.
- Make comparisons between the equipment and conditions in 1915 and what is available now. Some of the clues are given in the dialogue as well as imagery of the film. Get pupils to listen and jot down ideas to feed back after watching the clip.
- Write a job advert for an explorer / reporter to accompany Dan to Antarctica. What knowledge and skills would you need? Write a kit list too for the 'winning' job seeker.

Vocabulary

anemometer barograph gyre latitude meteorologist thermometer

Curriculum Links

Geography

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including mapping, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans

Human and physical geography

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- use basic geographical vocabulary
- understand that there are different patterns of weather associated with seasons.

Key Stage 2

Locational knowledge

- locate the world's countries,
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.

History

Key stage 1

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Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Links to other Areas of learning

English: speaking and listening, opportunities for reports, creative writing and descriptive writing, diaries, letters, lists and labels.

Mathematics: opportunities to measure, record, and to create and present data

Art and Design: know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Develop own ideas and techniques for drawing and painting.

Web Links

- Antarctica Map to download <https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=529585fb-6259-4ffd-963e-7afec394e97f&lang=en-GB>
- Changing Sea Ice <https://www.asoc.org/learn/changing-sea-ice/>
- Endurance22 Expedition <https://endurance22.org/>
- Endurance22 Royal Geographical Society - What we do (rgs.org) <https://www.rgs.org/about/the-society/what-we-do/teachers/endurance22/>
- Google maps www.google.co.uk/maps

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- Google Earth <https://earth.google.com/web/>
 - Subject Animation Shackleton [Royal Geographical Society - Geography resources for teachers \(rgs.org\) https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-shackleton/](https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-shackleton/)
 - Teaching about Shackleton <https://www.rgs.org/about/the-society/what-we-do/teachers/endurance22/>
 - Earnest Shackleton as a significant individual <https://www.rgs.org/schools/teaching-resources/teaching-ernest-shackleton-as-a-significant-indivi/>
 - Southern hemisphere sea ice extent <https://www.statista.com/statistics/1299104/southern-hemisphere-sea-ice-extent/>
 - Understanding climate and the extent of the sea ice in Antarctica [Understanding climate: Antarctic sea ice extent | NOAA Climate.gov](https://www.noaa.gov/understanding-climate/antarctic-sea-ice-extent/)