

School Journal Story Library

Level 4

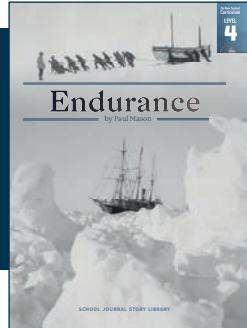
School Journal Story Library is a targeted series that supplements other instructional series texts. It provides additional scaffolds and supports for teachers to use to accelerate students' literacy learning.

The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

Endurance

by Paul Mason

Readability level: year 6



Overview

This book recounts the incredible survival story that followed Ernest Shackleton's failed attempt to cross Antarctica in 1914. After his ship, the *Endurance*, was trapped and later crushed by ice, Shackleton and his crew were stranded on the ice for five months before travelling in lifeboats to Elephant Island. A small group then sailed on to South Georgia and trekked through glaciers and over mountains to eventually find help.

As well as showcasing Shackleton's leadership qualities, this book gives special attention to New Zealander Frank Worsley, who played an instrumental role as captain of the *Endurance*. The text is supported by illustrations, historical photographs, and diary extracts from Shackleton and Worsley.

This is a rich text that you can revisit many times for different purposes.

Key competencies

Key competencies explored through this text include thinking, managing self, relating to others, and participating and contributing.

Themes and ideas

Themes and ideas explored in this text include:

- survival
- endurance
- leadership
- adventure
- innovation and resourcefulness.

A PDF of the text and an audio version as an MP3 file are available at www.schooljournalstorylibrary.tki.org.nz

Texts related by theme

"Hine-o-te-Rangi: The Adventures of Jean Batten" SJ L3 November 2018 | *Diary of a Wild Boy* SJSL L4 2016 |

"My Name Is Davy Lowston" SJ L2 May 2016 | "Science on the Ice" SJ L4 November 2018

Text characteristics Opportunities for strengthening students' reading behaviours

before they came across floating sheets of ice. To begin with, the ice was light and thinly scattered. Shackleton continued south, steering a slow path through the clear patches of sea. But gradually the ice became thicker and denser. The paths ahead narrowed. Eventually, after weeks of slow progress, Shackleton gave the order to stop the engines. The ice had closed in, surrounding the *Endurance* as far as the eye could see.

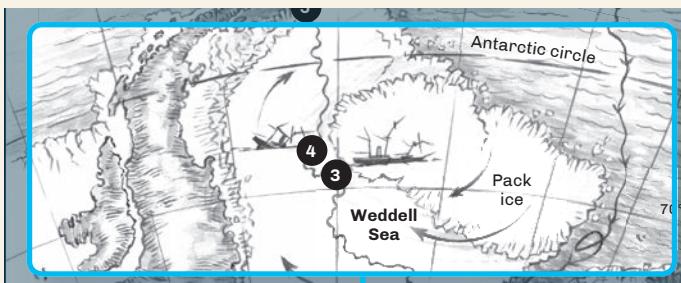


The crew attempting to clear a path through the ice

Adverbs and adverbial phrases, helping students to make connections between sentences and track the plot



A mixture of text types, including text boxes and historical quotes, requiring students to integrate different sources of information to gain an understanding of the setting, events, and motives of the people involved



Illustrations, maps, and photographs requiring students to interpret and integrate visual information with written text to gain a deeper understanding of the events

The men had no choice but to wait until spring – at least seven months away – for the ice to break up. After that, Shackleton still hoped they could attempt the crossing. But he faced a daunting task. The *Endurance* was caught in the drifting ice pack and he had no way of sending for help. The coming winter would be dark and long. Shackleton knew he had to keep his men busy.

"Standing on the stirring ice, one can imagine it is disturbed by the breathing and tossing of a mighty giant below."
SHACKLETON

A complex plot, requiring students to keep track of the sequence of events and understand the historical context in which they unfold

Making meaning: Supports and challenges

Possible supporting strategies should be implemented at the appropriate time during the reading or lesson.



Go to the reading progressions frameworks “Making sense of text: vocabulary knowledge” and “Making sense of text: using knowledge of text structure and features” to find detailed illustrations of how students develop expertise and make progress in these aspects. You can find them at <https://curriculumprogresstools.education.govt.nz/lpf-tool>

VOCABULARY:

- Possibly unfamiliar words and topic-specific vocabulary, including “bow”, “stern”, “expedition”, “continent”, “feat”, “sledges”, “trek”, “navigate”, “remote”, “Imperial Trans-Antarctic”, “daunting”, “floes”, “pack ice”, “currents”, “collide”, “ridges”, “drifting”, “pressure”, “dredged”, “reluctantly”, “abandon”, “rations”, “shuttlecock”, “strained”, “dwindling”, “swell”, “burden of responsibility”, “blubber”, “haul”, “sextant”, “gleeful exclamations”, “seaworthy”, “whaling station”, “battered”, “matted”, “strained tones”, “exultant”
- Names of people and places: “Sir Ernest Shackleton”, “the Boss”, “South Pole”, “Mount Erebus”, “Antarctica”, “Roald Amundsen”, “South Georgia”, “Weddell Sea”, “Vahsel Bay”, “Luitpold Coast”, “Ross Sea”, “Frank Worsley”, “Akaroa”, “Burlington Street”, “Paulet Island”, “Ocean Camp”, “Patience Camp”, “Elephant Island”, “‘Chippy’ McNish”, “Frank Wild”, “Earth”, “Tom Crean”, “Chilean government”
- Figurative language, including personification (for example, “She’s going!”), similes (for example, “like a tomb”, “like a shuttlecock”, “like a living thing”), metaphors (for example, “a mighty giant”)
- Archaic language and colloquialisms, such as “ruffians” and referring to a ship as female.

Possible supporting strategies

Preview the text to identify words and phrases that may be challenging. Discuss strategies for dealing with unfamiliar vocabulary, including using prior knowledge and context clues.

Talk about the map, photographs, and illustrations to bring out topic-specific vocabulary.

Explain that a sextant is a piece of equipment that sailors use for looking at the stars, the sun, or the moon so they can calculate the position of their ship. For a quick introduction, play the video [“Sextant – Tales from Te Papa”](#).

Have each student select two topic-specific words to present to the rest of the group. They should use a dictionary or other resource to define them, then explain what they mean in the context. Have the students use this activity to create a glossary.

Provide multiple opportunities for students to reinforce topic-specific vocabulary (for example, using word sorts; word–picture–definition matching; identifying prefixes, suffixes, antonyms, synonyms, and related words; and playing word games such as word Pictionary, as in the example below).

Picture	Guess
Student A draws a picture of the vocabulary word.	Student B writes their guess to student A's drawing.

Use the vocabulary word in a sentence

Discuss the made-up names for people and places (such as “the Boss” and “Patience Camp”) and prompt the students to use the context and their prior knowledge to explain their meanings.

Explore the use of the figurative language, which may be confusing for English language learners. Students could think, pair, share, and compare their interpretation of these words and phrases.

The English Language Learning Progressions: Introduction, pages 39–46, has some useful information about learning vocabulary.

SPECIFIC KNOWLEDGE REQUIRED:

- Some understanding of the conditions faced by polar explorers
- Some understanding about ice floes and ice packs
- Some awareness of what the world was like in the early 1900s
- Understanding that technological change has reduced the risks faced by polar explorers, but Antarctica remains an extremely hostile environment
- Some awareness of what drives people to want to take risks and explore
- Some awareness of the geography of Antarctica and its relationship to nearby countries

Possible supporting strategies

Show clips from the 2002 documentary *Shackleton’s Voyage of Endurance*: <https://www.youtube.com/watch?v=HUW8pGe5QzU>. Discuss what it reveals about the conditions faced by Shackleton and his men.

Have the students think, pair, share, and compare what they know about Antarctica’s extreme environment. They could check their ideas by listening to [LEARNZ – Antarctica](#). If the students are unsure about the different types of ice, show them the photos on <https://oceanwide-expeditions.com/blog/get-to-know-your-ice>

Check for other relevant knowledge, for example, of the First World War, contemporary scientific expeditions to Antarctica, the successful Trans-Antarctica Expedition in 1958, or the Erebus crash.

For the bigger context of Antarctic exploration, have the students explore this interactive map on [The History of Antarctic Exploration](#). Use this as an opportunity to clarify where the crew were and the distances they covered.

View the following video clip from Antarctica New Zealand to learn about the clothing worn by today’s polar scientists and explorers: [Wild Kiwi Adventurer - Chris Long \(Field Trainer 2017/18 and 2018/19\)](#). Have the students compare this with what Shackleton and his crew wore and discuss the implications.

Making meaning: Supports and challenges CONTINUED

TEXT FEATURES AND STRUCTURE:

- The features of a historical recount, including orientation, a focus on the most significant events, organisation into paragraphs with subheadings, chronological sequence, use of connectives, formal style, past tense, personal insights, a conclusion, and often, supplementary information
- An opening section that “breaks the rules” for a historical recount by starting partway through the story and being written in the present tense
- The use of figurative and colloquial language
- Selected quotes from Shackleton and Worsley that use old-fashioned language and syntax
- The use of text boxes, historical photographs, illustrations/diagrams, and a map to provide additional information
- A mix of sentence types that include longer, more complex sentences that link ideas and clauses or provide descriptions
- The use of quotation marks to signal direct quotes, made-up names (for example, “Ocean Camp”), and makeshift versions of real things (for example, “stoves”)
- The use of italics for the names of the boats and for the diary extracts
- The use of adverbs and adverbial phrases to signal time and sequence
- Information that is occasionally withheld or foreshadowed for dramatic effect, for example, “It was a skill that would later save the lives of the entire crew”.

Possible supporting strategies

Prompt the students to notice that the information in the article is presented in different ways, in words as well as visually. Invite them to predict the purpose of these different formats. Discuss whether it is important to use them all.

Discuss the three steps for reading historical photographs: observe, reflect, query. See this explanation for further support: https://www.gpo.gov/docs/default-source/history-pdf-files/reading_historical_photographs.pdf?sfvrsn=2

Point out that the writer uses quotations for different purposes. Working in pairs, have the students find, explain, and talk through an example of each.

Have the same pairs of students find examples of italics and work out why this font has been used.

Before or during reading, notice how the students deal with the different kinds of language (such as colloquial and figurative). If necessary, explain the different purposes of these language types. In pairs, students could discuss these examples and evaluate their effectiveness.

You may need to explicitly teach how to read and track ideas across complex sentences. Model how to find the main clause, which stands alone, and the dependent clause, which contains supporting details but is incomplete by itself. You may be able to reinforce how to use dependent clauses to add supporting details to sentences when your students are writing their own texts.



Sounds and Words

Possible curriculum contexts

ENGLISH (Reading)

Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

ENGLISH (Reading)

Level 4 – Structure: Show an increasing understanding of text structures.

ENGLISH (Reading)

Level 4 – Processes and strategies: Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

SOCIAL SCIENCES

Level 4 – Social Studies: Understand how exploration and innovation create opportunities and challenges for people, places, and environments.

SOCIAL SCIENCES

Level 4 – Social Studies: Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

Possible reading purposes

- To learn about a journey of courage, survival, and endurance
- To identify why a great adventure soon became a matter of life and death
- To identify the leadership qualities of people who have to make tough decisions to ensure people survive.

Possible writing purposes

- To describe another journey of survival that you have read or heard about
- To write a report on the rescue of the men from Elephant Island
- To create a timeline of the story.

The Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum

describe the literacy related knowledge, skills, and attitudes that students need to draw on in order to meet the demands of the curriculum.



The Writing Hub

Instructional focus – Reading

Use this text to develop the students' metacognition. At all stages, encourage the students to vocalise their ideas and thought processes, supporting each other to justify their ideas with reasoning.



Go to the reading progressions frameworks "Acquiring and using information and ideas in informational texts" and "Making sense of text: reading critically" to find detailed illustrations of how students develop expertise and make progress in these aspects. You can find them at <https://curriculumprogresstools.education.govt.nz/lpf-tool>

Introducing the text: Paving the way for successful readers

Before reading

- Explain that this is a historical recount. Prompt the students to recall what they know about historical recounts and to predict what they might find. List the key features for later reference.
- Have the students skim the text and integrate information from the title, motto, headings, photographs, map, and illustrations to predict the central theme of this recount and what the explorers will go through.
- Have them think, pair, share, and compare their initial interpretations of the Shackleton family motto. Record their thoughts to return to later. If required, have students complete a Frayer Model graphic organiser to gain a greater understanding of the word "endurance" before discussing.
- Brainstorm some of the words the students associate with endurance. Use these to construct a mind map, either on paper or using an online tool, such as MindMeister.

First reading

- Share a clear purpose for reading. *We are reading to find out about ...*
- Share-read the first section. Invite the students to share their responses with a partner.
- Have the students read the rest of the text independently and then retell it to a partner. Encourage them to ask and answer each other's questions to clarify their impressions of what is going on.
- Some students may need to read the text section by section, pausing after each section to discuss it with their partner or the whole group. Listen in to their discussions to check their understandings. You may need to prompt them to use the map and photographs to clarify where the explorers have travelled.
- Have the students discuss why the story was called "Endurance".
- If you are unsure about a student's reading and understanding, ask them to quietly read you a few lines and have a brief discussion to clarify how they are coping with the text challenges. Offer feedback and prompt them to articulate a strategy they have used.

If students require more scaffolding

Remind the students of strategies that are particularly useful on a first reading, such as reading on, rereading, and making connections with their prior knowledge. Remember to give students enough processing time to answer questions before moving on. Use some of the following approaches, depending on students' needs:

- Check that the students have understood how pack ice moves, creates great pressure, and breaks apart. Ask students who understand this process to explain it to those who are less sure. Provide a series of photos or illustrations that show each stage of the pack-ice cycle. In pairs, students could work together to order the pictures and retell the process.
- Model how the students can use adverbs and adverbial phrases in the text and headings, along with the information in the map, to understand the changes in time and setting. Prompt them to connect the headings to the map and timeline inside the front cover.
- Have the students complete a text reconstruction task. Copy sections of the text, cut them into separate paragraphs and headings, and then mix them up. Have the students recreate the text by ordering the headings and paragraphs. Then have them compare their reconstruction with a partner's. Finally, they can compare their reconstructed text with the original article to check how well they did.
- Point out that the text includes a number of complex sentences, in which a subordinate clause adds additional information to the main (independent) clause. Use an example to explain this, then have them find other examples in the text. Have the students think, pair, share, and compare their thoughts about why it is helpful to be able to do this.

Instructional focus – Reading CONTINUED

Subsequent readings

Use subsequent readings to focus on particular themes and ideas described in the text. These subsequent readings can include students listening to the audio as they read along. Support the students to integrate and synthesise ideas across the text through modelling, thinking aloud, prompting, and explaining. They should then be able to interpret those ideas and the text's themes. See suggestions for possible reading purposes on page 3.

Text structure and features

- Review the features of a historical recount and have the students revise their list in light of what they have read. Give them sticky notes to mark examples of each feature.
- Focus on the opening paragraph. Discuss its purpose (to set the scene by describing the context but also to hook the readers and make them wonder how these men got into this situation). Encourage the students to think critically. *What do you notice about this section that is unusual in a historical recount? Why do you think the writer chose to open his recount in this way? Did you find it effective?*
- Discuss the purpose of the quotes (to show the personalities of those quoted and the intensity of their experiences). Ask the students to identify examples of figurative language in the quotes. Prompt them to use their prior knowledge and the information in the photographs to suggest why this kind of language was appropriate.
- Discuss the importance of the photographs and their value to a historian. Talk through the “observe, reflect, query” framework for reading historical photographs, using one of the photographs as an example. Pair up the students so they can try this for themselves.
- Remind the students that every writer has a point of view and their own purpose for writing. What was the motivation of the writer of this article? What does he feel, think, or believe about the story of the *Endurance*? How can you tell?

Leadership

- Have the students construct a graphic organiser to compare what they learn about Shackleton’s leadership from the narrator, from Worsley, and from Shackleton’s own words. Talk this through, returning to the themes of survival and endurance. *How important was Shackleton’s leadership in ensuring the group’s survival? What qualities did he bring to that role?* If students are having difficulty finding this information in the text, use a three-level guide.
- Focus on Worsley and the sentence, “It was a skill that would later save the lives of the entire crew.” Challenge the students to find information that either justifies or disproves that statement. If the students don’t notice this themselves, point out that this is the second time the writer has foreshadowed something to the reader. *Why did he do it? How does it affect your feelings as a reader?*

Adventure

- Draw out the students’ ideas about why people explore extreme environments, such as Antarctica. Prompt them to consider the perspectives of the entire crew. *What connections can you make to people you know or people you’ve heard of or read about?*
- Go back to the initial brainstorm and discuss the central theme of endurance. Annotate it with notes recording the different ways that the theme is developed throughout the article.
- Conduct a shared reading of the *School Journal* article “Science on the Ice” (*School Journal*, Level 4, November 2018), which describes a contemporary expedition to Antarctica. Have the students create a Venn diagram to compare the motivations of the people involved, the challenges they faced, the technology they used, and the skills and qualities they needed for survival.

Providing feedback and supporting metacognition

Provide explicit feedback and support the students to develop their metacognition. Both strategies support students' growing independence and confidence as proficient readers. An example of each is provided below.

Providing feedback

You kept checking what you were reading in the text against the headings and the information in the map and photographs. By combining those different sources of information, you got a good handle on the sequence of events, the challenges the men faced, and how they survived.

Supporting metacognition

How did your familiarity with recounts help you to follow and understand this text? We discussed the way the writer played with the form to sustain our interest. How did you feel about that? Did it work for you?

Suggestions for writing instruction

 Go to the writing progressions frameworks “Creating texts to communicate current knowledge and understanding”, “Using writing to think and organise for learning”, and “Writing meaningful text: using knowledge of text structure and features” to find detailed illustrations of how students develop expertise and make progress in these aspects. You can find them at <https://curriculumprogresstools.education.govt.nz/lpf-tool>

Students may choose to:

- write their own historical recount. The students could review the typical features of a historical recount and how they were evident in this article. They can use this to co-design a planning template. They will need to conduct research, using their template to select relevant content. Encourage the students to make deliberate choices to write recounts that are well-structured and use figurative language and other devices to engage their readers.
- write a report about the men’s rescue from Elephant Island. Discuss the structure of a report with the students, clarifying that it has an introduction, a series of main points, and a conclusion. Have the students identify the relevant ideas from the article and organise their ideas in a logical sequence. Discuss the use of headings and topic sentences to signal main ideas and the use of connectives to show links. Some students may benefit from having lists of time connectives and temporal adverbs to refer to when writing. Encourage the students to include some complex sentences that add detail and interest. Have the students review each other’s writing and give each other feedback.
- work in pairs to recreate the timeline with a series of statements that explain the logic behind each of the explorers’ decisions. To do this, the students will need to use the information in the headings, text, and map on the inside cover. Students could look at a variety of timelines, including the version in the book, to clarify the purpose and features of a timeline. See this article about creating digital timelines <https://cft.vanderbilt.edu/guides-sub-pages/digital-timelines>

 Students could use [Google Slides](#) or [Google Drawings](#) to create their timelines.

Scaffold the students to build on their writing strengths, giving stronger support where needed and reducing it as the students become confident in using and developing the strategies. Help them to see the connections between their reading strategies and writing strategies (for example, implying as a writer, inferring as a reader). Also, it might be helpful to revisit the particular features that the author has used in this article. Allow plenty of time (with agreed targets) for the students to think about, plan, rework, and polish their writing.

 The Literacy Learning Progressions

 Assessment Resource Banks