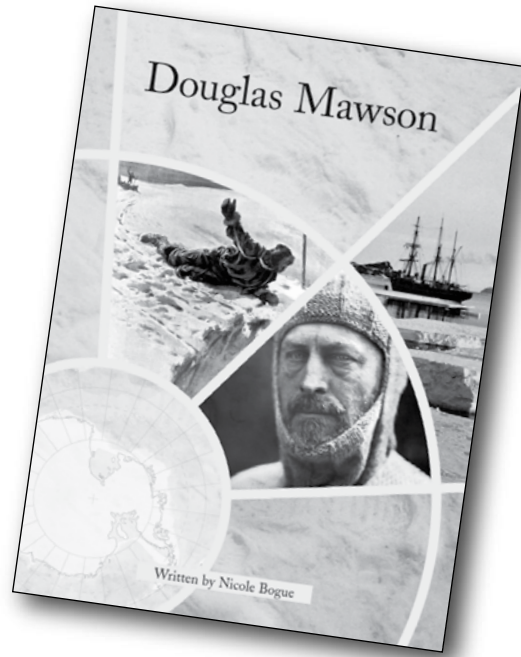


# Springboard 5

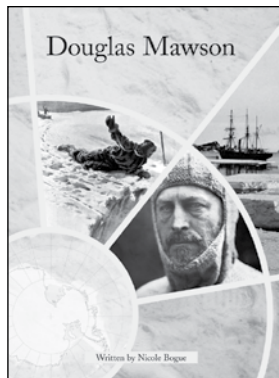


## Douglas Mawson

### Fact

Text Type	1900–2400 words	2400–3000 words	3100–3500 words
<b>Information Report</b> (Compare/Contrast)	Simpson Desert, Mojave Desert	Daintree Rainforest, Amazon Rainforest	Murray River, Mississippi River
<b>Biography</b>	Steve Irwin	Douglas Mawson	Fred Hollows
<b>Explanation</b>	How Things Work on a Farm	How Things Work on a Plane	How Things Work at a Hospital
<b>Recount</b> (Disaster)	The King's Cross Fire Disaster	The Beaconsfield Mine Disaster	The New Orleans Flood Disaster

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## DOUGLAS MAWSON

### **Middle level fact**

**Text type: Biography**

**Reading age 10.1–10.9**

**Word count 2400–3000**

Guide questions for teachers are in *italics*.

### **Before Reading**

Activate prior knowledge by asking students if they know what a biography is. Guide the discussion to build understandings that a biography is an account of someone's life or part of their life that is told by someone else. Explain that a biography that is written by the person it is about is called an autobiography.

*What kind of people do you think others like to read about?* Invite responses. Support students to understand that biographies can be about people who have achieved great things, overcome odds, done things for others, have special talents, or are famous.

Explain that a biography is a bit like a story, but because we know the events really happened, it can make the story more interesting or exciting.

## **COVER**

### **Before Reading**

Read the title and examine the cover photograph.

*Who is Douglas Mawson?*

*Look closely at the photograph and think about any information it contains.* Prompt students to notice that Douglas Mawson is dressed for the cold, and that the clothing looks different than warm clothes worn today.

*What type of activity do you think Douglas Mawson may be known for?*

*How does Douglas Mawson look in the photo?*

*What type of pose is he in and what does his facial expression suggest to you?*

*What might Douglas Mawson have done to have someone write his biography?*

Read the blurb and discuss.

## CONTENTS PAGE

*Open the book. Tell me what you know about this page. Discuss features of the contents page. Where would I go to read about research and discovery? Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses.*

*What special features does this book have? Discuss the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or unusual words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.*

*Discuss the term *introduction*. What does this mean? Guide students to understand that an introduction provides general information about the topic, which will help us read the book. Do you think this might be a useful place to start?*

*Direct students to the time line on pages 4 and 5 to help them to build content knowledge. Discuss.*

## INTRODUCTION

### Before Reading

*Why do you think this photo was selected for this page? How old do you think Douglas Mawson was in this photo? Invite inferences.*

*What might we find out about Douglas Mawson in an introduction?*

*Read page 6 and be ready to share what you learn about Douglas Mawson.*

### After Reading

*Who is Douglas Mawson?*

*What does it mean when someone is awarded the title, Sir? Can you think of anyone else who holds this title?*

*What nationality is Douglas Mawson?*

*In what area of study were the contributions he made?*

*What are some notable things he did or achieved?*

## BEGINNINGS

### Before Reading

Invite students to discuss the map on page 7. They should also notice the bold word *geology*, and suggest that this word is located in the glossary. Direct students to the glossary and ask students to read the definition aloud.

*As you read page 7, note any interesting observations of Douglas Mawson's early years.*

### After Reading

*When is Mawson's birthday?*

*Where was he born? Where did he live most of his life?*

*What job did his father do?*

*Does Mawson have siblings?*

*What area of study fascinated Mawson?*

*What did Mawson do to learn more about this area of interest?*

## RESEARCH AND DISCOVERY

### During Reading

*Read the title, and look to the photo and caption. What is a glacier and where would one be found? How might glacier ice have made these grooves in the rocks?*

*What do you expect to learn about Mawson in this part of the book? What do the words research and discovery mean?*

*What do you notice about the words on these pages? Students should notice the bold words *expedition* and *radioactive minerals*, and suggest that these words are located in the glossary. Invite students to infer the meanings of these words and then direct them to the glossary to check.*

*Read page 8 and find out about Mawson's discoveries.*

*Jot down a few key ideas from this page to chat about at the end. Be thinking about the picture you build about Mawson as you read.*

### After Reading

*What did you learn? What is a degree? How many degrees did Mawson hold? What does this tell you about him? What was his first job?*

*What was special about the minerals that Mawson was interested in studying?*

*What was Mawson able to do when he found new minerals and places containing particular minerals?*

*What did Mawson discover that led him to Antarctica?*

## THE BRITISH ANTARCTIC EXPEDITION

### Before Reading

*Examine the photo and read the caption. What do you think happens next?*

Walk through the pages of this chapter, discussing the photos and captions to build knowledge of this expedition.

*As you read this chapter, jot down some of the things you learn about the British expedition to the Antarctic. Things to think about are:*

*Who went?*

*How did they get there?*

*What were some of the complications for the team?*

*What hardships did the team face?*

*What did they hope to achieve?*

*What important event took place?*

Instruct students to check the meanings of the glossary words as they come to them.

### After Reading

Discuss the students' notes about the expedition.

*Who went on the expedition? Why do you think so many people went?*

*Describe the journey. What were the hardships?*

*What complications occurred?*

*What important event occurred? What is the south magnetic pole?*

*What was Mawson's lucky escape?*

## THE AUSTRALASIAN ANTARCTIC EXPEDITION

### During Reading

*What does the title suggest to you?* Build knowledge of this expedition by walking through the photos in this chapter and discussing the captions. Discuss the Swiss flag on page 18. Prompt students to consider why a Swiss flag is in the photo. Explain that one of the team, Dr Xavier Mertz, was Swiss.

*Read this chapter and jot down some of the important things you learn about this expedition. Take note of the tragedy that occurred and be ready to explain what happened.*

### After Reading

*What do you know about this expedition? In what ways was it different to the British Expedition?*

*What complications arose? What impact could short rations have? What are the complications caused by frostbite?*

*What happened on this expedition that was unexpected? Why was the accident a surprise to Mawson? How do you think this tragedy affected the team? What could they learn from this tragedy?*

*How did the tragedy affect the survival of the rest of the team? What happened?*

*What do you learn about Douglas Mawson by the end of this chapter?*

## TRAPPED FOR ANOTHER YEAR

### Before Reading

*What does the title of this chapter suggest to you? Walk through the chapter discussing the photos and captions. Invite students to infer what might occur in this chapter.*

Have students infer and then check the meanings of bold words in the glossary.

*Read this chapter and be ready to discuss what you learn.*

### After Reading

*What was the next installment for Mawson? Why were the men living in isolation? What happened as a result?*

*In what ways was it important for Mawson to write an account of the expedition? How could this assist others?*

## BRITISH, AUSTRALIAN, AND NEW ZEALAND ANTARCTIC RESEARCH EXPEDITIONS

### Before Reading

*What does the title suggest? Was Mawson the type of person to be discouraged by tragedy and hardship? How do you know?*

*Read pages 26 and 27 and find out what happens. Take note of how these expeditions impacted on Australia.*

### After Reading

*What happened between 1929 and 1931? How were these expeditions different to the previous ones? What was the purpose of these expeditions?*

*What happened as a result of these expeditions? Why is there a British flag raised in the photo?*

## **A HERO RETURNS**

### **Before Reading**

*What does the title tell you? What is a hero?*

Walk through the photos and captions to build knowledge of this chapter.

*Read pages 28 and 29 and find out what happens in Mawson's life. Take note of things that were done to honour Mawson's achievements.*

### **After Reading**

*What happened in Mawson's life after he arrived home?*

*How old was Mawson when he married?*

*What other important things did Mawson do?*

*What is an OBE?*

*What is a state funeral?*

## ▲ CODE BREAKER

Discuss the following synonyms:

- afraid/scared
- catch/capture
- help/aid
- move/relocate

Have students think of other synonyms for these words.

Have students work in pairs to find 10 interesting words from the book and think of synonyms for them.

## ■ MEANING MAKER

*The vocabulary used in the book is important. It helps us to build a picture of the people, and this helps us to understand the people in this biography. The words used to describe Douglas Mawson help us to know the sort of person he was.*

*Work through the book and record all the words that are used to describe Mawson or his abilities and skills. Sort the words into groups: words that describe his character, and words that describe his abilities and skills.*

*What picture do we build of the Antarctic? Find words from the book that help us to understand what kind of place it is.*

*Write a general statement about Douglas Mawson.*

## ◆ TEXT USER

*A biography is the story of a real person's life, or part of their life, which is written or told by another person. Since it is based on real events, photographs are used to illustrate and captions are added. This enables us to get a real picture of things as they actually happened.*

*Discuss how you think your knowledge of this book would be different if the pictures were drawn or painted, instead of being photos. Why do you think captions are often added to photographs? Discuss. Did you get a particular feel from the photographs being black and white instead of colour? Discuss.*

Ask students to look through the book again, paying attention only to the maps, photographs, and captions. Call on students to explain in their own words how each photo helps them to build understandings of Mawson's experiences. Prompt for clarification or elaboration if needed.

## ● TEXT CRITIC

Because this is a biography, the reader is getting the story about Douglas Mawson's life from Nicole Bogue. Have students consider how the author may have gathered the information and checked that it was accurate.

If the information was gathered through interviews with people who had close personal connections to Mawson, how could this influence their accounts of both Mawson and the experiences he had?

How might the accounts be different if the author interviewed people who didn't know Mawson personally?



## USING MULTIPLE INTELLIGENCES

**Brainstorm:** Sketch Douglas Mawson. Around the sketch, brainstorm and record the important things that Mawson did. (V, S)

**Write:** Record notes about three important events in Mawson's life. (V)

**Draw:** Draw the things that Mawson needed to take with him on his expeditions. (S)

**Think:** Think about things that Mawson did that you would like to do. (I)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/  
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence  
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# Douglas Mawson

Name \_\_\_\_\_

Graphic Organizer (before and during reading)

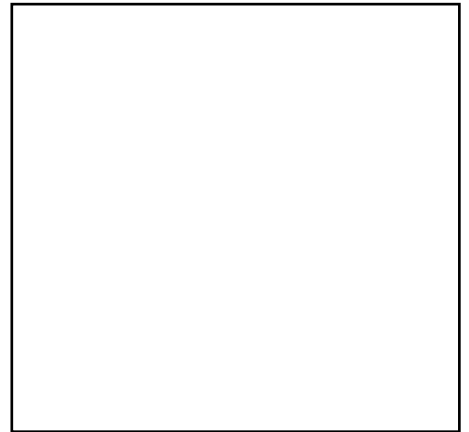
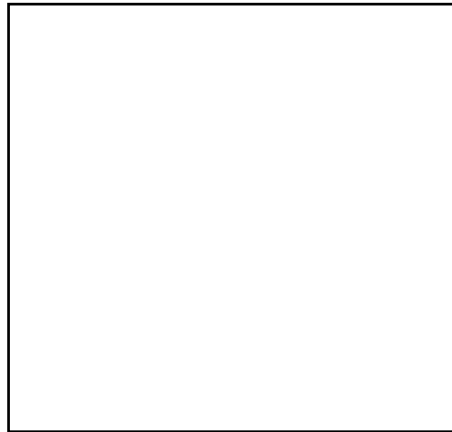
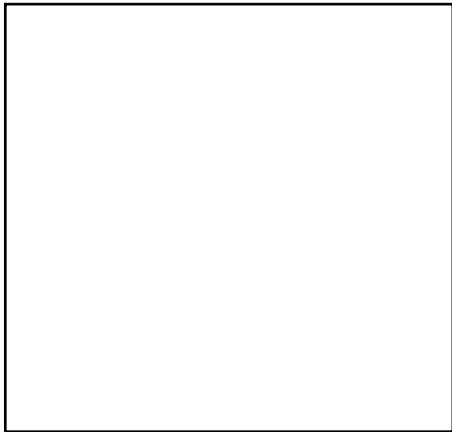
Chapter	Main ideas
Introduction	
Beginnings	
Research and Discovery	
The British Antarctic Expedition	
The Australasian Antarctic Expedition	
Trapped for Another Year	
British, Australian, and New Zealand Antarctic Research Expeditions	
A Hero Returns	

# Douglas Mawson

Name \_\_\_\_\_

Multiple Intelligences  
Intrapersonal

Douglas Mawson enjoyed many rewarding experiences. Draw some “photographs” of Mawson doing some of the things you have read about. Write captions for your photos.



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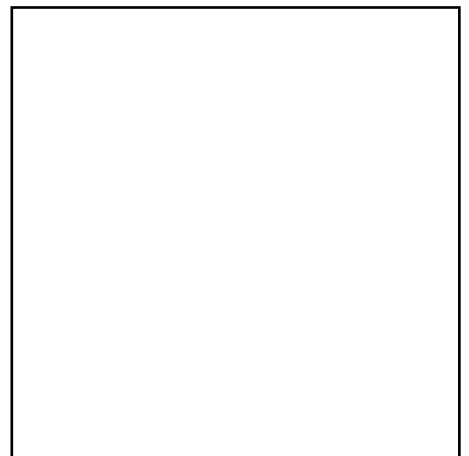
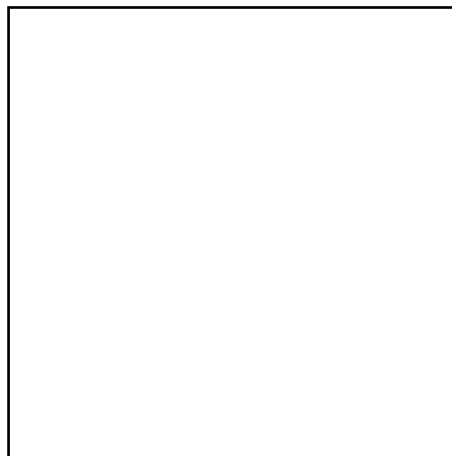
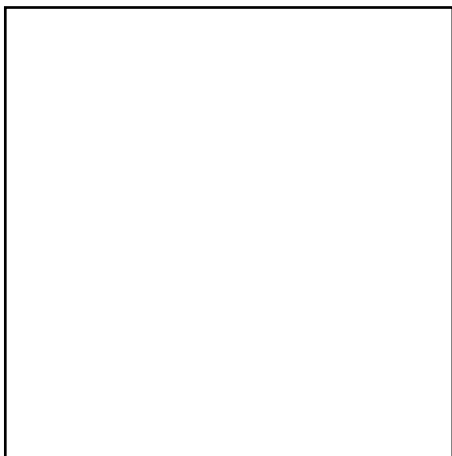
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# Douglas Mawson

Name \_\_\_\_\_

## 🕒 Code Breaker

Write these words from the book in reverse alphabetical order. Some will be easy, but for others you will need to look past the first letters.

Mawson	Antarctic	hiking	crevasse	hero
Australasian	discovery	British	expedition	minerals
snow	depot	Morse code	magnetic	research

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Turn these nouns into verbs:

achievement	_____	isolation	_____
climber	_____	preparations	_____
discovery	_____	research	_____
dream	_____	student	_____
explorer	_____	teach	_____

How many words can you build from Douglas Mawson's name? Use each letter only the number of times it appears in his name.

DOUGLAS MAWSON

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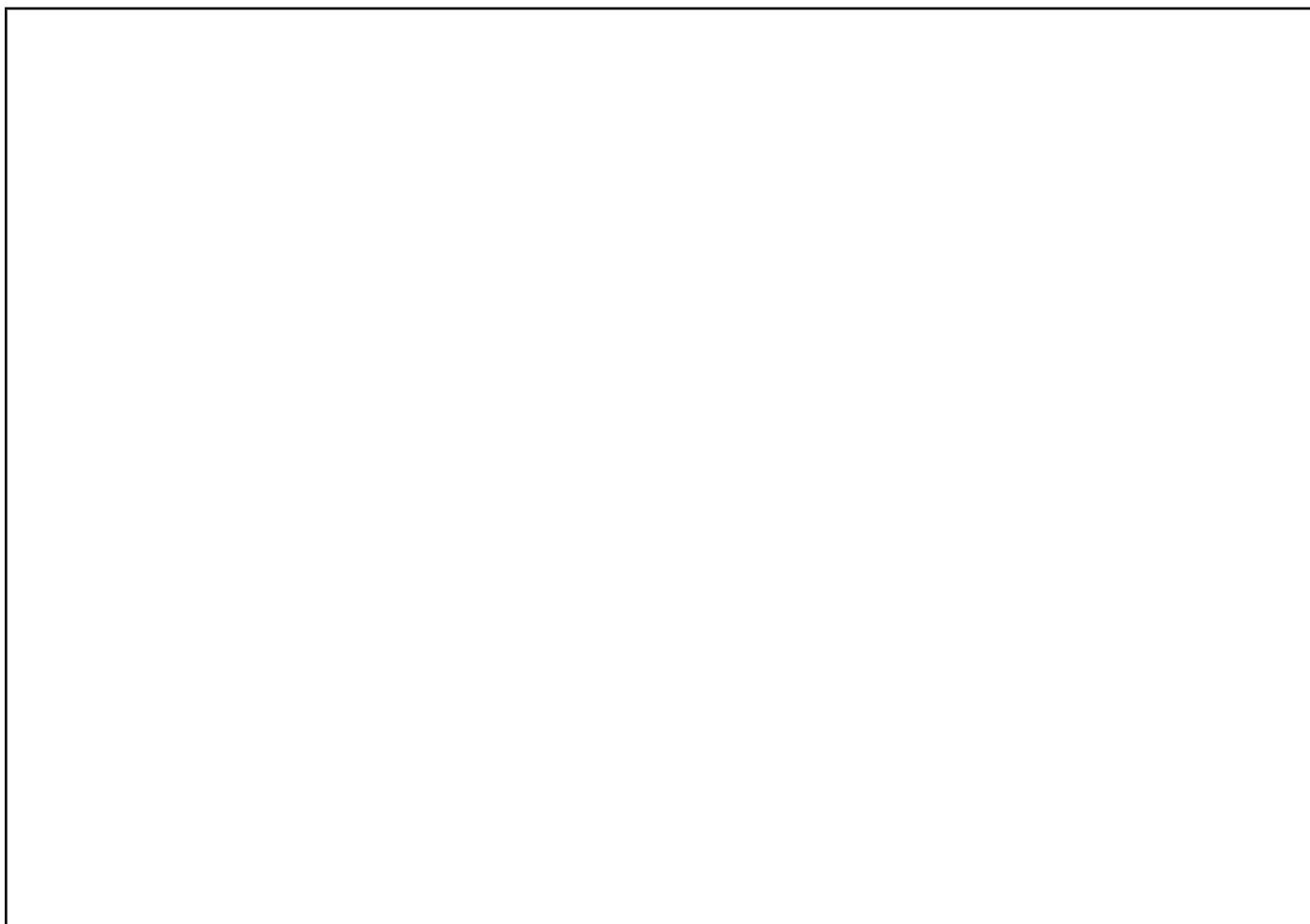
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# Douglas Mawson

Name \_\_\_\_\_

## ☐ Meaning Maker

What is your greatest achievement or most rewarding moment? Draw and write about it.



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# Douglas Mawson

Name \_\_\_\_\_

⦿ Text User

1. Do the title, cover photo, and blurb tell you what this book is about? Why or why not?

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2. Who is the book about?

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3. What did Douglas Mawson do to have someone write about him?

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4. How did Douglas Mawson contribute to the world?

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5. How might the author have acquired information about Douglas Mawson?

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6. Was the book about Douglas Mawson's whole life or just part of it?

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7. How did the places mentioned in this book affect Douglas Mawson's life?

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8. What may have influenced Douglas Mawson to be interested in geology?

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9. How did this book help you to learn more about your world?

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10. Who do you think would enjoy a book like this? Why?

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# Douglas Mawson

Name \_\_\_\_\_

Text Critic

This book is a biography. The reader learns about Douglas Mawson from the author's perspective. How did you view Douglas Mawson?

1. What was your first impression of Douglas Mawson when you saw the cover?

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2. Do you think the title, cover photo, and blurb portray Mawson in a positive way? Why or why not?

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3. Do you think the biographer respects Mawson? Give reasons.

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4. Do you think the biographer likes Mawson? Give reasons.

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5. Which words, phrases, or sentences make you think the biographer likes and respects Mawson?

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6. Do you think readers of this book will be inspired by this story? How do you feel after reading this book?

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7. Who do you know who might enjoy this book? Why would they enjoy it?

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8. Write words that tell how you feel about Douglas Mawson.

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# Douglas Mawson

Name \_\_\_\_\_

## Biography

Write two facts from the book about each period in Mawson's life. Use the time line on pages 4 and 5 to help you.

1880–1885

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1900–1910

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1910–1920

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1920–1930

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1930–1940

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1940–1960

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From the information presented in this book, record what you think are the five most important things Douglas Mawson contributed to his field.

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