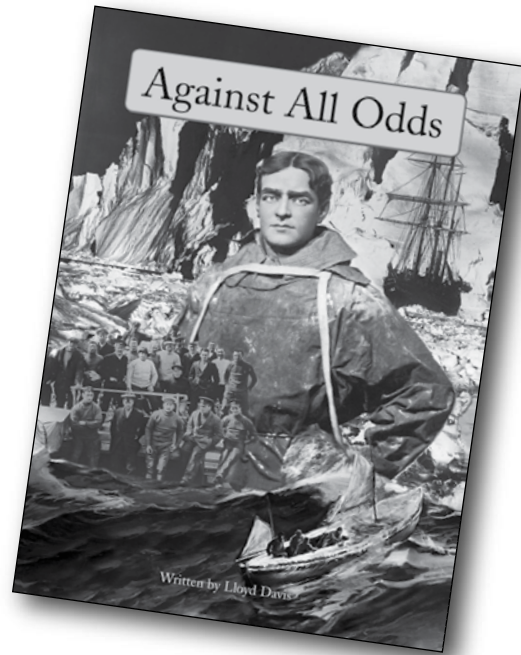


Springboard 6



Against All Odds

Fact

Text Type	2400–3000 words	3100–3500 words	3500+ words
Discussion	Do You Like Fast Food?	Do You Like Watching TV?	Would You Travel in Space?
Exposition (Proposition/ Support)	Cars! Cars! Cars!	Litter at the Top of the World	The Polar Bear Problem
Information Report (Cause/Effect)	Bushfires!	The Piece of Paper Path	A Sneeze Is Coming On
Survival Story	Trapped in the Tube	Against All Odds	I Survived a Shark Attack

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.



AGAINST ALL ODDS

Middle level fact

Text type: Survival Story

Reading age 11.1–11.9

Word count 3100–3500

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students whether they have heard, seen, or read any stories of survival. Guide the conversation to build knowledge of what a survival story is.

Do you know of any people who survived something that could have killed them? Invite discussion.

Support students to make links to the world and discuss people students may know of who have survived accidents, disasters, and attacks.

Ask students what they know about Antarctica. *What dangers might people face in such a harsh environment?* Invite students to share responses.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What does this photograph show? When might the events in this book have occurred? What could the title mean?*

Read the blurb and invite discussion. *What do you expect to learn as you read this book?*

Invite students to flick through the book to gather more information about what it is about. Discuss.

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should mention the terms *glossary* and *index* when discussing features. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

INTRODUCTION

Before Reading

What do you notice first about this page? Guide students to discuss the photographs and captions on pages 4 to 7, and the table on page 7. Invite discussion to build content knowledge.

Discuss the glossary words *Antarctica* and *expedition*, and check the glossary definitions.

What do you expect to find out in the introduction?

Read the first chapter and be ready to share what you learn about where and when this survival story occurred.

After Reading

Have students share what they learned.

Where did this survival story occur?

Why might people have embarked on trips to such risky places?

What was the equipment like for adventurers and explorers at the start of last century?

Who was Ernest Shackleton?

What was the purpose of Shackleton's expedition?

Discuss the way this book is written. Invite students to share their observations. Explain that this is a factual recount of the events.

THE EXPEDITION SETS OUT

Before Reading

Invite students to look through the photos and captions to build knowledge of this chapter.

Discuss the glossary words *navigate*, *pack ice*, and *landmasses*, and check the glossary definitions.

Read pages 8 to 13, and be ready to share what you learn about the expedition. Jot down some notes to help you to remember important details.

After Reading

Invite students to share their discoveries. *Where and when did the expedition begin?*

How long did preparations take for this trip? Why did preparations take so long?

How did Shackleton know the route he needed to take?

What was in South Georgia?

What weather conditions did the crew endure?

What hardships would you expect them to face?

What happened to Endurance as she moved through the pack ice? What did this mean for the crew? What dangers did this present?

CARRIED BY THE ICE

Before Reading

What does the heading suggest?

Investigate the photos and captions to build knowledge of this chapter.

Discuss and check the definitions of the glossary words.

What do you expect to find out from this chapter?

Read this chapter to learn what happened.

After Reading

What did you learn about what happened next?

Invite responses.

What was the pack ice doing to the ship and crew? What difficulties did this present?

What happened to Endurance? In what position did this leave Shackleton and his men? What do you think these people may have been thinking at this point? What physical and mental challenges did they face?

INTO THE SEA

Before Reading

Invite students to predict what happened next. Investigate the photos, captions, and map to build content knowledge.

Have students visit the glossary to check the meaning of the word *sextant*.

As you read this chapter, jot down a few notes about what Shackleton and the crew did next.

After Reading

Invite students to share what they discovered.

In what way is the Bransfield Strait treacherous? What sort of journey lay ahead and what dangers did the crew face? Encourage elaboration and prompt students to return to the book to gather more information if necessary.

What was remarkable about the landing on Elephant Island?

ELEPHANT ISLAND

Before Reading

Invite students to discuss the photos and captions to build an understanding of Elephant Island.

Describe the terrain on this island.

As you read pages 24 and 25, jot down the main points that you learn about the landing on Elephant Island.

After Reading

Invite students to share their responses.

What do you know about the conditions on Elephant Island?

What did Shackleton decide to do next? What did you learn about the journey into the Drake Passage?

Describe the conditions the men faced for the two weeks on the boat.

THE DRAKE PASSAGE

Before Reading

Walk through the photos, captions, map, and illustrations to build knowledge of the Drake Passage. Invite students to infer what this journey was like.

Have students visit the glossary to check the meanings of the bold words.

Read this chapter and be ready to share what you learn about the trip.

After Reading

Describe the journey. Invite responses.

What kinds of difficulties did the men face? What were the waves like? Prompt students to recall that the crew were travelling in a small boat.

What were some of Shackleton's concerns?

What problem was encountered as the boat landed in King Haakon Bay?

CROSSING THE MOUNTAINS

Before Reading

Invite students to discuss the map, photo, and caption on pages 33 to 35.

What does this chapter title suggest happens next?

Read this chapter and be ready to share what you learn.

After Reading

Invite students to share what they have learned.

Why did people believe it was impossible to cross the mountains of South Georgia? What did the men take with them? Why did they travel light?

How did Shackleton solve the problem of being too high up as night fell?

How long did the journey take?

How were the men greeted when they reached civilization?

RESCUE

Before Reading

What do you think happens in this chapter? Invite students to look through the last chapter to discuss photos and captions to build knowledge of this part of the book.

Read the last chapter and think of the factors that made this rescue amazing. Jot down the important ideas and be ready to share your thoughts.

After Reading

Invite students to share what they learned about the rescue. *What factors contributed to make this rescue amazing?*

Do you think the crew expected Shackleton to return after so many months? What would you expect their reaction to have been?

What do you think the most amazing thing is about this event?

🔍 CODE BREAKER

The author has used some descriptive words and phrases to help the reader to build a picture of the harsh conditions faced by Shackleton and his crew.

Discuss the way the author adds meaning by using the following adjectives:

hostile, icy, mushy, treacherous, fierce, sturdy, stormiest

How do these strong words help us to paint a picture of the conditions?

Have students brainstorm synonyms for these adjectives.

Discuss the way the author brings the pack ice to life in the following passage from page 14: *Now the crew were at the mercy of the pack ice.*

🗨️ MEANING MAKER

This is a story of courage, determination, and a will to survive. With this context in mind, have students brainstorm idea webs for the following:

- Ernest Shackleton
- Antarctica

📖 TEXT USER

Have students revisit the photographs in this book. Discuss the way these photos help today's readers to understand the harshness of the conditions faced by Shackleton's crew. Pair students to walk through the book and compare the photos from the expedition with the photos from the present day.

Have students revisit the painting on pages 30 and 31 to discuss how this represents the waves in the Drake Passage. Prompt students to consider why the men may not have photographed this part of the journey.

🔍 TEXT CRITIC

Explain that all authors write books for a reason. The purpose may be to entertain, to inform, or to persuade. Sometimes, the purpose is clear, but at other times the purpose may not be clear. A factual recount is one person's view, opinion, or understanding of what happened. It shows us the author's feelings about the topic. This is called bias. Readers need to be aware of this, and the possibility that they may be influenced by the author's opinions or feelings.

Scan through this information book and look for evidence of bias.

USING MULTIPLE INTELLIGENCES

Class activity

Design: Design a simple sailing vessel. (S)

Create: Build the sailing vessel. (L, B)

Discuss: Discuss the strengths and the weaknesses of your vessel. (V)

Revisit: Revisit the design and find ways to overcome the weaknesses. (L)

Apply: Try your design out in varying conditions:

- gentle waves/soft breeze
- moderate waves/moderate breeze
- large waves/strong winds (B)

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.

Against All Odds

Name _____

Graphic Organizer (before and during reading)

As you read, record the main ideas from each part of the book.

Chapter	Main ideas
Introduction	
The Expedition Sets Out	
Carried by the Ice	
Into the Sea	
Elephant Island	
The Drake Passage	
Crossing the Mountains	
Rescue	

Against All Odds

Name _____

Multiple Intelligences

Bodily-kinaesthetic, Verbal-linguistic, Spatial

Look through the photos in the book and decide what kind of strength the men on this expedition needed. Devise three different exercises that would prepare people for this type of adventure. Write and sketch the instructions for these exercises.

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Against All Odds

Name _____

🔍 Code Breaker

Think of three adjectives to describe each of the following words from the book. Use each word in a sentence with one or more of your adjectives.

Antarctica _____

Endurance _____

Ernest Shackleton _____

South Georgia _____

pack ice _____

Bransfield Strait _____

Elephant Island _____

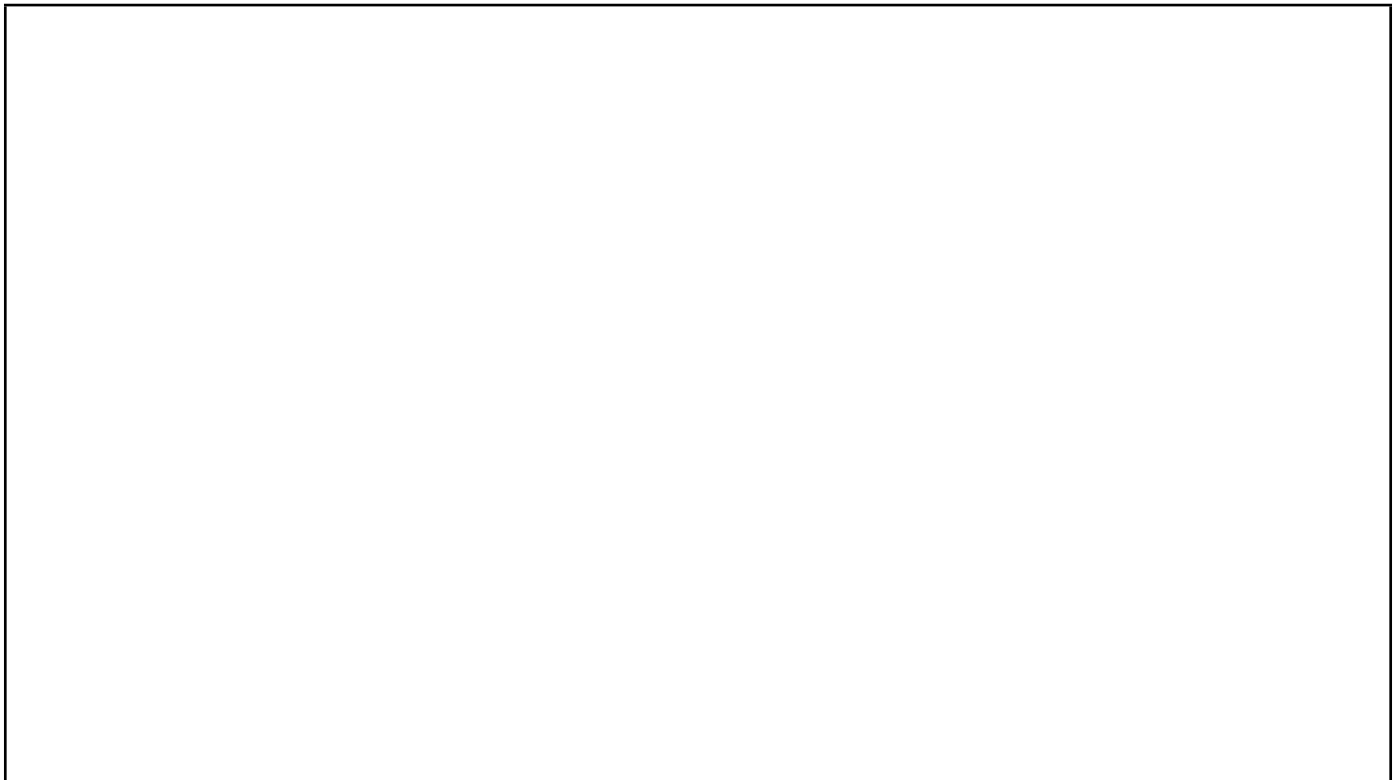
Revisit the book and find as many compound words as you can. Write their meanings.

Against All Odds

Name _____

Meaning Maker

A cake of soap, a bucket of warm water, and a pair of fresh socks would have been a luxury for the men on this expedition. Draw and label as many items as you can that the men would have appreciated in the long months spent in the cold, harsh conditions.



Imagine that you are on the expedition. Rate your items in order from most to least important.

Against All Odds

Name _____

⦿ Text User

Use the Expeditions to Antarctica table on page 7. Write what happened in your own words. On a separate sheet of paper, sketch and label one thing that each expedition would have taken with them.

Time	What happened
1819–1821	
1893–1895	
1898–1900	
1901–1904	
1901–1904	
1907–1909	
1910–1912	
1910–1912	

Against All Odds

Name _____

● Text Critic

This book is a factual recount, which may include some of the author's own feelings and opinions. Consider the following:

1. Did you think this was a factual book when you saw the cover? Why or why not?

2. Did you think that this book would give facts about the incident that were true and correct? Why or why not?

3. Do you think the author presented just the facts in this book? Explain.

4. What kinds of words were used in this recount that would not be found in a report?

5. How does the book's title make a statement about this incident?

6. Is it possible that some details may be incorrect? Explain.

7. How could the painting of *James Caird* on pages 30 to 31 show the conditions differently to the way they really were? Explain.

Against All Odds

Name _____

Survival Story

Write two facts from the book about:

Ernest Shackleton

Robert Falcon Scott

Endurance

South Georgia

Pack ice

Antarctica

Rations

Drake Passage

Elephant Island
