

**Gilbert White's House
Antarctic Explorers Day
Post-Visit Lesson Plans
and
Teacher's Notes**



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Antarctic Explorers Lesson Plans

Introduction

These follow-up lesson plans are intended to consolidate and develop pupils learning following their visit to Gilbert White's Museum and their participation in the Antarctic Explorers Day.

Themes

The activities provide the opportunity to introduce and / or consolidate the following themes:

- Captain Robert Scott's expedition to Antarctica 1910 – 1913
- Potential threats to the continent of Antarctica
- The importance of the Antarctic Treaty and the role of international co-operation

Activities

Activities are discussion and enquiry based to provide opportunities for pupils to:

- develop a deeper understanding through exploring and talking about their ideas
- work in groups of different sizes (pairs, small groups and as a whole class)

Activities are structured to support pupils develop the ability to:

- maintain attention and participate actively in collaborative conversations
- listen and respond appropriately to adults and their peers
- elaborate and explain clearly their understanding and ideas

Timings and Lesson Structure

- The timings and structure of the lessons are flexible to enable you to adapt and select activities as required.
- The lesson plans are sequenced and structured to work within two 60-minute lessons.
- There are a variety of options for pupil groupings so activities can be delivered in a format that suits your particular class dynamics.
- The timings provided are approximate. Activities can be extended to allow for more in-depth discussion or for pupils to record their thoughts and ideas in writing.
- Some activities can be shortened if conducted as class discussion rather than pair or group work followed by class feed-back.

Resource Pack

Contains photocopiable resources and activity sheets.

PowerPoint Presentation (optional)

Contains slides relating to a number of activities outlined in the lesson plans.

National Curriculum Links

Citizenship

The Antarctic Explorers Day and follow-up activities and resources are designed to support pupils to:

- ✓ learn about the wider world and the interdependence of communities within it
- ✓ to develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions
- ✓ talk and write about their opinions, and explain their views, on issues that affect themselves and society
- ✓ research, discuss and debate topical issues, problems and events
- ✓ understand why and how rules and laws are made and enforced, why different rules are needed in different situations

English

The Antarctic Explorers Day follow-up activities and resources provide pupils with the opportunity to:

- ✓ participate actively in collaborative conversations, discussions and debates
- ✓ elaborate and explain clearly their understanding and ideas
- ✓ listen and respond appropriately to adults and their peers
- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ ask relevant questions to extend their understanding and knowledge

Geography

The Antarctic Explorers Day and follow-up activities and resource should support pupils to:

- ✓ extend their knowledge and understanding beyond the local area, including the location and characteristics of a range of the world's most significant human and physical features
- ✓ describe and understand some key aspects of physical and human geography

Lesson 1

Learning Objectives:

- To consolidate pupils' knowledge and understanding of Scott's Expedition to Antarctica 1910 - 1913
- To understand the importance of Antarctica today
- To understand the threats facing Antarctica today

Success Criteria:

- Pupils can state at least 5 facts about Scott's Expedition to Antarctica 1910 – 1913
- Pupils can provide at least 3 reasons to explain the importance of Antarctica today
- Pupils can give 2 examples of the threats to Antarctica today

| Lesson 1 Activity 1 | Approximate Timings: 10 minutes | Resources |
|--|---------------------------------|-----------|
| <p>Activity: What can a photograph tell us?</p> <p>Introduction:</p> <p>This activity requires very little introduction. Tell pupils that, following their visit to Gilbert White's House and Gardens, they may recognise the person in the photograph they are about to see. If they don't, it doesn't matter because they are now going to decide how much (if anything) they can actually learn about him from studying his portrait.</p> <p>Suitable for: Individual / Pair Work / Group Work / Whole Class Activity</p> <p>This activity could be completed either as a class Q+A activity or in small groups with pupils feeding back to the class following their group discussions. Pupils could record their thoughts and ideas on the Lesson 1 Activity Sheet 2 Answer Template.</p> <p>Continued on next page</p> | | |

| Lesson 1 Activity 1 continued (1) | Approximate Timings: 10 minutes | Resources |
|---|---------------------------------|---|
| <p>Activity:</p> <p>Pupils study the photograph of Lawrence Oates (PowerPoint Slide 3 or Activity Sheet 1) and answer the questions listed below:</p> <ol style="list-style-type: none"> 1. What do we know about this man? 2. What does this picture tell us about him? 3. What don't we know? 4. What do you think he is thinking or feeling? 5. What questions would we like to ask him? <p>Pupil feedback / class discussion</p> <p>Key questions:</p> <ul style="list-style-type: none"> ○ What, if anything, have they learnt about this man? ○ Why is he famous? ○ How could they find out more and / or answer their questions? <p>Extension Activity:</p> <p>If you wish to extend the activity, additional photographs of Oates taken during the expedition can be found here:</p> <ul style="list-style-type: none"> ○ Captain Oates and Siberian ponies on board Terra Nova (November 1910): https://www.rct.uk/collection/themes/exhibitions/the-heart-of-the-great-alone-scott-shackleton-and-antarctic-photography/the-queens-gallery-buckingham-palace/captain-oates-and-siberian-ponies-on-board-terra-nova ○ Photograph of Captain Oates (October / November 1911) https://www.rct.uk/collection/themes/exhibitions/the-heart-of-the-great-alone-scott-shackleton-and-antarctic-photography/the-queens-gallery-buckingham-palace/captain-oates | | <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> ➤ Slide 3 if required <p>Resource Pack:</p> <ul style="list-style-type: none"> ➤ Lesson 1 Activity Sheet 1 with questions ➤ Lesson 1 Activity Sheet 2 Answer Template <p>Teacher's Notes:</p> <ul style="list-style-type: none"> ➤ Lawrence Oates Background Notes pages 24 - 27 <p>Additional Links:</p> <p>https://gilbertwhiteshouse.org.uk/the-oates-collection/</p> |

| | | |
|---|--|---|
| Lesson 1 Activity 1 continued (2) | Approximate Timings: 10 minutes | Resources |
| <p>Background Information:</p> <p>Captain Lawrence Oates is best remembered as the brave Antarctic hero who was chosen to be part of Captain Robert Scott's team to undertake the epic journey of discovery to the South Pole 1910-13. Scott's team suffered inadequate food supplies, severe weather conditions and failing health so Oates sacrificed his life in the hope of saving his comrades, leaving the tent in a terrible blizzard with the famous last words "I am just going outside and may be some time." His body has never been found.</p> | | |
| Lesson 1 Activity 2 Part 1 | Approximate Timings: 10 minutes | Resources |
| <p>Activity: Quiz, Quiz, Trade</p> <p>Key Question: Why did Scott travel to Antarctica?</p> <p>This activity consolidates basic information regarding Scott's expedition to Antarctica.</p> <p>Suitable for: Whole Class Activity</p> <p>Information:</p> <ul style="list-style-type: none"> ○ Each card has one question and the correct answer to that question. ○ Aim of activity: pupils to ask as many pupils in the class the question on their card and to answer, and memorise, the answers to as many questions they are asked as possible. <p>Instructions:</p> <ul style="list-style-type: none"> ○ Print enough question / answer cards for the class (it does not matter if some pupils have the same questions). ○ Give each pupil one question / answer card. ○ Pupils circulate around the classroom. They stop and ask the first pupil they meet the question on their card. The other pupil answers. The pupil asking the question confirms whether the other pupil has given the correct answer or, if not, provides the correct answer written on their card. After both pupils have asked each other the question on their card, they trade cards. <p>Instructions continued on next page</p> | | <p>Resource Pack:</p> <ul style="list-style-type: none"> ➤ Question and answer cards (one card per pupil) <p>Please note the cards need to be printed and cut in advance.</p> |

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| Lesson 1 Activity 2 Part 1 continued | Approximate Timings: 10 minutes | Resources |
| <ul style="list-style-type: none"> ○ Pupils then continue circulating, asking the next pupil they meet the question on their new card, and confirming whether the other pupil has provided the correct answer or correcting as required. ○ Pupils trade cards after each exchange with another pupil. ○ Stop the activity after approximately 5 minutes although you can allow more time if required. ○ Pupils then sit with their group, partner or return to their seats depending on how you wish to manage part 2 of the activity. <p>Tip:</p> <ul style="list-style-type: none"> ○ Have pupils raise their hand when looking for their next partner. ○ Remind pupils to memorise as much information as possible as this activity will be followed by a quiz. | | |
| Lesson 1 Activity 2 Part 2 | Approximate Timings: 10 minutes | Resources |
| <p>Activity: Quiz</p> <p>Suitable for: Group Work but individual /pair work and whole class activity also possible.</p> <p>Instructions:</p> <ul style="list-style-type: none"> ○ Allocate one quiz sheet per pair / group (per pupil if pupils completing activity individually) ○ Specify the time pupils have to complete the quiz ○ As a class correct and discuss answers <p>Class feedback / discussion:</p> <p>During the feedback and class discussion it is important to ensure that pupils appreciate that whilst Scott wanted to be the first man to reach the South Pole the main purpose of the expedition was scientific research and exploration. This is also an opportunity to refer back to their visit to Gilbert White's House and the 'Winter Journey', the story of Apsley Cherry-Garrad, Edward Wilson and Henry Bower's expedition to find and collect penguin eggs to take back to England for scientific study.</p> <p>Continued on next page</p> | | <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> ➤ Slides 5-6 if required. <p>Resource Pack</p> <ul style="list-style-type: none"> ➤ Quiz Sheet <p>Teacher's Notes:</p> <ul style="list-style-type: none"> ➤ Why did Scott go to Antarctica? Answer Sheet (pages 16 – 17) ➤ Scott's Final Message (pages 18 – 19) |

| | | |
|--|--|---|
| Lesson 1 Activity 2 Part 2 continued | Approximate Timings: 10 minutes | Resources |
| <p>Optional: This activity could be presented as a team competition (see Answer Sheet, pages 14 – 15, for suggested allocation of points).</p> <p>Extension Activity: Scott's Expedition to Antarctica: The Risks</p> <p>Scott's last message to the public in which he outlines his perception of the risks they took is included below (pages 18-19) if you wish to discuss the risks of the expedition in more detail.</p> | | |
| Lesson 1 Activity 3 | Approximate Timings: 10 minutes | Resources |
| <p>Activity: True or False Quiz</p> <p>Key Question: What do we know about Antarctica?</p> <p>Key Words: Continent, Country</p> <p>Suitable for: Individual / Pair Work / Group Work / Whole Class Activity</p> <p>Options:</p> <ol style="list-style-type: none"> Read aloud the statements on page 18 below. Pupils could either raise their hands if they believe the statement is true or write their answers (tick or a cross) on a mini white-board. Statements are also included in the PowerPoint Presentation (slide 8) if required. Provide each pupil with the 'True or False Quiz Sheet' which pupils can complete individually or in groups / teams. <p>Pupil feedback / class discussion</p> <p>Key points to highlight with pupils are:</p> <ol style="list-style-type: none"> Antarctica is not 'owned' or managed by any one country. Antarctica is a continent for science. | | <p>PowerPoint Presentation:</p> <p>Slide 8 if required</p> <p>Resource Pack:</p> <ul style="list-style-type: none"> ➤ True or False Quiz Sheet <p>Teacher's Notes:</p> <ul style="list-style-type: none"> ➤ True or False Answer Sheet page 20 |

| | | |
|---|--|---|
| Lesson 1 Activity 4 | Approximate Timings: 15 minutes | Resources |
| <p>Activity: Diamond Nine</p> <p>Key Question: Why is Antarctica important today?</p> <p>Suitable for: Pair Work / Group Work</p> <p>Introduction:</p> <p>This activity requires a very brief introduction explaining that people have different opinions about:</p> <ol style="list-style-type: none"> 1. why Antarctica is an important continent 2. whether Antarctica should be protected <p>Aim:</p> <ul style="list-style-type: none"> o To encourage group discussion o Pupils to prioritise and justify the reasons why, in their personal opinion, Antarctica matters today <p>Instructions:</p> <ul style="list-style-type: none"> o There are 10 diamond cards in total so pupils will need to reject one (the least important). o In their groups pupils need to prioritise the remaining 9 statements by placing the cards in the formation of a diamond with the most important statement at the top. o If required, the Power Point Presentation (slide 10) includes an image of the formation of the Diamond Nine when completed. o A specified time limit may be appropriate to ensure pupils arrive at a decision. o Groups feedback their ideas to the class. | | <p>PowerPoint Presentation</p> <ul style="list-style-type: none"> ➤ Slide 10 if required <p>Resource Pack:</p> <ul style="list-style-type: none"> ➤ 1 x set of Diamond Nine Cards per pair or group <p>Please note these need to be cut out in advance.</p> |
| Lesson 1 Activity 5 | Approximate Timings: 5 minutes | Resources |
| <p>Key Question: What are the threats to Antarctica today?</p> <p>Additional Information: The statements included in this activity focus on the threats posed by mining and tourism. There is the potential to extend the debate to include other issues such as climate change.</p> <p>Suitable for: Whole Class Activity</p> | | <p>Teacher's Notes:</p> <ul style="list-style-type: none"> ➤ List of potential threats to Antarctica page 22 |

| Lesson 1 Activity 5 continued | Approximate Timings: 5 minutes | Resources |
|--|--------------------------------|-----------|
| <p>Activity:</p> <ul style="list-style-type: none"> ○ Depending on the time you have available for the activity, select the statements you wish to read to the class. ○ Read a statement aloud to the class. ○ Pupils individually decide whether they agree or disagree as to whether the statement represents a threat to Antarctica. If they consider it a threat, they raise their hand. ○ Select a pupil (s) to explain and justify their opinion. <p>Options (if you have more time available):</p> <p>Pupils could discuss their ideas in groups prior to reporting back their group's answer to the class.</p> <p>or:</p> <ul style="list-style-type: none"> ○ Place 1 of each of an 'opinion' A4 poster in different areas of the classroom: <p>Agree 😊 Undecided 😐 Disagree ☹️</p> <ul style="list-style-type: none"> ○ When you read out each statement, pupils walk to the poster that reflects whether they agree, disagree or are undecided as to whether it represents a threat to Antarctica. ○ Select a pupil(s) to explain / justify their opinion. | | |

Lesson 2

Learning Objectives:

- To understand how Antarctica is governed today
- To understand what the Antarctic Treaty is

Success Criteria

- Pupils can explain in brief how Antarctica is governed today
- Pupils can explain what the Antarctic Treaty is

| Lesson 2 Activity 1 | Approximate Timings: 5 minutes | Resources |
|---|--------------------------------|--|
| <p>Activity: Fascinating Facts</p> <p>Aim: To consolidate learning from the previous lesson.</p> <p>Suitable for: Individual / Pair Work / Group Work or Class Discussion if time limited</p> <p>Activity:</p> <ul style="list-style-type: none"> ○ Individually, in pairs or in groups, pupils think of and / or note down as many facts that they know about Antarctica. ○ Pupils feedback to class – opportunity to correct any errors / misconceptions. <p>Pupil feedback / class discussion</p> <p>Guide discussion (if not mentioned by pupils) to include the importance of Antarctica and the potential threats the continent faces. These concepts should inform pupils ideas for Activity 4 below (The Antarctic Treaty).</p> <p>Optional:</p> <ul style="list-style-type: none"> ○ Pupils could write down each of their facts on post-its or paper and they could be used for a class display or to keep a record of their ideas. ○ If time permits, this activity could be organised as a team competition with each team receiving a point for each fact they remember. | | <p>Optional:</p> <ul style="list-style-type: none"> ➤ Post-its or paper for pupils to record their ideas |

| Lesson 2 Activity 2 | Approximate Timings: 15 minutes | Resources |
|---|---------------------------------|--|
| <p>Key Question: Who is in charge of Antarctica today?</p> <p>Suitable for: Individual / Pair Work / Whole Class Activity</p> <p>Background Information and Introduction:</p> <p>In the first half of the 20th century, seven countries made territorial claims to different parts of Antarctica: United Kingdom, Argentina, Australia, Chile, France, New Zealand and Norway. Today over 40 countries have research stations in Antarctica.</p> <p>Key Words: Territorial Claim, Treaty</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Pupils complete the Activity Sheet illustrating the international territorial claims to Antarctica. 2. Show pupils Power Point Slide 13 to illustrate how many countries have research stations based in Antarctica. <p>Class Discussion:</p> <p>Ask pupils:</p> <ul style="list-style-type: none"> ○ Who is in charge of Antarctica today? (Question included in the Antarctica quiz completed in lesson 1.) ○ Is it surprising that so many countries are working in Antarctica and no one country is in overall charge? ○ What problems could this create? | | <p>Power Point</p> <p>Slides 12 and 13</p> <p>Resource Pack:</p> <p>Who's in charge of Antarctica today? Activity Sheet</p> <p>Teacher's Notes</p> <p>Who's in charge of Antarctica today? Answer Sheet page 23</p> |
| Lesson 2 Activity 3 | Approximate Timings: 20 minutes | Resources |
| <p>Activity: The Co-operation Challenge*</p> <p>Key Question: Is it possible to look after your own interests whilst still helping other people?</p> <p>Context: This activity demonstrates that co-operation benefits both individuals and the community. It helps pupils explore the challenge of balancing individual needs with those of the larger community.</p> | | <ul style="list-style-type: none"> ➤ 1 x Container with 10 counters per group ➤ Additional counters for the 're-filler' ➤ Whistle / Bell |

| Lesson 2 Activity 3 continued | Approximate Timings: 20 minutes | Resources |
|---|---------------------------------|-----------|
| <p>Suitable for: Group Work only</p> <p>Set up:</p> <ul style="list-style-type: none"> ○ Divide the class into groups of 5 (4 x players + 1 're-filler') ○ Give each group a container with 10 counters inside ○ Give each 're-filler' a store of counters <p>Aim of the Game: For everyone to get as many counters as possible.</p> <p>Rules:</p> <ul style="list-style-type: none"> ○ Players are not allowed to communicate with each other during the game. ○ The game ends after 5 minutes, or if the group's container is completely empty. <p>Instructions:</p> <ul style="list-style-type: none"> ○ Pupils can take any quantity of counters out of the bowl at any time but remind pupils that if their group container is empty their game will end immediately. ○ Ring the bell / blow the whistle every 10 seconds. ○ When the bell / whistle sounds, the re-filler will double the number of counters left in the container, to a maximum of 10 counters. ○ After the first round of the game, allow groups five minutes to invent their own rules to increase the number of counters they could collect. Remind pupils they are not allowed to communicate with each other during the game. <p>Class Discussion:</p> <p>At the end of the game ask pupils to reflect and feedback on the experience and on how it relates to the theme of international cooperation.</p> <p>*From: Global Dimension: the world in your classroom</p> | | |

| Lesson 2 Activity 4: | Approximate Timings: 20 minutes | Resources |
|--|---------------------------------|--|
| <p>Key Questions:</p> <p>What is the Antarctic Treaty? What would you do to protect Antarctica?</p> <p>Introduction: Explain to pupils that the Antarctic Treaty System is a set of agreements that is used to govern the continent of Antarctica. It was originally signed by the governments of 12 countries (Argentina, Australia, Belgium, Chile, the French Republic, Japan, New Zealand, Norway, the Union of South Africa, the Union of Soviet Socialist Republics, the United Kingdom of Great Britain and Northern Ireland, and the United States of America) on 1 December 1959 and took effect in 1961. They agreed a number of rules for Antarctica and these included what countries were allowed and were not allowed to do and why. So far, it has been signed by 46-48 countries.</p> <p>Suitable for: Individual / Pair Work / Group Work / Class Discussion</p> <p>Activity:</p> <ul style="list-style-type: none"> ○ Pupils draft a list of their rules for Antarctica ○ Pupils feedback their ideas to the class ○ Class compares their lists with the Antarctic Treaty (see PowerPoint slide 14) ○ Class feedback and discussion | | <p>Power Point Presentation</p> <p>Slide 14</p> |

Lesson 1 Activity 2

Scott's Expedition to Antarctica Mark Sheet

1. When did Captain Lawrence Oates travel to Antarctica with Captain Robert Falcon Scott?

| | |
|------------------------------------|---------|
| Left 1910 | 1 point |
| Arrived 1911 | 1 point |
| Arrived on 4 th January | 1 point |

Total 3 points

2. What was the name of Captain Scott's ship?

| | |
|----------------|---------|
| The Terra Nova | 1 point |
|----------------|---------|

Total 1 point

3. Why did Captain Scott travel to Antarctica?

| | |
|--|---------|
| Scientific Research | 1 point |
| To be the first person to reach the South Pole | 1 point |

Bonus Points:

| | |
|---|---------|
| Scientific Research was the most important reason | 1 point |
| Very little was known about Antarctica | 1 point |

Total: 4 points

4. Why was Captain Scott disappointed when he arrived at the South Pole?

| | |
|---|----------|
| Another explorer had reached the South Pole first | 1 point |
| The Norwegian explorer, Roald Amundsen had reached the South Pole first | 2 points |

Total: 3 points

5. How many times did Scott visit Antarctica?

| | |
|-------------|---------|
| Twice | 1 point |
| 1901 – 1904 | 1 point |
| 1911 | 1 point |

Total: 3 points

6. Why did Scott's expedition fail?

| | |
|--|---------|
| Extremely bad weather | 1 point |
| Inadequate rations | 1 point |
| 5 men instead of 4 men travelled to the South Pole | 1 point |

Total: 3 points

7. How many miles did Scott and his team have to travel to reach the South Pole?

900 miles 1 point

Total: 1 point

8. How did Scott and his team travel from their base camp to the South Pole and what happened?

They walked and pulled their heavy sledges 2 points
They used dogs for part of the journey 1 point
They used motor sledges but they broke down 2 points
They used ponies but they were not strong or fit enough 2 points

Total: 7 points

9. Did everyone die during Scott's expedition to Antarctica?

No 1 point
Over 31 men were in the landing party 1 point
Included scientists 1 points
Scientists explored / studied different areas of Antarctica 1 point
Not everyone travelled to the South Pole 1 point

Total: 5 points

10. What clothes did they wear in Antarctica?

Layers of woollen clothing 1 point
Special wind proof and water-resistant outer wear made of woven cotton 3 points
Leather or reindeer fur boots 3 points
Mittens 1 point
Goggles 1 point

Total: 9 points

11. What did they eat when they travelled to the South Pole?

Mixture of dried beef, fat and water (pemmican) 3 points
Biscuits and butter 1 point
Pony Meat 1 point

Bonus Point for remembering the name Pemmican 1 point

Total: 6 points

12. Why did Scott accept Captain Lawrence Oates application to join his expedition to Antarctica?

To look after the ponies and horses 1 point

Total: 1 point

Overall Total: 46 points

Lesson 1 Activity 2 (Optional)

Diary of Robert Falcon Scott: Final Message to the Public

The causes of the disaster are not due to faulty organisation, but to misfortune in all risks which had to be undertaken.

1. The loss of pony transport in March 1911 obliged me to start later than I had intended, and obliged the limits of stuff transported to be narrowed.
2. The weather throughout the outward journey, and especially the long gale in 83° S., stopped us.
3. The soft snow in lower reaches of glacier again reduced pace.

We fought these untoward events with a will and conquered, but it cut into our provision reserve.

Every detail of our food supplies, clothing and depots made on the interior ice-sheet and over that long stretch of 700 miles to the Pole and back, worked out to perfection. The advance party would have returned to the glacier in fine form and with surplus of food, but for the astonishing failure of the man whom we had least expected to fail. Edgar Evans was thought the strongest man of the party.

The Beardmore Glacier is not difficult in fine weather, but on our return we did not get a single completely fine day; this with a sick companion enormously increased our anxieties.

As I have said elsewhere we got into frightfully rough ice and Edgar Evans received a concussion of the brain--he died a natural death, but left us a shaken party with the season unduly advanced.

But all the facts above enumerated were as nothing to the surprise which awaited us on the Barrier. I maintain that our arrangements for returning were quite adequate, and that no one in the world would have expected the temperatures and surfaces which we encountered at this time of the year.

On the summit in lat. 85° 86° we had -20°, -30°. On the Barrier in lat. 82°, 10,000 feet lower, we had -30° in the day, -47° at night pretty regularly, with continuous head wind during our day

marches. It is clear that these circumstances come on very suddenly, and our wreck is certainly due to this sudden advent of severe weather, which does not seem to have any satisfactory cause. I do not think human beings ever came through such a month as we have come through, and we should have got through in spite of the weather but for the sickening of a second companion, Captain Oates, and a shortage of fuel in our depots for which I cannot account, and finally, but for the storm which has fallen on us within 11 miles of the depot at which we hoped to secure our final supplies.

Surely misfortune could scarcely have exceeded this last blow. We arrived within 11 miles of our old One Ton Camp with fuel for one last meal and food for two days. For four days we have been unable to leave the tent--the gale howling about us. We are weak, writing is difficult, but for my own sake I do not regret this journey, which has shown that Englishmen can endure hardships, help one another, and meet death with as great a fortitude as ever in the past. We took risks, we knew we took them; things have come out against us, and therefore we have no cause for complaint, but bow to the will of Providence, determined still to do our best to the last. But if we have been willing to give our lives to this enterprise, which is for the honour of our country, I appeal to our countrymen to see that those who depend on us are properly cared for.

Had we lived, I should have had a tale to tell of the hardihood, endurance, and courage of my companions which would have stirred the heart of every Englishman. These rough notes and our dead bodies must tell the tale, but surely, surely, a great rich country like ours will see that those who are dependent on us are properly provided for.

R. SCOTT.

For transcript visit:

<https://www.spri.cam.ac.uk/museum/diaries/scottslastexpedition/1912/03/29/message-to-the-public/>

To view the original visit: <http://www.bl.uk/turning-the-pages/?id=12878b6a-36b9-44db-a940-365b21bfe524&type=book> (pages 168 – 169)

Lesson 1 Activity 3

What do we know about Antarctica? True or False Answers

1. Antarctica is a country.

False: Antarctica is a continent. It is considered to be the fifth largest continent in the world.

2. Antarctica is a desert.

True: Deserts are areas that receive very little precipitation and most experts agree that a desert is an area of land that receives no more than 25 centimetres (10 inches) of precipitation a year. Antarctica is the largest and coldest desert in the world with snowfall equivalent to only 150mm of water each year. Whilst it contains great quantities of water, most of it is locked in glaciers and ice sheets all year-round so there is actually little available for plants and animals.

3. Polar bears live in Antarctica.

False: Polar bears live in the Arctic. Animals that live in Antarctica include penguins, seals and whales as well as birds and invertebrates.

4. Antarctica is the coldest, windiest and most remote continent on Earth.

True

5. Each year approximately 5,000 tourists visit Antarctica.

False: Each year approximately 40,000 tourists visit Antarctica.

6. Norway owns Antarctica because the Norwegian, Roald Amundsen, was the first person to reach the South Pole on December 14, 1911.

False: No one country owns or manages Antarctica and no one group of people live permanently in Antarctica.

7. Eighteen countries have scientific stations on Antarctica and scientists and researchers who work there all year round.

True: Antarctica is a continent for science. During the Antarctic summer as many as 10,000 scientists and support staff work there – but only about 1000 in winter.

8. There are about 1 million penguins in Antarctica.

False: There are about 5 million penguins in Antarctica.

Lesson 1 Activity 4

Why Does Antarctica Matter Today? Diamond Nine Activity

The following statements are included in the Diamond Nine Activity. In some cases, the statements below contain greater detail which could be included during the class discussion.

1. The scale and beauty of the Antarctic scenery is unmatched anywhere on our planet.
2. Antarctica is the last wilderness on earth.
3. The coasts of Antarctica are teeming with wildlife during the summer months. There are millions of penguins, killer whales and seals.
4. Some of the huts, provisions and equipment of the first famous scientists and explorers like Scott still exist in Antarctica today and should be preserved and looked after.
5. It is a great place for tourists to visit and explore. A visit to Antarctica is a trip of a lifetime!
6. Antarctica is the largest single mass of ice on earth. It is about 58 times the surface area of Great Britain.
7. In Antarctica scientists from different countries work together to improve our understanding of our planet.
8. Scientists working in Antarctica are studying global climate change.
9. The great ice sheets of Antarctica hold records of climate change during the Ice Age in tiny bubbles of air trapped in the ice.
10. Coal, oil and minerals exist under the ice in Antarctica but we do not know how much. – maybe a lot but maybe not very much at all.

Lesson 1 Activity 5

Discussion 1: Mining in Antarctica

Do you agree or disagree that the following statements are a good reason to ban mining in Antarctica?

1. Mining should be allowed in Antarctica because there might be useful resources such as gold and coal under the ice.
2. It is important to mine in Antarctica because oil might be discovered. The world only has a limited supply of oil. Without oil we cannot run cars or machinery.
3. Mining is expensive and there is no guarantee that there are large quantities of oil, coal, gold or other minerals under the ice.
4. If Antarctica is damaged by the pollution created by mining it will take a very long time for Antarctica to recover.
5. If the natural and unspoilt landscape of Antarctica is mined, it will destroy the habitats of rare animals and plants
6. The continent of Antarctica is the last wilderness left in the world and should remain that way for the benefit of mankind.

Agree or Disagree: Mining should be allowed in Antarctica?

What's the solution?

- Ban all mining
- Ban some mining
- Allow mining

Discussion 2: Tourism in Antarctica

Do you agree or disagree that the following statements are a good reason to ban tourism in Antarctica?










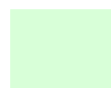





1. Ships that take tourists Antarctica could have oil leaks. Oil in the sea will harm the marine life.
2. Tourists might leave rubbish behind. Rubbish can harm and even kill the animals living in Antarctica.
3. When tourists explore Antarctica, they might scare and disturb the wildlife such as the penguins and seals.
4. Antarctica is the only continent that has not been ruined by humans and it should stay that way for future generations.
5. If people can visit Antarctica, then they will have a better understanding of how important it is to protect Antarctica.
6. Antarctica is a unique and beautiful continent. Tourists from around the world have the right to visit.

What's the solution?

- Ban all tourism
- Limit tourism
- Allow tourism

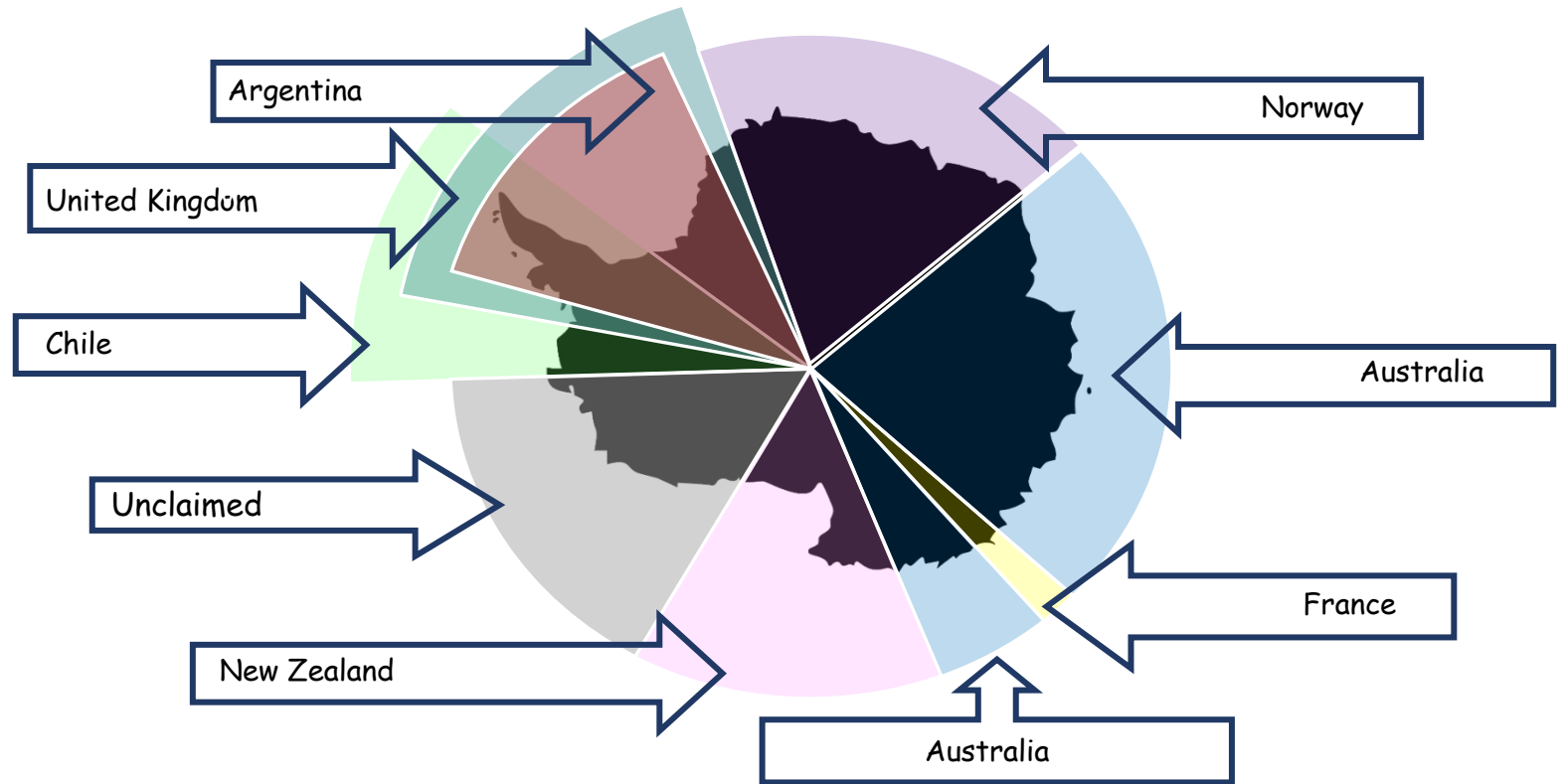
Who is in charge of Antarctica today?

Key

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Label the map with the following countries using the key to help you.

Chile United Kingdom France Australia Argentina Norway New Zealand



Lawrence Oates

Background Information

The following information is available on the Gilbert White's House and Gardens website:

<https://gilbertwhiteshouse.org.uk/the-oates-collection/>

Soldier, Explorer, Hero

Captain Lawrence Oates is best remembered as the brave Antarctic hero who was chosen to be part of Captain Robert Scott's team to undertake the epic journey of discovery to the South Pole 1911-12. The scientific expedition became, to an extent, a race for the pole when the explorers learnt of the presence of the Norwegian team led by Amundsen. Scott's team suffered inadequate food supplies, severe weather conditions and failing health so Oates sacrificed his life in the hope of saving his comrades, leaving the tent in a terrible blizzard with the famous last words "I am just going outside and may be some time." His body has never been found.

The galleries at Gilbert White's House tell the story of Oates's early life and his distinguished service in the Boer War – where he earned the nickname "No Surrender Oates" for refusing to surrender to a much superior Boer force. Most of the space in the gallery is devoted to the story of the Scott Expedition of 1910-12. The expedition was very well documented and photographed, and the exhibition has numerous artefacts, photographs and documents – many not seen before – from the expedition. Part of the exhibition reflects the scientific importance and legacy of the Scott Expedition: almost all climate change science originates with the work done by Scott's scientific team.

I may be some time

Type the words 'I am just going outside and may be some time' into Google and you will be offered 363 million linked references. They are among the most famous recorded last words in history and are deeply embedded into the psyche of the English-speaking world. Oates has become an icon of sturdy British values: a reserved person whose actions in the face of extreme circumstances transformed an up till then ordinary man into an extraordinary one. The story of Oates resonates down the years – he's been featured in at least 4 films and plays, more than a dozen radio and TV programmes (including Dr Who), numerous works of fiction (like Terry Pratchett's Discworld novels), and even in a poem.

If Oates had not decided, on impulse, to write from India to Captain Scott in 1909 offering his services for Scott's forthcoming Antarctic expedition, his career would probably have only have supplied a small footnote in the history of Britain. The not very academic son of rich

parents, Oates loved horses and outdoor pursuits. He seemed ideally suited to a career in the Army, but only managed to get into the regular army by transfer from the militia – part of the reserve army – following the declaration of the Boer War in 1899. Oates joined the Inniskilling Dragoons and in January 1901 arrived with his regiment in South Africa.

In March 1901 Oates and a patrol of Inniskillings were surrounded by Boers near Aberdeen. The battle continued for hours, with Oates's men taking casualties and running out of ammunition. But when invited to surrender, Oates replied – memorably – “We came here to fight not to surrender.” Hailed as hero ('No Surrender Oates') he was recommended for, but not given, the VC. He was, though, severely injured by a Boer bullet which shattered his thigh.

After service in Ireland and Egypt, Oates' regiment was sent to Mhow in India in 1908. Life was tedious – “I find Mhow a dull little place” Oates wrote home. He even imported a pack of fox hounds from Britain to make life more interesting. It was then that he read of Captain Scott's plan for the South Pole.

The Scott Expedition of 1910-12 – of which the museum holds a very large number of artefacts, including some of the contents of Scott's tent (found after his death) – can be called the first modern voyage of exploration. Scott was a showman and used the mass media to promote support for his project. He got manufacturers to sponsor goods used by the team, and was the first explorer to take a professional photographer with him – Herbert Ponting, a gifted photographer and film maker.

Although the public saw Scott's expedition as a race against the Norwegian explorer Amundsen to reach the South Pole first – which of course Scott dearly wanted to do – it was also a very important scientific expedition. At that time, very little was known of the Antarctic, and there was no scientific data on it at all. Scott took with him eight scientists who made the first on the ground scientific measurements of Antarctica, and this data laid the basis for modern polar science and climatology. A major section of the museum's Oates' display records Antarctic scientific research in the footsteps of Scott up till today.

A wretched load of crocks

At the end of 1909 Oates was accepted for the expedition, the only Army man to be chosen. Scott had decided to use ponies for his dash to the South Pole, and needed a man with experience of looking after horses, hence the choice of Oates. Curiously Scott did not get Oates to choose the ponies for the expedition – when Oates finally saw them, in New Zealand, he remarked “they are very old for a job of this sorta wretched load of crocks.’

On 4 January 1910, after a miserable journey in heavy seas, during which Scott's ship the Terra Nova was almost overwhelmed, the expedition arrived at Cape Evans in Antarctica. Oates' comment was typically matter of fact 'I can't remember having a worse time. I was drenched all night, the water continually pouring over the forecastle in a regular torrent.'

Having built a base camp, the team set off on a trip to put in place supply depots for the march on the South Pole. Scott's team set off on the 900 mile journey to the pole in November 1911. The route took them almost 10,000 feet up the Beardmore Glacier, followed by a long run across the open Polar Plateau to the Pole. Despite Oates' heroic efforts, the ponies died one after the other. It was clear that dogs and manpower would have to get the team the rest of the way to the pole.

Oates was now a key member of the team. Labelled admiringly by Scott "a cheery old pessimist", he was the one who always volunteered, the one who did more than his share of duties without complaining. It was no surprise that Scott chose Oates as a member of the five man team for the final march to the Pole.

On 17th January 1912 the team reached the South Pole, only to find that Amundsen had beaten them to it. "Now for the run home and a desperate struggle" wrote a dejected Scott. It was doubly desperate for Oates. His Boer war wound was troubling him, and his feet were in a bad way.

It was Evans who succumbed first, dying a month after the team left the Pole. Three weeks later, it was Oates' condition that was slowing the team down. On 5th March Scott recorded in his diary "The poor soldier is nearly done". A deterioration in the weather slowed progress to a crawl, with the temperature now down to -43 degrees F. Oates decided that his deteriorating condition was threatening the survival of his colleagues. On 17th March, Oates 32nd birthday, Scott recorded the end. "He was a brave soul. This was the end. He slept through the night before last, hoping not to wake....it was blowing a blizzard'. He said 'I am just going outside and I may be some time'. He went out into the blizzard and we have not seen him since."

Wilson, himself to die ten days later, wrote to Oates' mother: "I have never seen or heard of such courage as your son has shown. He died like a man and a soldier, without a word of regret or complaint".

Patrick Cordingley's masterly biography says of him "Oates had lived in obscurity. When he died he became the world's property, his name a touchstone for certain values, his death an example which thrills the imagination." His appeal is still relevant today – a quiet man who

went about his work without complaining, in appalling conditions, and who went equally quietly, but with firm determination, to a horrible death – because he hoped it might give his colleagues a chance of survival. A shipmate from Terra Nova put it very simply: “Captain Oates did just what we all expected of him, Sir. He was a fine man. Not much talk about him, but chock full of grit.”

Further Information

The following list provides links to only a very small selection of information relating the Scott's Expedition, Antarctica and the Antarctic Treaty. More information is available on line.

Antarctica:

<https://www.nationalgeographic.org/encyclopedia/antarctica/#:~:text=Antarctica%20is%20the%20fifth%2Dlargest,than%20both%20Oceania%20and%20Europe.>)

Antarctic Animals: <https://www.antarctica.gov.au/about-antarctica/animals/>

Antarctic Explorers: <https://www.rmg.co.uk/stories/topics/history-antarctic-explorers>

Antarctica Fact Sheet: <https://www.bas.ac.uk/science/science-and-society/education/antarctic-factsheet-geographical-statistics/>

British Antarctic Expedition 1910-13: [Scott Polar Research Institute, Cambridge » Picture Library catalogue](#)

Captain Lawrence Oates: <https://gilbertwhiteshouse.org.uk/the-oates-collection/>

Pointing's photographs (British Antarctic Expedition): [British Antarctic Expedition 1910-1913](#)

Retracing Scott's Expedition (2014): <http://scottexpedition.com/about>

Scott's Diaries (original): <http://www.bl.uk/turning-the-pages/?id=12878b6a-36b9-44db-a940-365b21bfe524&type=book>

Scott's Diaries (transcript):

<https://www.spri.cam.ac.uk/museum/diaries/scottslastexpedition/1912/03/29/message-to-the-public/>

Scott's Expedition to the Antarctic: [History of Scott's Expedition | Antarctic Heritage Trust \(nzaht.org\)](#)

Scott's supplies and equipment: https://www.plymouth.gov.uk/sites/default/files/scott-supplies_and_equipment.pdf

The Antarctic Treaty: <https://www.bas.ac.uk/about/antarctica/the-antarctic-treaty/>

The Terra Nova expedition of 1911 – 1912:

<https://www.metoffice.gov.uk/research/library-and-archive/archive-hidden-treasures/scott-terra-nova>

The Worst Journey in the World: [The Project Gutenberg eBook of The Worst Journey In The World, by Apsley Cherry-Garrard](#)

A narrative of Scott's Last Expedition from its departure from England in 1910 to its return to New Zealand in 1913.