



# **Legends & Mysteries: Shackleton's Incredible Journey**

## **EDUCATION PACKET CONTENTS & STANDARDS**

**The Life of Sir Ernest Shackleton**

**Timeline of the Imperial Trans-Antarctica Expedition**

**Shackleton's Incredible Journey Word Scramble**

**Ice Flow Maze Exercise**

**Shackleton's Incredible Journey Knowledge Game:** *using historical & musical facts*

**Biographical Points of Composers and Musical Descriptions:** *of musical pieces used in the program.*

**Musical Crossword Puzzle:** *of musical terms*

**Musical Matching Exercise regarding Composers & Musical Selections:** *of musical pieces used in the program*

**Leadership Curriculum (Lynn Hansen)**

**Recommended Resources for Classroom Teachers:**

<https://www.coolantarctica.com/schools/shackleton-teaching-ideas.php>

<https://www.pbs.org/wgbh/nova/shackleton/resources.html>

<https://www.teacherspayteachers.com/Browse/Search:shackleton%20-%20endurance>

[https://royalsociety.org/journals/librarians/purchasing/archive-purchasing/?gclid=CjwKC-AjwquWVBhBrEiwAt1KmwkvHAh6VF7Yr83g7uoGAtQbVf83QHmFVmLQTQdeTK\\_DIKQlIKgFbR](https://royalsociety.org/journals/librarians/purchasing/archive-purchasing/?gclid=CjwKC-AjwquWVBhBrEiwAt1KmwkvHAh6VF7Yr83g7uoGAtQbVf83QHmFVmLQTQdeTK_DIKQlIKgFbR)

**Endurance Paperback – by Alfred Lansing**

**Study Guide: Endurance: Shackleton's Incredible Voyage by Alfred Lansing**

*These lesson plans were created & compiled for the Great Lakes Chamber Orchestra by JD Friley & Lynn Hansen*



**Leading at the Edge: Lessons in Leadership from the Extraordinary Saga of Shackleton's Antarctic Expedition**

by Dennis N.T. Perkins  
AMACOM

**Pure Antarctica I Spirit of Shackleton**

by Rand Shackleton  
Rand Communications

**Spirit of Shackleton: Creative Leadership Program**

Includes:

Shackleton's Antarctic Adventure

Spirit of Shackleton

Shackleton Cartoon

Student/Teacher Comments

Bill Belichick uses Shackleton story to motivate New England Patriots to their first Super Bowl win

by Rand Shackleton

Rand Communications

**South (Shackleton's Last Expedition): Illustrated 100th Anniversary Edition - by Ernest Shackleton  
*Shackleton's Way***

Leadership Lessons from the great Antarctic Explorer

by Margott Morrell and Stephanie Capparell

Penguin Random House

***Trapped by the Ice:* Shackleton's amazing Antarctic adventure**

by Michael McCurdy

Scholastic

**Resources used in developing the educational materials:**

**Caroline Alexander - *The Endurance: Shackleton's Legendary Antarctic Expedition*  
(Knopf, 1998)**

**Harvard Dictionary of Music**

**Oxford Dictionary of Music**

**Heather Y. Wheeler - *Ernest Shackleton 1874-1922 Timeline (2020)***

**Program Notes -**

**Houston Symphony**

**Indianapolis Symphony**

**Howard Posner**

**Wikipedia**



**The following are some broad educational objectives and State of Michigan defined educational standards addressed by this Great Lakes Chamber Orchestra Program:**

## **GRADES 4 & 5**

### **ARTS**

#### **Grades 4 & 5 Arts Standards**

ANALYZE Standard 3: Analyze, describe, and evaluate works of art

ANALYZE IN CONTEXT Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ANALYZE AND MAKE CONNECTIONS Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

### **SOCIAL STUDIES AND HISTORY**

#### **The Arc of Inquiry Grades 4 & 5**

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community

#### **Processes and Skills Grades 4 & 5**

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P2 INQUIRY, RESEARCH, AND ANALYSIS

P3 PUBLIC DISCOURSE AND DECISION MAKING

P4 CIVIC PARTICIPATION

## **GRADES 6-8**

### **ARTS**

#### **Grades 6, 7 & 8**

ANALYZE Standard 3: Analyze, describe, and evaluate works of art.



ANALYZE IN CONTEXT Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts

ANALYZE AND MAKE CONNECTIONS Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

## **SOCIAL STUDIES AND HISTORY**

### **The Arc of Inquiry Grades 6, 7 & 8**

Dimension 1: Developing Questions and Planning Inquiries Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

Dimension 2: Applying Disciplinary Concepts and Tools The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge.

Dimension 3: Evaluating Sources and Using Evidence Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Dimension 4: Communicating Conclusions and Taking Informed Action Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

### **Processes and Skills for Grade 6, 7 & 8**

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P2 INQUIRY, RESEARCH, AND ANALYSIS

P3 PUBLIC DISCOURSE AND DECISION MAKING

P4 CIVIC PARTICIPATION

## **GRADES 9-12**

### **ARTS**

#### **High School**

ANALYZE Standard 3: Analyze, describe, and evaluate works of art.

ANALYZE IN CONTEXT Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ANALYZE AND MAKE CONNECTIONS Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

## **SOCIAL STUDIES AND HISTORY**

### **The Arc of Inquiry Grades 9 through 12**

Dimension 1: Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.



Dimension 2: The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge.

Dimension 3: Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

Dimension 4: Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

### **Processes and Skills for Grades 9 through 12**

P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

P2 INQUIRY, RESEARCH, AND ANALYSIS

P3 PUBLIC DISCOURSE AND DECISION MAKING

P4 CIVIC PARTICIPATION