

Anticipation Guide for Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and *The Endurance*
by Jennifer Armstrong

Armstrong, Jennifer M. Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and The Endurance. New York: Crown, 1998.

Purpose: Anticipation guides are intended to serve the following purposes (according to Erickson, Huber, Bea, and McKenzie (1987) : 1) relate prior knowledge to new information to enhance comprehension, 2) create interest which stimulates discussion on the topic, and 3) create possibilities for integrating reading and writing instruction.

Rationale: This anticipation guide is intended to be used just prior to reading the novel. It will pique students' interests (especially boys) to get them excited about reading this story. It should be followed by explaining to the students that Shackleton's crew faces all of these situations in the book. Teachers could have a discussion comparing which students answered "yes" and which answered "no".

Directions: Anticipation guides are created to center around the major points of the work. Hence, this anticipation guide focuses on the survival theme in the novel. Students are to circle "Y" for "yes" and "N" for "no" for each of the questions. The questions are based upon circumstances actually encountered by The Endurance and its crew. Most students will probably answer "no" for the majority of the questions.

Time: It will probably take five minutes for students to fill out the anticipatory guide. The ensuing discussion could range from ten to twenty minutes depending on the depth and intensity of discussion.



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Directions: Before beginning to read *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and The Endurance* by Jennifer Armstrong, answer “yes” or “no” to the following statements by circling Y” for “yes” and “N” for “no” for each of the questions.

Y / N I know how to paddle a boat.

Y / N I could live on an iceberg.

Y / N I would love to slide down the side of a mountain without knowing what is at the end.

Y / N I could stand to amputate (cut off) someone’s toes.

Y / N I am willing to try eating seal meat.

Y / N I could figure out where I was on the globe without a radar.

Y / N I could survive in temperatures below -80 degrees Fahrenheit.

Y / N I could survive without bathing.

Y / N I could accurately shoot a rifle at a leopard seal if he were going to kill my friend.



Writing about Ice (Vocabulary)

Jennifer Armstrong uses many words to write about ice in *Shackleton*. Many of these words may be unfamiliar. Use the following page to organize these new terms. For each new term, 1) write the word and page number, 2) write a definition in your own words or draw a picture to illustrate the word, and 3) write an original sentence using the word, as shown in the model.

Word: iceberg pg. ____

Definition or picture:

A large piece of ice that broke off of a glacier and is floating in the ocean

Original sentence:

The Titanic sunk because it hit an iceberg.

