

NO RETURN: CAPTAIN SCOTT'S RACE TO THE POLE

BY PETER GOULDTHORPE

TEACHERS' NOTES by Robyn Sheahan-Bright

Introduction

Themes & Curriculum Topics

- Study of history, society and environment
- Visual literacy
- English language and literacy
- Creative arts

Further Topics for Discussion & Research

Conclusion

About the Author/Illustrator

Blackline Masters

Bibliography

About the Author of the Notes

Introduction

No Return: Captain Scott's Race to the Pole is Peter Gouldthorpe's masterful artistic tribute to the bravery (and perhaps also the folly) of the men who conquered the inexorable tracts of ice and land which is the continent of Antarctica, in order to reach the South Pole in 1912.

This is a story of hubris and heroism. Of bravery and bravado. Of daring and doom. It's a journey into 'white silence' and into the depths of extraordinary endurance and despair. It's a tragic story of men who achieved the impossible, and whose bodies remain buried in the very ice which was both the source of their dreams and the instrument of their undoing.

It is a century since British explorer Robert Falcon Scott set off on his fateful journey, and although we know that Norwegian Roald Amundsen arrived at the South Pole a month in advance of him, it is Scott's arrival in early 1912, and the tragedy that followed which we recall most vividly. (Of course that may be because we cherish an Anglo-Saxon vision of these events, whereas Amundsen still remains a foreigner to us.)

This is a book which enigmatically invites as many questions, as it articulates the facts of this well-known story. For in this visual narrative, Peter Gouldthorpe not only depicts this unforgiving and yet extraordinarily beautiful landscape in a series of magnificent artworks, but he also paints these men in evocative portraits which bring them closer to us, in their initially cheerfully optimistic, and then despairing humanity.

Did they 'not return' for nothing? How much did science benefit from what they achieved? Did they lose their lives for no real purpose? Or is such a sacrifice always a noble one? Such questions might be asked about such endeavours. But in the end, the fact that five men, after walking 1400 kilometres in freezing conditions to discover the South Pole, died before they reached their base camp is an incredible story. It ranks with feats such as climbing Mount Everest or traversing the globe.

In the centenary year of their final approach to the Pole, Peter Gouldthorpe has done Scott and his companions an immense honour by commemorating this achievement in exquisite images, and spare and yet evocative words—reminding us that this doomed expedition was a triumph as well as a tragedy.

Themes & Curriculum Topics

This picture book touches on themes and curriculum topics for upper primary or secondary school students in the following suggested areas:

STUDY OF HISTORY, SOCIETY AND ENVIRONMENT

- **Antarctica, Explorers & Antarctic Exploration**

Discussion: Why was Antarctica so tempting a place to explorers, despite the seemingly insurmountable obstacles which its terrain presented?

Activity: Research the lives of Captain Robert Falcon Scott and his companions on the National Antarctic Expedition (1901–4), Ernest Shackleton and Edward Wilson. Research also the achievements of Robert Peary (who was first to reach the North Pole) and Roald Amundsen the Norwegian who challenged Scott on his second expedition.

Activity: Read quotes from the book and use them as triggers for further discussion and research with the students. For example:

‘They all suffered from scurvy, even the hardy husky dogs. Of the 19 dogs that set out not one returned.’(p 4)

Q. Why did they suffer scurvy? What other animals were taken on these journeys? What food did they eat?

‘No one had ever lived and worked this far south before.’(p 4)

Q. Had other people visited Antarctica before this? *Answer:* ‘Antarctica was imagined by the ancient Greeks, but not even seen until 1820. The first time anyone set foot on Antarctica was in 1821. The first year-round occupation – overwintering – was in 1898. The South Pole was first reached in 1911.’ From: Cool Antarctica
<<http://www.coolantarctica.com/Antarctica%20fact%20file/antarctica%20fact%20file%20index.htm>>

‘Over 8,000 people applied to go with the expedition. In the end he chose 59 men.’
(p 6)

Q. What does this fact say about the excitement at that time associated with Antarctic expeditions, and the reputation of such explorers as Scott?

Activity: The men on the second expedition are listed together with their various occupations (p 14). They were each occupied with a surprising range of activities. Try to find out more about each of these men and the records they created.

Discussion Points: What scientific findings resulted from this journey?

Discussion Points: Despite his preparations, how prepared was Scott? Read these quotes:

‘Gnawing away at Scott must have been the anxiety: would Amundsen beat him to the Pole? Amundsen had spent six months in Greenland with the Inuit people, learning survival skills and becoming expert at dog sledding.’ (p 19)

‘Scott found that the difficult terrain on the massive Beardmore Glacier was best tackled on skis. He now regretted the men’s lack of skill on skis and their reluctance to use them.’(p 23)

Q. Had Scott the necessary skills for such an arduous journey? Discuss.

‘Oates became crippled with frostbite. One night, to ease the burden on his companions, he left the tent and never came back. Upon leaving he simply said, ‘I am going outside and may be some time.’(p 29)

Q. Was this a heroic act on Oates’s part?

Discussion Point: It’s just a century since Scott’s Terra Nova Expedition and he has become famous in the interim. Read more about the current views on his attempt. For example, <<http://www.theworld.org/2011/03/doomed-south-pole-expedition-to-be-commemorated/>>

Discussion Point: Scott may seem a tragic hero, but read too about Roald Amundsen, who died only 16 years later in a flight over the Arctic and whose body has never been found. Research his life as well, at <<http://library.thinkquest.org/4034/amundsen.html>> and <http://en.wikipedia.org/wiki/Roald_Amundsen>

Activity: Read some other non-fiction about these Antarctic adventurers. [See list in **Bibliography** below.]

Activity: Have fun making up quizzes about Antarctica. [See **BM 2 & 3** to get the students started on questions about what they’ve learned.] For example, is Antarctica made entirely of ice? *Answer:* ‘No. Ice and snow make up 98 percent of Antarctica, but beneath that is solid land. Seventy percent of the world’s fresh water is contained in the Antarctic icecap.’ From: ‘Cool Facts About Antarctica’ <<http://www.highlightskids.com/Science/Postcards/h1polarFacts.asp>>

- **Australia and the Centenary of its Antarctic Involvement**

Activity: Australia has just as long a history in Antarctica, for in 2011 it celebrates the centenary of Douglas Mawson’s Australasian Antarctic Expedition (1911–1914) which was the first Australian-led expedition and which set out on 2 December 1911. See his biography ‘Mawson, Sir Douglas (1882–1958)’ <<http://adbonline.anu.edu.au/biogs/A100444b.htm>>

Q. Mawson was actually invited to take part in Scott’s journey. Was Mawson inspired by Scott or was his an entirely separate venture?

- **European Imperialism**

Discussion Point: This story took place in the ‘dying days’ of European Imperialism and exploration, which reached its greatest point in the nineteenth century. These Antarctic expeditions were based on a hugely confident expectation that the world was to be

‘discovered’. Is this an inflated idea? Do scientists today have the same perspective on their explorations in places such as Antarctica? Discuss.

- **Polar Heritage**

Activity: In the wake of exploration, many artefacts were left, some never to be found and others to be unearthed. Visit the website of the International Polar Heritage Committee (IPHC) <<http://www.polarheritage.com/>> to find out the work they do in locating and preserving heritage sites and artefacts from past polar expeditions. You could also visit Our Polar Heritage <<http://www.ourpolarheritage.com/en/accueil.php>> for further information.

Activity: Visit the UK Natural History Museum’s blog about the Antarctic Heritage Trust and its work in preserving four huts including those used by Scott and Shackleton <<http://www.nhm.ac.uk/natureplus/community/antarctic-conservation/?fromGateway=true>>

Activity: Explore Tasmania’s Antarctic Heritage at Polar Pathways. <<http://www.polarpathways.info/>>

- **Natural Environment in Antarctica**

Activity: Conditions in Antarctica are obviously often very bleak. Research this further, and then discuss these quotes about the coldness.

‘By late April, the sun ceased to appear over the horizon and everyone bunkered down for the Antarctic winter.’(p 13)

Q. Can people survive without sunlight?

‘They endured temperatures as low as -61° C.’ (p 16)

Q. Does it get any lower than -61° C?

‘and had to have their frozen clothes cut off them!’(p 16)

Q. Frostbite (with complications such as gangrene) is one effect of such freezing on human bodies. How is it prevented today?

Activity: Life forms in Antarctica included birds, marine life, penguins, seals and whales – what sorts of species are there in Antarctica? Visit the PCO website for information ‘Antarctic Animals Section’ <<http://www.polarconservation.org/education/antarctic-animals>> and ‘Animals Found in Antarctica’ <http://inchinapinch.com/hab_pgs/polar/antarctica/animals.htm>

Activities: Several species of whales live in Antarctica. Find out more about them ‘Whales’ <<http://www.antarcticconnection.com/antarctic/wildlife/whales/index.shtml>> They are considered endangered because of the practice of hunting them in the early 1900s which continues today but in vastly restricted form. The entire area around the continent of Antarctica has been declared an international whale sanctuary with whaling activities closely monitored by the International Whaling Commission (IWC). <<http://iwcoffice.org/>> Research the IWC’s efforts to conserve whales.

- **Geography and Climate of Antarctica**

The maps at the beginning and end of the book give some idea of the topography and the routes covered by these early explorers.

Activity: Scott's second expedition made camp on Ross Island: 'By January 3, from high in the masts, second-in-command 'Teddy' Evans sighted a beach on Ross Island that looked ideal. That site below the smoking crater of Mount Erebus is now called Cape Evans.' (p 8) The terrain was full of 'traps' for humans. There were glaciers, 'large tracts of slippery blue ice' and 'kilometres of sastrugi – frozen waves of windblown snow, sometimes two metres high' (p 23) and dry valleys (p 13). Research the geography and topography of Antarctica further.

Discussion Point: Scott sights the Aurora Australis in this text.
< <http://www.antarctica.gov.au/about-antarctica/fact-files/atmosphere/aurora>> (This is also the name of Australia's Antarctic 'flagship'.) Research this atmospheric condition further.

Discussion Point: How has climate change affected Antarctica? [Visit: '6.1 Greenhouse Effect and Climate Change' <<http://www.classroom.antarctica.gov.au/6-climate/6-5-greenhouse-effect-and-climate-change>>] Research this topic. For example, some climate change sceptics have reported that the ice sheet is actually growing rather than melting. Try to discover more facts on this subject.

- **Values**

Discussion Point: What values or qualities did this story suggest these men had? What values are necessary to undertake such a dangerous and taxing journey? What drove them?

VISUAL LITERACY

The visual text of a book works with the written text to tell the story using the various parts of the book's design and illustrations, as explored below:

Activity: The **cover** of this book is an important part of its message. What does the image suggest about their journey? Examine the figures in this white landscape. For example, the artist has chosen to depict them from behind as they journey away from the reader's eye, so that we cannot see their faces. The size of the figures is also significant. Discuss. Then create your own cover for this book.

Activity: The **endpapers** are abstract impressions of a snowstorm or snow falling. Design your own alternative endpapers for this book.

Activity: The **title page** is a bleak impression of a tent in the snow. Create your own title page image for his book.

Discussion Point: The **format** of the book is **portrait** (260w x 280h). The **layout of the storyboard** is varied with illustrations sometimes opposite text pages, and sometimes with text and illustrations on the same page. Why do artists vary format in this way?

Discussion Point: Colours used are generally from the white, blue or grey palettes with only the men's brown green and red clothing and the coloured flags offering any variety. How does colour convey meaning in this book?

Discussion Point: Discuss with students how paintings require planning, how an image is 'worked up' from these initial ideas, and how they might also use photographs, drawings and drafts in conceiving a finished artwork.

Activity: The **medium or style** employed is the **photo realistic style for which Peter Gouldthorpe is renowned**. However this is not the only type of artwork which he uses in his books, for he is a very versatile artist and has created works in many formats and mediums. [See **Activities** below.]

Activity: Have students research Peter Gouldthorpe's work. [See **Bibliography** below.] Then have them write a précis of **ten interesting facts** that they have discovered about him.

Activity: This is not the first time Peter Gouldthorpe has painted the Antarctic. In 1988 he was commissioned to create an oil painting the 'Nella Dan Unloading at Antarctica'. See the work at: <http://data.aad.gov.au/aadc/artefacts/display_artefact.cfm?artefact_id=448> He has also designed a series of 4 postcards of Antarctic Ships by Australia Post in 2003: <<http://www.powerhousemuseum.com/collection/database/?irn=319852>> Choose one of the paintings in this book and imagine that it is a postcard of the area. Create a caption to go with that image.

ENGLISH LANGUAGE AND LITERACY

The text of this book might be studied in relation to the following aspects:

Activity: This story is told as a **third person, past tense account** of the explorer's journey. It is written by an omniscient narrator who is telling the reader what occurred. Re-tell the story in first person as if it is being told by Scott or another person mentioned, and see how much this changes the story.

Activity: The story falls into the **narrative convention or trope** of 'the journey'. What elements of the story fit into this trope?

Discussion Point: Scott wrote in his diary, 'The future is in the lap of the gods; I can think of nothing left undone to deserve success.' (p 20). Such a written record is fascinating evidence of the experiences of these brave and intrepid (some might say foolhardy) men. read more excerpts from his diary which is available online. '*Scott's last Expedition*' (NY: Dodd, Mead & Co, 1913). <<http://www.archive.org/stream/scottslastexpedi1scot#page/n13/mode/2up>> Then follow the journeys of Karen Barlow, ABC reporter on 'Antarctic Summer' ABC News <> a program organised to coincide with the centenary of Australia's 100 years in Antarctica. This site offers fantastic insights into the experiences of a person travelling in Antarctica on the Aurora Australis in 2011, via a series of blog entries. Discuss the two different forms of 'diary' and what they reveal about the continent and the people visiting it.

Activity: Ask your students to write a story about going on such an epic journey. What obstacles, fears or threats might they encounter?

Activity: Test your students' comprehension by having them answer some quiz questions.
[See **Blackline Master 2** below.]

CREATIVE ARTS

There are many creative activities suggested by this text:

- **Improvise a scene** from one of the paintings included in this book. Try to convey the emotions which the painting suggests to you.
- What **music** would you select to convey the ideas in the various scenes in this book? Try to be creative and combine both classical and contemporary music in your selection. You might break the class up and ask them to choose a song to go with each sections in the narrative, and then combine them in a musical ‘narrative’.
Create a model of something in the text, using papier mâché, fimo polymer clay, or plasticine. **Then use that** model as the basis for a **diorama** of one of the paintings in this book.
- **Create a tourism promotional poster** advertising a **trip to the Antarctic**. (Have a look at how **such** trips are promoted already by the companies that operate them.)

Further Topics for Discussion & Research

- **Research the work of Peter Gouldthorpe.** Compare this book to other works he has illustrated such as *First Light* (Lothian, 1995) by Gary Crew, *The Lost Diamonds of Killiecrainkie* with Gary Crew (Lothian, 1995), *Hist* (Walter McVitty Books, 1991) by CJ Dennis, *Grandad’s Gifts* (Puffin, 1994) by Paul Jennings, *Norton’s Hut* (Lothian, 1998) by John Marsden, *The Wonder Thing* (Puffin, 1998) by Libby Hathorn, *Pannikin and Pinta* (Lothian, 2000) by Colin Thiele, *Queenie: One Elephant’s Story* (Black Dog Books, 2006) by Corinne Fenton, and to works he has written as well as illustrated such as *Jonah and the Manly Ferry* (Methuen, 1986).
- The **Australian Antarctic Division has an Arts Fellowship Program** <<http://www.antarctica.gov.au/about-antarctica/antarctic-arts-fellowship/previous-participants>> which supports Australian artists visiting the Antarctic to create work. Follow these and related links to find out what these artists made of their experience and to encourage your students to create art or narratives in response.

Writer *Hazel Edwards* describes the effect on her work when she was recipient in 2000/1 and the many works she created from the experience.

<<http://www.antarctica.gov.au/about-antarctica/antarctic-arts-fellowship/previous-participants/2000-2009/hazel-edwards-00-01>> Your class might also create a story based on what they learn about Antarctica.

Writer and Illustrator *Alison Lester* (2004/5) who created an exhibition of Australian children’s art based on the account she wrote in a blog while on board the Aurora Australis

<<http://www.antarctica.gov.au/about-antarctica/antarctic-arts-fellowship/previous-participants/2000-2009/alison-lester-04-05>> See also *Alison Lester’s Kids Antarctic Art Project* at <<http://www.alisonlester.citymax.com/page/page/1781659.htm>>

This is a fantastic concept and your class could have lots of fun creating an exhibition like this one.

YA fiction writer *Anthony Eaton* (2005/6) wrote *In White Silence* (Woolshed/RHA, 2008) as a response to his journey. <<http://www.antarctica.gov.au/about->

antarctica/antarctic-arts-fellowship/previous-participants/2000-2009/anthony-eaton-05-06> In this YA novel he imagined a writer being a participant in a contemporary expedition and finding the diary of someone in the past. Your students might create their own diaries.

- **Use Antarctica as a theme for a class project.** Organise a display of books about the area, and display the students' written and visual responses to the research they do.
- In 2012 a symposium entitled **Bibliophilia Antarticana** is to be held in New Hampshire, in the US for people who love books and other printed materials about the Antarctic <<http://www.antarctic-circle.org/gathering-subjectideas.htm>> Have fun with your students discovering various books and printed materials which relate to Antarctica by using library catalogues and Google searching, e.g. Postcards, maps, diaries, poems, novels, posters. What other sorts of printed artefacts relating to Antarctica can you discover? You might even find images in magazines and advertising.
- **Photographs** offer a wonderful insight into such places. For example, acclaimed Australian photographer **Frank Hurley's (1885-1962)** glorious photographs of Antarctica can be found in the National Library of Australia's online catalogue. His biography there tells us that: 'In 1911 (Sir) Douglas Mawson invited Hurley to be official photographer on the Australasian Antarctic Expedition. From December 1911 to March 1913 Hurley worked enthusiastically under arduous conditions, taking both still photographs and movie film, and his high spirits made him a popular and valued member of the team. Back in Sydney he rapidly assembled his movie footage and successfully presented it to the public in August as *Home of the Blizzard*. In November, after a brief filming trip to Java, Hurley joined another expedition to Antarctica to relieve the stranded Mawson.' Hurley's fame grew rapidly. In October 1914 he joined Sir Ernest Shackleton in yet another Antarctic expedition and produced his most famous still photographs—a series showing the ship *Endurance*, being gradually destroyed by pack-ice, and the heroic struggle for survival of Shackleton's men. He ended the adventure in November 1916 in London where he assembled the film and photographs, including colour plates. Early in 1917 he briefly visited South Georgia to secure additional scenes to complete his film, *In the Grip of Polar Ice*.' <<http://catalogue.nla.gov.au/Search/Home?lookfor=author:%22Hurley%2C%20Frank%2C%201885-1962%22&iknowwhatimean=1>> Your students might like to spend some time looking at these photos as they offer extraordinary insights into the experiences of these explorers and the landscape they discovered.

Conclusion

No Return: Scott's Race to the Pole is a book to be read for enjoyment as much as for information. And much of that enjoyment lies in the portraits and landscapes which depict these events in such majestic beauty. This book is a stunning work of art and a beautifully crafted narrative. It is a non-fiction work, but in its artistic rendering of this narrative, the artist has transcended the concept of an information book to create a really emotional response to a very inspiring and tragic story.

About the Author/Illustrator

Peter Gouldthorpe was born in Melbourne in 1954 and now lives in Tasmania. He is recognised as one of Australia's most versatile and skilful illustrators, adept at capturing and evoking the deepest emotions through his art, notably in picture books for older readers. Peter has received many awards and commendations for his beautiful work, including the 1994 Children's Book Council Picture Book of the Year Award for *First Light* (Lothian, 1993) written by Gary Crew, which was also an IBBY Honor Book 1994. His work also appears in the After Dark series, and several adult non-fiction titles.

Peter also paints landscapes, portraits and commissioned work, and designs stage sets. He has received a number of public art commissions in Tasmania, where his trompe l'oeil murals adorn walls, alleys, restaurants and hospitals in Hobart and beyond. They are a source of delight for any who happen upon them unexpectedly as well as for those who are able to enjoy his art as part of their daily life. His landscape painting won the People's Choice Award for the Glover Art Prize in 2010. See Interview:

'Artist Peter Gouldthorpe has a diverse talent' ABC Stateline Friday May 7, 2010

<<http://www.abc.net.au/news/video/2010/05/07/2893797.htm>>

See also website <<http://www.scottslastjourney.com.au/>>

BLACKLINE MASTERS

BM 1 COLOUR IN THIS PICTURE OF A PENGUIN

After you have coloured this picture in, write words in a speech bubble as if the penguin is observing Scott's party arriving.



BM 2 ANTARCTIC EXPEDITION QUIZ

These questions can all be answered by either reading or interpreting the art and text in this picture book.

1. Who beat Robert Falcon Scott to the South Pole?
2. When Scott and the other men were found they were in sleeping bags. What were the bags made of?
3. What is the name of the light emitted in the Antarctic which Scott reports on?
4. What sort of meat did the expedition resort to eating when food became drastically short?
5. Where did the Terra Nova land?
6. What is that place now called?
7. What was Amundsen's ship called?
8. What sorts of eggs did Edward Wilson, Henry Bowers, and Aspley Cherry-Garrard go in search of at Cape Crozier?
9. Who were left in the final team?
10. How far had they walked to get to the South Pole?

Answers: 1. Scott arrived on 17/1/1912 to find that Roald Amundsen had been and gone a month before. 2. Reindeer fur. 3. Aurora Australis. 4. Horse. 5. A beach on Ross Island. 6. Cape Evans. 7. *Fram*. 8. Emperor penguin eggs. 9. Scott, Wilson, Oates, Bowers, and Evans. 10. 1,400 kilometres.

BM3 ANTARCTICA – WHICH IS THE ODD ONE OUT?

1.	Polar bear	Killer whale	Adelie penguin	Weddell seal
2.	Robert Scott	Titus Oates	Edward Wilson	Ernest Shackleton
3.	Cormorants	gulls	terns	herons
4.	Mosses	lichens	algae	trees
5.	Vinson Massif	Mount Tyree	Mount Erebus	Mt Everest
6.	Antarctica	Sahara	Simpson	Nullarbor
7.	Douglas Mawson	Ernest Shackleton	Roald Amundsen	Richard E. Byrd
8.	Discovery	Terra Nova	Endeavour	Aurora
9.	Glacier	Coral reef	plateau	plain
10.	Chinstrap	emperor	king	Southern Fur

Answers:

1. Polar bears do not live in Antarctica – only in the Arctic.
2. Shackleton was not on the Terra Nova expedition.
3. Herons do not live in Antarctica. (They exist on all continents except Antarctica.)
4. Trees do not grow in Antarctica; mosses, lichens, algae and two flowering plants are the only forms of plant life.
5. Mount Everest is not in Antarctica; it's the tallest mountain in the world and is in the Mahalangur section of the Himalaya on the Nepal–China (Tibet) border.
6. 'A Desert is defined as a region that has less than 254 mm (10 in) of annual rainfall or precipitation.'
<<http://www.coolantarctica.com/Antarctica%20fact%20file/antarctica%20environment/w-hats%20it%20like%20in%20Antarctica.htm>> So Antarctica can be defined as a desert! It is actually the largest desert in the world. The odd one out here is Nullarbor which is a plain, not a desert.
7. 'The exploring expedition organised by Richard E. Byrd in 1928 may be considered the first of the mechanical age of exploration in Antarctica. The program was the first of its kind to utilise the airplane, aerial camera, snowmobile and massive communications resources.'
<<http://www.south-pole.com/p0000107.htm>>
8. The *Endeavour* was not a ship used by Antarctic explorers. Captain James Cook arrived in Australia on it in 1770.
9. There are no coral reefs in Antarctica.
10. Southern Fur is a type of seal (Southern Fur seal *Arctocephalus gazella*). The others are types of penguins (Chinstrap penguin *Pygoscelis antarctica*; Emperor penguins *Aptenodytes forsteri*; King penguins *Aptenodytes patagonica*).

Bibliography

Junior Fiction

Picture Books

Edwards, Hazel, *Antarctic Dad*, ill by Kevin Burgemeestre South Melbourne: Lothian, 2006.

Hooper, Meredith, *Emile and Alfie*, Ill. by Emma Quay Sydney: Hachette, 2007

Hooper, Meredith, *Tom Crean's Rabbit: a true Story from Scott's last Voyage*, Ill by Bert Kitchen London: Frances Lincoln Children's Books, 1999.

Novels

Eaton, Anthony, *Into White Silence*, North Sydney: Woolshed Press, 2008.

Edwards, Hazel, *Antarctic's Frozen Chosen*, South Melbourne: Lothian, 2003.

Edwards, Hazel, *Antarctic Close-Up*, Canberra: National Museum of Australia Press, 2007.

Junior Non-Fiction – Antarctic

Edwards, Hazel, *Antarctic Writer on Ice: Diary of an Enduring Adventure*, Common Ground Publishing, 2002.

Hillman, Robert, *Exploring Antarctica: The frozen Frontier*, Port Melbourne: Echidna Books, 2004.

Judge, Astrid, *Discovery: Antarctica*, Port Melbourne: Pearson Education, 2010.

Judge, Astrid, *Human Impacts: Antarctica*, Port Melbourne: Pearson Education, 2010.

Kirkwood, Roger, *Antarctica*, Sydney: Young Reed, 2008.

Mack, Lorrie, *Arctic and Antarctic*, London: DK Pub, 2006.

Norman, Mark, *The Antarctica Book: Living in the Freezer*, Fitzroy, Vic.: Black Dog Books, 2007.

Norman, Mark, *The Penguin Book: Birds in Suits*, Fitzroy, Vic.: Black Dog Books, 2006.

Norman, Mark, *Poles Apart: Life at the Ends of the Earth*, Fitzroy, Vic.: Black Dog Books, 2010.

Pelusey, Michael and Jane, *Antarctica*, Sth Yarra, Macmillan, 2004.

Reid, Greg, *Antarctica: The Frozen Continent*, Sth. Yarra: Macmillan, 2005.

Reid, Greg, *Antarctica: Ecosystems*, Sth. Yarra: Macmillan, 2005.

Reid, Greg, *Antarctica: Human Impacts*, Sth. Yarra: Macmillan, 2005.

Sommers, Michael A, *Antarctic melting: The Disappearing Antarctic Ice cap*, NY: Rosen, 2007.

Tulloch, Coral, *Antarctica: the Heart of the World*, Sydney: ABC Books, 2003.

Tulloch, Coral, *Sydney of the Antarctic*, Sydney: ABC Books, 2007.

Tulloch, Coral, *Antarctica the Last Great Wilderness*, Port Melbourne, Vic.: Heinemann Library. 2001.

Van Fleet, Carmella, *Amazing Arctic and Antarctic Projects You can Build Yourself*, White River Junction, VT: Nomad Press, 2008.

Adult Non-Fiction

Huxley, Elspeth, *Scott of the Antarctic*, London: Weidenfeld and Nicholson, 1977.

Mawson's Huts Foundation, *Mawson's Huts: Birthplace of Australia's Antarctic Heritage*, Crows Nest, NSW: and Allen & Unwin, 2008.

Mortimer, Gavin, *Shackleton and the Antarctic Explorers: the men who battled to reach the South Pole*, Carlton, 1999.

Preston, Diana, *A First Rate Tragedy: Captain Scott's Antarctic Expeditions*, London: Constable, 1999.

Riffenburgh, Beau, *Racing with Death: Doug Mawson Antarctic Explorer*, London: Bloomsbury, 2008.

Websites about Websites about Antarctica and Polar Heritage

Alison Lester's Kids Antarctic Art Project

<<http://www.alisonlester.citymax.com/page/page/1781659.htm>>

'Animals Found in Antarctica'

<http://inchinapinch.com/hab_pgs/polar/antarctica/animals.htm>

'Antarctic Animals Section' <<http://www.polarconservation.org/education/antarctic-animals>>

'Antarctica Robert Falcon Scott Terra Nova Expedition (1910-1913): the Story'

<http://library.thinkquest.org/26442/html/explore/robert_story.html>

'Antarctic Conservation' NaturePlus UK Natural History Museum [blog about the Antarctic Heritage Trust] <<http://www.nhm.ac.uk/natureplus/community/antarctic-conservation/?fromGateway=true>>

Australian Antarctic Division <<http://www.antarctica.gov.au/>>

'Antarctic Summer' ABC News <<http://www.abc.net.au/news/events/antarctic-summer/>>

Celebrating 100 years of Australian Antarctic Expeditions

<<http://centenary.antarctica.gov.au/>>

'Climate Processes and Change' <<http://www.antarctica.gov.au/science/climate-processes-and-change>>

Cool Antarctica <<http://www.coolantarctica.com>>

'Cool Facts About Antarctica'

<<http://www.highlightskids.com/Science/Postcards/h1polarFacts.asp>>

Ernest H. Shackleton (1874-1922) <<http://www.south-pole.com/p0000097.htm>>

'Fascinating Facts About Antarctica' *Cool Antarctica*

<http://www.coolantarctica.com/Antarctica%20fact%20file/fascinating_facts_about_antar.htm>

'6.1 Greenhouse Effect and Climate Change' <<http://www.classroom.antarctica.gov.au/6-climate/6-5-greenhouse-effect-and-climate-change>> and 'Climate Processes and Change'

<<http://www.antarctica.gov.au/science/climate-processes-and-change>>

'Hurley, James Francis (Frank) (1885-1962)' National Library of Australia

<<http://catalogue.nla.gov.au/Search/Home?lookfor=author:%22Hurley%2C%20Frank%2C%201885-1962%22&iknowwhatimean=1>>

International Polar Heritage Committee <<http://www.polarheritage.com/>>

International Whaling Commission <<http://iwcoffice.org/>>

‘Mawson, Sir Douglas (1882-1958)’ <<http://adbonline.anu.edu.au/biogs/A100444b.htm>>

Niiler, Eric ‘Doomed South Pole Expedition Remembered’
<<http://www.theworld.org/2011/03/doomed-south-pole-expedition-to-be-commemorated/>>

Our Polar Heritage <<http://www.ourpolarheritage.com/en/accueil.php>>

Polar Conservation Organisation <<http://www.polarconservation.org/>>

Polar Pathways <<http://www.polarpathways.info/>>

Robert Falcon Scott (1868-1912) <<http://www.south-pole.com/p0000089.htm>>

‘Robert Falcon Scott’ *BBC History*
<http://www.bbc.co.uk/history/historic_figures/scott_of_antarctic.shtml>

Scott, Robert Falcon ‘*Scott’s last Expedition*’ (NY: Dodd, Mead & Co, 1913)
<<http://www.archive.org/stream/scottslastexpedi1scot#page/n13/mode/2up>>

‘Whales’ <<http://www.antarcticconnection.com/antarctic/wildlife/whales/index.shtml><

Websites about Illustration and Art

Books Illustrated

Dromkeen National Centre for Picture Book Art
<<http://www.scholastic.com.au/common/dromkeen/index.asp>>

Fremantle Children’s Literature Centre < <http://www.fclc.com.au/>>

National Gallery of Australia <<http://nga.gov.au/Home/Default.cfm>>

About the Author of the Notes

Dr Robyn Sheahan-Bright has operated *justified text* writing and publishing consultancy services since 1997, and is widely published on children’s and young adult literature, publishing history and Australian fiction. She manages publishing projects, including the APA’s biennial Residential Editorial Program (REP), writes reading group and teachers’ notes for several publishers, and judges literary awards. She was the founding director of the QWC (1991–7) and a co-founder of Jam Roll Press. She has taught at a number of universities as a casual lecturer, including a course on writing for children and young adults at Griffith University (Gold Coast) (2000–8), where she also gained her PhD (2005) for her thesis *To Market to Market* on the development of the Australian children’s publishing industry. Her books include *Paper Empires: A History of the Book in Australia 1946-2005* (co-edited with Craig Munro, UQP, 2006), and *Hot Iron Corrugated Sky 100 Years of Queensland Writing* (co-edited with Stuart Glover, UQP, 2002). She is a member of the ASA Board, IBBY Australia committee, and president of the Curtis Coast Literary Carnivale Inc

Committee.