

TASK

CBA 1 *The Past in My Place* - student explored how they are related to Ernest Shackleton and researched aspects of Shackleton's life and achievements.

FORMAT

Display (slide presentation with text and images)

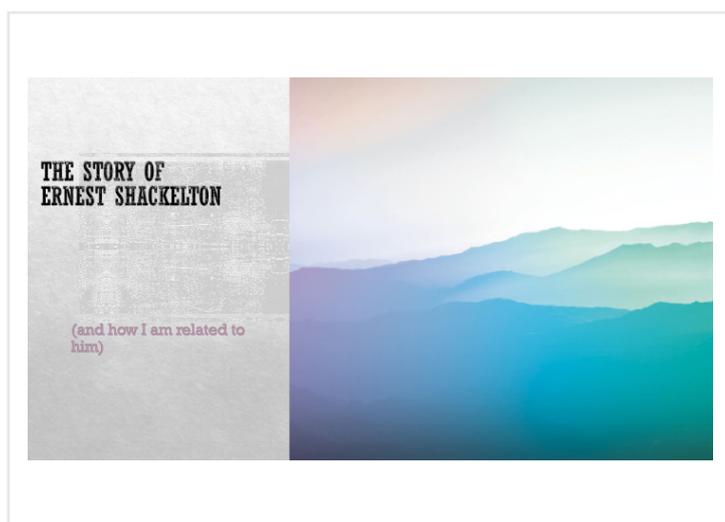
TITLE

'The Story of Ernest Shackleton (and how I am related to him)'

TEACHING AND LEARNING

For CBA1 *The Past in My Place*, students experience history at a personal level through the study of a place, issue, event, theme or person related to their locality, place of origin or family history. They present their research in the form of a display.

EVIDENCE OF WORK



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Ernest Shackleton was the famous Antarctic explorer who reached the south pole.



He was born in Kilkee, Ireland in 1874 and moved to England a few years later.



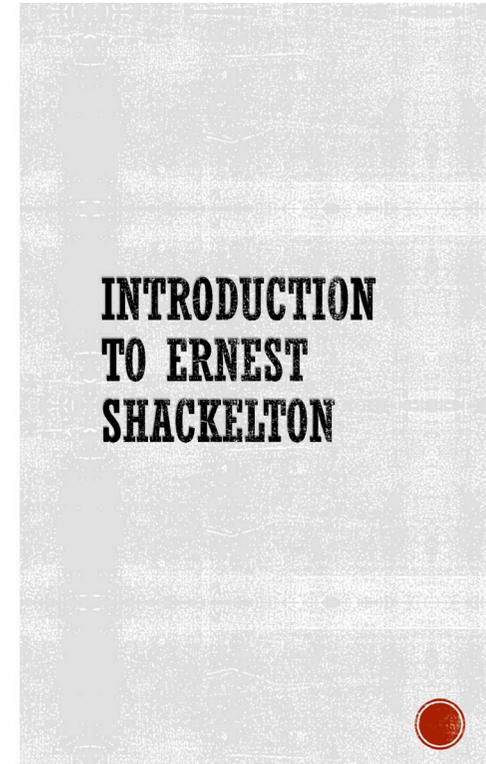
He joined the British merchant navy when he was 16 years old and served for ten years.



After that, he led an expedition with the help and funding of the Royal Scottish Geographical Society, he managed to fund the Antarctic expedition.

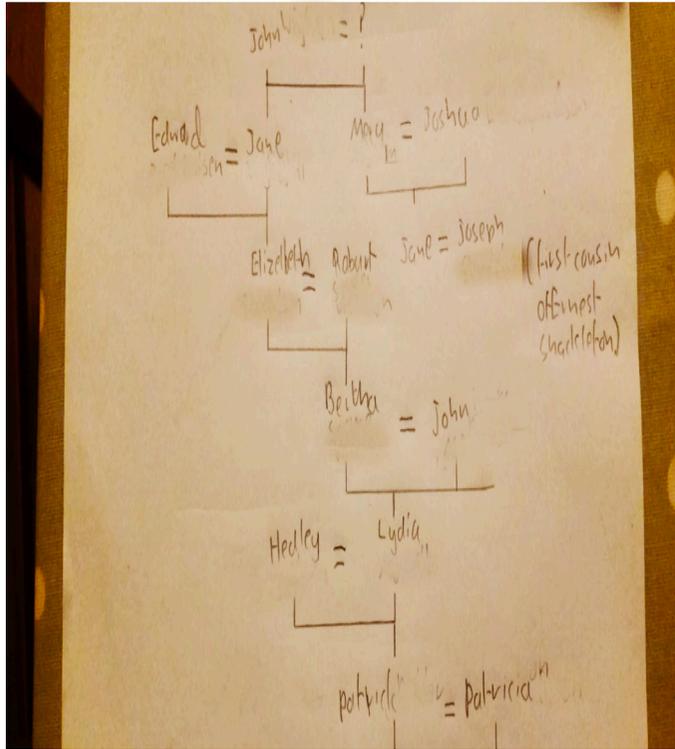


Contrary to popular belief though, this wasn't his first expedition, as he went on one before when he traveled to the Antarctic on an expedition led by British explorer Robert Falcon Scott.



Teacher annotations based on Features of Quality

FOQ1: Simple, succinct aspects of Shackleton's background- yet clearly and concisely expressed. Use of icons shows awareness of shaping the display to a purpose. Phrase '*contrary to popular belief*' suggests an awareness of the discipline of history and the role of historical evidence in understanding and appreciating the past. Misspelling of Shackleton's name as '*Shackelton*' shows need for more careful editing/ checking.



How I am related to Ernest Shackleton

We are related by marriage, as my great great grandad Robert [redacted] was married to Elizebeth [redacted] whose mother, Jane [redacted] whose sister, Mary [redacted] was the mother of Jane, who was married to Shackleton's first cousin, Joseph Shackleton. And that's how I am related to him. You can look at it in detail with the family tree I drew.



Teacher annotations based on Features of Quality

FOQ1: Effort at developing family tree is commendable, shows some sense of historical consciousness and awareness of family connections to a 'big picture'. Dates would be helpful. Supporting text unclear, some editing would have improved it (**family names redacted/obscured to protect student identity**).

THE EXPEDITION

- Shackleton's Imperial Trans-Antarctic Expedition of 1914-1917 did not accomplish its goal of crossing the Antarctic, but however, it soon became one of history's greatest stories of survival.
- They sailed on the vessel, the Endurance, named after his family motto, "through endurance we conquer".
- When they arrived in the Weddell Sea near the coast of Antarctica in January 1915 the Endurance soon became trapped in sea ice and drifted north for ten months before being crushed by the ice.
- The crew had abandoned the ship before though, and they camped on floating ice for several months, constantly moving to avoid the harsh cold that would defiantly freeze them for if they stayed for too long.

This Photo by Unknown author is licensed under CC BY-SA-NC.

Teacher annotations based on Features of Quality

FOQ1, 2, 3: Description of the voyage fits with purpose of display. First bullet point suggests awareness of historical significance of expedition despite its failure to achieve its objective; also suggests sense of drama of history. Connection of name of ship with family motto is a nice detail and ties in with theme of family history. Overall the piece conveys a sense of empathy with the struggles the men endured on a human level.



- They traveled to the desolate elephant island on the west of the Antarctic peninsula, on endurance leftover lifeboats. and when they arrived, set-up camp.
- Ernest Shackleton was a people's person, so he was able to keep morale high among the crew.
- Soon they decided that the best way to get help would be to travel to south Georgia whaling island because it was the nearest island to the island they were stranded on.
- Soon, Shackleton and the five other members, Frank Worsley, Tom Crean, John Vincent, Timothy McCarthy and McNish. Together, they set sail through long storms and huge waves before reaching their destination, once there, they crossed huge mountains before they managed to find help.
- Soon, they managed to sail back to elephant island, where the other 22 men were waiting, ready to be rescued. The journey was long and hard, and even after all of that, they still did not manage to cross the south pole, they were welcomed home as heroes. And even Shackleton himself once quoted;
- *Difficulties are just things to overcome, after all.*
- Sadly, he died of a heart attack a couple of years later in 5 January 1922 (aged 47) while on another expedition to instead circle around the south pole. He was buried. Shackleton was buried in the Grytviken cemetery, South Georgia.

Teacher annotations based on Features of Quality

FOQ1: Clear, coherent flow to narrative and sense of drama of the story is evident. Some editing would have improved coherence in parts. Concern for historical detail evident in names of other men on expedition. Quotation from Shackleton is nice addition. Citation of source would be helpful addition.

THE SHACKLETON MUSEUM

- For some part of my research, I went to the Shackleton museum in Athy county kildare.
- It had a lot of useful information on Shackleton, such as his family tree, one of the sleds that they used to travel across the Antarctic with, and a complete modal replica of their ship the Endurance.
- It was thankful that I could go to this museum, as it contained a lot of primary sources that I would not have been able to see first had online or in a book. It really made me appreciate and understand the journey that he embarked on.

Teacher annotations based on Features of Quality

FOQ2: Visit to the Shackleton museum suggests real engagement with the subject; also shows appreciation of value of artefacts observed.

FOQ1: Shows capacity to reflect and there is evidence of historical empathy; also sense of genuine appreciation of cultural inheritance.

FOQ2: Shows general awareness of the value of repositories such as museums and of the role of primary sources in supporting historical understanding.

- Ernst Shackleton was one of the greatest adventurers in history. When he was alive, Ireland was part of the united kingdom, and Shackleton saw himself as a British explorer rather than Irish, he was also a unionist and supported British rule over Ireland. So even though the Irish people have just started to realize and celebrate that he was Irish, he was more on the British side of things.



Teacher annotations based on Features of Quality

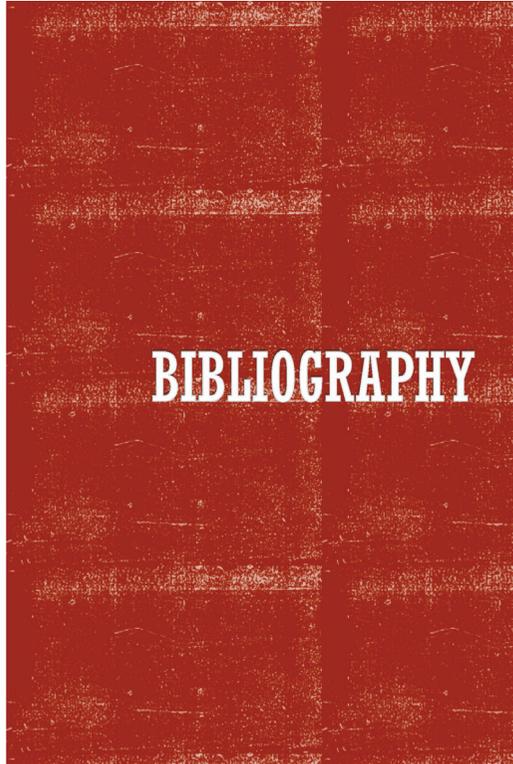
FOQ1, 3: Nuanced reflection and appreciation of complex nature of Shackleton's national identity, expressed in a way that shows real understanding; also useful connection to 'big picture' in Irish history.

CONCLUSION

Ernest Shackleton was widely known for his famous journey to try and cross Antarctica, but I wanted to find out a lot more about him and his life outside of what most people know. When I found out that I was related to him I immediately wanted to know more about the man and base my project on him. I am really thankful that I was related to such an amazing person. And I found out in this project so much about him, which I would be able to find if I did my project on something else, thank you for reading this project!

Teacher annotations based on Features of Quality

FOQ1: Detail a little vague, though a genuine sense of enthusiasm and interest in the subject is palpable.



- **Smith, M. (2020). Shackleton Sir Ernest Henry. In World Book Student . Retrieved from <https://www.worldbookonline.com/student-new/#/article/home/504120>**
- **Interview with my mother about my family heritage and connection with Ernest Shackleton.**
- **The Alhy heritage center (Shackleton museum) in Kildare.**
- **Book sources:**
- **Shackleton, an Irishman in Antarctica by Jonathan Shackleton,**
- **the endurance, Shackleton's legendary Antarctic expedition by Caroline Alexander**
- **Shackleton's journey, by William Grill.**



Teacher annotations based on Features of Quality

FOQ2: Range of sources employed shows appreciation of the role of evidence in supporting historical judgments and of the nature of history, job of the historian.

<p align="center">Junior Cycle History Class Based Assessment 1 The past in my place</p> <p align="center">Reflection Sheet</p>	
CBA: Title:	
The story of Ernest Shackleton and how I am related to him	
<p>1. What were the most positive things in my experience of working on this CBA?</p> <p>The most positive things that I experienced when working in my C.B.A, were finding out that I was and how I was related to Ernest Shackleton.</p>	
<p>2. What were the main challenges I faced?</p> <p>The main challenges that I faced were how would I be able to collect all the information I needed in time and how was I going to present it in my C.B.A. C.B.A</p>	
<p>3. What did I learn that was historically significant about "The past in my place"?</p> <p>I learnt how Shackleton contributed to the past in my place, by discovering where he lived, how I was related to him through my family tree, and the legacy he left behind.</p>	
<p>4. What did I learn about the role of the historian in conducting and presenting research?</p> <p>I learnt that the role of a historian is to collect different types of sources, and find out if they are trustworthy or not so trustworthy and if they are primary or secondary sources, and present</p>	
	Date:
	in 28/1/20

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Teacher annotations based on Features of Quality

FOQ1, 3: Overall, the reflection sheet corroborates the thought that went into the development and presentation of the display. Student shows awareness of the historical significance of the study in discovering the nature of the family connection to Shackleton and of the legacy he left behind.

FOQ2: Also shows good understanding of the role of the historian in understanding different types of evidence and judging their trustworthiness, as well as the value of different types of research methods.

→ it when they are presenting their projects. They also have to acquire as much in-depth research as possible, as well as visiting physical research, not just going online and reading books.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



In line with expectations

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practising teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.