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TEACHERS' GUIDE

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Introduction

Ice, Wind, Rock: Douglas Mawson in the Antarctic is Peter Gouldthorpe's companion to *No Return: Captain Scott's Race to the Pole*. It is another artistic tribute to the bravery, curiosity and daring of the men who conquered Antarctica's vast tracts of ice and land in an attempt to reach the South Pole in the early twentieth century. But it's also a tribute to the frailty and failings of these men.

This is the story of Douglas Mawson. *Ice, Wind, Rock* not only traces his determination to reach the South Pole, but it also describes Australia's determination to lay claim to the vast white continent, and to its many scientific secrets. Mawson was a scientist before he was an explorer, and his bravery stems from that desire rather than a wish to conquer a landscape. Nevertheless, he and his companions achieved the impossible during their many journeys, and he (unlike others) lived to tell the tale.

When explorer Ernest Shackleton set off on his British Antarctic Expedition on 1 January 1908 he took with him a passenger named Douglas Mawson. A geologist lecturing at the University of Adelaide, Mawson had been studying rocks in the vast interior of Australia, and had discovered evidence that this land was once covered in glaciers. In order to study this pattern more fully, he felt that he needed to see a place where glaciers still dominated. A chance meeting with Shackleton led him to join the Nimrod Expedition which sailed from New Zealand to the remote continent. It has been over a century since Mawson made his first journey to Antarctica. Unlike Scott, who in 1912 reached the South Pole (one month after Amundsen) but then lost his life, Mawson was lucky. At the end of his first expedition, Mawson said he would not return to Antarctica. However, in 1911 he joined the Australasian Antarctic Expedition aboard the *Aurora* and, later still, on other expeditions. What changed his mind? Was it solely his scientific curiosity? Was it the desire for heroic achievement? Or was it to experience the extreme environments which, once men have tasted them, they are unable to let go? What did Mawson leave as his scientific legacy? This is a book (like the companion work) which invites as many questions as it articulates the facts.

Mawson's centenary was celebrated in 2011, and Peter Gouldthorpe has honoured him and his fellow explorers such as Scott by immortalising their achievements in his artistic renderings of the Antarctic landscape and in portraits of these men.

Themes and Curriculum Topics

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

STUDY OF HISTORY, SOCIETY AND ENVIRONMENT

- **Antarctica, Explorers and 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 Douglas Mawson and the others mentioned in this text such as Ernest Shackleton and Professor Edgeworth David.

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

'They kill the weakest dog the following day. Its flesh and bones are shared between the men and the remaining dogs. Not a skerrick is wasted. They even make a broth with its paws.' (p. 25)

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Q: Antarctica's unforgiving landscape has the potential to cause severe health effects on human beings. What did Brocklehurst suffer after climbing Mount Erebus?

A: Frostbite, which led to amputation.

Q: What is the history of Antarctic exploration prior to the twentieth century?

A: '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.' Source: Ward, Paul, 'Antarctica Fact File', *Cool Antarctica*, 2001, <<http://www.coolantarctica.com/Antarctica%20fact%20file/antarctica%20fact%20file%20index.htm>>

Discussion Point: What scientific findings resulted from Mawson's various expeditions?

Discussion Point: Mawson was not an explorer. How well was he equipped for the journey in this book? Several quotes, including the one below, reveal that the expedition party didn't really equip itself for the challenges ahead. Discuss.

'No sooner have they chosen a hut site and begun unloading than the freakish climate of this inhospitable coast shows itself. They've unwittingly chosen the windiest place on earth.' (p. 16)

Discussion Point: Mawson wasn't interested in exploration, but in science.

'Unlike Scott or Shackleton, Mawson is not out to set any records; his primary concern is science.' (p. 15)

And yet, he embarked on more than one arduous trek. Is there any indication in what you have read about him in this book and other sources to suggest that his aims changed? Did he become more interested in the heroics of exploration, or did he remain solely wedded to his scientific goals?

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

Activity: Have fun creating quizzes about Antarctica. [See **BM 2** to get students started on questions about what they've learned.] For example, is Antarctica made entirely of ice?

A: 'No. Ice and snow make up ninety-eight per cent of Antarctica, but beneath that is solid land. Seventy per cent of the world's freshwater is contained in the Antarctic ice cap.' Source: 'Cool Facts about Antarctica', *Highlights Kids*, <<http://www.highlightskids.com/Science/Postcards/h1polarFacts.asp>>

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

Activity: Australia has a long history in Antarctica. In 2011 it celebrated the centenary of Douglas Mawson's Australasian Antarctic Expedition (1911–1914) which set out on 2 December 1911 and was the first Australian-led expedition to the continent. Give a talk about the centenary. Helpful resources include Douglas Mawson's biography (Jacka, F.J., 'Mawson, Sir Douglas (1882-1958)', *Australian Dictionary of Biography*, <<http://adbonline.anu.edu.au/biogs/A100444b.htm>>) and the 100 Years of Australian Antarctic Expeditions web page (*Australian Government*, <<http://centenary.antarctica.gov.au/>>).

Activity: In 2012 the Royal Australian Mint released a coin featuring Sir Douglas Mawson. Design your own coin to celebrate Antarctic exploration.

- **European Imperialism**

Discussion Point: This story is set in the early twentieth century, during the last years of European imperialism and exploration, which reached its zenith in the nineteenth century. Antarctic

expeditions were rewarded by the monarchy (for example, Mawson was knighted by the British King in 1914) but there is a sense in this text that the enterprise is fraying at the edges. Discuss with reference to the quote below.

‘After an arduous three and a half months, the trio reach the South Magnetic Pole. It looks and feels like the middle of nowhere but they hoist the British flag, claim the land for the King and give three cheers.’ (p. 11)

- **Polar Heritage**

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

Discussion Point: Mawson’s Hut (See *Mawson’s Hut Foundation*, <<http://www.mawsons-huts.org.au/>>) is also one of the major heritage sites in Antarctica. How might Mawson feel to discover that his hut from later expeditions is being preserved by a foundation to his memory? Having survived crippling ice and snow he might be stunned to discover that such a flimsy shelter is still being visited and looked after over one hundred years later. Such ‘extreme’ tourism is one of the twentieth century’s legacies. No one in previous times would have imagined tourists or travelers maintaining such a monument. Discuss.

Activity: Explore Tasmania’s Antarctic Heritage at the *Polar Pathways* website (<<http://www.polarpathways.info/>>).

- **Natural Environment in Antarctica**

Activity: Conditions in Antarctica are obviously very testing and often fatal. According to *Cool Antarctica* (Ward, Paul, ‘Antarctica Fact File’, 2001, <<http://www.coolantarctica.com/Antarctica%20fact%20file/antarctica%20fact%20file%20index.htm>>), the Mawson station is ‘the windiest place on earth. Average wind speed: 37 km/h / 23 mp/h. Maximum recorded gust: 248.4 km/h / 154 mph’. Research this further, and then discuss these quotes about the weather.

‘The wind! It holds up building, it smashes equipment, it blows things away, including the only boat and a sled, and it makes even the simplest task complicated and dangerous.’ (p. 16)

‘The hut is swiftly buried in an insulating blanket of snow. The men have to dig their way out and before long a network of tunnels surrounds it.’ (p. 16)

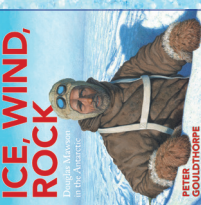
‘Their rations are spent, temperatures are as low as -34° C and in the oxygen-depleted air at such high altitude their remaining energy is fast disappearing.’ (p. 7)

Q: What is the lowest temperature ever recorded on earth? **A:** Vostok station, -89.2°C / -128.6°F. Source: Ward, Paul, ‘Antarctica Fact File’, *Cool Antarctica*, 2001, <<http://www.coolantarctica.com/Antarctica%20fact%20file/antarctica%20fact%20file%20index.htm>>

Q: Frostbite (congelatio) is the destruction of human tissue caused by excessively low temperatures. What is the infection often caused by this condition? What is sometimes the treatment? **A:** Gangrene and amputation.

Discussion Point: The title of this book is *Ice, Wind, Rock*. What does this book reveal about these aspects of Antarctica’s natural environment?

Activity: Life forms in Antarctica include birds, marine life, penguins, seals and whales – what sorts of species are there in Antarctica? For information visit the *PCO* website (‘Antarctic Animals’, <<http://www.polarconservation.org/education/antarctic-animals>>) and *Make Mine Magic* website



(‘Animals Found in Antarctica’, *Make Mine Magic*, <http://inchinapinch.com/hab_pgs/polar/antarctica/animals.htm>).

Activity: Several species of seal and penguins live in Antarctica. Find out more about them at the *Antarctic Connection* website (<<http://www.antarcticconnection.com/>>).

Activity: Whales 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 included at the end of the book give some idea of the topography and the routes covered by these early explorers.

Activity: Have students create their own map of an imaginary icebound country like Antarctica. Give it a new name and label the places in a creative way.

Activity: Shackleton’s expedition party discovers the difficulties attached to travelling in the unforgiving terrain as soon as they land:

‘The expedition party lands at Cape Royds on Ross Island and the men begin the arduous task of unloading the ship and constructing the hut. Towering above them is an active volcano; the unclimbed Mount Erebus. Shackleton decides to send six men, including David and Mawson, to conquer its 3,794-metre summit.’ (p. 6)

Research the geography and topography of Antarctica further.

Discussion Point: How has climate change affected Antarctica? Research this topic. Visit the *Classroom Antarctica* website (‘6.1 Greenhouse Effect and Climate Change’, <<http://www.classroom.antarctica.gov.au/6-climate/6-5-greenhouse-effect-and-climate-change>>). 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 the men had? What values are necessary to undertake such a dangerous and taxing journey? What drove them?

Discussion Point: Mawson is presented as someone who is not terribly brave on board the ship.

‘Early in the stormy voyage, though, none of these qualities is in evidence; Mawson routinely avoids his duties, and is found one day by the ship’s First Officer, John King Davis, cowering in a lifeboat, desperately weakened by seasickness.’ (p. 4)

But later he seems to have developed extraordinary stamina in the face of adversity. Read more to discover what type of man Mawson really was.

- **Introduced Species and Human Intervention in Antarctica**

Discussion Point: Mawson was aware of the problems caused by human intervention in Antarctica:

‘He had seen the damage caused by sealers on Macquarie Island and believed that by having some control over these areas, Australia could save them from over-exploitation.’ (p. 30)



ICE, WIND, ROCK, ROCK: Douglas Mawson in the Antarctic Teachers' Guide

What other effects has human intervention had on this continent? For example, Coral Tulloch's and Alison Lester's book *One Small Island* traces the effects of introduced rabbits on the Macquarie Island locale. Discover other such effects.

Activity: This book also describes the use of huskies in 1908. These animals were from the Northern Hemisphere but were introduced to aid the explorers in their travels. See the article about huskies on the *Australian Government (Australian Antarctic Division)* website, <<http://www.antarctica.gov.au/about-antarctica/history/transportation/ground-transportation/huskies>>):

'The 1991 Protocol on Environmental Protection to the Antarctic Treaty banned all introduced species, except humans, from being taken into the Antarctic. It was with a great deal of sadness that in 1993 the last remaining huskies left Mawson and the Australian Antarctic Territory. The older dogs are living out their days in Australia, the younger, working dogs are enjoying a new life in Minnesota, USA.'

Research this topic more fully.

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 cover image suggest about Mawson? Examine his portrait – he is very much in the foreground and holds the reader's eye with a penetrating gaze. The cover also comprises a white landscape and wreckage on the back cover. Discuss the design and then create your own cover for this book.

Activity: Design your own **endpapers** using a chosen image in the book as a pattern. For example, the images of sea creatures (p. 19) would make an excellent pattern repeated on an endpaper.

Activity: The **title page** is a portrait of Mawson dressed in cold weather headgear. Compare this to the image of him on the first page of the book without such headgear. What are the different impressions that the two portraits give you of the man? Create another possible cover image for this book.

Discussion Point: The **format** of the book is **portrait** (260w x 280h). The **layout of the storyboard** is varied with illustrations sometimes spread across opposite 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 a few scenes containing other colours e.g. the bloodied carcass of the seal being pecked at by the scavenging birds. 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 artists might also use photographs, drawings and drafts in conceiving a finished artwork.

Activity: The **medium or style** employed is largely the **photo realistic** style for which Peter Gouldthorpe is renowned. Create an image in this style.

Activity: Throughout the book he also includes small **black and white drawings** which use a technique called **crosshatching** (e.g. p. 28). Discuss this with your students and then create a picture inspired by the book using this technique.

Activity: Gouldthorpe uses many **techniques, formats and mediums** in his other books. Study them as well.

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

Activity: In 1988 Peter Gouldthorpe was commissioned to create an oil painting: 'Nella Dan Unloading at Antarctica'. View the work at the *Australian Antarctic Data Centre* website (<http://data.aad.gov.au/aadc/artefacts/display_artefact.cfm?artefact_id=448>). He also designed a series of four postcards of Antarctic Ships for Australia Post in 2003 which can be seen on the *Powerhouse Museum* website (<<http://www.powerhousemuseum.com/collection/database/?irn=319852>>). He has since created a book about Scott's expedition and this one about Mawson. Choose one of the paintings in this book and imagine that it is a postcard. 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 in **third person as a past tense account** of the explorer's journey. It is written by an omniscient narrator who is telling the reader what occurred. Retell the story in first person as if it is being told by Mawson 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: Written records are fascinating evidence of the experiences of these brave and intrepid (some might say foolhardy) men who braved Antarctica in the early days. Read more excerpts from Mawson's diaries and those of his fellow travellers, then follow the journey of Karen Barlow, an ABC reporter for 'Antarctic Summer' (*ABC News*, <<http://www.abc.net.au/news/events/antarctic-summer/>>), 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**.]

CREATIVE ARTS

There are many creative activities suggested by this text:

- **Improvise a scene depicted in one of the paintings 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 section 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 newspaper article** describing Mawson's trip to Antarctica. Think of a headline which summarises the events which took place.

Further Topics for Discussion and Research

- **Research the work of Peter Gouldthorpe.** Compare this book to other works he has illustrated such as *First Light* (written by Gary Crew, Lothian, 1995), *The Lost Diamonds of Killiecrankie* (written by Gary Crew, Lothian, 1995), *Hist* (written by CJ Dennis, Walter McVitty Books, 1991), *Grandad's Gifts* (written by Paul Jennings, Puffin, 1994), *Norton's Hut* (written by John Marsden, Lothian, 1998), *The Wonder Thing* (written by Libby Hathorn, Puffin, 1998), *Pannikin and Pinta* (written by Colin Thiele, Lothian, 2000), *Queenie: One Elephant's Story* (written by Corinne Fenton, Black Dog Books, 2006), 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 the links below to find out what these artists made of their experiences and to encourage your students to create art or narratives in response. Your class might also create a story based on what they learn about Antarctica.
 - 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>>).
 - Writer and illustrator Alison Lester (2004/5) 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* (<<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.
- Apart from reading Mawson's diaries, students may wish to also read the diaries of a young geologist named **Frank Leslie Stillwell** who joined the 1911 expedition. His diary was uncovered by an academic researcher and published in *Still No Mawson: Frank Stillwell's Antarctic Diaries 1911-13* (Australian Academy of Science, 2012). Frank's diary offers further insights into the journey as it was seen by a younger member of the party. There is also a diary by **Stanley Gordon Roberts Taylor** who was a fireman and stoker aboard the *Aurora* (<<http://antarcticdiary.wordpress.com/>>).
- **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.
- **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** (<<http://catalogue.nla.gov.au/Search/Home?lookfor=author:%22Hurley%2C%20Frank%2C%201885-1962%22&iknowwhatimean=1>>). His biography 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*.

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

Ice, Wind, Rock: Douglas Mawson in the Antarctic is a book about an obsession and a passion. Why else would men risk their lives and endure such extreme circumstances? It is an exciting story which explores Mawson's expeditions in an affecting way. This book is also a visual testimony to the world of Antarctica, in Gouldthorpe's stunning portraits and landscapes which depict it so vividly.

Small human details are inserted into the book to capture the reader's interest in the narrative. Real stories like this one require a writer and illustrator of Peter Gouldthorpe's talents to transform them into works of emotional power.

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 Honour Book in 1994. His work also appears in the *After Dark* series, and includes several adult non-fiction titles. This book is a companion to *No Return: Captain Scott's Race to the Pole*.

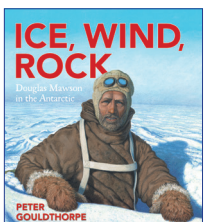
Peter paints landscapes, portraits and commissioned work, and also designs stage sets. He has received a number of public art commissions in Tasmania, where his trompe l'oeil murals adorn walls, alleys, restaurants and hospitals in Hobart and beyond. They are a source of delight for any who happen upon 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. View an interview with Peter for more information:

'Artist Peter Gouldthorpe has a diverse talent', *ABC Stateline*, Friday 7 May 2010, <<http://www.abc.net.au/news/video/2010/05/07/2893797.htm>>

ICE, WIND, ROCK: BLACKLINE MASTERS

BM 1 HUSKY

Create a collage image of the husky using various found materials, and then draw and collage a landscape behind the animal.



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BM 2 MAWSON EXPEDITION QUIZ

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

1. After arriving at Cape Royds, which unclimbed mountain does Mawson and a group of five other men conquer?
2. What pioneering mode of transportation did Mawson, David and Mackay use to journey to the South Magnetic Pole?
3. What is serac?
4. What was the first thing the ship's Captain ordered them to do when they boarded the *Nimrod* again?
5. What was the name of the second expedition which Mawson organised himself?
6. What was the name of the ship used in this expedition?
7. Where does the expedition build a wireless station?
8. Who joins Mawson in the Far Eastern Party?
9. Which British king knighted Mawson in 1915?
10. When was the first permanent Australian base established in Antarctica?

Answers: 1. Mount Erebus. 2. The first motor vehicle in the Antarctic. 3. Sharp pinnacles of ice. 4. To take a bath as they smelled bad. 5. The Australasian Antarctic Expedition. 6. Aurora. 7. Macquarie Island. 8. His companions were Lieutenant Belgrave Ninnis, the dog handler, and Xavier Mertz, a Swiss ski champion and mountaineer. 9. King George V. 10. 1954.







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BM3 MATCH and UNJUMBLE THESE WORDS

1.	Adelie	Bay
2.	McMurdo	Station
3.	Cape	Penguin
4.	British	party
5.	Macquarie	Erebus
6.	Drygalski	Sound
7.	Wireless	Royds
8.	Commonwealth	Island
9.	Mount	Glacier
10.	Search	Empire

Answers: 1. Adelie Penguin. 2. McMurdo Sound. 3. Cape Royds. 4. British Empire. 5. Macquarie Island. 6. Drygalski Glacier. 7. Wireless Station. 8. Commonwealth Bay. 9. Mount Erebus. 10. Search party.

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ICE, WIND, ROCK: Douglas Mawson in the Antarctic Teachers' Guide

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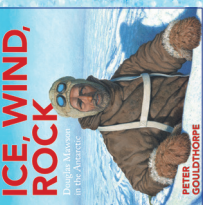
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