

Thematic Literature 1200
Death on the Ice
Unit Teaching Plan

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Introduction

Basic Premise: To use a series of in-class lectures, and the creation of a web site, as a means of discussing non-fiction, and the impact of historical events on society. This exercise will help students to gain an appreciation for the overall impact of the Great Sealing Disaster of 1914, and what groups and individuals were impacted by this tragedy. It will also help students to gain an appreciation for how different groups and individuals interact in society, and with the media, and how the mass media react to, and handle the events which shape our daily lives.

Related Curriculum Outcomes:

(From the Atlantic Canada English Language Arts Curriculum Guide: Grades 10-12)

Speaking and Listening:

- Examine the ideas of others in discussion to clarify and extend their own understanding.
- Construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed.
- Present a personal viewpoint to a group of listeners, interpret their responses, and take others' ideas into account when explaining their positions.
- Listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas.
- Recognize that communication involves an exchange of ideas and an awareness of the connections between the speaker and the listener; use this awareness to adapt the message, language, and delivery to the context.

Reading and Viewing:

- View a variety of media and visual texts, such as broadcast, journalism, film, television, advertising, CD-ROM, Internet, music videos.
- Demonstrate an understanding of impact literary devices and media techniques have on shaping the understanding of a text.
- Articulate personal responses to a text by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence.
- Respond to the texts they are reading and viewing by questioning, connecting, evaluating and expanding.
- Make thematic connections between print texts, public discourse, and media.

Writing and Other Ways of Representing:

- Use writing and other ways of representing to: extend ideas and experiences; reflect on their feelings, values and attitudes; describe and evaluate their learning processes and strategies.
- Choose language that creates interesting and imaginative effects.
- Demonstrate skills in constructing a variety of texts for a variety of audiences and purposes.
- Experiment with the use of technology in communicating for a range of purposes.
- Demonstrate commitment to crafting pieces of writing and other representations.

Lesson #1 (Chapters 1-3)

Chapter 1: Main Themes — Building a sense of foreboding, or impending doom.

Discuss:

- Time frame and significance
- Significance of the SS Newfoundland
- Significance of Wes Kean's age, and father
- Significance of Reuben Crewe and John Howlett

Chapter 2: Main Themes — Conditions of the hunt, and the dependency of the sealers.

Discuss:

- Harsh life in Newfoundland
- Importance of seals
- When the hunt took place
- Dangers and disasters
- The fates of wooden steamers
- The ice-breaker fleet
- The Mercantile system and the seal hunt

Chapter 3: Main Themes — Early signs of bad luck.

Discuss:

- Winter storms and ice conditions
- Eagerness and tension of sealers and Captains
- Coaker — a time for change
- Key characters on the Newfoundland
- Bad luck of the wooden steamers
- Bad luck for the steal ice-breakers

Lesson #2 (Chapters 4-6)

Chapter 4: Main Themes — Mistreatment of sealers; foreshadowing.

Discuss:

- Foreshadowing / Coaker on the ice
- Foreshadowing / The Beothic's and Florizel's men
- Conditions while hunting (rough work; Henry Pridham's death)
- Mounting Tensions in the race for seals

Chapter 5: Main Themes — The Newfoundland is “Jinked”.

Discuss:

- Various elements of superstition and foreshadowing
- Wes Kean's desperation
- The impending storm
- The barometer

Chapter 6: Main Themes — Striking the Main Patch.

Discuss:

- Good luck / fortunes turn / finding the seals
- Disregard for the men
- The weather

Lesson #3 (Chapters 7-9)

Chapter 7: Main Themes — Series of Bad Mistakes

Discuss:

- The weather (barometers, warning signs, uneasiness, storm)
- Mistakes (Wes', Abe's, the sealers')
- Foreshadowing (Alfred Maidment, Sam Horwood)

Chapter 8: Main Themes — More Bad Mistakes

Discuss:

- The weather (first flakes of snow, getting worse)
- Abe Kean (flags, time, his orders)
- Predicament of the sealers (tired, disbelief, blamed Tuff, further away from their ship)
- Foreshadowing (Jesse Collins, George Tuff)

Chapter 9: Main Themes — The Sealers Get Lost

Discuss:

- Mistakes (messages, the Stephano's whistle)
- Weather (whitecoats, blizzard, early nightfall)
- Sealers lost (can't find trail, moving too slow, confusion, too far from ship, too tired, groups split up)
- Foreshadowing (Jesse Collins, Cecil's girlfriend Jesse)

Lesson #4 (Chapters 10-11)

Chapter 10: Main Themes -- First Night on the Ice

Discuss:

The Sealers:

- Jones blazing trail; main group; Tuff and Pear behind
- Slow moving; Keep losing trail
- The Newfoundland's whistle
- Darkness falls; make camp; divide watches;
- Jone's group disperses; 3 groups left
- The shelters; building fires; etc
- The Newfoundland -- crew uneasy; Wes confident; barometer broken; the Florizel -- Joe has doubts; radio's to Abe; The Stephano -- Still picking up pelts; Abe's response

Chapter 11: Main Themes -- First Night on the Ice

Discuss:

The Sealers:

- Changing weather; effectiveness of shelters
- Fighting over the fires; getting too close to fires
- Rain; men soaked
- Decision to keep moving
- Jesse bites ice from men's faces
- Dawson's pan; too many men
- Song and dance
- Tom Jordan dies
- Going fishing; on parade
- Cecil's tobacco
- Edward Tippet and sons
- Exhaustion; singing hymns
- Morning death toll

Lesson #5: (Chapters 12-13)

Chapter 12: Main Themes -- Day Two on the Ice

Discuss:

Sealers:

- Exhausted; had to be hauled to their feet
- Gruesome sight of the bodies; dying men
- Jesse Collins
- Uncle Ezra Melendy; Rueban and Albert Crewe
- Bodies on Dawson's pan
- Tuff breaks down
- Outer garments
- Art builds more shelters
- Tuff spots the Newfoundland?
- No ships searching
- Tuff spots the Bellaventure
- Hopes of rescue raised

Chapter 13: Main Themes -- Day Two on the Ice

Discuss:

Sealers:

- Full of hope
- All dead on one pan
- Try to signal the Bellaventure
- Bell misses sealers, and leaves
- Hope fades; more deaths
- Tuff spots the Stephano; Stephano turns away
- Try to reach the Newfoundland; Newfoundland breaks free
- Tuff gives up hope
- Bellaventure returns, leaves again

Lesson #6: Discussing the Impact of the “Great Sealing Disaster of 1914”

Total time: 50 minutes

5 minutes – Administration

- settle class down, take attendance, check homework, etc.

10 minutes – Free Writing

- Have students free write their thoughts on what sorts of questions or controversies would arise, particularly in the media, if such an event were to happen today.

20 minutes – Class Discussion

- Select students, or have volunteers read their responses aloud.
- Hold a class discussion on these questions and controversies, and how the students think the media and other groups or individuals would respond to these.

10 minutes – Brainstorming

- As a class, compile a list of individuals, groups, and organizations who would likely be involved in the wake of such a disaster (ie – mass media, politicians, families of victims, unions, police, ship owners, etc.)

5 minutes – Administration

- Assigning homework, tidy-up classroom, preparing for dismissal, etc.
- (Note – a good homework assignment would be to have students watch the news, and make notes on how the media handles similar situations.)

Lesson #7: Study the Role of the Media in Breaking News Such as Tragedies

Total Time: 50 minutes

5 minutes – Administration

- Settling class down, taking attendance, checking homework, etc.

10 minutes – Class Discussion

- Select students, or have volunteers share their notes from the homework assignment from the previous lesson, on how the media handles such breaking news as tragedies.
- Make a list of key points.
- Update list of groups who hold an interest, or who would play a role in such events.

30 minutes – Study Examples

- Use handouts for examples of news clippings from March and April, 1914, related to the sealing disaster.
- Pick-out examples of key points from both lists.
- Use the Internet to study examples of current media websites.
- discuss similarities and differences between each.
- discuss basic formats / layouts.
- discuss how they handle similar events.
- pick out examples of key points from both lists.
- Update two lists (if necessary).
- Use handouts for examples of media releases from various groups, such as police, politicians, and interest groups.

5 minutes – Administration

- Homework assignments, tidy-up classroom, prepare for dismissal, etc.

Lesson #8: Preparing Mock Media Releases for a Cassie Brown “Breaking News” Website

Total Time: 50 minutes

5 minutes – Administration

- Settle class down, take attendance, check homework, etc.

5 minutes – Divide Class for Group Work

- Divide students into groups of four or five.
- Have students pick a group or organization from the list developed as a class.
- Give out handout listing objectives of the exercise.

35 minutes – Group Work

- Have students pick a group leader and recorder.
- Have students discuss what questions, concerns, or viewpoints their “group” would have in the wake of “The Great Sealing Disaster,” and would include in a media release.
- Have students prepare a mock media release based on these issues.
- Collect finished media releases.

5 minutes – Administration

- Homework assignments, tidy-up classroom, prepare for dismissal, etc.

Lesson #9: Preparing a Website Layout, and Writing Mock News Stories

Total Time: 50 minutes

5 minutes – Administration

- Settle class down, take attendance, check homework, etc.

5 minutes – Divide Students for Group Work

- Divide students into groups of three or four.
- Give students instructions for exercise.

30 minutes – Group Work

- Have one group work on ideas for website design / layout.
- Have remaining groups write news stories based on their knowledge of Death on the Ice, and the mock media releases prepared the previous day. Use different groups from the previous day, and hand out the media releases randomly.
- Groups should consider what should go into the story, as well as what would be needed to accompany the story (ie – pictures or graphics).
- Collect completed mock news stories.

5 minutes – Prepare Class for Work in the Lab.

- provide rules / behavioural instructions.
- explain what students will be doing in the computer lab.

5 minutes – Administration

- Assign homework, tidy-up classroom, prepare for dismissal, etc. (Note – A good homework assignment here is to have students collect any pictures or graphics they think might be useful for the website, taking care to accurately record sources.)

Lesson #10: Creating the Website

Total Time: 50 minutes

Location: School Computer Lab or Learning Resources Centre

5 minutes – Administration

- Settle class down, take attendance, check homework, etc.

5 minutes – Dividing Students for Tasks

- The group who worked on page layout will be put to work creating that layout using a program such as Netscape Composer.
- Assign individual students to create a HTML document / page, one each, for each of the news stories and media releases. These students can work as groups if not enough computers are available.
- Remaining students can perform such tasks as scanning, editing, and preparing pictures and graphics, or can work in groups with students creating news story or media release pages.

35 minutes – Group Work

- Students perform assigned tasks.
- All elements are combined into the final website.

5 minutes – Administration

- Assigning homework, tidy-up work space, prepare for dismissal, etc.

Lesson #11: Completing the Website / Wrapping Up

Total Time: 50 minutes

Location: School Computer Lab or Learning Resources Centre

5 minutes – Administration

- Settle class down, take attendance, check homework assignments, etc.

5 minutes – Divide Students for Tasks

- Students divide up to complete any outstanding tasks related to the website.
- Other students can work on a reflection or journal entry on the Death on the Ice website project. This can be done in HTML as a link to their name on the project site, if they wish, or can be a written assignment.

30 minutes – Group Work

- Students perform assigned tasks to complete the website project.

10 minutes – Personal Assessments

- Have students complete a personal assessment of their performance on the project, as well as an assessment of their group members for both written group assignments (the media release, and the mock news story).
- Collect personal assessments and journal entries.

5 minutes – Administration

- Assign homework, tidy-up work space, prepare for dismissal, etc.

Appendix 3:
Student Personal Evaluation Form

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Death on the Ice Student Evaluation Form

Name: _____
Slot: _____

Reading Checks		Portfolio Entries	
Check	Points Lost (0-3 each)	Entry	Points Lost (0-3 each)
Check #1			
Check #2			
Check #3			
Check #4			
Check #5			
TOTAL LOST		TOTAL LOST	

Group Assignments			
Instructions: Rate the number of points you feel each group member deserves to lose (from 0-5), based on their level of involvement and contribution to this assignment. <i>Be sure to rate your own performance as well.</i>			
Assignment #1 (Press Release)		Assignment #2 (News Story)	
Member	Points	Member	Points

Final Evaluation	
Assignment	Points Lost
Reading Checks (0-15)	
Portfolio Entries (0-15)	
Peer Evaluations (0-5)	
Self Evaluation (0-5)	
Assignment #1 (0-5)	
Web Site (0-15)	
TOTAL (0-60)	/60
FINAL GRADE	/20

Scoring Key for Death on the Ice	
A+	= 54-60 points = 20/20
A	= 48-53 points = 18/20
B	= 42-47 points = 16/20
C	= 36-41 points = 14/20
D	= 30-35 points = 12/20
F	= 0-29 points = determined individually

Appendix 1: Reading Checks

Thematic Literature 1200

Death on the Ice Reading Check #1 (Chapters 1-6)

Name: _____

Slot: _____

**VALUE: 3 points. (0-20 = 0 points; 21-28 = 1 point; 29-35 = 2 points;
36-42 = 3 points)**

1. What was the name of the wooden steamer involved in the 1914 seal hunt?
2. What was the name of the steamer's captain?
3. What is the significance of the date when the steamer began preparations for the hunt?
4. Why did so many young Newfoundlanders want to take part in the hunt?
5. Why did 49 year-old Reuben Crewe return to the seal hunt in 1914?
6. What did John Howlett see in his "chilling nightmare"?
7. Why did Wes Kean dislike his sealing ship?
8. What was the name of Captain Abe Kean's steel ship?
9. Who wrote *Death on the Ice*?
10. By 1914, Newfoundland was the only country in the world with a fleet of what?
11. Who were described as the real rulers of Newfoundland?
12. How did Newfoundland merchants usually pay fishermen money owed to them at the end of a successful harvest?
13. The fishermen who took part in the hunt are described as "a hardy, manly breed... daring, foolhardy, superstitious, religious, outstandingly brave... and able to _____.
14. Why were the captains of the sealing fleet regarded as national heroes?
15. What was the largest herd of seals on the ice called?
16. Who set the nominal value of the catch of seals?
17. For the majority of sealers, "little of their clothing was made of wool." Why was wool clothing important?
18. Why did Cecil Mouland keep several plugs of chewing tobacco stowed about his person?
19. What was the name of the *SS Newfoundland*'s second hand?
20. What was the name of the sealing ship lost in 1898, in one of the "grimmiest sealing disasters in history"?
21. Why was Captain Charles Green aboard the *SS Newfoundland*?
22. What was the title given to the sealing captain who's ship brought home the most seals in a given year?
23. Who was the special observer aboard the *SS Nascopie*?
24. What did he want the Newfoundland government to give to the sealers?
25. What was the name of the light poles with steel hooks used by sealers?
26. Why was Wes Kean not able to exchange messages with the other ships in the sealing fleet?
27. Why did the other sealing captains keep Abe Kean's ship in close sight?
28. What did most of the sealers' meals consist of?
29. Why were the sealers eventually forced to abandon their bunks?
30. Name four things the sealers carried with them on the ice flows.
31. What were the flags used for on the ice pans?
32. What was considered piracy on the ice pans?
33. Where in Newfoundland was Henry Pridham from?
34. How long did sealing for white coats last?
35. Why was a deck thermometer important?
36. Why would the tale of the *SS Greenland* be considered foreshadowing?
37. Who were the Dowers?
38. What was wrong with the *SS Stephano*?
39. What did Captain Wes Kean tell Joe Kean?
40. What did Coaker write about George Barbour?
41. Where was the main patch of seals?
42. Who was the captain who predicted this?

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Death on the Ice Reading Check #2 (Chapters 7-9)

Name: _____
Slot: _____

**VALUE: 3 points. (0-27 = 0 points; 28-36 = 1 point; 37- 45 = 2 points;
46-55 = 3 points)**

1. What were the names of the three other ships with men already on the ice killing seals?
2. How many flags had the *Stephano* dropped?
3. Why did Wes Kean think there would be good weather?
4. What were George Tuff's normal duties?
5. What two things did George Tuff miss, which would have warned him of an impending storm?
6. Why did Wes Kean think his men would have a rough time reaching the seals?
7. Why did George Tuff volunteer to lead the *Newfoundland's* crew over the ice?
8. What did Wes Kean tell Tuff to do after they reached the *Stephano*?
9. Why did George Tuff not hear Wes Kean's order to stay on the *Stephano* overnight?
10. Why were the sealers weary of "sun hounds"?
11. How were some of the sealers taking bearings on the direction of the *Stephano*?
12. What did Aurthur Moulard forget to bring with him for the first time in his life?
13. Why did George Tuff wear snow goggles?
14. Why did Captain Green think bad weather might be coming?
15. What did Tuff order the men who had been working in the coal bunkers to do?
16. Who was Cecil, Ralph and Art Moulard's, Bill and Dave Cuff's, and Phil and Dave Abbott's master watch?
17. Who was the first person to spot the *Newfoundland's* crew on the ice?
18. Why did George Yetman not see the *Newfoundland's* crew?
19. Why did Abe Kean think the *Newfoundland's* crew had just left their ship, when they had already been on the ice for several hours?
20. What did Tobias Cooper, Jim Evans, and Stephan Jordan decide to do?
21. How many men turned back to return to the *Newfoundland*?
22. Why did Jesse Collins continue on to the *Stephano*?
23. Where was the *Southern Cross* heading when it almost struck the *SS Portia*?
24. What was the weather like when the *Newfoundland's* crew met up with the crew of the *Stephano*?
25. What did Abe Kean plan to do with the *Newfoundland's* crew?
26. Why was Wes Kean able to eat his "heavy, hot dinner" with a clear conscience?
27. What did John Howlett do after Abe Kean ordered the *Newfoundland's* crew back onto the ice?
28. Why did George Tuff not object to Abe Kean's order to return to the ice?
29. Where did Abe Kean think the flag was when he ordered the *Newfoundland's* crew back on the ice?
30. Where was that flag actually located?
31. What did George Tuff say to Abe Kean as the *Newfoundland's* men were crossing the *Stephano's* bow?
32. How did Abe Kean respond?
33. Why were some of the sealers uneasy with Abe Kean's orders?
34. What did William Martin note in the *Stephano's* log?
35. Why did Wes Kean blow the *Newfoundland's* whistle for the sealers who had turned to head back to the ship?
36. Name one of the men who had turned back towards the *Newfoundland* before reaching the *Stephano*?
37. What did Wes Kean say to the sealers when they got back to the *Newfoundland*?
38. How did Stephen Jordan respond?
39. What did Wes Kean tell the sealers about their crewmates who had continued on to the *Stephano*?
40. What was written in the *Newfoundland's* log at 1:30pm?
41. What was the name of the ship caught off Cape Race with its bow to the wind when the storm struck?
42. What was the message Joe Kean had radioed to his father's ship?
43. What did George Tuff say to the men following an altercation about his leadership?
44. What did Jesse Collins repeatedly mutter?
45. Why did the sealers refuse to head for the *Stephano* when they heard its whistle blowing?
46. What was the message Abe Kean had radioed to Joe Kean's ship?
47. What had happened to one of the last three sealers picked up by the *Stephano*?
48. Why was Cecil Moulard's girlfriend Jessie upset when the storm blew open the door of her school in Doting Cove?
49. Why did George Tuff believe the *Stephano* had dropped the *Newfoundland's* crew too far to the west?
50. Why did the *Newfoundland's* men decide not to make camp at the flag?
51. Why did William Pear have trouble keeping up with the other sealers?

52. What did Sidney Jones offer to do?
53. Why couldn't Wes Kean confirm that his men were safe?
54. What was the significance of the fact that the barometer in St. John's was still falling?
55. Make a prediction whether Sidney Jones and his four or five men survive?

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Death on the Ice Reading Check #3 (Chapters 10-12)

Name: _____

Slot: _____

**VALUE: 3 points. (0-24 = 0 points; 25-33 = 1 point; 34- 41 = 2 points;
42-59 = 3 points)**

1. Why was Joe Kean not concerned about the sealers from the Newfoundland?
2. What did Mark Sheppard suggest to Master Watch Garland Gaulton?
3. How did Abe Kean respond to this concern?
4. Why did Captain Martin not press Abe Kean to look for the *Newfoundland's* crew?
5. Why was Wes Kean not concerned about blowing the *Newfoundland's* whistle?
6. Why did Bo'sun Tizzard only blow the *Newfoundland's* whistle twice?
7. Why were Sidney Jones and his handful of men having a difficult time making headway?
8. Why did George Tuff decide to make camp on the ice for the night?
9. How many groups were the 132 sealers divided up into?
10. What time was it when the sealers heard the *Newfoundland's* whistle?
11. How did the sealers try to keep moving in the right direction?
12. What did John Howlett think of William Pear?
13. Why did George Tuff order the four master watches to separate their men for the night?
14. Why did George Tuff decide to go with Jacob Bungay's group?
15. Why was Captain Charles Green upset over the barometer reading?
16. What message did Joe Kean radio to his father?
17. What was Abe Kean's reply?
18. Why did Arthur Mouland order his men to turn the ends in on their shelter?
19. Why did Tom Dawson's men refuse to build their shelter higher?
20. What did Sam Horwood tell Sam Kean?
21. Why did Joe Kean look for Master Watch John Roberts?
22. Why did John Howlett extinguish the fire he had built?
23. What did Jesse Collins say about the sealers' predicament?
24. What did Jesse Collins tell the other sealers to do?
25. Why couldn't the sealers seek shelter after the winds changed direction?
26. Why was Tom Jordan the first man in Dawson's watch to die?
27. How did Jesse Collins help the sealers who couldn't see because of ice?
28. How did Jesse Collins keep the men moving?
29. Why did Arthur Mouland's men have partial protection from the wind?
30. Why wouldn't the *Stephano's* crew ask Abe Kean to look for the *Newfoundland's* men?
31. Why did Wes Kean order his crew to try to move the *Newfoundland*?
32. Why did the *Newfoundland* abandon its effort to move?
33. Why did Joe Kean have a sleepless night?
34. Why did it prove useless to pull sealers out after they fell in the water?
35. What kept the sealers' hopes alive?
36. Where did Cecil Mouland stuff his tobacco after his pockets froze?
37. Why was Cecil Mouland worried about his cousin Ralph?
38. Why did Cecil Mouland find Ezra Melendy on his hands and knees?
39. What did Ezra tell Cecil to do?
40. How did Albert and Reuben Crewe die?
41. Why did Lemuel Squires leave Tom Dawson's pan?
42. What did John Howlett and Patrick Gosse do with the dead bodies on their pan?
43. Who did George Tuff blame for the disaster?
44. What did the survivors remove from the dead bodies?
45. What gave Cecil Mouland the will to carry on?
46. What was Abe Kean worried about during the storm?
47. Who went with George Tuff in search of the *Newfoundland*?
48. What steamer did George Tuff think he had found?
49. What ship had he actually spotted?

Appendix 2: Portfolio Assignments

Portfolio Assignment #1

Task:

- Pick any event from chapters 1-6 of Death on the Ice, and write a short newspaper article about that event. (About ½ page)

Time:

- One Week

Value:

- 3 Points

Portfolio Assignment #2

Task:

- Write an outline for the following question. Be sure to include plenty of examples from the text to support your answer.

“Superstition has always played a role in the lives of Newfoundlanders. Describe how superstition and foreshadowing come to play for the sealers in *Death on the Ice*. Be sure to provide ample evidence from the text to support your answer.”

Time:

- In Class

Value:

- 3 points

Portfolio Assignment #3

Task:

- Write an outline for the following question. Be sure to include plenty of examples from the text to support your answer.

“Newfoundland’s sealers and fishermen have traditionally led dangerous lifestyles, due to both hazardous working conditions, and the disregard of the merchants who employed them. Describe how the mistakes and disregard of the ship owners and their captains led to the *Newfoundland* sealing disaster in 1914. Be sure to provide ample evidence from the text to support your answer.”

Time:

- One Week

Value:

- 3 points

Portfolio Assignment #4

Task:

- Write an outline for the following question. Be sure to include plenty of examples from the text to support your answer.

“Extraordinary and dangerous events often reveal unexpected and unlikely heroes, while others sometimes fail to live up to people’s expectations of them. Discuss how some of the *Newfoundland*’s sealers emerged as heroes in *Death on the Ice*, while others fell short of the expectations of them. Be sure to provide ample evidence from the text to support your answer.”

Time:

- One Week

Value:

- 3 points

Appendix 4: Various Handouts

Thematic Literature 1200
Death on the Ice Web Site Project
Group Assignment #1 — Media Releases

Name: _____
Class: _____

INSTRUCTIONS: Record the names of your group members (including yourself), and the group you have selected, in the space provided below. Complete each exercise in the time allotted. When you have completed this exercise, rate each group member's performance from 0-5 (0 = excellent, 5 = poor) in the space provided.

VALUE: 5 points

Group Topic:		
	Group Member	Rating (0-5)
1.		
2.		
3.		
4.		
5.		

1. Exercise One: Create a list of issues or concerns you think that your group would want addressed in the media in the wake of the Newfoundland sealing disaster of 1914. (10 minutes)

2. Exercise Two: On a separate piece of loose leaf (one per group), write a press release that your group would forward to the media in the wake of the Newfoundland sealing disaster, including your group's position on the disaster, and any points or concerns that your group feels should be addressed either by the media, or by other groups or parties involved in the disaster. (30 minutes)

Thematic Literature 1200
Death on the Ice Web Site Project
Group Assignment #2 — News Stories

Name: _____
Class: _____

INSTRUCTIONS: Record the names of your group members (including yourself), and the group you have selected, in the space provided below. Complete each exercise in the time allotted. When you have completed this exercise, rate each group member's performance from 0-5 (0 = excellent, 5 = poor) in the space provided.

VALUE: 5 points

Group News Story:		
	Group Member	Rating (0-5)
1.		
2.		
3.		
4.		
5.		

1. Exercise One: Create a list of the main points or issues, and anyone who you would want to interview, or quote in a news story that you, as a reporter, would write for a newspaper in the wake of the Newfoundland sealing disaster of 1914. (10 minutes)

2. Exercise Two: On a separate piece of loose leaf (one per group), write a news story based on the press release that your group has received. Be sure to include interviews or quotes from appropriate characters, or individuals, involved with the Newfoundland sealing disaster and its aftermath. (30 minutes)

Appendix 5:
Final Unit Quiz

Thematic Literature 1200: *Death on the Ice* Quiz

INSTRUCTIONS: Throughout the term you have constructed outlines for each of the following questions. Choose **ONE** question from those given below and, using the outline you constructed, answer that question in essay form.

Value: 5 marks

1. Superstition has always played a role in the lives of Newfoundlanders. Describe how superstition and foreshadowing come to play for the sealers in *Death on the Ice*. Be sure to provide ample evidence from the text to support your answer..
2. Newfoundland's sealers and fishermen have traditionally led dangerous lifestyles, due to both hazardous working conditions, and the disregard of the merchants who employed them. Describe how the mistakes and disregard of the ship owners and their captains led to the *Newfoundland* sealing disaster in 1914. Be sure to provide ample evidence from the text to support your answer.
3. Extraordinary and dangerous events often reveal unexpected and unlikely heroes, while others sometimes fail to live up to people's expectations of them. Discuss how some of the *Newfoundland's* sealers emerged as heroes in *Death on the Ice*, while others fell short of the expectations of them. Be sure to provide ample evidence from the text to support your answer.