Planning an Expedition

Qamutik

[ Sled]
Overview:
Could you carry with you your house, food, cooking utensils, clothing and everything else you might need to live and survive? Well, Arctic Transect 2004 explorers do and for weeks at a time too! Experience the planning and preparation required to complete a successful expedition while choosing team members and developing goal-setting skills. Inuit activities focus on "Native" perspectives and how Europeans interacted with North America’s original inhabitants.

Concepts:
1. The Inuit have lived in North America for thousands of years.
2. Decision-making is a skill that affects many aspects of planning, organizing and executing in our lives.
3. Many modern day inventions owe their existence to exploration.
4. Exploration has had many positive and negative effects on today’s society.

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Planning an Expedition

Archeologists, Anthropologists and Native People. Archeologists, anthropologists and Native people each speak about coming to North America from their own perspective. Although each perspective may seem very different, they should not be viewed as contrasting theories. A Native person who asserts their ancestry has existed in North America since the beginning of time is simply looking at the same information from a different point of view.

Many theories exist about the original immigration of people to North America. For example, a recent, less accepted idea suggests that groups of people were able to sail from certain regions of present day Japan. However, most researchers believe that the first immigrants came to North America from Siberia via a narrow strip of land called the Bering Land Bridge. Created by low sea levels, the land bridge provides one possible explanation of how people were first able to migrate to North America.

Most archeological evidence supports the land bridge theory as similar types of stone tools have been found in both Siberia and Alaska. One dig site revealed a human formed "folsom" spear point still embedded in the ribs of an extinct form of bison (Morrison). Dating of these and other finds proves that people had been living in North America for at least 12,000 years. Specific timings of movements across the land bridge are relatively uncertain; however, migrations are believed to have occurred intermittently from about 70,000 to 10,000 years ago. Eventually rising sea levels covered the Bering Land Bridge completely around 10,000 years ago.

Today anthropologists ask, “Who were the first people to come to North America? What did they leave behind? What dangers did they face on their journey? Why did they decide to leave their home?” Inuit Elders, on the other hand, believe that their descendants have always lived on the land. From the Native perspective, the connection to North America has existed since the beginning of time.

The first archeological evidence found in the Arctic, however, dates back to 2200 B.C. (Northern North America was most likely uninhabitable prior to that time as glaciers were still receding). Historians have assigned the names Pre-Dorset, Dorset and Thule to the Arctic’s original inhabitants. The Thule, who migrated to the central Arctic around 600 A.D., are considered to be the direct predecessors of the Central Inuit. The Central Inuit of Canada include groups known to anthropologists as the Copper, Netsilik, Iglulik, Caribou and Baffinland Inuit (Furnweger).

The Vikings, who landed in Greenland around 1000 A.D., were the first Europeans to encounter the Inuit. Explorers looking for the fabled Northwest Passage to China arrived from the late 1500s on. Stories from explorers like Martin Frobisher, Henry Hudson, John Ross and John Franklin (just to name a few) provided an incentive for others to follow. Whalers arrived in the mid 1800s, trading with and hiring the Inuit who lived along the coast.

At roughly the same time, furs from animals like wolves, foxes and mink were becoming a valued commodity in Europe. Soon traders arrived, like representatives of the Hudson Bay Company, who encouraged the Inuit to trap fur-bearing animals. Trading posts were established where furs were exchanged for European goods. The Hudson Bay Company and its trading posts became the center of life for many Inuit. Families often abandoned their nomadic lifestyle and moved to permanent homes close to the “company store.” In return for their furs, the Inuit were able to obtain items like pots, knives, awls, guns, hatchets and buy their food instead of having to hunt it.
The establishment of more permanent residences also brought missionaries. Mostly Jesuits, the missionaries wanted to introduce (and hopefully convert) the native population to Christianity. The Jesuits brought schools, books and many other European customs and rules. They learned native languages and provided some of the first written historical records of the Inuit. Unfortunately, many of the records are also the first evidence of the epidemic diseases brought from Europe.

**Why Explore?** When asked why he wanted to become the first to climb Mt. Everest, Sir Edmund Hillary offered this response: “Because it is there.” Realistically enough, that is one of the main reasons why people throughout history have left the comfort of their homes and ventured off to explore the unknown. From the ancient Greeks to modern day adventurers, people have become explorers for many reasons. Some are simply looking for fame. Someone who has braved the unknown and conquered innumerable hardships usually becomes a well known, and often wealthy, person. Others may be looking for riches of another kind. Finding and claiming a new land can also mean inheriting its natural resources. Explorers have deliberately faced danger to spread religion, increase trade options, obtain new territory, gain political alliances and locate more efficient traveling routes.

In ancient and medieval times people from Europe, the Middle East and Asia traveled to many unknown areas. In the late 1400s most regions of the world remained very isolated from each other. However, it was also around that time that many European countries took active roles in exploring, and more importantly, documenting and mapping foreign and unknown lands. They eventually explored the Americas, Siberia, the Pacific Islands, Australia, Africa, the Arctic and even Antarctica. By the early 1900s most parts of the world had been explored and mapped. Today space and the sea remain the last great unknowns in exploration.

To be a successful explorer requires many characteristics. Historically most explorers were focused people who possessed a particular drive that made them different from most other people. Courage, the ability to overcome hardship, leadership skills, improvisation, navigation, timing, dedication and mental toughness are just a few of the qualities and skills that make a successful explorer.
Natives and Europeans

The most profound effect of contact with Europeans was the spread of new diseases to native populations. Epidemics of smallpox, measles, influenza and bubonic plague were the greatest killers. Diphtheria, cholera, typhus, scarlet fever and typhoid also caused high mortality, so high, in fact, that the indigenous population of the United States and Canada dropped to around 300,000 in the late 1800s (Morrison and Wilson). Estimates of the North American native population north of Mexico in the early sixteenth century vary from 4.5 million to as high as 18 million (Morrison and Wilson). The introduction of foreign diseases began an era that would see the decimation of aboriginal people in North America.

Another result of European contact was the extensive loss of land for all native groups. A European view saw America as a wilderness and natives as part of that wilderness (Morrison and Wilson). Explorers claimed lands for European nations. European law dictated the terms by which land was passed from one group to the next. Trade alliances were exploited to obtain the maximum gain and wealth from the native peoples. The treaties for land and trade items (mostly furs) were made in European terms.

ACTIVITIES

2-1. How Did You Get Here? ................................................................. 5
   Many theories describe how North America was first settled. Students read an Inuit creation
   legend and then trace the migration patterns of their own ancestors.
   Teacher Notes: Inuit Creation Legend ............................................. 19
   Student Page.................................................................................. 21

2-2. From My Perspective ............................................................... 6
   Much of what is known about the first encounters between natives and Europeans only
document one perspective. After reading an excerpt from Samuel Hearne’s 1768 journal,
students rewrite the entry from a native perspective.
   Student Page.................................................................................. 22

2-3. Westward Why? ..................................................................... 8
   The philosophy of Manifest Destiny is largely responsible for the westward settlement of
   North America. Students research the history and effects of Manifest Destiny and the Monroe
   Doctrine on First Nation groups.
How Did You Get Here?

**Background:** The Inuit have several legends that describe their first arrival to the surface of the earth at the beginning of time. Most of Inuit history was passed down from one generation to the next through stories and legends. They related to all aspects of life, especially how the Inuit viewed themselves and the world around them.

One legend states that a woman swallowed a raven’s feather and became pregnant with a baby that gave light to the world. Another legend gives an account that human beings, the Inuit, came from the soil and did not know death but lived only in darkness.

**Procedure:**
1. Practice reading the Inuit creation legend on Teacher Notes 2-1. Note places in the reading where gestures and voice inflections will emphasize important points.
2. Read the Inuit creation legend to students. Use the Inuit creation legend as a transition into a discussion about the students’ relatives and how they first came to the region where they are now living.
3. Locate a small world map and make copies for each of your students (see National Geographic Society Xpeditions link located under “Additional Resources.”)
4. Pass out Student Page 2-1 to students and have them mark, color or draw the origins of their ancestors and relatives.
5. Encourage students to write a short story describing how their relatives settled in the particular region or area in which they are now living.

**Additional Resources:**
- [National Geographic Society Xpeditions](http://www.nationalgeographic.com/xpeditions/atlas) – provides access to world maps.
- [Genealogy](http://genealogy.about.com/library/lessons/blintro1c.htm) - an introduction to genealogy and genealogical lesson plans
- [50 states](http://www.50states.com/statehood.htm) - information about the 50 states and the dates that they achieved statehood.
From My Perspective

Background: When the first Europeans arrived and claimed that they had “discovered” a new land, they could not have been more wrong. North and South America had been inhabited for thousands of years before these first encounters. The Inuit did not keep written records of their daily activities, hunts and travels. Instead, a rich oral history of stories and legends provide insight into their lifestyle. Passed down from one generation to the next, these detailed accounts outlined Inuit values and beliefs. Most explorers, on the other hand, recorded their daily thoughts and impressions in journals. Because of this major difference, the impressions that were created of the “New World” were not from the perspective of its original inhabitants, but from the few outsiders who had briefly passed through.

In 1768 Samuel Hearne was 24 years old. He was an ex-Royal Navy seaman serving on a Hudson Bay trading boat based out of Fort Prince of Wales (also referred to as: Churchill, The Factory and The Settlement). The Hudson Bay Company post had been established one hundred years prior; however, the Company’s men knew little of the interior of Canada. Chipewayan Indians had recently brought nuggets of pure copper and accounts of a deep river that flowed into the ocean (possibly the Northwest Passage) to the post (Davidek). This news, plus other related factors, influenced the local Governor’s decision to select Samuel Hearne to embark on several expeditions into the wilderness in search of mineral wealth, new travel routes and any other riches he could find.

Procedure: See page 7

Activity Level: Explore

Subject Areas: Language Arts
Social Studies

Objectives: Students will...
• Identify historical perspective.
• Interpret personal bias within a journal entry.
• Predict feelings and impressions from another point of view.

Time Consideration: 30 - 45 minutes

Materials:
• Student Page 2-2 “From My Perspective”
• Pen or pencil

Vocabulary:
perspective, journal, personal bias

Assessment: Upon completion of this activity students should...
• Understand basic cultural differences between 18th century Europeans and First Nation groups.
• Demonstrate how personal bias affects formation of opinions.
• Complete Student Page 2-2.

Additional Resources:
http://www.1000journals.com The Thousand Journal Project – an interesting internet project that has people add journal entries to a traveling journal.

From My Perspective - Continued

Procedure:
1. Brainstorm possible differences between eighteenth century European and Native perspectives. Pass out Student Page 2-2 to students. Introduce Samuel Hearne and ask students to read his journal excerpt.

2. Instruct the students to rewrite the same journal entry, except from the perspective of a Native person. Encourage students to be creative and add details related to the Inuit lifestyle.

3. Once completed, have students read their entries to the rest of the class. Discuss the differences in the two entries and how “perspective” and personal bias affect our understanding of a situation.
Westward Why?

Background: *The Age of Imperialism* and the term *Manifest Destiny* are used to describe the expansion of the United States that began in the early 1800s. Historians and analysts relate Manifest Destiny to the westward settlement of the U.S. as well. While many Americans embraced expansionism and its results, others viewed the practice with skepticism and regret.

The following quote is an example of Native impressions of European movement into their homelands:

> When the white men came, they did not find an empty land. They found a country which the people considered their home. Today, the Indians tell a story which shows how they feel: When the white man came, he found an Indian sitting on a log. "Move over!" said the white man. So the Indian moved over and allowed the white man to sit on his log. But the white man was not happy. "Move over!" he kept demanding. Finally, the Indian found himself sitting on the ground at the end of the log. Then the white man said, "Now this log is all mine!" (MacLean)

Procedure:
1. Read the quote provided in the background information to the class. Divide the class into five groups. Assign each group the following topics:
   a. The Monroe Doctrine
   b. The Philosophy of Manifest Destiny
   c. Expansionism
   d. Negative Aspects of Manifest Destiny
   e. Positive Aspects of Manifest Destiny

2. Allow groups to research each topic. Encourage groups to focus on the effects on Native cultures across North America (especially the Inuit).

3. Have groups creatively present their information to the rest of the class and post it online in the Collaboration Zone at http://www.PolarHusky.com

Additional Resources:

*Manifest Destiny 1841-1848* – a detailed list of the historical events of this time with appropriate links.

http://www.smplanet.com/imperialism/toc.html The Age of Imperialism: An Online History of the United States – information on expansion to the Pacific, the Panama Canal and much more.
Decision Making

Much of the effort involved in any extended expedition comes before the actual adventure begins. During the planning stages there are literally thousands of decisions that need to be made. From the goals of the expedition, to what to have for dinner on night #42, to the selection of team members, every choice has a potential effect on the expedition’s outcome. Team members must make educated decisions after thoughtfully weighing every “positive and negative.” A successful expedition involves careful decision-making and planning in all areas.

The actual amassing and organizing of gear and supplies for the Arctic Transect 2004 expedition is a monumental feat. If you were to look into the Arctic Transect 2004 expedition shop a few weeks prior to departure, you would see stacks of food, piles of clothes and bundles of rope. At times the expedition gear stretches from wall to wall. To locate, inventory and organize the right kinds and amounts of equipment and food takes careful planning. Team members keep detailed records of every single item they use. Each year they evaluate the lists and make necessary corrections for the following years. This knowledge allows the team members to use gear that will endure the rigors of the trail as well as the extreme weather conditions they encounter.
Go for a Goal

Background: Whether we realize it or not, most of us have goals. Goals come in many different shapes and sizes... some of them may be big, others small, some may be long-term and others short-term. Webster's defines a goal as "an aim or purpose." However, goals can more easily be defined as something that we wish to achieve. To set a goal means beginning a process in which all efforts are evaluated as to their relative importance in our lives.

Goals are not always immovable objects. They often change over time. However, when a person sets a goal it often means that they are taking an active role in the direction their life will be heading. Goal setting often enhances all aspects of life from motivation to self-esteem and confidence. Goals should be flexible, realistic, short- and long-term, measurable and written down. It is also important to evaluate other choices, and finally, take ownership to make sure that the goals are your own.

Procedure:
1. As a class, discuss the word “goal” and what it means. Ask students to give examples of different types of goals.

2. Pass out Student Page 2-4 to each student and have them complete the worksheet. Encourage students to think of goals that are attainable within a realistic amount of time.

3. Have students share their goals with the class. Refer to student-created “goal timelines” for each person until all have reached their goals.

4. As a group, reflect on goal setting. Investigate the feelings that are associated with meeting a specific goal.

Additional Resources:


Arctic Challenge: Nunavut Extreme

**Background:** "At some point during an adventure race, each and every team member will be the strongest link and the weakest link of that team," says Australian Ian Adamson, a world-record kayaker who, at age 33, has become one of the world’s top adventure racers. Easily one of the most important aspects of any expedition, choosing the right team members, often leads to success or failure. The strain of extreme cold and weather conditions, hard work, long days with little sleep and other discomforts magnify conflicts within a team. The number of team members will also affect the group. Communication is much easier between two people than ten. Traveling is also more efficient with a smaller group. However, in an emergency situation, a larger group is generally safer. Finally, having an odd number of people in the group will mean someone is always left out.

The cumulative efforts of a team greatly outweigh the efforts of an individual. Group cohesion and positive interaction often inspire a team to achieve far greater goals than would be possible individually. A successful team is usually formed through careful research, questioning and planned meetings. Once created, a group focus directs all of the team’s actions. Debriefing (talking through problems), group goals, individual athletic ability, knowledge and skills should be viewed within the context of the whole, and while very important, can often play a secondary role.

The more time teammates spend together, the better they will be able to understand each other’s strengths and weaknesses. Each one of us perceives the world from our own unique perspective. Interests, opinions and thoughts are usually very different from one individual to the next. Therefore, when working within a group, it is very important to factor in each person when thinking about the whole.

**Procedure:** See page 12

**Additional Resources:**

- [http://www.pa.org](http://www.pa.org) Project Adventure website – an excellent site for group challenge information, resources and equipment.
Arctic Challenge: Nunavut Extreme - Continued

Procedure:
1. Divide students into groups of three or four people.

2. Pass out Student Page 2-5a and 2-5b to each group. Read the “Project Assignment” and “About the Arctic Challenge” sections of Student Page 2-5a as a group. Allow each team ample time to read the “Profiles” as well.

3. Encourage students to discuss strengths and weaknesses of each person. Visit each group periodically to act as facilitator or moderator when needed.

4. Once Student Page 2-5a is complete, ask groups to share their results with the rest of the class. Compare the final team selections within each group.

5. Discuss how a team needs to balance individual strengths and weaknesses to benefit the whole. Take time to evaluate the interactions and dynamics of each group as well.
Mission to ???

Background: An expedition to Florida would require considerably different equipment and food than an expedition to the North Pole. However, the same planning and preparation go into any type of trip. Factors like expedition goals, location, climate, length of trip, number of people and mode of transportation must all be evaluated in order to plan, budget and pack correctly.

Procedure:
1. Divide class into groups that contain 3 or 4 students and read “Briefing Number One” from Teacher Notes 2-6.

2. Pass out Student Page 2-6 to each group. Ask the students to make a list of all the things that they wish to bring on their “secret” mission. Do not allow the students to ask any questions that relate to the “specifics” of the mission and do not give them any more details than are already provided.

3. Once the teams have completed their initial equipment list, read the message from “Special Agent Sunshine” found on Teacher Notes 2-6.

4. Next, instruct the students to modify their lists using the message from “Agent Sunshine” as a guideline.

5. After the students have changed their lists, instruct each group to present their information. Ask the groups to relate a few of the items they had originally written down but decided not to take. Also, ask each group to summarize why they made the changes.

6. Finally, as a large group, ask the students to brainstorm the considerations or questions that are important to analyze before undertaking an expedition. Make a list of the questions that would have been useful to ask before embarking on this mission.

Additional Resources:

http://www.nationalgeographic.com/explore National Geographic - contains information about world-wide “expeditioning” and everything else you can imagine that might be associated with the high quality of National Geographic.

http://www.gorp.com GORP - a site dedicated to everything outdoors. Gear section contains very useful information about selecting the correct type of gear based on needs.
### EXPERIENCE

Have your students **make an imaginary budget for spending ten (or more) dollars.** Begin by asking students what they would buy if they had ten dollars. Make a list of items with prices and ask students their justification for spending their money.

A diary or journal is a way to record thoughts, feelings and daily events. **Have your students make a journal for a week.** Encourage them to decorate seven different pages. Each day give students a chance to write a few sentences (or draw pictures) in their journal.

Ask students to **pick one person to help them complete a task** (wash a car, go shopping, finish homework, etc.). Have each student share who they would have help them and why.

### EXPLORE

Have students **plan meals for a week of the expedition.** Instruct students to construct a grid where meal description for breakfast, lunch and dinner can be written under each day of the week. Remember, an arctic explorer needs 5,000-6,000 calories per day.

Many explorers have recorded their thoughts and adventures in journals that have subsequently been published. **Find and read a historical journal from an explorer at http://www.polarhusky.com.**

Use the “**Go for a Goal**” Student Page 2-4 and ask students to **write down a goal that they would like to achieve in their adult lives.** Be sure to have them include steps to help them reach this goal.

**Trace the route of westward expansionism** by finding a map of North America (see National Geographic Xpeditions under “Additional Resources.”) Write-in dates that the states (U.S.) and provinces (Canada) joined their respective union. Discuss how this might have affected the people who already lived there. Have students add geographical points where conflicts associated with expansionism and Manifest Destiny took place.

Pick a place that you would like to visit and **create a budget for a weekend camping trip** there. Write down all the equipment and food you will need as well as transportation and any other associated costs. Categorize expenses as you create your budget.

**Pick a famous historical figure.** Conduct research on their life and accomplishments. Create a timeline and list activities, events or goals in that person’s life that helped them become so well respected. Add pictures, charts or other materials to your timeline if you desire.

### Additional Resources

- [http://www.nationalgeographic.com/xpeditions/atlas/ National Geographic Xpeditions](http://www.nationalgeographic.com/xpeditions/atlas/) - find a map of North America as well as any other map of regions throughout the world.
- [http://www.nal.usda.gov/fnic/foodcomp/ USDA](http://www.nal.usda.gov/fnic/foodcomp/) - find caloric values of food and every other bit of food related information here.
- [http://health.yahoo.com/health/Diseases_and_Conditions/Disease_Feed_Data/Balanced_diet/ Yahoo Health page](http://health.yahoo.com/health/Diseases_and_Conditions/Disease_Feed_Data/Balanced_diet/) - Balanced Diet - a great place to start researching and reading dietary requirements.
- [http://www.personalbudgeting.com/tips.html Budgeting 101 tips](http://www.personalbudgeting.com/tips.html) - this site contains sample budgets and tips for creating a personal budget.


"Flight by machines heavier than air is unpractical and insignificant, if not utterly impossible."
- Simon Newcomb
(eighteen months before Kitty Hawk)

Summary: Exploration and technology have always been closely related. Students research the role of invention in exploration.

Background: Inventions and technological innovations have been largely responsible for many of history’s great exploration achievements. From compasses to Teflon, inventions have aided explorers in pursuing their goals. The needs and requirements of a particular expedition have also spawned new technology. For example, in order to explore the ocean, Jacques Cousteau helped develop and refine SCUBA technology. Many present-day consumer items owe their existence to exploration as well.

Procedure: See page 17

Additional Resources:

http://members.aol.com/TeacherNet/Invention.html The Net’s
Educational Resource Center – an easy to navigate list of inventions
with background information - simple and direct.

http://www.uen.org/themepark/html/exploration/ideas.html
Exploration - a very, very thorough listing of “invention” links. From
list of inventors to activities, this site is a great resource.
The Science of Exploration - Continued

Procedure:
1. Familiarize yourself with each of the “inventions” listed. Add or subtract items as you best see fit. Divide students into groups.

2. Assign each student or group one of the following items:
   - Microchip
   - Compass
   - Teflon™
   - Plastic
   - Sextant
   - Gore-Tex™
   - Wristwatch
   - Airplane
   - Jet Engine
   - SCUBA Gear
   - G.P.S.
   - Internal Combustion Engine
   - Kevlar
   - Steam Engine
   - Photovoltaic Cell

3. Have students brainstorm a quick list of possible expeditions or explorations they are familiar with or that they personally have participated in where their assigned item may have been useful.

4. Give students time to research the following:
   a. Who invented the item?
   b. When was it invented?
   c. How was it originally used?
   d. How was it adapted for use in exploration?
   e. Are any present-day products a result of this item?

5. Allow students time to present their information to the rest of the group.
The Effects of Exploration

Background: The effects of exploration on our world today can be seen from many sides. On one hand, products and ideas from different parts of the world have been passed on to others. Gun powder, maize (corn) and silk are all examples of goods that were unique to a particular area until exploration brought them global recognition. The customs and values of different cultures have increased our perception of diversity.

Unfortunately, there are many negative aspects of exploration as well. For example, explorers often traveled to places where people had been living for centuries. Frequently these cultures were very different, and consequently, the newcomers misunderstood their lifestyles and beliefs. Most aboriginal cultures were viewed by the newcomers as inferior. Sometimes the Native inhabitants helped the explorers by providing food, water, shelter and information. However, more commonly many misunderstanding arose between the two cultures. The explorers brought new diseases to which the Native people were not resistant. The history of European exploration is filled with many great feats. Unfortunately, it is also filled with a strong disregard for Native cultures, belief systems, land claims and lifestyles. Disease, physical violence and political policies have all taken their toll.

Procedure:
1. Access the expedition website http://www.PolarHusky.com
2. Add your own opinion or thoughts to the discussion boards. Think about and answer the following questions:
   - Is it important to be a first at something? Why or Why not?
   - Name one place that you would like to explore. Why?
   - What advice would you give to an astronaut visiting a planet in a distant galaxy for the first time? What mistakes of past explorers would you not want to repeat?
3. Participate in the chat on “Effects of Exploration” during week 2 of the Arctic Transect 2004 Expedition – Check the chat section of the website http://www.PolarHusky.com for exact schedule.
4. Add your comments to “Final Thoughts” in the discussion boards.
Questions for the Team!

Planning for Arctic Transect 2004 required effort on the part of many different people and groups. While on the trail, team members must work as a group to solve all the problems that come their way.

Use this simple worksheet to send questions to team members on the trail:

- Email your questions to questions@PolarHusky.com
- Check out the answers in the Question and Answer section of the website: http://www.PolarHusky.com

Here are some questions other folks have asked:

1. What do you usually eat for breakfast?
2. Describe the types of exercises you did to prepare for this expedition.
3. Give examples of equipment that makes your expedition easier.

Now it is your turn!

1.

2.

3.
The Creation

This excerpt was taken from: *The People of the Polar North*, Knud Rasmussen, 1908 told by Arnaruluk

Some time, very long ago, when the earth was made, it dropped down from above—the soil, the hills and the stones—down from the heavens; and that is how the world came into existence. When the world was made people came. They say that they came out of the earth. Babies came out among the willow bushes, covered with willow leaves. And they lay there among the dwarf willows with closed eyes and sprawled. They could not even crawl about. They got their food from the earth.

Then there is a story of a man and a woman; but how did it come to be? It is a riddle—when did they find each other; when did they grow up? I do not know. But the woman made babies’ clothes and wandered about. She found the babies, dressed them and brought them home.

That is how there came to be so many people.

When there were so many of them they wanted dogs. And a man went out with dogs’ harnesses in his hand, and began to stamp on the ground, calling “Hoc, hoc, hoc!” Then the dogs sprang out of little tiny mounds. And they shook themselves well, for they were covered with sand. That is how men got dogs.

But men increased; they grew more and more numerous. They did not know death, at that time so very long ago, and they grew very old; at length they could not walk; they grew blind and had to lie down.

Nor did they know the Sun; they lived in the dark; the daylight never dawned. It was only inside the houses that there was light; they burnt water in the lamps; at that time water would burn.

But the people who did not know how to die grew too many; they overfilled the earth—and then there came a mighty flood. Many men were drowned, and men grew fewer. The traces of this flood are to be found on the tops of the high hills, where you often find shells.

Then when men had grown fewer, two old women began one day to talk to each other. “Let us be without the daylight, if at the same time we can be without death!” said the one; doubtless she was afraid of death.

“Nay!” said the other, “we will have both light and death.”

And as the old woman said those words, it was so—light came and with it death.

It is said that when the first man died, they covered up the corpse with stones. But the body came back; it did not properly understand how to die. It stuck its head up from the stone sleeping-place and tried to get up. But an old woman pushed it back.

“We have enough to drag about with us and the sledges are small!”

They were, you must know, just about to start on a seal-catching expedition.

And so the corpse had to return to its stone grave.
Inuit Creation - continued

As men by this time had light, they could go on long seal-hunting expeditions, and no longer needed to eat the soil. And with death came the Sun, the Moon, and the stars.

For when people die, they go up to heaven and grow luminous.

*From: The People of the Polar North, Knud Rassmussen, 1908 told by Arnaruluk.*
How Did You Get Here?

Name

On a map, mark with different colors the places where you and your relatives have lived or grew up. Use information from your parents or relatives to help you if necessary.

<table>
<thead>
<tr>
<th>Question</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What city do you live in right now?</td>
<td></td>
</tr>
<tr>
<td>2. The place where you were born?</td>
<td></td>
</tr>
<tr>
<td>3. Your Mom’s hometown?</td>
<td></td>
</tr>
<tr>
<td>4. Your Dad’s hometown?</td>
<td></td>
</tr>
<tr>
<td>5. Locate where your grandparents grew up.</td>
<td></td>
</tr>
<tr>
<td>6. Locate where your great-grandparents grew up.</td>
<td></td>
</tr>
</tbody>
</table>
From My Perspective

Name__________________________________________________________

Read the following excerpt from Samuel Hearne’s Journal. Use the space provided to write a journal entry from the perspective of the Chipewyan Indians who traveled with Samuel Hearne. Be creative and try to include details about how they might have felt about Hearne.

"Nevertheless, this loss (a food cache had been robbed) was borne with the greatest fortitude, and I did not hear one of them breathe the least hint of revenge in case they ever found the offenders. The only effect was to make them put their best foot forward, and for some time we walked every day from morning to night. However, the days being short and the sledges heavy, and the road very bad, we seldom exceeded sixteen or eighteen miles a day.

From the 19th of December we traversed nothing but barren ground, with our bellies empty, until the 27th when we arrived at some small woods, and some deer were killed. The Indians never ceased eating the whole day, and indeed we had been in great want, having had no morsel of food for three days past.

I must admit that I have never spent so dull a Christmas. My Indians, however, kept in good spirits, as we began to see the fresh tracks of many deer (caribou), they thought that the worst of the road was over for that winter.” -Samuel Hearne from The Journal of his third Coppermine River Expedition in 1770.

____________________________________________________________________________
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____________________________________________________________________________
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____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Go For a Goal

Use this worksheet to set a goal for yourself. Try to make your goal something unique to you. Also, make it something that you can achieve within two or three weeks. Place this page in a place where it can be seen every day until your goal is met.

Today’s date: ________________________________________________

My goal ________________________________________________________

I want to achieve this goal because __________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

I expect that it will take me ____________ days/weeks to achieve my goal.

I will achieve this goal on ____________ 200_.

Three things I will do to help me achieve my goal:
1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________

One thing that might prevent me from reaching my goal that I will need to overcome:
1. _____________________________________________________________

If I achieve this goal, I will feel ________________________________________

Signed___________________________________________________Date_________________

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Arctic Challenge 2004: Nunavut Extreme

Project Assignment: Your group has been assembled by a very rich shoelace corporation whose motto is, "In Space or in a Race, We Got the Right Lace!" In order to promote their newest model, the Drake X5000, Shoelaces 'R Us would like to sponsor an Arctic Challenge team. The management of Shoelaces 'R Us feels a victory at the next Arctic Challenge would boost sales - especially if all team members were wearing the new Drake X5000s as their footwear. Therefore, they are paying your consulting group to pick members for a team that will be sure to win. The initial field of applicants has been narrowed to eight finalists. Your job now is to pick the final four members of the Shoelaces 'R Us Drake X5000 team.

Arctic Challenge: Nunavut Extreme will take place along the Thelon River deep in the heart of Nunavut. As a new and difficult twist, this year’s events take place during the extremely cold, dark, and dangerous month of January. Teams will be skiing, ice skating, snowshoeing, climbing, and dogsledding the 350-mile course. Because of the extreme conditions and remote location, much of the event will not be able to be televised. For at least 120 miles of the course, no outside aid (food, water, first aid) will be available. All four team members must finish the race together.

Pick a team leader and three other members for the team.

Team Leader_______________________________________________________________

Team Member #2___________________________________________________________

Team Member #3___________________________________________________________

Team Member #4___________________________________________________________

Defend your choices here. Write a few sentences about each team member and why you have selected them.

1.

2.

3.

4.

List three strengths of your newly assembled team.

1.

2.

3.

List three weaknesses of your team.

1.

2.

3.
## Applicant Profiles

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Residence</th>
<th>Occupation</th>
<th>Interests and Hobbies</th>
<th>Related Skills</th>
<th>Quote</th>
<th>Greatest Fear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Poskonka</td>
<td>Female</td>
<td>42</td>
<td>Miami, Florida</td>
<td>ER Surgeon</td>
<td>Surfing, water skiing, jet skiing, fishing</td>
<td>Certified veterinarian</td>
<td>“If something happens to a dog or a person, I can fix it!”</td>
<td>Falling through the ice</td>
</tr>
<tr>
<td>Bruce Fernsal</td>
<td>Male</td>
<td>29</td>
<td>Camp Pendleton, California</td>
<td>Marine Drill Sergeant</td>
<td>Weight lifting, running and staying in shape</td>
<td>Survival training, orienteering</td>
<td>“I love to win!”</td>
<td>Not challenging enough</td>
</tr>
<tr>
<td>Lin Ong</td>
<td>Female</td>
<td>19</td>
<td>Anywhere there is a good snow pack</td>
<td>Professional Snowboarder</td>
<td>Bungee jumping, sky diving, downhill skiing, and anything else that’s dangerous</td>
<td>Mountain rescue and avalanche training</td>
<td>Which way to the next X games?</td>
<td>Getting Bored</td>
</tr>
<tr>
<td>Paul Chapleau</td>
<td>Male</td>
<td>51</td>
<td>Wunnumin Lake, Ontario</td>
<td>Subsistence Hunter</td>
<td>Dogsledding, traveling on the land, hunting and trapping</td>
<td>Fluent in Cree, French, Ojibway and English</td>
<td>“The land is my home and I could never get lost here.”</td>
<td>Going too fast and not enjoying the magnificence of the land</td>
</tr>
<tr>
<td>Anniка Schuseldorf</td>
<td>Female</td>
<td>35</td>
<td>Hamburg, Germany</td>
<td>Professional Athlete (cross-country skiing and running)</td>
<td>Cross-country skiing and running</td>
<td>Ski repair, nutrition</td>
<td>“Ich fahre Ski jeden Tag.”</td>
<td>Not having the best equipment to use</td>
</tr>
<tr>
<td>La Goldstein</td>
<td>Female</td>
<td>40</td>
<td>Sydney, Australia</td>
<td>Cartographer</td>
<td>Watching sports, reading</td>
<td>Identifying stars and constellations</td>
<td>“I know every corner, nook and cranny of Canada.”</td>
<td>Getting lost</td>
</tr>
<tr>
<td>Harold McRae</td>
<td>Male</td>
<td>37</td>
<td>New York, New York</td>
<td>Corporate Team Builder</td>
<td>Sewing, cooking</td>
<td>Getting diverse groups to work together as a team</td>
<td>“There is no “I” in team.”</td>
<td>Not being able to work as a team</td>
</tr>
<tr>
<td>Juan Ortiz</td>
<td>Male</td>
<td>21</td>
<td>Manaus, Brazil</td>
<td>College student</td>
<td>Ecology, Botany, Plant Physiology and Chemistry</td>
<td>Herbology, identifying wild edible plants</td>
<td>“I have survived in the Amazon jungle for three weeks eating only the plants I found.”</td>
<td>Becoming homesick</td>
</tr>
</tbody>
</table>
Mission to ???

Briefing Number One: Congratulations! You have been selected as a team member for a top secret NASA Mission. You will be leaving tomorrow morning at 0500 hours from a remote (and of course, very secret) location somewhere in the Western Hemisphere. As a member of this mission, you will be required to bring your own clothes, equipment, food and other related gear. Your preparation and planning will be crucial to the success of this very important operation. Due to the possible extreme danger, length and unprecedented nature of this mission, team members should pack supplies carefully as room will be limited on board the space shuttle.

Giving out more details at this time would, unfortunately, compromise the safety of the mission. Therefore, each team must use the previous information as they best see fit. Please make a list of all the equipment (clothes, space suits, maps, food, etc.) that teams will be taking and report to NASA mission control at 0400 hours. Special Agent Sunshine will give you a final briefing and allow a few minutes for any last minute equipment additions or subtractions.

Message from Special Agent Sunshine: Hello and welcome to NASA mission control. I’m glad to see that all the teams have arrived with their equipment on schedule. Judging from your lists I can already see that some of you may have slightly “over packed.” Allow me to explain further...

The mission that you are about to embark on is of the utmost importance to the safety of the world. It is very dangerous, too. There is a great chance of sunburn, stomach aches (from eating too many coconuts) and even getting sand in your eyes. You will be part of a “public relations” mission designed specifically to give the people of Jamaica and northern Canada a closer glimpse at the workings of a NASA space mission.

You will blast-off from the magnetic North Pole and fly to Jamaica. After you have landed in Jamaica, you will drive the space shuttle to the nearest beach. Once parked, you will set up the appropriate ropes and line forming apparatus. A ticket-selling booth will be placed at the exact beginning of the line. Personally guided (by your crew) shuttle tours will be given every hour, on the hour. At the end of the tour, you will play a game of sand volleyball with a select group of tourists.

You must be prepared for subzero temperatures at departure and hot days during the Jamaican “tourist” season.
Mission to ???

Message to team members: Congratulations! You have been selected as a team member for a top secret NASA Mission. You will be leaving tomorrow morning at 0500 hours from a remote (and of course, very secret) location somewhere in the Western Hemisphere. As a member of this mission, you will be required to bring your own clothes, equipment, food and other related gear. Your preparation and planning will be crucial to the success of this very important operation. Due to the possible extreme danger, length and unprecedented nature of this mission, team members should pack supplies carefully as room will be limited on board the space shuttle.

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Team Name____________________________________________________________________

Team Members__________________________________________________________________

Selected Equipment

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Equipment after briefing from Special Agent Sunshine

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.


