



STUDENTS ON ICE

Arctic Education Modules

UNIT # 4 - ARCTIC LITERATURE

INTRODUCTION:

In his poem, *THE MEN WHO DON'T FIT IN*, Robert Service wrote:

*There's a race of men that don't fit in,
A race that can't stay still;
So they break the hearts of kith and kin,
And they roam the world at will.
They range the field and they rove the flood,
And they climb the mountain's crest;
Theirs is the curse of the gypsy blood,
And they don't know how to rest.*

Unlike Antarctica, the Arctic has had more than a millennium of human history. Service's poem could describe the earliest indigenous people, the myriad of explorers and adventurers, many modern day scientists and even Students On Ice participants? Despite, or perhaps because of, the harsh and lonely landscape, the Arctic has been a rich source of literature.

At first, the literature would follow an oral tradition with stories being passed down from generation to generation. Themes would deal with good hunting areas, significant events, ancestry, survival strategies and spiritual beliefs. A form of literature remains in the *inuksuit (or inukshuts)* that dot the Arctic landscape. These rock formations had many communication and practical purposes; the nuances of which are not fully understood.

The Viking sagas, though written in the centuries following the occupation of Greenland and the voyages of exploration to the west and south, are the earliest written records of what happened in the early years of the last millennium.

The Lonely Planet guidebook, *The Arctic*, has an excellent section on pages 227 - 244. This section offers many titles covering history and exploration, contemporary Arctic people and nature, fiction, contemporary novels, brief biographies and films.

The Arctic/ Northern Culture website <http://arcticculture.about.com> provides some interesting links by clicking on Literature in the left margin menu. *Kormack's Saga* includes the complete text that was originally written in Icelandic between 1250 - 1300 A.D. *ICE FLOE* is a new magazine dedicated to northern poetry. Biographies of Nobel Prize winning writers, of Jack London, and others, are accessible.

Of course, you will find many titles at Longitude Books and through Google.



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Additionally, you may be interested in a smorgasbord of titles that might be found in your local library or used bookstore.

- ❶ *North Pole, South Pole - Journeys to the Ends of the Earth*, by Bertrand Imbert, Harry N. Abrams Inc., Publishers, is a great little book with some amazing pictures, a compelling look at exploration and a plea for preservation.
- ❷ *CANADA NORTH - Journey in the High Arctic*, by Stager and Swain, National Geographic Society, provides a solid introduction to the Canadian Arctic (its people, culture, wildlife and politics) and a tour of many of the islands and communities.
- ❸ *North Canada - The Bradt Travel Guide*, by Geoffrey Roy, Bradt Publications, U.K., ISBN I-84162-003-3 gives an excellent overview for the traveller. The section on photography is helpful and the index is extensive.
- ❹ *ICEBLINK*, Rutherford Montgomery, The Book Society of Canada, 1941, is an interesting book, originally written as a textbook for elementary students. It captures a culture largely lost today.
- ❺ In a similar vein is *Where the High Winds Blow - Adventure in the Arctic with the Hudson's Bay Company*, The Book Society of Canada, first published 1946.
- ❻ *ICEBLINK*, Scott Cookman, John Wiley and Sons, Inc., 2000, ISBN 0□ 471- 37790- 2 is the most recent analysis of The Tragic Fate of Sir John Franklin-s Lost Polar Expedition.
- ❼ *BURIED in ICE - The Mystery of a Lost Arctic Expedition*, Beattie and Geiger, The Madison Press Ltd., 1992, ISBN 0- 394- 22258- X, is a colourful and well-illustrated treatment of the Franklin expedition and recent investigations of the causes of the tragedy.
- ❽ *Ice!* Tristan Jones, Grafton Books, is a fascinating story by this hardnosed sailor of his season spent frozen in the Arctic ice in his converted lifeboat. If you love stories of indomitable spirit and want a modern example of 'a race of men who don't fit in', read this and other Tristan Jones' adventures.
- ❾ Farley Mowat's trilogy *Ordeal by Ice*, *The Polar Passion* and *Tundra*, McLelland and Stewart, Inc. deal with the search for the Northwest Passage, the passionate obsession with reaching the North Pole and the European penetration of the vast Arctic landmass stretching from the tree line to the polar seas.
- ❿ *A is for Arctic - Natural Wonders of a Polar World*, Wayne Lynch, Firefly Books, 1996, is a beautiful book of photographs and descriptions of everything from lichens to walrus done in alphabetical format.



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📍 *UP HERE*, is a magazine devoted to northern topics. Find out more at www.uphere.ca

The list above is a tiny sample of the literature generated by the Arctic. Enjoy any reading that you do and let your imaginations soar.

UNIT # 4 - EXERCISES

1. EXPLORATION:

Some resources for a perusal of literature pertaining to, and generated by, our fascination with the Arctic have been touched on in the Introduction. But here are some additional websites for your information:

- <http://arcticcircle.uconn.edu/RelatedInformation/literature.html>
- [Explore North](#)

Activity:

Choose a few titles from the listed sources, or through your own research. Develop a general sense for the range of writing that has been done e.g., poetry, fiction, short stories, novels, non-fiction books of photography, textbooks, documentaries etc. Get in touch with a sense of the history of the written word related to the Arctic Norse sagas, logbooks of early explorers, recent environmental reports and even newspaper columns e.g., 'Weakened currents from the Arctic Ocean could cause climate flip' by David Suzuki, *The Independent*, July 4, 2001.

2. CONCENTRATION:

Activity:

Choose one of the books that you have read and do a written analysis or critique. Discuss its impact on you, the importance of the book in terms of its topic/theme, the effectiveness of the author's writing/approach/research/thesis etc. Imagine you are doing a book review for the *Student's On Ice Quarterly*. (No, it doesn't exist but who knows.)

3. SPECULATION:

Activity:



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What important book still remains to be written about some aspect of the Arctic. Do an outline of this book. Include such facets as thesis, plot, characters, theme etc. Why do you believe this book will be, or should be, written?

4. PERSONALIZATION:

Activity:

Do one or two of the following:

- a) Write a poem that expresses your thoughts/feelings about some aspect of your state of mind/understanding/concerns etc. related to the Arctic.
- b) Find a poem about the Arctic or set in the Arctic and do a brief analysis of it. Did it express a true understanding of the Arctic? Was it stereotypical? From whose perspective was it written? Do you think the poet had experienced the Arctic personally? Etc.
- c) Robert Service wrote a little known poem called *LUCILLE*. Following are some excerpts:

*Of course you've heard of the Nancy Lee and how she sailed away
On her famous quest of the Arctic flea, to the wilds of Hudson's Bay?
For it was a foreign Prince's whim to collect the tiny cuss,
And a golden quid was no more to him than a copper to coves like us.
So we sailed away and our hearts were gay as we gazed on the gorgeous scene;
And we laughed with glee as we caught the flea of the wolf and the wolverine;
Yea, our hearts were light as the parasite of the ermine rat we slew,
And the great musk ox, and the silver fox, and the moose and the caribou.
And we laughed with zest as the insect pest of the marmot crowned our zeal,
And the wary mink and the wily 'link' and the walrus and the seal.
And with eyes aglow on the scornful snow we danced a rigadoon,
Round the lonesome lair of the Arctic hare, by the light of the silver moon.
But the time was nigh to homeward hie, when, imagine our despair!
For the best of the lot we hadn't got the flea of the polar bear.*

The ballad continues, of course, with the writer being left behind to seek the flea during the bitter winter season. Is he successful? What is the surprise ending?

See if you can find a copy of this delightful poem. Memorize it, or portions of it, to recite for your fellow passengers as you make your own way through ice bound passages in the Arctic this summer.



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UNIT #5 - ARCTIC EXPLORERS

INTRODUCTION:

As discussed in Unit # 3, Inuit peoples have inhabited the Arctic for up to 4,000 years. They could be considered the original explorers of this vast region. Their descendants met and often assisted the European explorers of the 16th Century and beyond. They are given too little credit for the contribution they made to the success, and even survival, of these rarely well-prepared adventurers.

Even before documented voyages by Europeans, there is evidence of exploration. Maps indicated features of Hudson Bay prior to Hudson's first expedition. Barents initial trip to the frozen seas north of Russia in 1596 found graves with Russian Orthodox crosses. Sealers, whalers and hunters were active in the Arctic long before the first explorers arrived in the 1500s. The Vikings, of course, settled in Greenland as early as 986 B.C. , and may well have been preceded by others.

The Ancient Greeks recorded information on the northern region and gave it the name Arctic. It is not known how far north Pytheas travelled in 325 B.C. but the place he reached was called 'Ultima Thule' .

Early European explorers often had access to maps and the local knowledge of sealers and whalers. Many chose to ignore it, at their peril. Wise explorers 'went native' but many refused to give up their European clothing, foods and habits. Many unnecessary tragedies occurred that could have been prevented with less false pride and arrogance.

Mapping of the Arctic regions north of Russia took place more rapidly than north of America. Navigation was easier in the East with more open water. Economic interests also deliberately obscured knowledge of the Arctic to protect their finds from competitors.

A period of exploration occurred in the late 16th Century in hopes of finding a northwest passage to the riches of the Orient. From 1576 to 1578, Martin Frobisher, an English adventurer and pirate, reached previously undocumented areas including what was later named Hudson Strait. In 1585, John Davis charted parts of Greenland as far north as 72 degrees. In 1610, Henry Hudson charted Hudson Strait and some 700 miles of Hudson Bay. Soon after, William Baffin made two voyages, charting the Greenland coast up to 78 degrees and sailing along part of the Canadian archipelago. He found Lancaster Sound but thought it was merely a bay. English economic interests turned elsewhere and the search for the Northwest Passage was forgotten for two centuries.

In the 1600s and 1700s, much exploration and mapping took place in the eastern Arctic. Czar Peter the Great, and after his death Empress Catherine the First, backed explorations by the Dane, Vitus Bering. Bering found the Bering Strait and was put in charge of the Great Northern Expedition. He found many of the Aleutian Islands and sailed along the coast of Alaska for four days. The Laptev brothers explored and mapped hundreds of miles of the Arctic coast of Asia. These discoveries led to formation of the Russian-American Company and it administered Alaska until it was sold to the United States in 1867.



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The Russian discoveries created much European interest in the Arctic. Following the Napoleonic Wars the British Navy had a huge fleet and the concept of seeking the Northwest Passage held much allure. The British developed skills, such as sledging, that would assist them in Arctic exploration, but the extreme weather created monumental challenges.

Starting in 1819, two separate missions were sent out by the British Admiralty. Between John Franklin and Edward Parry, over 1,000 miles of Arctic coastline was charted. In 1825, Franklin set out again and crossed the meridian line 110 degrees west. Then came the voyage that will live in our imaginations forever. Franklin was chosen to lead an expedition to find the Northwest Passage once and for all. He set sail in 1845 with the *Erebus* and the *Terror* and 129 men. Not one survived. Over forty ships set out to find out the fate of Franklin. Lady Franklin persuaded the Admiralty, the American President and even the Czar of Russia to assist. In 1859, Captain McLintock in the *Fox*, a 100 foot long steamship, found a canister in a cairn on King William Island. Messages in the canister detailed the deaths of Sir John and some of the crew, detailed the route they had travelled and recorded the plan for survival of the remaining 105 crewmembers. Skeletons were later found but not the ships. Ironically, Franklin's failure was responsible for the successful mapping of much of the Arctic Archipelago by the missions that were sent out in search of he and his men. Then, interest in the western Arctic waned for 50 years.

In 1905, Roald Amundsen, travelling in the *Gjoa* from the east, met an American ship that had entered the Arctic through the Bering Strait. The Northwest Passage had been found but it would be some time before it was traversed from west to east or east to west. Frederick Cook (1908) and Robert Peary (1909) both claimed to have reached the North Pole. These accomplishments have been shown to be extremely unlikely, although Peary was feted and promoted to Rear Admiral.

In 1926, two virtually simultaneous flights took place to reach the North Pole. One was by the Italian airship, *Norge*, under the command of Roald Amundsen (who by this time had been first to reach the South Pole by land) and the other by airplane under the command of Commander Richard E. Byrd. Byrd claimed success on May 8, though this has been disproven based on the time taken, weather conditions and the plane's speed. Amundsen was clearly successful 3 days later.

In more recent years, nuclear submarines, nuclear and diesel powered icebreakers and snowmobiles have been used to further explore the Arctic regions. A few passages have been made through the Northwest Passage, most notably those by the *St. Roche* in the 1940s, from east to west and from west to east. Other ships of Arctic fame are the *Arctic*, the *Fram* and the *Nascopie* and their contributions make an interesting study.

Although, so much is now known about the Arctic, and with satellite technology mapping of the land mass has been long completed, much important work remains to be done. Recent measurements by submarine and satellite indicate that as much as thirty percent of the Arctic ice has melted in recent decades. It appears that in mankind's obsession to explore and to seek glory, it has missed the most important discovery of all - an understanding of the importance of the Arctic in controlling the climate, ocean currents and weather patterns around the globe. The next round of exploration, with a mission



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that may have major implications to the continued existence of many species and the way of life of us all, may fall to scientists. One can almost hear the echo of a famous Norwegian explorer over a century ago: *'Like an arrow the little boat sped over Lysaker Bay bearing me on the first stage of a journey on which life itself, if not more, was staked.'* - Fritjof Nansen, June 24, 1893

Northwest Passage trips that used to be impossible, or at best took months, have recently been accomplished in weeks. This may be a unique time in the history of the Arctic. Has so much ice ever melted in so short a time? What are the implications? What can students do to influence future decisions impacting on the polar regions? Will politicians worldwide heed the warnings?

Our Students On Ice voyage, our voyage of discovery, comes at a crucial time. Enjoy your journey into the past; discover the present; reflect on your role in the future of the Arctic.

UNIT # 5 - EXERCISES

1. EXPLORATION:

There are many resources available for information on Arctic explorers. Some of these have been referenced in Unit # 4.

The Arctic Grail by Pierre Berton is also well worth reading and the following web sites have useful information:

- [The Canadian Encyclopedia](#)
- [Enchanted Learning](#)
- <http://geography.about.com/library/misc/ucarctic.htm>
- [Polar Discovery](#)

Activity:

Do some general reading about exploration of the Arctic over the centuries. There may a period of exploration or a particular explorer about whom you would like to learn more.

Is an adventurer necessarily an explorer? Is an explorer necessarily an adventurer?

2. CONCENTRATION:

The obstacles to exploration in the Arctic and the logistics of organizing and planning a voyage were (and continue to be) profound. Select an explorer for the following activity.



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Activity:

For your chosen explorer, outline the difficulties or hardships encountered under the following headings:

- Physical
- Technological
- Psychological
- Logistics (planning)

What do you believe were the main accomplishments of this individual?

Trace the route(s) of this explorer on a map of the Arctic.

3. SPECULATION:

It is fascinating to consider what drove individuals to explore the coldest and most inhospitable areas on our planet.

Activity:

Complete at least one of the following:

- Write a brief psychological profile of the explorer you chose (above, or of another of your choice). Look for clues in your reading e.g., Viking genes and tradition related to Amundsen and Nansen
- Write a brief outline explaining why you have chosen to venture north when many of your friends would never consider it.
- What do you hope will be some main accomplishments of the Students On Ice venture and how do you hope to contribute to these goals?

4. PERSONALIZATION:

Many of the Arctic explorers kept detailed logs of their travels, discoveries, thoughts and hardships. These were in the form of journals, logs, diaries, scientific notes, sketches and photographs.

Activity:



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Think about how you will record your experiences on this trip. You may wish to use your thoughts in the SPECULATION activity as a basis for your writing. Here are some possible approaches you might choose:

- Detailed observations of flora and fauna.
- Scientific records of climate.
- Comments on the technology in use
- Reflections on the people and relationships formed.
- A daily comment while thoughts are fresh.
- Purchase of a comfortable and portable diary.
- Entries can be factual, objective, personal, reflective, speculative.
- Photographic records are most useful if you record your shots in a notepad (it is always a great surprise how quickly you forget exactly where a particular shot was taken).
- Note locations where you are crossing paths with some of the great explorers of the past.



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UNIT # 6 - POLITICS

INTRODUCTION:

The Arctic territories stretch in a 360 degree arc south of the North Pole, roughly taking in all lands and waters that are north of the tree line. This area is divided politically among several nations including Russia, United States, Canada, Denmark, Iceland, Sweden, Norway and Finland.

This introduction will deal primarily with two of the areas under Canadian and Danish control: Nunavut and Greenland.

Political interference in the Arctic was largely fuelled by a desire for resources. As outlined in earlier units, both private and political energies enabled exploration in search of a northwest and a northeast passage in unsuccessful attempts to create new and faster routes to the riches of the Orient. A sense of national pride resulted in government funding for adventurers bent on reaching the North Pole by foot, dog sled, airplane, or by whatever contrivance had not been yet successfully employed. In the wake of the sealers and whalers, governments took land claims more seriously in order to protect any resources that might be of value. This resulted in the American purchase of Alaska, from Russia, in 1867 for less than two cents an acre (even at that time it was considered folly). During the period of colonization in Greenland, Norway had accepted the task of keeping the settlements supplied. This was abandoned when the sea-lanes became increasingly ice clogged and in 1775 Denmark claimed the island as its colony.

Greenland did not fare well under Danish rule for much of the following two hundred years. Some prosperity arrived with the building of American air bases during World War II and subsequent bases during the Cold War. In 1953 Denmark made Greenland an integral part of Denmark rather than just a colony. This resulted in additional financial assistance and a substantial modernization of its institutions and technologies. There remained a deep concern about the loss of culture and pressures mounted for a greater local say in the administration of Greenland affairs.

In 1978 the Greenland Home Rule Act was passed and by 1981 Home Rule government was fully established. Greenland has a 27-member assembly called the Landsting that is elected in secret elections, every four years, by the Greenlandic people. The assembly chooses an executive council (the Landsstyre), headed by the Prime Minister. Its legislature has power over everything except foreign affairs, the judiciary and defence but even in these areas the legislature has gained increasing influence and must be consulted on all matters of relevance. Greenland has formal relations in a number of international arenas. It is an independent member of the Nordic Council. Greenland chose to withdraw from the European Union in 1985. It is a member of the Arctic Council, an organization involving all Arctic countries, with an agenda of regional cooperation regarding environmental issues. Greenland has cooperative ties with other Inuit peoples through the Inuit Circumpolar Conference (ICC).



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Since 1992 Greenland has two members as part of Danish delegations to the United Nations and has been promoting the establishment of a Permanent Forum for Indigenous Peoples within the United Nations.

In 1999, Paul Okalik, Premier of Nunavut, and, Jonathon Motzfeldt, Premier of Greenland, signed a 'Memorandum of Intent to develop a cooperation agreement between the Government of Greenland and the Government of Nunavut.' Clauses in the Memorandum note common history, development, geography, and personal, cultural and social relationships. The Memorandum adds that their respective governments 'recognize the importance of these connections and wish to foster and enhance them for the mutual benefit of their respective citizens.'

The history leading to the establishment of Nunavut is quite fascinating. Until late in the 19th and early in the 20th Century the Northwest Territories covered all the present-day prairie provinces and the Yukon, as well as all Arctic territories. Political interest in the Arctic during much of the 19th and 20th centuries was related to strategic position and access to resources. Not until the 1920s, following the discovery of oil, was a territorial government set up. World War II brought much development and the 1950s and 1960s saw many government-enforced programs such as health, education, welfare and the resettlement of Inuit peoples. Yellowknife became the capital of the Northwest Territories in 1967. The desire to create a homeland for the Inuit resulted in 56% of voters choosing, in 1982, to split the Northwest Territories in two. It took until 1993 for Canadian Parliament to approve the Nunavut Land Claims Agreement Act and until April 1, 1999 for Nunavut to become a reality.

In the introduction to *Nunavut '99: Changing the Map of Canada*, Pierre Burton writes, 'How arrogant we whites have been in our dealings with the Inuit - how blind in our refusals to learn from them and to adapt to their world! And how patronizing have we been to assume that these remarkable people, who have managed to come to terms with a hostile environment, cannot be trusted to run their own affairs! Now, at last, we are starting to redress the balance.'

And, 'The creation of Nunavut has returned to them the two things that were lost when the white invaders arrived - a new sense of hope for the future, and a new surge of pride in themselves and their accomplishments.'

The Nunavut Land Claims Agreement is the largest aboriginal land claim agreement in Canadian history. It was a long time coming. Native negotiators were willing to forego any agreement that did not include a separate territory with their own government.

Nunavut, 'our land', a region of about 1,900,000 sq. kilometres, has a total population of about 26,000, of whom 80% are Inuit. Four languages are spoken: Inuktitut, Inuinnaqtun, English and French. It is composed of 28 communities connected by air and, sometimes, water. Iqaluit, the largest community with about 4,300 residents, is the Capital.



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Nunavut is a territory with a government similar to Canada's other territories. It does not exist in its own right as provinces do but is a creation of federal legislation. Nunavut has a 19 member legislature and has a non-party system, preferring to rule by consensus. Members run as independents, choosing a premier and cabinet from among themselves. In March 1999, Nunavut chose a 34 year-old lawyer, Paul Okalik, as its first premier. 'I am very proud', said Okalik, 'I am a living example of the value of a good, solid education.' He commented on his awareness of being a role model for Nunavut's youth and said he wanted to encourage them to continue their education. He has a monumental task ahead: a chronic housing shortage, a 22% unemployment rate and appalling social conditions. Welfare supports one-third of residents and per capita income is about \$11,000 per year.

In a recent message, Okalik stated, 'The Government of Nunavut is committed to healthy communities, simplicity and unity in government, self-reliance for Nunavummiut and continued learning. Together we will provide the infrastructure and human resource base necessary to allow everyone to reach his or her full potential.'

UNIT # 6 - EXERCISES

1. EXPLORATION:

There are a number of resources to assist you in finding out more about the politics of Nunavut and Greenland. These activities will concentrate mostly on Nunavut.

The following print resources will help you understand how Nunavut came into being and provide some local perspective:

- The Nunavut Handbook, ISBN 1-55036-587-8
- Nunavut '99: Changing the Map of Canada, ISBN 1-55036-629-7
- The magazine *Up Here*, also accessible at www.uphere.ca
- Canadian Geographic, January/February 1999

The following websites are helpful:

- [Nunavut Government](http://www.nunavut.gov.ca)
- [Nunavut '99](http://www.nunavut99.ca)
- <http://canadaonline.about.com/cs/nunavut/a/nunavut.htm>



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For Greenland Politics:

- [Nanog](#)

For Arctic Council information:

- [Arctic Council](#)

Activity:

Review some of the above resources, or others that you find, to learn more about the background and present status of Nunavut and/or Greenland.

2. CONCENTRATION:

Greenland's Home Rule Government has been in existence longer than that of Nunavut, and the political structures are different. However, both have several similar challenges.

Activity:

Examine issues that Greenland and Nunavut have in common. What are some of these issues and what is being done to address them? What are some of the obstacles? Has progress been made?

3. SPECULATION:

Southerners develop impressions and prejudices of Inuit peoples based on what we see and hear in the national media. These impressions have been modified somewhat by the coverage of Nunavut.

Activity:

Imagine that you are a reporter assigned to do a story on the culture, government and economics of Nunavut in the year 2020. Create an outline for your article demonstrating what, if any, changes have taken place that can form the basis for creating new impressions of the Inuit for your readers.



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4. PERSONALIZATION:

You will have limited opportunities on your expedition to learn more about the politics of Nunavut and Greenland. However, some planning now may give you a better opportunity to observe and gather impressions and information while in the Arctic.

Activity:

Prepare some interview questions that, given the opportunity, you could ask an Inuit citizen or official during your trip. You may even be able to contact a Nunavut MLA by e-mail prior to the trip. Think of the quote at the end of the introduction attributed to Paul Okalik. Has there been progress toward these goals?

Is there anything else you would personally like to find out or to research relative to Nunavut or Greenland? Explain.



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Unit #7 - RadarSat 1 - Canadian Space Agency

The Canadian Space Agency's participation in the Students on Ice project includes an information and activities package for high school aged students and educators to support the expedition to the Arctic from August 15 to 26, 2001. The focus of the information and activities package (see Unit #7 Exercises below) will link information and activities on global climate change to the scientific applications of radar satellite technology (specifically RADARSAT-1).

While the Students on Ice Arctic Expedition 2001 is underway, the **Canadian Space Agency** Mission Planners will actually take images of the students and our expedition vessel with the RADARSAT -1 satellite as it passes over the High Arctic!

Be sure to also check out the Canadian Space Agency WEBCAST on www.schoolnet.ca/space/videos_temp.html . A Canadian Space Agency scientist talks all about RADARSAT-1. He discusses how the Students on Ice Expeditions link with the on-going work of Canadian scientists trying to better understand issues effecting our quality of life using the assistance of space-based tools like RADARSAT-1.

UNIT #7 - EXERCISES

English Version:

http://www.space.gc.ca/kidspace/1-edu_res/resources/all/radarsat/default.asp

French Version:

http://www.space.gc.ca/kidspace/1-edu_res/resources/all/radarsat/default_f.asp