

# Answers

1. How long did Matthew and Robert spend together exploring Central America? Tick one.

- one year  
 **two years**  
 three years  
 four years

2. Number the events from 1-4 to show the order that they happened in.

- 2** Matthew met Robert Peary.  
**4** Matthew began the eighth attempt to reach the North Pole.  
**1** Matthew started working on a ship.  
**3** Matthew explored Central America.

3. What was 'Katie Hines'?

**'Katie Hines' was the name of the ship that Matthew worked on.**

4. What is the name of the section that explains how difficult it is to know whether you have reached the North Pole?

**Were the Team Really at the North Pole?**

5. Look at the paragraph that begins **Years later, Matthew was working...**

Find and copy one word that means the same as **acquired**.

**gained**

6. Explain how the author has made the Arctic sound dangerous.

**Pupils' own responses, such as: The author has made the Arctic sound dangerous by explaining the dangers, such as the freezing temperatures and cracking ice. They have also used phrases like 'challenging' and 'not easy' to make it seem like a place that not many people would explore.**

7. How do you think that Matthew Henson felt when Robert Peary was given a medal in 1906? Explain your answer.

**Pupils' own responses, such as: I think that Matthew felt sad and frustrated when Robert was given the medal because he was also a part of the expedition but had been overlooked because he was Black.**

8. Do you think that Matthew and the team reached the North Pole? Explain your answer.

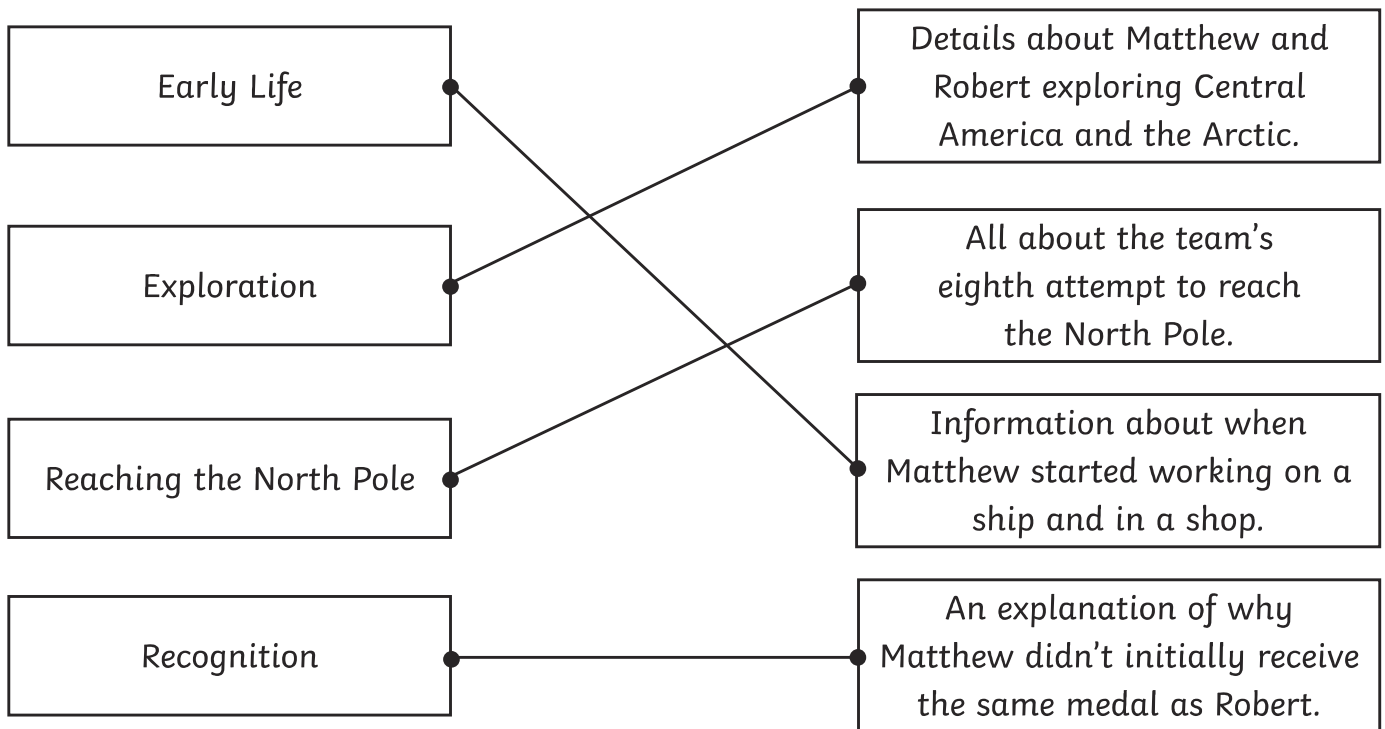
**Pupils' own responses, such as: I think that Matthew and the team did reach the North Pole because they had already had seven attempts which would have given them lots of practise to get their calculations right.**

# Answers

1. Where did Matthew Henson meet Robert Peary? Tick one.

- on 'Katie Hines'  
 **in a shop**  
 in Central America  
 in the Arctic

2. Draw **four** lines and match each sub-heading to its contents.



3. **He talked to Matthew and was impressed with the skills that he had gained from his time at sea.**

What does the phrase **his time at sea** mean in the context of this sentence?

**Pupils' own responses, such as: 'His time at sea' means 'while he was on the boat'.**

4. When did Matthew and the team reach the starting point for their eighth attempt to reach the North Pole?

**Matthew and the team reached the starting point in 1908.**

5. What did the team use to calculate their location when they reached what they believed to be the North Pole?

**The team calculated their location using the position of the sun at midday.**

6. Look at the section **Were the Team Really at the North Pole?**

Explain why you think that this section has been added.

**Pupils' own responses, such as: I think that this section has been added to show how difficult it is to know for sure if someone has reached the North Pole. I also think that it has been added to show that, even if the team didn't reach the North Pole, they are still amazing explorers.**

7. Imagine that you are Matthew at the end of the day on 6<sup>th</sup> April 1909.

Explain how you are feeling.

**Pupils' own responses, such as: I am feeling really relieved and excited. After eight attempts, we have finally made it to the North Pole. I feel proud that I am the first person to ever reach the North Pole.**

8. Using evidence from the text, explain what impression the author gives of the Arctic.

**Pupils' own responses, such as: The author gives the impression that the Arctic is a difficult place to work in by using the phrase 'a hostile place to explore'. They also make the Arctic sound dangerous by explaining the challenges that the team faced, such as 'cracking ice' and 'freezing temperatures'.**

9. **At the time, Matthew's achievements were not widely reported. Instead, reports focused more on the expedition's leader, Robert Peary.**

Do you think that this was fair? Fully explain your answer.

**Pupils' own responses, such as: I don't think that this was fair because Robert contributed a lot to the expedition. He learnt how to build sleds, to train dogs to pull them and to craft igloos which are all skills that would have been vital to the expedition's success.**

# Answers

1. **Matthew learnt from the native Inuit who were accustomed to living in such a harsh environment.**

Tick the definition that is closest in meaning to the phrase **accustomed to** in this sentence.

- bored of
- learning how
- used to**
- always

2. In which section can you find information about the dangers that you might face while exploring the Arctic? Tick one.

- Early life
- Exploration
- Reaching the North Pole**
- Recognition

3. Look at the section **Reaching the North Pole.**

Find and copy one word that means the same as **assisted**.

**aided**

4. Why might Matthew have felt frustrated when Robert was given a medal in 1906?

**Pupils' own responses, such as: Matthew might have felt frustrated because he also deserved the medal but didn't get one.**

5. How many failed attempts did Matthew and Robert have before they arrived at what they believed to be the North Pole?

**Matthew and Robert had seven failed attempts before they arrived at what they believed to be the North Pole.**

6. Compare Matthew when he was working on the ship to Matthew when he was exploring the Arctic.

**Pupils' own responses, such as: When Matthew was working on the ship, he was learning lots of new things. He was also learning lots of new things when he was exploring the Arctic but he then passed his knowledge on and taught others.**

7. Using evidence from the text, describe Matthew's character.

**Pupils' own responses, such as: Matthew is very clever because he was able to pick up lots of new skills, such as looking after a ship, building sleds and training dogs. He was also determined because he didn't give up after seven attempts at failing to reach the North Pole.**

8. In 25 words or fewer, summarise the team's eighth attempt to reach the North Pole.  
**Pupils' own responses, such as: The team reached the starting point in 1908. They gathered supplies and six of them reached their destination on 6<sup>th</sup> April 1909.**
9. How do you predict that someone might use this text in the future? Explain your answer.  
**Pupils' own responses, such as: I predict that someone might use this text in the future to compare their experiences of travelling to the North Pole with Matthew Henson's experiences. This is because I think that it will be a lot easier to travel to the North Pole in the future and people will be surprised to see how tough it was.**
10. **Whether or not they had made it to the true North Pole, they still achieved incredible things and completed an expedition to one of the most challenging places on Earth.**  
Explain why you think that the author thought that it was important to include this sentence.  
**Pupils' own responses, such as: I think that the author has chosen to include this sentence to explain that, even if the team didn't reach the North Pole, they still achieved something really amazing that not many people could manage.**