

THE WILDEST DREAM: CONQUEST OF EVEREST

EDUCATIONAL RESOURCES

GEORGE MALLORY'S HISTORIC 1924 ATTEMPT TO CLIMB MOUNT EVEREST—and the vast scientific and technological changes since his death—provide themes for compelling classroom activities in grades 4-12.

Each activity below features film clips, maps, and photography from *The Wildest Dream: Conquest of Everest* and National Geographic's collection of online articles and visuals.

Educators can choose from a variety of standards-based activities for grades 4-8 and 9-12, to design a unique and engaging multi-disciplinary unit based on this fascinating mountain and its timeless allure for people around the world.

Find activities, handouts, and media links to help students get the most out of *The Wildest Dream* at

<http://movies.nationalgeographic.com/movies/the-wildest-dream/educator-resources>

The Wildest Dream: Conquest of Everest Film Summary

In 1999, renowned American mountaineer Conrad Anker made a discovery that reverberated around the globe. High in Mount Everest's "death zone," he found the body of George Mallory—75 years after the British explorer mysteriously vanished during his attempt to become the first man to summit the world's tallest peak.

Mallory had risked everything as he set out, dressed in gabardine and hobnailed boots, in pursuit of his dream of reaching the top of Everest—which in 1924 was the last great adventure left to man. He was last spotted alive just 800 feet below the summit. Then the clouds rolled in and Mallory vanished into legend.

After discovering Mallory's body, Conrad Anker's life became intertwined with Mallory's story. Remarkably, Mallory's body was found with all his belongings intact. The only thing missing was a photograph of Mallory's wife, Ruth, which he had promised to place on the summit. Haunted by Mallory's story, Conrad longed to return to Everest to lay Mallory's ghost to rest.



GRADES 4-5, 6-8 ACTIVITIES

Activity 1: Grade 4-8	Name that Destination	Students hear clues about one of the most desolate environments on Earth, then think about what they know and want to know about Mount Everest, the highest mountain on Earth.
Activity 2: Grade 6-8	Measuring Elevation, Past and Present	Students build an inclinometer, then use triangulation to measure the height of a tree. They compare their process to the work of British surveyors in the 1800s.
Activity 3: Grade 4-5	Mapping the Shape of Everest	Students build a model of a mountain and map its topography, then apply their learning to a topographic map of Mount Everest.
Activity 4: Grade 6-8	Exploring Everest's Topography	Students explore a topographic map of Everest, and apply their learning to create a two-dimensional representation and a three-dimensional representation of a mountain.
Activity 5: Grade 4-8	Expedition Clothing Then and Now	Students conduct an experiment to determine differences in fabrics worn in extreme environments in 1924 and present day.
Activity 6: Grade 6-8	Altitude: What's in the Air	Students analyze a visual representation of air at different elevations, imagine their own activity levels with limited oxygen, and compare with Everest climbers.
Activity 7: Grade 6-8	The Monsoon	Students analyze a climograph and maps of monsoon seasons to understand precipitation patterns, then predict the effect of climate on Everest climbers.
Culminating Activity: Grade 4-8	Did Mallory Make it?	Students gather information from the film and related activities to draw conclusions about whether Mallory and Irvine achieved their wildest dream in 1924.

THE WILDEST DREAM: CONQUEST OF EVEREST

EDUCATIONAL RESOURCES

“What we get from this adventure is just sheer joy. And joy is, after all, the end of life.”

– George Mallory

GRADES 9-12 ACTIVITIES

Activity 1	Shaping the Tallest Peak on Earth	Students analyze the features of Mount Everest through maps, photographs, film clips, and a virtual globe, then envision encountering those features while climbing the mountain in 1924 and today.
Activity 2	Measuring Mount Everest	Students build an inclinometer, then use triangulation to measure the height of a tree. They compare their process to the work of British surveyors in the 1800s.
Activity 3	South Asia's Monsoons	Students examine maps of monsoon seasons and climographs to understand precipitation patterns on Everest, then determine the best time of year to climb.
Activity 4	Everest Past & Present	Students compare and contrast technology and equipment available to climbers in 1924 and present day.
Culminating Activity	Did Mallory Make it?	Students gather evidence from the film and related activities to make a case for whether Mallory and Irvine were the first to reach the summit of Mount Everest.

SOURCES:

Klesius, Michael, “Life and Death on Everest: Sir Edmund Hillary Recalls 50 Years on Top of the World,” *National Geographic Magazine*, May 2003.

Salkeld, Audrey, *Mystery on Everest: A Photobiography of George Mallory*, National Geographic Society: 2000.

F. Fleming and A. Merullo, eds., *The Explorer's Eye: First Hand Accounts of Adventure and Exploration*, Overlook Press, 2005.

Anker, Conrad and David Roberts, *The Lost Explorer: Finding Mallory on Mount Everest*, New York: Touchstone, 1999.

This companion piece to the film “The Wildest Dream; Conquest of Everest” was created by National Geographic Education Programs:

Daniel Edelson, *Executive Director and Vice President*; Kim Hulse, *Director, Geography Education Programs*; Kathleen Schwiller, *Director, Program Development*

CONTENT DEVELOPMENT:

Anne Haywood, *Project Manager and Editor*; Jennifer Caito and Jeanne Wallace-Weaver, *Writers*; Sean O'Connor, *Educational Maps Project Manager*; Alison Michel, *Associate Producer, Multimedia*; Chelsea Zillmer, *Researcher*; Jacqueline Staubs and Ann Marie Pelish, *Copy Editors*; Matthew Holden, *Intern*

DESIGN:

Project Design Company – Daniel Banks, *Art Director*; Kerri Sarembock, *Designer*
SmartArt Design – Susanne Gross, *Illustrator*

EXPERT AND EDUCATOR REVIEWERS AND ADVISORS:

Jon Kedrowski, *Ph.D. Candidate, Department of Geography, Texas State University-San Marcos*; Jeanne Wallace-Weaver, *Elementary and Middle School Educator/Writer*; Jennifer Caito, *High School Geography Educator/Writer*; Mary Cahill, *Science Teacher, Potomac School, McLean, Virginia*; Suzanne Banas, *Science Teacher, South Miami Middle Community School, Florida*; Leo Zonn, *Film Geographer, University of Texas*

MAP DEVELOPMENT:

National Geographic Maps; Bob Pratt; Mapping Specialists

WEB DEVELOPMENT:

Liz Mozden, *Producer, National Geographic Digital Media*

PHOTO CREDITS:

All photographs by Jimmy Chin, courtesy Altitude Films, except:

Activity 2, page 4: Royal Geographic Society

Activity 3H, page 4: iStockphoto.com/weareadventurers and iStockphoto.com/johnva