

Journey to the end of the Earth



Tishani Doshi

ABOUT THE AUTHOR

Tishani Doshi is a poet, journalist and dancer from India. She has published some books of poetry and fiction. She has been widely appreciated for her essays, poems and short stories. She has travelled a lot and her most exciting journey was to Antarctica..

The Journey to the end of the Earth is an enlightening account of the author's visit to the coolest, windiest and driest continent in the world. Tishani Doshi holds the opinion that in order to understand the Earth's present, past and future, one must go to Antarctica.

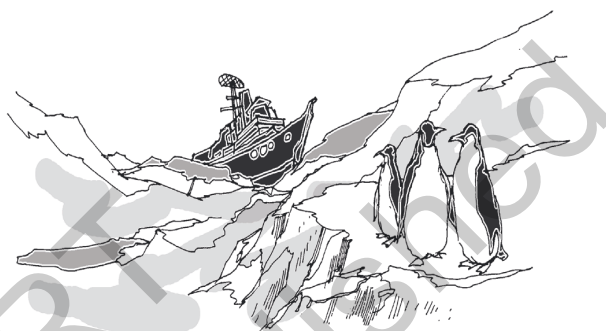
GENERAL INTRODUCTION

The lesson revolves around the world's most preserved place, Antarctica. Not many people have been there but out of the few that have, Tishani Doshi is one of them. A south Indian person who went on an expedition with a group of teenagers affiliated with the 'Students on Ice' programme takes young minds to different ends of the world. Thus, it gives an insight into how Antarctica is the place you should visit to have a glimpse of the past, present and future in its real form.

SHORT SUMMARY

For a south Indian man travelling to Antarctica from Madras, it takes nine time zones, six checkpoints, three water bodies and just as many ecospheres to reach there. Tishani

Doshi travelled to the Southern end of the Earth along with an expedition group named 'Students on Ice' that provides an opportunity to the young minds to sensitize towards the realistic version of climatic changes happening in the world. Antarctica is one of the coldest, driest and windiest continents in the world.



As far as the eyes can see, it is completely white and its uninterrupted blue horizon gives immense relief. It is shocking to believe that India and Antarctica were part of the same supercontinent Gondwana, that got segregated into countries giving rise to the globe we know today. Antarctica had a warmer climate until then. Despite human civilisation around the globe, it still remains in its pure form. Being a south Indian sun-worshipping guy, it was unimaginable for the author to visit the place that constitutes world's 90 per cent of ice, a place so quiet that it is only interrupted by snow avalanches. It is home to a lot of evidence that can give us a glimpse of the past and at the same time, Antarctica helps us foresee the future. The place gives an awakening to the threatening alarm that global warming is actually real. Who knows if Antarctica will be warm

again and even if it does, will we be alive to see it?

संक्षिप्त सारांश

मद्रास से अंटार्कटिका की यात्रा करने वाले एक दक्षिण भारतीय व्यक्ति के लिए, वहां तक पहुंचने के लिए नौ समय क्षेत्र, छह चौकियां, तीन जल निकाय और उतने ही पारिस्थितिक क्षेत्र लगते हैं। तिशानी दोशी ने यात्रा की

पृथ्वी के दक्षिणी छोर पर 'स्टूडेंट्स ऑन आइस' नामक एक अभियान समूह के साथ, जो युवा दिमाग को दुनिया में हो रहे जलवायु परिवर्तन के यथार्थवादी संस्करण के प्रति संवेदनशील बनाने का अवसर प्रदान करता है। अंटार्कटिका दुनिया के सबसे ठंडे, सबसे शुष्क और हवा वाले महाद्वीपों में से एक है।

जहां तक आंखें देख सकती हैं, यह पूरी तरह से सफेद है और इसका निर्बाध नीला क्षितिज बेहद राहत देता है। यह विश्वास करना चौंकाने वाला है कि भारत और अंटार्कटिका उसी सुपरकॉन्टिनेंट गोंडवाना का हिस्सा थे, जो आज हम जिस विश्व को जानते हैं, उसे जन्म देने वाले देशों में अलग हो गए हैं। उस समय तक अंटार्कटिका की जलवायु गर्म थी। दुनिया भर में मानव सभ्यता के बावजूद, यह अभी भी अपने शुद्ध रूप में बना हुआ है। दक्षिण भारतीय सूर्य-पूजा करने वाले व्यक्ति होने के नाते, लेखक के लिए उस स्थान का दौरा करना अकल्पनीय था, जो दुनिया की 90 प्रतिशत बर्फ का निर्माण करता है, एक जगह

इतनी शांत है कि यह है केवल हिमस्खलन से बाधित। यह बहुत सारे सबूतों का घर है जो हमें अतीत की एक झलक दे सकता है और साथ ही, अंटार्कटिका हमें भविष्य की भविष्यवाणी करने में मदद करता है। यह जगह खतरनाक अलार्म को जागृत करती है कि ग्लोबल वार्मिंग वास्तव में वास्तविक है। कौन जानता है कि अंटार्कटिका फिर से गर्म होगा और अगर ऐसा होता भी है, तो क्या हम इसे देखने के लिए जीवित रहेंगे?

KEY WORDS:

Expansive- covering a wide area in terms of space or scope; extensive

Profound- very great or intense

Isolation- separation

Landmass- a continent or other large body of land

Amalgamated- combine or unite to form one structure

Supercontinent- a former large continent from which other continents are held to have broken off and drifted away

Thrived- prosper; flourish

Cordilleran folds- an extensive chain of mountains or mountain ranges

Precambrian granite shields- large areas of relatively low elevation that forms part of continental masses

Mind-boggling- overwhelming; startling

Frigid- very cold in temperature

Desolate- (of a place) uninhabited and giving an impression of bleak emptiness

Surreal- unusual; bizarre

Austral- relating to the Southern Hemisphere

Ubiquitous- everywhere; pervasive

Avalanche- snow slide

Calving- split and shed

Consecrates- make or declare sacred

Immersion- submerge

Prognosis- a forecast of the likely outcome of a situation

Paltry- petty; insignificant

Ruckus- a row or commotion

Etching- engraved

Unmitigated- unconditional

Pristine- in its original condition; unspoilt

1. JOURNEY TO THE END OF THE EARTH

A Travelogue:

1. Tell a specific story.
2. Describe the outer world using vivid descriptions.
3. Reveal the inner world (your thoughts, mistakes, missteps, blunders, excitements, etc.)

4. Provide informed commentary (historical, political, cultural, etc.)
5. Talk to locals and describe your interactions with them.

2. AUTHOR: TISHANIDOSHI

- Poet, Writer and Dancer
- Born in Madras, India
- A freelance Journalist, a Creative writer.

3. GIST

About the author's experience when she goes on an educational Journey to Antarctica which starts on the Russian Vessel. Geoff Green was leading it.

4. TECHNICAL WORDS

- vessel- Ship
- Ecospheres - Environment Zones
- Flora - Vegetation (of a place) |
- Fauna - Birds and Animals (of a place)
- Avalanche - A large mass of ice that falls down from a mountain.
- Austral = Southern

5. IMPORTANT POINTS

- Narrator boards a Russian Research ship the 'Akademik shokalskiy
- Heads towards the coldest, driest, and Windiest continent; Antarctica.

- 650 Million years ago, a giant supercontinent Gondwana did exist.
- Days go on and on in 24 hours austral light.
- No human population.
- Earth's past, present and future can be examined.
- Develops understanding and respect for our Planet.

6. CONCLUSION

To sum up, Journey to the end of the earth, we learn in detail about climate change and how it is impacting our lives and of other living beings dangerously. It serves as a wake-up call to start working to make the planet a healthier place to live in.

7. LEARNING OUTCOME

- The programme helped to develop a new understanding and respect for our planet.
- Antarctica is the perfect place to Study how little climatic changes can have big repercussions.
- Global warming and further depletion of the ozone layer can affect the Antarctica region...

MCQ:

Q1. Name the program which aimed to take high school students to the end of the world?

- (a) The author's delight
 - (b) Geoff Green's 'Students on Ice' programme
 - (c) Teachers delight
 - (d) School program
- (b) Geoff Green's 'Students on Ice' programme**

Q2. What is the aim of The Journey to Antarctica?

- (a) to know the geography more closely
 - (b) world tour
 - (c) to sensitize the young minds towards climatic change
 - (d) to see the beauty of the earth
- (c) to sensitize the young minds towards climatic change**

Q3. The lesson Journey to the end of the Earth revolve around_____

- (a) children and their tour
 - (b) tourism
 - (c) It revolves around the world
 - (d) world's most preserved place, Antarctica
- (d) world's most preserved place, Antarctica**

Q4. The study of our past is possible in Antarctica through_____.

- (a) Half-million-year-old carbon records trapped in its layers of ice
- (b) Cordilleran folds
- (c) Pre-Cambrian granite shields
- (d) All of the above

(d) All of the above

Q5. When do you know that the threat of global warming is very real?

- (a) when you see the seals on ice floes
- (b) when you see the austral light
- (c) When you see glaciers retreating and ice shelves collapsing
- (d) All of the above

(c) When you see glaciers retreating and ice shelves collapsing

Q6. What caused disturbance to the silence of the continent?

- (a) the humans
- (b) Avalanches
- (c) The birds
- (d) the animals

(b) Avalanches

Q7. 'And for humans, the prognosis isn't good.' This line means_____.

- (a) The future of mankind is not promising.
- (b) The future of mankind is secure.
- (c) The prognosis isn't good enough to be relied upon.
- (d) The future of humankind is encouraging.

(a) The future of mankind is not promising.

Q8. What is the figure of speech used in the line, "It's like walking into a giant ping-pong ball"?

- (a) Metaphor
- (b) Alliteration
- (c) Pun
- (d) Simile

(d) Simile

Q9. The author's first emotion on facing Antarctica's expansive white landscape was _____.

- (a) wonder
- (b) relief
- (c) shock
- (d) disbelief

(b) relief

- Q10. Antarctica has been described as _____.
 (a) coldest, driest, windiest
 (b) hottest and inhabitable
 (c) thriving with all sorts of life
 (d) All of the above
(a) coldest, driest, windiest
- Q11. If we want to know our earth, the human race and its past, present, and future where should we go?
 (a) Northern Pole
 (b) Southern Pole
 (c) Gondwana
 (d) Antarctica Continent
(d) Antarctica Continent
- Q12. How do geographical phenomena help us?
 (a) how small changes cause big things to happen
 (b) it makes us study
 (c) it helps us to watch everything closely
 (d) none
(a) how small changes cause big things to happen
- Q13. Which program was a life changing program?
 (a) Tour and Travels
 (b) Know Antarctica
 (c) Know your earth
 (d) Students on Ice
(d) Students on Ice
- Q14. Where is the world's geological history trapped?
 (a) on southern pole
 (b) On Northern Pole
 (c) on Asia Continent
 (d) On Antarctica Continent
(d) On Antarctica Continent
- Q15. Where does 90% of earth's total ice exist?
 (a) Pacific region
 (b) Southern oceans
 (c) Northern pole
 (d) Antarctica Continent
(d) Antarctica Continent
- Q16. How old are the records trapped in the layers of ice on Antarctica?
 (a) 1 million year old
 (b) 2 million years old
 (c) half million-year-old carbon records

- (d) All these
- (c) **half million-year-old carbon records**
- Q17. What are the reasons for increasing global temperatures?
- (a) cutting of trees
- (b) human activities
- (c) increasing pollution
- (d) All these
- (d) **All these**
- Q18. What does the author compare the running and stretching of crabs to?
- (a) to melting glaciers
- (b) to avalanches
- (c) to stray dogs
- (d) None
- (c) **to stray dogs**
- Q19. What is phytoplankton?
- (a) Oceans
- (b) Southern oceans
- (c) Microscopic grasses
- (d) None
- (c) **Microscopic grasses**
- Q20. Why was the programme 'Students on Ice' a great success?
- (a) because of its arrangements
- (b) good travel facilities
- (c) good food arrangements
- (d) because of the life changing exposure to the youngsters
- (d) **because of the life changing exposure to the youngsters**
- Q21. What were the writer's feelings on reaching the continent?
- (a) of relief and amazement
- (b) tired and fatigued
- (c) sad
- (d) none
- (a) **of relief and amazement**
- Q22. What are the important indications of the future of humankind?
- (a) melting glaciers
- (b) depleting ozone layer
- (c) increasing global warming
- (d) All these
- (d) **All these**
- Q23. What wondered Tishani Doshi?
- (a) Beauty of the place
- (b) white expanse

- (c) Beauty of balance on the earth
- (d) None
- (c) Beauty of balance on the earth**
- Q24. How many years back were India and Antarctica part of the same landmass?
- (a) 100 million years back
- (b) 300 million years ago
- (c) 200 million years ago
- (d) 400 million years ago
- (b) 300 million years ago**
- Q25. Why is Antarctica a restricted place?
- (a) because it's too cold
- (b) because of no life
- (c) because of snow
- (d) to protect the environment
- (d) to protect the environment**
- Q26. Why did the author visit Antarctica?
- (a) to have a better understanding of the planet
- (b) to see the white expanse
- (c) to enjoy the cold weather
- (d) none
- (a) to have a better understanding of the planet**
- Q27. Why did Geoff decide to take high school students on the journey?
- (a) to make them tour the world
- (b) to make them enjoy
- (c) to make them feel relaxed
- (d) to make them understand their planet and respect it.
- (d) to make them understand their planet and respect it.**
- Q28. What is there in Antarctica?
- (a) man's history
- (b) snow's history
- (c) geographical history
- (d) Geological history
- (d) Geological history**
- Q29. How will geographical phenomena help us to know the history of mankind?
- (a) by telling the age of existence of human beings on the earth
- (b) by showing the global warming

- (c) by showing the impacts of global warming
- (d) none
- (a) by telling the age of existence of human beings on the earth**

Q30. What does the lesson revolve around?

- (a) It revolves around the world
- (b) tourism
- (c) children and their tour
- (d) the world's most preserved place, Antarctica
- (d) the world's most preserved place, Antarctica**

SHORT ANSWER QUESTIONS:

1. Why is a visit to Antarctica important to realise the effect of global warming?

Answer: Antarctica is the perfect place to study the effects that global warming is causing. It is here that one can see the effect of melting glaciers and collapsing ice-shelves and how this is likely to raise the water levels in the sea and the ocean, as a result of which many low lying regions will be submerged under water..

2. Why is Antarctica the place to go if we want to study the earth's past, present and future?

Answer: The Antarctica landmass, that was an amalgamated southern supercontinent called Gondwana dates back to 650 million years. It can help us better understand the formation of continents and mountains like the Himalayas as they are in the modern world. Its ice-cores hold over half-million-year old carbon records that are vital to study the Earth's past, present and future.

3. What were the writer's feelings on reaching Antarctica?

Answer: The writer's first emotion on reaching Antarctica was that of relief. He felt relieved to have set foot on the Antarctic continent after over 100 hours. Then he experienced a sense of amazement on seeing its vastness and immense white landscape which dazzled his eyes.

4. What sort of brightness and silence prevailed in Antarctica during the summer?

Answer: The brightness that prevailed in Antarctica was surreal (strange) as the austral summer light remained for 24 hours in the continent. The silence there was ubiquitous (widespread) interrupted only by the occasional avalanche or calving ice sheet.

5. Why does the author of Journey to the End of the Earth state that in 12000 years man has managed to create a ruckus on this earth?

Answer: Humans have been on this Earth for about 12,000 years and have

created havoc and ruckus on this Earth. They have done this by encroaching on nature and establishing cities and megacities. Their increasing population has depleted natural resources and their callousness towards nature has led to a rise in global temperature.

6. How was Antarctica a chilling prospect for a South Indian, Tishani Doshi?

Answer: Tishani Doshi is a sun-worshipping South Indian and for her to spend two weeks in a place where 90 per cent of the Earth's total ice volumes are stored is a chilling prospect, not just for circulatory and metabolic functions, but also for the imagination.

LONG ANSWER QUESTIONS:

1. How was the programme, 'Students on Ice' an attempt to equip future generations with knowledge to save Earth?

Answer: The objective of the 'Students on Ice' programme was to take the High School students to the limits of the world and provide them with inspiring opportunities in education to enable them to understand and respect our planet. According to Geoff Green, the High School students are the future policy-makers and through this programme they would be able to save this planet from the ecological hazards and the harmful effects of global warming. Antarctica, with its simple

ecosystem and lack of biodiversity, is the perfect place to study how little changes in the environment can have major repercussions. The school students' impressionable minds can study and examine the Earth's past, present and future by their voyage to Antarctica.

2. The world's geological history is trapped in Antarctica. How is the study of this region useful to us?

Answer: The Antarctic landmass dates back to 650 million years. It was an amalgamated southern supercontinent called Gondwana. This landmass centered around present-day Antarctica. Human beings did not exist as their civilization is only 12,000 years old. The climate at that time was warm and landmass flourished with a vast variety of flora and fauna. The study of this region shows that Gondwana prospered for 500 million years. But then the dinosaurs got wiped out and mammals began to appear. The landmass disintegrated into countries and India, the Himalayas and South America were formed. This left Antarctica frigid at the bottom of the earth. Today, it stores the key to the significance of cordilleran folds and pre-Cambrian granite shields, ozone and carbon layers as well as a study of the evolution and extinction. This can help us to understand in a better way the formation of continents and mountains like the Himalayas as we find them in the modern world. Its ice-folds hold over half-million-year-old carbon records that are so crucial for

the study of the Earth's past, present and future, thus trapping the world's geological history in Antarctica.

3. Why does Tishani Doshi call her trip to Antarctica a "Journey to the End of the Earth"? What experience did she have during this expedition?

Answer: Tishani Doshi calls her trip to Antarctica a 'Journey to the End of the Earth' because she crosses nine time zones, six checkpoints, three water bodies and many ecospheres to reach there. The entire journey takes one hundred hours. She is wonder-struck by the immensity and isolation of the region. She is also relieved to see its expansive wide landscape and uninterrupted blue horizon. Antarctica provides young students like her with a platform to study changes in the environment. The programme is also likely to help them develop a new respect and understanding of our planet. Antarctica is also the perfect place for them to study how little climatic changes can have big repercussions and how global warming and further depletion of the ozone layer can affect

the Antarctic region. The study of Antarctica will help them to understand the earth's past, present and future.

4. In what ways is the research on Antarctica helpful in the study and understanding of the Earth's past and future, according to the author of 'Journey to the End of the Earth'?

Answer: A visit to Antarctica will help us to understand where we have come from and where we could possibly be heading. It will also suggest a lot of future possibilities, probably even a million years later. By visiting Antarctica we get an opportunity to study about the future climatic changes easily and more effectively. We also come to know about the repercussions of the various environmental changes. It also gives us the realization of the appearance of the 'future world'. The ice-cores of Antarctica hold more than half-million-year-old carbon records which are very crucial for the study of the past, present and future of our planet. All this will also help us to understand our planet better and also give us ideas to save our planet.