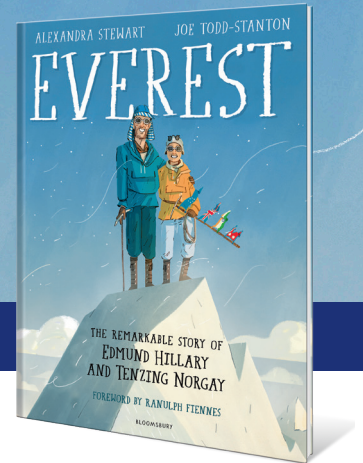


ALEXANDRA STEWART JOE TODD-STANTON

EVEREST

THE REMARKABLE STORY OF
EDMUND HILLARY
AND TENZIG NORGAY



VISUAL EXTRACTS AND NOTES FOR KS2 TEACHERS

INTRODUCTION

The visual extracts included in this Teachers' Pack have been taken from the beautifully illustrated new book, *Everest: The Remarkable Story of Edmund Hillary and Tenzig Norgay*, written by Alexandra Stewart with wonderful contemporary artwork by Joe Todd-Stanton. Each visual included in this pack is accompanied by corresponding discussion questions and activities linked to important events in the story of these inspirational men as they battled to reach the top of the world's highest mountain.

This pack provides the perfect resource to inspire pupils ages 9–11 to reach for their dreams, conquer their fears and trust in the power of determination and teamwork to achieve their ambitions. *Everest* is the book that no classroom can be without!

ABOUT THE BOOK

In the late morning of May 29th 1953, the sun was shining brightly on the roof of the world, a gentle breeze was blowing and two men were there to witness it for the first time ever. Their names were Edmund Hillary and Tenzig Norgay and the roof of the world was Everest.

This is the breathtaking story of how two very different yet equally determined men battled frost-biting temperatures, tumbling ice rocks, powerful winds and death-defying ridges to climb the world's highest mountain. Join these two unlikely heroes on the most amazing of adventures and discover the impact of hundreds of men and women that helped Hillary and Tenzig achieve their goal. But triumphs can be marred with tragedy as not everyone who climbs Everest survives ...

With a beautiful foreword by the greatest living explorer of our time, Sir Ranulph Fiennes, this brilliant book combines fresh and contemporary illustrations by Joe Todd-Stanton with Alexandra Stewart's captivating writing and publishes in time to celebrate the centenary of Edmund Hillary's birth. This unique narrative tells the story of how Edmund Hillary and Tenzig Norgay made their mark on the world from birth right up to their final days and the impact they've had on Nepal today.

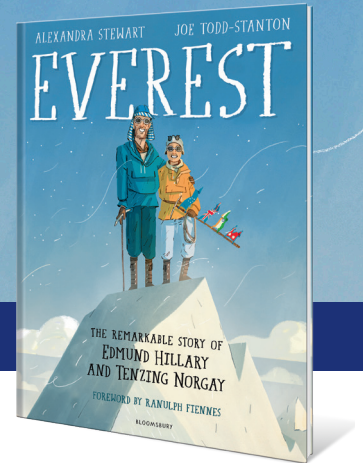
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- 1: On Top of the World**
(taken from front cover)
- 2: Why Climb Everest?**
(taken from pages 6–7)
- 3: Edmund Hillary and Tenzig Norgay**
(taken from pages 8–9, 14–15)
- 4: Surviving Everest**
(taken from pages 34–35, 38–39)
- 5: The Pyramid of Human Effort**
(taken from pages 50–51)

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EVEREST

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VISUAL EXTRACTS AND NOTES FOR KS2 TEACHERS

LESSON ONE

On Top of the World *(front cover)*

- What does the front cover of *Everest* make you think about? Describe what you can see to a partner.
- What do you think it would be like to climb to the top of a mountain? How would you feel to reach the top?
- What can you tell about the **relationship** between the two men pictured on the **cover**?
- Do you think the illustration **symbolises** the importance of having **dreams** and **aspirations**? How?
- What do you think is the significance of all the different flags in the illustration? Can you identify the flags?
- What do you think the two men would have been thinking as they stood on the summit of Everest? Create a speech bubble for each of the two men pictured and write the possible thoughts they might have.

ACTIVITY:

Imagine that you are either Edmund Hillary or Tenzig Norgay, standing at the top of Mount Everest. Write a diary entry explaining what you can see and how you feel. Use the illustration to help you!

ALEXANDRA STEWART JOE TODD-STANTON

EVEREST

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VISUAL EXTRACTS AND NOTES FOR KS2 TEACHERS

LESSON TWO

Why Climb Everest? (pages 6–7)

- Use the map on **page 6** to identify the position of Mount Everest. It sits on the border between two countries – which two countries?
- Mount Everest is situated in which **continent**?
- For how many years before Hillary and Tenzig’s achievement had climbers been trying to reach the top of Mount Everest?
- How high is Mount Everest, according to ‘recent measurements’?
- List at least two species of animal that you can see in the illustration. How do you think they would need to adapt to survive in harsh conditions on the mountain?
- Why can no animal or plant survive at the ‘highest points’ of the mountain?
- Why do any climbers need to ‘battle for every step they take’ on Everest? List two reasons.

ACTIVITY:

Create a Fact File for Everest. Where is it? What is it like? What is the climate? What species of animal live there?

ALEXANDRA STEWART JOE TODD-STANTON

EVEREST

THE REMARKABLE STORY OF
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VISUAL EXTRACTS AND NOTES FOR KS2 TEACHERS

LESSON THREE

Edmund Hillary and Tenzig Norgay *(pages 8–9, 14–15)*

- In what country was Edmund Percival Hillary born?
- How many brothers and sisters did he have?
- What can you **infer** about 'young Ed's' personality?
Pick out key words and phrases that support your ideas.
- What signs can you find in the text on page 9 to indicate that Edmund Hillary might one day become a climber and an adventurer?
- Now, look at **pages 14–15**. In what country was Tenzig Norgay born?
- How many brothers and sisters did Tenzig Norgay have?
- Why was Tenzig considered to be 'a lucky baby'?
- What was Tenzig's dream? How long had he had his dream?
- Can you identify the **differences** between Edmund and Tenzig's childhoods?

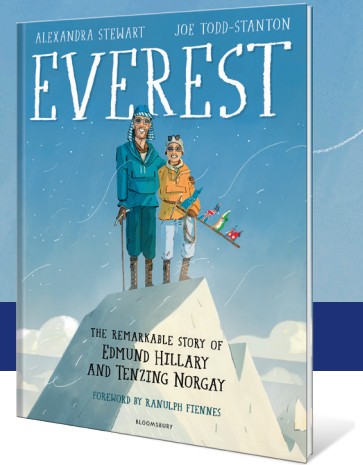
ACTIVITY:

In pairs, carry out interviews with Edmund Hillary and Tenzig Norgay. Ask each of them questions about their families and their childhoods. Include questions and answers about their hobbies and interests. How can you show their different personalities through their speech, body language and facial expressions?

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EVEREST

THE REMARKABLE STORY OF
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AND TENZIG NORGAY



VISUAL EXTRACTS AND NOTES FOR KS2 TEACHERS

LESSON FOUR

Surviving Everest *(pages 34–35, 38–39)*

- Before looking at extracts from the book, can you come up with some of the possible **dangers** that climbers would face on Everest?
- According to **page 34**, what is the main challenge to humans climbing the mountain? How do they overcome this challenge?
- Look at the four 'other dangers' listed on **page 35**. Can you write down an idea for how climbers might face each of them?
- Use **pages 38–39** to identify any further threats to climbers trying to reach the summit of Everest.
- Why is it important for climbers to work together and with the 'sherpas' (people from the Himalayan community) in order to climb safely?
- What do you think **motivates** people like Hillary and Norgay to climb the mountain, even though it is so dangerous?
- What is the 'Death Zone'? Why has it been given this name?
- Which of the dangers listed on these pages frightens you the most? Why? Discuss with a partner.

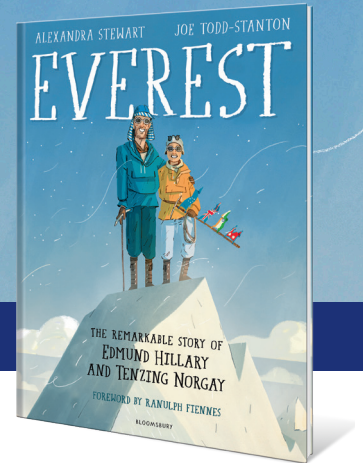
ACTIVITY:

Create a Survival Guide for anyone considering climbing Mount Everest. Include information about the different dangers that they will face, along with tips for how to stay as safe as possible.

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EVEREST

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VISUAL EXTRACTS AND NOTES FOR KS2 TEACHERS

LESSON FIVE

The Pyramid of Human Effort (pages 50–51)

- In pairs, discuss the importance of **teamwork**. Can you think of some examples of when working as a team has made things easier.
- In what different ways can humans work together?
List as many ways as you can think of.
- Before looking at **pages 50–51**, consider what the term 'Pyramid of Human Effort' might mean.
- Look at **pages 50–51**. Who is at the top of the pyramid? Why?
- How many different **skills** and **professions** can you see listed on **pages 50–51**? What does this help to show?
- Someone called Raymond Lambert nearly made it to the top of Everest in 1952, before Edmund Hillary and Tenzig Norgay made their attempt. How did Lambert's efforts help Hillary and Tenzig? What lesson can we learn from this?
- The achievement of reaching the top of Mount Everest belonged *only* to Edmund Hillary and Tenzig Norgay. Do you agree with this statement? Why or why not?

ACTIVITY:

As a class, choose a goal that you'd like to achieve together in the next week, month or year. Create a Pyramid of Human Effort to display on your classroom walls. Make sure that everyone in the class is included on the Pyramid!

EVEREST: THE REMARKABLE STORY OF EDMUND HILLARY AND TENZING NORGAY
VISUAL EXTRACT FROM LESSON ONE

ALEXANDRA STEWART

JOE TODD-STANTON

EVEREST



THE REMARKABLE STORY OF
EDMUND HILLARY
AND TENZING NORGAY

FOREWORD BY RANULPH FIENNES

BLOOMSBURY



WHY CLIMB EVEREST?

'Because it's there' – George Mallory, 1923

What made Hillary and Tenzing's achievement all the more remarkable was that they had triumphed where so many others had failed before. Climbers had been trying to reach the top of Everest for more than 30 years.

A huge amount of time, effort and money – not to mention national pride – had been invested in these attempts. Despite this, each one had ended in disappointment and some, in death.

As the highest mountain in the world, Everest would remain the ultimate unconquered climbing challenge, until 1953, when Hillary and Tenzing became the first humans to set foot on its summit.



Part of the Himalaya mountain range. Everest sits on the border of Tibet and Nepal.

Everest was first measured by the British Survey of India in the 1850s and identified as the tallest mountain in the world – standing at 29,002 feet (8,840 metres) above sea level. More recent measurements put Everest at 29,029 feet (8,848 metres) high. However, debates about its exact height still rumble on.



This Himalayan jumping spider is one of the few animals that can survive high up on Everest, where it lives at 22,000 feet (6,700 metres). Its name *Lophys omniculperetes* means 'standing above everything'.



Bar-headed geese

For a few weeks each year the weather conditions improve just enough for climbers to make an attempt on the summit. Yet, even during these 'weather windows', conditions remain hazardous.

The path to the top is strewn with death, traps including avalanches, tumbling towers of ice, rockfall and seemingly bottomless crevasses. Back in the early 20th century, however, the major difficulty of climbing Everest lay in gaining access to it.

His Holiness the 13th Dalai Lama of Tibet



At first, neither the Tibetans nor the Nepalese would allow foreigners to travel to the area. It was only in 1921 that His Holiness the 13th Dalai Lama granted a British team of climbers and surveyors permission to visit it. Their aim was to discover if a route to the summit existed.

The race to climb Everest had begun . . .



What we can say is that Everest is roughly equal in height to 20 Empire State Buildings piled on top of one another. Or, to put it another way, just lower than the cruising height of a jumbo jet.



Colonel Sir George Everest

After they had made their initial measurement, the British named the mountain in honour of a former British Surveyor General of India – a Welshman called Colonel Sir George Everest.

Locally, however, it was known by several different names. To the Nepalese, it was *Sagarmatha*, meaning 'Goddess of the Sky'.

In Tibet, it was known as *Chomolungma*, which to some meant 'Goddess Mother of the World'. To Tenzing, however, it meant 'The Mountain So High No Bird Can Fly Over It'.

Whatever people choose to call it, one thing is certain: Everest is an extreme place. At the highest points on the mountain, conditions are so harsh that no animal or plant can survive there. Temperatures can plunge to -40°C and powerful winds of more than 100mph buffet the summit for most of the year. Meanwhile, violent storms can dump up to three metres of snow at a time.



Low oxygen levels and the draining effects of altitude on the human body mean that climbers must battle for every step they take.

PART ONE

THE STORY OF TWO VERY DIFFERENT CHILDHOODS

Edmund Percival Hillary Family Tree



Edmund Percival Hillary was born on 20th July 1919 in Auckland, a city on New Zealand's North Island.

Ed, as he would become known, was the second of three children. He had an elder sister called June and a younger brother called Rex.

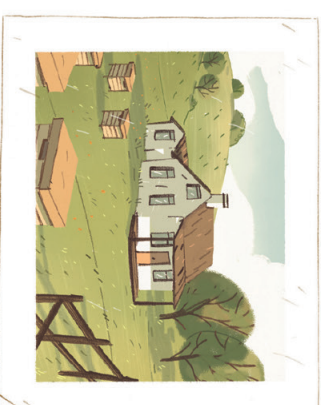
Their father, Percy, had fought in the First World War in the infamous Gallipoli Campaign. In 1916, after being shot through the nose and catching dysentery, he was sent back home to New Zealand. Not long afterwards, he married Ed's mother, a schoolteacher called Gertrude Clark.

Percy set up a newspaper in a small town called Tukanu. But he was also very interested in beekeeping. Over time, he established hundreds of hives producing gallons upon gallons of honey, which he would then sell. Eventually, he would earn enough money to resign from the newspaper and become a full-time beekeeper.

Growing up in Tukanu

The hills and fields of Tukanu provided an ideal playground for the young Ed – who was something of a dreamer. Inspired by the adventure stories he loved to read, he would disappear for long walks, carrying a stick that he would pretend was a sword.

However, Ed's childhood was far from perfect. Despite being able to conjure up a good bedtime story, his father was a strict man who held very strong beliefs about how things should be done. Ed and his father often clashed, which resulted in Ed developing a strong and spirited character.



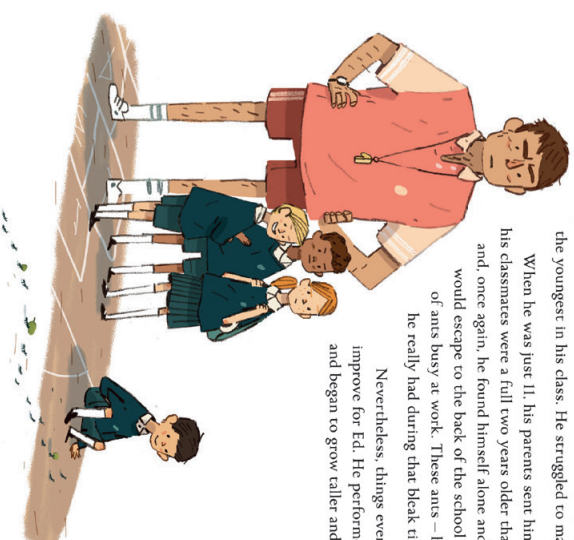
Ed's childhood home surrounded by beehives

Going to school

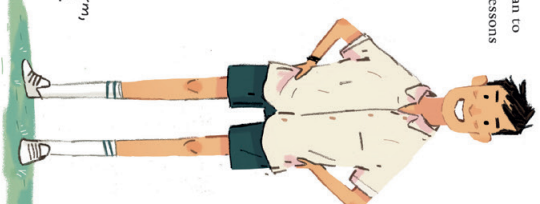
Ed encountered his first real challenges at school. As a young boy, he would walk barefoot the half-mile to Tukanu Primary School, whatever the weather. His mother's patient coaching meant that he progressed well at school, and he was able to skip a couple of years. However, this was not necessarily a good thing for Ed, who found himself by far the youngest in his class. He struggled to make friends and was a shy and quiet pupil.

When he was just 11, his parents sent him to Auckland Grammar School. Here, his classmates were a full two years older than him. Unsurprisingly, he was terrified and, once again, he found himself alone and friendless. When lunchtime arrived, he would escape to the back of the school where he would sit and watch a colony of ants busy at work. 'These ants – he would later say – were the only friends he really had during that bleak time.'

Nevertheless, things eventually began to improve for Ed. He performed well in lessons and began to grow taller and stronger.



By the final year of his sixth form, he had begun to enjoy himself.



Tenzing Norgay
Family Tree



Tenzing Norgay was born in 1914 in Tibet's
Kharta Valley, a remote area close to Everest.

It is believed Tenzing was born by a sacred lake called Tshetchu. According to the local Tibetan holy men, the place and time of his birth made him a lucky baby. These holy men, known as lamas, told Tenzing's parents that if they looked after their baby well he would grow up to be a great man. The fact that he survived his childhood was lucky in itself. Living conditions were harsh and eight of his parents' fourteen children died before they reached adulthood, and sadly their names were not recorded.

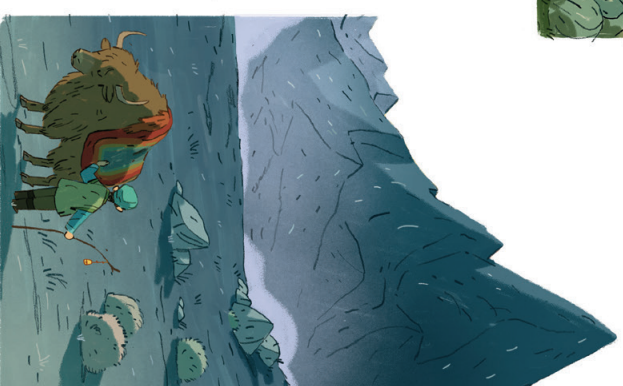


Tenzing's family share their house with yaks in the winter.

Tenzing's Everest ambition

When he was old enough, Tenzing began working too. There was always plenty to be done, from growing potatoes, barley and maize to tending to the sheep and, of course, the yaks. What Tenzing enjoyed most of all was wandering with the yaks along the mountainsides. Far above him, towering over the tops of all the nearby mountains, was the mighty Everest. The mountain fascinated the young Tenzing. Despite the many tales told by his people of the gods, demons and terrible creatures that stalked its snowy peaks, Tenzing longed to explore it. As a young boy, he had seen Western expeditions coming up the Kharta Valley and he knew that, while some men had died trying to climb Everest, most had not.

He later wrote, 'What I wanted was
to see for myself, find out for myself.
This was the dream I have had as
long as I can remember.'



Tenzing gazes at Everest, his dream is to climb to its summit.

Growing up with yaks
Tenzing's father, Mingma, was a yak herder. His job was to look after a large group of yaks that belonged to a local monastery. Work was a family affair. In the summer, the family took the yaks higher up the mountain slopes to graze on the rich grass, and in the winter they would move further down the mountainside where they owned a house.

The animals would live in the bottom of the house whilst the adults and children would live on the floor above. It was a squeeze and there was certainly no privacy for anyone. The stink of the animals, the smoke from cooking and the general hubbub would erch themselves on Tenzing's memory. Yet, despite the hardships, Tenzing and his family were happy.



EVEREST SURVIVAL GUIDE

Humans need oxygen to survive. We get it by breathing the air around us. The higher you go, the thinner the air becomes and the less oxygen there is to breathe. At the summit of Everest, three breaths provide about the same amount of oxygen as one breath at sea level, so you have to breathe much harder to get the oxygen your body needs.

ACCLIMATISATION

To cope with the thinner air and lower oxygen levels at altitude, our bodies must adapt. This process is known as acclimatisation.

To give their bodies a chance to acclimatise, climbers should ascend slowly to high altitudes.

Climbers who don't acclimatise properly can suffer from something called Acute Mountain Sickness (AMS). Symptoms of AMS range from headaches, nausea, exhaustion, confusion and dizziness, to a life-threatening build-up of fluid in the lungs (pulmonary oedema) or brain (cerebral oedema).



Even those who do acclimatise will still feel the effects of altitude. These can include breathlessness, a faster heart rate, coughing, loss of appetite and trouble sleeping.

EXTRA OXYGEN

Today, most climbers use bottled oxygen to get to the summit of Everest. This helps them combat the effects of high altitude and improves their performance.



But, in the days of Mallory and Irvine, debates raged about whether using oxygen was necessary or 'sporting'. It was not until Hillary removed his breathing apparatus at the top of Everest that scientists knew once and for all that humans could survive on the summit without extra oxygen.



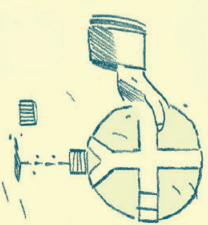
The Italian climber Reinhold Messner became the first person to climb Everest without extra oxygen in 1978.

OTHER DANGERS

Frostbite: It is the freezing and ultimate death of body tissue. Frostbite generally occurs in bits of the body that are farthest from the heart, including the fingers, toes, nose, ears, cheeks and chin. It can cause permanent numbness or loss of use of the affected area. In the worst cases, the body part must be amputated.



Dehydration: Without enough water, the human body cannot work properly. Dehydration happens when more fluid is lost by the body than is replaced by drinking liquids. The risk of dehydration is greater for mountaineers because our bodies lose water more quickly at altitude. The symptoms of severe dehydration include confusion and weakness. If left untreated, dehydration is fatal.



Hypothermia: Normal body temperature is around 37°C. Hypothermia happens when someone's body temperature drops below 35°C. At such a low temperature, the heart, nervous system and other vital organs can't work properly. If untreated, hypothermia can lead to death. Hypothermia is usually caused by being in a cold environment for a long time.



High altitude cough (Khumbu cough): Breathing cold air quickly and deeply can cause the lining of a climber's lungs to dry out and become inflamed. The resulting irritation causes the climber to cough — often quite violently. People have been known to break ribs as a result of the Khumbu cough.



THE JOURNEY UP

The expedition team faced new challenges and different dangers as they continued their death-defying ascent up Everest.

The Western Cwm

After the Khumbu Icefall, the climbers worked their way up a gently rising valley called the Western Cwm. Here, the sun's strong rays reflecting off the snowy slopes could cause temperatures to rocket to 37°C, exposing the climbers to severe sunburn and dehydration. But, when the sun set, the thermometer would plunge below freezing once more.

THE SOUTH COL: 28,900 feet: Nineteen Sherpas reached the South Col, helping to carry oxygen bottles, food, fuel, kit (tent, oxygen, food, fuel, kit, cookers, climbing equipment). The final staging post for summit attempts.

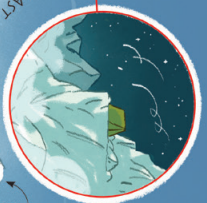
SUMMIT 29,029 FEET
SOUTH SUMMIT 28,700 feet
CAMP 9 27,900 feet

SOUTH-EAST RIDGE SOUTH COL 28,900 feet
CAMP 8 28,900 feet
CAMP 7 24,600 feet

LOHITSE 27,890 FEET
CAMP 6 23,000 feet
CAMP 5 22,000 feet

WESTERN CWM 23,000 feet
CAMP 4 21,300 feet
CAMP 3 20,100 feet
CAMP 2 19,400 feet

NUPTSE 25,680 FEET
CAMP 1 17,900 feet



BASE CAMP: At the foot of the Khumbu Icefall, it was surrounded by snowfields of ice.

BASE CAMP 17,900 feet

KHUMBU ICEFALL: Sherpas carried over three tonnes of forms through thinning ice. The trail needed to be in the middle of the icefall to avoid outcrops.

CAMP 2: A rest point for those ferrying equipment up the mountain. The team later abandoned this camp because the weather was so dangerous.

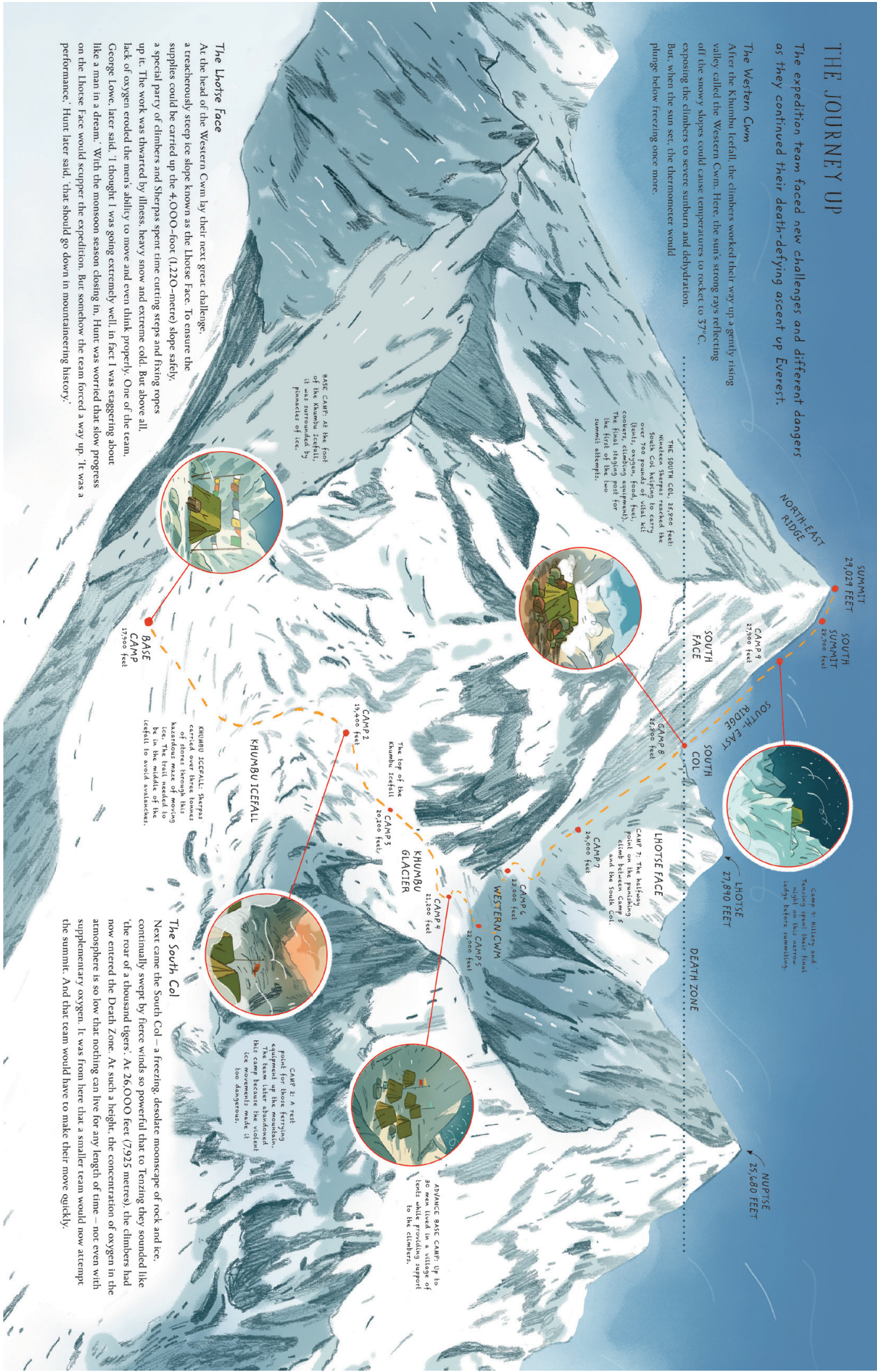
ADVANCE BASE CAMP: Up to 30 men lived in a village of tents while providing support to the climbers.

The South Col

Never came the South Col — a freezing, desolate moonscape of rock and ice, continually swept by fierce winds so powerful that to Tenzing they sounded like the roar of a thousand tigers. At 26,000 feet (7,925 metres), the climbers had now entered the Death Zone. At such a height, the concentration of oxygen in the atmosphere is so low that nothing can live for any length of time — not even with supplementary oxygen. It was from here that a smaller team would now attempt the summit. And that team would have to make their move quickly.

The Lhotse Face

At the head of the Western Cwm lay their next great challenge: a treacherously steep ice slope known as the Lhotse Face. To ensure the supplies could be carried up the 4,000-foot (1,220-metre) slope safely, a special party of climbers and Sherpas spent time cutting strips and fixing ropes up it. The work was thwarted by illness, heavy snow and extreme cold. But above all, lack of oxygen eroded the men's ability to move and even think properly. One of the team, George Lowe, later said, 'I thought I was going extremely well, in fact I was staggering about like a man in a dream'. With the monsoon season closing in, Hunt was worried that slow progress on the Lhotse Face would scupper the expedition. But somehow the team forced a way up. 'It was a performance', Hunt later said, 'that should go down in mountaineering history.'



PYRAMID - OF - HUMAN EFFORT



EDMUND HILLARY
(Mountaineer)



TENZING NORGAY
(Sherpa)



DA NAMGYAL
(Sherpa)



ANNULLU
(Sherpa)



ANU NYIMA
(Sherpa)

Some of the 36 Sherpas who were part of the expedition team. Nineteen Sherpas reached the South Col; six of them trekked!



COLONEL JOHN HUNT
(Expedition leader and army officer)



DR CHARLES EVANS
(Surgeon)



GEORGE BAND
(Cambridge student)



TOM BOURDILLON
(Rocket scientist)



ALF GREGORY
(Travel agent)



GEORGE LOWE
(Teacher)



DR MICHAEL WARD
(Doctor)



MIKE WESTMACOTT
(Oxford student)



MAJOR CHARLES MYLLIE
(Gurkha officer)



DR GRIFFITH PUGH
(Physiologist)



WILFRED NOYCE
(Schoolmaster)



TOM STOBART
(Cameraman)



JAMES (JAN) MORRIS
(The Times correspondent)

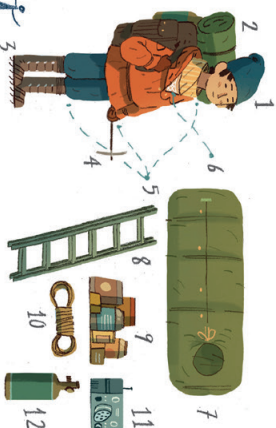


RAYMOND LAMBERT
(Swiss expedition leader)

GRIFFITH PUGH set out two important food ration: one to be eaten lower down the mountain and one higher up. Climbers had to melt snow to drink water!

RAYMOND LAMBERT nearly made it to the top with Tenzing in 1952. The British team were able to learn from the information he generously shared with them.

EQUIPMENT



Warm hats were needed but few parts of the climb. Hillary wore a handmade cotton sun hat, sewn by his sister. Tents and other equipment were rented in a wool tent in Innsbruck. US is ensure they would stand up to Everest's extreme weather. Special lightweight boots with heavy steel crampons were important for gripping ice and snow. Hillary's ice axe was made of steel with an ash wood handle. The expedition crew wore clothes made from the finest Stetland wool. The team wore string vests underneath several layers to keep them warm and dry. Sleeping bags made in Canada, New Zealand and the US were three times as heavy as modern sleeping bags. Higher up the mountain, sleeping bags were laid out in patterns or signals to have below.

Aluminium ladders for hanging creosote were made in Wales. High-energy food such as sugar, milk powder, biscuits, sweet's, geriatric, and soups were all important. Heavy chairs started the summit. Rope was made from hemp. Walker-baker made of rubber and produced in Cambridge, UK, were essential for communication with the lower camp. The batteries needed to be kept warm under a vest. Today, people can use mobile phones on Everest! Consisting of three oxygen cylinders, the breathing apparatus weighed 40 pounds (like carrying a five-year-old child).

SCIENTISTS, MEDICS, FUNDRAISERS, MANUFACTURERS, DIPLOMATS, FAMILIES

The expedition to reach the summit was a pyramid of human effort, made possible by hundreds of people – most of whom had never set foot on Everest. The expedition was, in Hillary's words, 'completely dependent on the combined effort of all those lower down.'