

TEXT SUMMARY

Prologue

This page suggests some of the major themes of the text - adventure, dreams, the human spirit, achievement.

Chapter 1 - The First Steps

The "dream" chapter. In this chapter, Jesse covers:

- his family life
- his early adventures and trips overseas
- sailing to Cape York with his father and Beau his brother
- the desire to sail around the world
- approaching sponsors
- being accepted as a crew member on Cameron Smith's around the world sailing trip and the disappointment of the trip being postponed

Chapter 2 - From Belize on a Breeze

The word "dream" is replaced by determination in this chapter, which covers:

- the kayak trip with Beau along the coast of New Ireland in Papua New Guinea
- sailing as a crew member for Dave Smith from Belize to Tahiti via Panama, the Galapagos Islands, the Marquesas
- the decision to attempt the record to become the youngest person to sail around the world, solo, non-stop and unassisted

Chapter 3 - Making the Dream Come True

Now there are no doubts:

- history of round the world sailing
- preparations
- criticisms
- sponsorships

Chapter 4 - The Mad Rush

"The moment of truth was fast approaching."

- final preparations
- supplies - food, clothing, electrical equipment
- departure from Sandringham Yacht Club
- first problems and a detour to Sorrento
- through Port Phillip Heads and the beginning of the trip

Chapter 5 - Reality Bites: Australia to New Zealand

"... a hell of a long way still to go."

- first days at sea - Jesse's emotional reactions
- sailing past Tasmania · homesickness
- rendezvous with Aurora to collect rubbish

Chapter 6 - On to Everest: New Zealand to Cape Horn

"I could do anything in the whole wide world."

- Peter Keig (solo sailor) - beginning of their contact
- beyond New Zealand - the Pacific Ocean
- first bad weather
- becoming accustomed to life at sea
- thinking of Cape Horn
- sailing south into the high latitudes
- Around Alone Race - Isabel Autissier
- first knockdown
- around Cape Horn

Chapter 7 - Through a Mind Field: Cape Horn to the Azores

"I now felt as though I was trapped."

- emotional letdown after passing the Horn
- collision with a whale
- becalmed - the actual and the emotional doldrums
- near collision with tanker
- antipodal point
- reunion with his family in the Azores
- anti-climax

Chapter 8 - Please, God, Stop this for Me: Azores to Cape of Good Hope

"I was all on my own in a situation I had no control over."

- encounter with a whale
- why Jesse didn't give up
- doldrums; dolphins
- damaged furler and repairs
- winds unfavourable - crosses former position
- emails from students
- back into westerly winds
- knockdown
- preparations for Cape of Good Hope
- force 10 gale

Chapter 9 - The Final Run: Cape of Good Hope to Australia

"I had nothing to prove to myself any longer."

- power loss and repairs
- 18th birthday
- Indian Ocean frustrations
- radio contact with Perth
- food running low
- overboard for the first time
- mounting excitement nearing home
- plane arrives for photo opportunity

Chapter 10 - Beyond the Waves

"The realisation that I'd just sailed around the world never entered my mind."

- through Port Phillip Heads
- 20 000-strong crowd to greet Jesse at Sandringham Yacht Club
- reunions with family and friends
- media attention
- meeting with Prince Phillip

COMPREHENSION AND INTERPRETATION

These questions can be used during a reading of the book, either to focus the discussion of each chapter or as a series of written answers (or a combination), depending on the requirements of the teacher.

Chapter 1

Who does Jesse suspect was responsible for the "first step" in him becoming the youngest, non-stop unassisted around-the-world sailor?

Do you agree?

In what ways were Jesse's primary school years different from most children's?

Why do 'things change' when children reach high school?

What steps does the 15-year-old Jesse take to make his dream of sailing around the world come true?

Chapter 2

Locate a series of quotes in this chapter that show that Jesse has moved on from the "dream" of adventure to the determination that he is going to experience it.

Explain the main impressions that Jesse gained of life in the villages of New Ireland. What could the Western world learn from them?

'Then something happened ...' (p.37) What changed and how did it change?

Briefly summarise the voyage with Dave Smith under the headings of Belize, Panama, Galapagos, Marquesas, Tuamotos.

What would you say are the main things that Jesse learns on this trip?

Chapter 3

Jesse did a lot to make his own dream come true, but who were the other people who were crucial to his success? In what way was each person crucial?

Explain the story of the yacht's name - *Lionheart*.

Chapter 4

The actual preparations for the voyage took only five months. Why was Jesse so determined to have 'good equipment, good workmanship and plenty of spares'?(p.73)

Explain what Jesse means when he says: 'Wesley recognised that students have goals in many forms, not all of them based on classroom activities.' How did Wesley demonstrate its support for Jesse? Do you feel that Wesley was right or wrong to encourage Jesse?

What environmental message was Jesse interested in promoting? To what extent do you think he succeeded?

After all the frantic preparations and dramatic departure, the actual start of the voyage at Port Phillip Heads is quite a contrast. Why?

Chapter 5

Once he is on the ocean alone, Jesse has time to reflect more about his adventure. Make a list of the emotions he describes at various times in this chapter, and include a quotation to illustrate each one.

What were the two major hurdles that Jesse felt he would have to overcome on the trip?

Chapter 6

What is the 'Everest' of this chapter? Why is it described this way?

Explain Jesse's 'Sunday afternoon feeling'.

Read p.134 to the break on p.135. How is Jesse getting 'pumped up'? How is he feeling about what he has learnt so far on the trip?

Describe Jesse's experience - both physically and emotionally - of Cape Horn.

Chapter 7

There is a series of emotional highs and lows in this chapter. Explain them.

Compare (look at the similarities) and contrast (looking at the differences), Jesse's imagined reunion with his family (pp. 160-161) with the actual event (pp.166-68).

Chapter 8

On p.173, Jesse says that he doesn't want to be at sea for another six months. What is he missing most?

Pick one or two of the emails Jesse received (pp.187-88) and write his likely reply.

What equipment failure does Jesse have to deal with on this sector of the voyage?

Read the paragraph that begins: 'Please God, stop this for me.' Explain the circumstances that surround Jesse's plea.

Chapter 9

'Lionheart was heading home.' Make a list of quotations from this chapter indicating Jesse's feelings about this fact.

Chapter 10

Read on p.240 what Jesse has learnt from sailing around the world.

What have you learnt from reading his story?

THEMATIC STUDY

In considering the text, it would be worthwhile to discuss some of the following themes:

- Independence / self-reliance
- Personal growth / achievement
- The nature of the quest or journey
- Following your dreams
- Adventure
- Survival
- The human spirit
- Growing up
- Courage

It would also be interesting to contrast some of these themes with other issues confronted by the text:

- Independence and Family support
- Survival and Preparation
- Self-reliance and Loneliness
- Self-knowledge and Celebrity

THEME CHART

Have each student draw up a chart that has a series of headings based on the theme(s) that the class is exploring: e.g. Theme - Independence

Chapter	Events	Relevance to theme	Quotations
One	Childhood stutter	Need to build confidence	'I was made to believe I could do anything'
	Trip overseas with mum	Need to forego treats like McDonald's etc	'The decisions came from Beau and me - Mum never forced them on us.'

The chart can then be used as the basis for discussion and for the planning of written tasks.

Key sections for discussion of Jesse's development - relevant to most themes

- The prologue (p.1)
- Learning about life in Papua New Guinea (pp.29-32)
- The end of Chapter 4 (p.95)
- First days at sea (pp.96-98)
- Dreaming (pp.125-126)
- On the way to Cape Horn (pp.134-135)
- Imagining the reunion in the Azores (pp.160-161)
- The record (pp.173-174)
- Homecoming (pp.231-232)
- Final thoughts (pp.237-240)

DISCURSIVE, ARGUMENTATIVE & EXPOSITORY RESPONSES

This is a list of formal essay topics for use with middle to senior level students.

"Formal essay" suggests a structure that uses:

- Introduction: outlining an interpretation of the topic and the range of points to be examined.
- Body: a series of paragraphs discussing each of the range of points and including specific textual evidence in the form of references to people and events, paraphrasing and direct quotation.
- Conclusion: a strong final statement encapsulating what has been 'proven'.

a) **Discursive** - These topics require the student to consider a variety of elements of the text in relation to the topic before making a reasoned final judgement of both text and topic.

'The real heroes of this story are Jesse's parents.' Discuss.

Jesse feels that once he embarked on the voyage, he entered into a contract with himself that he could not break.

Discuss what he might have meant by this.

Jesse Martin is a shining example of what the human spirit can achieve.

Discuss.

b) **Argumentative** - These topics require the student to argue a case about the text through addressing the topic. Students may choose to agree with the statement in the topic, partially agree, or disagree.

'It's a story full of wonder at our capacity as human beings to stretch way beyond our reach and attain the seemingly unattainable.'

'I'm just a normal person!'

Who is right - the book's cover or Jesse?

'What I did was an amazing achievement and I am very proud of it. But it stops there because I'm referring to the achievement, not me?'

Do you agree that anyone could have achieved what Jesse achieved, or is he in some way special or unusual?

'If we don't live our dreams, what's the point of living?'

Do you agree with Jesse?

'Jesse proved that the best learning goes on outside the classroom.'

Do you agree with this statement?

c) **Expository** - These topics require the student to advance and explain a personal response or interpretation of the text within the parameters suggested by the topic.

'Although Jesse completes his voyage successfully, the book is not about sailing around the world.' What is the book about for you?

'Jesse Martin's *Lionheart - A Journey of the Human Spirit* should be read by every adolescent in Australia.' Why?

'Jesse's personality is more inspiring than his adventure.' What did you find inspiring in the book?

CREATIVE RESPONSES

There are a lot of short statements in Chapter One that could make excellent topics for imaginative writing:

- It was a world away from the classroom.
- This is perfect. I look back at the moment and still think that.
- It was a fitting conclusion to a perfect day.
- I always wondered who he was and why he disappeared.
- I had nothing but a dream and determination.
- I waited each day by the letterbox for the offers to roll in. Develop a short story based on one of the events or themes of Jesse's voyage:
 - Follow the Dream
 - Homesick
 - Storm at Sea
 - Alone on the Ocean

Write about your own 'Dream', analysing the steps you would need to take to achieve it. [If relevant, design a formal letter to possible sponsors who may be able to assist you - use Jesse's letters (pp.19-20; pp.25-26) as possible models.]

Write two contrasting 'Letters to the Editor' sent to newspapers whilst Jesse was preparing for the voyage, one in which the writer argues that Jesse's parents are irresponsible to allow their son to sail around the world alone; and a reply that sees Jesse's trip in a positive light. Note: Be sure to keep these letters short and write them in strong language that demonstrates a personal involvement with the issue.

Originally, Jesse didn't like the yacht's name Lionheart. What would be some other appropriate names for the yacht? Justify your choices.

In Chapter 4, Jesse says that 'time felt like it was in fast forward'. Write about a time in your own life when you have had a similar feeling.

We know a lot about what Jesse did on board Lionheart but he doesn't always describe the physical details of events. Using either of these topics, 'The Gale' or 'The Doldrums', write a third-person description that focuses on the physical description of the event. Try to use all of the senses: sight, hearing, smell, taste and touch.

Jesse spends a lot of time anticipating the reunion with his family in the Azores, but, unfortunately, the reality is not quite like the expectation. Re-read, especially pp.160-1 and pp.166-8. Then write an account of an occasion, either real or imaginary when you, as the narrator, build up an occasion in your mind, to have the reality not quite meet up with the expectations. A humorous approach would work well with this task.

Write one of Jesse's weekly columns for the *Herald-Sun*.

Note: A typical length for a newspaper column is 600 words, though they are often shorter.

Remember that Jesse is writing about his personal thoughts and experiences, so the column should be written as a first-person narrative. Not all of Jesse's weeks were full of adventure, so this may be an opportunity to write about some of the less exciting times - keeping himself occupied, finding flying fish, feeling homesick ... etc.

Imagine you are one of the newspaper reporters in the Azores. Write the news report* for your newspaper that day and then a feature article** for the weekend magazine.

Keep in mind the differences in style for the two types of writing:

* news - key information (who, what, where and when) at the beginning; short paragraphs, quotations from participants, factual information, no reporter opinion.

** feature - a headline, by-line and 'blurb': a vivid opening paragraph to 'hook' the audience, using such devices as a description of a key event, a second-person narrative (using 'you', 'your') or a case study; quoted interviews with key people; an 'angle' on the topic; a satisfying conclusion that makes a point about the significance of the events.

Assume that, at the beginning of Chapter 9, Jesse was unable to fix his power for a week and was completely out of touch with home for that time.

Write his diary entries for that period, making sure that you capture his emotions over the period, as well as the facts of trying to repair the generator and finally succeeding.

SPEAKING AND LISTENING RESPONSES

In pairs, develop a series of interview questions and answers asked of Jesse, firstly when he was planning his voyage and then after his return.

Present these on audio or video, or as a live presentation in class.

Script a series of telephone calls from Jesse to home. Pick occasions that present opportunities for presenting contrasting feelings: surviving a gale; repairing vital equipment; emotional reaction after encounters with people; experiences with whales, dolphins.

Students prepare a reading of an approximately one-page passage from the text. Additionally, the reader develops a series of open-ended questions that explore issues or themes which arise from the reading - these are used as a basis for class discussions, led by each student. Passages should be read aloud chronologically.

Suggested passages could include: Prologue (p.1); 'What makes a seventeen year old ... lives on in me today (pp.3-4); 'We departed in September 1995 ... I thought to myself '(p.13); 'As we passed more villages ... that kind of mentality.' (pp.31-32); 'We farewelled ... pivotal to my final decision.' (pp.45-6); 'But the worst criticism ... Let me choose for myself.'(pp.61-2); 'I whipped downstairs ... the biggest moment of my short life.' (pp.94-5); 'It was my third day at sea ... really getting into the trip.' (p.98); 'For probably 60 per cent ...making it happen.' (pp.125-26); 'I was getting pumped up ... responsibility for oneself.' (pp.134-35); 'It was the day before ... It ended in disappointment.' (pp.162-63); 'I hadn't worked out the distance ... being satisfied with myself!' (pp.173-74); 'The sun was out ... the frustration of the doldrums alone.' (pp.177-78); part of the force 10 gale section (pp.198-203); 'I was making my way ... and not rushing in.' (pp.221-22).

Divide the class into ten groups. Each group is allocated a chapter to read and find a series of quotations that convey Jesse's attitudes (to life, problems, family, adversity, success, etc.). The quotations are then presented and explained to the class.

This exercise could also be done on a thematic basis - a series of quotations that illustrate a theme or themes that the class is exploring about the text.

As a radio reporter, describe the scene at Sandringham Yacht Club on Sunday, 31st October 1999, for the listeners at home.

After his return, Jesse found himself giving talks all over the place.

Present the talk he may have given at Wesley College, to one of his commercial sponsors, to a group of disillusioned teenagers or to another audience.

Be sure to consider the specific interests and demands of the audience you have chosen.

Run a class discussion about the dreams that adolescents typically have for the future. How can they be encouraged to achieve them?

Jesse was a guest on 'The Panel' after he returned to Australia. Set up a panel of your own to interview Jesse about his trip.

RESEARCH

Follow the track of Jesse's journeys on a world map. There are plenty of places along the way for class members to choose as the subject of a poster showing its geographical and/or historical features including:

The Daintree rainforest, Uluru, Thailand, Cape York, Belize, Panama, the Galapagos Islands, the Marquesas Islands, the Tuamotos, Tahiti, Tasmania, New Zealand, Cape Horn, the Falkland Islands, the Azores, the Cape of Good Hope.

Look up Jesse Martin's website and make personal contact.

<http://jessemartin.net>

Write to one or more of his sponsors as listed in the back of the book.

Make sure that you use a formal letter setting out; that you explain yourself clearly; that you keep the letter short; and that you have specific requests or questions to pose.

Develop profiles of other around the world sailors (see chapter 3). Consult libraries and the Internet for information.

There are a lot of other young Australians who have had dreams that they have made come true. Develop a biography of one of them: sporting champions like Cathy Freeman, Ian Thorpe or Lleyton Hewitt are obvious candidates, but why not someone in a political field, like Natasha Stott-Despoja, or an actor or a singer?

Try out some of the food that Jesse took on his trip. Develop some recipes of your own that would represent balanced and nutritious meals that can be made from ingredients that keep for long periods.

Watch the documentary, *Lionheart: the Jesse Martin Story*,* and devise a series of activities, based on the video, for other students to complete.

* A Lionheart Documentary, People in Concert production, distributed by Warner Vision Australia (www.warnervision.com.au)

Jesse uses extracts from poems, songs, interviews, etc. as introductions to some of his chapters. Research some quotations that you think would be appropriate to use for the other chapters. Consider, especially, some contemporary song lyrics (though probably not indiscriminately!).

In the text Jesse makes some strong statements about environmental issues: air quality, fossil fuels, rubbish. Research an environmental issue and produce a poster outlining the issue, its causes, the effects on the planet, the future consequences, possible solutions.