

Mission Antarctica

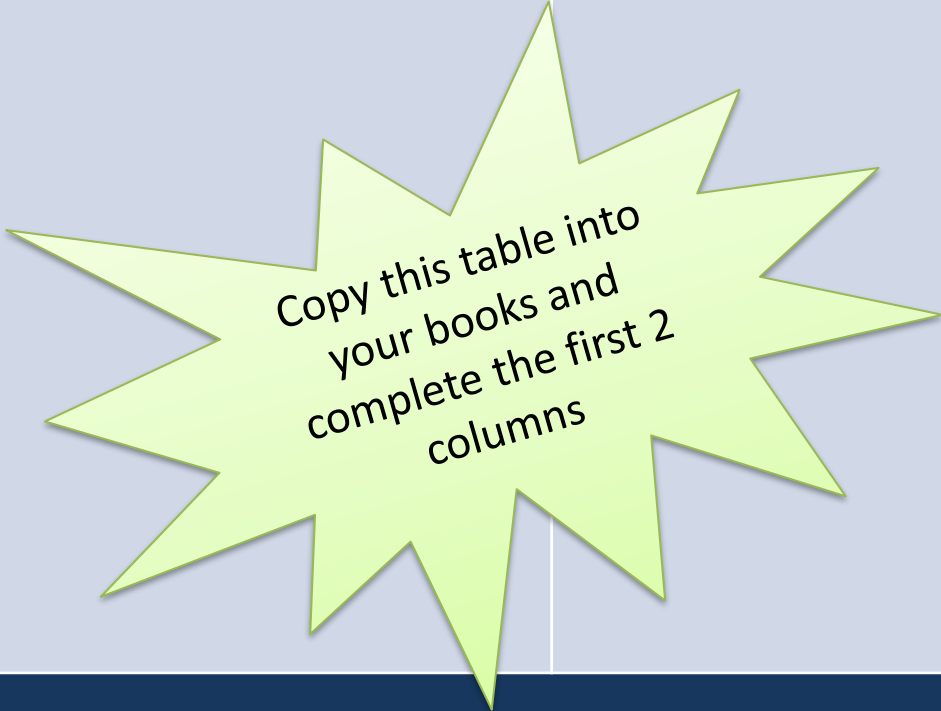
COLD AS ICE

Learning Objectives

- ALL – to know the term glacier
- MOST – to know the characteristics of glaciers
- SOME – to understand how glaciers change



KWL TABLE

What I already KNOW about glaciers	What I WOULD like to know about glaciers	What I have LEARNT about glaciers
 Copy this table into your books and complete the first 2 columns		

ANTARCTIC GLACIERS

You are going to be shown a slideshow of images of Antarctic glaciers. Use these images to create a list of single words that describe what glaciers are or look like.













UNDERSTANDING GLACIERS

You are going to read a passage about what glaciers are and how they form. You are going to put this information into a flow chart with headings as below. You are limited to 10 words per box so think selectively over your wording.

DEFINITION

CREATION

APPEARANCE

A glacier is essentially a huge mass of ice resting on land or floating in the sea next to land. Moving extremely slowly, a glacier acts similarly to an immense river of ice, often merging with other glaciers in a stream-like manner. Regions with continuous snowfall and constant freezing temperatures foster the development of these frozen rivers. It is so cold in these regions that when a snowflake hits the ground it does not melt, but instead combines with other snowflakes to form larger grains of ice. As more and more snow accumulates, mounting weight and pressure squeeze these grains of ice together to form a glacier.

CHANGING GLACIERS

Copy the thought bubble below. You are going to watch a video clip outlining how glaciers can be monitored and watched. Record around the thought bubble the different techniques which are used to monitor changes and movements in glaciers.

Monitoring
glaciers



KWL TABLE

What I already KNOW about glaciers	What I WOULD like to know about glaciers	What I have LEARNT about glaciers

Complete the 3rd
column on your
KWL table

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