



## Explorer Classroom Event Guide: Grades 3-8

### The Arctic from Above | Jeff Kerby

Explorer Classroom is for everyone! This guide is designed for your students or family to get the most out of Explorer Classroom events! After the event, please share your thoughts, activities, and learnings with us on Twitter [@NatGeoEducation](#) using **#ExplorerClassroom**.

**October 15, 2020, 10:00 AM ET**

#### BEFORE YOU TUNE IN

##### SIGN UP

Register [here!](#)

#### BEFORE THE EVENT

*This event is recommended for learners in grades 3-8. As a group, build your background knowledge prior to the event with one of these activities or any combination of the linked resources that best fits your needs:*

- ❑ **Read** the biography for ecologist and photojournalist [Jeff Kerby](#) to familiarize yourself and your students with his work. **Watch** [this short video](#) (2:08) to find out what Jeff loves most about his job as a photographer.
- ❑ **Read** about the [Arctic](#), the northernmost region of Earth, where Jeff studies the effects of the rapidly warming temperatures on the plants and animals in the region.
- ❑ **Watch** [How We Tell Stories](#) (4:16) to learn about the different mediums National Geographic Explorers use to tell stories. Consider Jeff's use of aerial photography to tell the story of global warming in the Arctic; consider why this is an effective method.
- ❑ **Read** the [Earth's Changing Climate](#) article to introduce your students to global warming and climate change. (Available in 3rd, 5th, 7th, and 12th grade reading levels).

None of the suggested resources fit your needs? Find more in our [Resource Library](#).

- ❑ **Brainstorm** questions for the Explorer that either focus on the person themselves, or their work. Help your learner revise their questions making sure they 1) only ask one thing; 2) have a clear purpose; and 3) are specific. You may need to work together

through a few drafts to arrive at a solid final question. Review questions together and select two favorites to ask on-air (if you [registered](#)) or via **Twitter** [@NatGeoEducation](#) using [#ExplorerClassroom](#).

## DURING THE EVENT

As you listen, have students take notes using one of the graphic organizers listed below.

- ❑ [Two-Column Chart](#): Print copies or ask your students to draw their own two-column chart. Have your students write things they are learning in one column and in the other, write questions about that information, or draw something related to it.
- ❑ [Cause-and-Effect Diagram](#): Have your students use this organizer to identify what happened (effect) and why it happened (cause).

## AFTER THE EVENT

### DISCUSSION QUESTIONS

Debriefing as a class or a family is an important part of the learning journey. Discussion helps learners process ideas, reflect, and make new connections. Use these questions to help provide context to the event. The questions are open-ended and designed to facilitate a discussion about the event you just participated in together.

1. What was one new thing you learned during the Explorer Classroom event you didn't know before? What is one question you still have?
2. Why is exploration important?
3. What is something you would like to explore? Why?
4. What skills, tools, or knowledge would you need to explore?

### REFLECTION ACTIVITY

We encourage students in grades 3-8 to reflect on what they've learned from the Explorer during the event by completing one of the following tasks and sharing their work with the class, a friend, family member, or with us on Twitter—[@NatGeoEducation #Explorer Classroom](#)—so the Explorer can see how much they've learned.

- Draw a picture illustrating one thing you learned from the Explorer.
- Write a short news article to tell others what the Explorer is working on and why that work is important.

### EXTENSION RESOURCES

Try one of these resources and keep exploring with National Geographic Education.

- *Join in the Explorer's Mission*: What are you passionate about? Take some time to talk to your friends about your passion and help spread the word, like Jeff does with the changing climate in the Arctic!
- [The Arctic Region](#): In this activity, students analyze a map of the North Polar

region, test their knowledge of the Arctic, and brainstorm examples of the interconnectedness of life in this region with life around the world.

- [\*Satellite Imagery and Change Over Time\*](#): In this activity, students view satellite images of places past and present and analyze the changes over time.

Looking for more ways to engage your students online, in-person, or at home? Find more on our [Learn Anywhere](#) page.