

NAME THAT DESTINATION

IN 1921 GEORGE MALLORY joined the first reconnaissance, or fact-finding, expedition to Mount Everest. He returned to the mountain again in 1922 and 1924. During that last trip to Mount Everest, he and his climbing partner, Sandy Irvine, disappeared and were presumed dead. What happened to them on that day in 1924 remains a mystery. Seventy-five years later, George Mallory's body was discovered by expert climber Conrad Anker. This discovery sheds new light on the mystery.

GUIDING QUESTION

What can we learn about extreme environments?

Students hear clues about one of the most desolate environments on Earth, then think about what they know and want to know about Mount Everest, the highest mountain on Earth.



Handout

- KWL: Mount Everest

Film Clip

- "White Fang"

VOCABULARY

- desolate
- frostbite
- location
- peak
- summit

DIRECTIONS

1. Introduce the activity.

Explain to students that when studying geography they will discover new places—some mysterious, others dangerous, many beautiful. Tell them that as you share facts about this popular destination, they should jot down any ideas they have about the place you're describing. Ask them to think to themselves: *What kind of place is it? A cruise ship? A park? Can you name this place?* The facts:

- 99 percent of visitors arrive here in May.
- It currently costs between \$25,000 and \$60,000 to travel here.
- Historically, more than 200 visitors have died trying to get here.
- No one, to our knowledge, came here before 1953.
- It is likely that you will lose 15 to 25 pounds visiting here.
- You are guaranteed a sunburn, and have a 50-percent chance of getting frostbite here.
- When you arrive here, it is recommended that you leave right away, but some people linger for up to an hour!
- When you arrive here, you are in two different countries at the same time.



Have students brainstorm in small groups to come up with an answer. Reveal that the answer is the highest point on Earth: the summit of Mount Everest. Help students use a world map or atlas to locate the peak, identifying the Himalaya, Asia, Nepal, and China. Show the film clip, "White Fang" to give students a visual image of Mount Everest.

2. Have students think about what they know and want to know about Everest.

Hand out the KWL worksheet, and have students continue to work in groups or pairs to discuss what they know about Everest (K) and what they want (W)



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to learn about Everest. They might write questions about the terrain, the people, the culture, climbing to the summit, the weather and climate, and more.

3. Discuss the reasons why people climb Everest.

Reflecting on the Everest Facts, have students try to imagine who would take the challenge of climbing to the summit. Ask: *Why would someone take these risks? Why would someone face these obstacles and challenges? Would you want to climb Everest? Any mountain?*

4. Continue to update the KWL chart.

As students continue with other activities related to the film *The Wildest Dream*, have them add questions and new knowledge to the what I learned (L) section of the KWL chart. Students can also add to the chart after seeing the film, then use the chart to help with the culminating activity.

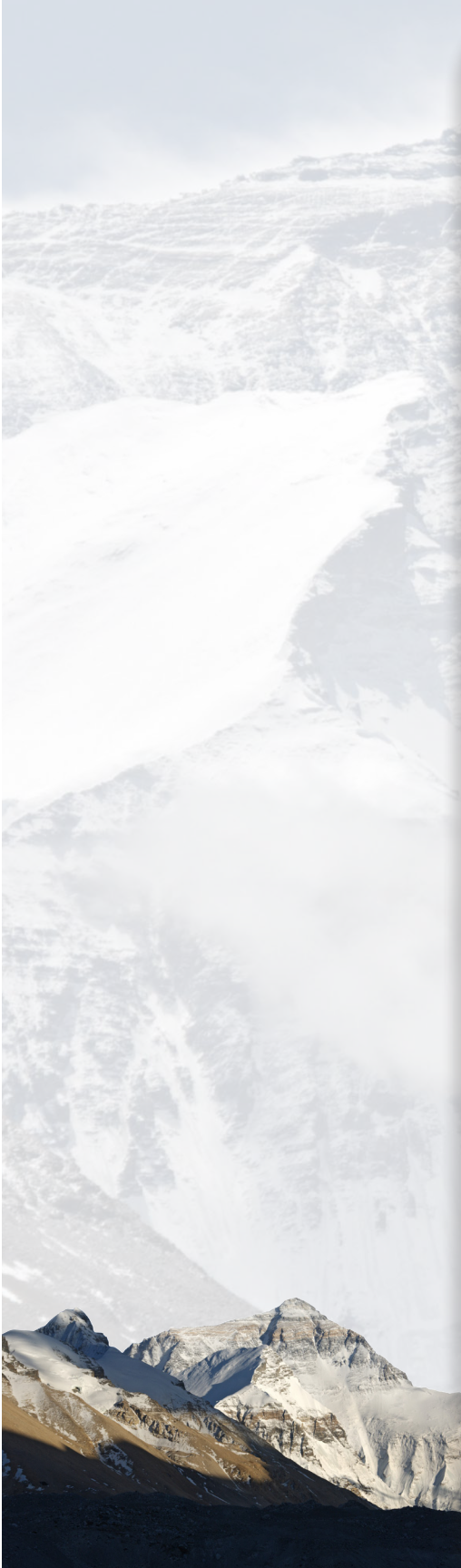
EXTENDING THE ACTIVITY

Have students research the youngest person to reach the summit of Everest, Jordan Romero, who climbed to the top in May 2010. Why did he want to climb Everest? What did he gain from the experience?

SUGGESTED RESOURCES

Salkeld, Audrey, *Mystery on Everest: A Photobiography of George Mallory*, Washington D.C.: National Geographic Society, 2000.

Klesius, Michael, "Everest: 50 Years and Counting," *National Geographic*, Nov. 2003: pages 2-33.



KWL: MOUNT EVEREST

HANDOUT 1

Use this KWL Chart to think about and record what you know, want to know, and learned.

WHAT I KNOW

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WHAT I WANT TO KNOW

WHAT I LEARNED
