



Grade 7 Teacher Resource- Ice Age News Broadcast

This Booklet

Curricular Outcome: Science 7 “Earth and its climate have changed over geological time.”

Core Concepts:

The Ice Age was colder and drier than today.

Landscapes are not static and evolve over time.

Not all organisms survive environmental changes.

Survival is not random but influenced by variation and environment.

Ecosystems are interconnected and dynamic.

Big Questions:

How did animals survive in extreme conditions?

Why did some Ice Age animals survive while others did not?

How has Earth’s climate changed over time?

How do ecosystem changes affect ecosystems, not just individual animals?

Learning Outcomes:

Students will develop understandings of Beringian Ice Age environments using:

Climate evidence

Ecosystems/species

Adaptations/survival

Cause-and-effect

Main Activity:

Students will become Ice Age news reporters broadcasting live from Beringia. They will report on:

Climate conditions

Landscape changes

Animal behaviour/survival

Adaptation

Environmental events

Students are tasked with creating a ~5-minute news broadcast video either individually or in groups of 2-5. We think groups of 2-3 is the sweet spot for collaboration, teamwork, and the flow of the video itself.

Here are ideas for what each video must include:

Weather Report: Students should give description of temperature, precipitation (or lack thereof), wind, and overall Ice Age climate.

Environment Update: What the landscape looks like, what plants are present, ice/glacier coverage, and water availability.

Animal Report: Students should mention a minimum of 2-3 species noting what they are doing, how they are surviving, and how and what they have adapted to.

Breaking News Event: Students report one major change such as migration, glacier advancement, hunting changes, climate shift. They must explain how the event affects survival, the environment, and how Ice Age pressures are changed.

Field Interview (Optional, but fun and engaging): Groups must interview one or multiple students from another group as “field experts”. This could be field scientists, hunter-gatherer observers, or Ice Age wildlife experts.

Students should show an understanding that climate changes over time, organisms adapt, survival is dependent on the environment, and cause-and-effect.

We also recommend providing students with sentence starters that they can use for their analysis. Examples include:

We are reporting live from...

The current conditions suggest...

This impacts survival because...