

ACTIVITY 2: READ ABOUT ICE COVERAGE

This activity aims to provide students further understanding of the impact that diminishing ice coverage has on the Great Lakes by reading about ice coverage in the Great Lakes and the shrinking ice in one Minnesota Lake.

In this activity, students will use a **Think Pair Square Protocol** for discussing the two articles that they will read.

First, have students partner up and distribute the two articles entitled:

1. [Great Lakes Researchers Predict Record-Low Ice Coverage](#) from *Michigan Radio*, and
2. [Minnesota Lake Ice Shrinking as Climate Change Warms Winters](#) by Mohamed Ibrahim from *The Associated Press*

Have one student read article 1 and the other read article 2. Allow time for students individually to read their article, and ask them to jot down 3 things they learned in the article.

Then, give students time after reading to brief their partner on the article that they read, because they won't read it for themselves. Have students discuss which 3 points they noted from each article and how those points connect to each other.

Next, have two student pairs join up, standing near each other to form the four corners of a square, to discuss the article and what they talked about in their pairs.

Last, have each group come up with a summary statement of the most important point from their discussion and ask for a volunteer in each group to share that most important point with the whole group.



Image Credit: Great Lakes Now

As student groups share out their most important point, record their ideas on the board and have students copy the list of student ideas down into their notebooks.

After the shareout is complete, ask students to return to their groups and discuss one last question based on the article:

How do the predictions made in article 1 connect to the observations made in article 2?

After giving the groups some time to discuss this question, invite conversation from the entire class to compare the main aspects of each article.

Further Reading on the Subject:

*An additional article discussing [disinformation on climate change](#) and how it affects our ability to address climate change issues and impact is available from Great Lakes Now for students to read and discuss with one another, again, using the **Think Pair Square Protocol**.*

Teaching Tip: Use the Student Handouts to help students organize their thinking in writing around each of the lesson protocols.