

Name _____

Southbound Journey Answer Key

Answers will vary. A strong response should:

- Mention Antarctica's cold climate, ice, or snow.
- Describe at least one thing the student might see such as animals, research stations, or glaciers.
- Include sensory details like sound, temperature, or movement.
- Explain what visiting, working, or living there might feel like.

Teacher's Guide

Purpose: Supports Grades 4 to 8 students in practicing descriptive writing while applying knowledge of Antarctica's environment and daily life in a remote setting.

Differentiation Tips

- Provide sentence starters such as I would see or Working there might feel.
- Allow oral brainstorming before writing to help students gather ideas.
- Encourage advanced writers to include figurative language or more specific geographic details.

Engagement Ideas

- Show students a short clip of an Antarctic landscape to build sensory imagination.
- Play recorded wind sounds to help students think about what the environment might be like.
- Ask students to share one detail aloud before writing to spark ideas.

Extension Activities

- Have students write a follow up journal entry titled My Second Day in Antarctica.
- Let students research real scientific jobs in Antarctica and write a brief description of one role.