

Reading and Writing on the Iditarod Trail

The Iditarod Trail Sled Dog Race©



Photo by Martha Dobson 2011 Iditarod Teacher on the Trail™

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www.iditarod.com/teachers/

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No photographs, activities, information, or lesson plans may be used in items designed for purchase. Items in this publication may be used in the classroom, with credit being given to the author.

RESOURCES

www.iditarod.com/teachers/

www.iditarod.com

itcteacheronthetrail.com

The itcteacheronthetrail.com site is where all the Iditarod Teachers on the Trail™ post their lesson plans and activities during the year they serve in this position.



The Red Lantern trophy, earned by the final musher to cross the finish line. The award represents perseverance.

Lesson Plan Title: Make a Book about Sled Dog Care

Developed by: Martha Dobson, Finalist, Target® Iditarod 2011 Teacher on the Trail™, North Carolina Updated 2015

Discipline / Subject: Sequencing in Writing

Topic: Create a picture book showing the sequence of the dogs' vet checks

Grade Level: primary

Resources / References / Materials Teacher Needs: sled dog pictures (PDF of pictures provided); introductory information to the Iditarod Trail Sled Dog Race™ at www.iditarod.com; sled dog vet care <http://iditarod.com/learn/vetcenter.html>; paper and glue or tape, scissors.

Vets examine each dog's heart, teeth, gums, lungs, legs, paws and temperatures before clearing the dog to race. The acronym HAW/L guides the exam. H for heart & hydration, A for attitude & appetite, W for weight, L for lungs. (A dog's gums are examined for hydration.)

Lesson Summary: Students will put the pictures of a vet check procedure in correct order and then write sentences describing the sequence of a vet check using words such as first, next, then, after, last. Each picture and sentence will be on a single page of their book.

Standards Addressed: (Common Core State Standards)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.1 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.K.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

Alaska Standards Writing PSGLE 1.1.1 through 1.4.1, grades one and two

<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. The student will order pictures in a prescribed order of a sled dog's race checkup. 2. The student will write sentences using words such as first, next, last, then, after to describe the pictures. 	<p>Assessment:</p> <p>Method of assessment for learning : A student-produced book showing the pictures glued or taped in correct sequence and sentences accurately describing the pictures, using words such as first, next, after, then, last.</p>
<p>Procedural Activities</p> <ol style="list-style-type: none"> 1. Teacher shows pictures of sled dogs being examined by vets and shares information about the sled dogs' exams. HAW/L acronym (see above). 2. Teacher describes the order that sled dogs' exams are done. (1)microchip checked to identify the dog; (2)look at teeth and gums; (3) listen to heart and lungs with stethoscope; (4)examine legs; (5) examine paws; (6) check temperature. 3. Students may role play this sequence with a stuffed dog toy. 4. Students put the pictures provided in the same sequence as the described vet check as a whole class activity, following the teacher's description of the exam. Teacher may give this exam description again as students order their pictures. 5. Students write a sentence for each picture to describe it, using words such as first, last, next, then, after. 	
<p>Materials Students Need: pictures of sled dogs being examined, paper, tape or glue, scissors, pencils. Paper to create a cover for the book. Crayons or colored pencils to illustrate the cover of the book.</p>	
<p>Technology Utilized to Enhance Learning: students can use the computer lab to order the pictures by clicking and dragging them into the correct sequence.</p>	
<p>Other Information Permission given for teachers to print/use these pictures for this lesson.</p>	
<p>Modifications for special learners/ Enrichment Opportunities Students can work with a partner to create the sequence and sentences; the number of pictures can be reduced if necessary; the story can be made into a Sled Dog Care poster; students read their book to students in other classes to share the dog care information. Act out a vet check.</p> <p style="text-align: center;">MARTHA DOBSON 2011 Iditarod Teacher on the Trail™</p> <p style="text-align: right;">PAGE 2</p>	



#1 Scanning for microchip



#2 Teeth & gum check



#3 Heart and lung check



#4 Paw check



#5 Leg check



#6 Temperature check

Lesson Plan Title: Writing a Personal Narrative

Developed by: Martha Dobson, 2011 Iditarod Teacher on the Trail™ Updated 2015

Discipline / Subject: Writing

Topic: Writing a personal narrative

Grade Level: Grade 3-Secondary

Resources / References / Materials Teacher Needs: the nonfiction book Big-Enough Anna by Pam Flowers. Note: Anna's name is pronounced AH-nuh.

Lesson Summary

Students in grades 3 through high school can apply the theme of Big-Enough Anna to their own experiences, writing a personal narrative appropriate for their writing level. After reading Big-Enough Anna, students apply the main character's challenge to their own lives, generating memories or experiences doing something that others thought they could not do. Students write a personal narrative about this experience. This lesson should last over a week's time as students generate their ideas, plan their writing, draft and edit, and produce a final copy. **NOTE: This book is nonfiction.**

COMMON CORE STANDARDS ADDRESSED:

Due to the widespread grade level applicability of this lesson, click on the link to go directly to the Common Core Standards. On the right side of that page, click on WRITING to access the appropriate standards for your grade level.

<http://www.corestandards.org/ELA-Literacy/>

Learning objectives:

1. The learner will apply the theme of "being big enough to do big jobs, or challenging tasks" to their own lives.
2. The learner will generate a listing of personal experiences in completing challenging tasks.
3. The learner will plan, write, revise, edit and produce a personal narrative appropriate to their writing level.

Assessment:

Method of assessment for learning
A rubric for scoring a personal narrative. See document below.

Procedural Activities

1. Read or reread Big-Enough Anna. Point out that the reader/listener experiences the dog's challenge and the intensity of the moment as if they were actually there in the experience. Ask students what does the author do to create the feeling of being there for the reader. Discuss the theme of accomplishing challenging tasks even when others think you can't. Students participate in this discussion by relating personal experiences in accomplishing challenging tasks.
2. Students brainstorm on paper a list of their personal experiences in accomplishing a challenging task, something that was hard for them to do or that others thought they couldn't do. Use a circle map, a list, or online mapping tool applications.
3. Students select the experience they want to write a personal narrative about and generate details to include in the narrative to bring it to life.
4. Students write a rough draft, use peer and teacher editing to revise it, and produce a final copy.

Materials Students Need: access to the book Big-Enough Anna; paper, pencil, folder or notebook , or computer/tablet to keep their work in as this process will take place over a week's time or more.

Technology Utilized to Enhance Learning: Use an online application for brainstorming. Create the personal narrative in Word and format it correctly. Create a class document of the narratives.

Other Information

Publish a classroom book of the narratives called I Knew I Could!

Modifications for special learners/ Enrichment Opportunities

Provide an example of a personal narrative relating accomplishing a challenging task for learners to follow; challenge learners to write so the reader feels he or she is there experiencing their story; discuss in class the kinds of details that add depth to a narrative.

SCROLL DOWN TO SEE PERSONAL NARRATIVE RUBRIC.

Personal Narrative Rubric

Points	20	10	5
No errors in mechanics	No errors	1-3 errors in mechanics	More than 3 errors in mechanics
Sentences are varied	Yes, the sentences are varied.	About half the sentences are varied.	The sentences are varied much.
No run-on or stringy sentences	There aren't any run-on or stringy sentences.	1-3 run-on or stringy sentences	More than 3 run-on or stringy sentences
Makes the reader feel like they're there	I feel like I'm right there with you!	I kind of feel like I'm with you!	I don't feel like I'm with you at all!
Legibility	No problem reading your writing	I'm having some trouble reading your writing.	I can't read this easily.
WORD document	No formatting errors	I see some formatting errors.	Oops! Too many formatting errors!

If the narrative is produced in WORD rather than handwritten, use the WORD document category to evaluate the work.



photo by Martha Dobson, Grayling, 2011

Big-Enough Anna Response Journal created by Martha Dobson 2011 Iditarod Teacher on the Trail™
Create this foldable response journal using the directions on the web site
below. <http://www.registereastconn.org/sblceastconn/foldables/JournalResponseThreeQuarterBook.pdf>

Here are the response journal statements to write in your foldable. Complete the statements as you read.

1. The white walls along the path to the dog lot are...
2. I think it would be ... to pull a sled for 5 miles.
3. When the other musher said Anna was too small to pull a sled, I thought...
4. When Anna was learning to be a lead dog, I ...
5. I felt... when Pam had to decide to leave without Douggie.
6. When Anna fell in the water, I...
7. WRITE YOUR OWN RESPONSE QUESTION AND ANSWER.

Big-Enough Anna Story Elements Foldable

Create your story element foldable using the directions on the web site below.

<http://www.registereastconn.org/sblceastconn/foldables/LLBGuideDirections.pdf> Complete the foldable. Refer to the biography Big-Enough Anna to find evidence for your answers. Write the page number(s) where you found the evidence.

Refresh your memory! Setting is the time and place of the story. The conflict is the problem the characters face. Remember, the conflict has 2 sides, so state both sides. Resolution is how the conflict is resolved. The climax is the most emotionally intense part of the story and there may be more than one climax in a longer story. The author's lesson or message is the important message the author wants the reader to get from the story.

Big-Enough Anna Cause and Effect Foldable

Create a cause and effect foldable. Use a sheet of notebook paper for each cause/effect relationship. Place the paper on your desk with the holes on the left side. Fold the paper down from the top, leaving the last 3 lines of the paper showing at the bottom. (You will fold it in half, but not quite, leaving those last 3 lines of paper showing.) With scissors, cut the top half that you folded down in the middle, cutting it up towards the fold. DON'T cut the paper underneath the top piece. Label the left flap CAUSE and the right flap EFFECT. When you finish writing the causes and effects, illustrate each one on the same paper that you wrote the cause and effect on. In other words, the illustration will be under the CAUSE and EFFECT flaps.

1. Underneath the CAUSE flap, write:

“That first month she visited the puppies often, talking to them, petting them, and watching them play.”

Underneath the EFFECT flap, write the effect of the musher visiting the puppies.

2. Underneath the EFFECT flap, write:

“For once, dependable Douggie disobeyed.”

Underneath the CAUSE flap, write the cause of Douggie disobeying.

3. Underneath the EFFECT flap, write:

“Douggie was thin and exhausted.”

Underneath the CAUSE flap, write the cause of Douggie being thin and exhausted.

Lesson Plan Title: Compare and Contrast the Iditarod and the Yukon Quest Races

Developed by: Martha Dobson, 2011 Iditarod Teacher on the Trail™, Updated 2016

Discipline / Subject: English/Language Arts (E/LA)

Topic: Compare and contrast information in block and point by point organization

Grade Level: sixth, seventh

Resources / References / Materials Teacher Needs: Compare and contrast article for the Iditarod and the Yukon Quest, red and blue colored pencils.

Lesson Summary

After initial activities teaching block and point by point organization, students will apply their skills to an informational article which compares and contrasts two long distance sled dog races, the Iditarod and the Yukon Quest.

Standards Addressed: Common Core Standards

[CCSS.ELA-Literacy.RI.6.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.6.2](#)

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[CCSS.ELA-Literacy.RI.6.3](#)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

[CCSS.ELA-Literacy.RI.6.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

[CCSS.ELA-Literacy.RI.6.5](#)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

[CCSS.ELA-Literacy.RI.6.6](#)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

[CCSS.ELA-Literacy.RI.6.10](#)

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.7.2](#)

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.7.3](#)

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

[CCSS.ELA-Literacy.RI.7.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

[CCSS.ELA-Literacy.RI.7.5](#)

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

[CCSS.ELA-Literacy.RI.7.6](#)

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

[CCSS.ELA-Literacy.RI.7.10](#)

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning objectives:

1. Students work cooperatively in groups to apply knowledge of block and point by point organization in an informational article which compares and contrasts two small towns.

Assessment:

Method of assessment for learning
80% accuracy on worksheet accompanying the article.

Procedural Activities

1. After completing introductory work on comparing and contrasting and the block and point by point organization methods, students work in small groups to apply their skills to an informational article comparing the Iditarod and the Yukon Quest races.
2. Students use colored pencils to identify information about each race. This visually shows them block and point by point organization within the article.
3. Students answer questions about the article which require them to apply skills such as making inferences, reading for details, and compare and contrast skills.

Materials Students Need:

Red and blue colored pencils, article comparing the Iditarod and the Yukon Quest, questions and activities for the article.

Technology Utilized to Enhance Learning:

This document can be projected on a SmartBoard and students can use the red and blue pens to identify information about each town.

Other Information

Teachers can modify this lesson plan to compare and contrast two local events or places in their locations.

Modifications for special learners/ Enrichment Opportunities

Group work supports special learners and those unsure of their skills.

Created by Martha Dobson, 2011 Iditarod Teacher on the Trail™



photo by Martha Dobson

The Yukon Quest and the Iditarod Trail Sled Dog Race™ 2015

written by Martha Dobson, 2011 Iditarod Teacher on the Trail

This article is intended to generally share information about each race in a way which allows students to practice comparing and contrasting the information. It is not intended to be an exhaustive comparison of the races. Thanks go to Jjay Levy and Ev Vykin, the Yukon Quest web site and the Iditarod Trail Sled Dog Race™ for providing information or sources.

Block organization in a comparison and contrast article chunks the information about one of the subjects in one section. Then, the next chunk (block) of information is about another subject.

Point by point organization gives a detail about each subject, and then gives another detail about each subject.

Author's purposes-- (1) to entertain; (2) to inform; (3) to persuade; (4) to share an experience or a viewpoint.

Read this article. After reading it, use the article to answer the worksheet questions.

Two different long distance, about a thousand miles each, sled dog races run in February and March each year. The Yukon Quest runs in February, and the Iditarod Trail Sled Dog Race begins the first weekend of March.

The Quest, as it's called for short, first ran in 1984, and mushers race between Whitehorse, Canada and Fairbanks, Alaska. A unique aspect of this race is that it alternates the starting and ending points. The start is in Fairbanks in even numbered years and in Whitehorse, Canada in odd numbered years. The first Iditarod race to Nome was 1973. The trail crosses the interior of Alaska to its western coast. The Quest is an international race, and changes time zones when the trail crosses American Summit, the place where Pacific Standard Time changes to Alaska Standard Time. In odd numbered years, the Iditarod takes the southern route through the ghost town of Iditarod and in even numbered years the trail heads north at Ophir to take the northern route.

Four mushers dreamed up the Yukon Quest, meeting in 1983 in Fairbanks and musing about a race that would follow the Yukon River, the historical highway of the north. Joe Redington, Sr initiated the dream of the Iditarod, a race which would follow the Iditarod Trail, a supply trail for villages and gold miners during the Alaska gold rush in the early 1920s. The Yukon River is commemorated by the Quest and the race follows the routes prospectors used during the 1898 Gold Rush to reach the Klondike and the interior of Alaska. The Iditarod honors the history of the sled dog in Alaska's history and the trail itself, which is now a National Historic Trail.

The four mushers, Roger Williams, Leroy Shank, Ron Rosser, and William "Willy" Lipps, in conversation at the Bull's Eye Saloon in 1983, started "what- ifing" about a new race. The four what-ifs? What if it were an international race, a race that ran on the Yukon, a race that followed a historical trail, and a race that was a little bit longer? From these four "what-ifs", the Yukon Quest was born.

Joe Redington, Sr, determined to start a long distance race in Alaska, was the spark for the Iditarod Trail Sled Dog Race. Convincing others to help--whether by re-establishing the old, overgrown trail, by fundraising, by volunteering, or by running in the race--was Joe's forte.

While both races are long-distance events, there are differences. For example, the Quest is an international race running between Whitehorse, Canada and Fairbanks, Alaska. The Iditarod runs its course entirely in Alaska from Anchorage to Nome. Another difference is that the Quest has road access to all except one of its checkpoints. The Iditarod, once it leaves its starting point, is entirely off the road system. It is not possible to drive along this race's route from checkpoint to checkpoint.

The Yukon Quest has nine checkpoints and three hospitality stops. The checkpoints are either in small villages or a cluster of cabins; Two Rivers checkpoint is a tent establishment. The hospitality stops do not have musher drop bags delivered there, while there is usually access to water, a dog drop location, an indoor area for rest area for the musher which is usually very cramped, and perhaps food prepared for the musher. There are some open cabins which are privately owned, including one which is a Canadian Ranger cabin. Teams can rest at these cabins, which are not official checkpoints or hospitality stops, and teams can also camp along the trail.

The Iditarod has 21 checkpoints on the Southern Route, not including Willow or Nome. The Northern Route goes through twenty checkpoints. While the race runs through the village of Golovin, no checkpoint is set up there. Most of the checkpoints are in villages; Rainy Pass, Yentna, Finger Lake, Rohn, Ophir, Iditarod, Cripple and Eagle Island are not villages. There are a few shelter cabins on the trail, Don's Cabin and Old Woman Cabin, to name a couple. These shelter cabins are strictly for shelter; no drop bags, no prepared food for mushers, only a place to rest. As in the Quest, teams can also rest along the trail. Food and gear drop bags may not be sent to Yentna or Finger Lake checkpoints.

In 2015, the race route begins in Fairbanks, where the Quest ended this year. New checkpoints for this route include Nenana, Manley, and Tanana before the route joins the Iditarod Trail in Ruby. Running on to Galena, the route turns northward to the village of Huslia, the first time this village has hosted the race. From Huslia it runs to Koyukyuk and then rejoins the trail in Nulato. From Nulato, the route follows the trail to Kaltag and on to Nome.

In the Iditarod, mushers may not accept outside assistance. Race rules state that accepting outside assistance (aid from someone not in the race) is cause for being withdrawn from the race. There are no handlers to help the mushers, nor may race personnel assist them. What is offered at a checkpoint to one musher must be offered to all. Some villages provide warm water by heating it throughout the entire time the checkpoint is open, which can range from a 24 hour period to several days. Takotna provides meals for the mushers, clean towels and quarters to use for showers at the washeteria. Other villages get involved, like Unalakleet, to cook for volunteers and mushers; many villages provide food like a cover dish meal to the checkpoint while it's open. In Nome, once a team's race is finished, handlers can help care for the dogs in the dog lot until they are flown home. This includes feeding them, cleaning up, and generally keeping an eye on the athletes.

In the Quest, mushers also may not accept outside assistance without the penalty of being withdrawn from the race. However, in the Quest, mushers' handlers, people who assist them with their teams, meet teams at the checkpoints, driving the dog truck along the road between checkpoints. Mushers are responsible for caring for their teams in the checkpoints while handlers can keep an eye on the dogs while they and the musher rest. When a musher prepares to leave a checkpoint, he or she must clean up and bag all the trash and gear. If this is not done, a penalty can be assessed to the musher. The handlers usually wait about 30 minutes or longer after a musher leaves, in case the team returns to the checkpoint for some reason. Once the musher's remaining supplies have been touched by handlers, those supplies aren't available to the musher to use. Handlers rake and bag the used straw. Handlers also take the dogs who have been dropped from teams and carry them in the dog trucks. Two especially challenging parts of the handlers' jobs are in Dawson City, setting up the teams' rest areas and caring for the dogs during the 24 hour layover, and the 18 hour drive between Dawson and Circle City to meet the teams at those respective checkpoints.

The mighty Yukon River is the one physical feature that both races share. Both races contend with mountains and summits--American Summit, Eagle Summit, Rosebud, King Salmon's Dome in the Quest, Rainy Pass and crossing the Alaska Range in the Iditarod. Twisty, turny Dalzell Gorge is a special challenge in the Iditarod. Crossing creeks with overflow is to be expected in both races.

Both races depend on volunteers to staff it. The veterinarians and other volunteers are flown to their checkpoints. Both races find technology a challenge, internet being spotty due to the remoteness of the race routes. Fans can follow each race via tracking systems, but the Quest and the Iditarod determine official times and official information as it's received from checkpoints. Extreme temperatures also affect photographing and filming the races; batteries and equipment get zapped quickly by cold of -20, -30, -40 and more.

While the Iditarod Trail Sled Dog Race™ and the Yukon Quest have their differences, one similarity in these races is the challenge to mushers and teams to prove themselves in an environment that determines toughness of body, mind, and spirit.

created by Martha Dobson, 2011 Iditarod Teacher on the Trail™



photo by Martha Dobson 2011 Iditarod Teacher on the Trail™

1. Now you've read this article. Get a red and a blue colored pencil. Use red for the Yukon Quest and blue for the Iditarod. Underline everything about the Quest with the red pencil, and underline everything about the Iditarod with the blue pencil.

2. Which kind of organization is used in the section marked with a single bracket? _____

3. Which type of organization is used in the section marked with a double bracket? _____

4. What is the author's purpose of this article? _____

5. What do these words mean? musing, unique, initiated, international, road system

6. Write down one other unknown word for you. _____

7. Looking at the maps, why do you think there are more checkpoints in the Iditarod than in the Yukon Quest?

8. Does the author present facts and examples? _____

9. Does the author present about the same number of categories in the article? _____

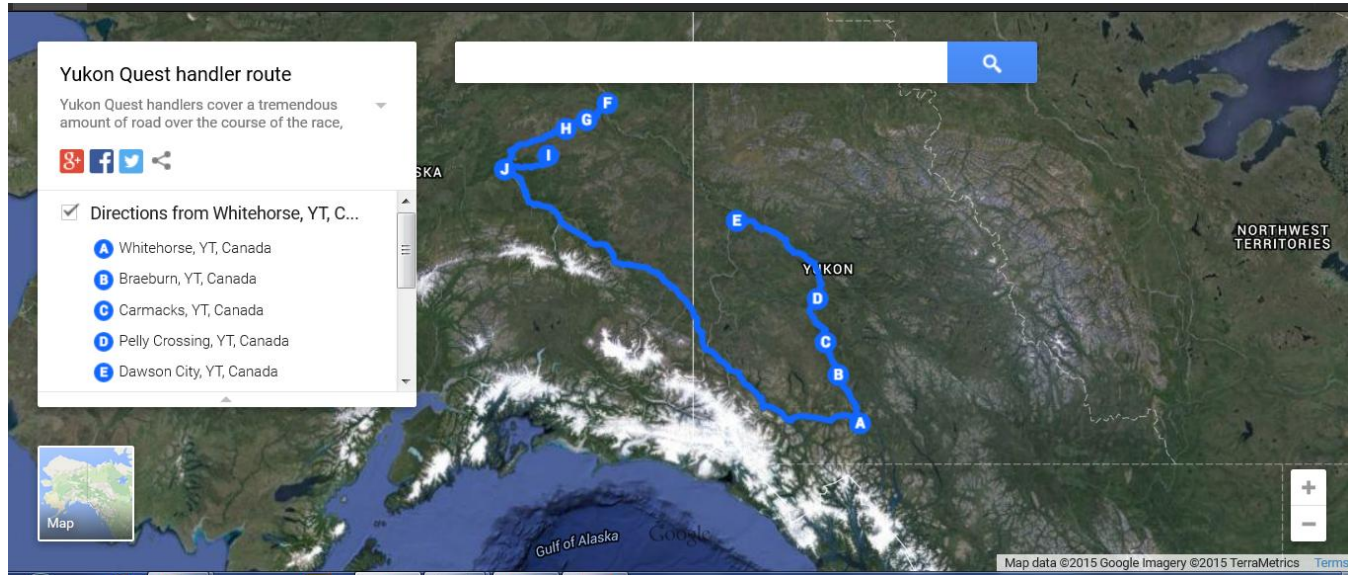
10. Does the author present about the same number of details for the categories? _____

11. On another sheet of paper, draw either a Venn diagram or a double bubble map to show the similarities and differences in these two races.

12. What do you know now that you didn't know before you read this article?

Handler Driving Route Yukon Quest

https://www.google.com/maps/d/viewer?mid=z07hv5_kKF2s.kutDrsudWJdk

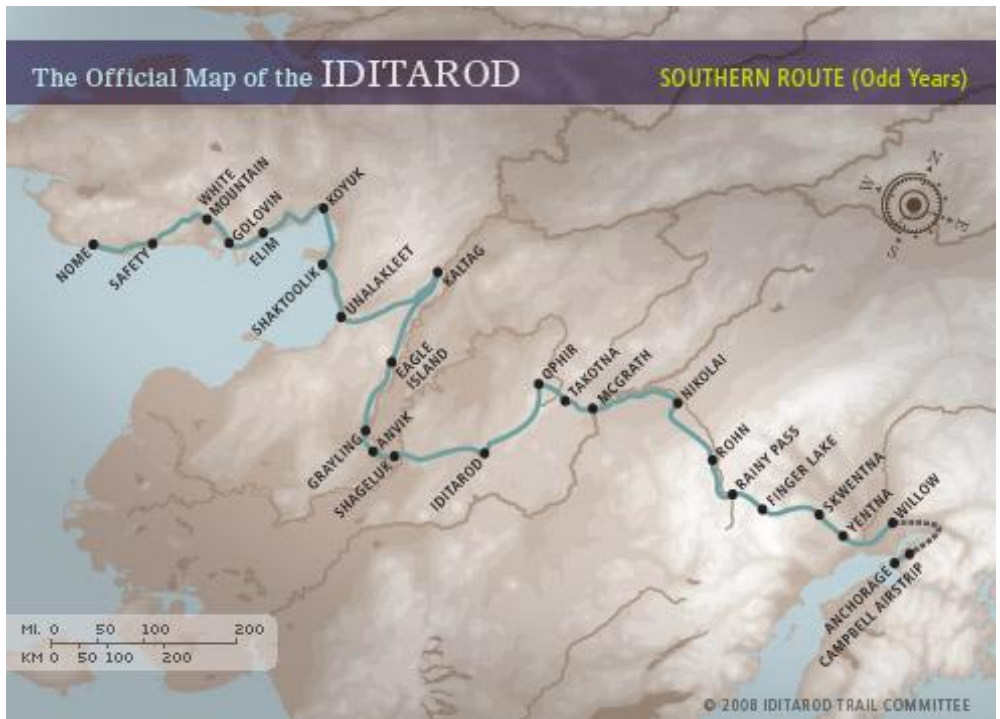
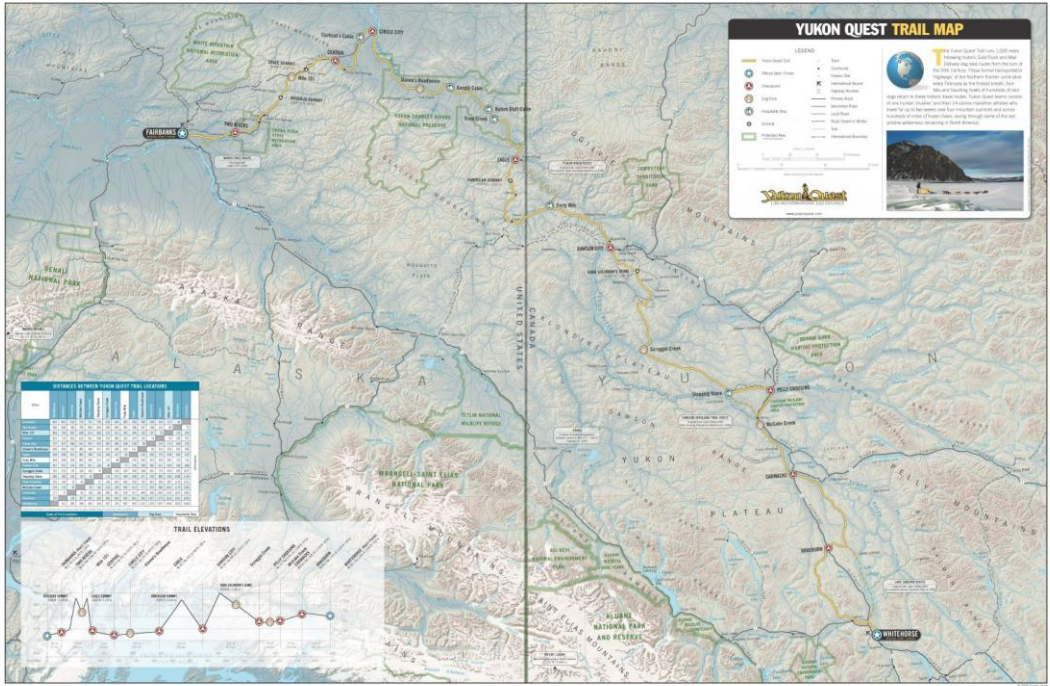


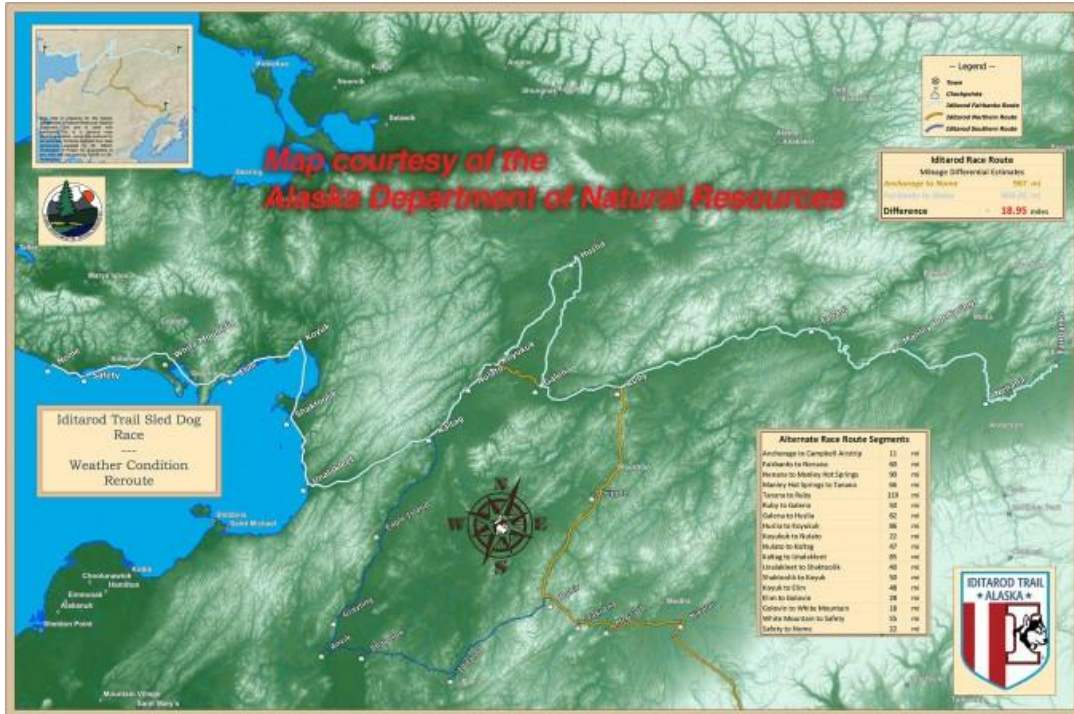
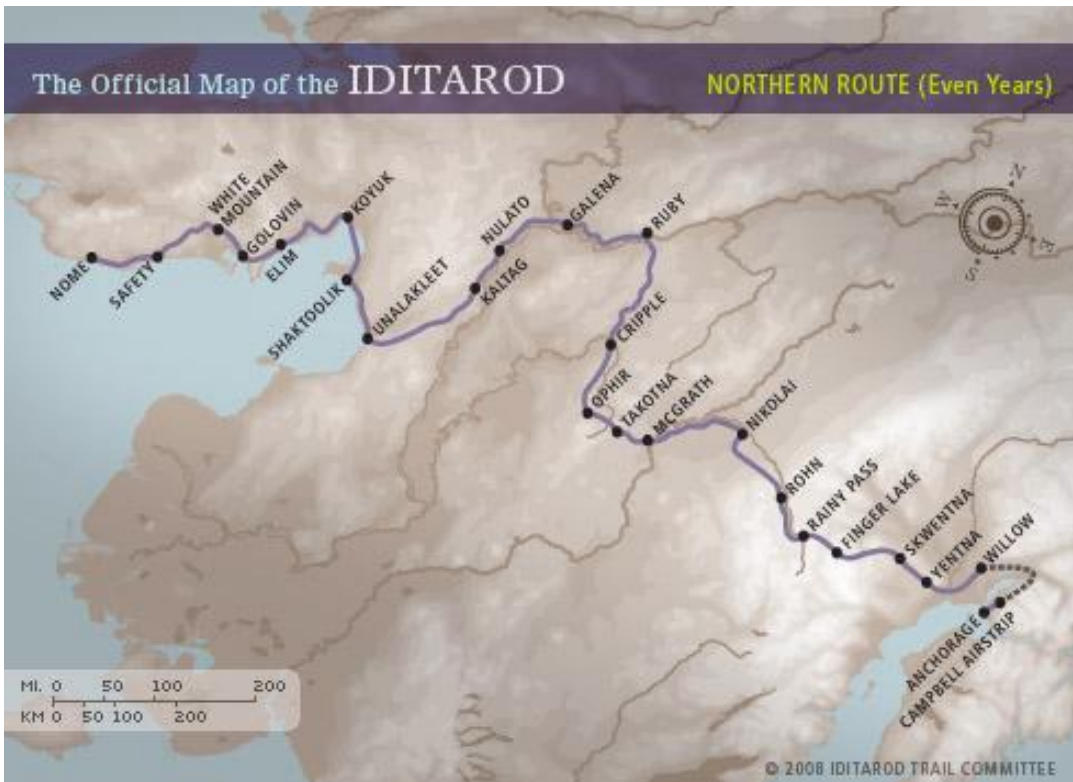
DIRECTIONS FROM WHITEHORSE, YT, CANADA

- A Whitehorse, YT, Canada
- B Braeburn, YT, Canada
- C Carmacks, YT, Canada
- D Pelly Crossing, YT, Canada
- E Dawson City, YT, Canada
- F Circle, AK, United States
- G central, Alaska (per original map)
- H Chatanika, AK, United States
- I fairbanks, alaska (per original map)
- J Fairbanks, Alaska, United States

Yukon Quest Trail Map, musher route

http://yukonquest.com/sites/default/files/images/2009%20YQTrail%20Map_final.jpg







The Iditarod Trail begins in Seward and ends in Nome. The section of the trail the race uses runs between Anchorage and Nome. Note that there are no roads connecting Anchorage to villages in the Interior of Alaska. When mushers leave the Willow area at the re-start, they've left the road system. Willow is between Wasilla and Talkeetna, on the road system. How is this race route different from the Yukon Quest route?

created by Martha Dobson 2011 Iditarod Teacher on the Trail™

Lesson Plan Title: To Build a Fire and The Story of Keesh by Jack London

Developed by: Martha Dobson, 2011 Iditarod Teacher on the Trail™, Created 2015

Discipline / Subject: English language arts

Topic: Reading, Analyzing, and Comparing and Contrasting Two Jack London Short Stories

Grade Level: Secondary

Resources / References / Materials Teacher Needs: <http://london.sonoma.edu/>

To Build a Fire short story and <http://www.jacklondons.net/buildafire.html>

The Story of Keesh <http://www.americanliterature.com/author/jack-london/short-story/the-story-of-keesh> and <http://www.manythings.org/voa/stories/Keesh - By Jack London.html> download MP3 and <http://learningenglish.voanews.com/content/short-story-keesh-by-jack-london-142995185/608664.html>

Lesson Summary: Students will apply reading skills to analyze, compare and contrast 2 short stories by Jack London.

Standards Addressed: Common Core Standards

Grades 9 & 10, all standards at this link <http://www.corestandards.org/ELA-Literacy/RL/9-10/> excepting Integration of Knowledge and Ideas

Grades 11 & 12, all standards at this link <http://www.corestandards.org/ELA-Literacy/RL/11-12/> excepting Integration of Knowledge and Ideas

<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. The learner will identify and define unknown words. 2. The learner will identify and find examples for differences in the author's styles in these 2 stories. 3. The learner will realize and appreciate the differences in cultures via these 2 stories. 4. The learner will analyze these 2 stories to understand and discuss how and why they are similar and different. 5. The learner will analyze and discuss details which make the stories different. 	<p>Assessment:</p> <p>Class participation</p> <p>Group presentations on these topics: the man in <u>To Build a Fire</u>; <u>Keesh</u>; the story style differences.</p>
<p>Procedural Activities</p> <ol style="list-style-type: none"> 1. This lesson is intended to be taught over several class periods. Introduce the author, Jack London. 2. Identify Alaska's location in relation to the contiguous United States, the time period London lived in Alaska, and have students share any accurate knowledge they have of the state and its people/cultures. 3. Listen to <u>To Build a Fire</u> while students read the story. The purpose of listening to it is to help students recognize a writing style difference between it and <u>The Story of Keesh</u> as well as to establish the sense of tension in <u>To Build a Fire</u> as it builds to its climax. Discuss the story, following the standards stated above. 4. Listen to <u>The Story of Keesh</u> while students read the story. Students will immediately note differences in the writing and oral reading style in this story as compared to <u>To Build a Fire</u>. 5. Class discusses wording, phrasing, terminology, unknown words or situations, the effect of the styles, in both stories. 6. Students prepare presentations in groups: The man in <u>To Build a Fire</u>; <u>Keesh</u>; story style differences and effectiveness. 	
<p>Materials Students Need:</p> <p>Copies of <u>The Story of Keesh</u> and <u>To Build a Fire</u>; materials and access to the type of supplies groups decide to use for presentations</p>	
<p>Technology Utilized to Enhance Learning: Powerpoint, Prezi, video and editing, depending on students' choices for group presentations</p>	
<p>Other Information</p>	
<p>Modifications for special learners/ Enrichment Opportunities</p> <p>Work in groups to support learners; act out the man failing to light his matches; illustrate scenes from each story and display them in story order; research the Native Cultures of Alaska</p>	

Lesson Plan Title: These Pizzas Come with Wings newspaper article

Developed by: Martha Dobson, 2011 Iditarod Teacher on the Trail™, Updated 2015

Discipline / Subject: English language arts

Topic: Informational text

Grade Level: Sixth grade

Resources / References / Materials Teacher Needs: Article titled These Pizzas Come with Wings, multiple choice question sheet, a good map of Alaska showing Nome and Shishmaref, AK

Lesson Summary: Students will apply main idea skills, reading for detail, vocabulary skills, inference, and summarization skills to a newspaper article.

Standards Addressed: Common Core Standards

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Learning objectives:

1. The learner will identify and define unknown words.
2. The learner will recognize and identify different information and its organization in an informational article.
3. The learner will apply context skills, reading for detail, inference, main idea & summarization skills to informational text.

Assessment:

80% accuracy on Activity sheet

Procedural Activities

1. Teacher introduces vocabulary: Shishmaref, via, conventional, remote, subarctic, intrastate, impoverished, subsistence, caribou. Show on the Alaska map where Nome and Shishmaref are, including their proximity to the students' hometown.
2. Students read the article independently.
3. Students answer the multiple choice questions about the article. They should underline or highlight, per the teacher's instructions or choice, information which supports their answer choices. It may be helpful to write the question number next to the details which support answers.
4. Per the teacher's choice, students check their work with another student and discuss why their answers are correct or aren't correct, using details to support their arguments. Or, the teacher can check these and discuss correct answer choices with the class as a whole.
5. Follow up this pizza informational article with a discussion or writing activity which compares and contrasts the pizza delivery the students are familiar with and the delivery service in the article.
6. **Optional**--Enjoy a pizza party delivered by volunteer parents delivery service or the local delivery service.

Materials Students Need: Copy of the These Pizzas Come with Wings newspaper article, the multiple choice question sheet

Technology Utilized to Enhance Learning: The article and multiple choice sheet can be scanned/uploaded to students' iPad devices instead of using paper/pencil.

Other Information This article first appeared in 2006 and the pizza delivery service may or may not still be in operation. Watch local and Alaskan media for articles to use with students.

Modifications for special learners/ Enrichment Opportunities

Work in groups to support learners; have a pizza party which the students calculate the amount and cost needed for their class.

These Made-to-Order Pizzas Come With Wings

Nome's first and only free air delivery service does a robust business, carrying pies to dozens of remote subarctic villages in Alaska.

[April 16, 2006](#) | Jeannette J. Lee | Associated Press Writer

NOME, Alaska — Last Christmas, residents of the Yupik Eskimo village of Savoonga added a special dish to their everyday fare of whale, walrus, reindeer and berries -- fresh pizza flown in from Nome, 170 miles away.

A tiny delivery joint, Airport Pizza, had opened several months earlier just steps from Nome's busy runways, and many of Savoonga's 700 residents were eager to try more than conventional pepperoni.

Nome's first and only pizza delivery service does a robust business in the western Alaska town of 3,500. But it stands out for its free deliveries via commuter plane to more than a dozen other remote subarctic villages spread over a region about the size of Washington state.

The village council in Savoonga, on St. Lawrence Island in the icy Bering Sea, wanted a holiday treat for young families in the village. It ordered 50 pizzas, half topped with chicken and ranch dressing, the other half with Canadian bacon and pineapple.

Julia Noongwook, 41, swapped some of her bacon and pineapple for a slice of chicken ranch from a relative. Noongwook said it was the first time she'd tasted the popular chicken ranch pie, which also comes with bacon, red onions, tomatoes and mozzarella and cheddar cheeses.

"It was good," she said. "I like chicken."

Frontier Flying Service, an intrastate airline, volunteered last year to fly the pizzas at no charge to every village on its regular flight schedule out of Nome, a Bering Sea town settled in 1899 during a gold rush.

Craig Kenmonth, general manager of Frontier, says the free delivery helps the carrier market itself in a way that benefits customers in the largely Yupik and Inupiat Eskimo villages.

"Our success is directly tied to the success of the communities we serve," Kenmonth said. "And it's a fun thing to do."

The savings can be enormous for Nome's largely impoverished satellite communities, which pay some of the highest fuel prices in the nation. In White Mountain, gas cost \$3.39 a gallon at the beginning of April, said Dorothy Barr, village travel coordinator.

Delivery of three or four pizzas would normally cost a village about \$25, said Matt Tomter, who manages Airport Pizza. Tomter's wife, Jeri Ann, owns the business. Freight charges range from 40 to 60 cents a pound, depending on the village's distance from Nome, with a \$10 minimum.

"They fly the pizzas for nothing, which is huge for people out in the villages," said Tomter, who quit his job as a pilot at Frontier to run the thriving pizza joint.

The Christmas pizza order cost Savoonga anyway after a snowstorm grounded Frontier, said Noongwook, who handled the order for the city.

Before the weather closed in, 25 of the pizzas had made it out on Frontier. The council wanted to make sure no one felt left out by getting late pizzas on the holiday, so it paid freight charges of almost \$100 to have another airline fly them in when the weather cleared later in the day.

About 40% of Airport Pizza's business comes from villages that get their supplies by plane through Nome, the region's hub city, Tomter said.

The Savoonga order was one of Airport Pizza's largest, but it isn't rare to get calls for bundles of 10 or 20 pizzas from villages nearly 200 miles away. Tomter said an order for six reindeer sausage pizzas once came in from the Arctic Ocean town of Barrow, the northernmost community in the U.S., 500 miles to the northeast.

"Anytime they bring a lot of people into the village it's an easy way to feed everybody," Tomter said. Most big orders have come from Native organizations or schools hosting regional basketball tournaments.

High shipping costs into Nome already push Airport Pizza's prices above those charged by pizzerias in less remote spots. The prices range from \$16 for a 15-inch cheese pizza to \$32 for a 19-inch specialty pie, such as chicken Rockefeller or gyro.

Meat-lovers, pepperoni, bacon-pineapple and chicken-ranch are among the most popular flavors, said Jeri Ann Tomter, who is Inupiat.

The pizzas are assembled and baked in a former airport terminal where the Tomters first laid eyes on each other. Jeri Ann was a customer service agent and Matt was a pilot for Cape Smythe Air Service, which Frontier bought in August.

The one-room business is all kitchen, with a 2,500-pound dough mixer salvaged from a bakery that went out of business, and a cavernous hand-me-down oven from a pizzeria turned Chinese restaurant.

Along a spotless steel counter sit about two dozen small bins filled with colorful ingredients that are rare in this faraway region -- garlic, red and green peppers, sun-dried tomatoes, feta cheese and chorizo.

Five staffers show up each day to make more than 30 types of pizzas, including Polynesian barbecued chicken, Mexican enchilada, and Mediterranean.

"We tried pizzas from all over, in Washington and Anchorage, and found some we liked, and made some up ourselves," Matt Tomter said.

After wrapping the pizzas in foil and securing the boxes with tape, an employee carries them about 80 feet to Frontier's terminal.

Nearly all the 11,000 village residents in Airport Pizza's service area consume Alaska Native subsistence foods, such as whale, walrus, seal and caribou. But laws bar Airport Pizza from using those meats on its pizzas.

"I think that would be a little strange" to use these meats, said Savoonga Mayor Jane Kava.

Reindeer sausage is legal because the animals are raised domestically.

The Tomters wouldn't disclose numbers, but said Airport Pizza has been profitable since it opened in August.

"We're not going away," Matt Tomter said.

He can count on more orders from Savoonga.

"I was thinking of doing it for Mother's Day refreshments," Noongwook said.

<http://articles.latimes.com/2006/apr/16/news/adna-flypizza16> 1.6.2016 M. Dobson

“These Pizzas Come with Wings” article

1. The main idea of this article is
 - A. pizza stores are in Alaska
 - B. a pizza store delivers pizza to customers by airplane
 - C. people in remote Alaskan villages eat pizza
 - D. the village of Savoonga ordered pizza for its families

2. The pizza delivery store, Airport Pizza, is located
 - A. in Savoonga
 - B. in Eskimo villages
 - C. in Fairbanks
 - D. in Nome

3. Which event occurred first?
 - A. The village of Savoonga ordered pizzas last Christmas.
 - B. Airport Pizza opened in Nome, Alaska.
 - C. Frontier Flying Service volunteered to fly the pizzas at no charge.
 - D. Julia Noongwook ate a slice of chicken ranch pizza.

4. In the bold-faced paragraph in the article, **consume** means
 - A. to hunt
 - B. to farm
 - C. to eat
 - D. to fish

5. Which details explain why these small communities are "largely impoverished"?
 - A. They have basketball tournaments and gas costs \$3.39 in White Mountain.
 - B. Freight charges of 40 to 60 cents per pound to fly items to villages and a \$10 minimum freight charge on items.
 - C. Savoonga plans to order pizzas for Mothers Day and the \$10 minimum freight charge on items.
 - D. Barrow is the United States' northernmost community and the high cost of flying supplies to these villages.

6. How do these people in these remote villages save money on pizza delivery?
 - A. The airplane pizza delivery service is free.
 - B. They eat subsistence foods.
 - C. They use grocery store coupons.
 - D. They order 100 pizzas at a time.

7. In this article's headline, **wings** are
 - A. buffalo wings
 - B. chicken wings with ranch dressing
 - C. airplane wings
 - D. Frontier Flying Service

8. Which is the BEST summary of the article?

- E. Airport Pizza opened in Nome and delivers pizza using a free flying service to more than a dozen remote Alaskan villages, making pizza easily available to people who usually eat subsistence foods, but who rarely eat pizza.
- F. Julia Noongwook swapped bacon and pineapple pizza for chicken ranch pizza.
- G. Frontier Flying Service flies pizza at no charge to villages on its regular flight schedule out of Nome.
- H. Airport Pizza delivers pizza to more than a dozen subarctic villages.

9. Frontier Flying Service's success depends on

- I. the free pizza delivery service
- J. the number of flights the airline makes
- K. Airport Pizza's business
- L. the success of the small communities it flies to

10. If the word *interstate* means between states, such as an interstate highway connects several states, then which word means within one state? A dictionary is useful for this question.

- A. independent
- B. individual
- C. interior
- D. intrastate

When you read the headline of the article, what did you think **wings** referred to?

Lesson Plan Title: Akutaq (a-**goo**-duk) or Eskimo Ice Cream

Developed by: Martha Dobson, 2011 Iditarod Teacher on the Trail™, Created 2015

Discipline / Subject: English language arts

Topic: Informational text

Grade Level: Upper elementary and middle grades

Resources / References / Materials Teacher Needs: Article titled Akutaq--Eskimo Ice Cream History, Akutaq activity sheet, Modern Eskimo Ice Cream ingredients and items required to make it, hand mixer(s)

Lesson Summary: Students will learn about the history and importance of Eskimo ice cream to the Native Alaskan cultures, apply informational text reading skills to understand the article, and follow directions to make akutaq.

Standards Addressed: Common Core Standards

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, a morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARDS, CONTINUED

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Learning objectives:

1. The learner will identify and define unknown words.
2. The learner will recognize and identify different information and its organization in an informational article.
3. The learner will apply context skills, reading for detail, and drawing conclusions to informational text.

Assessment:

80% accuracy on Activity sheet
80% accuracy on vocabulary assessment, created by teacher

Procedural Activities

1. Students read the article independently or in a small group, identifying unknown words.
2. Students list their unknown words and as a class, one list is created. Students divide the list into sections and groups define their assigned words and teach them to the rest of the class. A definition, a sentence, and acting out a scenario to show the word's meaning are required for each word.
3. Students reread the text, identifying the sections. Circle the paragraphs explaining what akutaq is. Draw squiggly lines around the paragraphs explaining the importance of akutaq to the Native Alaskan cultures. Identify the recipes by drawing a box around the recipe and instructions.
4. Using the Akutaq Activity sheet, students complete it, referring to the text.
5. To complete the informational text work, students make the recipe in class and try it themselves.

Materials Students Need: Copy of the Akutaq--Eskimo Ice Cream History article, one per student, pencils, paper for recording unknown words and meanings and the collated class vocabulary list, computer access and/or dictionaries for defining words.

Technology Utilized to Enhance Learning: Computer access to define vocabulary

Other Information:

Modifications for special learners/ Enrichment Opportunities

Work in groups to support learners; use technology to illustrate vocabulary; film a cooking show for the school announcements demonstrating making akutaq; research other Native Alaskan foods and customs related to foods and share the information. Examples include whale hunting, berries, fishing methods, drying/preserving fish.

Akutaq - Eskimo Ice Cream History

The native people of Alaska have a distinct version of ice cream. It's not creamy ice cream as we know it, but a concoction made from reindeer fat or tallow, seal oil, freshly fallen snow or water, fresh berries, and sometimes ground fish. Air is whipped in by hand so that it slowly cools into foam. They call this Arctic treat akutaq, aqutuk, ackutuk, or Eskimo ice cream. Akutaq is a Yupik word that means mix them together.

This is a delicacy that Alaska Natives have thrived on for thousands of years. This recipe was made by Natives a long, long time ago for survival and was used as a special traveling food. When hunters went out to go hunting, they brought along akutaq.

Akutaq can also be made with moose meat and fat, caribou meat and fat, fish, seal oil, berries and other Alaskan things. Women traditionally made akutaq after the first catch of a polar bear or seal. Traditionally it was always made for funerals, potlatches, celebrations of a boy's first hunt, or almost any other celebration. It is eaten as a dessert, a meal, a snack, or a spread.

Today, Eskimo ice cream is usually made with Crisco shortening instead of tallow and with raisins and sugar sometimes added. The region of Alaska lived in usually determines what berry is used, and each family usually has their favorite recipe for Eskimo ice cream. It is said that your choice of berries used in making Eskimo ice cream is a lifetime decision. It is okay to eat any flavor made by others, but if you are caught making more than one kind, you will lose all social standing.

The people of the Arctic love to serve their favorite dish to cheechakos (newcomers in Alaska). When guests are willing to try their favorite foods, the Inuits feel pride at sharing their culture. At first, the host might be shy to offer any of their food for fear of rejection. If you are a guest and are offered some (you will probably be served first as a guest), at least try a small amount. Please do not express any "yucks" or other words of ridicule. If you really cannot bring yourself to eat this unusual food, accept the serving and find the oldest person in the room and offer the food to him or her. This will show that you have good manners, if not good taste, and that you respect your elders. Then quickly grab a plate and fill it with things that you can eat. Most people who try Eskimo ice cream say it is delicious!

Food is the connector to everything that surrounds the Inuit culture. Each celebration includes a huge feast, as they believe that food tastes better when it is shared with family, relative, and many other people. Feasts are very special because they believe sharing food is an important part of their culture and an important link to their heritage. In community feasts, where everyone gathers in a public place, all food is donated by those who have food to give. In bigger communities, designated hunters provide much of the food.

Modern Eskimo Ice Cream

1 cup solid vegetable shortening*
1 cup sugar
1/2 cup water, berry juice, or 2 cups loose snow (optional)
4 cups fresh berries, (blueberries, cloudberries, cranberries, salmon berries, or blackberries)

* Crisco solid vegetable shortening is preferred

In a large bowl, cream vegetable shortening and sugar until fluffy. Add water, berry juice, or snow and beat until well combined. Fold in berries, 1 cup at a time until blended. Place in freezer to firm up before serving.

Akutaq Recipe

This was a very hard recipe to record, as each family usually has its own version and usually has never written it down in an actual recipe. They generally just make it from memory and feel. After reading several descriptions on how to make Akutaq, I came up with the following recipe. I have never, personally, made the following recipe.

The type of fat used determines how the Akutaq will taste and feel, as each animal has a different type of fat. Well-aged yellow fat is usually preferred because it has more flavor and whips up fluffier than does fresh fat. The ice cream can also be sweetened with sweetener or with fruits. Meat and fish Akutaq are not usually sweetened.

1 cup reindeer, caribou, or moose fat (back fat)
1 cup seal oil, divided
1/2 cup water or 2 cups loose snow
4 1/2 cups fresh berries (blueberries, cloudberries, cranberries, salmonberries, or blackberries)

Grate or grind fat into small pieces. In a large pot over low heat, add fat and stir until it becomes a liquid (the fat should never get hotter than it is comfortable to your hand). Add 1/3 cup seal oil, mixing until it is all liquid. Remove from heat and continue stirring the fat in big circles.

While continuing to stir at a steady rate, add 1/4 cup water or 1 cup snow and another 1/3 cup seal oil. As fat slowly cools and starts to get fluffy and white, add remaining 1/4 cup water or 1 cup snow and remaining 1/3 cup seal oil, continuing to stir.

When the Akutaq is as white and fluffy as you can make it, fold in berries. Form into desired shape.

Cover and freeze to firm up.

http://whatscookingamerica.net/History/Akutaq_EskimoIceCream.htm 1.6.2016 M. Dobson

Akutaq--Eskimo Ice Cream Activities

Read the article independently or with 1-2 partners. Write unknown words on the lines below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The class will create one vocabulary list. Small groups will define 1-3 words, use the word in a sentence, and act out a scene which demonstrates the word.

1. Reread the article. You are looking for three parts. One part is paragraphs which give information about Eskimo ice cream. A second part is paragraphs explaining the cultural importance of akutaq to Native Alaskans. The third part contains recipes and instructions.

2. Circle the section of paragraphs which gives information about akutaq.

Draw a squiggly line around the section of paragraphs explaining the cultural importance of it.

Draw a box around the areas containing recipes and instructions.

3. Write three details from the circled section which support that the section gives information about akutaq. _____

4. Find three details from the squiggly line section which support that the section gives information about the cultural importance of this food. _____

5. What do you see that identifies the recipe and instructions section? _____

6. Why does the article title catch your attention? _____

7. In the fifth paragraph, the word Inuits is in the second sentence. Use context clues to define Inuits. _____

8. What is an example of bad manners in this article? _____

9. There are two examples of good manners in the article. Describe them. _____

10. The last paragraph, before the recipes, describes how food is important in all Native Alaskan ceremonies. Read that paragraph again. Then, write about a tradition you know of that food is an important part. _____

11. Which Eskimo ice cream recipe would you prefer to make? _____

Tell why you prefer this recipe, using details from the article. _____

12. What is the source for this article? _____

13. You can infer that the Native Alaskan cultures think that elders are important. What details in the article can be used to make this inference? _____

14. The author's purposes for writing are to share an experience, to inform, to entertain, and to persuade the reader. What is the author's purpose for this article? _____

Write several details which support your answer. _____

15. This article doesn't include a pronunciation of akutaq. Do you think that should be part of the article? YES NO Why? _____

16. After our class makes the modern Eskimo ice cream recipe and tastes it, pretend you are a food critic for a blog. Write a short article about making the recipe and its outcome.

A First-Grader's Alaska Story

Martha Dobson, 2011 Iditarod Teacher on the Trail™ first published March 2011, updated 2015

Alaska

Alaska is very very cold.

My grandma has ben there lots of times.

There are husky dogs there in Alaska.

You have to race on sleds.

The dogs pul the sleds so you can go.

There are 62 people on the sleds.

There are 992 dogs puling you.

Written by a 1st grader, typed here as written

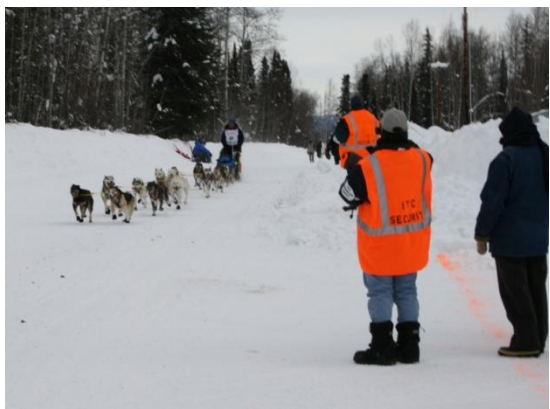
This first grader took herself to the computer at home and wrote this story. She asked questions about the number of dogs and people and how to spell people. That's it. I discovered the story in the printer tray. Engaged in the topic of the Iditarod and Alaska, this young writer produced the basis of a seven page picture book.

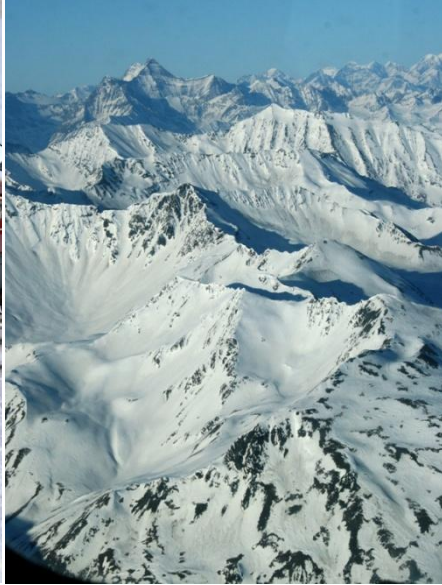


"You have to race on sleds."

Where could you take this story? Illustrate each sentence, publish the work, and now you have a published author. Read it aloud to record it on a story making application, put some music with it. A thermometer showing cold temperatures on page one, sleds on page 4, and it would be fun to see how young authors illustrate 992 dogs pulling. Hold an authors' reception complete with ice cream sandwiches, sno-cones, or milkshakes.

Here are some photos you may use with the photographer's (Martha Dobson) permission for student stories. Photographers Jeff Schultz and Mike Kenney allow teachers to use their photos for educational use, but not in educational items for sale.







Lesson Plan Title: Summary & Evaluation Writing
Scavenger, or Checkpoint, Hunt

Developed by: Martha Dobson, 2011 Iditarod Teacher on the Trail™ Updated 2015

Discipline / Subject: Writing

Topic: Write a summary and an evaluation of a physical education activity

Grade Level: all grades

Resources / References / Materials Teacher Needs: Scavenger physical education lesson plan by Terrie Hanke, Wells Fargo 2006 Iditarod Teacher on the Trail™. Bubble and circle thinking maps-- <http://www.thinkingmaps.com/>

Lesson Summary

After completing the Scavenger activity, students will write a summary of the activity's procedure and a separate evaluation for their group's work in completing the activity.

Skills Addressed:

Summarizing and evaluation are two of the highest order levels of thinking. To summarize and evaluate requires recall, decision-making, ordering, and synthesis.

Learning objectives:

1. To write a summary of an activity's procedures using chronological order and clear instructions.
2. To write an evaluation of the strengths and weaknesses of the student's group's performance in the activity.

Assessment:

Method of assessment for learning:
Create a rubric to evaluate clarity, mechanics, spelling, and sentence variety.

Procedural Activities

1. After completing the Scavenger physical education activity, students create a time-order map to chronologically organize the procedure.
2. Students write a summary which describes the procedural steps to perform the activity, completing a rough draft.
3. Students and/or the teacher proofread the rough draft which is then revised by the author.
4. Write the final copy of the summary.
5. Evaluation—this writing describes the strengths and weaknesses of the group’s performance, including suggestions to improve their performance.
6. Use a bubble map (Thinking Maps, Inc.) to generate details of the group’s performance.
7. Write a rough draft of the evaluation which is proofread by students/teacher.
8. Write the final copy of the evaluation.

Materials Students Need:

Tennis shoes for the scavenger activity, paper, pencil, Thinking Maps.

Technology Utilized to Enhance Learning: Iditarod Trail map from www.iditarod.com, use word processing for the final copy.

Other Information Remember that lessons can be applied to different subjects or amended to fit a different subject. Younger writers can focus on writing the steps of the activity in chronological order and writing them clearly so others can follow the directions.

Modifications for special learners/ Enrichment Opportunities

Create a fill in the blank version with a word box of vocabulary for those needing more scaffolding. Write in pairs. Research the checkpoints in the Scavenger activity. Teach a younger grade the activity and lead them in summarizing and evaluating it.

Summary of Iditarod Checkpoint Teamwork activity

Write a summary describing the activity we did in class. Tell the purpose of the activity, what materials were used in the activity, and how the activity was played.

Evaluation of Iditarod Checkpoint Teamwork Activity

Write an evaluation of the teamwork activity. Include the following information: What was easy about it; what was hard about it; if you made changes during the activity, did the changes improve or not improve the activity; did your team have problems and what were they; how did the team solve the problems; did the team let the problems continue; what did you learn for the teamwork activity?

English/Language Arts Jumpstarts for Your Iditarod

A Prius and a Sled



Here are some lesson ideas my sled and Prius generated.

1. Use the photo of the sled next to the Toyota Prius as a writing prompt. Compare and contrast the two types of transportation, their size, their purpose, their use, where they are used; create an analogy between the dog powered transportation and the mechanical energy saving transportation; write a dialogue between the sled and the car; choose either the sled or the car and write about why it is a superior form of transportation; write about what you can do with the sled that you can't do with the car.
2. Write a story from the sled's point of view.
3. Write about a race the sled was in.
4. Persuade someone to buy this sled with an illustrated advertisement.
5. Build your own small scale sled using popsicle sticks.
6. Use a computer program to design your sled.
7. Create an illustration of the sled and team using an art technique such as mosaic, pencil, or collage.
8. Write a fable about the sled and the car. (This reminds me of *The Tortoise and the Hare* fable.)

Iditarod Poetry

To transition from the Iditarod and Alaska to poetry, start with *The Cremation of Sam McGee* by Robert Service.

“There are strange things done in the midnight sun/By the men who toil for gold; The Arctic trails have their secret tales/ That would make your blood run cold;” (Robert Service, *The Cremation of Sam McGee*)

A darkly humorous narrative poem, its setting is familiar to the students who have been following the race. This poem is an easy way to teach stanzas, rhyme scheme, and figurative language, especially personification.

Use haiku and concrete poetry to serve as a unique method to summarize students' knowledge of the race and Alaska. Illustrating their poems serves as another way to summarize what they know, too, and lets those creative juices flow.

Enjoy the poetry photo exhibit. Especially note how the mug of hot chocolate poem was colored to look like a winter jacket.

Hot chocolate is good

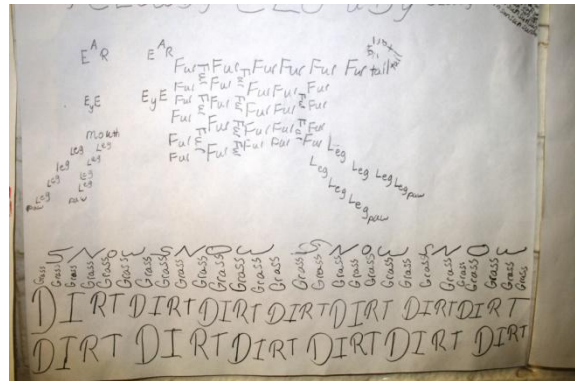
When you live in Alaska

But wear warm clothes.





Concrete poems



Eagles in Alaska

Do some research to find out why eagles are common in Alaska. Use MLA format to cite sources.



A Lunch in Nikolai, Iditarod 2011

I had moose stew for lunch in Nikolai today—it tastes like beef stew. Think about it. Why would the village make moose stew instead of beef stew for mushers and visitors? Make your own stew recipe, following its directions.

Alliteration and Personification, Iditarod 2011

Last night the wind increased so that snow scoured the roads in serpentine patterns, s's in the snow. Students use context clues to figure out what serpentine means. Read the italicized sentence aloud to have them notice alliteration. Illustrate the snow scouring the roads under clear, starry skies, birch trees and snow edging the road from Willow to Wasilla.

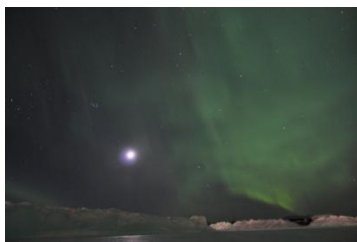
This is two straight days of wind whistling at cracks of windows, rippling flags straight out, and sneaking inside unzipped jackets or up long sleeves. Ask students what is personified in the italicized sentence. Have them draw what wind looks like if it could whistle, ripple, and sneak like people can.

Students write their own sentences using alliteration and personification to illustrate with words something relevant to the race or Alaska.

McGrath, Iditarod 2011 Ambling and Alacrity

Think about this: The Iditarod Teacher on the Trail™ has a GPS tracker with them like the ones the mushers have on the front of their sleds. Like them, you can see where the teacher is and when he or she is moving on the Iditarod Tracker on <http://www.iditarod.com>. A vet said they knew when I started walking from McGrath checkpoint to logistics based at the airport because my speed was 2.9 miles per hour, a walking speed. She told me that I was ambling to logistics, and I agreed with her, because if I walk with alacrity, I get hot and sweaty. Getting hot and sweaty in cold weather is not good, because then the sweat cools and your body gets cold. What do ambling and alacrity mean?

The Northern Lights, Iditarod 2011



The Northern Lights were named after the Roman goddess of dawn, Aurora, and the Greek name for the north wind, Boreas. Research the lights. Describe the scientific basis of the lights. Create artwork of the lights. What other words do we use which come from Roman or Greek mythology?

What's a hodge-podge?

Can you figure out what it means by looking at these different photos? You'll see photos of students, teachers, mushers, dogs, and sleds. When you think you've made a good guess at what hodge-podge means, ascertain its meaning by checking a dictionary.



Teacher & students, Nikolai



24 hour layover times



Sebastian Schnuelle massaging his dogs



Martin Buser, Rick Swenson, Takotna 2011



Lachlan Clarke dog, 2011



Norwegian students in Takotna help park dog teams, 2011



Changing from 1 sled to another

Juxtaposition

In literature, juxtaposition means to contrast two objects or texts that oppose each other. Describe the juxtaposition seen in the pictures here. How deeply can you think about juxtaposition with the airplane and dog sled photo? How about the chef from Arizona flipping a Denver omelet in McGrath checkpoint? Another idea, write about the car with flames from the car's point of view.



Juxtapose the airplane and the sleds and dogs.



Juxtapose the AZ chef flipping an omelet in McGrath, AK



What is juxtaposed in this McGrath photo?



Write about the juxtaposition shown in this McGrath photo.

Yentna, 2011

The photos today are of different transportation modes used at Yentna yesterday, plus one seen in Nome. Some ideas to use these photos: order them in chronological order from oldest mode to most recent mode of transportation; use a photo for a writing prompt; write a story from the snowmachine's point of view; describe the musher's trip to get to Yentna Station; research gas mileage of snowmachines and calculate how much gas is needed for a 75 mile trip; research airplane history.



Team arriving in Yenta, Jr Iditarod 2011



Snowmachine and sled 2011



Jr Iditarod volunteer



Iditarod Air Force plane



Iditabiker rode his bike to Nome 2011

Homonyms (Homophones) Spelling Test

Print the correct word in the blank. Choose from the words in parentheses.

(*through, threw*) Driving a sled dog team _____ the Dalzell Gorge on the
(1)
Iditarod Trail was a challenge for teams and mushers. A sled rolled over and _____
(2)
a musher from the sled.

(*feel, fill*) The musher could _____ the snow _____ her boots as she rolled
(3) (4)
over and over.

(*know, no*) _____ matter how she called “Whoa” to the dogs, they kept running.
(5)
Mushers _____ they have to hold on to the sled or the team may keep running
(6)
and leave the musher behind.

(*here, hear*) When a sled dog team runs, you only _____ the sound of the sled
(7)
runners on the snow and the jingle of the dogs’ harnesses. _____ in the wilder-
(8)
ness, mushers feel close to nature.

(*to, two, too*) On the trail from Cripple checkpoint _____ Ruby, _____
(9) (10)
mushers hit a stump covered by snow. Their sleds were damaged, _____.
(11)

(*by, buy, bye*) Race fans yelled “_____” to the mushers as the teams passed
(12)
_____ them at the beginning of the race. Race fans don’t have to _____ a
(13) (14)
ticket to watch the race. It’s free.

(*their, there, they’re*) On _____ way to Nome from Anchorage, the mushers
(15)
know _____ competing against each other and nature. They have to deal with
(16)
cold temperatures, wind, and snowstorms out _____ on the trail.
(17)

(our, hour, are) How _____ the mushers able to keep running their teams with
(18)
only an _____ or two of sleep during the day? _____ bodies need more
(19) (20)
sleep than that to function well.

(its, it's) For the mushers and teams, _____ a combination of teamwork and
(21)
courage to finish the Iditarod Trail Sled Dog Race™. To overcome _____
(22)
challenges is a goal of every musher.



Class collage made from back issues of Alaska Magazine. Each student completed his/her own collage. All the collages were posted, edge to edge, on the wall to create a large mural.

Sled Identification

Label the parts of the sled. Choose from this list.

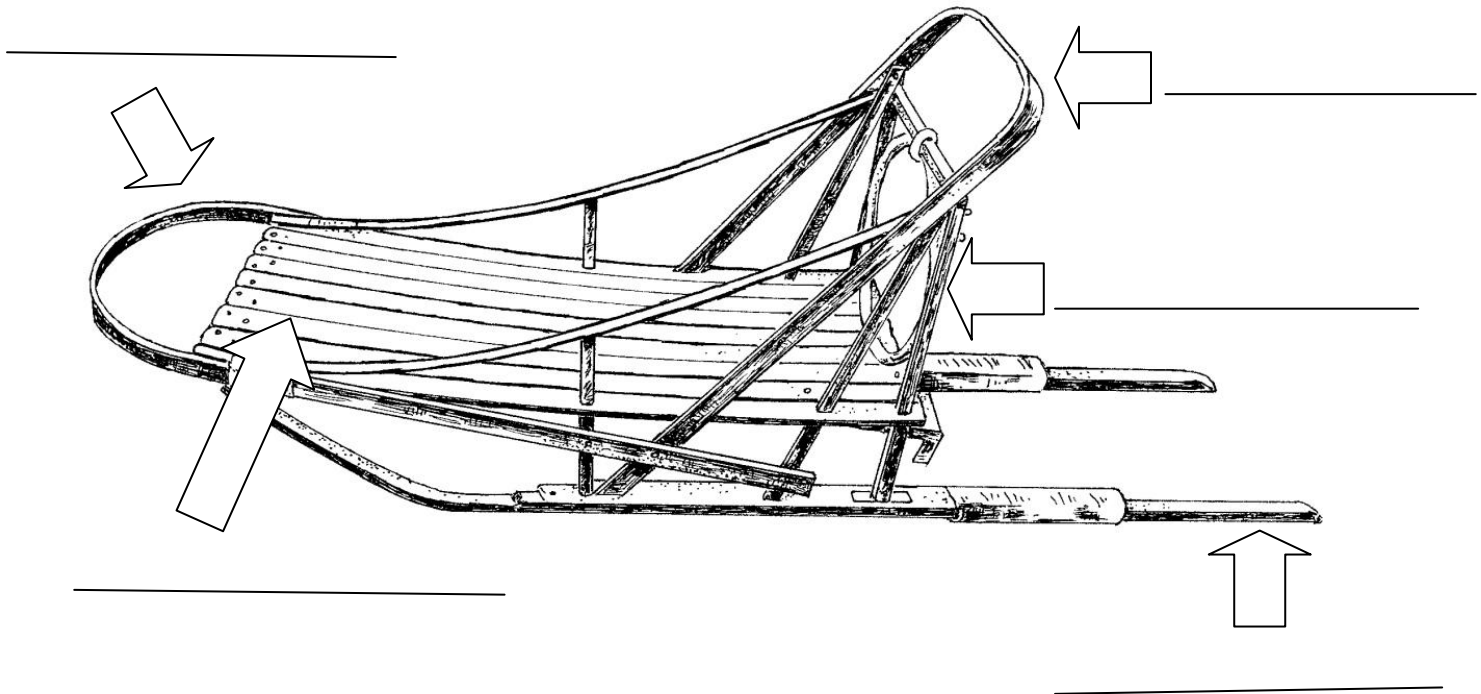
runners

basket

stanchion

driving handle

brush bow



Writing about a Sled's Parts

You just labeled the parts of a dog sled. Now, write one sentence with each sled part label in the sentence. One sentence must begin with the word "A". another with the word "The", another with the word "At", another with the word "In", and another sentence must begin with the word "Under".

A _____

The _____

Under _____

At _____

In _____

Book review---*Akiak A Tale from the Iditarod* review by Martha Dobson

Interest Level grades 2-5 Guided Reading L, Lexile 590

Akiak A Tale from the Iditarod is realistic fiction by author and illustrator Robert J. Blake. Akiak (ACK-ee-ack) is a lead sled dog who hurts a paw during the Iditarod, causing her musher to drop her from the team at one of the race checkpoints. She is cared for by the race veterinarians, but escapes her ride home on a bush plane in order to catch up with her team.

Each time I read this book, which can be purchased alone or found in 2nd or 4th grade reading textbooks, I discover new details, making this a great book to practice the skill of reading for detail. Here are three details to look for—what is the gender of the dog and of the musher, and do the musher illustrations bear similarities to actual mushers? If so, who? As always when reading, find the evidence which supports the answers to these and more questions.

Themes in this book are perseverance, the outdoors, competition, and animals. Students learn the characteristics of realistic fiction—the setting, plot, and characters are realistic while the story is not a telling of an event that actually happened.

Having been on the race trail and at various checkpoints, I appreciate the accuracy of Blake's descriptive words and illustrations of the setting and the situation of a sled dog running to find its team. Readers who aren't familiar with Alaska or the Iditarod will gain accurate information to widen their personal worlds.

At a glance, Blake's illustrations take readers to Alaska and the Iditarod, but study of details in these illustrations reveal accuracy, emotion, and the connection that mushers have with their teams. For example, the illustration for DAY EIGHT includes Iditarod race patch details on the parka. The DAY TEN illustration reveals the team's relationship with Akiak, the team dogs looking to her for guidance.

The end papers of this book include the map of the Iditarod Trail, showing both the Southern and Northern routes, and naming each checkpoint, most of which are Alaskan villages. As Akiak races with her team, and then runs to catch up with it, the villages are named, making the book a good way to familiarize students with the race route. Then, when the class follows the actual race, they can relate their background knowledge to the race. A pronunciation guide for the checkpoint names can be found here on page 21, <http://d3r6t1k4mqz5i.cloudfront.net/wp-content/uploads/2011/12/General-Race-Info-History-and-2013-Race-Information-Version-1.pdf?0238e3>.

This link has information about how the race dogs are identified, a question which may be generated while reading this book. <http://iditarod.com/about/trivia-facts/>

Finally, Blake wrote an author's note at the end of the story which explains some of the race rules and what happens to dogs that are dropped from their teams during the race. For complete race rules, click here <http://iditarod.com/race/rules/>. An online search of this book will generate many activities and lesson plans for *Akiak A Tale from the Iditarod*.

Book Review—*Foxy's Tale: The True Story of a Champion Alaskan Sled Dog* review by Martha Dobson

Lexile 790, Grade level 3-5

Foxy's Tale: The True Story of a Champion Alaskan Sled Dog by Ed White and Donna Freedman and illustrated by Charles Lindemuth. This nonfiction story of a dog and young girl who competed in junior one and two dog races is told from Foxy's point of view. Elementary readers learn how this runt of the litter overcame size, injury, and other challenges to win the 1987 Junior World Championship Sled Dog Race in Alaska. After being hit by a car, Foxy's future as a sled dog is uncertain. The vet predicts that Foxy may never walk, let alone run. However, Foxy and her family overcome this challenge, eventually training with Kelly, White's daughter, to run one dog and then two dog races.

Written on a fourth grade reading level, *Foxy's Tale* introduces some wonderful vocabulary: link, precious, depleted, formidable, blending, exhilaration, floundered, eligible, compartments, and more.

Unusual descriptions make pictures in students' minds—"every jolt of the car made the hurt boil faster", "water was coming from everyone's eyes", "the thick clouds that unfolded sheets of snow"—creating the opportunity to talk about creative ways to change ordinary descriptions.

Students also practice reading first person narration from an animal's point of view, different from the usual third person point of view they read.

Common Core Standards for fourth grade which can be met using *Foxy's Tale* include the Reading Standards for Literature 1, 2, 3, 4, 6, and 7 (**RL.4.1-4 and 6 and 7**), Reading Standards: Foundational Skills 3 and 4 for fourth grade (**RF.4.3 and 4**), and writing a sequel addresses Writing Standards skill 3 a, b, c, d, and e for fourth grade (**W.4.3.a-e**).

Foxy's Tale teaches that size, or lack of it, doesn't matter, and that adversity can be overcome.

A bonus to this 77 page book is that Ed White is available for Skype presentations and he offers opportunities for students to write their sequels to the book. Upon request, Ed will send a free copy of this book for your school's library.

Photographs, video, and more information about Foxy are at www.foxystale.com. Email Ed White at edwhite192@gmail.com.

Book Review--Ghosts in the Fog: The Untold Story of Alaska's WWII Invasion ©2011 review by Martha Dobson

Guided Reading level Y, Lexile 1110

Ghosts in the Fog: The Untold Story of Alaska's WWII Invasion ©2011 is the narrative nonfiction account of Japan's invasion of the Aleutian Islands during World War II. Classified military information for years and too difficult for those who lived it to discuss, Samantha Seiple's pen brings it all to light: the invasion and occupation of the Aleutian Islands, the captivity of civilians and military personnel, battles on these islands, and the relocation of the native Aleuts.

Seiple uses survivors' personal stories and incidents and meticulous research to move this historical account of battle strategy, challenges, and survival. Appropriate for middle school age and older, readers will find this book to be good, interesting practice in reading nonfiction while older students can read this book to extend their study and knowledge of World War II.

During WWII, Alaska was a United States territory, becoming the 49th state in early 1959. Review of a map of Alaska shows the Aleutian Islands' proximity to Japan and Russia, pointing out the necessity of U.S. military presence there and elsewhere in Alaska.

Seiple's detailed index and source notes are excellent examples for students writing research papers; images in the book come from museum and military archives. Seiple explains military terminology within the text as well as the responsibilities and relevance of the various military personnel to increase the reader's understanding of the situation. Codecracking was instrumental to military operations. Weather bore a huge effect on living, surviving, and fighting on these islands, creating a jumping off point for study of the Aleutian Low, a semi-permanent low pressure system over the Aleutian Islands. Weather caused military pilots to create innovations in order to strike at the enemy.

To follow the progress of the battles and other incidents, create a flow map and character mapping will describe the various people in the story, tracking them throughout the book.

The closing chapter, "The Afterword: The Remembered", brings closure to this part of WWII history, a chapter begun on June 7, 1942, but denied for decades.

Note: This book was on the middle school reading competition list created by the North Carolina School Library Media Association Middle School Battle of the Books List 2013-14.

Book Reviews--*Iditarod*TM, Tricia Brown, and *Dogteam*, Gary Paulsen review by Martha Dobson

Dogteam Guided Reading P, Lexile 960

Check this book, *Iditarod*TM by Tricia Brown, for nonfiction information about the historic Iditarod Trail's role in Alaska's Native Alaskan's lives and the gold rush, an early dog sled race called the All Alaska Sweepstakes, the history and beginning of the Iditarod Trail Sled Dog RaceTM, champs and record breakers, the dogs, and the women of the race. Historical photographs illustrate the book along with recent photographs. The book's foreword is by Iditarod champ, times four, Jeff King. Brown's background includes newspaper work in Alaska, on staff at *Alaska* magazine, and book publishing, including several Iditarod-related books such as *Iditarod Silver* which celebrates the race's 25th anniversary. This book, for 6th grade through adult ages, came out in early February, 2014.

Dogteam by Gary Paulsen, is a realistic fiction picture book with lovely text for older readers, up to 6th grade. Don't let the words "picture book" make you think this is just for young readers, though. Its Lexile level is 960 and its Guided Reading level is P. Illustrated by Paulsen's wife, Ruth Wright Paulsen, readers travel a moonlit trail with a team. Paulsen's descriptive writing puts the reader right on the trail with the excited dogs, hearing and seeing what mushers hear and see when running their teams. Read *Dogteam* aloud to younger readers; older readers can treat themselves to this book. Paulsen dedicates this book to Storm, one of his lead dogs during his 1983 Iditarod race.

Many more fiction and nonfiction books for adults and young people can be found here.

<http://iditarod.com/teacher/iditarod-books/>



Read like a sled dog runs!



Read like a sled dog runs!



Read like a sled dog runs!



Read like a sled dog runs!

