

Iditarod Activity Book III



Iditarod Activities

For the

Classroom

Book 3

Iditarod Trail Committee, Inc
Wasilla, Alaska USA

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Table of Contents

Topic		Page	
Information for Educators		6	
Successful Thematic Instruction		7	
Why Use Iditarod in the Classroom?	Essay by Madelain Westermann	8	
Language Arts Activities		9	
Hopes and Dreams	Lessons by Lynne Gordon, 2005 Wells Fargo Teacher on the Trail™	10	
A Musher’s Vocabulary		13	
ABC’s of the Iditarod		16	
Iditarod ‘Ad Libs’		18	
Newspaper on the Trail		21	
Dog Hall of Fame		22	
Tall Tall Tales		24	
Tailing the Tale		26	
Walls		27	
Alaskan Walls		28	
A Native Story		31	
All Mixed Up!		32	
Word Lists		Iditarod Education Department	44
Writing Ideas: Story Starters		Iditarod Education Department	47
Writing to Musers	Iditarod Education Department	51	
Letter Writing Lesson and Hints	Iditarod Education Department	53	
Iditarod Math Activities		57	
Husky Rice Puppies	Kim Slade 2007 WFTOTT™	58	
Going Shopping	Lynne Gordon 2005 WFTOTT™	62	
Math Challenges	Terrie Hanke 2006 WFTOTT™	64	
Panning For Gold!	Kim Harrick 2002 WFTOTT™	69	
Musher’s Ice Cream Treats	Iditarod Education Department	71	
Dog Bone Quilt	Donna Finner (2002 WFTOTT Finalist)	72	
Daily Almanac	Donna Finner and Tod Cohen	74	
Musher’s Math Daily Starters	Iditarod Education Department	77	
Charts: Military Time	Iditarod Education Department	80	
Civilian and Military Time Lesson	Terrie Hanke 2006 WFTOTT™	82	
Social Studies and Science		84	
Weathering the Trail	Lynne Gordon 2005 WFTOTT™	85	
Life Cycles	Lynne Gordon 2005 WFTOTT™	86	
The Giant Cucumber	Lynne Gordon 2005 WFTOTT™	89	
Staying Dry and Safe!	Diane Johnson 2000 WFTOTT™	92	
Hypothermia: The Chill that Kills	Terrie Hanke 2006 WFTOTT™	93	
Alaska Day	Lynne Gordon 2005 WFTOTT™	96	
Mapping the Trail	Iditarod Education Department	98	
Native Day	Lynne Gordon 2005 WFTOTT™	100	

Totem Poles	Terrie Hanke and Jean Sandrock	101
Physical Education and Character Ed		104
Physical Education: The Trail	Terrie Hanke and Ellen Meyer	105
Iditarod Dance	Dianne Kost	108
Your Team: Character Education	Lynne Gordon	110
Character Education Connection	Kim Harrick 2002 WFTOTT™	111
Trail Values	Diane Johnson 2000 WFTOTT™	115
Tracking Musher: Where are they?	Iditarod Education Department	116
Musher Folders	Lynne Gordon 2005 WFTOTT™	117
Activities for Tracking Musher	Iditarod Education Department	120
Daily Reports	Iditarod Education Department	121
Musher Race Summary	Iditarod Education Department	122
Musher Tracking: Race Updates	Iditarod Education Department	123
Thematic Instruction	Iditarod Education Department	126
Kim Harrick's Unit Plan	Kim Harrick 2002 WFTOTT™	127
Ideas for Thematic Projects	Iditarod Education Department	128
Getting Started: Unit Planning	Iditarod Education Department	133
Lesson Plan Template	Iditarod Education Department	134
Technology Integration: INSIDER	Iditarod Education Department	136
Technology: PowerPoint Project	Iditarod Education Department	138
Wells Fargo Teacher on the Trail	Iditarod Education Department	142
Educational Conferences	Iditarod Education Department	145
Additional Resources	Iditarod Education Department	146



Iditarod Trail Sled Dog Race™

Education Department

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Hello Teachers!

This booklet of activities has been compiled with you and your students in mind! Join us on the trail not just during the race, but all year long. No matter where you teach, Alaska, Hawaii, the lower 48, or in another country, the lesson ideas in this booklet can be added to your current curriculum to enhance teaching and learning.

This activity book has been compiled to assist you in your endeavor to create standards driven curriculum activities that engages your students in research based learning projects based on the theme of the Iditarod Trail Sled Dog Race and Alaska. The contributors to this activity book have volunteered their lessons for your use. We know and research shows, when students are involved in hands on- real time- real world learning projects that are anchored (snow-hooked) in the standards, objectives, and curriculum, academic success is a reality.

There is something truly engaging when Iditarod is used as a theme in the classrooms. Students of all ages not only enjoy learning about the race and Alaska, but they seem to anxiously practice their academic skills without realizing it! For example, completing math problems surrounding race data is engaging and much more fun than working from the textbooks or worksheets. The theme of Iditarod also lends itself to discussion topics that assist educators in presenting lessons in character education. Technology as a teaching tool and a tool for students to use, is easily integrated into the classroom before, during, and after the race due to the ever- growing resources found at www.iditarod.com. Iditarod Insider provides an additional resource that brings the sights and sounds to the classroom in a real-time- learning experience. This theme can be integrated in most instructional areas, making Iditarod a thematic tool of instruction for all grades and all curriculum areas.

Each year, a Teacher on the Trail™ is chosen from educators around the world. This teacher provides not only lessons throughout the school year, but provides up to date race reports and lesson connections during the race. Follow the Teacher on the Trail™ during the entire school year.

Educators can also attend conferences in Alaska twice a year. Conference information and other opportunities can be found at www.iditarod.com. Whether your unit of instruction involves a yearlong theme or a shorter theme, the Iditarod Education Department will assist you in your educational needs. Contact us if you have questions or ideas for us.

Iditarod Educational Department

Successful Thematic Instruction

1. **Create** and/or use our lessons based on the standards and curriculum that your students must know and understand. Know what you need to teach to your students and choose from our activities or create lessons that support your teaching goals. **ACADEMIC** progress is core.
2. **Remember:** You are teaching standards and the curriculum your state or local district has determined. Iditarod is a tool in the delivery of your instruction. Everything you do in the classroom is based on meeting the academic goals for your students so that your students meet requirements necessary during the instruction period.
3. **Use** a lesson plan template to organize and document your lessons. We are providing a template as a sample for you to use if you do not have your own or your district doesn't supply one. The best lessons are lessons that well planned in advance. It is those lessons that also seem to empower students to go beyond what they need to learn, and learn further on the educational spectrum.
4. **Communicate** to your students what you expect from them. Keep the lines of communication open to your parents as well as your administration.
5. **FOCUS** on using solid practices of teaching and learning that are researched based. Remember, hands on learning, project based learning, multiple intelligences, and other key phrases that are proven components of quality learning are components of Iditarod in the classroom. Students learn best when they are learning first hand.
6. **Iditarod** brings a real time event to the classroom. Iditarod in the classroom allows students an opportunity to practice and learn basic skills they need to learn while learning about a real event. Students are able to transition what they learn to the local level and make many connections that produce life-long learning.

Thanks to the following contributors:

2002 WFTOTT Kim Harrick, 2005 WFTOTT Lynne Gordon, WFTOTT 2006 Terrie Hanke, WFTOTT 2000 Diane Johnson, WFTOTT 2007 Kim Slade

Please note: Many lessons include Internet websites that were applicable when the lesson was created. Those sites may or may not be in existence. Adjust lessons to current sites, current standards you teach, and teaching techniques.

Essay submission: Why Use Iditarod as a Theme? Iditarod Workshop, Spring, 2004

“Educators continually complain that students are not ready to learn.....But are children’s brains really any different today than they were 30 or 40 years ago?” (Eric Jensen; Teaching With the Brain in Mind). This is a concern echoed in the halls in many schools in America today. How can educators make learning more engaging and meaningful to reach a new generation? According to Jensen, the answer is three-fold: use emotion, relevance, and context.

The Iditarod, an annual Alaskan dog sled race, is a high interest medium that can serve to capture the minds and hearts of learners on all three levels. All students have dreams and aspirations. This theme is multicultural and multigenerational. History is filled with inspirational leaders and heroes who overcome great obstacles to make their dreams a reality. So why not hitch this idea to the back of a musher’s sled and take the students on the adventure of a lifetime?

Referencing Eric Jensen’s research on brain-wise instructional methods, he emphasizes that all students have motivation, but it may be pulled in more directions currently than historically evident. He encourages educators to provide choices for students, working in partners, and becoming involved in projects that are relevant and engaging to their personal lives. Researching the history of the Iditarod race may start as an assignment, but as in all true races, students can’t help but get caught up in the drama and courage of the dog sled teams.

Many novels on all learning levels present the race in vivid detail. Students in today’s classrooms enjoy the challenge provided by learning about a group of spirited racers facing the challenges of the unknown wilderness alone. This concept is easily tied to each individual’s search for dreams and aspirations in life. By using a more emotionally laced framework of personal goals, the learning objectives are woven throughout the tapestry of the Iditarod theme.

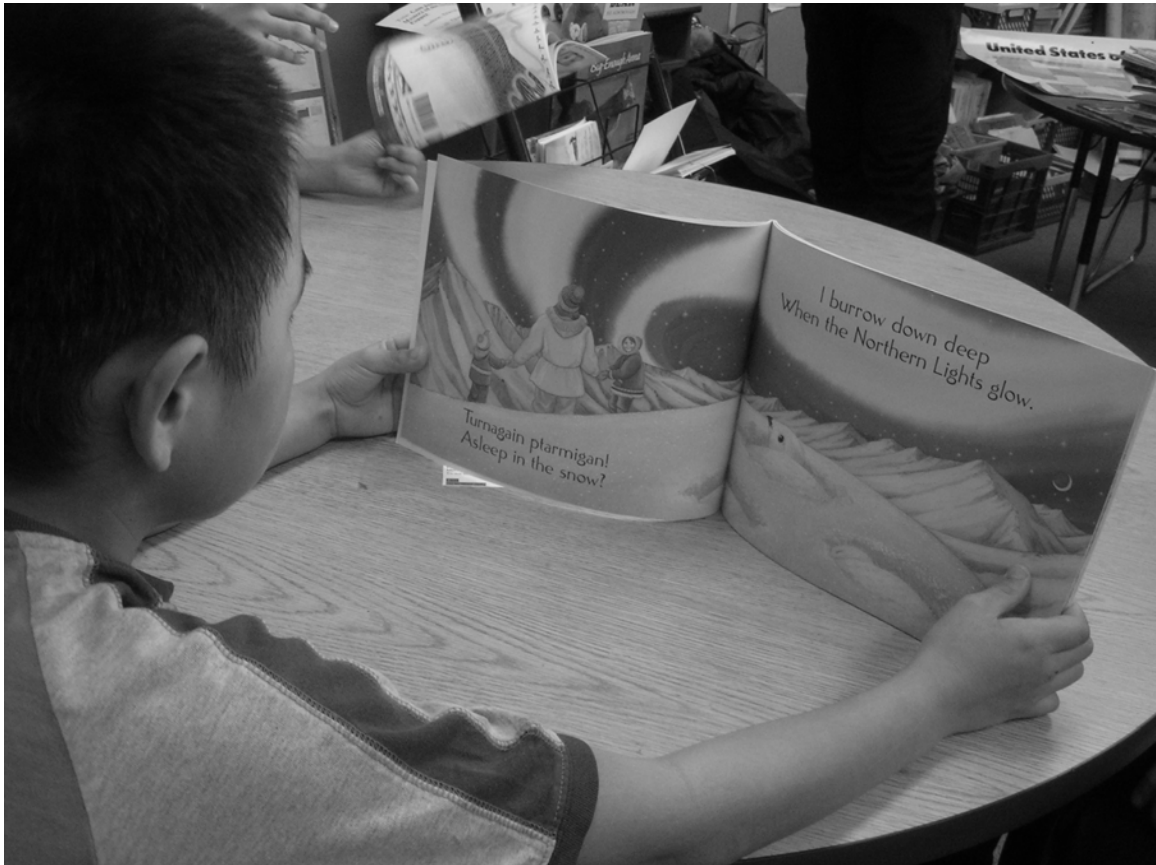
The second area Jensen states as integral in optimal learning is relevance. So how can a team of racing hounds be relevant to urban students? The heart and soul of the race are keys. Beginning with its historical origins, students find inspiration in men, women, and dogs who find the will to succeed. Whether it be saving lives or just surviving the race, students can identify with their struggles and hurdles. Studying about the race brings a new meaning to perseverance and tenacity, especially when a student tries to relive the grueling trail in a simulation. What is more relevant to a struggling learner than to find hope in the efforts and “iron wills” of the mushers themselves? Iditarod mushers can be found nation wide presenting their stories to children of all ages, challenging them to follow their dreams. Dee Dee Jonrowe is a well known face to surviving hardship, whether it be on the trail or in battling cancer. Students find relevance in her words both written and spoken, to keep fighting the battles of life until dreams are realized.

Finally, Jensen encourages educators to use context to make learning meaningful. By studying the context of the Iditarod race, students can find multiple examples in their local communities of similar accomplishments. We live in a time where heroes are measured by their appearance, athletic abilities and affluence. Students find meaning in the Iditarod by measuring their lives against tireless dogs with hearts that won’t quit in the face of adversity. What better contest to use to measure life’s meaning and goals. For without the context of our dreams and the desire and will to accomplish them, we cease to truly live and only survive.

In closing, today’s learners are different than those in the classroom 30 – 40 years ago. They face more challenges, distractions, and diversions than any generation before them. It is time to get help them get ahead of the pack by defining themselves and their lives with the future in mind. It is our goal as educators to equip them to win this race, their own personal Iditarod.

Madelain Westermann

Language Arts



Hopes and Dreams: Starting the School Year	
Developed by: Lynne Gordon, 2005 WFTOTT™	
Discipline / Subject: Language Arts	
Topic: A Vision for the School Year	
Grade Level: Any	
Resources / References / Materials Teacher Needs: <u>Elim</u> , by Joan Jackson , Large pad of chart paper	
Lesson Summary: One of the first lessons of the year is to discuss dreams and hopes, asking each student and teacher to state the most important school goal for the year. These are written, illustrated, and published. They remain a focus for rule creation and to inspire the class for the whole year.	
Standard's Addressed: (Local, State, or National) NCTE 4, 6	
Learning objectives: 1. The students will understand the importance of a personal goal to direct their efforts during the school year. 2. The hope will be written, edited, and published. 3. Rules for the class will be based upon everyone's hopes and dreams.	Assessment: The student will be able to articulate and discuss his goal, and to refer back to it many times during the year.
Procedural Activities 1.) The teacher will initiate a discussion on goals and dreams. She should share a wish she has for the school year. 2) The book <u>Elim</u> will be read and discussed. 3) Children will brainstorm a list of their hopes and dreams. 4) Each child will choose the one of most importance to herself, write, and illustrate it. 5) Parents will be asked to add their dreams to the child's. 6) All dreams will be displayed and frequently alluded to for the year. 7) These hopes and dreams will be the basis for the rules of the classroom.	
Technology Utilized to Enhance Learning: Videotaping of the children reading their dreams and those of their parents would be a nice extension.	
Other Information: Videotaping of the children reading their dreams and those of their parents would be a nice extension.	
Modifications for special learners/ Enrichment Opportunities: Assistance with the written portion of this assignment should always be available for challenged students. More advanced students should be encouraged to write more complex goals, or perhaps include methods to achieve their goals.	

Iditarod: A Musher's Vocabulary	
Developed by: Lynne Gordon, 2005 WFTOTT	
Discipline / Subject: Language Arts	
Topic: Dictionary Skills	
Grade Level: Any	
Resources / References / Materials Teacher Needs: A list of 20 or more vocabulary words (at least one for each student) Dictionaries, Definition worksheet	
Lesson Summary: The students have learned how to look up words in the dictionary, and this lesson will review these skills. Each student will be given one or more vocabulary words to find in the dictionary. They will copy the information onto the definition worksheet. The student will present their word, read the definition, and use it appropriately in a sentence. A master list of the words and their definitions will be displayed. These words will be available when the students write articles for Dogs on the Trail and other Iditarod projects. When all the words have been shared, the master list will be removed from display and the students challenged to match the words and their meanings.	
Standard's Addressed: (Local, State, or National) NCTE 3, 5, 6	
Learning objectives: 1. The students will be able to look up a word in the dictionary and report on its location and definition. 2. The students will be able to use the word in an appropriate sentence. 3. The students will be able to match the definitions and words after listening to all of the words presented. 4) The students will use these words in their writing.	Assessment: The students will report on a word in the dictionary, use it correctly in a sentence, and later be able to match the words and definitions given by the whole class.
Technology Utilized to Enhance Learning: Additional words could be obtained from Internet or other sources	
Other Information: Additional words could be obtained from Internet or other sources	
Modifications for special learners/ Enrichment Opportunities The children could pair up if the activity was too difficult or additional or more difficult words could be presented for more advanced students. The assistance of library and special education personnel could be encouraged.	

Notes: Editors Note: Older students can use technology as a tool to display vocabulary books. (PowerPoint or other software programs.)

The following worksheets can be used with age/grade appropriate students.

Definition Worksheet

Name: _____

My Word: _____

Dictionary: _____

Part of speech: _____

Guide Words _____ and _____

Page: _____

Definition:

Use this word in a sentence (remember a capital letter at the beginning and punctuation at the end):

Mushing Vocabulary

Vocabulary Quiz

Name: _____

Put the letter of the definition beside the word it matches. Use the next worksheet of definitions to complete this worksheet.

- | | |
|-------------------------|------------------------|
| _____ 1. Overflow | _____ 13. Mush |
| _____ 2. Rigging | _____ 14. Stanchion |
| _____ 3. Runners | _____ 15. Perseverance |
| _____ 4. Siberian Husky | _____ 16. Fatigue |
| _____ 5. Stake | _____ 17. Athabaskan |
| _____ 6. Tether | _____ 18. Veteran |
| _____ 7. Rookie | _____ 19. Aurora |
| _____ 8. Slat | _____ 20. Frontier |
| _____ 9. Toggles | _____ 21. Malamute |
| _____ 10. Hypothermia | _____ 22. Booties |
| _____ 11. Gee | _____ 23. Pedaling |
| _____ 12. Haw | _____ 24. Gang line |

Musher's Vocabulary Definitions

- A. Used to direct horses, mules and other animals to the left.
- B. Go or go faster, said as an order to a team of dogs pulling a sled.
- C. The act or quality of persistence
- D. The last settled area of a country before the part that is not settled or developed begins.
- E. An upright pillar or bar
- F. Lines of a racing sled like chains, rope, and wire
- G. A pin, bolt, or rod put through the eye of a rope or a link of a chain to prevent slipping, to tighten, or to secure to an attachment
- H. Too little heat, what happens when your body temperature falls too far below normal?
- I. One of long, narrow parts on which a sled or an ice skate glides.
- J. A rope or chain used to fasten a horse, donkey, or other animal, to keep it confined within limits.
- K. A person who has just joined a group and has no experience.
- L. A loss of strength that is caused by hard work or mental effort.
- M. To flow beyond the normal limits.
- N. A stick or post sharpened at one end for driving into the ground, used as a support, boundary mark, or post.
- O. Medium sized (about 50 pounds) northern breed of dog.
- P. Main rope that runs forward from a sled.
- Q. Used to direct horses, mules, or other animals to the right.
- R. A person who is experienced at their work.
- S. Pushing the sled with one foot while the other remains on the runner.
- T. A type of sock that is made to protect the dog's feet from small cuts and sores.
- U. A large husky type dog
- V. A thin strip of wood that makes up the bottom of a sled basket
- W. A tribe of northern Canadian and Alaskan Natives
- X. Bands of flashing and moving lights that can be seen in the night sky mainly in the region of the North Pole

Musher's Vocabulary Definitions/ Answers

- A. Used to direct horses, mules and other animals to the left. 12
- B. Go or go faster, said as an order to a team of dogs pulling a sled. 13
- C. The act or quality of persistence 15
- D. The last settled area of a country before the part that is not settled or developed begins. 20
- E. An upright pillar or bar 14
- F. Lines of a racing sled like chains, rope, and wire 2
- G. A pin, bolt, or rod put through the eye of a rope or a link of a chain to prevent slipping, to tighten, or to secure to an attachment 9
- H. Too little heat, what happens when your body temperature falls too far below normal. 10
- I. One of long, narrow parts on which a sled or an ice skate glides. 3
- J. A rope or chain used to fasten a horse, donkey, or other animal, to keep it confined within limits. 6
- K. A person who has just joined a group and has no experience. 7
- L. A loss of strength that is caused by hard work or mental effort. 16
- M. To flow beyond the normal limits. 1
- N. A stick or post sharpened at one end for driving into the ground, used as a support, boundary mark, or post. 5
- O. Medium sized (about 50 pounds) northern breed of dog. 4
- P. Main rope that runs forward from a sled. 24
- Q. Used to direct horses, mules, or other animals to the right. 11
- R. A person who is experienced at their work. 18
- S. Pushing the sled with one foot while the other remains on the runner. 23
- T. A type of sock that is made to protect the dog's feet from small cuts and sores. 22
- U. A large husky type dog 21
- V. A thin strip of wood that makes up the bottom of a sled basket 8
- W. A tribe of northern Canadian and Alaskan Natives 17
- X. Bands of flashing and moving lights that can be seen in the night sky mainly in the region of the North Pole 19

A Note from TOTT Lynne: These are sample definitions from our classroom dictionaries. Be sure to use the exact definition the student finds in your class books. I have several different dictionary sets, some of which may yield slightly different definitions. Your vocabulary list should be adjusted for words included in your dictionaries. Definitions from Internet sources could also be included.

ABC's of the Iditarod

Developed by: Lynne Gordon, 2005 WFTOTT™

Discipline / Subject: Language Arts

Topic: Writing, Social Studies, Research Skills

Grade Level: All

Resources / References / Materials Teacher Needs:

M is for Mayflower, by Margot Raven or similar book from your state
Iditarod books and research materials

Lesson Summary:

The children will research, write, and illustrate an ABC book on the Iditarod.

Standard's Addressed: (Local, State, or National)

NCTE 1, 3, 6, 7, 8 NCSS 1, 3, 5

Learning objectives:

1. The children will be given one or more letters of the alphabet to be contained in the ABC book.
2. The children will locate two or three items beginning with their letter to write and illustrate.
3. The children will display their good writing skills to write, edit, and create final copies of their text and illustrations.

Assessment:

The ability of the children to locate and publish their items will show their research and creative skills, as well as proper language arts abilities.

Procedural Activities

- 1.) The children will listen to M is for Mayflower, anticipating each letter by suggesting one or two items that may appear in the text. The teacher will indicate how the illustrator (depending on the book you chose) displays one of the pictures in a more dominant position and in a larger size.
- 2) The class will brainstorm where one could find ideas for the letter.
- 3) The letters will be randomly assigned and willing individuals or groups could work on the remaining letters.
- 4) The children will submit rough copies of their text and illustrations.
- 5) Final copies will be completed and the book will be assembled as a class big book.

Materials Students Need: Paper, pencils, markers, crayons, etc.

Technology Utilized to Enhance Learning:

Internet resources as a research tool will be useful.

Other Information: The opportunity to extend this into a longer research project is available, or more than one page for each letter could be considered. There could be a presentation after the book is completed, or as each letter is finished.

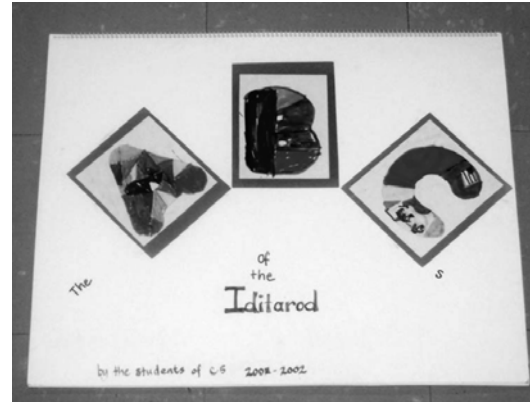
Modifications for special learners/ Enrichment Opportunities

The degree of sophistication in the writing and the illustration is always linked to the ability of the authors.

Book Pages



Cover of the 2001 – 2002 Class



Book

Editors Note:

- ABC books are a common activity or assignment developed for students to practice their grammar skills. The skill level of the students determines the

expectations of the assignment. Starting sentences with capital letters, having sentences with complete thoughts, and research – based information on the pages should be among the skills taught prior to the start of the lesson and should be considered when making the assignment or doing the project. Assess according to your students expected level of achievement over the skills your students must know and understand.

- Older students can each make their own ABC book. Younger students can make a class book. Students can work in groups or the class can compile one book.
- There are a variety of ABC books that can be used as examples with this project. Develop this lesson using those books that are supportive of your curriculum or teaches about your own area where you live. Showing students examples of ABC books are an excellent way to demonstrate quality needed in a final product. These books also demonstrate creative ways to use the difficult letters, like: Q, X, and Z! The use of rhyme or no rhyme can be demonstrated in sample books.
- Technology can be a learning tool in this assignment. Student can put their 'book' on a PowerPoint or another software program.
- Students can also 'perform' a classroom book for another classroom by acting out pages from the book.
- Often Alaska or Iditarod themed ABC books are completed as a culminating activity in a full unit of study. Through out the unit, students can keep an A B C list of words that they run across during their studies. The list can be used as a rough draft or starting point for the ABC books.
- Students can read their ABC books to younger students or family members.

Iditarod ‘Ad Libs	
Developed by: Lynne Gordon 2005 WFTOTT™	
Discipline / Subject: Language Arts	
Topic: Writing, Parts of speech	
Grade Level: 2nd and up	
Resources / References / Materials Teacher Needs: A sample ‘Ad Lib, Parts of speech review, and “My Words” Worksheet	
Lesson Summary: After a review of the parts of speech, the children will compile a list of several of each, review for accuracy, and insert them at random into an Iditarod “blank” story.	
Standard’s Addressed: (Local, State, or National) NCTE 3, 6	
Learning objectives: The students will know these parts of speech, and be able to list some of each: nouns, verbs, adjectives, (others for older grades). . The children will cooperatively create a “blank” story based on an Iditarod adventure. Appropriate parts of speech will be inserted into the blank story. A class book of the various stories will be created.	Assessment: Method of assessment for learning The groups will ascertain if the parts of speech are correct, if not the students who wrote them must correct them. The “blank” story will be filled with a random choice of words, and must make sense to the audience. A further assessment would be in the writing of a “blank” story, and the knowledge to label the blanks.
Procedural Activities 1)After studying the parts of speech, the class will review them with examples drawn from the students. 2) Each student will create a list of four of each type of word on the “My Words” worksheet, which will be cut apart and placed into labeled containers. 3) The class will listen to an “Ad Lib” so as to understand the procedure. 4) The class will write a “blank” Iditarod adventure. 5) In groups, the appropriate number of words will be picked in each category. 6) Each group will determine the accuracy of each part of speech picked. 7) Each new story will be read to the rest of the class. 8) A class book of the adventures will be created and illustrated.	
Materials Students Need:	
Technology Utilized to Enhance Learning:	
Other Information This lesson should be used after the parts of speech are firmly understood. Special attention should be given to words that can be more than one part of speech, for not only are they often confusing to the students, but also will be addressed in the lesson Weathering the Trail . The words should be retained for other purposes.	
Modifications for special learners/ Enrichment Opportunities Grouping should assist any child unable to create the required list. Older students can include more parts of speech and write a longer, more complex story.	

A sample “Ad Lib” by Lynne Gordon, 2005 WFTOTT™

Once upon a _____ a _____ named _____ decided to _____ a new _____. He
 noun noun name verb noun

_____ in all the _____ stores, but he couldn't _____ one. He _____ up his
 verb +ed adjective verb verb+ed

_____ Mark and _____ him. Mark said he didn't _____ of anyone who
 noun verb+ed verb

was _____ a _____. He _____ all the people he knew at the
 verb+ing noun verb+ed

_____, but no one could help him. One _____, he was walking
 noun noun

home from his _____ _____ when he saw a _____,
 adjective noun adjective

_____ _____ . He held his _____ out to it and it
 adjective noun noun

_____ him. “Come here, little _____,” he said, and it _____
 verb+ed noun verb+ed

over to him. It had no _____ or _____ .
 noun noun

He called the _____ _____, but no one had reported a _____ _____
 adjective noun adjective noun

So that is how “_____” came to live with _____'s sled dog _____.
 Name same name noun
 as line 1

Soon he was in _____ for the Iditarod.
 Verb+ing

MY WORDS

Name _____ Date _____

Write four words for each part of speech. Be original! Please remember to check your spelling!

NOUNS (a person, place or thing)

VERBS (an action)

ADJECTIVES (describing words)

Newspaper on the Trail

Developed by: Lynne Gordon, 2005 WFTOTT™

Discipline / Subject: Language Arts

Topic: Newspaper writing

Grade Level: Any

Resources / References / Materials Teacher Needs: Local newspapers, chart paper or overhead, Musher graphic organizers, 3 Things Plus One More

Lesson Summary: Students will create newspapers.

Standard's Addressed: (Local, State, or National) NCTE 1, 3, 6, 7 NCSS 3, 5

Learning objectives:

The students will understand the several parts of a newspaper.
 The students will practice writing different parts of the newspaper.
 All writing pieces will culminate into a classroom newspaper.

Assessment:

Method of assessment for learning
 The students will show their knowledge of newspaper terminology and participate in writing various pieces. The finished product will be the assessment.

Procedural Activities

- 1) The teacher will present multiple copies of a newspaper for reading and discussion.
- 2) The children will understand what the different portions are and their similarities and differences.
- 3) Samples of previous issues of Dogs on the Trail will be displayed.
- 4) Graphic organizers for “My Musher” and “Three Things” will be assigned.
- 5) Other contributions to the newspaper will be encouraged.
- 6) DOTT will be published.

Materials Students Need: Paper, pencil, etc.

Technology Utilized to Enhance Learning:

Articles are written on the computer in their final form, pictures are enlarged or reduced to fit the format, and Internet sources and the Iditarod website are used for research.

Other Information

DOTT copies are given to all classrooms and staff members in the school. We sometimes receive contributions from other classes and teachers to put into the next issue.
DOTT is the only school wide student written newspaper in our school and is in the fifth year of publication. One of the loveliest days we have during the school year is the day an issue of Dogs on the Trail comes out. We gather on the rug and each child reads his contributions. We discuss the articles and illustrations. We talk about what we will do differently next time. There are frequent bursts of applause. The children feel the magic of seeing their work in print!

Modifications for special learners/ Enrichment Opportunities

The element of Academic Choice is very important. Each student wants to contribute in many different ways to each issue, and is encouraged to try different types of articles. More advanced students can assist in the physical construction of the newspaper. Students always help each other, and often collaborate on entries.

Dog Hall of Fame

Developed by: Lynne Gordon, 2005 WFTOTT™

Discipline / Subject: Language Arts, Social Studies

Topic: Research

Grade Level: Any

Resources / References / Materials Teacher Needs:

My Life in Dog Years, by Gary Paulsen and Dog hero template

Lesson Summary:

The children will become familiar with the Dog Hall of Fame project and after research, will nominate and write up their own entry for the Dog Hall of Fame.

Standard's Addressed: (Local, State, or National) 1. NCTE 1, 6, 7 NCSS 1,3

Learning objectives:

1. The children will learn about the Dog Hall of Fame.
2. They will identify various important aspects of the entries into the Hall of Fame.
3. They will research and write their own entry.

Assessment:

The correctly researched and written essay will show their understanding of the character values of the entrant.

Procedural Activities

- 1) The teacher will select an excerpt from My Life in Dog Years to share with the students.
- 2) The children will brainstorm a list of character values displayed by various dogs.
- 3) The children will nominate a historical or personal dog to become a member of a dog hall of fame.
- 4) They will write, edit, and create a final copy with an illustration or photograph of the dog.

Materials Students Need: Paper, pencil, etc.

Technology Utilized to Enhance Learning:

Internet resources and websites, project can be done on computer.

Other Information

The possibility of other types of animals could be explored.

This lesson should be linked to the students writing about their personal hero.

Modifications for special learners/ Enrichment Opportunities

Careful grouping could alleviate any difficulties with the research and/or writing of the entry. The more able or older students could create a longer or more technological presentation.

Dog Hall of Fame

Name of Dog _____

Nominated by _____

Why this dog belongs in the Hall of Fame _____

Words that describe him/her _____

Personal information on him/her _____

Tall Tall Tales

Developed by: Lynne Gordon, 2005 WFTOTT™

Discipline / Subject: Language Arts

Topic: Tall Tales

Grade Level: Any grade that studies tall tales

Resources / References / Materials Teacher Needs:

Kumak's Fish, by Michael Bania

Eye of the Needle, retold by Teri Sloat or other well known Tall Tales

Chart Paper, "My Character" worksheet, "Bareback" books (Blank white books for final copies)

Lesson Summary: The genre of the Tall Tale is introduced to the children with special emphasis on "exaggeration". The class will analyze examples of Tall Tales and the students will complete a graphic organizer for their own story. The unit will culminate in a "Tall Tale Tea" where children will read their stories to an audience.

Standard's Addressed: (Local, State, or National) NCTE 2, 3, 5, 6

Learning objectives:

1. The students will understand the genre of the Tall Tale.
2. Children will isolate segments from Tall Tales showing exaggeration.
3. They will create an Alaskan character to fit the genre.
4. The students will write their story, edit, illustrate, and publish it.
5. The stories will be read before an audience.

Assessment:

In discussion and through their story the students will display an understanding of what makes a Tall Tale.

Procedural Activities

- 1) The children will uncover the word "exaggeration" through a "Hangman".
- 2) They will give examples of exaggeration.
- 3) The children will use the signal ear pull when they hear an exaggeration in the stories.
- 4) They will brainstorm Alaskan characters and their special talents.
- 5) Each student will invent a character and a story to display her talent.
- 6) The children will conference, write, edit, and publish their stories.
- 7) The stories will be read during "Tall Tale Tea".

Technology Utilized to Enhance Learning:

The performance could be recorded via videotape or cable TV.

Other Information

The students have spent most of the year finding facts and reading nonfiction. The chance to stretch the truth through Tall Tales is a welcome respite to the students and teachers. A sense of fun pervades this unit, and the children produce some very good and sometimes quite long stories. The Tall Tale Tea is a celebration of their improvement in writing skills since the beginning of the year.

Modifications for special learners/ Enrichment Opportunities

Some challenged individuals will require help in getting an idea, or perhaps they will be allowed to "piggy back" onto a known story. Grouping of advanced and challenged individuals should be considered, but I have always found all children have a good idea, and needed help only in writing it down.

My Character

Character's Name: _____

Descriptive words about the character: _____

Special Talent: _____

Setting: _____

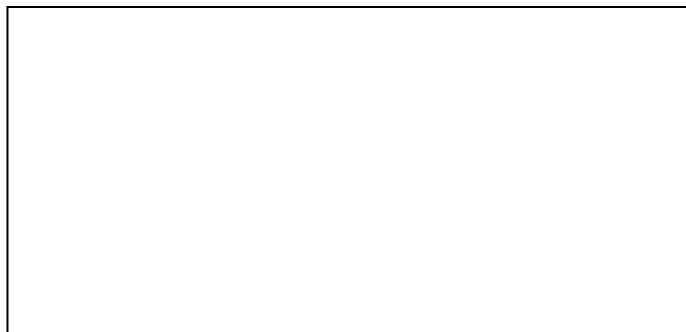
Problem: _____

Solution:

Ending:

Sketch of my character:

My Name: _____



Tailing the Tale

Developed by: Lynne Gordon, 2005 WFTOTT™

Discipline / Subject: Language Arts

Topic: Homonyms, Dictionary Skills

Grade Level: 2nd and up

Resources / References / Materials Teacher Needs:

Eight Ate, Marvin Terban

There is an extensive list of homonyms at www.cooper.com/alan/homonym_list.html

Lesson Summary:

The class will assemble a list of “Iditarod” homonyms and create an Iditarod class book illustrating them.

Standard’s Addressed: (Local, State, or National) NCTE 3, 6

Learning objectives:

1. The children will appreciate that many words in our language sound alike, with different meanings and different spellings.
2. The class will create a list of homonyms.
3. A class book with sentences on pairs of homonyms will be assembled, with illustrations for each.

Assessment:

The children will be able to give examples of homonyms, their spelling, and their meanings, correctly identifying which is which.

Procedural Activities

1. The teacher will read a book illustrating the concept of homonyms.
- 2) The students will contribute to a list of pairs of homonyms.
- 3) The teacher will use the example of “Tailing the Tale” to show how to turn the pairs into Iditarod or Alaska based sentences with illustrations.
- 4) The sentences will be edited and the final copies will be inserted into the class big book.

Technology Utilized to Enhance Learning:

Research

Other Information

Requiring dictionary definitions for each of the words could extend this lesson. This also could be the basis of a spelling lesson.

Modifications for special learners/ Enrichment Opportunities

The teacher may choose to assist in the making of the homonym list, to assign words of greater or lesser difficulty to certain students, or to allocate particular students different parts of the assignment

WALLS

Developed by: Lynne Gordon, 2005 TOTT™

Discipline / Subject: Language Arts, Social Studies

Topic: Walls

Grade Level: Any

Resources / References / Materials Teacher Needs:

Talking Walls and Talking Walls, the Stories Continue by Margy Burns Knight

What is a Wall? By Judy Allen

Chart paper ,Sample WALLS journal.

Lesson Summary: This lesson introduces the WALLS unit, a yearlong discovery of walls throughout the world. The children will brainstorm various uses and types of walls, learn about a new wall every week, maintain a WALLS journal, and prepare to discover walls in Alaska that can become part of a large classroom WALLS book. This will culminate in the lesson **Alaskan WALLS**.

Standard's Addressed: (Local, State, or National) NCTE 1,3 NCSS 3, 5

Learning objectives:

1. The students will discuss various types and uses of walls.
2. A new wall will be introduced each week.
3. The students will note similarities and differences.
4. They will keep a yearlong journal.

Assessment:

The children will maintain a WALLS journal where they will record their impressions of each new wall. Discussions will also show their understanding of the uses of walls.

Procedural Activities

- 1.) The children will uncover the word "WALLS" by answering clues.
- 2) The class will list the possible types and uses of walls.
- 3) What is a Wall? Will be shared.
- 4) Talking Walls will be introduced and the teacher will read a new entry every week.
- 5) The WALLS journal will be modeled and students will make an entry each week.

Technology Utilized to Enhance Learning:

Internet sources for many of the walls are available by doing an Internet search.

Other Information:

Local sites of interest should also be explored. The children should understand from their own analysis there are several types of walls: ceremonial, decorative, memorial, functional. I encourage children to bring in items of interest from the culture being studied that week. An area should be set aside for display. This lesson anticipates **Alaskan Walls**, where children discover walls that can be added to the unit

Modifications for special learners/ Enrichment Opportunities

Local sites of interest should also be explored. The children should understand from their own analysis there are several types of walls: ceremonial, decorative, memorial, functional. I encourage children to bring in items of interest from the culture being studied that week. An area should be set aside for display. This lesson anticipates **Alaskan Walls**, where children discover walls that can be added to the unit.

Alaskan Walls

Developed by: Lynne Gordon, 2005 WFTOTT™

Discipline / Subject: Social Studies, Language Arts

Topic: Walls

Grade Level: Any

Resources / References / Materials Teacher Needs: Alaska Resources, Reference to WALLS sources, Wall template to be determined by the class

Lesson Summary: After studying WALLS for most of the year, the children will nominate examples from their Alaska studies discovered during research. These WALLS will be studied, presented, and included in an Alaska WALLS big book or display space.

Standard's Addressed: (Local, State, or National) NCSS 2, 3, 4 NCTE 1,3

Learning objectives:

1. The children will understand the different types and uses of Walls.
2. They will acknowledge Walls found in their research.
3. The Walls will be placed in an appropriate category.
4. A class book or display space will be created.

Assessment:

The children will show their understanding of the importance of Walls by discovering examples in Alaska and placing them into categories. They will articulate and write about their choices.

Procedural Activities

1. The teacher will review the WALLS unit and the categories of Walls found so far.
2. The class will decide on a format for the Walls template.
3. Walls found through research will be discussed and written up on the Walls template.
4. The walls can be organized according to type and/or region, or other categories suggested and defended by the students.
5. The class book or display area will be completed and published or displayed.
6. Each child or group should present his portion.

Technology Utilized to Enhance Learning: Internet research will be needed. Students could also use technology to show their product.

Other Information

How the information is organized and displayed should be a class decision. Since the categories can overlap, the students should be able to support their position on the Wall's placement. Photographs, drawings, and written explanations can be included in the final product. Contact with the authors of the WALLS books could be considered.

Modifications for special learners/ Enrichment Opportunities

Careful grouping of students will enable the more challenged students to complete their portion of the assignment. Extension of this project is possible. Students who can easily complete other assignments may be allowed to forego those to work on this or other projects extensions, or to assist other students or in the construction of the book.

Sample Alaskan Wall Template

Name and location

Description

Other interesting information

Where did you find out about it?

Drawing and/or photograph

Name(s) _____

More On Walls! Editors Notes:

This picture appeared in WFTOTT Lynne's lesson plan and shows a wall she discovered along a road in Wasilla, Alaska.

Students should be encouraged to discover walls in their own community as well as in other parts of the world. Special walls are designed for many purposes. Comparing and contrasting the kinds of walls and designs would enhance thinking skills.

Iditarod Connection: In a way, Iditarod has a 'wall of honor' because each year, Iditarod chooses an honorary musher to ride in the first sled at the start of the race. Research and learn more about this! Students could also create a wall to honor past Iditarod Champions.

Students can design a wall that honors individuals important to the history of Iditarod. After researching about the people, individuals, groups, or the class can create their own wall of honor. To make a local connection, students can then make a wall to honor individuals from their own communities. Students can write reports, make speeches, or create other displays as memorials.

Many more "Iditarod" names can be found through research, but to get you started, some names have been listed for you. Research each and discover reasons as to why someone should be included on a wall of honor.

Joe Redington, Sr.
Vi Redington
Norman D. Vaughan
Susan Butcher

Dorothy G. Page
Don Bowers
Iditarod Photographer, Jim Brown

Create a Wall of Honor for Iditarod or famous dogs or the student's pets.



A Native Story

Developed by: Lynne Gordon, 2005 WFTOTT™

Discipline / Subject: Language Arts, Social Studies

Topic: Story Telling

Grade Level: Any Grade

Resources / References / Materials Teacher Needs:

Various stories gathered from Native cultures, local and Alaskan, map of Alaska native cultures. I use Ka.Ha.Si and the Loon by Terri Cohlene for reading and telling.

Lesson Summary: The teacher will read various Native stories and explain the storytelling use of visualization and voice. She will tell a story. Students will choose, rehearse, and tell a story from the Alaskan Native culture near their checkpoint.

Standard's Addressed: (Local, State, or National) NCTE 1, 3, 4, 9 NCSS 1, 3

Learning objectives:

- 1)The students will locate and research a story from a Native culture near their checkpoint.
2. The students will understand the use of visualization and voice to internalize a story.
3. They will perform the story.

Assessment: The performance of the story is the assessment. Skills used:

- There is a connection
- Make it personal
- Use the V's: Vocabulary, Visualization, Voice, Viewpoint, and Values
- Research
- Practice – Revise-Live it- Set the Stage, and tell it.

Procedural Activities

- 1)The teacher will read one or two Native stories. She will explain how the storyteller must gather in the story by use of visualization.
- 2) Students will listen to one of the stories again with their eyes closed, picturing it as the teacher reads it.
- 3) The teacher will explain the use of voice. She will tell the story. The children will discuss the differences in the telling and the reading of the story.
- 4) The students will select a story from the checkpoint Native culture, draw pictures, practice, and perform it.

Technology Utilized to Enhance Learning: Tape recorders can be used to tape and listen to practice sessions and videotape can be employed for the final presentations. Internet sources will assist in the location of stories.

Other Information: In young children, practice with all forms of oral presentation is very beneficial. They are not as self conscious as older students, and with more practice they become comfortable. The use of voice exercises and visualization will give more confidence. "That is all for now." This is a good way to end a story. The audience knows there will be another story, another time.

Modifications for special learners/ Enrichment Opportunities: The length and difficulty of the story can be matched to the learner. Perhaps working with a partner can help those challenged or extra shy individuals by dividing up parts of the story. Extra practice time should help those more challenged by the task, as should a limit to the size of the audience.

DIRECTIONS: ALL MIXED UP

- Color each picture. You can look at the information below see what colors these animals are in reality.
- Glue each part of the name in the correct section.
- Color the cover.
- Laminate each page.
- Cut carefully on the dotted lines...do not cut past the end of the dotted line. You will need the margins intact.
- Bind with a spiral binder or staple in each section of the margin.
- Mix up the characters and check out their new names.

ANIMAL (YES, PEOPLE ANIMALS, TOO!) COLORS:

- **Lynx**-white fur; yellow eyes; pink nose
- **Bald Eagle**-black eyes; white head; black feathers; yellow talons
- **Caribou**-brown body; brown eyes; white neck, nose, and tail; brown antlers; brown hooves
- **Dall Sheep**-white fur; tan antlers and hooves; brown eyes
- **Musher**-colors of your choice
- **Grizzly Bear**-any tan or brown color; black nose; brown eyes
- **Veterinarian**-coat is green, other parts your choice
- **Great Horned Owl**-brown feathers; yellow eyes; yellow beak and talons
- **Sled dog**-eyes blue or brown; brown or black and white fur; black nose; harness and bootie color your choice.

***Editorial note: please help students recognize not all animals may actually be on the trail during the race- or around during the winter. Example: Grizzly Bear**

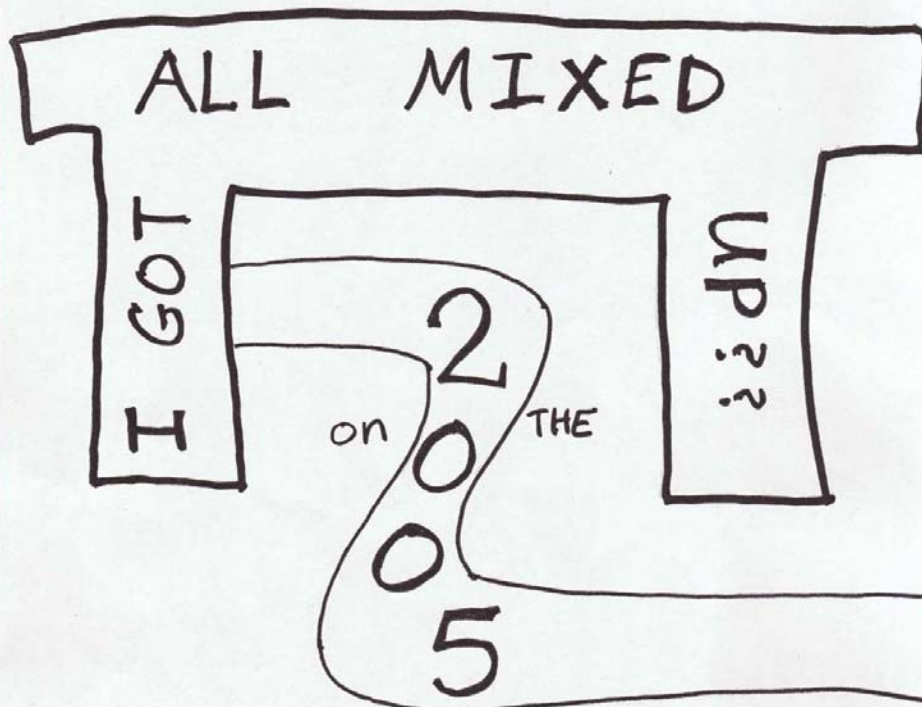
EXTENSION ACTIVITIES:

1. Language Arts / Writing: Write a story about one of the new animals you have created. Make sure to include lots of creative details about this new creature.
2. Mathematics: Figure out how many different combinations you can make. Now, what if there were four sections to each animal?
3. Science: Research one of the actual animals in the book. What kind of habitat does it live in? What kind of food does it eat?
4. History: Research the history of veterinarians on the trail. When did the Iditarod first have a vet along? What are some of the veterinarian's duties?
5. Art: Make a three dimensional representation of one of the creatures-real or imaginary-using all natural materials like feathers, dirt, pebbles, twigs, leaves, etc.

Name of Creatures on the Trail

Directions: Cut out each portion of the name and paste it in the box of the correct row on the matching creatures.

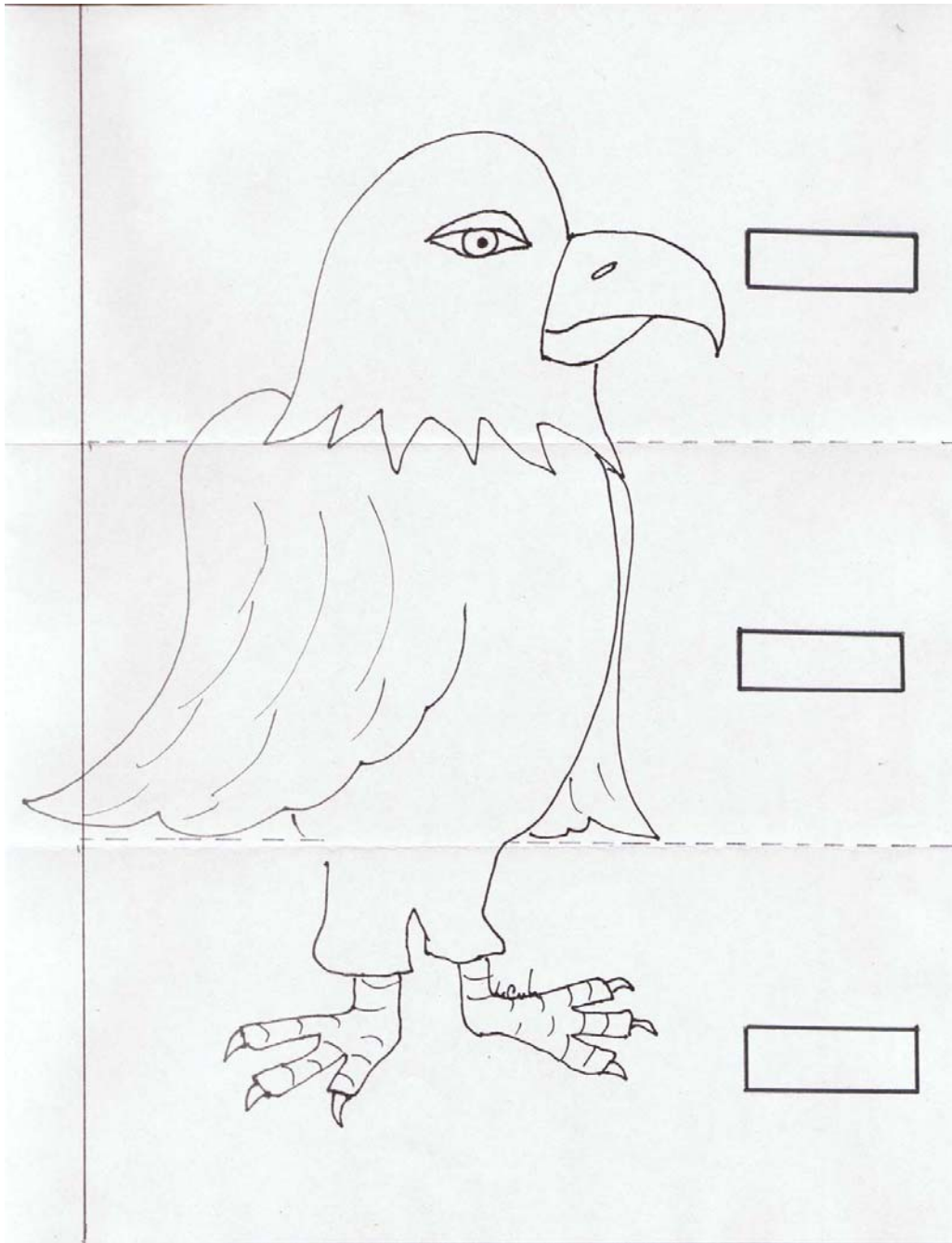
Top Row	Middle Row	Bottom Row
L	yn	x
Bald	Ea	gle
Car	i	bou
Sl	ed	Dog
Great	Horned	Owl
D	all	Sheep
M	ush	er
Grizz	ly	Bear
Vet	erin	arian

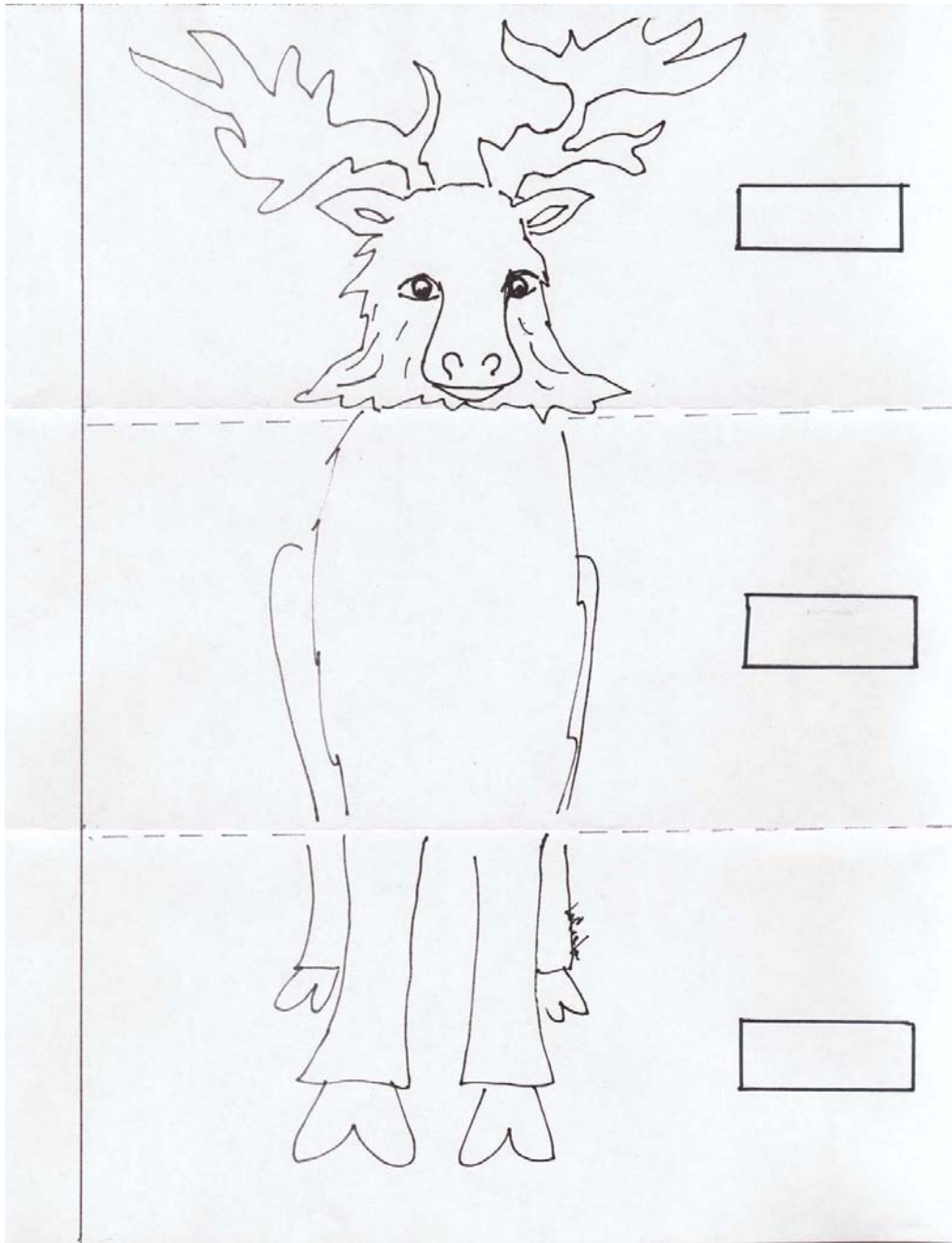


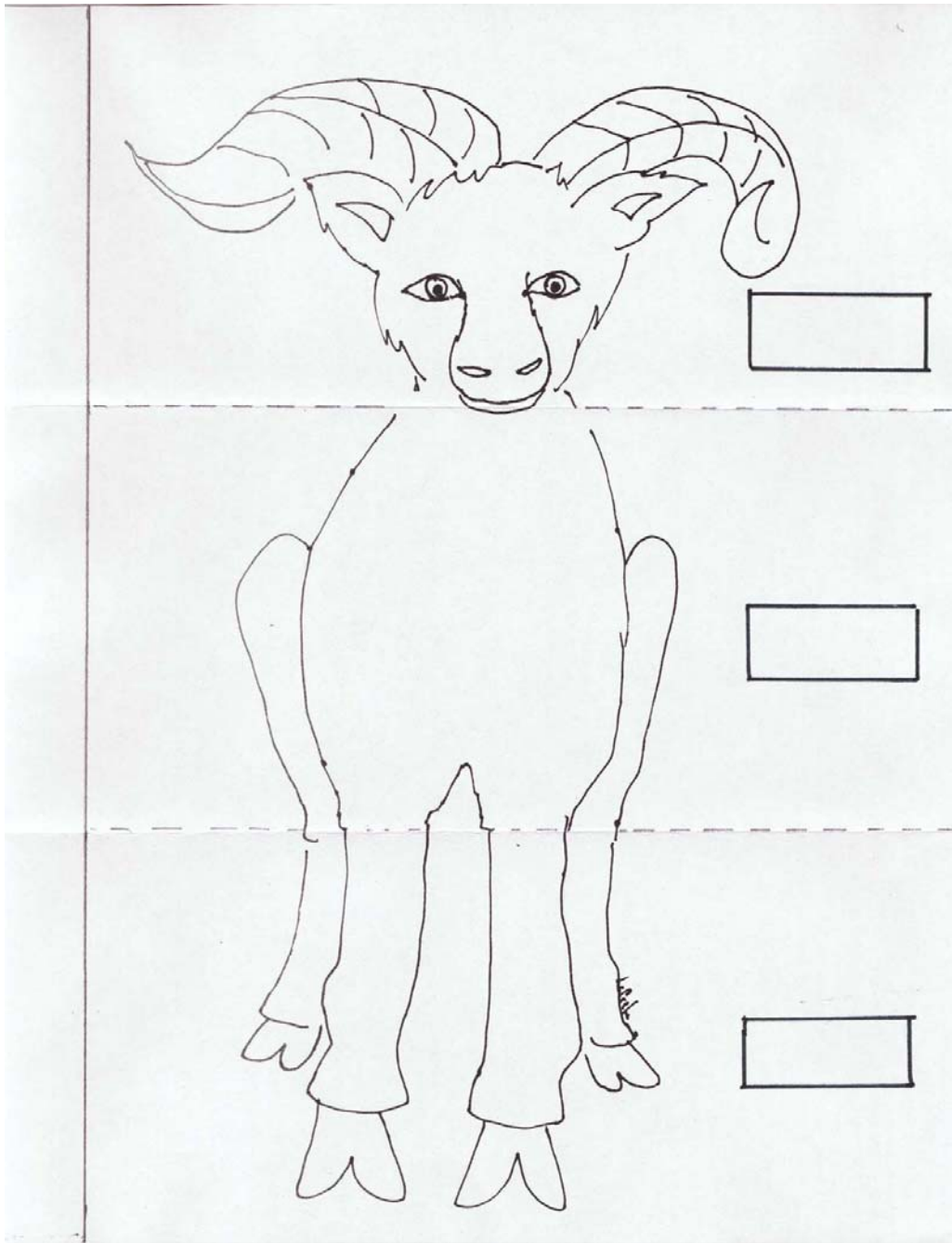
IDITAROD TRAIL

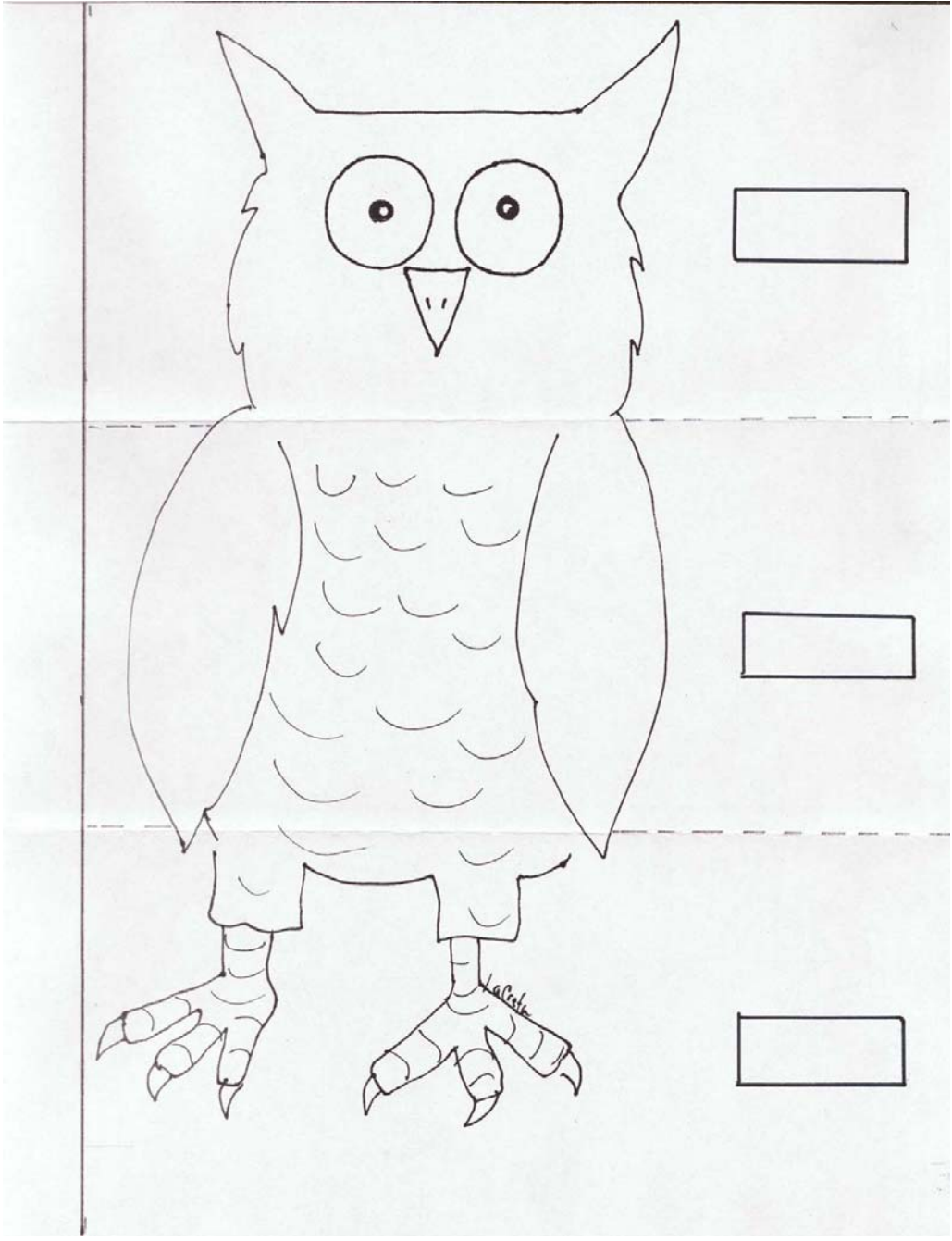
Written by Lynne Gordon
2005 TOTT (TM)

Illustrated by Kelly LaCreta

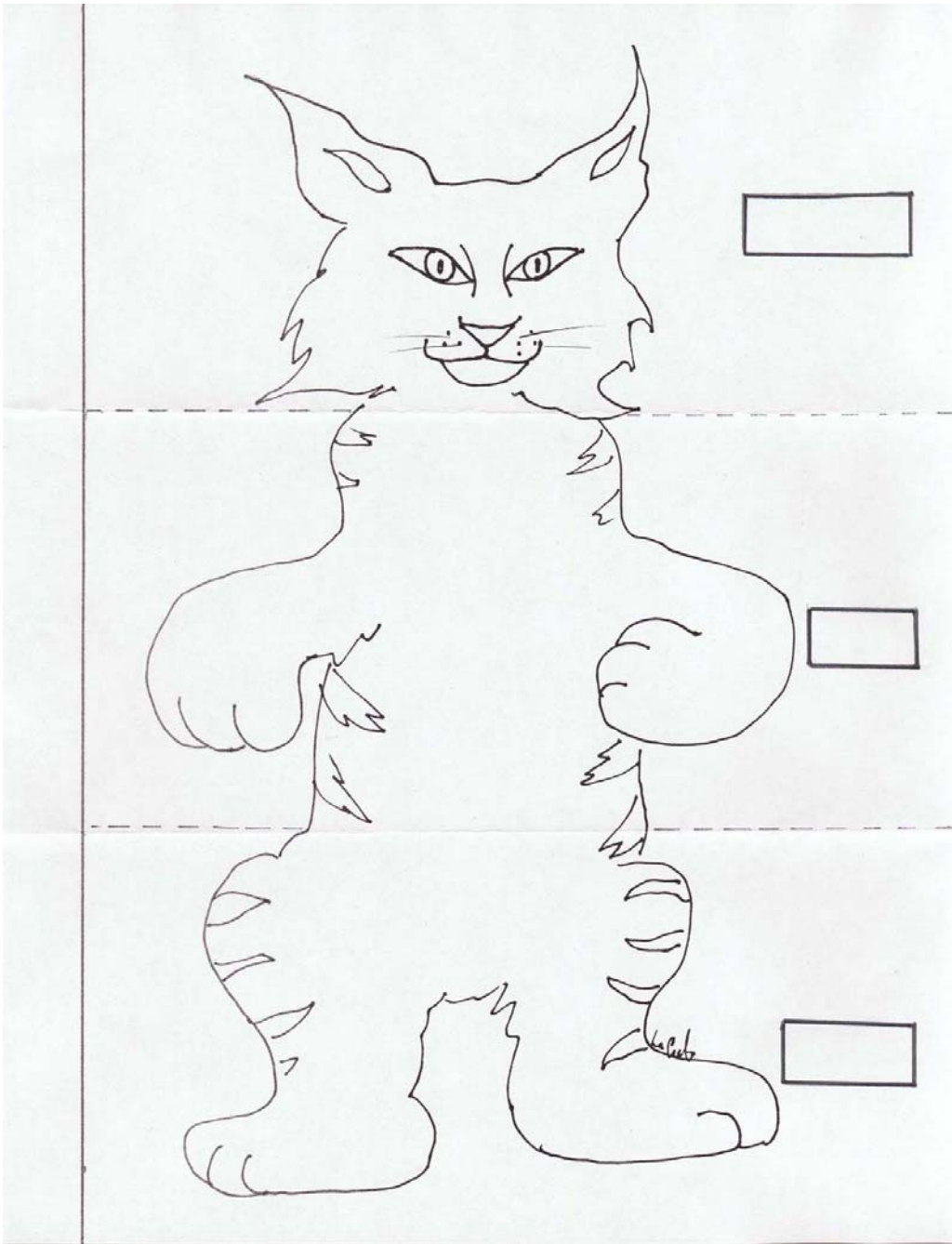


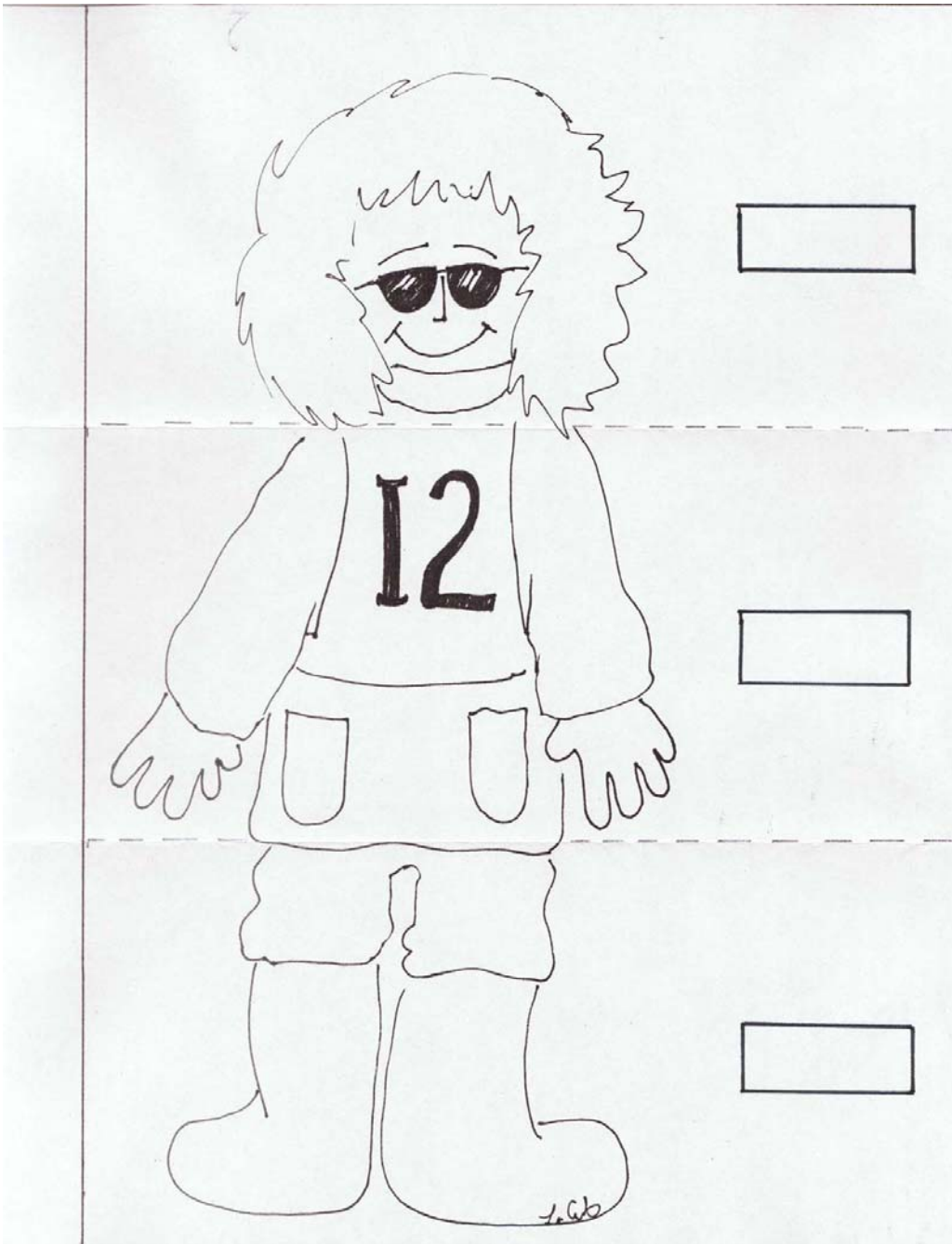




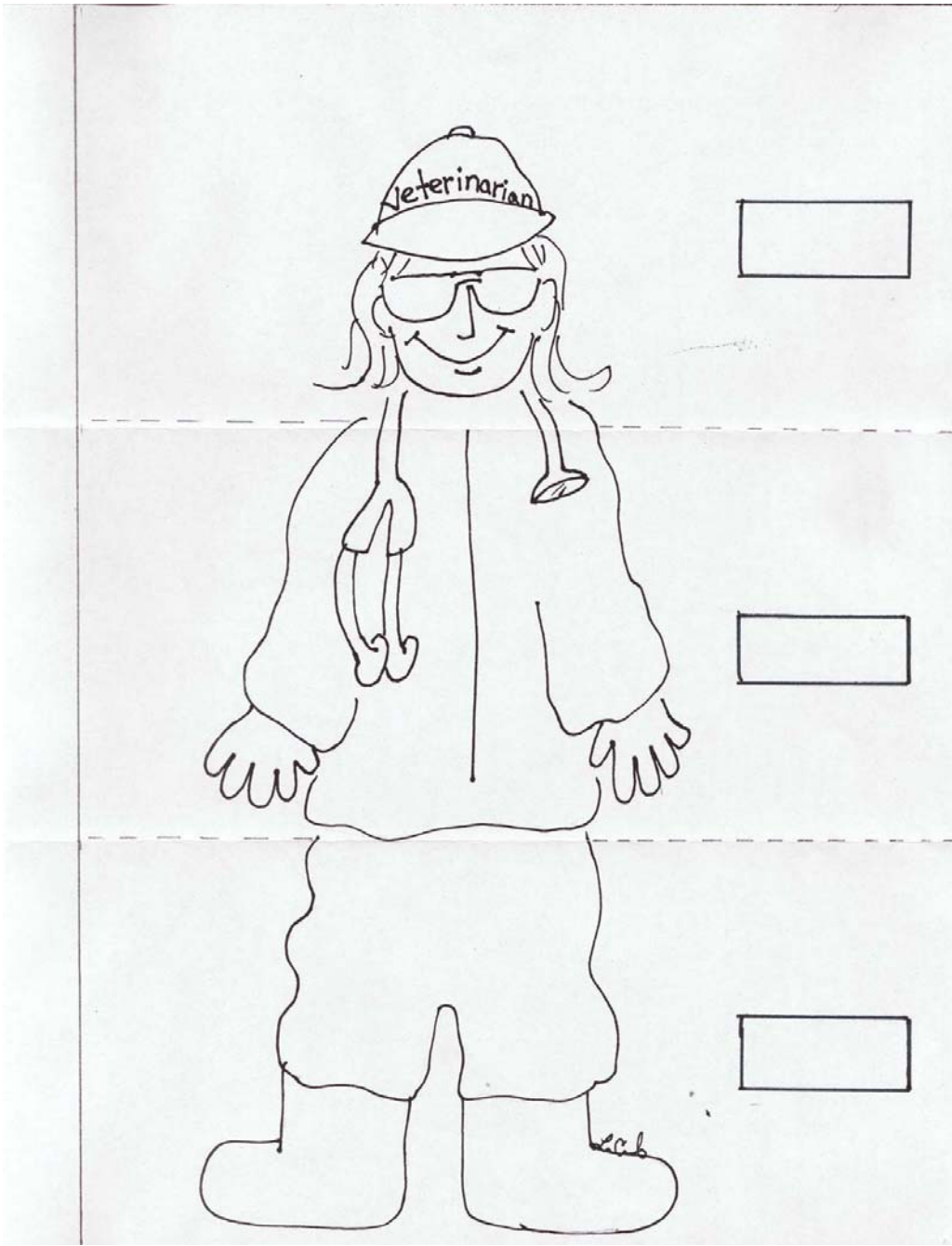












Iditarod Word Lists

Spelling and Vocabulary Development

Iditarod Word List 1 Gear: Items	Iditarod Word List 2 Gear: Items	Iditarod Word List 3 Places	Iditarod Word List 4 Places
harnesses gang line sled glacier ice floe gee haw whoa hike mush tether booties basket rigging runners toboggan tow line tug line collar Iditarod	headlight headlamp mukluks longjohns parka snowshoes mittens gloves mitts gear snowsuit boots insulated wool bib overalls cache snow hook neck line rigging	Alaska Anchorage Nome Cripple Wasilla Eagle River Knik Yentna Skwentna Finger Lake Rainy Pass Takotna Rohn Nikolai McGrath Ophir Ruby Shageluk Anvik Eagle Island Norton Sound Willow	Iditarod Galena Nulato Kaltag Koyuk Elim Golovin Elim Ruby Unalakleet Shaktoolik White Mountain Safety Dalzell Gorge Farewell Burn Yukon Bering Sea Cook Inlet

*** The words on these lists can be used to enhance spelling programs by providing a challenge list of words or assist in vocabulary development.

Iditarod Word Lists

Spelling and Vocabulary Development

Iditarod Word List 5: Terms	Iditarod Word List 6	Iditarod Word List 7 Jobs and Volunteers	Iditarod Word List 8 Animals
berm burl arch Aurora Borealis Northern Lights tundra north pole arctic circle avalanche earthquake blizzard whiteout bush plane dropped dog dog in basket drop bags roadhouse checkpoint ghost town rookie rookies	husky huskies Samoyed Siberian Malamute Alaskan husky kennel kennels puppy puppies snowmobile snowmachine team dog lead dog leader wheel dog swing dog line out canine K-9	volunteer pilot Iditarod Air Force checkers dog handlers veterinarian vet race judge race marshal musher cook trail blazers trail sweeps communications trail guards security sales media press photographer *To learn more about the volunteers, consult www.iditarod.com	moose snowy owl wolf salmon coyote caribou reindeer lynx musk ox bison arctic fox snowshoe hare tundra Hare porcupine wolverine ptarmigan seal otter dull sheep polar bear beaver puffin arctic turn raven

Iditarod Word Lists

Spelling and Vocabulary Development

Word List 9 People	Word List 10 Terms	Word List 12 Serum Run
Joe. Redington, Sr. Dorothy G. Page Dick Wilmarth Carl Huntington Norman Vaughan Herbie Nayokpuk Emmitt Peters Joe May Joe Runyan Dick Mackey Rick Swenson Libby Riddles Susan Butcher Mary Shields Terry Adkins Doug Swingley Martin Buser Jeff King Robert Sørli * View www.iditarod.com and view the media guide for more on people of Iditarod.	Hypothermia Athabaskan Eskimo Eskimos culture customs hallucinate hallucination survival vet veterinarian veterinary pedaling toggles stove up sponsor sponsorship headquarters finish line red lantern	Togo Balto diphtheria disease diagnosed Serum Run Nome Nenana Seward Leonhard Seppala Gunner Kaasen Dr. Curtis Welch Dr. J. B. Beeson emergency epidemic disease relay antitoxin cylinder parcel

*** The words on these lists can be used to enhance spelling programs by providing a challenge list of words or assist in vocabulary development.

Language Arts: Writing Ideas and Story Starters

Descriptive Writing: (Describing a person, place, or event in a way that paints a picture for the reader)

- After researching a checkpoint or village, write a paragraph to describe what the place you have chosen looks like.
- After researching, describe the beginning or the end of the race, so that the reader can see the scene as a musher leaves or arrives.
- Describe the way a musher looks from head to toe. Make sure you have researched appropriate outer gear a musher must wear to stay safe on the trail in extreme weather. Use color words along with words that give a picture of the texture of materials in the clothing.
- Describe a sled dog from the nose to the tip of the tail. Include information that helps the reader see the dog so that they could paint a picture of the dog from your writing.
- Describe the items found in the sled bag.
- Pick one item found in the sled bag and describe it in complete detail.
- After looking at one of the pictures in the photo gallery at www.iditarod.com, write a description of the scene.
- Describe what the mountains in the Alaska Range or any other landmark along the trail looks like.
- Use sensory details to describe the weather conditions along the trail at a chosen place. Use information at www.iditarod.com to give you the accurate weather report before you begin your paragraph.
- Describe the musher and his team, from the lead dogs to the back of the sled.
- After researching the Iditarod Trail, select a place or a section of the trail. Write a description of that place so that anyone on the trail will have a clear picture of the area.
- After learning about the northern lights, describe a night sky with the lights in view.

Language Arts: Writing Ideas and Story Starters

Expository Writing: (Providing information in a manner that gives directions or explanations)

- Explain what the Iditarod Trail Sled Dog Race® is and why it is held. (Research before attempting this assignment.)
- After researching the rules of the race (found at www.iditarod.com) pick a rule and rewrite it in your own words. Explain the rule and why the rule is important.
- Pretend you are a volunteer working at a checkpoint and you must give directions to another volunteer about your job so that the ‘new’ volunteer can help you with your work. Write the directions in complete detail.
- Give an explanation as to why dogs must pass physical examinations by the veterinarians prior to being allowed to race in Iditarod.
- Study a list of important Iditarod vocabulary words found at the website. Pick words and write your own definitions of the words.
- Pretend that you are a musher and must cook for your dogs during the race. Explain the cooking process that you go through while at a checkpoint and the food you feed your dogs.
- Give the steps in a process for packing a dog sled with the gear that one needs in order to compete in a race.
- Write a paragraph to explain the necessary gear that mushers must have while in competition.
- Explain the phenomenon of northern lights. What are they? How are they formed and what do they do?
- Explain how the climatic conditions play a role in the race.
- Explain how the geographical features play a role in the race.
- Write the direction to harness a team or bootie a dog.
- Create a booklet entitled: Steps to becoming a dog musher.
- Mushers choose dogs to be trained to run in the lead position. What qualities do you think mushers look for in a dog when making their decisions? Explain.

Language Arts: Writing Ideas and Story Starters

Narrative Writing: (Describing experiences or events)

- **Pretend that you are a volunteer that has been out on the trail during the race and working at a checkpoint. Describe your experience from the time you arrived to the time you left.**
- **Pretend you are a musher. Write about your experiences before, during, or after the race.**
- **Pretend you are a pilot for the Iditarod Air Force. Write about your experiences during the race.**
- **Journal the race describing the events.**
- **Pretend you have just left the pre-race Mushers' Drawing Banquet. Describe the experience.**
- **Pretend you have just assisted as a volunteer in moving a team down the street to the starting banner. Write about this experience.**
- **Keep a journal during the race as if you were one of the mushers. Write about your experiences.**
- **Describe any aspect of the race or section of the trail as 'you' are experiencing it from the perspective of your choice: a musher, a volunteer, a race fan, or a dog on the team.**
- **Describe a scene of watching the northern lights.**
- **Describe what it would feel like to finish a race, to win, or to be the last to arrive in Nome.**
- **Describe one of the following events as you are an on the scene reporter:**
 - **The Start of the Race**
 - **The first musher to the Yukon**
 - **The first musher to arrive in Nome**
 - **The last musher to arrive in Nome (Red Lantern)**

Language Arts: Writing Ideas and Story Starters

Persuasive Writing: (Giving one's opinion with the intent to gain support for your ideas)

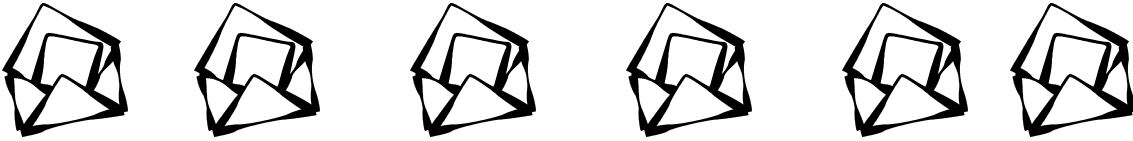
- Pretend you are looking for a job and are interested in covering the race as a reporter. Write a set of paragraphs to explain why you should be chosen for the job of the news reporter.
- Pretend you are a musher preparing to enter the race. Choose two 'pretend' dogs from your 21- dog team. You have to eliminate one dog from your official team. Write a persuasive paragraph telling your other dogs (or your dog handlers/family) why you have chosen to leave this particular dog at the kennel. Compare the two chosen dogs and include details to support your decision.
- Pretend you are a musher planning to enter the race. Write a letter to a potential sponsor to convince them to support your goals.
- Choose your favorite musher and persuade others that this individual is the 'best ever' musher or the musher most likely to win the next Iditarod.
- Write a letter to your family in an attempt to convince your family to take a trip to Alaska to see the start of the race.
- Pick one of the awards presented to mushers. Write a paragraph to explain why this is the most important award that any musher can receive.
- Study the Iditarod Trail. Learn about the race. Choose the best place to take a 24- hour layover and write a persuasive paragraph to explain your choice.
- Create a new race award. Write a paragraph or letter to persuade others that this award should be accepted as an official award. Also create criteria that would need to be met by someone winning this award.
- Choose the most important volunteer Iditarod job. Write about that job and convince others that it is the most important job, essential to the race.
- Pick a favorite food and tell why every musher should plan to eat that food during the race.

Language Arts: Writing Ideas and Story Starters

Creative Writing: (Entertaining others by what is written)

Story Starters: These starters can be used as inspiration for full stories or for journal writing.

- While out on the trail one day...
- Frosty has always been my favorite dog, but until this moment, I didn't understand how smart this dog was...
- As we left the checkpoint, the winds grew stronger by the moment, making it close to impossible to see the trail markers...
- As the sun came up and the winds of the snowstorm lessened, I thought back about last night...
- We rounded the hill and began to climb to the top...
- A day in the life of a musher begins with...
- Suddenly, a moose was in the trail in front of us...
- I heard a snap and looked down to see...
- We climbed the hill just in time to...
- Quickly I dug into the sled bag for my...
- I took a deep breath as we began to climb the steep hill...
- We began to cross the frozen river at sunrise...
- Without looking back, my lead dog...
- Suddenly, the gangline broke...
- I heard the howl of wolves in the distance...
- As I entered the village of ...
- My team was full of energy as we pulled out of the checkpoint...
- Signing my name on the checker's clipboard, I noticed...
- Without a doubt, this has been the best day of my life...
- We pulled off to the side of the trail to rest the team...
- All of a sudden, I noticed that I was alone on the trail...
- I looked up in the sky and saw the northern lights dancing...
- "Hey, musher, look at that!", said my lead dog...
- As we went over the hill I saw another team in front of us...
- Up ahead on the trail I noticed footprints...
- Finally, I could see the lights of Nome and I knew the race was nearly over...



If you are interested in a successful letter- writing project follow these easy steps to achieve success!

1. Use the lesson plan we have provided for you or a similar plan to guide the letter – writing project. Our Hints will help you be successful in meeting the goals of your project. (see website)
2. The closer to the race, the less likely the mushers will have time to write back to students. Sometimes letters will arrive after the race is over and not all mushers write back. **ALWAYS** enclose a self addressed, stamped- with the correct amount of postage, envelope IF you'd like a return letter from the musher.
3. If you are unable to secure addresses, contact Iditarod at (800) 545-6874 or (907) 373-2710 or djohnson@iditarod.com to request a list. Also check the Musher Profiles at www.iditarod.com to find mushers who have websites. Email and/or postal addresses are often on the websites. Also use the website as a resource for your lesson writing activities so students formulate well written letters that ask questions not addressed or answered on the musher's website.
4. Not all mushers allow us to give their contact information out to those who request it. If you wish to send mail to addresses you cannot locate, you may send the mail to Iditarod Headquarters. Please do the following:
 - * Label the envelope for each musher with their first and last name. Put the correct amount of postage on each envelope. Put the return address on each envelope. Put all letters to mushers in one larger envelope addressed to: Letters for Mushers, Iditarod Trail Committee, and PO BOX 870800, WASILLA, AK 99687-0800. *Remember: If the musher is not from the United States, you need to put the **KIND** of postage on the envelope that will get your letter to the musher.

Communicating with Musers: Letter Writing Skills

Developed by: Iditarod Education Department

Discipline / Subject: Language Arts

Topic: Written Communication with Musers, teams, and Zuma

Grade Level: All Grade Levels

Resources / References / Materials Teacher Needs: Grammar Resource book on letter writing and grammatical skills. (Consult your state and the national standards.) Letter Writing Etiquette Chart, Rubric for assessment of letter writing skills.

Lesson Summary: After a letter writing lesson, students will work in groups to formulate written communications. Writing letters to musers is a way to practice letter writing etiquette and grammar skills, according to the standards and skills your students need to learn. It is an opportunity for students to practice and learn proper written communications with the focus on student academic success in written communications.

Standard's Addressed: (National Standards in Language Arts)

<http://www.mcrcel.org/compendium/SubjectTopics.asp?SubjectID=7>

Writing

1. [Uses the general skills and strategies of the writing process](#)
2. [Uses the stylistic and rhetorical aspects of writing](#)
3. [Uses grammatical and mechanical conventions in written compositions](#)
4. [Gathers and uses information for research purposes](#)

Learning objectives: 1. Written Communications

Assessment: Letter Writing Rubric

Procedural Activities: Appropriate for small group or entire class project!

***** Prior to beginning this activity, teach and/or review the friendly letter writing skills and format for letter writing.**

1. After identifying musers (or others) students wish to communicate with, fill out a **KWL chart** about the musher. Students should write first what they already know about that person in the K section of the chart. They should list 3 or 4 questions they would like to know in the W section of the chart. Using the www.iditarod.com web site, books about that particular musher, identified musher websites, news articles from www.adn.com, and other resources, students should then fill out information learned about the musers from the resources PRIOR to writing the letter so that actual letters reflect well thought out questions.
2. With a partner or in a small group, brainstorm ideas that students would like to share write to the musers.

Materials Students Need: www.iditarod.com website and other websites, research materials, chart to show the format for a friendly letter, general writing tools (computer, pencil, paper, envelopes, stamps)

Technology Utilized to Enhance Learning: www.iditarod.com

Modifications for special learners/ Enrichment Opportunities: Students work in small groups or with partners. Letters can also be done as a class instead of individual letters.

Additional Information: To get a list of musher's addresses, call the Iditarod catalog department: (800) 545-6874 or (907) 373-2710 or contact djohnson@iditarod.com. It should be noted that a complete list of musher's addresses is generally not available until January. It should also be noted that by going to the Musher Profiles section of the website, often a musher's website is listed. Email or postal addresses are sometimes available.

Create a KWL chart similar to this, designed to brainstorm prior to writing letters to make sure the content of the letters is appropriate.

Musher's Name	K: What I know about this musher	W: What I'd like to know about the person.	L: What I learned before writing the letter.
M U S H E R' S N A M E			

Dear Teacher,

Please remember that friendly letters should look like friendly letters.

Also make sure students always demonstrate they are doing their best work.

Letters that are easy to read and understand will be appreciated!

-----,
Signature

CONSIDER THIS: Letter writing is a standards driven assignment. These letters your students write and mail help paint a picture of what is going on in classrooms today and demonstrate what students know and understand. What picture do you wish to help paint? Always encourage best spelling, grammar use, and handwriting.

Consider teaching a 'mini-lesson' on friendly letter writing before students begin to research and formulate their letters. Mini-lessons are a best practice in education. Consider writing a class letter before students begin their assignment so they have practiced the skills you expect them to demonstrate.

Consider displaying sample letters that show the format for students to see 'real life' examples of appropriately written letters.

Develop a rubric to score and assess student progress. Share the rubric with students prior to time they begin the assignment to clarify expectations.

SCORE	Description: Skills
4	<ul style="list-style-type: none"> • includes all five parts of the friendly letter • organized with ideas that are well developed • topic sentences and details add to the flow of the letter • variety of sentence types used • no errors in capitalization, punctuation, or grammar
3	<ul style="list-style-type: none"> • includes all five parts of the friendly letter • organized with most ideas going together • satisfactory development of ideas through good supporting details • some sentence variety is used • few or no capitalization, punctuation, or grammar errors
2	<ul style="list-style-type: none"> • includes parts of the friendly letter • tries to develop the topic of the letter, but shows weakness in organization • included unrelated details or information • contains few supporting details • contains many errors
1	<ul style="list-style-type: none"> • has some or no parts of the friendly letter • lacks organization and/or is too brief • lacks details and may be off the topic • poorly developed sentences • makes so many errors that the letter is difficult to understand

HINTS: Writing to Musers!

1. Purpose:
 - Addressing standards through letter writing activities: The standards and objectives of your curriculum should 'drive' this activity.
2. Process:
 - a. **FOCUS ON WRITING STANDARDS.** Encourage grade appropriate grammar skills, proper spelling, and encourage the message of the letter to demonstrate that the students have organized their thoughts. Letters should reflect that a foundation of knowledge has been created prior to the letter writing session. The focus of the assignment is the standards and not just two-way communications.
 - b. A brainstorm session and discussion prior to the assignment will produce a better quality of letters. Discourage students from asking for booties or autographs. It isn't polite to ask for things. Keep good manners at the top of your priority list along with teaching the standards.
 - c. Do send letters that meet your 'mailing' standards and demonstrate to those who will read them that your students focus on learning and have put thought and attention to their assignment. A best question for students to ask is something students are unable to find out through research.

3. Procedure: PAY ATTENTION TO DETAIL

- a. ALWAYS include a self addressed stamped envelope if you wish to attempt to get a response from the musher. The correct amount or KIND of postage MUST be on the envelope. Some mushers are from other countries. You must include the CORRECT POSTAGE FOR THAT COUNTRY.
- b. Choose a BEST TIME to send the letters IF you want to get a letter in return. Mushers are very busy in the months right before the race. You may have more success writing letters in the early fall or after the race. Mail from a musher may arrive after your school year has ended, when mushers have more time to devote to responding.
- c. RECOGNIZE that not all mushers take time to write to students. Make sure your students understand that the purpose of the project is for them to practice their skills and a letter back from the musher is a bonus some students MIGHT get. Some mushers may respond with a general form letter to fans.

ADDITIONAL HINTS:

Check to see if a musher has a personal website. A musher's individual website might also have a journal or race updates that can be read. Some mushers use this as their communication instead of writing letters back to fans.

If asking a question, students should think of a unique question vs. a question about something easily found by research and/or on the website. Asking an interesting- never asked before question- may result in a letter being answered. Encourage students to write group letters instead of each student writing a letter to the same musher. A musher may receive thousands of letters and although a musher might wish to respond, it may not be possible due to the expense of this project, even if you have included postage.

Remember, the musher's focus is on the race. Your focus is on teaching the standards in your curriculum. Students must focus on their skills and good manners.

** This information can also be found at www.iditarod.com

Idita- Math

** Activities and Lessons to Integrate Iditarod into Your Math Instruction



60 dog booties minus...

Sled Dogs Help in Math Class!

Lesson: Husky Rice Puppies by Kim Slade (2007 WFTOTT)

Objectives: The student will:

- ❖ Estimate in real world situation to determine reasonableness
- ❖ Measure quantities in real world problems
- ❖ Select and use instruments to measure

Materials: (Per student)

- ❖ Men's white crew sock
- ❖ Googly eyes
- ❖ Fabric paint
- ❖ Felt (brown, black, tan, grey, etc.)
- ❖ Clear hair rubber bands
- ❖ Rice (enough for about 12 oz. per puppy)
- ❖ Quilting thread
- ❖ Sewing needles
- ❖ Plastic cup, funnel, or scoop
- ❖ Optional: RIT dye to color sock
- ❖ Copies of birth certificate, Cinquain poetry, Venn diagram, & journal pages

Procedure:

1. Have students estimate the weight and age of Alaskan husky puppies when their eyes first open – discuss estimates – let students know that they are about 10 days old and weigh an average $\frac{3}{4}$ pounds or 12 oz.
 2. Pass out materials
 3. Students fill socks with estimated weight with rice using cup, funnel, or scoop – they are to guess approximate amount
 4. Tie off end by knotting open end of sock at band (this becomes the tail)
 5. Put rubber band around toe end of sock to make head
 6. Pinch under side of body to make four legs
 7. Cut felt for ears and glue to head
 8. Sew running stitch across middle portion of head to separate forehead and nose
 9. Cut out felt to make nose then glue
 10. Glue googly eyes to the head
 11. Decorate body of puppy with spots, stripes, or patches using fabric paints
-
1. Once puppies are completed, students weigh them to see how closely their estimates were
 2. Students record weights, name of owners, name of their puppy, kennel name, and date on birth certificate
 3. Students compare and contrast puppies in pairs and complete Venn Diagram
 4. Students create a Cinquain Poem about their puppy

Subject Area:

Math

Science

Language Arts

Cognitive Level: Analysis

Resources:

<http://www.alaskan-husky-dogs.com/>

<http://www.pbs.org/wnet/nature/sleddogs/index.htm>
1

<http://www.iditarod.com/>

Dogs of the Iditarod by
Jeff Shultz

Born to Pull by Bob Cary
and Gail de Marcken

Sunshine State Standards:

MA.A.4.2.1

MA.B.1.2.1

MA.B.1.2.2

MA.B.4.2.1

MA.B.4.2.1

SC.F.1.2.3

SC.F.2.2.1

LA.B.1.2.3

LA.B.2.2.3

Continued:

5. Students nurture puppies for one week and journal daily events as if their puppies were real – this allows students to get a feel for taking care of an animal and helps the student see that mushers need to spend time with their dogs in order to know their personalities

Rice Puppies!

Materials: Men's white crew sock
Googly eyes
Fabric markers
Felt
Rubber bands (clear hair bands)
Rice (about 12 oz. per puppy)
Quilting thread
Sewing needle
Plastic cup, funnel, or scoop to pour rice

Optional: RIT dye to color sock

Directions:

- 1. Have students measure out rice according to estimated puppy's weight**
- 2. Use cup, funnel, or scoop to pour rice**
- 3. Pour rice and tie off end by knotting open end of the sock at bottom of elastic band**
- 4. Put a rubber band around toe end of sock to make the head**
- 5. Pinch underside of body to make four legs and secure with small rubber bands**
- 6. Cut felt to make nose and glue to head (or paint nose on)**
- 7. Cut felt to make ears and glue to head**
- 8. Sew a running stitch from side to side on head to separate forehead and nose, pull tight and secure**
- 8. Glue googly eyes to head**
- 9. Decorate body of puppy using fabric paints with spots, stripes, or patches**

Certificate of Birth



Name of Canine

Pet Owner

Kennel Name

Date

Weight

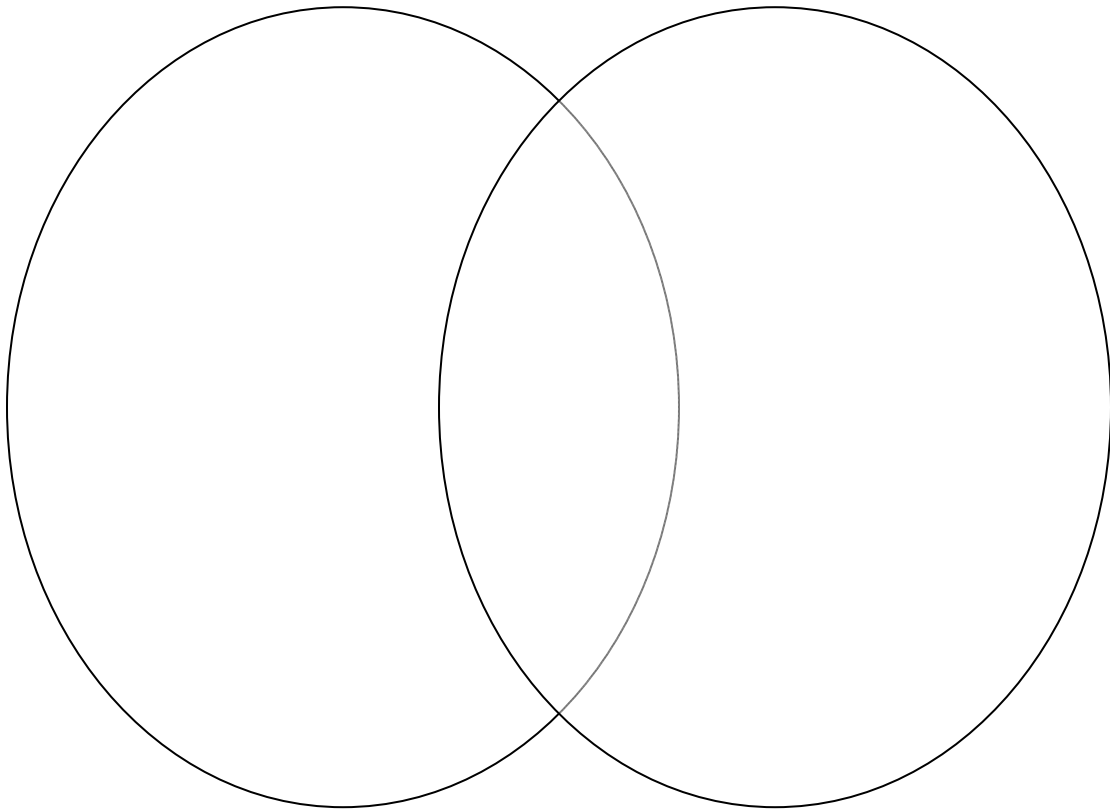


Rice Puppy Venn Diagram

Different

Same

Different



Additional Information:

Going Shopping

Developed by: Lynne Gordon, 2005 TOTT™

Discipline / Subject: Mathematics

Topic: Calculating Costs

Grade Level: 2nd and Up

Resources / References / Materials Teacher Needs: Shopping list calculation worksheet, calculators, receipts, baggies, food drop bag

Lesson Summary: The students will study the mushers' cost list and will calculate the costs of three musher essentials contained in checkpoint drop bags including dog food, booties, and mushers' food.

Standard's Addressed: (Local, State, or National) NCTM N & O, PS

Learning objectives:

- 1) The students will learn the calculation for drop bags.
- 2) They will determine how much of each product will be required for each checkpoint.
3. Total costs will be calculated for their musher.

Assessment: Through informal

assessment, the teacher will determine if the students understand the procedure for calculating costs of each product.

Procedural Activities

- 1) The teacher will briefly review the computer game "Oregon Trail".
- 2) The children will create a shopping list for mushers in order to pack their drop bags.
- 3) Students will perform the monetary calculations, fill in the receipts, and pack into baggies.
- 4) Total costs will be calculated.
- 5) Each child will pack their baggies into a food drop bag.

Technology Utilized to Enhance Learning:

A review playing of "Oregon Trail"
Internet sources for Checkpoints, costs of shipping

Other Information

This lesson could be extended as far as desired; other costs could be determined, for example, veterinarian costs, dog equipment, and so on. A game format could be established. Connections to weighing and balancing units of Science should be explored. The students could undertake a research project on establishing costs for individual meals. Mileages for individual mushers could be tallied.

Modifications for special learners/ Enrichment Opportunities

More experienced or older students could begin with a budget and determine how best to spend their money. Assistance from teachers and use of calculators could help the more challenged students.

Going Shopping

By _____

Item	Cost	x	Frequency (of what?) x	Number (of what?)	Extras	Total cost
Dog Supplies						
Booties	1.85		95 (per dog)	16 (dogs)	30	
	(each)					
Dog food	1.50		16 (dogs)	14 (days)		
	(each)					
Shipping	.55 (lb)		2000 (lbs)			
Musher food	\$5.00 (a		3 (meals a day)	14 (days)	5	
	meal)					
Snacks	\$2.50 each		3 (times a day)			
Other expenses						

These prices are derived from many sources. While costs change from year to year, I have attempted to find out current prices. Children may want to research additional expenses, so room is made to fill in the extra items. Lynne Gordon 2005 WFTOTT

** Editorial Note: Depending on the age/grade level of the students, expand the list of items to include items such as specific mushing supplies, musher's gear, kennel costs, etc.

Idita-Math Challenge

Developed by: Terrie Hanke 2006 TOTT™

Discipline: Mathematics & Technology

Topic: Word problems using addition/subtraction, multiplication/division, fractions, decimals, bar graphs and spreadsheets.

Grade Level: K-2, 3-5, 6-8

Resources / References / Materials Teacher Needs:

Idita-math Challenge worksheets; Iditarod's Guide to the Last Great Race, Iditarod Trail Committee; Iditarod Trial Map.

Lesson Summary: Students practice problem solving and critical thinking when answering word problems that include multiplication, division, fractions, common denominators and graphs.

Standard's Addressed: McREL – Mid-continent Research for Education and Learning: **Mathematics**

Std 1. Uses a variety of strategies in the problem-solving process.

Std 2. Understands and applies basic and advanced properties of the concepts of numbers.

Std 3. Uses basic and advanced procedures while performing the processes of computation.

Std 4. Understands and applies basic and advanced properties of the concepts of measurement.

Std 8. Understands and applies basic and advanced properties of the concepts of geometry.

Technology:

Std 2. Knows the characteristics and uses of computer software programs.

Learning objectives:

1. Students will practice basic math skills – counting, addition/subtraction, multiplication/division, decimals, estimation, fractions and graphs.

2. Students explore the features and uses of spreadsheets.

Assessment:

1. Completion of appropriate subject/grade level worksheets.

2. Participate in discussion of problems presented on worksheets.

3. Creation of a spreadsheet with appropriate mathematic operations.

Procedural Activities: After the critical math or technology concepts have been taught, provide students with the appropriate grade level word problem worksheet as an opportunity to practice math and technology skills with Iditarod based problems. These activities can be used individually or as a think (individual), pair (check with another person) and share (small group shares with class) format.

Materials Students Need: Idita-math Challenge Worksheet, Graph paper, Ruler, Colored Pencils, Calculator (opt), and Computer with spreadsheet application.

Technology Utilized to Enhance Learning:

Some problems in the challenge lend themselves to creating an electronic spreadsheet with basic functions of addition/subtraction, multiplication/division and percentage. The problems can also be solved creating a paper/pencil chart. Use the paper/pencil chart as a blueprint for designing the electronic spreadsheet. This is an excellent opportunity to implement basic spreadsheet technology standards.

Other Information;

The Idita-math Challenge is created with grade appropriate K-2, 3-5, 6-8 worksheets using Iditarod as a theme. The Kennel Budget problem is designed for group work.

Modifications for special learners/ Enrichment Opportunities:

Students can work in groups to utilize the knowledge and expertise of each individual. As an additional challenge, students can work ahead on higher-level problems. Students may also explore the capability of electronic spreadsheets in creating graphs and pie charts.

Notes: Activities are designed on the following assumptions for each grade level –

Kindergarten – counting

Grade 1 – Adding & Subtracting 1 digit numbers

Grade 2 – Adding and subtracting 1 & 2 digit numbers without barrowing then moving into barrowing or regrouping

Grade 3 – One digit multiplication

Grade 4 – One and two digit multiplication, begin easy dividing

Grade 5 – Decimals in multiplication and equivalent fractions

Grade 6 – Multiply and divide with decimals, add, subtract, multiply & divide fractions with common denominators and readiness for computer spreadsheet application.

Idita-Math Challenge

Grades 3 – 5

Directions: Find the answer for each Iditarod problem by adding, subtracting, multiplying or dividing.

2. If booties cost \$1.00 each, how much would 10 booties cost? How much would 100 booties cost? How much would 1,000 booties cost?
3. If booties are purchased in quantities of 1,000 or more, they cost 85 cents each. How much would 1,000 booties cost?
4. How much would you save buying 1,000 booties at the quantity discount of 85 cents over ordering 500 booties twice during the winter at the standard price of \$1.00 per bootie?
5. You want to buy 1 bootie for \$1.00 with change in your pocket. Draw five or more possible coin combinations using exact change. You don't have any pennies in your pocket but you have 6 nickels, 5 dimes and 4 quarters.
6. You need one bootie. A friend will sell you one for 85 cents. You pay with a \$1 bill. How much change will you receive? Draw the possible coin combinations for your change.
7. Ramy Brooks reaches Nome with nine dogs. All of the dogs have 4 booties except one that has 2 booties. How many booties will Ramy remove after crossing under the burlled arch?
8. Martin Buser declares his 24-hour rest at Ruby. He removes 56 booties from his dog's feet. All dogs had 4 booties. How many dogs did Martin come into Ruby with?
9. There were a total of 12 mushers at Ruby who took their 24-hour rest along with Martin Buser. Each of the mushers had 13 dogs. How many dogs were at Ruby?
10. The distance from Unalakleet to Shaktoolik is 40 miles. Doug Swingley covered the distance in 4 hours. How fast was Doug traveling?

11. There were 79 teams that ran the 2005 Iditarod. Each team ran 12 dogs for the Ceremonial start in Anchorage. How many dogs left Anchorage? For the Restart in Willow, each team ran 16 dogs. How many dogs left Willow?
12. Dee Dee Jonrowe fed three dogs. One dog ate $\frac{5}{8}$ of the food in her bowl. Another dog ate $\frac{7}{8}$ of his food. The third dog ate $\frac{3}{4}$ of her food. Using bowls as a measurement, how much food did the three dogs consume? What fraction of the dogs that Dee Dee fed are girls?
13. Jeff King fed eight dogs. The first dog ate $\frac{1}{3}$ of the food in her bowl. Another dog ate $\frac{1}{2}$ the food in his bowl. The third dog ate $\frac{2}{3}$ of the food in her bowl. The fourth dog ate $\frac{3}{4}$ of the food in his bowl. Dog number 5 ate all of the food in her bowl. Dog number 6 ate $\frac{1}{4}$ of the food in her bowl. Dog number 7 ate all her food. Dog number 8 ate $\frac{1}{2}$ of her food. Using bowls as a measurement, how much food did the 8 dogs consume? What fraction of the dogs that Jeff fed were boys?
14. Iditarod teams start from Wasilla with 16 dogs. What fraction of the beginning team remains on the trail when the number of dogs in the table is dropped? Express your answer in the smallest denominator possible.

Dogs Dropped	Fraction Remaining	Dogs Dropped	Fraction Remaining
1		6	
2		7	
3		8	
4		9	
5		10	

Idita-Math Challenge

Grades 6 – 8

Directions: Find the answer for each Iditarod problem by adding, subtracting, multiplying or dividing. Use the Checkpoint Dog chart to create charts, graphs & spreadsheets for questions 7 thru 10.

15. How many booties does Iditarod require a musher to carry in the sled for each dog running or being transported in the sled? How many booties must Rick Swenson have to start the race with 16 dogs?

16. Booties cost 85 cents each. How much would 2,000 booties cost?

17. Booties measure $3 \frac{1}{4}$ inches wide by 5 inches long being $\frac{3}{32}$ of an inch thick at the toe and $\frac{3}{16}$ of an inch thick at the opening including the Velcro wrist wrap. What would be the minimum size box to hold 100 booties?

18. Jeff King and Mitch Seavey sell booties to tourists for \$2.00 each. Booties cost 85 cents. How much profit do the mushers realize on each bootie sold? What is their profit on 100 booties?

19. With booties costing 85 cents and being sold for \$2.00, what is the percentage of profit on each bootie sale?

20. If a dog were to get 70 miles out of each change of booties, how many booties would a dog use for the Iditarod – 1049 miles?

Checkpoint/Dog Chart for John Baker and Ramy Brooks (Use for questions 7 thru 10)

Checkpoint	Miles from Anchorage	Dogs In	Dogs Out
McGrath	401	16	15
Cripple	504	15	13
Ruby	609	13	12
Nulato	706	12	11
Golovin	1013	11	9

21. John Baker began the race with sixteen dogs and finished in Nome with nine dogs. The chart above shows which checkpoints he dropped dogs at and the miles from Anchorage he had traveled. Create a bar graph showing the number of dogs John left each checkpoint with. Include the mileage from Anchorage for each checkpoint.
22. Ramy Brooks began the race with 16 dogs and finished with 9 dogs. Using the information from the Checkpoint Dog Chart above, create a bar graph to calculate the number of booties Ramy used for the race. Ramy prefers to change booties approximately every 100 miles and has a supply of 2,000 booties. What percentage of his bootie supply did Ramy use?
23. Using the Checkpoint Dog chart above, calculate the percentage of the race Ramy Brooks has completed as well as the percentage of his dogs that are still in the race for the five listed checkpoints.
24. Using the Checkpoint Dog chart above, create a paper/pencil chart and then design an electronic spreadsheet for the purpose of calculating the total number of dog miles for John Baker's team.

Panning for Gold

Kim Harrick 2002 WFTOTT

While studying Alaska, the Iditarod and the history, we cannot forget the impact the Gold Rush had on parts of Alaska. To bring this concept to life, I put together a gold rush in the classroom.

After researching the gold rush and discussing the history, interesting facts and where it took place, we participate in our own gold rush.

While the students are out of the room, participating in P.E., music or art, I hide a few bags of Hershey's Gold Nugget candy all over the room. As they enter the room they notice a few clues, I ask them to take their seats and explain the rules. Students will be divided into teams of 4-6 people. My rules are that the students must work as a team to find as much gold as they can in the time limit given (1-2 minutes). Of course, adjust the time to fit your needs. I give the teams 2 minutes to dialogue and decide on their strategy. Teams may decide to split up and conquer the room individually each student taking a section of the room or work as a team going together everywhere. I make certain everyone understands there will be no running and safety is first!! Set the timer and let them look for gold!

When the timer rings, students must find their seats. We discuss the different strategies and which ones worked best. How many pieces did each team find? Which team found the most and why do you think they found the most?

We then complete the graph and answer some graphing questions.

Enjoy Panning for Gold!!

PANNING FOR GOLD!

20				
19				
18				
17				
16				
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	POLAR BEARS	BLACK BEARS	GRIZZLY BEARS	DALL SHEEP

Musher's Ice Cream Treats!

Directions:

Read the information below and follow directions, creating clues and a chart on another sheet of paper. Exchange clues and charts with a classmate. After completing the task, check your classmate's paper. Discuss and compare results. Finally, compile your results on a classroom chart to show all of the information. Create a graph.

Martin Buser, Jeff King, John Baker, Rick Swenson, and DeeDee Jonrowe each showed up at an ice cream shop in Wasilla at the exact same time. Being competitors, each wanted to order the best flavor of ice cream, but no one wanted to order the same kind of ice cream as another musher. In the ice cream display case from right to left, there were five flavors of ice cream: Double Chocolate Moose, Iditarod Trail Mixed Up Flavors, Northern Lights Yogurt Swirl, Frosty Tundra Cherry Chunk, and Lead Dog Vanilla. Which kind of ice cream did each musher choose? Read the directions below the chart to solve this problem.

Musher	Double Chocolate Moose	Iditarod Trail Mixed-Up Flavors	Northern Lights Yogurt Swirl	Frosty Tundra Cherry Chunk	Lead Dog Vanilla
Martin					
Jeff					
John					
Rick					
Dee Dee					

You decide! Write a set of clues to help a classmate discover which musher ate which ice cream. (Example: Jeff doesn't like getting lost MIGHT mean that Jeff didn't pick the Iditarod Trail Mixed-Up Flavors.) Create a chart like the one above for your classmate. The student can put yes and no in the boxes to help them solve the problem. Exchange your chart and clues with another classmate. Correct your classmate's work.

When completed, put your answers on a classroom chart showing which musher had which ice cream. After all of the data has been collected, graph results to show how many students matched each musher with each flavor of ice cream, for example your data might say, 18 of the 34 students had Dee Dee and Frosty Tundra Cherry Chunk ice cream matched together.

Dog Bone Quilt Pattern

Developed by: Donna Finner (2002 Finalist for Wells Fargo Teacher on the Trail)

Discipline / Subject: Math, Art,

Topic: Geometry—Shape recognition and manipulation

Grade Level: 3-6

Resources / References / Materials Teacher Needs:

1. Quilt pattern
2. Ruler
3. Graph paper
4. Colored paper
5. Musher names, hometown and possibly a picture

Lesson Summary:

The first part of the geometry unit deals with shapes (recognition and naming). When this part of the unit is done, we work on seeing shapes in quilt patterns. The students then make up their own pattern fitting shapes into a square. One pattern taught is the Bow Tie pattern, which is renamed Dog Bone pattern. Depending on the students age and ability, this lesson can be done in several different ways. It is a lesson that can be modified to meet the different needs of students in the same class. The students will first identify the shapes being used in the pattern. They will then make a quilt square following a pattern and directions. After the quilt squares are completed, the students will write a mushers name, hometown and will possibly add a picture of the musher to the square. These squares will then be used as the border for the Iditarod race coverage bulletin board.

Standard's Addressed: (Local, State, or National)

1. Math Curriculum Standard 4A- Students will name, describe, model, classify, and Compare geometric shapes and their properties with an emphasis on their wide applicability in human activity.
2. Math Curriculum Standard 4B- Students will develop spatial sense

Learning objectives:

1. Math Standard 4A- Students will investigate, experiment and explore geometric shapes and properties
2. Math Standard 4B- Students will develop an understanding of spatial relationship and their world

Assessment:

Method of assessment for learning

1. Student demonstration
2. Student made model
3. Teacher observation
4. Teacher made worksheet

Procedural Activities

1. Do worksheet that goes with the activity- Naming Shapes
2. For students who are able to measure and cut their own squares
 - a. Have students make a 6” square on a piece of graph paper
 - b. Have students find and mark the mid point of each edge. (see figure a)
 - c. Find the center of the square (see figure b)
 - d. Measure 2” from center in all directions and mark with a dot(see figure c)
 - e. Connect the dots (see figure d)
 - f. Cut out the shapes carefully and use as your pattern to cut out on construction paper
 - g. Follow directions on teacher’s main pattern for number of and color options.
 - h. Cut out 6” square for backing
 - i. Go to step 4
3. For students who are unable to measure and cut their own squares
 - a. Hand out pre cut pieces and backing with the pattern copied on it
 - b. Have students match shapes to the backing pattern
 - c. Go to step 4
4. Glue the pieces on the backing
5. When dry students can add the names of the mushers, their hometowns and pictures if available. Students will need to make more than one each so that all the mushers are on a quilt pattern.
6. Place around the bulletin board as a border.

Materials Students Need:

1. Graph paper
2. Construction paper- could be pre cut pieces depending on age and ability
3. Patterns
4. Ruler
5. Pencil
6. Scissors
7. Glue

Technology Utilized to Enhance Learning:

1. Overhead projector

Other Information**Modifications for special learners/ Enrichment Opportunities**

1. Have pieces already cut out
2. Give a patterned backing so students can match shapes
3. Offer assistance for drawing and cutting
4. Enrichment- Give a sample that is 3” square and have the student redraw it to a 6” square

Daily Almanac

Developed by: Donna Finner and Tod Cohen

Discipline / Subject: Primary- Social Studies—Geography and History
Secondary- Math, Language Arts, Science

Topic: Changes daily- Iditarod topics include (not limited to)—The State of Alaska, Norman Vaughan, History of the Serum Run, Sled dogs, etc.

Grade Level: 4-6 can be used easily in upper grades

Resources / References / Materials Teacher Needs:

1. Various web sites
2. Computer
3. Books
4. Magazines
5. Encyclopedia
6. Dictionary
7. Pictures

Lesson Summary: The daily almanac presents facts about a person, place or thing of historical significance. The lessons vary daily and build on skills that have already been taught or are going to be taught.

Standard's Addressed: (Local, State, or National)

1. Social Studies Curriculum Standard 10- Students will demonstrate the ability to use maps, mental maps, globes and other graphic tools and technologies to acquire, process, report and analyze geographic information.
2. Social Studies Curriculum Standard 11- Students will demonstrate an understanding of the physical and human geographic features that define places and regions.
3. Social Studies Curriculum Standard 16- Students will demonstrate the ability to Employ historical analysis, interpretation, and comprehension to make reasoned judgments and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situation.
4. Math Curriculum Standard 4C- Students will develop an understanding of measurement and systems of measurement (TIME) through experiences which enable them to use a variety of techniques, tools, and units of measurement to describe and analyze quantifiable phenomena.
5. Language Arts Curriculum Standard 5- Students will demonstrate competence in the using of the interactive language process of reading, writing, speaking, listening, and viewing to gather and organize information in a variety of subject areas.

<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. SS standard 10-a. Students will be able to use a map scale and compare map distance with real distance on earth. b) Students will be able to identify the location of a state or city on a map. 2. SS standard 11- 3. SS standard 16 4. Math standard 4C- Students will estimate and measure time and use these skills in real life situations. 5. Language Arts standard 5- Students will be able to locate appropriate sources to obtain research information. 	<p>Assessment:</p> <p>Method of assessment for learning</p> <ol style="list-style-type: none"> 1. Student work 2. Teacher observation 3. Class discussions 4. Student demonstration 5. Student writing 6. Worksheets
<p>Procedural Activities</p> <ol style="list-style-type: none"> 1. Students copy information off the board about the days topic. (sheet attached) 2. Students complete any worksheets- and do the research necessary to complete the assignment. 3. Class discussion (approximately 30 minutes) to go over board, worksheets. Lessons are supplemented with videos, music, website information, etc. Students also have the opportunity to share any information that they have found on the topic of the day. 	
<p>Materials Students Need:</p> <ol style="list-style-type: none"> 1. Daily almanac folder 2. Varies daily but often includes- internet, encyclopedia, dictionary, books on subject. 3. Worksheets 4. Depending on activities, art supplies may be needed 5. Maps and globes 6. Puzzles, word searches, crosswords (for vocabulary development) 7. Clocks, calendars, time lines 	
<p>Technology Utilized to Enhance Learning:</p> <ol style="list-style-type: none"> 1. Computer- internet and encyclopedia programs. Also word processor. 2. Videos 3. CD's, cassettes 4. Overhead projector 5. Maps and globes 6. Clocks and calendars 	
<p>Other Information</p>	

Modifications for special learners/ Enrichment Opportunities

1. Daily almanac template is on the computer- to be used by students with writing difficulties (poor fine motor skills)
2. Two or more levels of worksheets and vocabulary pages.
3. Working with a peer.
4. Reading information to a non-reader (done by peer or teacher)
5. Recording student answers by either a teacher or a peer
6. The topic is announced the day before and students are encouraged to look up the topic at home and bring in materials for the class discussion. This is not mandatory since all students do not have access to the internet or to reference materials.

Almanac Topics

1. The State of Alaska
2. Serum Run of 1925
3. Balto
4. Norman Vaughan
5. Joe Redington Sr.
6. Sled Dogs
7. Leonhard Seppala
8. Roland Lombard
9. Alaskan Gold Rush
10. Aurora Borealis
11. Mt. McKinley
12. Widows Lamp
13. Alaskan cities – Anchorage, Nome
14. Chinook Kennels
15. Earthquakes- the Alaskan Earthquake of 1964
16. Various mushers (multi-time winners, women mushers, mushers who have been outstanding in the sport, etc.)

Musher Math: Daily Math Problems

Create a daily warm up activity for your classroom to get students involved in using math skills! Focus on the standards of instruction for the unit you are on and create story problems or thinking activities. Allow 15 – 20 minutes for the activity- depending on the problem. At the end of the focus session, go through the problem together and discuss results. This is a great way to have students ‘talk math’ to ensure they understand the process they have used to solve problems. Examples:

Suggested day: Thursday before the race.

Musher Banquet and Drawing: On the Thursday before the race, the Musher Banquet and Drawing is held. Each musher must attend the banquet. Each person at the banquet is seated at large round tables. Each musher that has signed up to run the race gets one free ticket to the banquet but must buy tickets for others that they’d like to have with them at the banquet. Tickets for the banquet cost \$55.00. If each musher buys 7 tickets, how much money would it cost the musher for the tickets? How many mushers are signed up for the race? If each musher signed up buys 7 tickets, how much would it cost for all of the tickets? If each musher buys 9 tickets, what would the amount be for all of the mushers? Write your own math problem about the musher banquet.

Suggested day: Friday before the start of the race or on Monday after the race begins:

The race starts on Saturday.

1. How many Saturdays are there in this year? Get with a partner and discuss this question. Estimate to find an answer. Write your estimation and your reasoning on your paper. What resources would you use to find your answer?
2. Locate a resource to help you check your work. What resource did you use? What did you discover about your work after using the chosen resource to verify your answer. Write a sentence to explain your findings.
3. Write a story problem similar to this and exchange it with another group.

Suggested day: Monday after the start of the race;

The Race restarts on Sunday. The ‘clock’ starts here! Why is Military Time used to record in and out times at checkpoints? After thinking about this, write your thoughts. Fill out the following chart to show how the Military clock matches with the Civilian clock. (See chart)

Estimation: Estimate the length of time it will take for a musher to reach specific checkpoints that you identify. To estimate, students should acquaint themselves with the terrain. You might suggest students estimate how long it will take get $\frac{2}{3}$ of the way along the trail, so that students first must discover $\frac{2}{3}$ of the length of the trail and then estimate to the closest checkpoint. Students can then note their accuracy during the race

Feet Across the Line!

How many feet crossed the starting line? Remember to count the mushers and the dogs! Before you begin, what information do you need to know before you can begin to work on this problem? After gathering your facts, solve the problem. Create a similar math problem for your classmates. Make sure you know the answer before you give the problem to your classmates!

How many feet--- human and canine crossed the finish line?

Compare the answers. Use fractions to explain the two numbers. What fraction of the number belongs to human feet? What fraction of the number belongs to canine feet/

Charts: Create a chart to show race data. Choose any data that is interesting to you and create a chart to show the information. When your chart is done, share it with a classmate.

Booties, booties, booties:

Using the Internet, research to discover the cost of dog booties. Mushers must make or purchase dog booties using as many as 2000 booties per race. Create story problems about the booties. Examples:

1. The Price You Pay to Mush! How much does one bootie cost? How much would it cost to bootie a team for the race? (2000 booties x _____ = _____)

25. If the musher used 847 booties by the time the musher reached Ruby, how many booties would the musher have left to use for the race?

26. If the musher needed to change booties every 45 miles, about how many times would a musher need to put the booties on the team?

Dog Sleds:

Mushers can use two sleds in the race. One sled must be shipped to a checkpoint. Use a trail map and information about the trail to discuss with a partner or a small group, where the best place to switch out a sled would be and why.

After researching on the Internet, discover the different kinds of sleds and prices of sleds. What would it cost for a musher to purchase two sleds? What is the estimated amount spent on all sleds used in the race assuming each musher bought two new sleds?

MUSHER MATH:

Tuna Fish, a Great Taste Treat



Name _____ Date _____

Your three pet sled dogs, Double, Barry, and Trouble love the taste of tuna fish. You decide to add tuna to their ‘breakfast’ each day. Your plan is to split 2 cans of tuna fish between the three dogs. You locate tuna fish on sale for \$.39 per 6 oz. can. You purchase one case of tuna fish at that price. (48 cans) Choose a method to solve each problem: Show your work.

1. How much did it cost to buy a case of tuna fish at the above price?
 - a. Estimate the answer.
 - b. Solve the problem to find the exact amount it would cost. (Without tax!)
2. How many days will this tuna fish last the three sled dogs if you only feed them tuna fish once a day? How would the answer differ if you fed them tuna fish with two meals a day?
3. About how many ounces of tuna fish would each dog get per day if fed it once a day? Twice a day?
4. At this feeding rate (once a day) for the three dogs, about how many cases of tuna fish would you need to buy to feed these dogs for a year?
5. Create your own math problem about tuna fish. Ask a friend to solve the problem. Check your friend’s work to make sure the correct answer was reached.
6. Extra Credit. Investigate. Discover more about tuna fish by completing one or more of the following activities.
 - a. Visit a local store and choose 3 brands of tuna fish. Create a chart to show the brand, regular price, and the size of the can. Discover which brand of tuna would be the “best” buy. Create a set of paragraphs to explain your discoveries.
 - b. Research to discover information about tuna. Write a short report.
 - c. Create a chart to show nutritional information about tuna fish.
 - d. Collect recipes for “human” consumption of tuna fish. Put your recipes in a booklet.
 - e. Write a TV commercial encouraging people to buy tuna fish.
 - f. Create a poem that tells facts about tuna fish.
 - g. Write a story about tuna fish.
 - h. Research nutritional needs for dogs. Create a project to show your discoveries.

Military and Regular Time Comparison Chart

Name _____

Fill in the missing numbers to show the times used to record Iditarod race data.

Regular Time	Military Time	Regular Time	Military Time
Midnight		Noon	
1:00 a.m.		1:00 p.m.	
2:00 a.m.		2:00 p.m.	
3:00 a.m.		3:00 p.m.	
4:00 a.m.		4:00 p.m.	
5:00 a.m.		5:00 p.m.	
6:00 a.m.		6:00 p.m.	
7:00 a.m.		7:00 p.m.	
8:00 a.m.		8:00 p.m.	
9:00 a.m.		9:00 p.m.	
10:00 a.m.		10:00 p.m.	
11:00 a.m.		11:00 p.m.	

Military Time and Regular Time Comparison Chart Answer Sheet

Regular Time	Military Time	Regular Time	Military Time
Midnight	0000	Noon	1200
1:00 a.m.	0100	1:00 p.m.	1300
2:00 a.m.	0200	2:00 p.m.	1400
3:00 a.m.	0300	3:00 p.m.	1500
4:00 a.m.	0400	4:00 p.m.	1600
5:00 a.m.	0500	5:00 p.m.	1700
6:00 a.m.	0600	6:00 p.m.	1800
7:00 a.m.	0700	7:00 p.m.	1900
8:00 a.m.	0800	8:00 p.m.	2000
9:00 a.m.	0900	9:00 p.m.	2100
10:00 a.m.	1000	10:00 p.m.	2200
11:00 a.m.	1100	11:00 p.m.	2300

Civilian & Military Time Conversion

Developed by: Terrie Hanke 2006 TOTT™

Discipline: Mathematics and Language Arts

Topic: Converting military time to civilian time

Grade Level: 3 – 5

Resources / References / Materials Teacher Needs:

Access to Iditarod website and procedures for converting military to standard time

Lesson Summary: Time arriving and time departing from checkpoints on the Iditarod Trail is reported in military time. Students can understand the positives and negatives of both the military and civilian time clock by examining “why” Iditarod chooses to post using the military clock compared to the civilian clock. Students will use examples from the race to practice converting time from military to civilian and civilian to military. At the conclusion of the conversion exercise, students will create a persuasive composition to express their personal opinion as to whether military time should become the universal clock used around the world.

Standard’s Addressed: McREL (Mid-continent Research for Education and Learning)

Mathematics

Std 1. Uses a variety of strategies in the problem-solving process.

Std 4, Understands and applies basic and advanced properties of the concepts of measurement.

Language Arts

Std 1. Uses the general skills and strategies of the writing process.

Std 3. Uses grammatical and mechanical conventions in written compositions.

Learning objectives:

1. Understands the necessity of the military time clock.
2. Can convert military to civilian time.
3. Have an opinion about the best way to communicate time.

Assessment:

1. Written or oral expression
2. Completion of worksheet 80% accuracy
3. Written expression in the form of a persuasive argument.

Procedural Activities

Direct students to race results on the Iditarod web page. Students will notice familiar times as well as times they are not familiar with. Introduce the concept of military time. Provide the students with the Civilian & Military Time Conversion worksheet. Have the students convert the civilian time to military time and the military time to civilian for each musher. After this exercise, discuss the positives and negatives of each time system. Finally, discuss the reasons for Iditarod and the military using the Military clock. Continue practicing conversions as the race progresses from Anchorage to Nome by asking the students to convert the times mushers arrive at a given checkpoint to civilian time. At the end of the race, complete the activity by asking the students if all time should be told using the military system. Students can write a persuasive paper for the purpose of expressing their opinion and the reason for their opinion.

Materials Students Need:

Background information on military time. Procedure for converting military time to civilian time. Civilian & Military Time Conversion worksheet.

Technology Utilized to Enhance Learning:

Students can research background information on military time along with the formula for converting to civilian time. Students can be responsible for following the race and converting the reported time in and time out from a checkpoint into civilian time. As an alternative, students could convert the finishing times for all the mushers as they reach Nome.

Other Information

For enhancement activities, students will need information regarding time zones for the United States.

Modifications for special learners/ Enrichment Opportunities

Once the students are able to convert military time to civilian time, they can expand their concept of time to include time zones. Ask the students to figure out the difference between their local time and the local time in Nome. After converting the time a mushers crosses the finish line to civilian time, ask the students to go a step further and convert it from the local time in Nome to the local time of your school.

CIVILIAN & MILITARY TIME CONVERSION

Time arriving and time departing from checkpoints on the Iditarod Trail is reported in military time. In military time, the hours are numbered from 00 to 23. Under this system, midnight is 00, 1 a.m. is 0100, 1 p.m. is 1300. Military time is always referred to in hundreds of hours. For example, 0200 is reported as "zero two hundred hours" and 1700 is reported as "seventeen hundred hours." The last 2 digits refer to the minutes while the first two refer to the hour. Civilian and military time express minutes and seconds in the same manner. Civilian time requires the use of a.m. and p.m. to clearly identify before noon and after noon times. Since military time uses a unique two-digit number to identify each of the 24 hours in a day, a.m. and p.m. are unnecessary. To determine the afternoon hour in military time simply subtract 1200. If a musher arrives at Shageluk at 2130, subtract 1200 to find the civilian time of 9:30 p.m. Convert the civilian time to military time and the military time to civilian for each musher.

MUSHER	TIME IN MILITARY	TIME IN CIVILIAN	TIME OUT MILITARY	TIME OUT CIVILIAN
JEFF KING	0215		0245	
ROBERT SORLIE		2:30 a.m.		3:15 a.m.
DEE DEE JONROWE		3:05 a.m.		7:05 a.m.
CHARLIE BOULDING	0515		0715	
RAMY BROOKS	0600		1000	
MITCH SEAVEY	0610		0710	
DOUG SWINGLEY		6:35 a.m.		10:35 a.m.
GARY PAULSON		11:10 a.m.		3:10 p.m.
JESSICA ROYER	1210		1405	
JOHN BAKER	1330		2130	
VERN HALTER	1525		1925	
RICK SWENSON	1730		1800	
MELANIE GOULD		5:30 p.m.		6:15 p.m.
KAREN RAMSTEAD	1830		0230	
PERRY SOLMONSON	1915		2315	

Terrie Hanke 2006 WFTOTT™

Science and Social Studies Lesson Ideas

Weathering the Trail	
Developed by: Lynne Gordon, 2005 WFTOTT™	
Discipline / Subject: Science and Math	
Topic: Weather and Climate	
Grade Level: 2 nd and Up	
Resources / References / Materials Teacher Needs: Thermometer, Internet resources for temperature, Large chart paper, Graph paper	
Lesson Summary: The class will maintain a yearlong temperature chart showing highs and lows at home and along the Trail. Each student will be responsible for creating a graph illustrating the data.	
Standard's Addressed: (Local, State, or National) NCTM numbers and operations, measurement, data analysis and probability, NSES 1, 2, 5	
Learning objectives: 27. The students will know how to read a thermometer. 28. The students will learn how to access temperatures on the Internet. 3. The students will create a bar graph showing this data.	Assessment: The correctly assembled bar graphs are the assessment. The questions with correct answers show the ability to isolate important information from the graphs.
Procedural Activities 29. The children will be shown how to read a thermometer, and daily temperatures will be recorded. 2) Temperatures of Anchorage and Nome will be recorded daily via the Internet. 3) These readings will be documented all year, and will be developed by the students into a bar graph, showing monthly highs and lows, and/or a one-month graph of each or all the towns. 4) A set of questions will be written (and answered) by the students from the graphs.	
Technology Utilized to Enhance Learning: www.iditarod.com Internet websites for weather information	
Other Information: Daily checkpoint temperatures, if available, could be taken as well to widen the range of temperatures.	
Modifications for special learners/ Enrichment Opportunities Other types of graphs could be used with older students, for example a line graph. Averages, means, and/or modes could be determined. Other weather parameters could be studied, such a number of clear versus rainy/snowy days, wind speed, etc.	

Life Cycles in the Zones

Developed by: Lynne Gordon 2005 WFTOTT™

Discipline / Subject: Science

Topic: Life cycles of the various Alaskan plants

Grade Level: 2nd and up

Resources / References / Materials Teacher Needs:

Large Alaskan map, [Tongass, Last American Rain Forest](#), by Shelley Gill ,
www.usna.usda.gov/Hardzone/alaska.html , Life cycle template

Lesson Summary: The students will learn about different growing zones, research one plant growing in Alaska, write and illustrate it, and add it to a larger Alaskan map.

Standard's Addressed: (Local, State, or National) 1. NSES 2, 4

Learning objectives:

1. The students will appreciate why and how location affects plant growth.
2. They will study the various growing zones in Alaska.
3. Each student will research, describe and illustrate a plant's life cycle.
4. Connections to Native Alaskans will be explored.

Assessment: The ability to locate their plant on a map and to discuss its life cycle will show the student's learning.

Procedural Activities

- 1)The children will be asked where the most northerly rain forest can be found.
- 2) The book will be shared.
- 3) A growing zone map, or the map on the website, will be displayed and discussed.
- 4) The students will review life cycles of plants and animals.
- 5) A list of Alaskan plants will be given, or created by the students from their readings.
- 6) Each student or group will choose one to research.
- 7) A life cycle template will be filled out and connected to the Alaskan map in the appropriate zone.
- 8) The students will discuss how their plant fits into the lives of the Native Alaskans.

Technology Utilized to Enhance Learning: Internet resources

Other Information: This activity connects with life cycles studied earlier in our science curriculum. Oral reports could be added. Students could be asked which other plants or animals they would meet in their zone. A nice website of a class project studying plants and their Inupiat names can be found at www.ankn.uaf.edu/pointplant.html

Modifications for special learners/ Enrichment Opportunities

Assistance from media specialists and/or special education personnel is helpful. The template could be extended into a larger report or classroom presentation.

Here is a partial list of plants in Alaska. There is some merit in allowing the children time to research via Internet or other sources to find their own plants.

Windflower
Crimson Columbine
Northern Groundcone
Richardson's Brookfoam
Castilleja sp.
Spring Beauty
Claytonia sp.
Dwarf Dogwood
Canadian Bunchberry
Strawberry
Dwarf Fireweed
Meadow Bistort
Many-flower Indian-pipe
Horsetail, Scouring Rush
Kamchatka Fritillary
Eschscholtz's Buttercup
Forget-me-not
Large Leaf Avens
Ross' Avens, Alpine Avens
Bog Laurel
Sweet Pea
Nootka Lupine
Lupinus sp
Single Delight
Rocky Mountain Cowlily
Northern Grass of Parnassus
Capitate Lousewort
Tall White Bog Orchid
Populus tremuloides
Northern Primrose
Wild Rose
Orchid
Nagoon Berry
Moss Champion
Mountain Ash
Red Huckleberry
Monkshood
Arctic poppy
Low bush cranberry
Mountain sorrel
Eskimo potato
Cloudberry
Frigid Coltsfoot

Life Cycle in the Zones

Name: _____

Plant name
(Common) _____

(Scientific) _____

What zone is it in? _____

Description of plant: _____

Drawing and/or photograph

Interesting facts: _____

The Giant Cucumber	
Developed by: Lynne Gordon, 2005 WFTOTT™	
Discipline / Subject: Science, Math, Language Arts	
Topic: Plant Growth	
Grade Level: 2 nd and Up	
Resources / References / Materials Teacher Needs: <u>The Giant Cabbage</u> by Cherie Stihler , cucumber seeds, planting medium, containers, grow lights, timers, rulers, Science notebooks, sprouting and growth chart, final assessment paper	
Lesson Summary: This lesson will show students how plant growth is dependent on the number of hours of light.	
Standard's Addressed: (Local, State, or National) NSES 1, 2, 5 NCTM numbers and operations, algebra, measurement, and data analysis and probability	
<p>Learning objectives:</p> <ol style="list-style-type: none"> 2. The students will understand how a scientific experiment is run, holding all parameters constant except what is being tested. 3. The students will know what conditions are necessary for a seed to sprout and grow. 3. The students will compare plant growth under various amounts of light. 	<p>Assessment:</p> <p>Method of assessment for learning</p> <p>The students will maintain a Science journal of the ongoing experiment. They will be able to write an explanation of the experiment and results, drawing an appropriate conclusion.</p>
<p>Procedural Activities</p> <ol style="list-style-type: none"> 4. The teacher will read <u>The Giant Cabbage</u>, and initiate a discussion as to why there are as many as 20 hours of daylight in the Matanuska Valley in the summer. 2) Children will list the conditions needed for a plant to grow. 3) The teacher will explain the scientific method of holding all conditions constant except the variable being measured (in this case, the amount of light given). 4) Students will plant four groups of seeds to be grown under different amounts of light: 6, 9, 12, and 18 hours. 5) A schedule of watering and measuring will be set up, timers will be set, and the children will maintain a chart of heights in their Science notebooks. 6) The students will note when each seed sprouts, and will water and measure according to the schedule. 7) The students will complete a final assessment, explaining the conditions of the experiment, noting the results, and drawing conclusions. 	
Technology Utilized to Enhance Learning: Grow lights and timers	
Other Information: The plants should be placed in an area that does not receive natural sunlight as that could interfere with the results. All seeds should be soaked overnight to enhance sprouting.	
Modifications for special learners/ Enrichment Opportunities: Older students could display the results with a bar or line graph. The length and complexity of the journal entries and final assessment could be adjusted according to ability. This could be handled as an individual or group project.	

Date

6 hours

9 hours

5. hours

15 hours

Observations

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

Name _____

The Giant Cucumber

Name _____

Write a short description of how the experiment was set up.

What was the variable? _____

What did you observe during the experiment?

What did you learn from the experiment?

What Does It Take to Stay Dry and Safe?	
Developed by: Diane Johnson, 2000 Wells Fargo Teacher on the Trail™	
Discipline / Subject: Science Topic: Science Experimentation	
Grade Level: 5 – 8 (Adapt for any age/grade)	
Resources / References / Materials Teacher Needs: Squares of fabric, fleece, polyester, cotton, wool, etc. Pan of cold water, paper towels for drying the cloth.	
Lesson Summary: Students will predict the results from the experiment to determine which cloth is best suited for use in clothing to protect one in extreme temperatures. (Appropriate clothing for both cold and hot temperatures.)	
Standard's Addressed: (Local, State, or National) NS.5-8.1, (Science as Inquiry) N.S.5-8.2 Physical Science, N.S. 5-8.6 Personal and Social Perspectives.	
Learning objectives: Students predict type of cloth best suited for winter and summer climate and summarize.	Assessment: 1) journal and summary 2) discussion 3) observations
Procedural Activities: <ol style="list-style-type: none"> 1. Ask students to record the question, date their paper, discuss the question in small groups, write what they already know, and record observations and predictions. 2. Show the students sample pieces of fabric. Let them observe the cloth, touch the cloth, and describe each example of cloth, verbal and on paper. Ask them to predict: What would you want your clothing made of if you were going to be in extremely cold temperatures and if you have the danger of getting wet? Students predict best and worst example of clothing. How about if you were going to be in hot weather? 3. One at a time put a sample of the cloth in cold water so it gets wet. Take it out of the water, squeeze it dry, and roll it in a paper towel to absorb the water. (Use the same method of squeezing/rolling for each piece of material. Let students observe the process and touch the sample to determine how wet it remains and which seems to dry the fastest. 4. Students record findings in their journals. Discuss and evaluate results. 5. Ask students to research to discover why the results were as they were and write a statement summarizing the findings. 	
Materials Students Need: Science journal or paper, Internet for research, science books if applicable.	
Technology Utilized to Enhance Learning: Internet sites	
Other Information: Create a science board to demonstrate displaying a science project to act as an example of your expectations for students. To write across the curriculum, students can create TV commercials advertising appropriate clothing for weather/climatic conditions.	
Modifications for special learners/ Enrichment Opportunities: Students can work in groups to research and summarize. Classroom discussion assists all students at all achievement levels to learn from this experiment and project.	

HYPOTHERMIA – THE CHILL THAT KILLS

Developed by: Terrie Hanke 2006 WFTOTT™

Discipline: Health & Safety and Language Arts. **Topic:** Emergency Care: Hypothermia

Grade Level: Upper Elementary to Middle School

Resources / References / Materials Teacher Needs: Worksheet provided; Knowledge of First Aid / Survival Skills; First Aid Text from American Red Cross or like source; Hypothermia information from www.webmd.com; www.mayoclinic.com; www.expeditionsamoyeds.org/hypothermia, Iditarod Classics by Lew Freedman; optional video from merchandise tab at Iditarod website.

Lesson Summary: Using Iditarod as a theme, students will explore First Aid. This particular lesson focuses on hypothermia – recognizing caring for and preventing. Students will do guided research on the topic using the suggested website. Once familiar with strategies for care and prevention, students will complete an application problem that portrays a fairly typical hypothermia incident. Teachers or students can create their own Iditarod hypothermic incident based on any number of stories from Iditarod Classics by Lew Freedman.

Standard’s Addressed: McREL (Mid-continent Research for Education and Learning) Health Standard 5) Knows essential concepts and practices concerning injury prevention and safety. Language Arts Standard 1) Uses the general skills and strategies of the writing process. Language Arts Standard 8) Uses listening and speaking strategies for different purposes.

Learning objectives: Students will

- 1.) understand how hypothermia occurs
- 2) know how to prevent hypothermia
- 3) know how to treat hypothermia – what to do and what not to do
- 4) recognize circumstances that cause hypothermia.

Assessment:

Discussion
Written

- 1) Complete guided study exercise with 90% accuracy
- 2) Complete application problem with 100% accuracy

Procedural Activities: Check the weather tab at www.iditarod.com to see how cold it is in the checkpoints along the Iditarod Trail. This is a great interactive sight with a map of the trail that provides temperature and wind speed information for each checkpoint. Ask students to write or verbally describe what it feels like to be cold. Write the word hypothermia on the board. Ask students to make a list of 5 words (pre-activity perception) that come to mind. Set that list aside. List health concerns associated with exposure to the elements. Include hypothermia. Using the suggested web sites or other similar sites, complete the hypothermia worksheet. Share answers and ideas through class discussion. Having acquired basic knowledge and understanding of how to prevent, recognize and treat hypothermia, have the students complete the application problem. This problem was specifically designed to help students understand that hypothermia can occur in weather conditions and temperatures that are above freezing. Upon completion of the application writing exercise, make a board list of the conditions that caused the incident, actions by people that accelerated the incident and what immediate First Aid could be given. Using examples of “close calls” from Lew Freedman’s book, Iditarod Classics, students can work in groups to create their own Iditarod hypothermic incident. Exchange incidents with another group and answer the following questions. What conditions caused the incident? What did the characters do or not do to accelerate the incident? What First Aid should be given? How will the victim get to the next checkpoint safely? Reflect on the special out-door skills musher must have to run Iditarod. Finally return to the five words on the pre-activity perception list. Have students describe how their perception of hypothermia has changed as a result of this activity. List the advantages & disadvantages.

Materials Students Need: Internet access for research [www.webmd.com]; www.mayoclinic.com, www.iditarod.com/weather Worksheet – Hypothermia – the Chill that Kills, Worksheet – Hypothermia Application

Technology Utilized to Enhance Learning: Web research on frostbite; Interactive weather information at www.iditarod.com; Web product search

Other Information: Close call stories from Iditarod Classics – Lew Freedman

Modifications for special learners/ Enrichment Opportunities:

- 1) Create posters for the care, prevention and recognition of hypothermia.
- 2) Compare materials used for outdoor clothing and sleeping bags. What materials continue to insulate when wet, what materials don’t. Create a poster or brochure to share your findings

Hypothermia – The chill that kills!

Lesson from Shageluk

Hypothermia is a medical emergency the doctor from Shageluk has to be ready to treat. Hypothermia is not always brought on by severe cold but can occur in milder temperatures as we experience in the lower 48. Hypothermia can affect adults, children and even sled dogs. Answer the following questions to learn more about the chill that kills. Suggested sources: www.mayoclinic.com; www.webmd.com

1. What is hypothermia?
2. When is hypothermia most likely to occur?
3. What are the signs and symptoms of hypothermia?
4. What causes hypothermia?
5. Why are children more susceptible to hypothermia than adults?
6. Until medical help becomes available, what first aid can be given for hypothermia?
What to do –

What not to do –
7. How can you prevent hypothermia and stay healthy in cold weather?
8. What special care do mushers provide for their dogs to prevent hypothermia?

Hypothermia – the Chill the Kills

Lesson from Shageluk

Now that you know a few facts about hypothermia, can you apply what you've learned?

SITUATION: Your family has driven to a fishing camp in Ontario. Sioux Lookout, the nearest town with a hospital, is about 100 miles or two hours away. Your cabin is primitive – there is a woodstove for heat but no lights or running water. It's a beautiful day, about 72 degrees, very little wind but a few clouds are on the horizon. Your Dad's ready to go fishing, you and your younger brother go along. Before getting in the boat, you stuff your rain suit and a couple of candy bars into your backpack. Before pushing off your Dad tells the camp owner where he plans to fish. You've heard the big ones are really biting but the spot's a long distance from camp!

Fishing is good but the sky is getting darker, it's getting cooler and the wind is picking up. It begins to mist then rain. You decide to put your rain suit on and have a snack. Your Dad and brother keep on fishing not concerned about getting wet. It's raining harder and it's getting colder and the wind keeps blowing. You notice that your little brother is shivering. He's mumbling and grumbling about not having any bites while you and your Dad are. He finally gets a bite but doesn't seem to care whether he lands the fish or not.

Finally it quits raining but the wind continues to blow and it seems to be getting colder. Now even your Dad is shivering. Your brother fumbles during a cast and drops his pole, nearly losing it in the lake. He's having trouble on almost every cast. He doesn't have his limit but he gives up fishing to sit and shiver. It begins to rain again. Now your Dad is mumbling and grumbling too. You'd like to go back to camp. It's a long way and it'll be windy and rough.

Finally your Dad says it's time to go. He fumbles around trying to get the motor started. He stands up, stumbles and nearly falls overboard. You look at your poor little brother; he's still shivering and really pale. Suddenly it hits you – your Dad and brother have **HYPOTHERMIA!** You studied this last winter in school during the Iditarod. What can you do to help your brother and Dad?

Write an essay to explain what you have learned about hypothermia. Create an introductory paragraph. Then include a paragraph listing the signs and symptoms of hypothermia. Write a third paragraph telling what could have been done differently to avoid hypothermia. Write a fourth paragraph defining the First Aid you'd give. Finally, come up with a plan to get yourself, your Dad and your brother back to the fishing camp safely. Your final paragraph should conclude your essay. Your paragraphs must each have a topic sentence followed by information or the action you'd take. If you wish, create an outline before beginning to write.

Alaska Day	
Developed by: Lynne Gordon, 2005 WFTOTT™	
Discipline / Subject: Social Studies, Language Arts, Research Skills	
Topic: Alaska Day	
Grade Level: 2 nd and Up	
Resources / References / Materials Teacher Needs: www.cityofsitka.com/AlaskaDay Alike and Different graphic organizer	
Lesson Summary: Students will learn about the history and celebration of Alaska Day in Sitka, and will compare it to known festivities.	
Standard's Addressed: (Local, State, or National) NCSS 1, 3, 5; NCTE 1, 7	
Learning objectives: 1. The students will appreciate another culture's celebration. 2. The children will list similarities and differences with familiar situations. 3. An opportunity to create a unique celebration will be available.	Assessment: A completed graphic organizer with at least 3 similarities and 3 differences will show their understanding of Alaska Day.
Procedural Activities 1) Access to the website will be given each group. 2) The students will take notes on what they have learned. 3) Each group will present information they have learned. 4) A graphic organizer will be filled in with similarities and differences between Alaska Day and known celebrations in one's own community.	
Technology Utilized to Enhance Learning: Internet access, identify sites and resources that give information about holidays/celebrations. Editors Note: Websites: http://en.wikipedia.org/wiki/Alaska_Day , http://cityofsitka.com/alaskaday/index.html , http://fairbanks-alaska.com/alaska-history.htm ,	
Other Information: This lesson introduces the Celebrate! Academic choice lesson, and anticipates the Native Celebration day at the end of the year.	
Modifications for special learners/ Enrichment Opportunities: Many of the subjects introduced in the website could be extended for further study.	

ALIKE AND DIFFERENT

We have learned how the people of Sitka celebrate Alaska Day. Think about what is the same as a way we celebrate, and think of ways this occasion is different from what we do. You will list three similarities, and three differences. Please write in complete sentences!

Alike	Different

Mapping the Iditarod Trail	
Developed by: Iditarod Education Department	
Discipline / Subject: Social Studies, Math, and other Curriculum Areas.	
Topic: The Iditarod Trail (map making: cartography)	
Grade Level: All levels	
Resources / References / Materials Teacher Needs: Grade appropriate materials such as: maps, atlas, Internet resources, books, pictures	
Lesson Summary: Students will create an Iditarod Trail map. Finished project will correspond with standards of grade level and skill level of students. Map key and compass rose will be on the map as will geographical features.	
Standard's Addressed: (National) Social Studies: III People, Places, and Environment	
Learning objectives: Students will create Iditarod Trail Maps that are to scale and are an accurate representation of the trails geographical features.	Assessment: Use a rubric to score the maps that the students create.
Procedural Activities (Students will work in groups.) Students will first study the Iditarod Trail. They will then create a rough draft of their map plan and determine the scale that they will use to show the length of the trail. Students then create a map to be displayed. Maps will be to scale and they will show correct direction and geographical conditions along the trail. Checkpoints and other important places will be included on the map. A compass rose, map key, scale indicator, and other features will be included in the project assignment.	
Materials Students Need: www.iditarod.com , INSIDER section of www.iditarod.com, paper, markers, crayon, or paint, rulers, large paper (on a roll) to create maps. Computer.	
Technology Utilized to Enhance Learning: Identified websites. INSIDER: Trail map/fly by section.	
Other Information: Maps can be hung around the school during the race to	
Modifications for special learners/ Enrichment Opportunities: Younger students: Give the map scale, older students: determine the scale individually or in groups. The features on the map are determined by ability level of students.	

View www.surfaquarium.com and view Iditarod projects that include creating trail maps. (Walter McKenzie)

Example of how an Iditarod Trail map project is integrated into curriculum with South Dakota standards: Creating Maps:

Content Standards: Social Studies: Goal 2 – GEOGRAPHY Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Standards:

1. **Apply longitude and latitude to find absolute locations on a map.**
2. **Determine the purpose of and use appropriate maps, including relief, product, road maps and mileage tables, time zones, migration/movement patterns, population, and historical.**
3. **Compare maps of different scales.**

ACTIVITY: Create the Iditarod Trail Map (Group Project)

Your map will have a compass rose and a map key.

Your map will depict correct location and distance.

Longitude and latitude of key places will be indicated on the map.

Your map will demonstrate an understanding of the geographical conditions of the area depicted on the map.

Language Arts Skills to use: Proper use of nouns, proper nouns, spelling, and grammar skills.

An effort will be made to use best handwriting and neatness.

TOOLS:

Research: Internet sites, books, atlas, other resources

Native Day!	
Developed by: Lynne Gordon 2005 WFTOTT™	
Discipline / Subject: Social Studies	
Topic: Cultural Understanding, Designing a Day of Celebration	
Grade Level: Any	
Resources / References / Materials Teacher Needs: Alaskan Geographic, <u>Native Alaskans</u>, map of Native language groups, group symbols, list of resources, project outline master	
Lesson Summary: The students will have an ongoing working group where study takes place on their Native group. Partway through the school year the teacher will announce it is time to begin planning their final celebration. Ideas will be organized and the group will plan a way to teach the others about their culture. The final projects will be the end of the year celebration.	
Standard's Addressed: (Local, State, or National) NCSS 1, 3	
Learning objectives: 1.Students will research their Native group. 2.The group will pool their discoveries and decide on what to present to the whole class. 3. The group will prepare, write, practice, and display their culture.	Assessment: The teacher will informally assess group relations and working habits. Students should orally defend project outlines. The final presentation should include contributions from all members.
Procedural Activities 1)After groups have been determined in the Your Team lesson, resources on each culture will be made available for classroom and library use. 2) Groups will convene from time to time to organize and share their information. 3) The group will maintain a center with all materials included. 4) Important aspects of the culture will be brainstormed. 5) The group will decide on what type of final presentation will be performed. 6) Each student will be responsible for an individual aspect of the production. 7) A project outline will be submitted to the teacher. 8) The presentations will be given at a year-end celebration.	
Technology Utilized to Enhance Learning: Internet and library resources will be necessary. The presentation could be written as a Power Point program.	
Other Information: The teacher may need to assist students in narrowing their choices, as those inexperienced with academic choice could become overwhelmed. At a predetermined time of the year the groups should conference with the teacher to complete their project outlines. Class time for work and rehearsal should be allowed.	
Modifications for special learners/ Enrichment Opportunities: The length and complexity of the presentation should be adjusted according to the age and ability of the students.	

Totem Poles of Alaska

Developed by: Terrie Hanke 2006 TOTTT™ and Jean Sandrock

Discipline: Art integrated with Social Studies and Language Arts

Topic: Traditional art form of the Pacific Northwest

Grade Level: 5th and above

Resources / References / Materials Teacher Needs:

Alaska Geographic. *Native Cultures in Alaska*, Vol.23, Num 2, 1996.

Toni Daller. *SchoolArts*, "Silent Sentinels," February 1999, pg 39.

Erin Ryan MacPhee. *Arts & Activities*, "Totems – Symbols of the Pacific Northwest," January 1994, Pg 40.

Hunt, W. Ben. *The Complete Book of Indian Crafts and Lore*, Golden Press, NY, 1976. Pg 103.

Brindze, Ruth. *The Totem Pole*, Vanguard Press, NY, 1951.

Various Internet references – search Totem Poles or Totem Lessons

sample site – <http://rbcm1.rbcm.gov.bc.ca/totems/totems1b.html>

Pictures and examples of Totem Poles

Supply List:

Understructure – gallon plastic milk jugs, heavy cardboard tubes, lighter cardboard tubes, PVC, 4x4 wood

Cardboard, egg cartons, plastic containers to create noses, ears, etc.

Masking tape, glue & hot glue gun

Heavy duty scissors

Paper Towels

Papier-mâché

Ice cream buckets for mixing papier-mâché

Tempera Paint and brushes

Beads, feathers, wire, pipe cleaners, etc.

Newspaper and plastic sheets for drying

Infrastructure if necessary to prevent toppling (volleyball standard) or sand for bottom milk jug.

Lesson Summary: In conjunction with Native American studies, students will create Totem Poles, an art form of the Pacific Northwest Coastal Indians. The papier-mâché sculpture project commences with a review of what has been learned in the classroom about the Pacific Northwest tribes followed by viewing samples and/or pictures of their artworks. Totem poles and their symbolism for the family or clan become the focus of the students. Small groups of students are formed to represent a "class clan" which then cooperatively plans the totem they wish to use to tell their history or story. With planning complete, construction begins with each student being responsible for one animal of the Totem. Once the individual animals are complete, they are joined together to create the clan's Totem Pole. English classes can join the project in asking the students to create a descriptive narrative of the meaning of the totem or the construction process. Integration with Social Studies and Language Arts will enhance the studies of each area. The mushers and Iditarod race fans in the Bering Sea coastal villages will see totems of the Pacific Northwest Coastal Indians.

Standard's Addressed: Wisconsin Model Academic Standards for Art & Design

B.4.1 – Understand that cultures throughout history have used art to communicate ideas.

B.4.3 – Know that designed objects relate to specific times, places and cultures.

E.4.1 – Communicate basic ideas by producing studio art forms such as sculpture.

E.4.3 – Communicate basic ideas by producing popular images and objects such as folk art.

E.4.5 – Use the visual arts to express ideas that cannot be expressed by words alone

H.4.4 – Create three-dimensional forms with paper, clay and other materials.

<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Know the place of Totem Poles in Native American Culture. 2. Work cooperatively as a clan to design a Totem Pole. 3. Produce animals to correspond to the clan story. 4. Assemble the clan Totem Pole. 	<p>Assessment:</p> <p>The students will –</p> <ol style="list-style-type: none"> 1. Be able to explain the history and significance to Totem Poles. 2. Create a finished “clan” Totem Pole that stands, is aesthetic and shows balance in structure form and color. <p>The teacher will –</p> <ol style="list-style-type: none"> 3. Observe cooperative group work to include fair sharing and helping classmates.
<p>Procedural Activities</p> <p>Session 1) Discuss or review history of Totems, show samples/pictures of real totems, discuss animal characters.</p> <p>Create clan groups of 4 – 6 students, discuss animals, outstanding characteristics, order and colors</p> <p>Session 2) Meet and decide which animals to include, who is responsible for each animal, order of animals, which animals will have relief features, create a sketch of the totem, determine colors.</p> <p>Session 3) Create individual animals from understructure to adding features. Don’t forget wings.</p> <p>Session 4 and 5) Papier-mâché over featured understructure with 2 coats over entire animal. Cover tables with newspaper. Dry animals on plastic sheets with none touching.</p> <p>Session 6) Paint animals with tempera paint.</p> <p>Session 7) Assemble totem, placing animals in order (head spirit at top) over stable infrastructure. Tape together with masking tape then papier-mâché over joints. Let dry.</p> <p>Session 8) Paint joints with tempera paint. Add finishing touches such as beads, feathers, wire, pipe cleaners, etc.</p>	
<p>Materials Students Need:</p> <p>Sketch of their personal Totem character.</p>	
<p>Technology Utilized to Enhance Learning:</p> <p>Web search for information on Totems characteristics and designs of animals. With prior knowledge, use a paint program to sketch their character.</p>	
<p>Other Information</p> <p>Materials for the understructure can vary. Cardboard carpet tubes can be cut in uniform lengths for each character as well as tubes for pouring cement columns. Being uniform in size, these are easy to join and will slide onto an infra structure easily. 4x4 posts cut into short lengths and drilled for connecting dowels are another possibility. Using wood stays more with the traditional structure of Totems. Smaller totems can be built from toilet paper rolls, wax paper tubes or wrapping paper rolls. The figures could be drawn and colored then attached to the rolls rather than use papier-mâché. Pieces of PVC pipe can be easily joined and then mounted on a secure base. Gallon plastic milk jugs are readily available and can be joined to 5 or 6 high. It’s important to fill the bottom jug with sand to create a stabile base. Availability will no doubt dictate your understructure.</p>	
<p>Modifications for special learners/ Enrichment Opportunities</p> <p>The teacher could provide sketches of animals for students to color. These sketches should be sized to fit on the understructure. The creation is easier but still supports a three-dimensional art form with historical significance.</p>	

Notes: Totem Poles in progress and finished from Jean Sandrock's 5 grade art students in Middleton, Wisconsin.



Physical Education, Character Education, and Tracking Your Musher



2006 Wells Fargo Teacher on the Trail™ Terrie Hanke, of Eau Claire Wisconsin leads Wisconsin students in Idita-Physical Education Activities.

IDITAROD TRAIL

Developed by: Terrie Hanke 2006 TOTT™ & Ellen Meyer of Salina, Kansas

Discipline: Physical Education

Topic: Team Building Activities

Grade Level: Elementary & Middle School

Resources / References / Materials Teacher Needs: Equipment is broken down for each activity. If all teams start from checkpoint #1, equipment for each checkpoint multiplies by the number of teams. If the event starts shotgun style, one or two sets of equipment for each activity will be sufficient. Water and perhaps a treat should be available for the athletes as it would be on the Iditarod Trail.

One cone for each checkpoint

Yukon Volley – Beach Ball

Toggle Toss – Football

Paw Pass – Basketball

Husky Shuttle – Cone

Sled Relay – Cone

Bootie Brigade – Cone & 1 Pair of huge socks

Rawhide Relay – Rawhide Chew or Bone

Chin Scratch – Balloons or Tennis Ball

Dalzell Gorge – 6 cones & Soccer Ball

Farwell Burn – 4 cones

Lesson Summary: Create checkpoints in a large outdoor area. Each checkpoint will have a team oriented or relay type activity that will advance the team to the next checkpoint or must be completed before the team can move to the next checkpoint. Iditarod Trail can be scaled to take only 1 period of Physical Education or can be used as a multi-class activity taking a longer period of time. See Other Information and Notes. For a large-scale activity, ask parents to volunteer as checkpoint worker.

Standard's Addressed: McREL – Mid-continent Research for Education & Learning

Physical Education

Std 5. Understands the social and personal responsibility associated with participation in physical activity.

Learning objectives:

- 1. Works cooperatively with others to complete the Iditarod Trail.**
- 2. Demonstrates the elements of socially acceptable conflict resolution during Iditarod Trail activity.**
- 3. Shows to ability to play, to cooperate and respect others while in the Iditarod Trail**
- 4. Awareness of area Animal Shelters and need for supplies and resources.**

Assessment:

- 1 – 3. Observation and discussion regarding the components of teamwork.**
- 4. Donation to Local Humane Association.**

Procedural Activities: Divide class into teams of 4 to 6. Cones with instructions are set up approximately 25 – 50 yards apart around the track or a football field to represent checkpoints. Ideas for 15 checkpoint events are listed. Select activities that lend themselves to the climate, time available and physical setting. Have a checker (parent volunteer), at each checkpoint to organize the students and explain the activity

Husky Hop – The team will do the “Bunny Hop” from their current checkpoint to the next checkpoint. After each segment of right-right, left-left, front-back, hop-hop-hop-hop the leader must go to the back of the team to become the musher.

Paw Pass – The team will pass a basketball overhead and between legs alternately going from musher to lead dog and back. As soon as the lead dog has received the ball and reversed it, he or she will get to the back of the team to become the musher. After each student has been the musher, the team jogs to the next checkpoint.

Bootie Brigade – The musher will put a large sock (booties) on each hand then sprint 25 yards and return passing the socks to the next musher who puts the socks on and does the same. When the last musher has returned and removes the socks, the team jogs to the next checkpoint.

Yukon Volley – Team members split in half and form single file lines on each side of a football goal post. A beach ball is passed over the goal post. After each volley, the front person goes to the back of the line and the next person is responsible for the next volley. Count volleys until the team reaches 26 then jog to the next checkpoint.

Rawhide Relay – With a rawhide chew or bone in hand, each team member runs a distance of 25 yards from the checkpoint cone and returns passing the rawhide to the next runner. After all team members have relayed the rawhide, the team jogs to the next checkpoint.

Team Trot – All members of the team stand side-by-side, hook elbows and jog to the next checkpoint.

Toggle Toss – The team splits, half standing on one side of a goal post. A football is passed back and forth over the goal post from one end of the line to the other. The passing initiates with the musher. When the lead dog (last person) receives the ball, he/she runs the ball back to the other end of the line, becomes the musher and begins the passing again. When each student has been the musher, the team jogs to the next checkpoint.

Sled Relay – This is the old “wheel barrow” race. One student acts as the musher for the sled. The sled is a student who walks on his/her hands to a cone about 5 yards from the starting point while the musher supports his/her feet. Then the musher and sled return to the start, the sled becomes the musher and takes a “new” sled out and around the cone. After all the students have been mushers and sleds the team jogs to the next checkpoint.

Back Rub – One at a time, students do the crab walk out to a cone that’s 6 or 7 yards from the checkpoint. When reaching the cone, the student lies on his/her back and traces the alphabet in the air with either foot. Upon completing the 26 letters, the student crab walks back to the start. The next student does the same. Once all students have completed the task, the team jogs to the next checkpoint.

Chin Scratch – The musher inflates a balloon and tucks it under his/her chin. The balloon is passed from the musher to each team member without using hands until the lead dog receives the balloon. With the balloon tucked under its chin, the lead dog goes to the opposite end of the line and becomes the musher. After all students have been the musher, the team jogs to the next checkpoint. A tennis ball can be used instead of a balloon.

Leap Husky – This is nothing more than the old game of Leap Frog. Team members crouch down on hands and knees with the space of one person between each team member. The musher places his/her hands on the shoulders of the wheel dog and vaults over each person in succession until clearing the lead dog. As the musher clears the lead dog, he/she calls out a predetermined signal to let the new musher know he/she should begin. Each team should decide on the signal to begin and hopefully teams won't pick to same signal.

Husky Shuttle – Teams select a musher who shuttles all the huskies to the halfway point between two checkpoints. The musher does this by hooking arms with one husky and running with that husky to the halfway point. The husky remains at the half way point but the musher returns for the second husky. After all the huskies are at the halfway point, a new musher takes over and shuttles the huskies to next checkpoint in the same fashion.

Dalzell Gorge – Each team member has to dribble a soccer ball around cones six cones. Upon reaching the last cone, the ball is drop kicked back to the team where the next team member does the same as the first. When all team members have reached the far end of the cones, the process is repeated to return the ball to the checkpoint.

EEG WAH – All members of the team jog backwards to the next checkpoint.

Farewell Burn – Four cones are spaced about 8 yards apart from the checkpoint. The team selects a musher who stands at the back of the team. Team members place hands on the shoulders of the person in front. As the team approaches a cone, the musher gives the command for passing on either the right or left. Upon reaching the last cone the musher gives a command to turn around and returns to the starting cone. Each team member gets to be the musher and take the team through the Farwell Burn.

Sprint to Nome – The team will sprint to the last checkpoint.

Materials Students Need: Appropriate attire for outdoor activity based on temperature and ground conditions. **Optional items or money for donation to the local Humane Association.**

Technology Utilized to Enhance Learning: Polar Heart Rate monitors could be used to give students an average heart rate for the activity or minutes in the “Zone.” There’s so much going on with the Iditarod Trail activity, use of the heart rate monitors should be considered only if the students are already familiar with them.

Other Information: Iditarod Trail can be structured so that all teams begin at the first checkpoint with a staggered start interval of a few minutes that is equalized somewhere on the trail at a “required rest.” Another alternative would be to use a golf style shotgun start with a team starting at each checkpoint. Teachers might also elect to hold the Iditarod Trail Activity inside. Select a few of the activities to run as relays. Relays in the gym would be much less labor intensive. Adjust equipment accordingly. For schools that have scooters, consider adding activities using scooter.

Modifications for special learners/ Enrichment Opportunities: When dividing teams, try to equalize ability in everyway possible as well as distribute leadership amongst the teams.

Notes: Your class might consider using this activity as a way of supporting the local Humane Association. Check the wish list of the local animal shelter. Most shelters have a wish list posted on their website. Usually the list includes dry food for cats and dogs, kitten chow and puppy chow, collars, leashes, rawhide chews or bones, blankets, etc. Students might consider bringing items or money for a class donation to the shelter.

Idita – Dance!

**Posted By: Diane Johnson 2000 WFTOTT™
Wednesday, 20 October 1999, at 8:47 p.m.**

I have always liked to play music in my classroom. There are plenty of working times when it is appropriate to have some background music playing. So, to put a little rhythm in my Iditarod classroom, I ordered the CD, "Alaska's Hobo Jim". Instantly my students and I felt the rhythm and spirit of the music, especially the Iditarod Trail Song. (You can order this CD from the 2000 Merchandise Iditarod Catalog. Call 1- 800- 545-MUSH to get yours or check out the online catalog at www.iditarod.com.) It was easy to learn the words to the songs and fun to sing along, so I thought, why not take it one more step. I spoke to Dianne Kost, the Physical Education teacher in our school and asked her if she could write square dance steps for the Iditarod Trail Song. The results were fun to watch and dance along with. Here are the steps she designed for the students.

Iditarod Trail Square Dance: by Dianne Kost

Introduction:

Wait 8 counts

Honor your partner

Honor your corner

Verse 1

Head couples forward and back

Side couples forward and back

Do –se – do your corner

Do – se – do your partner

Chorus

Right hand to your partner

Grand right and left

Promenade your partner home

Swing your partner

Verse 2

Head couples forward and back

Head couples do – se – do

Side couples forward and back

Side couples do – se – do

Chorus: Same as above

Instrumental Part

All join hands and circle left

Circle right

All go forward and back

Swing your partner

Verse 3

Head couples go forward and back

Head couples circle four

Side couples go forward and back

Side couples circle four

Chorus

Right hand to your partner

Grand right and left

Promenade your partner home

Do – se – do your corner

Do – se – do your partner

Swing your partner (twice as the song ends)



Square Dance: Idita-Style

Your Team

Developed by: Lynne Gordon, 2005 WFTOTT™

Discipline / Subject: Character Education, Cooperative Learning

Topic: Team Work

Grade Level: All Levels

Resources / References / Materials Teacher Needs: Akiak, by Robert Blake
 “Knots” game, chart paper for student created lists of teams and team qualities

Lesson Summary: This lesson introduces different types of teams and establishes the qualities teams require to be successful. Each student will be placed into a Native Alaskan team for the school year. Time will be set aside for research into the culture, which will culminate in the **Native Day!** At the end of the year, showing a celebration of the culture.

Standard’s Addressed: (Local, State, or National) NCSS 3, 4

Learning objectives:
 Students will discuss types of teams.
 They will brainstorm qualities of teamwork.
 The children will experience a game where collaboration is essential.
 They will be introduced to their Native group and role-play ways to work together.

Assessment: Collaborative work will be informally assessed throughout the group work time. An occasional small group or whole class meeting will be scheduled to resolve any problems or to check the progress of the groups.

Procedural Activities

The class will brainstorm types of teams.
 The teacher will ask for suggestions on how teams work together and record all responses.
 The book will be read with special emphasis on teamwork qualities already discussed.
 “Knots” will be explained and modeled with a volunteer.
 Small groups (3, 4, or 5) will play the game.
 The whole group will reflect on the game and how to improve.
 A set of team rules will be created.
 These rules will be connected to Class Rules (and Hopes and Dreams) previously established.
 A replay of the game (or other cooperative games) will be scheduled from time to time.

Other Information: It is important early in the year to utilize role-playing, practice, and reflection to establish good group relations. Since the group will be together all year, the teacher will have to check in with each group during their work times to insure cooperative learning. It may be necessary to assign various jobs to the members of the teams, and to rotate them. As children become accustomed to working together, there should be less teacher intervention.

Modifications for special learners/ Enrichment Opportunities: A variety of materials, teacher assistance, and research opportunities will assist all learners.

2002 Teacher on the Trail™ Kim Harrick: Character Education:

Trail Values

Rockwood and many districts across the nation are emphasizing Character Education. Integrating these values into daily academic and social lessons is the most effective way to internalize positive character traits. The theme of my presentation is centered around “Trail Values.” This acrostic poem features values that correspond to the letters contained in the word Iditarod.

**Integrity
Determination
Initiative
Teamwork
Appreciation
Respect
Opportunity
Dedication**

The following are activities and text that Kim contributed to the website during her year as Teacher on the Trail™.

Integrity

Invite a musher, dog handler, or veterinarian to be a guest speaker in the classroom. This begins the unit of study with great enthusiasm, focusing on integrity and appreciation of mushers, dog handlers, dogs and the race itself.

Proverbs and maxims continue to be popular because of their timeless truth. Send the children on a hunt for famous quotes relating to integrity. Visit your librarian and use various quote anthologies.

How did Abraham Lincoln earn his nickname "Honest Abe?" Research his life and share your findings with a classmate.

Hold a classroom discussion about cheating. Have students discuss why cheating is being dishonest.

Determination

As a class, brainstorm what challenges the mushers and dog teams might face while on the trail. Write a journal entry from the musher or dog's point of view.

Discuss the meaning of positive self-talk and how it can be used to help achieve goals. Illustrate a cartoon sequence of a musher or dog overcoming a difficulty on the trail by using positive self-talk.

As a group, discuss some of the challenges students their age face. Chart several positive messages students could use to persevere. Post the charts around the room to use as needed.

Allow the students to select a professional athlete or public figure to research. Read about the person and find examples of his or her perseverance and determination.

Initiative

Imagine what experiences would motivate a person to set the goal of becoming a musher and participate in the Iditarod. Read some biographies on-line to hunt for clues and draw your own conclusions. Brainstorm together as a class to record several ideas. Create a diary written from the musher's point of view to chronicle their decision making process.

Think of an area for self-improvement. Identify a personal goal for positive change. Think about what things you will need to do to stick to your plan. What will be your reward for the achievement of your goal? How will you keep track of your progress? Write your goal including a target date of completion.

Teamwork

Create a sled dog team relay race. Students work together forming a dog team and pull a student or teacher. Variations: one dog, several dogs, time limit, race for safety.

Share the Russian folktale of the turnip and discuss the valuable lesson of teamwork through this story.

The Wright Brothers are historical figures whose lives demonstrate teamwork. Read about them and their contributions to aviation.

Discuss animals whose survival is based upon cooperation. For example: Canadian Geese, wolves and fish.

Appreciation

Share [Balto and the Great Race](#). This story is based on the original race for life transporting serum to fight diphtheria.

Do a class project that heightens student's awareness of the people and things for which they are thankful. Challenge students to go 24 hours without complaining. Once they learn they cannot do this, have them generate a list of people and things for which they are thankful. Students will share this list with four individuals and evaluate their change of attitude through a class discussion.

☺ Have the children work with partners to trace one another's outlines to form silhouettes on butcher paper. Each classmate writes a compliment or positive quality on the outline. Students then have a permanent record of qualities that others recognize and admire.

Respect

☞ To respect other cultures and traditions, children must first explore the exciting similarities and differences that exist between themselves and others. Refer to Day 9 of Shelley Gill's [Iditarod The Last Great Race to Nome Curriculum Guide](#). Shelley provides background information on the Native peoples of Alaska that can be used for comparison.

Suggestions are given to make a story mask to illustrate a story that focuses on Native culture. Also provided in this lesson are journal prompts allowing children to practice different styles of writing. For example, write a persuasive letter to an organization convincing them to sponsor you in the race.

View a travel video of Alaska. Work with your media specialist to gather encyclopedias, magazines and non-fiction resources highlighting the natural resources Alaska has to offer. Have the children work in cooperative groups or individually to plan an Alaskan itinerary. Have students create postcards detailing their adventures while visiting each point of interest

Opportunity

Select teams to read fiction and non-fiction books about the race and to research contributions volunteers provide throughout the race. The teams can report their findings to the class in a variety of ways, (commercial, skit, song, poem, interview, advertisement, want ad...etc.)

Discuss the opportunities students have as citizens of their classroom, school, community, state and country.

Take advantage of integrating career awareness and the opportunities students have to pursue their interests and utilize their skills in the workforce. (Only, a small percentage of athletes play professionally. However, there are many career opportunities associated with athletics, for example reporters, coaches, athletic trainers, equipment designers, advertisers, office managers are vital aspects of a successful team.)

Recruit speakers to share related opportunities available in their field of expertise. Career fairs can help students explore new professions.

Dedication

Read [A Big Mistake](#) by Lenore Rinder. Explain that the character made a mistake. Emphasize everyone makes mistakes but it is what we do with our mistakes that makes us successful. Invite the children to turn a "mistake paper" into a masterpiece and display their work. As children are completing their picture, discuss other accomplishments that have come out of dedication and acceptance of mistakes that are made along their journey. For example, learning to ride a bike, walk, read, print, cursive or mastery of math facts.

☞ Other books that show determination are as follows:

ψ [Tacky the Penguin](#)

ψ [Leo the Late Bloomer](#)

ψ [Santa's Book of Names](#)

TRAIL VALUES: CHARACTER EDUCATION:

“FILL YOUR SLED WITH TRAIL VALUES”

Hang a giant ‘paper’ dog sled on the wall in the classroom. Fill the sled with important “Trail Values” words that help each of us be successful along our “learning trails”. Use the words on the sled as focus points throughout the day, week, and year. Students record information about these words in their Trail Values journal. Emphasis of the words can be done in specific teacher created lessons or incidentally as these words are needed. As explorers, scientists, famous people, individuals in the news, friends, or characters in books are discussed; the key words needed by those individuals can be discussed and recorded in journals. Students can record their own personal experiences as well. Examples: “I used patience today when I had to wait for my teacher to answer my question. The main character of the story showed determination when she...”

Sample list of words:

Initiative, Integrity, Trust, Honesty, Flexibility, Dependability, Perseverance, Patience, Caring, Love, Friendship, Courage, Effort, Attitude, Pride, Respect, Responsibility, Cooperation, Motivation, Common Sense, Resourcefulness, Citizenship, Goal Setting, Knowledge and Information, Problem Solving, Thinking Skills, Organizational Skills, Emphasis on healthy living: nutrition, rest, exercise



Where on the Trail are the Musher's?

Following the mushers and keeping track of the teams during the race as the mushers go from checkpoint to checkpoint along the trail is indeed one of the most exciting aspects of the race. Deeply anchored in curriculum and standards of mathematics, social studies, and other areas, developing projects to follow the race results in activities that students look forward to each year. More than that, the activities are solid opportunities for students to learn their content skills. Included over the next several pages are examples of ways to connect the race to your classroom.

Where do you start? Start like the musher do--- with the training season! Don't wait to start your study of Iditarod race week, start early!

1. Begin by selecting mushers to follow. Research says that when students are involved in their own educational decisions, they are more empowered to be involved in the learning process. Consider allowing students to pick their own mushers to follow or their top choices, and then assign as needed. Ask yourself, is it necessary that every student have a different musher to follow? Many teachers do prefer this, but since you are teaching content skills, the musher the students use to gain those skills is less important. Some teachers have students pick two or three mushers to follow, beginning in the fall or early winter. Since some mushers withdraw or scratch from the race, this improves the possibility of the student having selected a top finisher. Some classrooms choose one particular musher to follow as a group. What method you choose to use, keep in mind, your goal is to teach students life long learning of the standards they are to achieve. Musher selection depends greatly on the ability level of your students. Do what is best for your class.
2. Encourage your students to 'get to know their musher(s)' in the months or weeks before the race. Many teachers have students keep musher folders on their musher, compile facts, make posters, or write a biography of the musher. Keep in mind that there is NOT ALWAYS the same information about each musher, meaning that you might not be able to find out the exact same information about each musher. Not every musher shares age or personal information identically. Don't expect your students to be able to find the exact amount or kind of information on mushers. Many mushers have their own websites, which are often listed in the musher profile information on Iditarod's website. Use multiple resources as necessary.
3. Design standards driven lessons for students to practice their skills while they learn about the musher. Continue lessons during and after the race.
4. Some schools do school wide Iditarod projects, each classroom having a different musher to follow or some classrooms still maintain their individual mushers. Some schools have race updates --- often read by students, as part of their morning school announcements.

Musher Folders

Developed by: Lynne Gordon, 2006 WFTOTT™

Discipline / Subject: Social Studies, Language Arts, Research

Topic: Biographical Information on Mushers

Grade Level: Any

Resources / References / Materials Teacher Needs: Iditarod website biographies of mushers, pocket folders, “My Musher” graphic organizer, map of Iditarod Trail, Trail mileages.

Lesson Summary: Our version of the musher folders contains the following items: a map of the Trail which is updated daily during the race with dog prints, Trail mileages, the biographical information printed from the Iditarod website, pictures and information from other sources, a completed “My Musher” worksheet, and any communication from the musher (or Zuma).

Standard’s Addressed: (Local, State, or National) .NCTE 1, 3, 5, 6, 7
NCTN N&O, DA&P

Learning objectives:

- 1.The student will collect information to write a short biography of her musher.
- 2.Cumulative Trail mileages will be calculated as a class.
3. The Trail map will be updated as the Race progresses.

Assessment:

Each student shows her knowledge of the musher by writing the biography and other pieces.

Procedural Activities

- 1)A sample musher folder is displayed.
- 2) Each student will choose a musher (we pick them out of a hat, so a different student follows each musher) and keep a folder containing all the information.
- 3) The cumulative Trail mileages will be calculated as a whole class lesson.
- 4) The students will make predictions about the eventual winner and the placement of individual mushers.
- 5) Additional information will be added, as it is available.
- 6) Each student will fill out a graphic organizer before writing a short biographical sketch, which will be included in an issue of **Dogs on the Trail**.
- 7) The Trail map will be updated at least daily during the Race.
- 8) A final banquet will be held when all racers have finished the Trail.

Technology Utilized to Enhance Learning: Internet sources for biographies and musher websites are essential.

Other Information: We attempt to write to the mushers early in the fall so there is a chance of hearing from them. The students can add information about their mushers to the Iditarod Timeline if they like.

Modifications for special learners/ Enrichment Opportunities: The use of calculators during the Trail mileage activity is helpful. The teacher should keep a class copy of the accumulated mileages as some students can lose their places on the list. Resource room teachers often help with the writing of the biographies. Media specialists often assist students with these projects.

My Musher Information Web

Name _____

Musher's Name

Personal Information Home: Family: Work	Racing Information: How long? Other races: Iditarod information:
Interesting Facts:	What kind of person is he or she? What question would I like to ask this person?

*****Editor's note: Remember, you might not be able to find out everything about each musher.**

Musher's Background Information

Name _____

Complete the following using www.iditarod.com and additional resources. Depending on the musher you select, you may or may not find all of this information.

Musher's Name _____

Sign up number: _____ (Indicates position according to sign up, but not race position.)

Bib number _____ (Not known until right before the race!)

Hometown and/or current town/state/country of musher

Previous Iditarod experience (veteran? Rookie? Give information you discover.)

Other race experience or information

Age if available

Family information

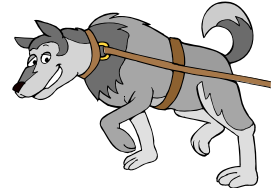
Other interesting facts or information discovered

Activities for Students:

1. **Create a folder to store biographical information about musher. Collect this information during the months before the race.**
2. **Create a timeline to share information you have discovered about your musher.**
3. **Draw a sketch of the musher.**
4. **Pretend to be news reporter that is compiling information about a musher for a magazine or a television production. After the race, write text for the article or a script for the production.**
5. **Create a ‘FLAT MUSER’ according to the dimensions determined by your teacher. Make sure your musher resembles the musher you have studied. These mushers can be displayed around the school or outside the classroom door.**
6. **Contact mushers BEFORE the race. Many of them have websites with contact information available. Contact the Iditarod’s catalog department for a list of available musher contact information or contact the Iditarod Education Department. Read the online hints for contacting mushers, located on the website. Remember, during the weeks right before the race and during the race, the mushers are very busy and often unable to communicate with fans. Some mushers contact fans in the months following the race, often into the summer months when they have more time to dedicate towards communicating with fans.**
7. **Create ‘television commercials’ for a program about individual mushers or the race.**
8. **Maintain a yearlong or several month diary, journal, or “blog” from the perspective of a musher sharing training and race insight.**
9. **During the race, write a daily review of the musher’s progress.**
10. **After the race, write to mushers. See Iditarod’s website for hints and information about writing to mushers.**

Name: _____ Date: _____

Musher's Daily Update



Where is your musher this morning? (Checkpoint or general area)

What is the current temperature and weather conditions for your musher?

What are your current temperature and weather conditions?

Write one sentence to compare the conditions in the two places.

What is the trail like where your musher is?

How far has your musher traveled since yesterday at this time?

How much farther does your musher need to travel to finish the race?

What place is your musher in at this time?

Has your musher take the 8- hour-layover? If so, where?

Has your musher taken the 24- hour layover? If so, where?

Which musher is in the lead? What is the location? Who is in Red Lantern? (Last)

What is the location? Where is your musher in comparison to those mushers?

Where is your musher at the end of today and summarize information that is known about the musher's location or the race.

Musher' Summary

Musher _____ **Bib Number** _____

Finishing Place: _____ **Finished with** _____ **dogs.**

Number of Days	Hours	Minutes	Seconds

Musher's Average Speed: _____

This musher took an eight (8) hour lay over at: _____

This musher took the twenty-four (24) hour lay over at: _____

This musher dropped dogs at the following checkpoints:

Checkpoint	Number of Dogs

Weather Conditions: (Summary: Coldest temperatures, warmest temperatures, etc.)

Challenges the musher faced:

Accomplishments, notes, additional facts:

Musher Tracking Form: Southern Route (Odd Years)

Musher's Name _____ Bib Number: _____

Into the Checkpoint

Out of the Checkpoint

Checkpoint	Position	Date In	Time	Number Of Dogs	Date Out	Time	Number Of Dogs	Number Of Dropped Dogs
Anchorage		X	X				X	X
Eagle River					X	X	X	X
Wasilla		X	X					
Knik								
Yentna								
Skwentna								
Finger Lake								
Rainy Pass								
Rohn Roadhouse								
Nikolai								
McGrath								
Takotna								
Ophir								
Iditarod								
Shageluk								
Anvik								
Grayling								
Eagle Island								
Kaltag								
Unalakleet								
Shaktoolik								
Koyuk								
Elim								
White Mountain								
Safety								
Nome					X	X	X	X

Musher Tracking Form: Northern Route
(Even Years)

Musher's Name _____ Bib Number: _____

Into the Checkpoint

Out of the Checkpoint

Checkpoint	Position	Date In	Time	Number Of Dogs	Date Out	Time	Number Of Dogs	Number Of Dropped Dogs
Anchorage		X	X				X	X
Eagle River					X	X	X	X
Wasilla		X	X					
Knik								
Yentna								
Skwentna								
Finger Lake								
Rainy Pass								
Rohn Roadhouse								
Nikolai								
McGrath								
Takotna								
Ophir								
Cripple								
Ruby								
Galena								
Nulato								
Kaltag								
Unalakleet								
Shaktoolik								
Koyuk								
Elim								
White Mountain (8 hour lay over)								
Safety								
Nome					X	X	X	X

Musher _____ **Bib Number** _____

Finishing Place: _____ **Finished with** _____ **dogs.**

Number of Days	Hours	Minutes	Seconds

Musher's Average Speed: _____

This musher took an eight (8) hour lay over at: _____

This musher took the twenty-four (24) hour lay over at: _____

This musher dropped dogs at the following checkpoints:

Checkpoint	Number of Dogs

Weather Conditions: (Summary: Coldest temperatures, warmest temperatures, etc.)

Challenges the musher faced:

Accomplishments, notes, additional facts:

Thematic Instruction

Steps to Success:

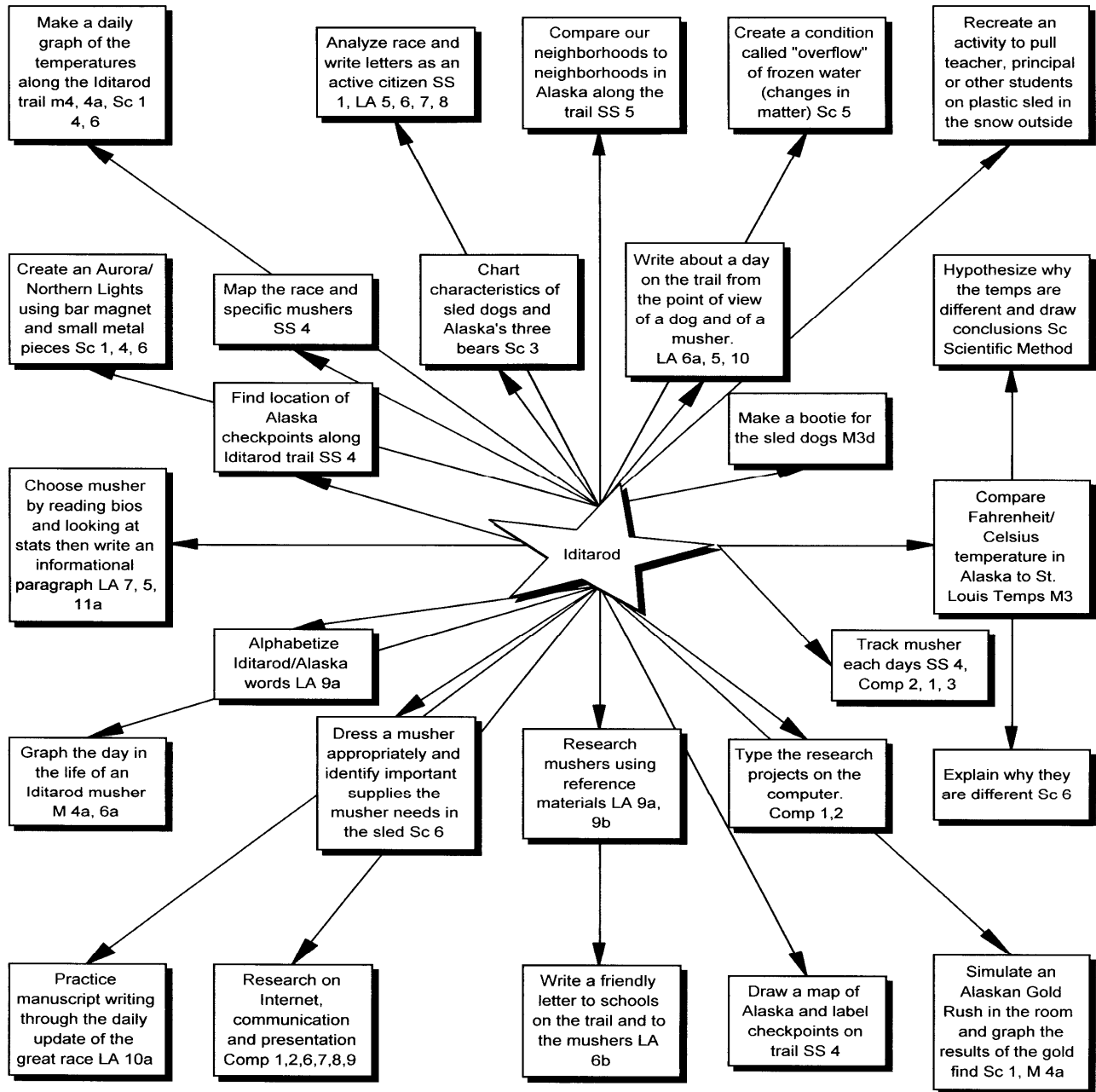
- 1. Know your standards. What must you teach? What do the students know and understand? What skills must your students learn?**
- 2. Create lessons based on the standards and the curriculum to provide students the opportunity to practice the skills that they must learn during their educational experience with you.**
- 3. Your standards and curriculum are the fuel that drives your lessons. The theme of Iditarod and the other topics of interest connected to Iditarod, are the vehicles to teaching what your students must know. YOU TEACH YOUR CURRICULUM AND STANDARDS.**

**ACADEMIC
SUCCESS**

Teacher Created Lessons

**Standards
And Curriculum**

2002 TOTT Kim Harrick's Lesson Ideas:



Iditarod, A Theme to Connect Teaching and Learning

Create an Iditarod Museum in your classroom.

Design a classroom bulletin board that can be dedicated to the theme for the entire year. Suggested items include: A map of Alaska, an Iditarod Trail map, musher profiles, pictures of the race, dogs, mushing, information such as race rules, a list of mandatory supplies for the sled, post cards, news articles, or any items you can find that will provide reading and viewing information for the students. Add to the bulletin board all year. Create a border around the board, such as one of paw prints, dog sleds, mushers or any other item that draws attention to the theme. Encourage students to spend time each week reading the information that you have on display.

Create an Iditarod Library of books and articles for students to check out. A list of books for your library can be found at www.iditarod.com.

Decorate your classroom with items such as stuffed toy husky dogs, dog booties, dog sleds, and pictures depicting information. Many items to assist you can be ordered at the on line catalog at Iditarod's website.

Connect the theme to curriculum areas through out the year. Consider having a monthly mini lesson starting in the fall so that when the race begins, students have basic information about the race.

Collaborate with other educators in your grade level or building to coordinate Iditarod Activities. Consider all school Iditarod projects, activities, and themes.

ART PROJECTS and More!

Use craft sticks to make dog sleds. Doing a search on the Internet may produce directions for students to follow, but consider sled building a problem solving activity. Have the students research to find out what sleds look like and how they work. By working in teams, students can design a plan, assemble their sled, and assess their ability to problem solve.

View a video or research about the northern lights. Have students use chalk, paint, or any other materials to create scenes of the displays that can be seen in the sky.

Create table runners or placemats depicting scenes along the Iditarod Trail. Use them in the school cafeteria during the race as part of a school wide activity.

Work with the school lunch program to rename the meals served at school during the race. Students will enjoy eating the renamed meals: “Musher’s Stew” and other items served will create an excitement during the race!

Volunteer to have your class present daily race updates over the school intercom each morning at announcement time to provide the entire school with race updates to keep everyone informed of where the mushers are during the race. Include other race information, weather, or trail conditions to keep the classrooms updated. Select a ‘news team’ to give the reports each day. Students may need to arrive early at school to write current news reports using the Internet as a resource. Assign students to work in teams to provide the information for the daily broadcasts.

If you have a school television station, consider producing a news show or create pod casts.

SCHOOL WIDE PROJECTS

Be a LEAD IDITAROD CLASSROOM: Volunteer to assist other classrooms in the school to learn about the Iditarod and follow the race.

- 1. Assign or have each classroom and/or ‘special’ instructor (the principal, school secretary, counselor, etc.) pick a musher.**
- 2. Assign each student in your classroom one of the ‘chosen’ mushers.**
 - a. Students must create a portfolio of information about the musher.**
 - b. Students must design a poster telling about the assigned musher.**
 - c. Students must arrange a presentation to the classroom or for the individual who has ‘the musher’ the student has been assigned. (* Students can work with partners or advanced students can have more than one musher to compile information on and do the required presentations.)**
 - d. Presentations should be held within the two weeks before the start of the race and provide the audience with information about the musher, the race, the trail, and any other specifics you need shared.**
- 3. Decorate the outside of each classroom with information about the race or the mushers. Consider hanging large trail maps or checkpoint signs around the school to depict the Iditarod Trail.**
- 4. Prior to the race, students should gather as much information as possible and arrange a time for daily visits with assigned classrooms once the race begins.**
- 5. Each school day during the race, students should ‘report’ to their assigned classroom to give a daily update on the musher’s progress. If a musher scratches, the daily reports should continue and focus on general race information.**
- 6. Classrooms should contact the student during the day if they have questions that they need answered the next day.**
- 7. Following the race, the students should make a final visit to the assigned classroom or individual and provide a summary of the race and answer questions that the viewers may have.**

Map the School!

Choose from the following:

- 1. Have students work in groups to create large trail maps to be displayed around the school during the race.**

Using large pieces of paper, (like the kind on the rolls) have students make authentic, to scale trail maps that show the Iditarod Trail, major geographical features, and checkpoints.

Hang these large maps around the school so that each ‘wing’ or area of the school has a trail map to view.

During the race, small sleds or dogs marked with the name of a musher can go from checkpoint to checkpoint to track musher progress.

- 2. Have students create ‘Checkpoints’ around the school:**

Assign individuals or groups to research each checkpoint along the Iditarod Trail. Create a poster about the checkpoint. Hang the posters around the school in the order to be visited by the mushers, starting with Anchorage and ending with Nome.

- 3. Write the name of each musher or assigned mushers on large sleds or on dogs. During the race, move the ‘mushers’ from checkpoint to checkpoint--- or along the school maps to highlight race progress for every person who walks down the hall.**

Hold Your Own IDITAROD: I KID A ROD

Classrooms around the world are creating their classroom or school wide Iditarod 'races', often called I KID A RODS. A search on the Internet may give you some examples.

Design your project as big or small as you want!

Some I KID A ROD projects have been held indoors with students moving from classroom to classroom, down the halls, along the 'Iditarod School Trail'. Other projects have been held outdoors, some on beaches in California or snow covered playgrounds while others have taken place in nearby parks.

"Sled" can be designed and built or they can be imaginary.

Students can be mushers, dogs, veterinarians, or other race volunteers or adult volunteers can take on the roles of the race volunteers.

Your classroom or school wide project can be designed in the manner that works best for your particular situation. It can be elaborate or simple, involve parents, or involve students from another school to assist in your project. Set your goals, plan, and enjoy your project!

Involve your students in the planning stages of your project.

Add educational activities along the 'trail' or at checkpoints to integrate curriculum into your project. An Idita-math problem solved, for example, as part of the 'chores' for the musher and the team before departing a checkpoint, keeps your project focus educational and on the standards your students need to demonstrate.

Invite the media! Take digital pictures and email the education department at Iditarod about your project. We would enjoy hearing about your I KID A ROD. (djohnson@iditarod.com)

Getting Started: Your Unit or Thematic Project

- 1. Identify standards that must be addressed in the unit or during the time period you will be using Iditarod as an enhancement tool.**
- 2. Create lessons to support the learning. The www.iditarod.com educational section of the site has lessons for your use. Revamp lessons as necessary to meet curriculum needs of your students. *Research supports teacher created materials are effective means that lead to academic success for your students.**
- 3. Use a lesson plan template to document your unit, lesson, or plan your activities. This keeps the focus of your lessons or unit on the curriculum and/or standards and serves as a guideline throughout the unit.**
- 4. Create a classroom environment that enhances all levels of learning and supports research based teaching techniques. Allow for students to learn using a multiple intelligences approach is important.**
- 5. Technology is an essential teaching tool and means for students to research and/or follow the race. Iditarod Insider (a section of Iditarod's website) provides the opportunity for video clips and enhanced materials that will enhance the learning. (See Technology Integration, p. 131)**
 - a. Utilize technology labs so individuals can access information. Teachers often reserve additional lab time during the races so students can follow progress daily and complete their assignments and projects.**
 - b. Utilize classroom computers for individual, group, or whole class instruction or projects.**
 - c. Using a smart board or projecting the website for group lessons and interaction provides teacher guided lesson opportunities.**
- 6. Involve students in the planning stages of unit development. Student interest that drives the unit empowers students to want to be actively involved in the lessons. There are many areas of interest surrounding the race that are additional opportunities of learning. (Glaciers, northern lights, culture, survival, arctic regions, animal and plant life, etc.)**
- 7. Keep the lines of communication open! Inform parents, co-workers, and your administration about your projects.**
- 8. Start small if this is your first attempt at integrating Iditarod. Build from your experiences each year. Keep your focus on your curriculum.**

Sample Lesson Plan Template

<hr/> (Lesson Plan Title)	
Developed by:	
Discipline / Subject:	
Topic:	
Grade Level:	
Resources / References / Materials Teacher Needs:	
Lesson Summary:	
Standard's Addressed: (Local, State, or National)	
Learning objectives:	Assessment or Method of assessment for learning:

Procedural Activities: .
Materials Students Need:
Technology Utilized to Enhance Learning:
Other Information:
Modifications for special learners/ Enrichment Opportunities:

Notes:

Technology:

A Tool of Instruction

A Tool for Students to Demonstrate What They Know and Understand!

www.iditarod.com is the official site for the Iditarod Trail Sled Dog Race. It is the first resource for Iditarod projects and information. Specific musher websites can be found by reviewing Musher Profiles. Other links are also found at Iditarod's website.

Teachers and students can use the website all year long as a tool to research for information and to follow the race.

IDITAROD INSIDER is a section of the website that provides enhanced educational materials, maps, and video clips that can be used to create lessons or as research.

Using INSIDER:

INSIDER can be a valuable tool to teach aspects of the curriculum or character education. INSIDER brings the sights and sounds of the trail to the classroom. The following is a list of samples video clips and suggested activities for classroom use.

IDITAROD INSIDER

Behind the Race and Daily Video Clips

Theme	Iditarod Insider Video Clip	Additional Information or Curriculum Connection
Facing Challenges	Keeping it Real	A musher describes the problems and challenges faced. Attitude.
	Trouble on the Trail	The importance of attitude.
	Close Calls	Mitch Seavey tells about losing his team
	Making the Run	Patience, goal setting, determination
	Cold Weather Traveling	Surviving the weather
	Cindy Gallea	Challenges she faced
	Buffalo Things	Ali Zerkle’s team meets buffalo during the race
	A Taste of Takotna	Jan from Takotna, surviving cancer.
	Anything Can Happen	Confidence
Responsibility	Pampered Pups in Nome	From the dog yard in Nome
	How’s it Going?	Mushers talk about their team
Choices	Right Decision	Jeff King shares information
	A Taste of Takotna	Math: Taking a Survey
Pride	Surprise for Sonny	A son makes a surprise visit and shows support and pride.
Volunteerism	Hands full in Rohn	The Sheriff and the Mayor
	Iditarod Command Center	Volunteers behind the scenes
	Skwentna Sweeties	Volunteers at Skwentna
	Bed of Straw	Behind the scenes volunteers
	Trail Stakes	Behind the scenes volunteers
Celebrations	A Musher’s Waltz	
Science	Amazing Inversion	Temperature Inversion Visualized
Language Arts	Buffalo Things	Story Telling, Voice Exaggeration
Health	Healthy as a Dog	Healthy Dogs: Heart Rates
	Vets of the Iditarod	Veterinarian Care
	Behind the Scenes: Dog Care	Chief Vet Stu Nelson shares dog care information

My Musher

Slide Show Presentation

Name _____

Musher: _____

Directions: Create a presentation about your musher using PowerPoint. Your presentations must accomplish the following:

Introduce your musher by giving important general information about the person. Use the musher profiles and individual musher websites to find information.

- Brainstorm list of facts I'd like to discover about the musher.

Share information about dogs. (Your musher's dogs or sled dogs in general)

Tell about the Iditarod.

- General information about Iditarod, facts, details

Tell the life skills your musher needs to endure a race such as this.

Your final slide of your presentation must summarize your presentation so that the viewer recognizes that they are at the end of your presentation.

Criteria:

- Sentences must be complete thoughts, start with capital letters, and end with punctuation marks. Demonstrate you understand proper use of capital letters to signify proper nouns. At least one sentence must contain commas in a series.
- The information must be correct information. Your presentation should contain 20 or more facts.
- All sounds, clip art or pictures used in your presentation must be related to your topic.

Standards Addressed in the lesson: LANGUAGE ARTS

1. Students will read at increasing levels of complexity for a variety of purposes.

Indicators:

- Apply various reading cues/strategies to interpret and comprehend text. (example: context, semantic, syntactic, and graphophonic cues)
 - Evaluate patterns of organizations, literary elements, and literary devices within various texts.
 - Interpret and respond to a diversity of works representative of a variety of cultures and time periods.
 - Access, synthesize, and evaluate information from a variety of sources.
3. Use different reading strategies to comprehend text. (example: skimming, scanning, and finding information to support particular ideas)
 4. Locate information in text to support opinions, predictions, and conclusions.
-
18. Draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience.
 19. Compare information about one topic found in different selections or texts.
 20. Use various resources to acquire information for different purposes. (example: preparing a report)

2. Students will write effectively for different audiences and specific purposes. Indicators:

- Use appropriate mechanics, usage, and conventions of language.
 - Use appropriate style, organization, and form in technical, transactional, creative, and personal writing.
 - Use various strategies and techniques to improve writing quality.
 - Write to clarify and enhance understanding of information.
1. Use various stages of the writing process. (example: brainstorming, drafting, revising, editing, publishing)
 5. Select words that are expressive, content appropriate, and precise to provide clarity and focus for the reader.
 6. Use correct grammar in writing. (example: noun, verb, adjective, adverb)
 7. Create examples of narratives which present ideas, details, and imagination.
-
11. Write to inform, to entertain, or to provide explanations to specific audiences.
 13. Write to synthesize information from a variety of sources related to specific issues.
 14. Write in response to information from various sources to confirm or reject prior understanding.
 15. Support key ideas and view-points using various references from print or electronic sources.
 16. Write to organize information according to category, situation, issue, or topic.
 17. Write in response to ideas, thoughts, and information presented in various content areas.
 18. Use technology to share written work with others and to receive feedback. (example: e-mail, Internet)
 19. Edit for capitalization, punctuation, and spelling. (example: proper adjectives, quotation marks, commas, commonly misspelled words)
 20. Use technology for revising and editing. (example: word searches, thesaurus, outlining packages, spell/grammar check)

3. Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicators:

- Use various listening and viewing strategies in social, academic, and occupational situations.
 - Interpret and evaluate ideas/information from various oral/visual sources.
 - Utilize various strategies retain/retrieve critical oral and visual information
8. Identify ways to determine the reliability of information. (example: research, support, proof)
13. Organize information according to topic or subject.

Tips to Assess Student Projects and Share Projects

On the date when assignments are due, use classroom computer or lab time to allow students to view each other's projects. Create a rubric for students to use as they view projects. Begin the process.

- 1. Each student starts at their “own” computer with their project and views their own work to make sure the PowerPoint is set up to view. On ‘your’ computer, set up a comment page for students to respond about the project. (See form included.)**
- 2. All students shift to the right one computer, view the project, and mark the rubric. Call time (2 – 3 minutes, whatever time is appropriate for viewing.)**
- 3. Call time and all students shift to the next computer, view the project, and mark the rubric.**
- 4. Continue until all students have moved around the room and viewed all projects. Hint. Use headphones if they are available to maintain noise level at acceptable level.**

Student Comment Page: Teacher's Computer:

Name or student ID	Tell 2 or 3 things that you learned during this project. Your answer can be about the topic you studied or about the technology you used. How do you think you did on your project?

Teacher on the Trail™

- Each year, the Iditarod Trail Education Committee selects an educator to be the Teacher on the Trail™. This educator has the following responsibilities:
 - Maintain the Teacher on the Trail section of the website at www.iditarod.com (Go to Kids and Teachers, Click Teacher on the Trail.) Curriculum based activities and lessons are created by the educator and placed on the website. Placement on the website begins in August each year. The teacher also has created specific math lessons for a Wells Fargo Bank Iditarod activity packet for teachers. Wells Fargo sent this packet to schools along the trail.
 - Travels the trail during the race from checkpoint to checkpoint with the Iditarod Air Force, bush plane pilots who carry people, supplies, and dogs before, during, and after the race, along the Iditarod Trail. Website activities and expectations of TOTT during the race are summarized below in the During the Race section.
 - Public Appearances such as: presentations for schools, community groups, and schools, etc. before/during/after the race. This includes school tours in Alaska prior to the race.
 - Represent Educators who excel in teaching, by demonstrating research based teaching skills that impact learning and create student success, and a spokesperson.
- TOTT is a presenter at Iditarod conferences held in Anchorage before the start of the race. The TOTT is a race volunteer at the conferences and assists the education director at the events.
- **During the Race:** The TOTT posts journal messages that convey observations, experiences, and suggested classroom connections while participating in pre-race activities before leaving on start day to follow the race and stay at checkpoints along the trail. While at checkpoints, the TOTT volunteers, which could mean helping to park dog teams, cooking at checkpoints, or a number of other jobs, observes, may visit schools or community centers, and maintains a presence on the website.
- Iditarod is a sled dog race that runs from Anchorage to Nome. The race begins on the first Saturday in March each year, and ends when the last musher crosses the finish line in Nome.

*** The application for Teacher on the Trail is on line at Iditarod's website. Contact information is available at the website for interested teachers.

How did the Teacher on the Trail program get started?

Andrea Auf der Heyde, “Finney”, of Rogers Elementary School, Bloomington, Indiana, initiated the Teacher on the Trail™ program in 1998. She created the program because her school focuses on Lifeskills, which are an integral and crucial part of the school’s educational curriculum. Her elementary school is a C.L.A.S.S. school, which means Connecting Learning Assures Student Success. Real life experiences in teaching make a lasting impression on the students learning.

Finney contacted Lois Harter at Iditarod Headquarters, and presented her proposal for her Teacher on the Trail Program. After a trip to AK to defend her proposal, Finney had to wait for a decision from the Iditarod Trail Committee. In the summer of 1998, she was informed that she could begin the Teacher on the Trail Program. The initial reaction was one of concern that she would cost the ITC money, that she would not be physically able to make the trip, and that she would not have the gear or technology to make it a reality. Finney assured them that she would indeed raise the money to fly herself to AK, pay for her housing while in AK, purchase all her gear for the Trail, purchase her cameras and computer and be prepared for the weather and temperatures on the Trail. Raising the money turned out to be more difficult than she ever expected, but a delightful gift was received when Ronald McDonald House Charities agreed to sponsor her educational journey. Finney was passionate about being able to go out on the Iditarod Trail and sending back reports about how she saw the mushers and dogs using the Lifeskills to achieve their goal of making the journey to Nome. She wanted students to understand how in life we constantly set goals, prepare for the goals and use Lifeskills to achieve those goals. The Lifeskills that Finney stresses are perseverance, effort, organization, patience, initiative, sense of humor, cooperation, flexibility, problem solving, curiosity, common sense, courage, and caring. There is no doubt that all of the Lifeskills are used to accomplish the mushers and dogs journey to Nome.

Finney is extremely delighted that ITC shared the educational value of the TOTT Program and allowed her vision to continue over the years. A great addition to the program is the sponsorship of Wells Fargo, which has eliminated the need for the TOTT to raise a huge amount of money for his/her educational journey. Finney is grateful for their involvement in the program. The Iditarod Sled Dog Race is an incredible teaching tool and through the TOTT Program teachers around the world are learning the impact it has on the education of their students. The enthusiasm, excitement, and passion that it generates from teachers, as well as students, is simply amazing. Finney deeply appreciated the opportunity to have her dream come true, and that dream continues to enrich the lives of students who also have been captured by the mystique of the Iditarod Sled Dog Race and the lure of the beautiful state of Alaska.

FINNEY

Teacher on the Trail™ Honor Roll

Year	Name	Hometown	Grade
2007	Kim Slade	Vero Beach, FL	Elementary Math and Science
2006	Terrie Hanke	Eau Claire, WI	High School Physical Education
2005	Lynne Gordon	Wilmington, MA	2nd Grade
2004	Jeff Peterson	Golden Valley, MN	4th Grade
2003	Cassandra Wilson	Portland, OR	4th Grade
2002	Kim Harrick	MO	2nd Grade
2001	Diane Nye	Elizabeth, CO	3rd Grade
2000	Diane Johnson	Aberdeen, SD	5th Grade
1999	Andrea Auf der Heyde “Finney”	Bloomington, IN	2nd Grade

Join this elite teaching team. Apply for Teacher on the Trail™ and participate in a once in a lifetime teaching adventure. The application and information about this program can be found at Iditarod’s website, www.iditarod.com. (Click For Teachers)

Educational Opportunities! **Attend Teacher Conferences**

The Iditarod Trail Committee's Educational Department offers yearly opportunities for teachers and race fans. Conference events and Iditarod speaker presentations are designed to provide valuable information.

Iditarod Winter Conference

The Winter Conference is held during the week prior to the start of the race. Featured speakers include the current Teacher on the Trail™ and finalists who are in the selection process for the Teacher on the Trail™ project. The conference sessions are designed to give participants first hand knowledge about Iditarod and using the theme in the classroom and help educators develop curriculum activities that are research based. Fieldtrips, speakers, and special activities provide participants with what they need to develop thematic lessons to meet NO CHILD LEFT BEHIND legislation. Experiencing the start of the Iditarod and meeting mushers and volunteers who are involved in the race are bonus activities at the conference. University credit is also available by attending this conference a true professional development experience.

Iditarod Summer Conference

The Iditarod Summer Conference is a week-long experiential learning opportunity that provides participants with an experience of a lifetime. This conference prides itself in bringing the best of the best to the participants through the scheduled speakers and fieldtrips. Wondering how to put booties on dogs, harness a team, or what daily life at an Iditarod racing kennel is like? These first hand experiences and more are planned for participants. Authors, mushers, and race volunteers provide valuable information to assist participants in gaining knowledge to develop curriculum to meet NO CHILD LEFT BEHIND criteria, impacting student academic success in a positive manner. A visit to Alaska in the summer means plenty of daylight hours. Participants have ample opportunity to experience many other aspects of beautiful Alaska during the 'off' conference hours. University credit is available by attending this conference which includes attendance at the Volunteer Picnic and Musher Sign-up!

Join us at Idita-Summer Camp for Teachers!

www.iditarod.com has conference information.

ADDITIONAL RESOURCES

Flat Musers and Flat Huskies

Bulletin Board

Snacks and the Musher Drawing Banquet

Songs for Iditarod

Flat Musers

Around the globe, students create Flat People of all kinds and send them all around the globe on traveling adventures. In this twist, create Flat Musers. Design a pattern for students to use or have students create their own. Students can draw portraits or print out the actual musher faces from the www.iditarod.com profile page. Hang the mushers around the classroom or in the halls. Display researched information about the musher or information about the race next to the Flat Muser.



Other Options: 2004 Wells Fargo Teacher on the Trail, Jeff Peterson’s Flat Husky or Flat Zuma project provided great activities for classrooms. One Flat Zuma even went to the White House!

Create a ‘Flat’ and be a part of the fun!

Bulletin Board Ideas:

Create a main interest center sharing content information about the Iditarod. The section would essentially remain on display for the entire school year and include information that you can print out from Iditarod's website: race rules, musher profiles, Iditarod Trail map, sign up order, mushing terminology, and news articles about the race or about the mushers. Print out multiple copies of an item such as a sled, husky, or the Iditarod logo and attach them together to formulate a border.



Iditarod SNACK time!

People Puppy Chow

Melt together: 1 stick of margarine, 3/4 cup peanut butter, and 2 cups of chocolate chips. Pour this over 12 oz. of Crispix or Chex cereal and stir to cover.

Pour 2 cups of powdered sugar in a brown grocery sack or bag. Add the Crispix / chocolate mixture. Close the bag and shake.

Pour the mixture on a waxed paper covered cookie sheet to cool.

Snack on! Julie Storly, Aberdeen, SD

Make Cut out cookies in the shape of dog bones!

Instead of making Gingerbread Houses, make dog houses!

Work with your school lunch program to title a school meal: Iditarod Banquet. Rename the items on the menu to create an “Iditarod” meal. Eating items with titles like Musher’s stew, 24 Hour mandatory pudding, Glacier Spuds, or even Checkpoint goulash just sounds more fun! Have students design table runners for the special meal. Play Hobo Jim’s music during the lunch hour.

The Musher Drawing Banquet is held each year on the Thursday before the start of the race. A meal is served and mushers give speeches to thank their sponsors.

Optional Activities: Related to the Musher Banquet.

- 1. Pretend you are a musher competing in the Iditarod. Write the speech you would present at
the banquet to thank your supporters.**
- 2. Write a letter thanking your sponsors for their support. Demonstrate that you know the parts of
a letter and proper punctuation skills.**
- 3. Plan the perfect menu to be served at a Musher Banquet. Keep in mind good nutrition.**
- 4. Create table decorations for your school cafeteria that tell about the Iditarod.**
- 5. Create words to a new Iditarod song that could be sung to celebrate the Iditarod.**
- 6. Research to find out about the banquet that will be held in Nome at the end of the race.**
- 7. Determine the total amount of time that the “musher” speeches will take if each musher speaks
for 3 minutes and 20 seconds.**
- 8. Plan a banquet for your class or school.**

Sing to get into the Idita - spirit!

"This Land (Alaska) is Your Land"

**This land is your land, this land is my land,
From the frozen North Slope to the unpaved Alcan,
From the ice at Barrow to the Bering Narrow,
This land is made for you and me.**

**1. As I was fishing in the bluegreen waters,
I saw above me, the endless treetops.**

**I saw below me, the clear streams running,
This land was made for you and me. (Chorus)**

**2. This land is mooseland, this land is ice land,
From the Canadian border to the Aleutian Islands,
From Metlakatla to the mighty Brooks Range,
This land was made for you and me. (Chorus)**

**3. The mighty glaciers, the rocky seashores,
The snow peaked - mountains, the grassy valleys,
The huskies howling, the grizzlies growling,
This land was made for you and me. (Chorus)**

**4. I went out hunting for moose and caribou.
I saw a sled team on the way to Nome,
I waved them on as they went past me,
This land was made for you and me. (Chorus)**

"O'er The Tundra" ("She'll Be Coming 'Round the Mountain")

1. She'll be coming o'er the tundra when she comes, wahka!

2. She'll be driving six white huskies when she comes, gee haw!

3. Oh, we'll all go out to meet her when she comes, slapa!

4. Oh, we'll kill a big fat walrus when she comes, eenege!

5. We'll eat muktuk and agootuk when she comes, eeyah!

"OUR ALASKA" ("Deep in the Heart of Texas")

The stars at night are big and bright (xxxx) up here in our Alaska!

The Arctic sky is wide and high (xxxx) up here in our Alaska!

There's sun at night and northern light (xxxx) up here in our Alaska!

We're speaking of the land we love (xxxx) up here in our Alaska!

TAKE ME OUT TO DENALI" ("Take Me Out to the Ballgame")

Take me out to Denali, take me out to the park.

Show me some moose and grizzly bear.

Maybe some caribou struttin' their wear.

Then it's look, look, look for those Dall sheep.

High up on the mountain. Now it's one, two, three,

Do you see them?

They're over there!

***** Authors of 'rewritten songs' --- unknown but appreciated.**

*****Challenge your students to create Iditarod themed songs such as these. Email your 'new songs' to Iditarod Headquarters or send us an audio recording. We'd love to hear you sing!**

***** Hobo Jim's Iditarod Trail Song can be ordered from Iditarod. Hobo Jim's CD has great songs that can be played in the classroom to help create your environment. See Iditarod's on line store for details.**

Final Hints and Reminders

- **Always connect any lesson you teach with the standards and your school district curriculum. Focus on instruction and guiding your students to success.**
- **Consider joining The Iditarod Trail Committee. Membership information can be found on line at the www.iditarod.com website. Membership supports the race and the activities your classroom is involved in each year. Being a member provides you with several benefits. See the website for details.**
- **Be an Iditarod Insider! Membership allows website use for an entire year and provides you with teaching ideas and an extensive video library. Join today!**
- **If you are visiting Alaska, no matter when your visit takes place, contact Iditarod's Education Department. There could be events that you are interested in attending. Don't miss any opportunities. Stay connected.**
- **Share your teaching successes with Iditarod's Education Department. Stay in touch with us! djohnson@iditarod.com.**
- **Thanks for all you do to help students be successful!**

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