Get To Know
Alaska & The Iditarod:
A Guide to Lessons in Geography, History and Social Studies

Created by Linda Fenton
2013 Iditarod Teacher on the Trail™

Lessons are geared for Grades 3-6, but can be modified to fit any grade level.

Get To Know Alaska & Iditarod: A Guide to Lessons in Geography, History, and Social Studies

Compare Alaska's Symbols

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™

Discipline/Subject: Social Studies

Topic: Comparing State Symbols (Birds, Flowers, Trees) *Revised 10/15*

Grade Level: 3rd, 4th, 5th

Resources/References/Materials Teacher Needs:

Activity Sheet
Books about Alaska & your state
Internet

Lesson Summary:

Students will compare the state symbols of Alaska to their own state.

Standards Addressed:

Common Core Standards Reading Informational Text Grade 3

1. · RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

2. · RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Learning Objective:	Assessment:
Discover Alaska's resources compared to your own.	Activity sheet

Procedural Activities:

1. Discuss your state bird, tree, and flower.

2. If students don't know what these are, let them work in books or on internet to discover each symbol. (I used it as a homework assignment.)

3. Draw and label pictures of each symbol in the right box on the activity sheet.

4. Next let them discover the same things for Alaska.

5. Again, draw and label in the correct box on activity sheet.

Materials Students Need:

Activity sheet
Books about Alaska & your state
Internet access

Technology Utilized to Enhance Learning:

Use of internet to find state symbols.
Students can set up a table in Word, Pages or Google Chrome to drag pictures of symbols.

Other Information:

More information (population density, area, etc.) and symbols can be added depending age level.

Modification for Special Learners/Enhancement Opportunities:

Teacher can set up a table in Word, Pages or Google Chrome to drag pictures of the various symbols.

Compare Alaska Symbols

		Alaska
T R E E		
F L O W E R		
B I R D		

Comparing Alaska's Cultures

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™

Discipline/Subject: Geography/Social Studies

Topic: Compare the different Alaska Native Cultures

Grade Level: 3rd & Up

Resources/References/Materials Teacher Needs:

Computer/Internet access for sites:
http://www.akhistorycourse.org/articles/article.php?artID=195

http://alaska.si.edu/cultures.asp

Compare/Contrast sheet

Lesson Summary:

Students will visit the Alaska History and Cultural Studies website to learn about the various Alaska cultures.

Standards Addressed: Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.3.7
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.RI.3.9
Compare and contrast the most important points and key details presented in two texts on the same topic.

Learning Objective:	Assessment:
Students will learn the various native people and their cultures throughout Alaska.	Assess Comparison Sheet

Procedural Activities:

1. Share the cultural map from:

   http://alaska.si.edu/cultures.asp

   http://www.akhistorycourse.org/articles/article.php?artID=195

2. Discuss how different people have different ways of life and brainstorm what may be different and why.

3. Students can work independently or with a partner to explore the websites.

4. Complete Comparison Sheet

Materials Students Need:

Comparison Sheet
Computer/Internet access

Technology Utilized to Enhance Learning:

http://www.akhistorycourse.org/articles/article.php?artID=195

http://alaska.si.edu/cultures.asp

Other Information:

The categories can be tweaked for various grade levels. I keep it fairly basic for third graders. Once you explore the sites, you can choose the focus for your students.

Modification for Special Learners/Enhancement Opportunities:

Choose one or two Cultures to focus on.

Alaska Cultures

Culture	Location Where in Alaska?	Iditarod Trail? Y or N	House Type of shelter	Dress Native Clothing
Athabascan				
Yup'ik Chup'ik				
Inupiaq, St. Lawrence Island Yupik				
Aleut Alutiiq				
Eyak Tlingit Haida Tsimshian				

Use the back of your sheet for more facts and notes.

Iditarod History Timeline

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™

Discipline/Subject: Social Studies

Topic: History

Grade Level: 3rd and up

Resources/References/Materials Teacher Needs:
Computers/Internet
http://iditarod.com/about/history/

Various books with the History of the Iditarod

Some suggestions:
Snow Dogs! Racers of the North by Ian Whitelaw
Iditarod: The Great Race to Nome by Bill Sherwonit
The Iditarod Fact Book: A Complete Guide to the Last Great Race by Tricia Brown
The Iditarod: Story of the Last Great Race by Ian Young

Lesson Summary:

Create a Timeline of the Iditarod History

Standards Addressed:

Wisconsin State Standards Social Studies:
B.4.2 Use a timeline to select, organize, and sequence information describing eras in history

Learning Objective:	Assessment:
Students will use research skills to place events in chronological order.	Dates and events should match.

Procedural Activities:

1. Allow students to look at the website http://iditarod.com/about/history/
   Take notes on dates and events.

2. Allow students to look at books – add to dates and events from the website.

3. Put events in chronological order. (I have students pick the 10 most important events to use, but older students can pick many more.)

4. Using http://www.readwritethink.org/files/resources/interactives/timeline_2/
   Create a timeline. These can be saved and printed on student accounts.

Materials Students Need:
Computer/Internet access
Timeline notes (see attached sheet)
Books – see teacher materials

Technology Utilized to Enhance Learning:

http://iditarod.com/about/history/

http://www.readwritethink.org/files/resources/interactives/timeline_2/

Other Information:

Timelines can be as elaborate as you would like.

I use http://www.readwritethink.org/files/resources/interactives/timeline_2/ because of the ease of use, but there are many other on-line timeline creators you could also use.

Modification for Special Learners/Enhancement Opportunities:

Highlight 2 or 3 dates for students to enter into a Timeline.

Iditarod Timeline

Date	Event

Map Scale

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™

Discipline / Subject: Social Studies

Topic: Map Scale *Revised 10/15*

Grade Level: 3, 4, 5 (Can be adapted to any age group)

Resources / References / Materials Teacher Needs:

Alaska Map
Several maps where Alaska is a different scale
Map of your state (same scale as Alaska map)

Lesson Summary:

Compare the size of Alaska to the size of your state.

Standard's Addressed:

Wisconsin Academic Standards Geography:

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world

A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world

Learning Objectives:	Method of assessment for learning
Comparison Learn size of the state of Alaska Understand Map Scale	Activity Sheet Answers to Questions

Procedural Activities

1. Look at Alaska on classroom map.

2. Find maps where Alaska is not at same scale.

3. Predict how many of your state would fit into the state of Alaska.

4. Show students a map where Alaska is the same scale and ask the same question.

5. Pass out maps of Alaska and your state.

6. Students should cut out your state and trace them into the Alaska map as many times as possible.

7. Discuss results.

Materials Students Need:

Activity sheet
Map of Alaska & your state
There is a map attached from http://blogs.esri.com/esri/arcgis/2009/12/16/location-of-alaska-on-usa-maps/

I would enlarge it for 3rd grade purposes.

Technology Utilized to Enhance Learning:

Use of Google Earth would enhance this lesson

Other Information:

Older students can use fractions to predict.
On the activity sheet, the last step is to cut up your state to fill in empty spaces. This doesn't have to be done. The purpose of the activity is to allow students to realize how big Alaska really is.

Modifications for Special Learners/ Enrichment Opportunities:

Enlarge attached map

Activity Sheet

Name_____

Your State Name_____

1. First predict. How many of your state do you **think** will fit into the state of Alaska?_____

2. Next cut out your state.

3. Trace as many as you can into Alaska.

4. How many fit?_____

5. Were there empty spaces on the map of Alaska?_____

6. Cut up your state map and see if you can fit the pieces.

7. Does this change your answer for number 4?_____

8. What is your new answer?_____

National Geographic Tabletop Map

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™

Discipline/Subject: Geography

Topic: Mapping
This lesson uses maps from:
 http://education.nationalgeographic.com/maps/alaska-tabletop-map/

Grade Level: 3ʳᵈ & Up

Resources/References/Materials Teacher Needs:

Computer/Internet/Printer Access

Lesson Summary:

Working with a group, piece together a map of Alaska. Add legend.

Standards Addressed:

Wisconsin State Standards Social Studies
A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

Learning Objective:	Assessment:
Learn about the physical attributes of the state of Alaska.	Can use rubric to assess finished map/teamwork.

Procedural Activities:

1. Discuss the various parts of Alaska. Mountains, rivers, oceans, countries.

2. Give student groups the pages of printed Alaska maps. These can be printed into several pieces for students to put together. I have them use scotch tape once the maps are pieced together.

3. Maps can also be colored highlighting elevation, rivers, etc.

4. Add the Iditarod Trail.

5. Add the legend (can be printed at National Geographic site.)

6. Display maps.

7. Discuss what was learned. How does Alaska compare to your state?

Materials Students Need:

Printed map and legend from http://education.nationalgeographic.com/maps/alaska-tabletop-map/

Technology Utilized to Enhance Learning:

http://education.nationalgeographic.com/maps/alaska-tabletop-map/

Other Information:

You can also print off the Tabletop map of your state and compare the two.

Screenshot of Map from National Geographic

Physical Map - Alaska

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™

Discipline/Subject: Social Studies

Topic: Map Making/Geography

Grade Level: 2nd & Up

Resources/References/Materials Teacher Needs:

9 inch cardboard Pizza plates
Alaska Outline Map
Salt Dough – I send recipe home and have students bring it to school

Lesson Summary:

Create a physical map of Alaska. Include mountains, rivers, oceans.
This lesson takes several weeks in order for salt dough to dry.

Standards Addressed:

Wisconsin State Standards Social Studies:
A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

Learning Objective:	Assessment:
Learn the placement of landforms in Alaska	I use a checklist (see attached) to assess final product.

Procedural Activities:

1. Discuss "what is" a physical map and what it includes.

2. Look at physical maps of Alaska and generate a list of what should be included.

3. Send home salt dough recipe and have students make a batch at home.

4. Cut out outline map of Alaska. There are plenty of resources for this and you can enlarge to fit on your cardboard.

5. Glue onto pizza cardboard. Be sure to get plenty of glue on edges as it tends to curl up when salt dough dries. Let sit overnight for glue to dry.

6. Pat salt dough on map. Build mountains on the map. Alaska is almost entirely mountains so we discuss the higher mountain ranges we want to include.

7. ***It needs to sit for a few weeks to dry.***

8. Create a key for colors. We paint the mountains brown; forests green; lakes, rivers and oceans blue; Canada red. Tempera paint works well on the salt dough.

9. The Iditarod Trail can be added after the paint dries with a Sharpie.

Materials Students Need:

9 Inch cardboard pizza round (or whatever size you would like to use)
Outline map of Alaska
Glue
Salt Dough
Tempera Paint/Paintbrushes

Basic Salt Dough Recipe

Ingredients:
 1 cup of fine salt
 1 cup of flour (NOT self-rising dough)
 1/2 cup of water (may add more)
Instructions:
 In a large bowl, combine the salt and the flour
 Make a well in the salt/flour mixture and add the water
 Knead until smooth and shape into a ball
 When not in use, wrap in plastic or store in an airtight container

Technology Utilized to Enhance Learning:

Google Earth can be used to view the mountain ranges/rivers/oceans

Other Information:

My students make a Physical Map of "Lower 48" on a large cardboard round, then we used a smaller round for Alaska (to scale), but you can use whatever size you want. See pictures for examples.

There is PLENTY of Salt Dough in a batch so students who don't bring any in can borrow from another student. I use one batch for a Physical Map of lower 48 as well as our Alaska Map.

Modification for Special Learners/Enhancement Opportunities:

May need Paraprofessional or parent help with this activity. Not all students, especially special needs students like to have all that dough on their hands.

Press Salt Dough on Outline Map that is glued to Pizza Cardboard. Be sure to glue the edges as they will curl as salt dough dries.

Paint the map using Tempera Paint.

Print out labels and glue onto map. This one needs the paint to dry, then it will be ready for labels.
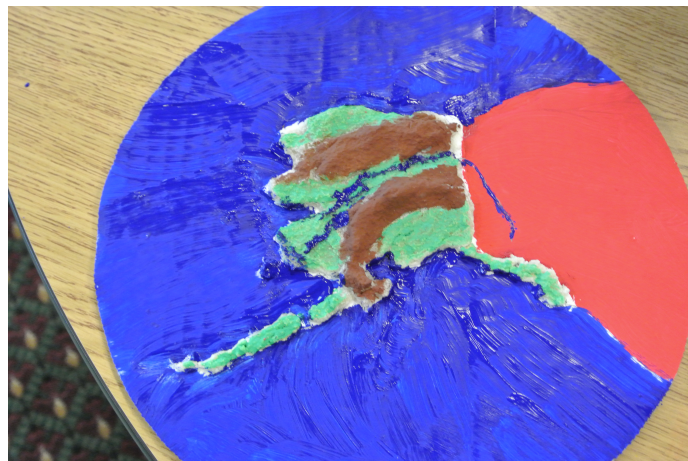
Labels for Alaska Physical Map

Alaska

Canada

Brooks Range

Alaska Range

Yukon River

Kuskokwim River

Gulf of Alaska

Bering Sea

Arctic Ocean

Alaska Peninsula

Denali

Compass Rose & Key should be placed on the southeast part of your map.

Key

____ Mountains

____ Water

____ Forest

____ Canada
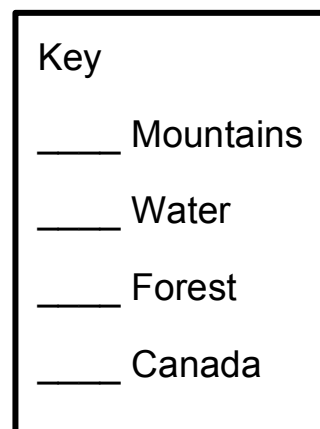
Mapping Your Own Race

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™

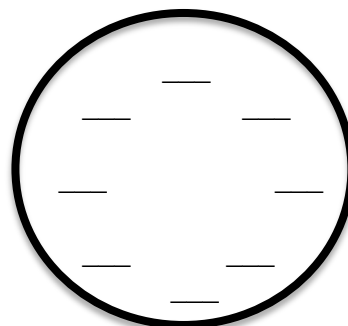**Discipline/Subject:** Geography

Topic: Maps

Grade Level: 3rd and up

Resources/References/Materials Teacher Needs:
Computers/internet
maps.google.com

Lesson Summary:

Students will map a 130 mile local dog sled race. (Can use any number of miles, but for third grade in Wisconsin I chose 130 because Wisconsin was the 30th state much like the 1049 mile Iditarod Race because Alaska is the 49th state).

Standards Addressed:

Wisconsin State Standards Social Studies

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density

Learning Objective:	Assessment:
Learn the landforms in your state. Add miles to form a loop or point to point dogsled race.	Finished maps and posters can be assessed using a rubric.

Procedural Activities:

1. I begin by taking a class period to have students learn how to manipulate the maps on maps.google.com

2. Give students the task (See checklist example).

3. Create the route for a 130 mile (or however long you determine) dogsled race.

4. Once students have created the route, print the map. I have students highlight their route to make it more visible.

5. Make a poster to advertise their race. Poster should include the map, the landforms they would expect to see. Dates, times, etc.

Materials Students Need:

Computer/Internet
Checklist – See example
Poster making materials (I have the students create an informational Poster/Flyer in Google Chrome)

Technology Utilized to Enhance Learning:

Maps.google.com or any other on-line mapping program

Other Information:

This project can be done without the use of technology. Locate a good map of your state and teach the scale of the map. Students can create a route using the scale. Highlight the route and create a poster to advertise their race.

Modification for Special Learners/Enhancement Opportunities:

Work with a partner or paraprofessional.

Create Your Own Dogsled Race

You will create a Dogsled Race for our local Musher's Club. The race needs to be 60 miles and may NOT go along major highways. You must cross the Wisconsin River at least twice.

- o Decide if your route will begin and end in the same place or if it will be a point to point race.

- o Map the Route – Must be 130 Miles

- o Double-check to make sure you are not following any major highways.

- o Must cross the Wisconsin River 2 times.

- o Create a Poster to advertise your race. Must include:

  - o Map of Race

  - o Dates and Times

  - o Fee

  - o Title for Race

Traveling the Iditarod Trail

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™

Discipline/Subject: Social Studies/Geography/ELA Writing

Topic: The Iditarod Trail

Grade Level: 3rd and Up

Resources/References/Materials Teacher Needs:

Iditarod Trail Maps
Maps of Alaska
Internet
Attached Checklist

Lesson Summary:

Using the website from Iditarod.com Education Portal, "About the Iditarod Trail" student can formulate theories about what trail conditions are like and the sites they would see.

Standards Addressed:

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details

Learning Objective:	Assessment:
Students can get a broader understanding of the Iditarod Trail.	Teacher generated depending on how this lesson is used. It could be a writing lesson, a map-generating lesson, or both.

Procedural Activities:

1. Brainstorm what life is like for a musher during the race along the trail.

2. Students work with a partner and choose a section of the trail they would like to further research.

3. Use the website http://iditarod.com/about/the-iditarod-trail/ to begin the conversation with their partners.

4. They create a map of just their section of the trail. Use maps.google.com or Google Earth for a greater visual.

5. Write about what you may experience along this section of the trail.

6. Put all pages together for a classroom book on traveling the Iditarod Trail.

Materials Students Need:

Checklist for their work.
Computer/Internet

Technology Utilized to Enhance Learning:

http://iditarod.com/about/the-iditarod-trail/
Google Earth
https://www.google.com

Other Information:

Double up on trail sections depending on class size.

Gary Paulson's book *Winterdance: The Fine Madness of Running the Iditarod* is another good resource for daily accounts on the trail. (Note: One year in doing this, my students focused more on Gary's accounts of his hallucinations.)

Traveling the Iditarod Trail

Go to this website:
http://iditarod.com/about/the-iditarod-trail/

Choose what section of the Iditarod Trail you would like to research/write about. Check with your teacher to make sure this section has not already been chosen.

Notes about the trail:

Go to Google Earth and maps.google.com. Draw out your section of the trail. Be sure to add a Compass Rose and Key.

In one or more paragraphs, describe your section of the trail. Be sure to include what landforms (rivers, lakes, mountains) you are crossing on that section of the trail.

Checkpoint Populations

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™

Discipline/Subject: Geography

Topic: Population

Grade Level: 3rd and up

Resources/References/Materials Teacher Needs:

This website will make it easy for finding population along the Southern Route:
http://d3r6t1k4mqz5i.cloudfront.net/wp-content/uploads/2011/12/UPDATED-Southern-Route-Map.pdf?50a80c
Computer/Internet access

Lesson Summary:

Create a graph plotting populations along the route of the Iditarod Trail.

Standards Addressed:

Wisconsin State Standards Social Studies:
A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world
A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density

Common Core Math Standard:
CCSS.MATH.CONTENT.3.MD.B.3
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

Learning Objective:	Assessment:
Compare populations along the route of the Iditarod Trail. (Can also compare to populations in your state.)	Completed graph.

Procedural Activities:

1. Discuss population and what it means. What is the population of your city? What is the population of your school?

2. Look at the checkpoints along the Iditarod Trail.

3. Make a table with the Checkpoint names and populations.

4. Create a graph. I used a bar graph and labeled the bars.

5. Discuss why some populations are 0.

6. What cities in your state compare to those on the Iditarod Trail?

Materials Students Need:

This website gives the checkpoints and populations on the Southern Route:
http://d3r6t1k4mqz5i.cloudfront.net/wp-content/uploads/2011/12/UPDATED-Southern-Route-Map.pdf?50a80c
This map could be printed for younger students for easier readability.
Or students do their own research to find the populations.

Technology Utilized to Enhance Learning:

Computers/Internet Access
Microsoft Excel/Chrome Sheets or another spreadsheet program

Other Information:
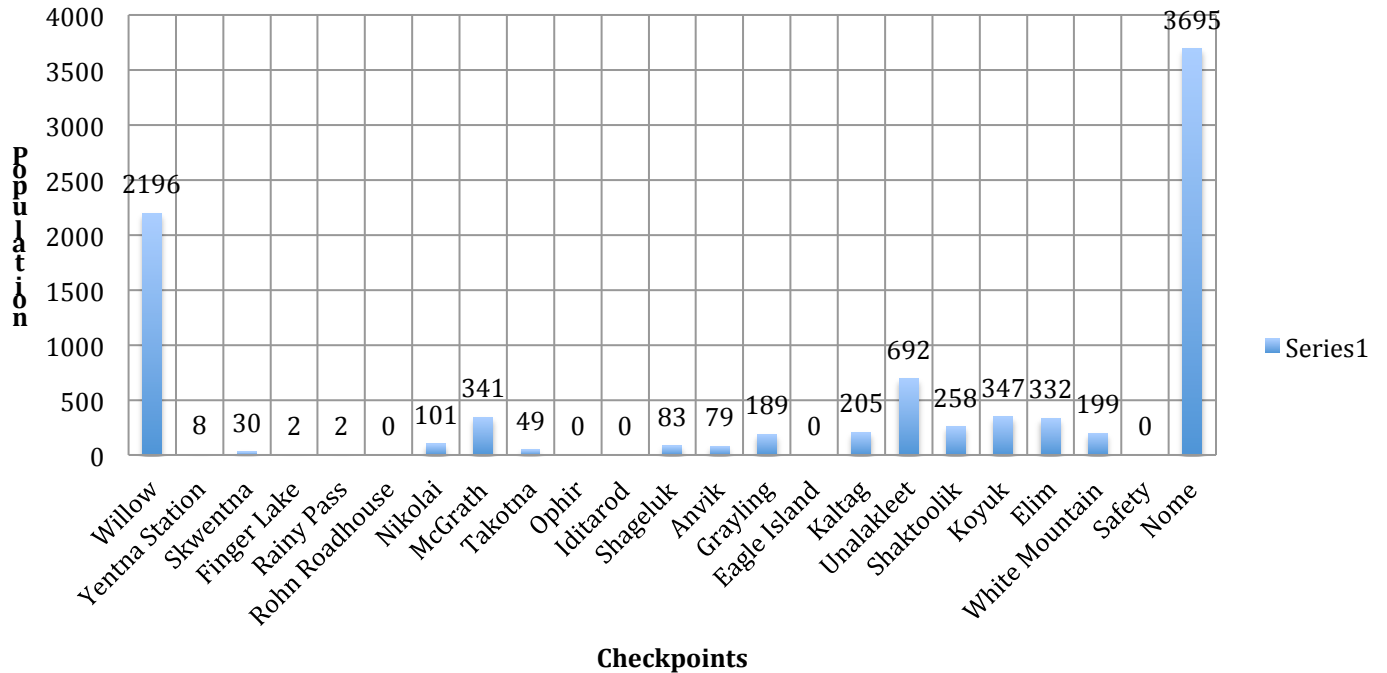Included are 2 graphs – one with Willow and Nome included and one with those cities not included.

Modification for Special Learners/Enhancement Opportunities:
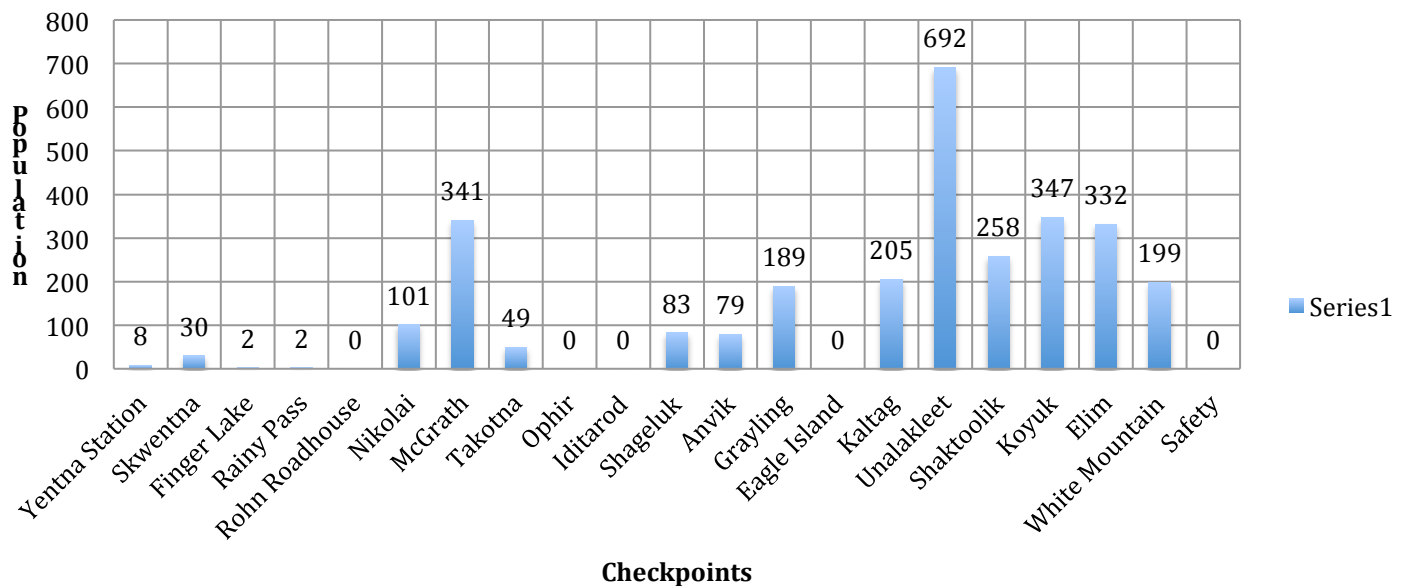
Choose 3 or 4 checkpoints for comparison.

Checkpoint Populations on the Iditarod Trail Southern Route

Population Graph Without Larger cities of Willow & Nome:

Population of Checkpoints Along Iditarod Trail Southern Route

CLASSROOM IDITAWALK

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™– *Revised 2015*

Discipline / Subject: Physical Education/Geography/Math

Topic: Movement/Maps/Math

Grade Level: All

Resources / References / Materials Teacher Needs:
Activity Sheets
Pedometer (Not necessary, but it helps)
Tracking Map of Iditarod Trail

Lesson Summary:
Walk the Iditarod Trail – either individually or with a team.

Standard's Addressed: (Local, State, or National)
This comes from Wisconsin DPI Phy. Ed. Standards:
http://dpi.wi.gov/sspw/physicaled.html

Tracking campaigns are organized efforts to encourage physical activity in a variety of forms with students, and perhaps others, recording the amount of time they were active, distances covered, or other units of activity. Tracking campaigns can be simple or complicated and include individual challenges, class programs or competitions, grade level initiatives, or school wide experiences.

Tracking campaigns help student meet NASPE Standard 3: Participates regularly in physical activity; and Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Math Standards:CCSS.MATH.CONTENT.3.NBT.A.2
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.MATH.CONTENT.3.NBT.A.3
Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.

Learning Objectives:	Method of assessment for learning
Work individually or with a team to achieve a goal.	Activity Sheet Progress along trail

Procedural Activities – This lesson can be geared however you would like in your classroom. These are procedures I followed.

1. Pass out pedometers if you have a classroom set (or individual students can bring one in – they are not very expensive). Discuss use and care. In my classroom, students put them on in the morning, and return them at the end of the day. I also wrote a note to parents about what we were doing and got permission. This way they are aware and if a student was caught damaging it in any way, they wouldn't be surprised to get a bill. It never happened, students were very careful, however 2 broke accidently.
   Also, if you don't have pedometers, students can track their steps by different activities. Here is one website that converts activities to steps:
   http://www.takesteps.univerahealthcare.com/stepChartPop.jsp

2. Pass out Activity Sheet and discuss how to fill out sheet.

3. Tracking Sheets can be modified however you want. For younger grades, you may want to have steps figured out between checkpoints. For older students, they could fill out ALL of the information by doing a little research.

4. Students can practice keeping track of steps individually before signing up as a team.

5. My students also earned rewards in the form of dog paws (you can incorporate reading into this). With 4 dog paws, or one dog, they could multiply their steps by 2; two dogs would allow them to multiply their steps by 3, etc.

6. Teams can be created any way. If they are uneven, older students can work on averages.

| **Materials Students Need:** |
| Pedometers |
| Activity sheets |
| Tracking Map of Iditarod Trail |

| **Technology Utilized to Enhance Learning:** |
| |
| I got this idea from the Phy. Ed. Central website: |
| http://www.peclogit.org/logit.asp |
| If you don't start the Iditarod at the beginning of the year, this is a great place to start. You simply set up a class hike and try walking from capital to capital around the United States. My students and parents LOVED IT. |
| |
| **Activities to Steps:** |
| **http://www.takesteps.univerahealthcare.com/stepChartPop.jsp** |
| |

Checkpoints - Northern	Distance	Steps	✔	
Anchorage - Campbell Airstrip	20			
Campbell Airstrip - Willow	29			
Willow - Yentna Station	52			
Yentna Station - Skwentna	34			
Skwentna - Finger Lake	45			
Finger Lake - Rainy Pass	30			
Rainy Pass - Rohn	48			
Rohn - Nikolai	75			
Nikolai - McGrath	54			
McGrath - Takotna	18			
Takotna - Ophir	25			
Ophir - Cripple	59			
Cripple - Ruby	112			
Ruby - Galena	52			
Galena - Nulato	52			
Nulato - Kaltag	42			
Kaltag - Unalakleet	90			
Unalakleet - Shaktoolik	42			
Shaktoolik - Koyuk	48			
Koyuk - Elim	48			
Elim - Golovin	28			
Golovin - White Mountain	18			
White Mountain - Safety	55			
Safety - Nome	22			

You Can Do It!

IditaWalk

Checkpoints - Northern Distance Steps ✔

Checkpoints - Southern	Distance	Steps	✔	
Anchorage - Campbell Airstrip				Y
Campbell Airstrip - Willow				o
Willow - Yentna Station				u
Yentna Station - Skwentna				
Skwentna - Finger Lake				C
Finger Lake - Rainy Pass				a
Rainy Pass - Rohn				n
Rohn - Nikolai				
Nikolai - McGrath				D
McGrath - Takotna				o
Takotna - Ophir				
Ophir - Iditarod				I
Iditarod - Shageluk				t
Shageluk - Anvik				
Anvik - Grayling				!
Grayling - Eagle Island				
Eagle Island - Kaltag				
Kaltag - Unalakleet				
Unalakleet - Shaktoolik				
Shaktoolik - Koyuk				
Koyuk - Elim				
Elim - Golovin				
Golovin - White Mountain				
White Mountain - Safety				
Safety - Nome				
		IditaWalk		

Checkpoints - Southern Distance Steps ✔

IditaWalk

DATE	STEPS	TEAM STEPS	RUNNING TOTAL

One Pager – Iditarod Facts

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™	

Discipline/Subject: Social Studies

Topic: Iditarod Historical Facts

Grade Level: 3rd and up

Resources/References/Materials Teacher Needs:

Computer/Internet access

Lesson Summary:

A One Pager is a collection of facts a student has learned put into a one page presentation. (I use this across the curriculum – books, character studies, math facts, etc.)

Standards Addressed:

CCSS.ELA-LITERACY.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Learning Objective:	Assessment:
Students create a One Pager with the facts they have learned throughout previous Iditarod Lessons.	A rubric can be created based on number of facts, accuracy, readability, etc. The One Pager can be used as an assessment for facts learned during Iditarod unit.

Procedural Activities:

1. After teaching and reviewing an Iditarod unit, introduce the one pager.

2. Give students time to brainstorm facts they learned.

3. Using a computer, have them create a word document using images and text to relate facts about the Iditarod.

4. Print pages.

Materials Students Need:

Computer/Internet Access
Iditarod books – non-fiction

Technology Utilized to Enhance Learning:

Computer
Word Document – example was made in Microsoft Word, but you can also use Pages, Print Shop or Chrome Docs

When doing a Google search for images, be sure to take these steps before using pictures:
Search Tools
Usage Rights
Labeled for Reuse

These steps will allow students to use pictures for their One Pager.

Other Information:

I have also done One Pagers with paper and colored pencils or crayons. Students draw a picture and put a related fact.

Make clear what information you want them to include. Suggestions:
Your One Pager MUST include:
3 pictures with 2 facts for each picture
A map of the Iditarod Trail
A Title and your name

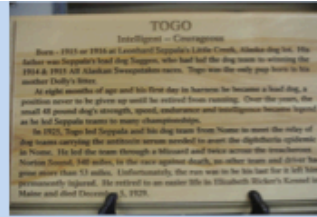You could also give each student a different topic and put the pages together in the form of a book.

Iditarod Facts

Joe Redington is the Father of the Iditarod. He started the race to honor sled dogs.

TOGO
Intelligent — Courageous

Dick Wilmarth won the first Iditarod in 1973. It took him 20 days, 49 minutes and 4 seconds.

Libby Riddles was the first woman to win the Iditarod in 1985. It took her 18 days, 20 minutes, and 17 seconds.

By Joey S.

Dallas Seavey had the fastest finishing time of 8 days, 13 hours, 4 minutes and 19 seconds in 2014.

Colors of the Iditarod

Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™
Idea generated from Alaska Bureau of Land Management

Discipline/Subject: Social Studies/Art

Topic: Colors you see in the Iditarod

Grade Level: 1st – 5th

Resources/References/Materials Teacher Needs:
Pictures
Computer/Internet Access
OR Alaska Magazines to cut up

Lesson Summary:

October 22 is National Color Day. Choose a color and find Iditarod Pictures to create a collage of pictures primarily using that color.

Standards Addressed:

Visual Arts Standard:

Determine messages communicated by an image.
Develop a work of art based on observations of surroundings

Learning Objective:	Assessment:
Using images create a color page based on the Iditarod.	As a creative endeavor, it would be a pass/fail outcome. Look for balance of pictures.

Procedural Activities:

1. Do a search of Iditarod Pictures.

2. Discuss the many colors.

3. Have students choose a color to focus on and find pictures with primarily those colors.

4. Create a picture collage based on the color (see attached example – more examples can be seen at https://www.facebook.com/BLMAlaska/?fref=ts).

5. Add a title of the color they chose.

Materials Students Need:

Computer/Internet Access
Word/Pages/Chrome Documents/ or other Document tool

If doing a paper collage:
Alaska Magazines featuring Iditarod

Technology Utilized to Enhance Learning:

When doing a Google search for images, be sure to take these steps before using pictures:
Search Tools
Usage Rights
Labeled for Reuse

These steps will allow students to use pictures for their collage.

IditarodWhite

Alaska Bureau of Land Management Resource
This is not a formal lesson plan, but information about resources from the Alaska Bureau of Land Management for you to create lessons or pass on Alaska information to your students.
Developed by: Linda Fenton 2013 Iditarod Teacher on the Trail™
Discipline/Subject: Social Studies
Topic: Alaska Geographical Facts from the Bureau of Land Management
Grade Level: 3rd and up
Resources/References/Materials Teacher Needs: The Alaska Bureau of Land Management Facebook page is a great resource A few pictures are attached They are free to reuse as long as credit is given to the Alaska BLM
Lesson Summary: This is not a formal lesson, but a resource guide The information provided can be used for students of all ages
Standards Addressed: Common Core Standard ELA: CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Learning Objective:	Assessment:
Learning geographical facts about the state of Alaska including population, mountains, glaciers and trees	None needed

Procedural Activities:

In teaching about Alaska, I put the pictures and facts into SmartBoard Notebook to share with the class. (You could also use Power Point, Keynote, Chrome Slides, etc.) We discuss the slides and compare them to our own state.

Materials Students Need:

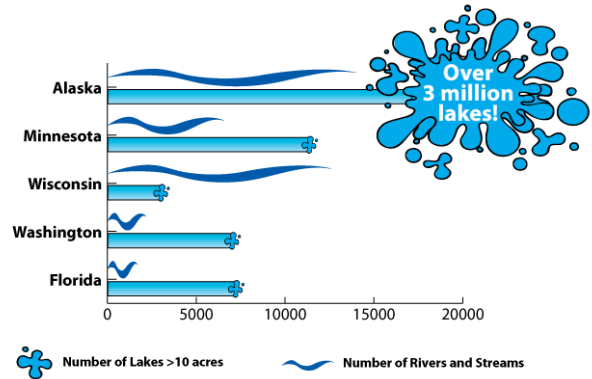**Technology Utilized to Enhance Learning:**

Our school blocks Facebook, but the Alaska Bureau of Land Management Facebook page is the resource for this lesson.
Can take pictures and information from the page and put them into PowerPoint, be sure to credit the Alaska Bureau of Land Management when using.

Examples of pictures from the
Alaska Bureau of Land Management

JUST HOW BIG IS ALASKA?

JUST HOW MUCH WATER DOES ALASKA HAVE?

Over 3 million lakes!

Number of Lakes >10 acres   Number of Rivers and Streams

JUST HOW TALL ARE ALASKA'S MOUNTAINS?
TOP 11 SUMMITS IN U.S. ARE IN ALASKA

ELEVATION in feet

MT. SAINT ELIAS 18,009 ft – 5,489 m
MT. BONA 16,550 ft – 5,044 m
MT. SANFORD 16,237 ft – 4,949 m
MT. HUBBARD 15,016 ft – 4,577 m
MT. HUNTER 14,573 ft – 4,442 m

MT. MCKINLEY 20,236 ft – 6,168 m
MT. FORAKER 17,400 ft – 5,304 m
MT. BLACKBURN 16,390 ft – 4,996 m
MT. FAIRWEATHER 15,299 ft – 4,663 m
MT. BEAR 14,831 ft – 4,520 m
MT. ALVERSTONE 14,564 ft – 4,439 m