

Lesson Plan Title: Compare and Contrast the Yukon Quest & the Iditarod Trail
Sled Dog Race™

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

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

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

Grade Level: sixth, seventh, eighth

Resources / References / Materials Teacher Needs: Compare and contrast article for the Yukon Quest and the Iditarod Trail Sled Dog Race, red and blue colored pencils (optional), the article at this link <http://www.yukonquest.com/about/yukon-quest-race-history> AND this article, <http://iditarod.com/about/history/>

Lesson Summary

After initial activities teaching block and point by point organization, students will apply their skills to an informational article which compares and contrasts two long distance sled dog races. After analyzing this article, they will compare and contrast it with this the Yukon Quest Race History article at this link, <http://www.yukonquest.com/about/yukon-quest-race-history> and with this article, <http://iditarod.com/about/history/>

Common Core Standards:

R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Learning objectives:

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

Assessment:

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

Procedural Activities

1. After completing introductory work on comparing and contrasting and the block and point by point organization methods, students work in small groups to apply their skills to an informational article comparing the Yukon Quest and the Iditarod.
2. Students use colored pencils to identify information about each race. This visually shows them block and point by point organization within the article. Students may use a pencil and use a single underline for one race and a double or squiggle underline for the other race.
3. Students answer questions about the article which require them to apply skills such as making inferences, reading for details, and compare and contrast skills.
4. After analyzing the article, students compare it to the articles indicated by the links in the Materials Students Need section.

Materials Students Need:

Red and blue colored pencils, article about the Yukon Quest and the Iditarod, questions and activities for the article. Access to <http://iditarod.com/about/history/> and <http://www.yukonquest.com/about/yukon-quest-race-history>

Technology Utilized to Enhance Learning:

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

Other Information

Information for the article by Martha Dobson found at www.yukonquest.com, www.iditarod.com, and from Jjay Levy and Ev Vykin.

Modifications for special learners/ Enrichment Opportunities

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