

Lesson Plan Title: Washington, D.C. and the Iditarod

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**Discipline / Subject:** English/Language Arts

**Topic:** Creative writing with suspense

**Grade Level:** Second - Eighth grades

**Resources / References / Materials Teacher Needs:** access to the Redington story link: <http://iditarod.com/remembering-40-years-of-iditarod-on-january-20-1981/> and/or *Champion of Alaskan Huskies* by Katie Mangelsdorf.

**Lesson Summary:**

Students will write a story about what they think happened with the Redington dogs when they came to Washington, D.C.

**Standards Addressed: (Local, State, or National)**

**Oral language**

**Compare/contrast text**

**Writing for a purpose**

VA 2.3 The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.

VA 3.5, 3.9, 4.7, 5.7

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

VA 6.7 The student will write narration, description, exposition, and persuasion.

CCSS.ELA-LITERACY.W, 3.3, 4.3, 5.3, 6.3, 7.3, 8.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Learning objectives:**

1. The student will write a sequential story containing suspense
2. The student will be able to compare/contrast his/her story to the factual story

**Assessment:**

Writing rubric

**Procedural Activities:**

1. Discuss the nation's capital. Contrast it to what the students know about Alaska. Write on the board or on chart paper.
2. Read the first part of the story about the Redingtons coming to Washington, DC in 1981. There is a full version in *Champion of Alaskan Huskies* by Katie Mangelsdorf.
2. Assign students a creative writing activity where the students create the mysterious story of how Redington's dogs were stolen, where they were taken, and how they were recovered *before* revealing the real ending of that tale. Discuss the terms suspense and suspenseful.
3. When they finish, allow students to share their stories with cooperative groups
4. Reveal how the real story went; students will read it on their own and then compare/contrast the real event to their writings.

**Materials Students Need:** Article on the story of the Redington dogs

**Technology Utilized to Enhance Learning:**

Show photos of the Redingtons in Washington DC on the screen  
Students can go to the link using technology to read the final part of the story

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

Graphic organizer to complete story planning  
Word bank of words that show mystery or suspense  
Younger students may orally tell their story ideas