

Balto vs. Togo

Developed by:

Kelly Villar

Discipline / Subject:

ELA

Topic:

Compare and contrast two of the great dogs of the Serum Run, Balto and Togo.

Grade Level:

Second grade and higher

Resources / References / Materials Teacher Needs:

Texts:

Togo by Robert Blake (½ class set)

Balto by Natalie Standiford (½ class set)

The Great Serum Race by Debbie Miller (Read Aloud)

Lesson Summary:

Students will be introduced to the Great Serum Race, then compare Balto and Togos experiences along the trail and after the serum was delivered to Nome. This lesson is designed to take several days.

Standards Addressed: (Local, State, or National)

1. CCSS RL2.6 -Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2. CCSS RL 2.9-Compare and contrast two or more versions of the same story
3. CCSS RF2.3- Know and apply grade-level phonics and word analysis skills in decoding words.
4. CCSS RF2.4- Read with sufficient accuracy and fluency to support comprehension.
5. CCSS SL 2.1- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
6. CCSS SL2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Learning Objectives:

1. Student will describe key ideas and details from a text.
2. Students will use reading strategies learned to enhance comprehension.
3. Student will collaborate and engage in meaningful discussion about their given texts.
4. Students will acknowledge differences of opinions in a polite manner.

Assessment:

- Discussion participation.
T-Chart
Optional- Seesaw post
Journal Entry

Procedural Activities (may take place over several days)

1. Introduce the Great Serum Race. Look at the front cover and the title, *What do you think this book is about?* Brainstorm together what the students think it is about.
2. Read the back blurb to give the students a little background before starting to read.
3. Introduce vocabulary:
 - a. Diphtheria
 - b. Mushers
 - c. Inupiat
 - d. Quarantine
 - e. Athabaskan
4. Use a map to locate Alaska. Look for
 - a. Anchorage
 - b. Nome
 - c. Nenana

- d. Tanana
 - e. Use the Iditarod Trail to point out several other checkpoints the serum stopped at.
5. Read aloud the book The Great Serum Race to the students. While reading include discussion points:
- a. Think about the setting, how is Nome, Alaska different from where you live?
 - b. Why did the serum have to be delivered by sled dog?
 - c. What is the greatest challenge these mushers faced?
 - d. Make a point to talk about Leonhard Seppala with Togo as lead dog and Gunnar Kaasen with Balto.

Day Two

6. Once finished reading The Great Serum Race, divide the class into partners. Give each partner a letter, one is A and the other is B. The A's will then come together and read Balto and the B's will come together to read Togo. Use modifications for students who need extra support in reading these texts. (Togo and Balto are both about the Serum Run but written with each dog as the focus.)
7. While reading the students should note:
- a. What did Togo and Balto do before they were part of the Great Serum Race?
 - b. How did Togo and Balto help their teams make it through the Serum Race?
 - c. What events happened with Togo and Balto after the Serum Race?
8. Once each group is finished reading partners A and B should come back together to discuss their books and create a T-chart to show the similarities and differences.
9. Options for sharing:
- a. Student pairs can create a short video for their Seesaw account talking about the similarities and differences in their stories. These videos are posted to their account for their parents to hear.
 - b. Share in a whole class discussion.
 - c. Students use their T-charts to write a compare and contrast journal entry.

Materials Students Need:

Texts: Togo, Balto, and The Great Serum Race

T-Chart

Technology Utilized to Enhance Learning:

Map display of Alaska

Readings of the various books

Teachertube extension

Seesaw App

Other Information:**Modifications for Special Learners/ Enrichment Opportunities:**

Modifications:

1. Books read aloud either by a teacher or online readings
 - a. Balto-The Bravest Eog Ever by Natalie Standiford
<https://www.youtube.com/watch?v=xCgETbFExvw> This link the student would have to have their own text to follow carefully along with. The reader only shows the front cover.
 - b. Balto-The Bravest Dog Ever by Natalie Standiford
<https://www.youtube.com/watch?v=VPlahlj50pI> This link has a six year old girl reading the book.
 - c. Togo by Robert Blake
<https://www.youtube.com/watch?v=eiL60RB2b6c&t=1231s> This link has a six year old girl reading the book.

Enrichment:

1. Research the history behind the Great Serum Race.
<https://www.teachertube.com/video/balto-amp-togo-247904> (This video should be used in older grades 3+)
2. Interpretive question discussion group: Do you think it was right that Balto received so much attention?

Musher on the Trail

Developed by:

Kelly Villar

Discipline / Subject:

Writing

Topic:

Journal Writing

Point of view

Grade Level:

Second Grade and higher

Resources / References / Materials Teacher Needs:

1. Reproducible journals
2. Access to Iditarod.com and Insider videos

Lesson Summary:

Students will watch daily/ every other day updates of the mushers along the Iditarod trail and write daily journal entries as if they were a musher on the trail. Students will include prizes they have won along the way, positioning in the race, care for their dogs, goals as a musher, feelings and challenges they encounter while on the trail.

Standards Addressed: (Local, State, or National)

1. CCSS W2.3- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2. CCSS W2.8- Recall information from experiences or gather information from provided sources to answer a question.
3. CCSS W2.5- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
4. CCSS L2.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
5. CCSS L2.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6. CCSS SL2.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Learning Objectives:

1. Students will take the point of view of a musher to write a journal along the Iditarod trail.
2. Students will use the conventions of English in their writing.
3. Students will clearly present their experiences along the trail in written form.

Assessment:

Written journal

Procedural Activities (Lesson will take place over many days)

1. Introduce assignment, which will be ongoing throughout the Iditarod race.
2. Students will be jumping into the shoes of a musher along the trail. In doing so they will be writing a daily (every other day- based on your class) journal entry documenting their experiences, challenges, and goals along the trail.
3. Start by looking at a variety of mushers websites to learn about their dogs. What are the different dog positions? What characteristics/character traits make a good sled dog? Lead dog? Create a list of character traits as a class.
 - a. <https://spkennel.com/> Aliy Zirkle
 - b. <http://buserdog.com/> Martin Buser
 - c. <https://huskyhomestead.com/> Jeff King
 - d. <https://iditarodoutsider.wordpress.com/tag/sled-dog-positions/> This website has good descriptions of sled dog positioning

- e. http://teacher.scholastic.com/activities/iditarod/dogs_life/index.asp?article=dogs_life This website has Martin Buser, Gary Paulsen, and Mitch Seavey sharing about what makes a good sled dog.
4. On the first page of the student's journals they will be creating a fictional lead dog for their team. Students will write the name of their lead dog and what character traits this dog has in order to lead your team to victory.
5. Watch clips of the Ceremonial Start in Anchorage, and discuss what the mushers might be feeling. Pay close attention as the mushers leave the starting line, notice the excitement of the crowd, the Iditariders, and the dogs. Then have students write their first entry in their journals pretending that they are a musher. Entries should include introduction of the team and feelings you are having in all of the excitement of the day.
6. The next day watch clips of the actual start and have the students complete another entry. This entry should include feelings you are having about the long trip ahead of you, goals for your time on the trail, and challenges you think you may face.
 - a. http://teacher.scholastic.com/activities/iditarod/dogs_life/index.asp?article=trail In this article Martin Buser, Gary Paulsen, and Mitch Seavey talk about being out on the trail. It will give some good insight as to what mushers might be thinking along the trail.
7. As you continue through the rest of the race, depending on your students, either update each day or every 2-3 days. Each day, whether students are writing or not, follow the race via Iditarod.com Insider videos and GPS. Journal entries could include:
 - a. Challenges they are having along the trail.
 - b. Successes they are having along the trail.
 - c. Positioning in the race.
 - d. Changes you have to make with your team along the trail.
 - e. Feelings you are having.
 - f. Nature and amazing sites you are seeing along the trail.
8. Some checkpoints that should be included, because of the awards given out (be sure to explain each award to the students), are:
 - a. McGrath- Pen Air award (first musher to reach the McGrath checkpoint)
 - b. Iditarod or Cripple (depending on the year)- Halfway award
 - c. White Mountain- Northrim Award (first musher to the White Mountain checkpoint)
 - d. Anvik/Ruby- First Musher to the Yukon Award
 - e. Kaltag- Bristol Bay Native Corporation Fish First Award (first musher to reach the Kaltag checkpoint)
 - f. Unalakleet- First musher to the coast
9. At the end of the race and/or during the race have the students share out their journey as a musher along the trail. Sharing may include:
 - a. Reading an entry on a Seesaw post.

- b. Reading an entry to the class or a partner.

Materials Students Need:

Students will need:

1. Reproducible journal
2. Editing and revising check sheet
3. Access to Iditarod.com Insider videos

Technology Utilized to Enhance Learning:

1. Access to iditarod.com Insider videos and GPS tracker
2. Access various mushers' websites
 - a. <https://spkennel.com/> Aliy Zirkle
 - b. <http://buserdog.com/> Martin Buser
 - c. <https://huskyhomestead.com/> Jeff King
3. <https://iditarodoutsider.wordpress.com/tag/sled-dog-positions/> This website has good descriptions of sled dog positioning
4. http://teacher.scholastic.com/activities/iditarod/dogs_life/index.asp?article=dogs_life This website has Martin Buser, Gary Paulsen, and Mitch Seavey sharing about what makes a good sled dog.

Other Information:**Modifications for Special Learners/ Enrichment Opportunities:**

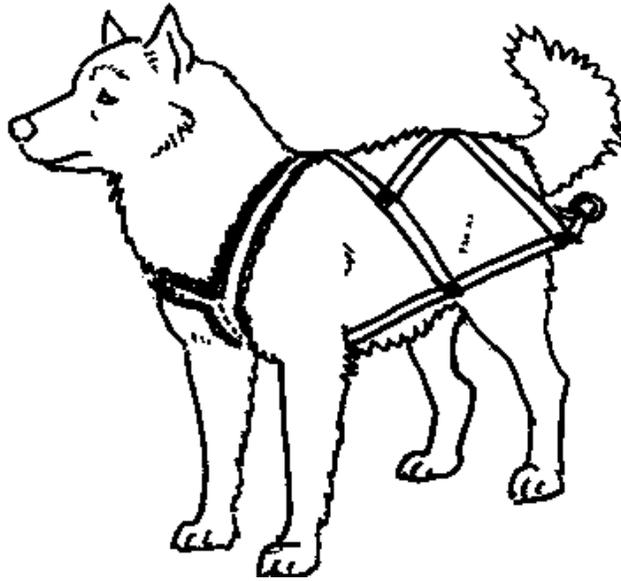
Modifications:

1. Sentences stems for each journal entry.
2. Writing checklist of what to include in each entry.
3. Reduced journal entries
4. Access to google docs vs handwriting (Read write extension or equivalent)

Enrichment:

1. Create an audio recordings of a journal entry; add drawings or other visual displays to the entries.

_____ 's Mushing Journal



(Picture Credit: clipart-library.com)

Lead Dog's Name _____

Describe your team

Comparing Communities

(This lesson is one in a series of Community lessons. Students come to this lesson with prior knowledge of what is a community.)

Developed by:

Kelly Villar

Discipline / Subject:

Social Studies

Topic:

How does my community compare to the communities found along the Iditarod Trail.

Grade Level:

Second Grade

Resources / References / Materials Teacher Needs:

Access to Iditarod.com

Your own Community history and makeup

Lesson Summary:

Students will take a virtual tour of the communities along the Iditarod trail, then compare and contrast their hometown communities. How are we alike how are we different?

Standards Addressed: (Local, State, or National)

GEO 2.4 Explain how the environment affects people's lives.

GEO 2.2 Use geographic representations to describe places and interactions that shape them.

GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of place.

Learning Objectives:

1. Students will identify a community and different types of communities.
2. Students will learn how their community relates to other communities in the US
3. Students will identify the essential components of a community
4. How to maps help us understand a community.

Assessment:

Venn Diagram to compare your own community to one along the Iditarod trail.

Procedural Activities (This lesson will need prior lessons on community)

1. What are some different communities that we know of?
 - a. School community
 - b. Sports community (soccer teams, little league, hockey, etc..)
 - c. Our own town (Mansfield, CT)
 - d. University of Connecticut (How is the college part of our community?)
2. What are the important parts of your community?
 - a. Post office
 - b. Town Hall/ Government Offices
 - c. Schools
 - d. Businesses
 - e. Residential areas
 - f. Library
3. Using the checkpoints on Iditarod.com take the students on a virtual tour of some of the different communities along the trail.
4. Start with Anchorage, read the description, then click on the link for google maps (Landmarks are labeled on the maps). Explore and list what are some of the

things they notice about this community? How is it similar and different to ours?

5. Show a few more checkpoints such as Rainy Pass, Unalakleet, Nulato, Shageluk and talk about what these communities have, or maybe don't have. Many village and towns are located along water, why might that be?
 - a. Transportation
 - b. Food
 - c. Water
6. Give the students time to explore the checkpoints in pairs/small groups/ individually.
7. Once the students have had ample time to explore have each pair/ group/ or individual student choose one checkpoint to explore further and complete a venn diagram to compare and contrast the chosen community to our own. How are we alike and different?
8. Other resource websites
 - a. <https://iditarod.com/zuma/virtual-trail-journey-checkpoint-pronunciation-and-quick-facts/>
 - b. [Http://teacher.scholastic.com/activities/iditarod/explore/index.asp?article=odddnumber_year](http://teacher.scholastic.com/activities/iditarod/explore/index.asp?article=odddnumber_year)
9. Students share what they learned about their community.

Materials Students Need:

Students will need:

1. Access to Iditarod.com and Google Earth
2. Venn Diagram

Technology Utilized to Enhance Learning:

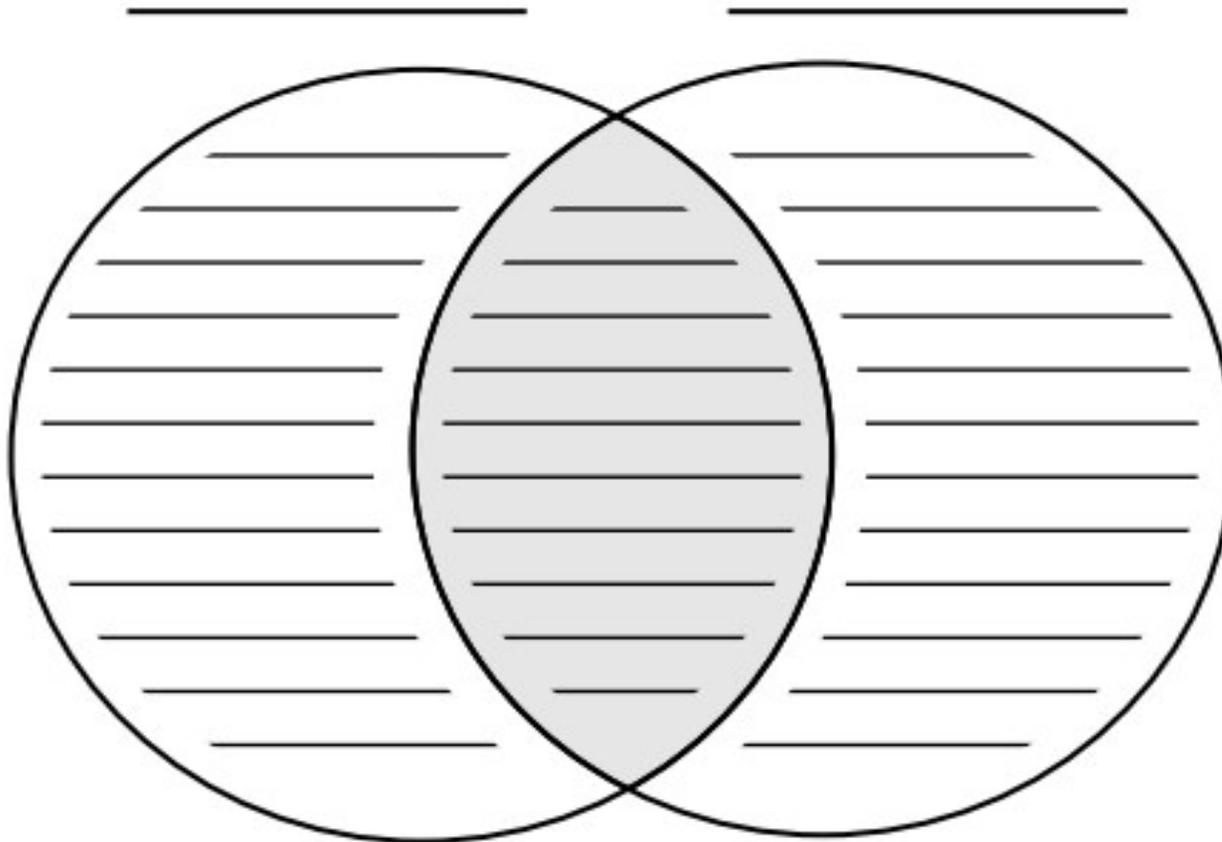
Iditarod.com
Google maps

Other Information:

Directions: Compare and contrast your hometown to a town/village along the Iditarod Trail.

Venn Diagram

Name _____



Month	Lesson Theme or Topic
July	<p>Topic: Art Connections</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. Research the Northern Lights to have an understanding of the science behind them. Imagine you are a musher on the Iditarod trail. It is a clear night and the dogs are running smoothly. You take time to look around and enjoy the amazing scenery. You notice a strange glow in the sky. Create a painting of what you have seen and write a short paragraph to tell the science behind the light. Extension: Create a tale to explain what you are seeing in the sky. 2. Look at various pictures of Alaska's wildlife and scenery and create a book of poetry. Use Dogteam by Gary Paulsen as a mentor text. 3. Listen to Hobo Jim's Iditarod Song, then imagine you are a musher on the trail and write a song to share about your trip through the Alaskan wilderness. Perform to the class, or record.
August	<p>Topic:Iditarod Air force</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. What characteristics does a person need to have to be part of the Iditarod Air force? 2. The TOT™ rides with the Iditarod Air Force. Research the types of planes they fly and the terrains that impact their travel.
September	<p>Topic:Beginning of the school year and Building a classroom community of learners</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. How does my community compare to other communities? 2. What is essential for a community? 3. How can I make a difference in the community? 4. Community of mushers, and the communities along the trail. How do they work together.

October	<p>Theme: Perseverance</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. What does it mean to persevere? Why does perseverance inspire us? 2. Perseverance in literature <ol style="list-style-type: none"> a. The Great Serum Race b. Togo c. Balto
November	<p>Theme: Courage</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. Author Study- Gary Paulsen 2. Connections to courage and being a musher on the Iditarod trail.
December	<p>Topic: Following the Rules of the Iditarod</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. Examine the Iditarod Race rules for 2020. <ol style="list-style-type: none"> a. Math Connection 2. 2020 Mushers
January	<p>Topic: History and Landscape</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. Gold Rush Fever-Examine and research the Gold Rush. How did the gold rush affect Alaska? <ol style="list-style-type: none"> a. <u>Gold Rush Fever</u>- Barbara Greenwood b. Explore Iditarod “Ghost Towns” 2. History of the sled dog in Alaska. 3. Landscape of Alaska

February	<p>Theme: Kindness (Random Acts of Kindness Day February 17th)</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. What does kindness look like at school, home, and in the community? What can I do to show kindness 2. Kindness along the Iditarod trail. Kindness of the different community members. Kindness to the dogs.
March	<p>Topic: The Race</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. Iditarod 2. Journal on the trail 3. Design a Sled 4. Sled Dog races around the World Compare and Contrast <ol style="list-style-type: none"> a. Jr Iditarod b. Yukon Quest c. Femund d. Finnmarksløpet
April	<p>Topic: Earth Day</p> <p>Lesson Ideas:</p> <ol style="list-style-type: none"> 1. Research Project: Environmental/Climate impact on Alaska. How is the rise in temperatures changing and impacting Alaska? 2. Impact on wildlife.
May	<p>Topic: Animal Adaptations</p> <p>Lesson ideas:</p> <ol style="list-style-type: none"> 1. Compare Connecticut climate to Alaska's climate. Animals that can survive in Connecticut that can and cannot survive in Alaska and why? 2. Animals on the trail