

Lesson Plan Title: Changing Checkpoints

Developed by: Heidi Sloan, 2018 Teacher on the Trail™

Discipline / Subject: Reading

Topic: compare/contrast

Grade Level: 4th – 6th

Resources / References / Materials Teacher Needs: *Iditarod, The First Ten Years* book

Lesson Summary: Students read an article then compare and contrast checkpoints from past and present

Standards Addressed: (Local, State, or National)

CCSS.ELA-LITERACY.RI.4.6, 5.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA-LITERACY.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Learning objectives:

- The student will comprehend information in the text
- The student will compare and contrast past and current information

Assessment:

Student diagrams, responses

Procedural Activities

1. At a center during reading, have the *Iditarod, The First Ten Years* book, or type up the story and place in Google Classroom
2. Post questions
3. Students read page 94 “Checkpoints Map, Then and Now” by Jon VanZyle
4. Students go to Iditarod.com, go to Race Center tab, and Checkpoints link
5. Draw a Venn diagram on paper. Begin to compare and contrast the checkpoints from the past and the present. Start with one route (northern or southern). Repeat with the other.
6. Have a partner talk or class discussion on what checkpoints have changed over the years, using the Venn diagram to defend your comments.
7. Read page 95 “Mishka Deaphon” by Jon VanZyle to learn why one stop is no

longer used.

8. Read page 107 “Ghost Town Comes to Life” by Peggy (Windahl) McFarland

Materials Students Need:

1. Internet to search Iditarod.com
2. Paper or Venn diagram already printed for students to use

Technology Utilized to Enhance Learning:

Computers for research

Other information:

Modifications for special learners/ Enrichment Opportunities

For enrichment, let students know that there is an award for the best checkpoint during each Iditarod race. After reading the information on each checkpoint (click on each checkpoint under Race Center tab on Iditarod.com), have students write a persuasive paragraph on which checkpoint they feel is the most important or best for helping mushers on the Iditarod Trail.