

Musher on the Trail

Developed by:

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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 trial 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 trial. 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.
 - . 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:
 - . Challenges they are having along the trail.
 - a. Successes they are having along the trail.
 - b. Positioning in the race.
 - c. Changes you have to make with your team along the trail.
 - d. Feelings you are having.
 - e. 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:
 - . McGrath- Pen Air award (first musher to reach the McGrath checkpoint)
 - a. Iditarod or Cripple (depending on the year)- Halfway award
 - b. White Mountain- Northrim Award (first musher to the White Mountain checkpoint)
 - c. Anvik/Ruby- First Musher to the Yukon Award
 - d. Kaltag- Bristol Bay Native Corporation Fish First Award (first musher to reach the Kaltag checkpoint)
 - e. 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:
 - . Reading an entry on a Seesaw post.
 - a. 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:

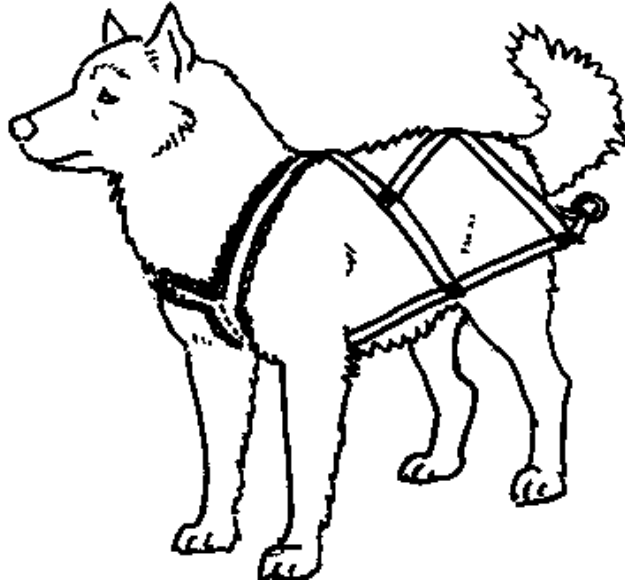
Modifications:

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
