

LISA WILEY

# IDITAROD TEACHER ON THE TRAIL™ FINALIST



# TABLE OF CONTENTS

- Brief Introduction
- Lesson #1: The Amazing Sled Dog
- Lesson #2: The Historic Iditarod Trail
- Lesson #3: Tales from the Trail
- Questions/Resource Share



I MOVED TO NOME, ALASKA, IN  
1993 AND LIVED OFF THE GRID  
FOUR MILES FROM TOWN.



# FELL IN LOVE WITH ALASKA AND SUBSISTENCE LIVING





ALARIS

Sport

112.90

EPIC ADVENTURES ABOUNDED!  
KAYAKED FROM PILGRIM HOT SPRINGS  
TO BREVIG MISSION



IDITAROD FEVER BEGINS!



# CLOSE RACE! WATCHING THE MUSHERS FROM THE SHORE IN NOME





I BECAME  
FRIENDS WITH  
MARTIN BUSER,  
WHO HAS  
GIVEN ME  
THREE SLED  
DOGS.



**MARTIN BUSER**

TWO TIME CHAMPION



1994





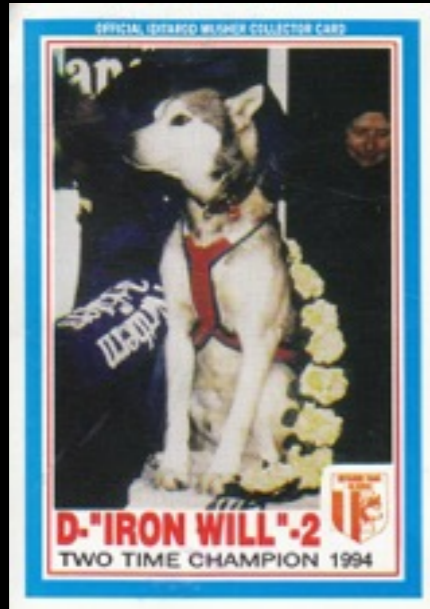
SKIJORING  
AT DUSK

A light-colored puppy with blue eyes standing on a white surface. The puppy is looking directly at the camera with a calm expression. Its fur is a mix of cream and light tan, and its ears are pointed upwards. The background is a plain, bright white surface.

BORN TO RUN  
athletes of the iditarod

**LESSON PLAN #1:  
THE AMAZING SLED DOG**

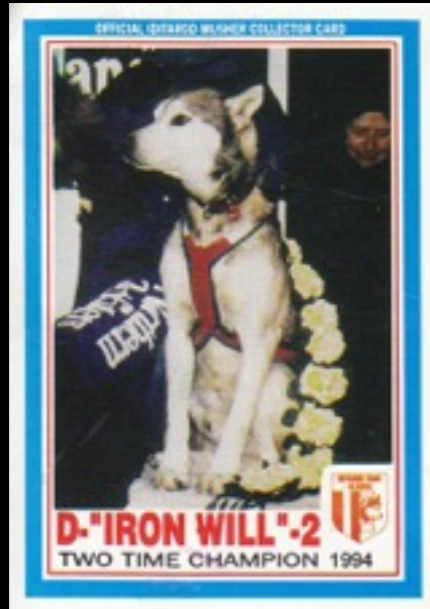
PHOTOGRAPHY BY ALBERT LEWIS



# LESSON PLAN #2: THE AMAZING SLED DOG!

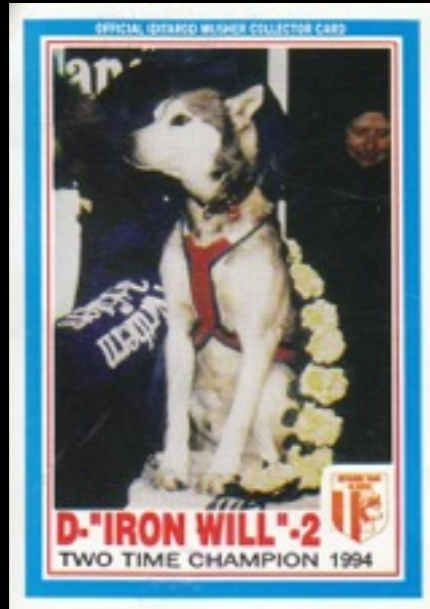
Subject: Language Arts/Social Studies/Science

Grade Level: 1-12



## LESSON SUMMARY:

Students will learn about the unique nature and scientific benefits of sled dogs. Students will start by learning about the breed overall. Students will learn about the unique roles played by the dogs on the team. Students can choose a role to play on the team. Then, we will ask students to write a profile of a sled dog, modeling from examples. Optional extension assignments exist.



## LEARNING OBJECTIVES:

Students will learn about the roles sled dogs play on the team.

Students will learn about the genetic background of the dogs.

Students will utilize their writing and research skills to create a sled dog profile.

Older students will learn about how sled dogs are able to run for so long without lactic acid buildup.

Older students will learn why scientists are studying sled dogs for human impacts, i.e. curing diabetes.



# PROCEDURAL ACTIVITIES

Introduce the amazing sled dog by sharing pictures from *Born to Run* by Albert Lewis.

Share the Alaska Dispatch about Runaway May <http://www.adn.com/article/20140301/meet-sled-dogs-runaway-may>

Show the Iditarod video "Why Do They Run?"

Teach about the breeding history of the dog.





# PROCEDURAL ACTIVITIES

Teach the positions the dogs play on the team. Have students choose which role they'd play and why. Extensions could include having the class accomplish a role as a hooked-up team.

Pass out the new articles from Outside Online and/or Scientific American. Have students read the article on their own after starting to read it as a group, or read the entire article as a group. Take notes on the attached worksheet.

Discuss the incredible endurance of sled dogs compared to humans. Compare/contrast abilities.

Discuss the implications if humans could metabolize like sled dogs.



## RESOURCES/REFERENCES/ MATERIALS:

For this unit, I have utilized resources and created curriculum for elementary, middle, and high school. All of the curriculum can be interchangeable, but it does become more scientifically complex.

### **Elementary School**

- \*[Born to Run](#), by Albert Lewis (excellent sled dog picture book)
- \*[http://teacher.scholastic.com/activities/iditarod/dogs\\_life/index.asp?article=for\\_dogs](http://teacher.scholastic.com/activities/iditarod/dogs_life/index.asp?article=for_dogs) (good overview on sled dogs, their endurance, and drive)
- \* <http://www.pbs.org/wnet/nature/sled-dogs-an-alaskan-epic-interactive-dogsledding-101/4355/> (great interactive power point about sled dogs and equipment for dog mushing)

OFFICIAL IDITAROD MUSHER COLLECTOR CARD



**D-"IRON WILL"-2**

**TWO TIME CHAMPION 1994**





# RESOURCES/REFERENCES/ MATERIALS:

## Middle School

- \* <http://iditarod.com/video/why-do-they-run/> (professional video showcasing sled dog endurance and drive)
- \* <http://iditarodoutsider.wordpress.com/tag/sled-dog-positions/> (great resource detailing sled dog positions on the team)
- \* <http://video.nationalgeographic.com/video/news/150130-sled-dogs-race-vin> (great current video from National Geographic about sled dogs)
- \* <http://www.pbs.org/wnet/nature/sled-dogs-an-alaskan-epic-balto/3145/> (history of Balto with photos)
- \* <http://news.nationalgeographic.com/news/2015/01/150131-sled-dog-alaskan-husky-racing-iditarod-winter-video-culture/> (another resource for sled dogs positions on team)

## Iditarod Bound - SEATTLE

3-year-old male. He's given name was really Chief Seattle but Chief sounds too mush like gee (right turn command) so we shortened his name to Seattle. However, he really acts like a Chief. He's a great lead dog but doesn't line the team out at rest stops. He likes to wander back into the team, which results in quite a tangle. Still young and learning. He is sort of spring-loaded and can easily head-butt a person when he jumps up to visit with you. He just sees it as a sign of affection but it can be really painful in the chin. Ideally built dog, 60 pounds, long legs, long body and great angulation – big shoulder blades, long humorous bone, sloping croup in rear and well-placed hocks. Went on Iditarod with James Volek as a yearling. Seattle litter theme.





## RESOURCES/REFERENCES/ MATERIALS:

\*<http://www.outsideonline.com/fitness/endurance-training/It-s-the-Dog-in-You.html> (scientific article involving current studies of sled dog metabolism and glucose)

\*<http://www.scientificamerican.com/magazine/sa/2009/06-01/> (scientific article on sled dog fat metabolism)

\*<http://www.adn.com/article/20130314/long-journey-home-may-missing-iditarod-sled-dog> (feature article about Runaway May)

[http://www.adn.com/  
article/20130314/long-  
journey-home-may-  
missing-iditarod-sled-  
dog](http://www.adn.com/article/20130314/long-journey-home-may-missing-iditarod-sled-dog)



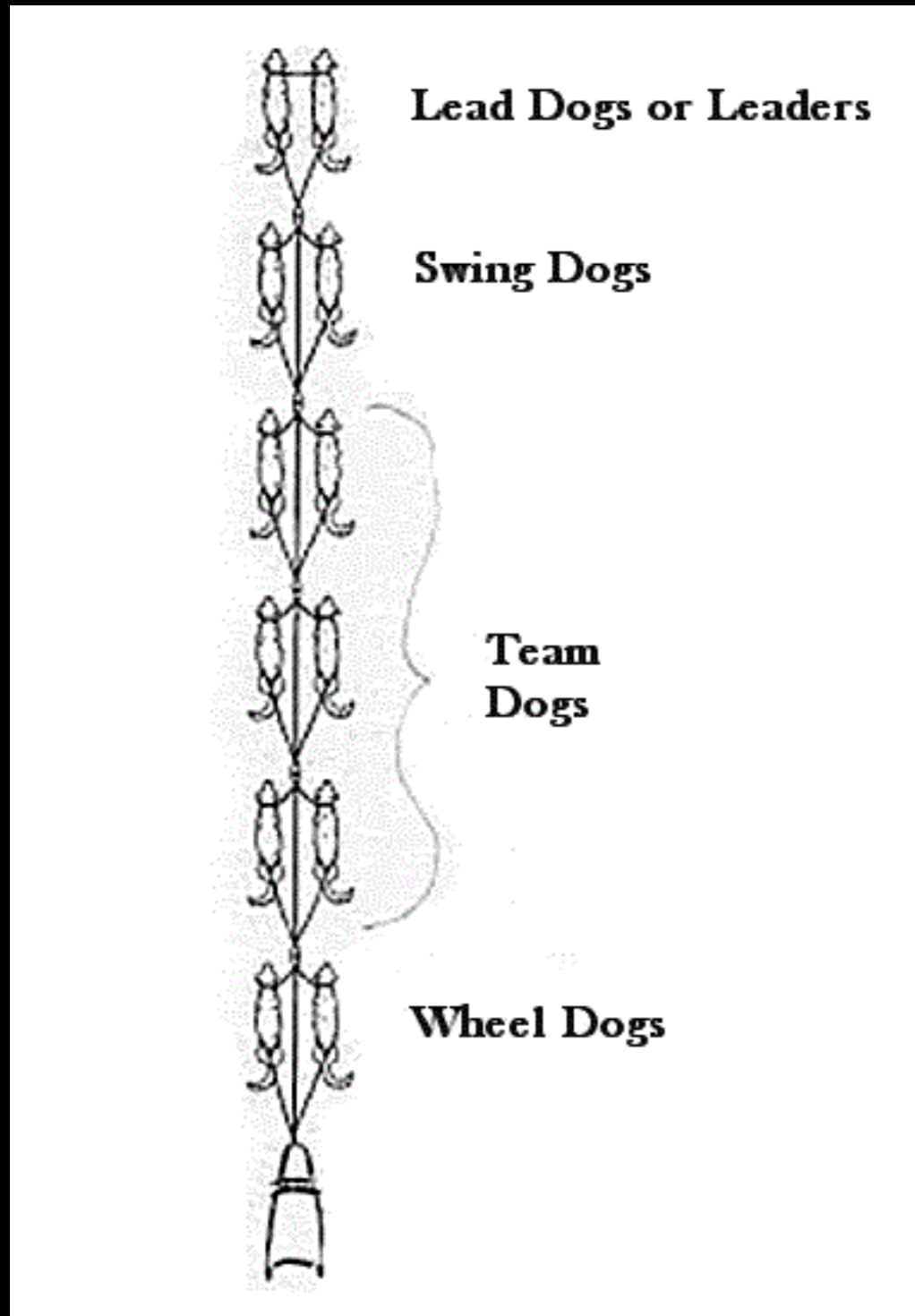


## **SLED DOG PROFILE**

**Write at least one page with your best writing, telling the audience about an amazing dog. Describe the dog physically in detail, and include a photo or drawing if possible. Describe the personality traits of the dog, modeling from the writing samples shown in Born to Run, Martin Buser's profile on his dog Seattle or an article in the newspaper with more details, i.e. Runaway May.**



<http://iditarodoutsider.wordpress.com/tag/sled-dog-positions/>



Where would you be on the team?



## **The Amazing Sled Dog! Sled Dog Physiology Worksheet**

Use the Scientific American and Outside online articles to complete the following questions.

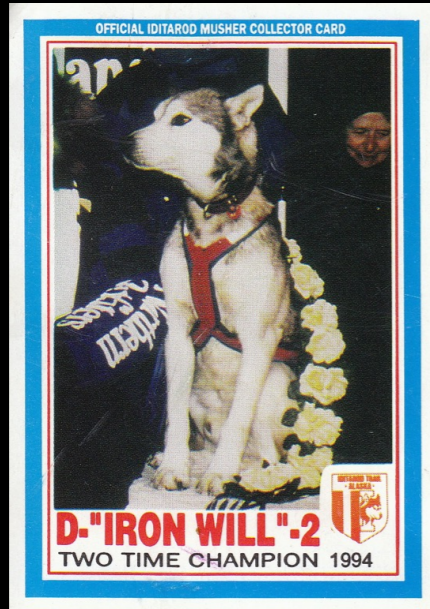
Your name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

- 1. What unique strengths (attributes) make the sled dog “Born to Run”?**
- 2. What are the breeds that run on modern dog teams?**
- 3. How and why have sled dogs changed genetically over time?**
- 4. What is an Alaskan Husky and what is the genetic background?**
- 5. What are modern scientists currently studying about the sled dog?**
- 6. What are they hoping to apply to humans?**



## Assignment Enrichments

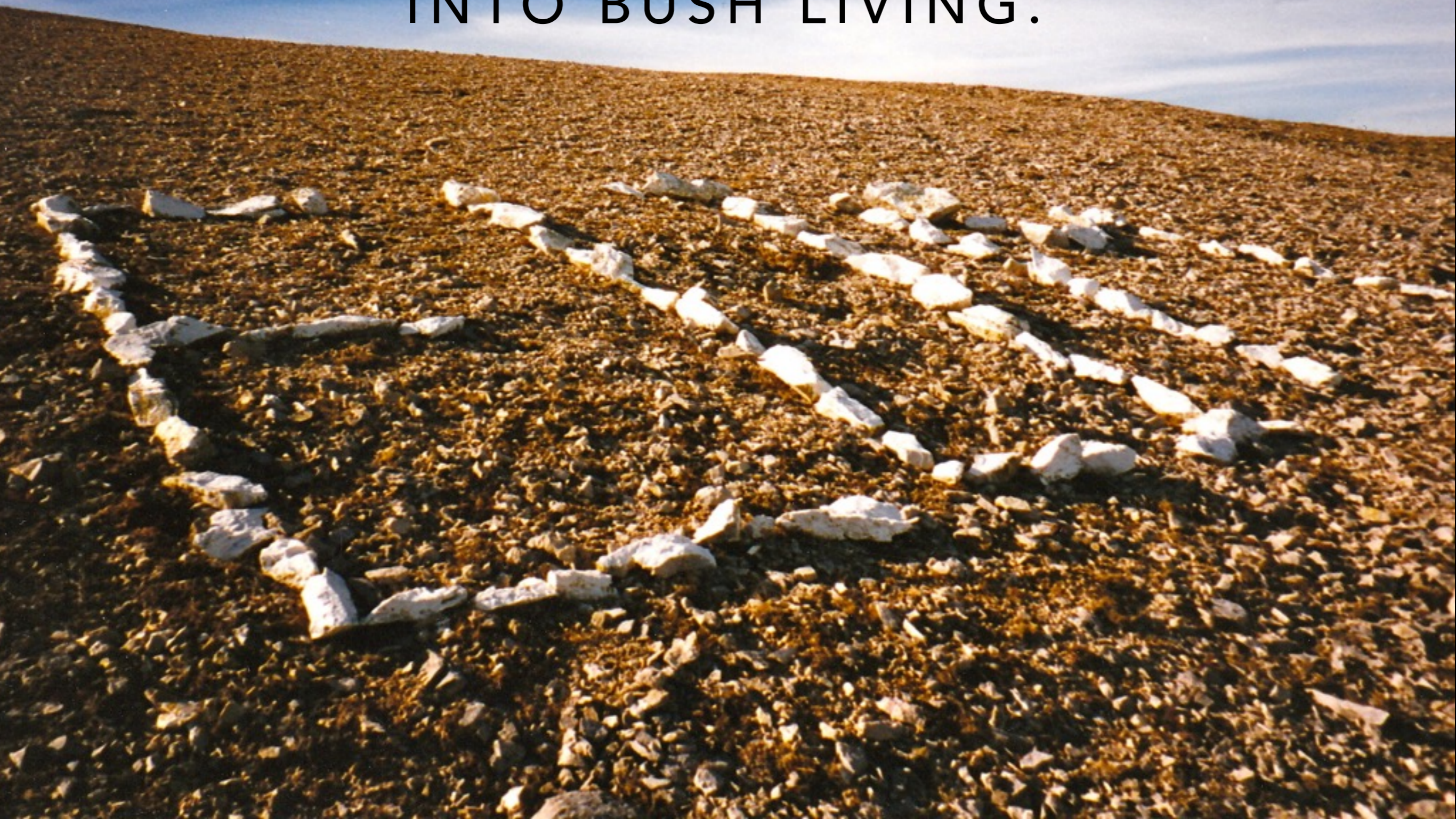
- **Make an fantasy Iditarod team.**
- **Draft a team from your favorite musher's dogs. For an extra challenge, tell which position (lead, wheel, swing, or couch dweller) you think the dog would perform best.**
- **Make a blog from the perspective of your favorite sled dog, ie. Zuma's Paw Prints: <http://iditarod.com/zuma/meet-the-k9-journalist-team/>**
- **Make a set of husky or dog mushing trading cards.**
- **Pick which role students would play on a dog team and write down why. If time, have the students line out as a team and accomplish a goal together.**
- **For more advanced students, write a paragraph telling what animal you think humans would benefit from studying more and perhaps adapting some of the animal's qualities? Tell why. Propose a scientific study.**



## ADDITIONAL INFORMATION

If teachers want to modify these lessons , several reputable articles exist online about current sled dog research. Here's a link to great upper level sled dog genetics curriculum by Teacher on the Trail™ Martha Dobson and Susan Harrington here: <http://iditarod.com/teacher/science-lessons/>.

AFTER FOUR YEARS IN NOME, I  
MOVED TO ELIM TO FURTHER DELVE  
INTO BUSH LIVING.





## What's In a Name? Place Names Along the Iditarod Trail

### Seward

For Secretary of State William Seward, who arranged the purchase of Alaska from Russia in 1867 for \$7.2 million, or around 1.9 cents per acre.

### Portage

Named for a bay on the Prince William Sound side of a mountain pass covered by a glacier of the same name.

### Girdwood

For Colonel James Girdwood, who found and formed a number of mines in Glacier Creek valley.

### Anchorage

First known as Ship Creek, the waters off the creek were charted as "Knik Anchorage." The U.S. Post Office later shortened the name to Anchorage.

### Wasilla

Named for a respected local Dena'ina Athabaskan chief.

### Ophir

Named by miners for the lost country of Ophir, the source of the King Solomon's gold in the Old Testament.

### Ruby

Named after the red-colored stones found on the riverbank, which were thought by prospectors to be rubies.

### Iditarod

Originally 'hidehod' or 'Haiditarod', meaning a "distant place" in the Ingalik Native language, or "clear water" by the Shageluk Natives for the river of the same name.

### Unalakleet

Means "from the southern side."

### Nome

Town name created as a result of a spelling error. A government draftsman noted a prominent unnamed point on Norton Sound as "name?" The map engravers mistook the "a" for an "o", thereby naming the landmark Cape Nome.











# WATCHING THE DOGS PLAY IN ELIM, ALASKA







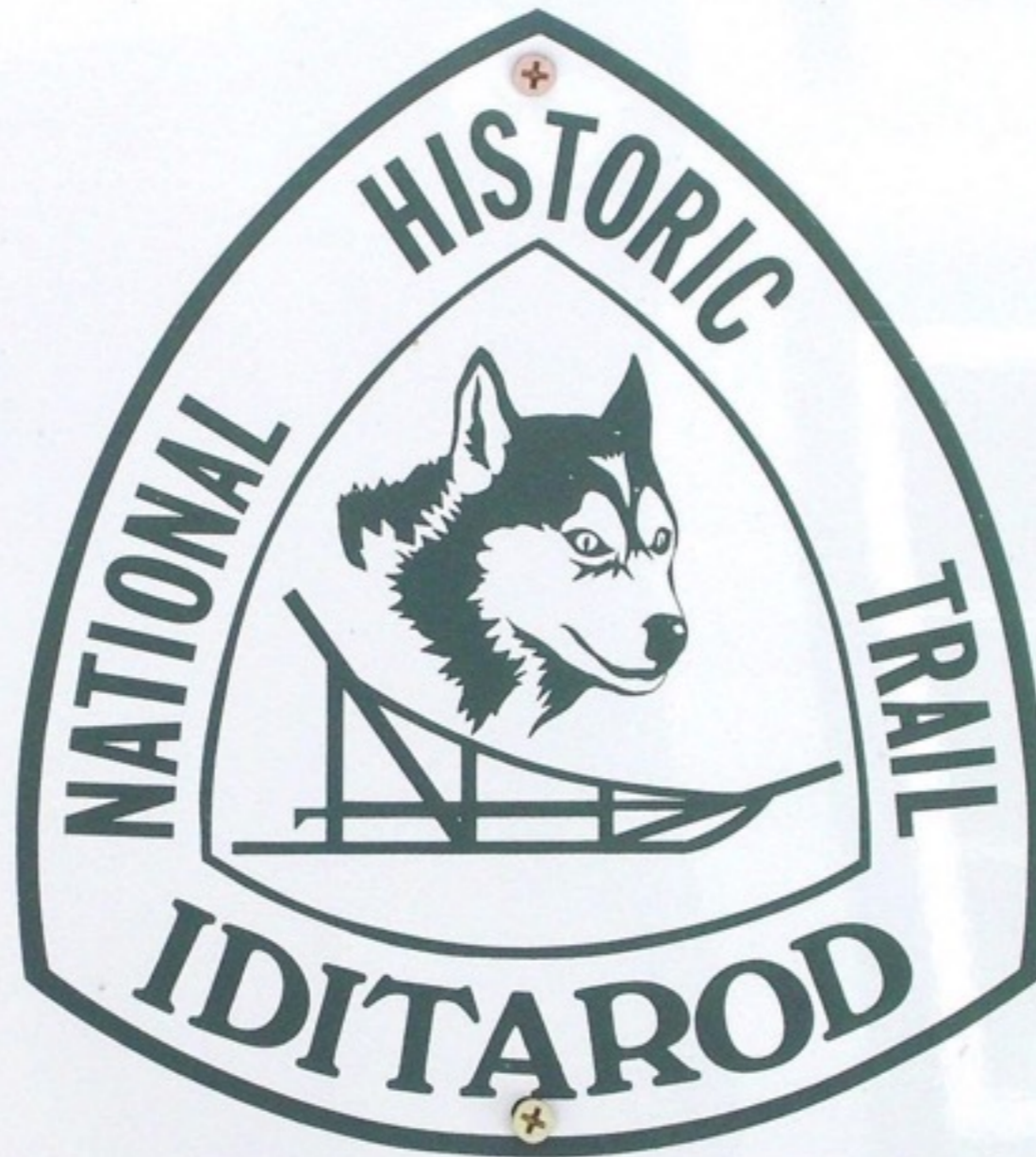


DEEDEE JONROWE LEADING  
THE PACK IN ELIM, 1998.

MY ADOPTED  
DOG TEAM



# LESSON PLAN #2: IDITAROD TRAIL HISTORY







# IDITAROD TRAIL HISTORY: HOW AND WHY THE LAST GREAT RACE STARTED

Subject: Language Arts/Social Studies/Science

Grade Level: 4-12



## LESSON SUMMARY:

Students will learn about the history of the National Historic Iditarod Trail. Then, they will learn about the diphtheria epidemic in Nome and the decision to use sled dogs teams to get the serum. Finally, the history of the modern sled dog race will be taught. This lesson will either take place over a long, block period or a couple regular class periods.



## LEARNING OBJECTIVES:

Students will learn about the Historical Iditarod Trail, its ties to the Gold Rush, its creation, the mail run, and the impacts of snow machines and airplanes on the trail.

Students will learn about the diphtheria epidemic, including the causes, symptoms and cure for the disease.

Students will learn why the dog team was the best method to get the serum to Nome.

Students will learn about the success of the serum relay despite the harsh conditions, and the successful halting of the epidemic.



## LEARNING OBJECTIVES, CONTINUED:

Finally, students will learn about the development of the Iditarod race years after the original serum run.

Students can use technology to make the race alive with the Serum Run game.

Students may connect the diphtheria epidemic to modern disease epidemics.

Students may decide to become involved in local trail stewardship.



First dogteam Nome to Seward  
S. Sexton



# PROCEDURAL ACTIVITIES

The teacher will ask students to write a quick paragraph detailing what they know of the Iditarod Trail and its history.

The teacher, using the Bureau of Land Management's website, will share the unique history of the Iditarod trail. Worksheet to emphasize main points attached.

The teacher will tell about the symptoms, spread of, and history of diphtheria. Worksheet to emphasize main points attached.

The teacher teaches how the serum cured the disease.

Learn about the debate to use dog teams vs. airplanes for the serum. Students who want an extra challenge can conduct a mock debate telling about the pros and cons of each style. (Assignment attached.)



# PROCEDURAL ACTIVITIES, CONTINUED

Students will see how the dog teams and mushers relayed the serum successfully to Nome.

They can use the LiteSit website to see maps, learn about the villages, and problem-solve their way down the trail to Nome. Students can play the serum run game online at: <http://www.alaskakids.org/layouts/alaskakids/games/alaska/index.htm>

Students, using the [www.iditarod.com](http://www.iditarod.com) website, will explore the history of the sled dog race.

Students will research to see where the closest National Historic Trails exist near their school.

Students may chose to develop a service learning plan to take stewardship of the trail. (Activity sheet attached.)



# RESOURCES/REFERENCES/ MATERIALS:

<http://www.cnugachchildrensforest.org/programs/education/itrec> (itrec program that educates about the original Iditarod trail. Includes curriculum and ideas for service learning)

\*<http://www.blm.gov/ak/st/en/prog/nlcs/itarod.html> (Bureau of Land Management's website with educational links)

\*[The Cruellest Miles](#) by Gay Salisbury, the first chapters

\*<http://iditarod.com/about/history/> (summary of the trail history and the origins of the race, focus on the Redingtons and Dorothy Page)

\*<http://www.litsite.org/index.cfm?section=Digital-Archives&page=Land-Sea-Air&cat=Dog-Mushing&viewpost=2&ContentId=2559> (Alaska website, including an interactive, problem-solving game about the Serum Run)

\*<http://www.cdc.gov/features/Diphtheria/index.html> (Center for Disease Control info on the original serum run and diphtheria)

\*<http://www.alaskaweb.org/disease/1925serumrun.htm> (history of the original serum run)





STEVE MELCHOR DOG TEAM — SEWARD ALASKA

ALASKA SHOP



# ADDITIONAL INFORMATION

## ADDITIONAL INFORMATION:

Students can also study the role of the famous lead dogs, like Balto, who helped guide the mushers safely through raging storms and -50 weather to reach Nome. There was controversy with musher Leonard Seppala not feeling like his lead dog, Togo, was honored as much as famous Balto. Interested teachers may want to have students research both dogs and their miraculous runs, as well as why Balto became a household name while Togo did not. The teacher could modify the debate lesson plan to make it a debate on whether Togo or Balto deserves the fame and glory, or if it should have been given to both dogs. Here is a link to prior Teacher on the Trail™ Jen Reiter's lesson plan about Togo: <http://iditarod.com/teacher/giving-a-hero-his-due/>





**Iditarod Trail History:  
How and Why the Trail and Race Started  
The National Historic Iditarod Trail**

Your name \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_\_ Due date \_\_\_\_\_

**Did you realize that the National Historic Trail existed long before the Serum Run in 1925? The Alaska Road Commission utilized old trading/trapping trails from Native Alaskans, gold rush transport routes, mail runs, and Russian Fur Trapping trail networks to connect a trail all the way from Seward to Nome. Use this website to research the original trail:  
<http://www.blm.gov/ak/st/en/prog/nlcs/iditarod/history.html>**

**Answer the following questions after researching the history of the original trail.**

- 1. Where does the National Historic Trail start and end?**
- 2. How long is the trail? Tell the actual mileage.**
- 3. How was the trail created?**
- 4. What were the original uses of the trail?**
- 5. What are some of the reasons that the trail use declined starting in 1920?**
- 6. How was the Iditarod Trail used as part of the original serum run in 1925?**



## **Iditarod Trail History: The Original Serum Run**

Your name \_\_\_\_\_

Date \_\_\_\_\_ Period \_\_\_\_\_ Due date \_\_\_\_\_

**Use the following resources to help get you started learning about the background of the Serum Run.**

**The Cruellest Miles, by Gay Salisbury**

**<http://www.litsite.org/index.cfm?section=Digital-Archives&page=Land-Sea-Air&cat=Dog-Mushing&viewpost=2&ContentId=2559>**

**Answer the following questions with detail in complete sentences.**

- 1. What is diphtheria?**
  
  
  
  
  
  
  
  
  
  
- 2. What are the symptoms of the disease?**
  
  
  
  
  
  
  
  
  
  
- 3. What happens to the victims of the disease?**
  
  
  
  
  
  
  
  
  
  
- 2. In 1925, what was the cure for diphtheria?**
  
  
  
  
  
  
  
  
  
  
- 3. How did Doctor Curtis Welch find out about the spread of the disease? Who were the first victims?**
  
  
  
  
  
  
  
  
  
  
- 4. What things did Dr. Welch do to try to stop the spread of the disease?**



**Iditarod Trail History:  
How and Why the Trail and Race Started  
The National Historic Iditarod Trail**

**Extension Activity**

**Option 1: Debate.**

**Divide your class into two teams. Have one group research why dog mushing was considered a better option than using airplanes for the serum run. Have the other group research why airplanes were also considered a viable option. Both groups should pick 3 to 5 main reasons and be ready to back them up with research and data. Students can fill out this sheet to prepare.**

**Reason 1:** \_\_\_\_\_

**Data backing this up:**

**Source where you found the data:**

**Reason 2:** \_\_\_\_\_

**Data backing this up:**

**Source where you found the data:**

**Reason 3:** \_\_\_\_\_

**Data backing this up:**

**Source where you found the data:**

**Reason 4:** \_\_\_\_\_

**Data backing this up:**

**Source where you found the data:**

**Reason 5:** \_\_\_\_\_



**Iditarod Trail History:  
Option 2: Service Learning**

**Have your students identify national historic trails in your area.**

**If there are none, students can identify trails of local importance.**

**If there are several trails, students can research the trails in small groups and deliver a pitch to the class about why the class should choose that trail as a group.**

**1. Write down the trail's name.**

**2. Write down why it's an important trail to your community.**

**3. Find out who helps maintain the trail. Write down the organization and the main person in charge below.**

**4. Contact the person in charge, and ask how your class can help. Write down how below.**

**5. Adopt the trail as a class! Maintain and care for the trail by helping in any way possible. Write a proposal to the class or school, pitching your project and why it is important.**



# ASSESSMENTS



# LESSON PLAN #3: STORYTELLING AND THE IDITAROD



# BIKE TOURING FROM ANCHORAGE TO HAINES





# ARCTIC CARIBOU INN

*at Prudhoe Bay*

## WELCOME TO PRUDHOE BAY



ANOTHER DAY OF HAULING MY GEAR  
TOWARDS THE BROOKS RANGE. MY  
VERSION OF MUSHING.





Naughty puppy!

# WINTER AVALANCHE STUDIES



Thompson  
Pass  
drop

ELEV. 2678'

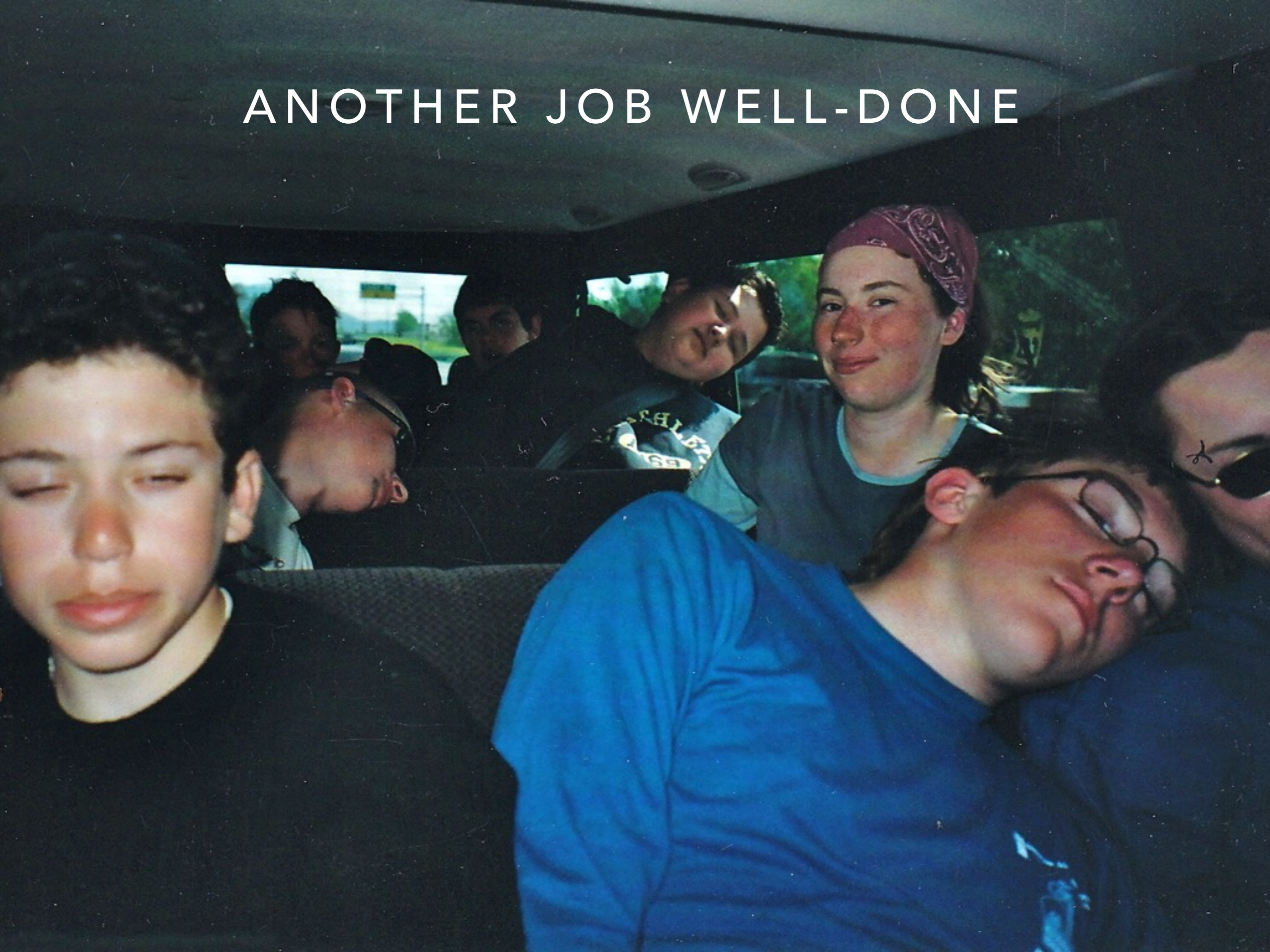




SIGN OF A JOB WELL-DONE



ANOTHER JOB WELL-DONE





When I moved to Alaska in 1993,  
the glacier was ~80 feet thick  
where I am standing in 2015.





SKI • BIKE • FOOT • SNOWSHOE



**IDITA  
SPORT**



**HUMAN POWERED  
ULTRA-MARATHON**

IN ALASKAN WINTER EVENT





# LESSON PLAN #3

## STORYTELLING

Subject: Language Arts/Social Studies/Science

Grade Level: 4-12



## RESOURCES/REFERENCES/ MATERIALS:

Classroom visitors/presenters, like mushers, vets, handlers, and dogs, should be invited if possible to bring the stories alive. Local storytellers will also be excellent resources.

- <http://wiki.bssd.org/index.php/Storytelling> (storytelling unit from the Bering Strait School District)
- <http://jukebox.uaf.edu/site7/akmushing> (Incredible resource including slide shows of many historic mushers with audio recordings)
- (story of legendary dog musher George Attla)
- <http://tinyurl.com/lunbax7> (the video of Jeff King)
- Winterdance by Gary Paulsen (non-fiction account by a rookie musher and accomplished nature writer)
- [www.arcticentries.com](http://www.arcticentries.com) (Anchorage based storytelling organization and event)
- map of the Iditarod trail (see [iditarod.com](http://iditarod.com))



## LESSON SUMMARY:

Students will listen to accounts from primary/secondary sources, watch video clips, and read stories from the Iditarod. Then, they will either rewrite a historical tale from the trail with a fresh and unique perspective, or they will write their own original fictional account from the trail based on a historic event.





## LEARNING OBJECTIVES:

Students will read at a level which teaches individual terminology and vocabulary.

Students will listen to primary resources (either guest speakers, Gary Poulsen's Winterdance or video clips) to connect with the 1st person narration.

Students will watch an exciting and dangerous live video clip from Jeff King in Iditarod 2015.

Students will learn about historic events.

Students will learn about overcoming adversity and obstacles despite repeated challenges.

Students will integrate the shared stories to write their own fictional or historical tale from the trail.



# ASSESSMENTS



# PROCEDURAL ACTIVITIES

- First, using the resources above, teachers will share real stories from the trail.
- I've included a URL of footage of Jeff King mushing down the Alaska Range with virtually snowless conditions in 2014. Teachers can show this video as a resource.
- Teachers should share 3 to 4 stories or videos so that students get a feel for the atmosphere, mood, and tone of the Iditarod. A chapter or two from *Winterdance* by Gary Paulsen would be an excellent resource. Teachers can share slide shows from famous mushers like Joe Redington, Sr. at the jukebox website above from UAF. Arctic Entries also has videos of live storytelling events from Alaska.

# PROCEDURAL ACTIVITIES



- If possible, the teacher should invite a local musher, veterinarian, dog handler, or dog team into the classroom for story telling.
- Students may then choose to do some further research on their own.
- Finally, students should write their own original story, modeling off a real historic event from the Iditarod. Have a map of the Iditarod trail available in the room or photocopies so that students can pick a geographic focus for their story and include relevant geographic details.
- Time to publish! Students can share their stories with a partner, small group, or class. A display of the stories can be made. Students can illustrate the scene or use photography or drawing.



## Tales from the Trail: Storytelling and the Iditarod

Directions: During this unit, you will hear several different stories about the Iditarod. During the stories, take notes below to practice listening for key details.

Your name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Story #1

The storyteller's name: \_\_\_\_\_

Tell the storyteller's job or relation to the Iditarod: \_\_\_\_\_

What type of format the story came in: \_\_\_\_\_

Write two or three complete sentences summarizing the story told. Include interesting details about Alaska, the musher/team, and nature.

What obstacles did the team encounter?

How did the team overcome the obstacles?

### Story #2

The storyteller's name: \_\_\_\_\_

Tell the storyteller's job or relation to the Iditarod: \_\_\_\_\_

What type of format the story came in: \_\_\_\_\_

Write two or three complete sentences summarizing the story told. Include interesting details about Alaska, the musher/team, and nature.



## **Tales from the Trail Storytelling and the Iditarod**

### **Adversities and Obstacles Storytelling Planning Worksheet**

Your name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

1. In the stories you heard about the Iditarod, what are some difficulties and obstacles the characters had to go through?
2. How did the characters cope with the problem?
3. What do you think the hardest part of doing the Iditarod would be? Why?
4. What's a tough obstacle you've had to overcome?
5. How did you do it?
6. What obstacle(s) will your character(s) face in your story?



## **Iditarod Storytelling Time to Write!**

Your name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

To get into the mindset of a musher, and to practice creative writing, you will choose to either:

A: rewrite a story we heard from a different perspective. Write from the perspective of another dog musher, a dog, a vet, a person who lives in a checkpoint, a spectator, or an impartial observer.

B. write your own creative story about the Iditarod.

Stories need to include creative details, an obstacle that is overcome, and real historic or geographic details. Stories should be two to four pages.

1. Who is/are the main character(s) in your story?
2. How did you choose this character?
3. Will you have a limited or omniscient narrator? Why did you choose this style of narration?
4. What obstacle(s) will your character encounter? How will the character deal with the problem?
5. What type of describing details do you want to include?
6. Where on the trail do you want the story to occur, and what real geographic details will you include?
7. How will the story end?





## SKIJORING

I fell in love with sled dogs while living in Nome, AK. I grew up in suburban Chicagoland and had never seen anything like the sled dog lots in Nome. There were probably about 30 dog teams living in Nome while I was there.

Many of the teams were staked out on the outskirts of town, with small wooden dog houses for the dogs to take shelter in from the howling winds of the Bering Sea and Seward Peninsula. Nome is the real windy city, sorry Chicago! You're a second close.

We purchased our remote funky off-the-grid house from a dog musher. We inherited from him a pretty secure puppy lot for our own eventual huskies. I wanted to learn how to mush, but definitely was very intimidated by the whole thing, from riding the sled itself at up to 15 mph, to the process of hitching eight to sixteen dogs together in an organized fashion and convincing them to run in the direction you want! This takes a lot of work, and Gary Paulsen wrote a great book about it, WINTERDANCE.

I didn't want the level of commitment and work this lifestyle demanded, but I loved huskies. And I wanted to use their love of running and exploring to help me explore the vast Alaskan wilderness as well.

One afternoon, I decided to go to a fellow teacher colleague's dog lot after work to try to skijor. This is a sport that wasn't popular at all in Nome at the time, but I had seen it once or twice. Basically, you attach yourself to a dog, strap on some skis, and the dog pulls you while skiing. It looked like a lot of fun, plus I was also falling in love with skiing at the time. Double bonuses abounded, so I had to teach myself how to do this.

Diana hadn't done it, but she had a dog that she thought would be good to try it with. This dog was a leader, which skijorers need, otherwise, the dog runs next to you, or behind you, or all over the tundra willy nilly, dragging you along. The dog was middle aged, not too hyper, and supposedly listened to





# ASSESSMENTS

## **Tales from the Trail Storytelling and the Iditarod/ Assessment**

Score yourself using the following rubric. Then, your teacher will also score you after reading your story. Give yourself a score from 1 to 10, 10 being the highest score. Circle the score that matches best. Then, write a comment saying why. If you give yourself a 1-5, that means it was missing or underdeveloped. 7 means you had the basics. 8 would mean you did well. 9 or 10 means you mined a gold nugget! You did your best possible.

1. Style of narration: Did you pick a consistent narration style? Did it work well for your story?

1    2    3    4    5    6    7    8    9    10

Comments:

2. Details: Did you include good details that helped the reader to visualize your story?

1    2    3    4    5    6    7    8    9    10

Comments:

3. Obstacles: Did include a clear obstacle that your team overcame?

1    2    3    4    5    6    7    8    9    10

Comments:

4. Directions: Did you follow your teacher's directions on page limit, formatting, and publishing?

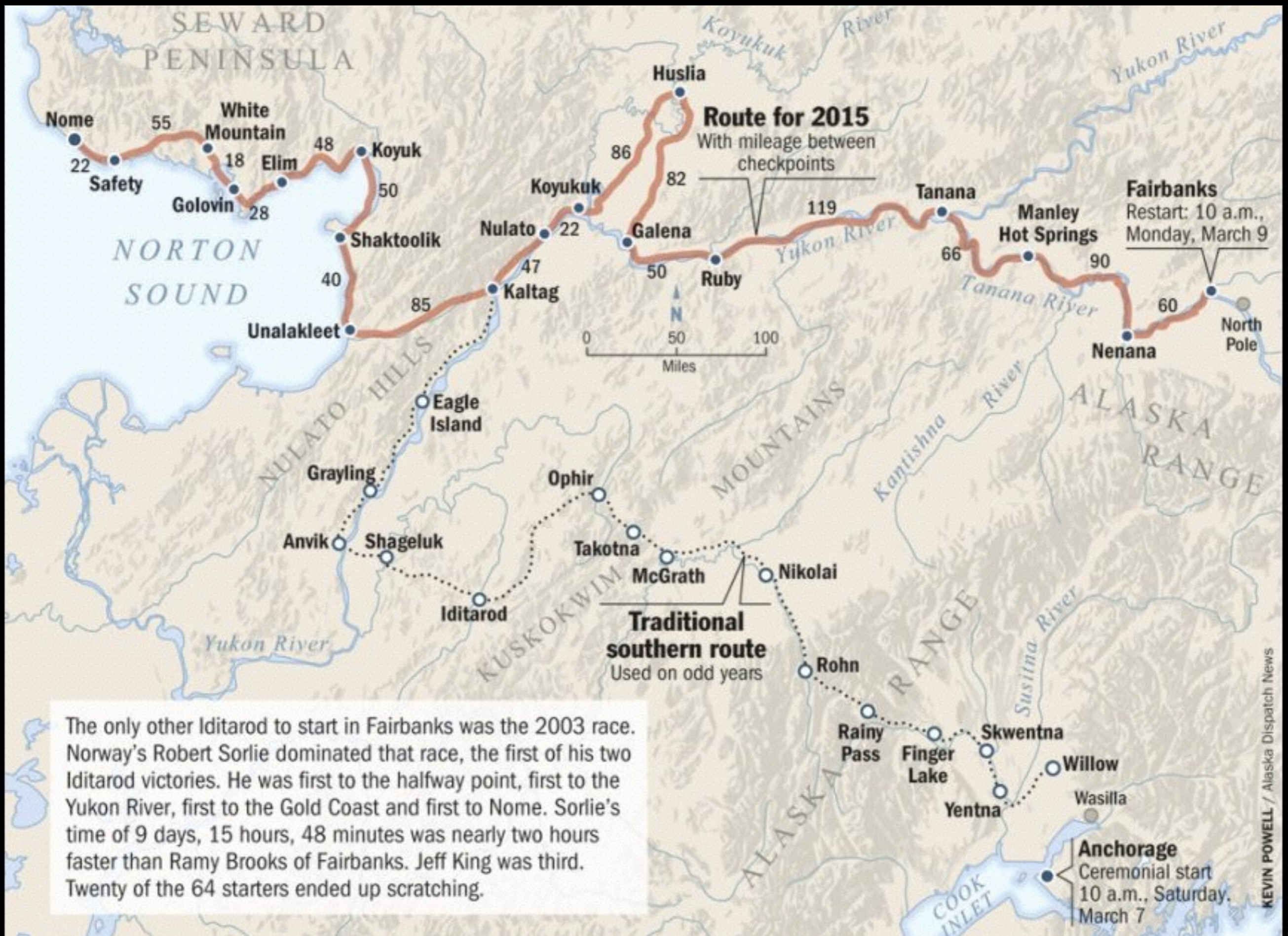
1    2    3    4    5    6    7    8    9    10

Comments:

5. Overall, how did you do?

1    2    3    4    5    6    7    8    9    10

Comments:



The only other Iditarod to start in Fairbanks was the 2003 race. Norway's Robert Sorlie dominated that race, the first of his two Iditarod victories. He was first to the halfway point, first to the Yukon River, first to the Gold Coast and first to Nome. Sorlie's time of 9 days, 15 hours, 48 minutes was nearly two hours faster than Ramy Brooks of Fairbanks. Jeff King was third. Twenty of the 64 starters ended up scratching.

## **Iditarod Trail and Climate Change**

**Developed by:** Lisa Wiley

**Discipline / Subject:** Language Arts/Social Studies/Science

**Topic:** Iditarod Trail and Climate Change

**Grade Level:** 4-12

**Resources / References / Materials Teacher Needs:**

**Lesson Summary:**

**Standard's Addressed: (Local, State, or National)** Alaska uses Common Core Standards, which have not been created yet for science or social studies. I have included applicable Language Arts standards from the Common Core.

**Learning Objectives:**

**Procedural Activities**

**Assessments**

**Materials Students Need:**

**Technology Utilized to Enhance Learning:**

**Other Information:**

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

**Additional Information:**

MY SLED DOG  
JONES,  
BEWILDERED BY  
THE LACK OF  
SNOW.

Writing prompt:

Write about climate  
change from the  
perspective of a sled  
dog.



# FIRST AND ONLY POWDER RIDE OF THE SEASON



## Lesson Plan Calendar

Month	Lesson Theme or Topic
July	Geography of Alaska, The Checkpoints and Route of the Race
August	Subsistence Living in Alaska Villages
September	History of the Race, the Original Serum Run
October	Storytelling--Tales from the Trail
November	Mechanics of the Dog Team
December	Winter Life on the Dog Lot, Routines, Rhythms, Training, and Qualifying Races
January	The Amazing Physiology of the Sled Dog
February	Iditasport--Racing the Trail on Bicycle and Foot
March	The Race is On!
April	The Golden Harness Award--A Look at Famous Leaders as well as Retired and Dropped Dogs--Sled Dog Life for Dogs who Don't Finish
May	Summer on the Dog Lot--Summer Training and Projects for Musers





# BIBLIOGRAPHY

- Thanks to Dell for the technology support.
- Thanks to Exxon-Mobile for supporting this conference and paying for substitute/conference fees.