

Disseminator

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Presenting:

Hi Ho, Hi Ho, It's off to the Iditarod Race We Go!!

For information concerning IMPAC II Opportunities

Such as interschool visits, Adapter and Developer Grants

Please Contact:

The Education Fund

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## Project Description

This curriculum enables students to develop and gain an acquisition of knowledge about the Last great race, which is the Iditarod Race. Students will experience a hands on approach as they learn about the 1,150 mile trek across the Alaskan frontier. The students will also have the opportunity to “adopt” a musher and gain a first hand experience of being there through various venues.

This collection of activities engages students in the journey through the Alaskan frontier as well as gaining insight to the history of the race itself. Students are able to utilize online resources and technology to discover the importance and thrill of this race. Students will also gain insight into the importance of understanding survival in the wilderness.

## Students

This project is designed for students in 1-5<sup>th</sup> grade. However, this project can be adjusted to accommodate all grade levels. This project can also be altered to accommodate ESL students as well as ESE students. The activities used in this project focuses on the exploration and discovery of Alaska and the Iditarod Race. The project encompasses all content areas.

## Staff

Dr. Minerva Santerre is in her 27<sup>th</sup> year of teaching, both in private school and public school in Miami-Dade County, Florida. She is Nationally Board Certified. She holds a Doctorate in Science education. She attained her specialist degree in science education. Dr. Santerre holds a master's degree in Emotionally Handicapped. She has written curriculum for genetics at the University of Utah. She is a Leader/ facilitator with

Population Connection. Dr. Santerre has participated in Disseminator grants as well as Adapter grants.

## Goals and Objectives-1<sup>st</sup>-2<sup>nd</sup> grade

Component	Objective	Sunshine state standards
Number Sense, concepts, and Operations	Understands and uses ordinal numbers 1 <sup>st</sup> -100 <sup>th</sup> or more	MA.A.1.1.1
	Determines relative size, order, and position for numbers and their real-world applications less than 1000 Using a variety of experiences including manipulatives , counting, and number lines	MA.A.1.1.3
	Uses concrete materials to compare fractions in real-life situations.	MA.A. 1.1.4
	<i>Knows place value of a designated digit in whole numbers to 1000</i>	MA.A.2.1.2
	<i>Writes and solves number problems with one operation involving addition or subtraction</i>	MA.A.3.2
	Makes predictions of quantities of objects ( 50 or more) and explains the reasoning, supporting that prediction	MA.A.4.1.1.
Measurement	Communicates measurement concepts using oral and	MA.B.1.1.1

	written language	
	Demonstrates understanding of capacity by selecting appropriate units of measurement	MA.B.1.1.1.
	Uses non-standard and indirect methods to compare and order objects according to their length and weight	MA.B.2.1.1.
	Uses customary and metric units to measure, order and compare lengths and weights of objects.	MA.B.2.1.1.
	Knows appropriate tools ( clocks and calendars) for measuring time (including days, weeks, etc.	MA.B.4.1.2
<b>Algebraic Thinking</b>	Describes a given pattern and explains the pattern rule	MA.D. 1.1.1
	Transfers patterns from one medium to another ( for example, pictorial to symbolic	Ma.D.1.1.2
	Uses concrete objects, paper and pencil, or mental mathematics to solve real-world equations with one unknown	MA.D.2.1.2.
<b>Data Analysis and Probability</b>	Records data using pictures, concrete materials, or tally marks	MA.E.1.1.1.
	Different parts of a graph ( Title, labels, intervals, and key)	MA.E.1.1.1.
	Identifies whether an event is certain, probable, or impossible	MA.E.2.1.1.

Component	Objective	Sunshine State Standards
Reading/literature	Responds to literature through a variety of activities including choral speaking, role playing Reader's Theatre, plays, writing, art and music	LAA2.1.1. LAC2.1.1.
	Uses literature, pictures, artifacts, technology and audio visual materials as a means of providing new experiences and new insights (Background knowledge)	LAA2.1.1. LAC2.1.1.
	Supports oral and written responses (student restates/paraphrases ideas in own words) with details from narrative or informational text	LAA2.1.2
	Understands reference research components, pictures of graphs, charts, maps and captions to compare and contrast	LAA.1.1.2
	Uses reference research components, pictures, graphs, charts, maps and captions to explore cause and effect relationships.	LAA2.1.3 LAA2.1.5

1<sup>st</sup>-2<sup>nd</sup> grade Science

Component	Objective	Sunshine State Standards
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The nature of science as inquiry	Select and use simple instrument to enhance observations ( e.g.) stopwatch, hand lens, or simple microscope.	§.C.H. 1.1.5
	Record the observations in a data table (chart) from observational and comparative experiments	§.C.H 1.1.4
	Predict which event is more likely or less likely to occur	§.C.H.1.1.4
	Identify testable problems statements and construct hypotheses	§.C.H.1.1.4
	Identify the changing and non-changing elements in an experiment	§.C.H. 1.3.5

### 1<sup>st</sup>-2<sup>nd</sup> Social Studies

Component	Objective	Sunshine State Standards
Geographic Understanding	Define and give examples of urban, suburban and rural communities	§§B.2.1.4
Historical Awareness	Recognize that communities change over time	§§A1.1.1 §§A1.1.2 §§A5.1.4 §§B2.1.3
Economic Understanding	Cite examples of different kinds of resources i.e. human, natural, and man-made	§§D1.1.2

3<sup>rd</sup>-5<sup>th</sup> Mathematics

Component	Objective	Sunshine State Standards
Number Sense, concepts and operations	Reads, write and identifies whole numbers, fractions, mixed numbers, and decimals through thousandths	MAA 1.2.1
	Compares and orders whole numbers, commonly used fractions, percents and decimals to thousandths using concrete materials, number lines, drawings, numerals and symbols	MAA 1.2.2
	Explains and demonstrates the multiplication of common fractions using concrete materials, drawings, story problems, symbols and algorithms	MAA 3.2.1
	Write number sentences and word problems using combinations of operations, including powers	MAA 5.2.1
	Solves real world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction and multiplication using fractions, decimals and mixed numbers using an appropriate method	MAA 3.2.3.
Measurement	Communicates measurement concepts using oral and written language	MAB 1.2.1
	Uses Schedules, calendars and elapsed time to solve real-world problems	MAB 1.2.2
	Knows varied units of time that included centuries and seconds	MAB 1.2.1
	Uses a conversion table to solve real world problems involving measurements	MAB 4.2.2



3<sup>rd</sup> -5<sup>th</sup> Language Arts

Components	Objectives	Sunshine State Standards
Reading/Literature	Responds to literature through a variety of activities including choral speaking, role playing, Readers' Theatre, Plays Writing (Response Journal), Art, music, and multimedia presentations	LAA 2.2.1 LAC 2.2.1 LAE 2.2.4
	Uses literature, pictures, artifact, technology and audio visual materials as a means of providing new experiences and new insights	LAA2.2.1 LAC2.2.1 LAE 2.2.4
	Uses reference research components pictures, graphs, charts, amps and captions to compare and contrast information	LAA2.2.7 LAE1.2.3. LAE2.2.1

## Course Outline/Overview

This project can be implemented throughout the school year with culminating activities completing the journey through the Alaskan territory and the Iditarod Race. The Iditarod Race takes place in mid-March. It takes place over 1,100 miles of Alaska and lasts 10-17 days, depending on the mushers.

Beginning in January:

Send home a letter to parents in order to explain and clarify the unit of

Hi Ho, Hi Ho, It's Off to the Iditarod Race We go!!.

Utilize a Bloom's Taxonomy Question Board in order for students to place their questions accordingly. (See Appendix A)

**Week 1:** Introduction to unit. Divide students into groups. Conduct inquiry into prior knowledge as well as what children would like to learn. Have students create inquiry questions about the Iditarod Race. These questions should be placed under levels of Bloom's taxonomy.

Have students share questions and decide where the question should fit best.

Have students create name tags for their groups. Stress that the group names should represent something from Iditarod Race or Alaska. ( Appendix B)

**Week 2** Students create a time line of the Iditarod race by utilizing the internet and/or books that are associated with the Iditarod Race.

**Week 3-4** Students, collaboratively and cooperatively read the history of the Iditarod Race as well as legends that surround the Iditarod Race and Alaska. Students then create or choose an Alaskan tribal name for their groups. (See Appendix B). Then within their groups they would create or choose a Alaskan dog name for themselves. For primary learners names should be assigned ( see Appendix C) However, for older learners, they can research and find Alaskan names. Again they would research names. The students will utilize an internet field trip form to clarify and document research ( Appendix D)

**Week 5-10** Students will create a wall map of Alaska. They will trace the northern route and then the southern route of the Iditarod Race. The students will also research facts of Alaska. ( Appendix E)

Students will blog with other students in preparation for the big event. They will correspond, through means of an electronic bulletin board, with other students across the nation.

Students will become characters a Reader's Theatre to simulate team work. The Play is called, "Where's The Boss?" (See Appendix F)

Students research their tribes from the Alaskan Culture. They create artifacts to share about their chosen culture. The tribes then create a flag for their culture to be used during the 10-17 days of the Iditarod Race.

Students will simulate a survival course that enables them to prepare for survival in the wilderness. They create survival kits. In

order for them to complete this activity the students must conduct research. One activity is creating trail mix. Another activity is using nature's first aid.

Students will solve math problems associated with the Iditarod Race.

Students write a friendly letter to a musher. Students will correspond with the musher prior to, during and after the Iditarod Race.

**Week 11-12** Students build a model of a sled. Students create a badge for their musher.

**Day1-17** Iditarod Race begins. Students will track their musher daily by creating a daily journal.

**Day 25** Celebrate with a Musher usher Gusher party. Students bring their favorite winter snack or favorite ice cream to class to share.

# **Appendixes**

Bloom's Taxonomy Questioning chart

Appendix A



[http://www.aanativearts.com/alaskan-natives/alaskan\\_native\\_cultures.htm](http://www.aanativearts.com/alaskan-natives/alaskan_native_cultures.htm)

There are three types of Alaskan Natives with different cultural and linguistic history. They are Indian, Eskimo and Aleut. The terms "Inuit" and "Native American" are sometimes used in place of "Eskimo" and "Indian" in an effort to be politically correct, but in Alaska, Eskimo and Indian are not generally considered derogatory terms. The term "Alaskan natives" came into use with the passage of the Alaska Native Claims Settlement Act of 1971, but the term "alaskan native culture" includes all three ethnic groups.

Aleut homelands include the Aleutian Islands, the Pribilof Islands, the Shumagin Islands, and the far western part of the Alaska Peninsula. The natural marine environment defines subsistence lifestyles and cultures that date back more than 8,000 years ago.

The Aleuts and the Alutiiq differ in language and culture but a commonality was created from the first contact with the Russians in the 18th century that is evident today. Aleut comes from the Russian word *Aleuty*.

The Aleut, are known as *Unangan* or *Unangas* in their language, which translates as "we the people."

The Aleut are expert boat builders and sailors and are well known for their kayaks. They are also known for their very fine baskets. The Aleut language, *Unangax*, also derives from the Esk-Aleut family.

### Alutiiq Eskimos

Alutiiq Eskimos, also referred to as Kana, are related to the Yupik, but are geographically located near the Aleut native villages. They call themselves Sugpiat, meaning "*the real people*" (the singular, Sugpiaq, meaning "*a real person*").

During the historic era, Russian traders called all of the Native peoples of southwestern Alaska "Aleut" – despite regional differences in language, cultural practices, and histories. In the modern era, this has caused confusion.

"Sugpiaq" is the traditional name of the Native people of Prince William Sound, the outer Kenai Peninsula, the Kodiak Archipelago and the Alaska Peninsula. It is the way the Native people described themselves prior to Western contact.

"Alutiiq" is the way Sugpiaq people say Aleut. It is the Native way of pronouncing the Russian-

introduced word in their own language. Alutiit is the plural form. Alutiiq is a popular self-designator in the Kodiak region.

## Athabascan Indians

The Athabascan people traditionally lived along five Alaskan rivers: the Yukon, the Tanana, the Susitna, the Kuskokwim, and the Copper River. This area, known as the "Interior" of Alaska, runs from south of the Brooks Mountain Range down to the Kenai Peninsula.

The Athabascan people call themselves 'Dena,' or 'the people.' They speak eleven different languages.

Traditional nomadic hunting groups are part of a kin-based network in which they are expected to follow traditional customs for sharing in the community. A hunting group is usually comprised of 20-40 people from two families. Often the core of this traditional group was a woman and her brother. The brother and his sister's husband often became hunting partners for life. Sometimes these hunting partnerships started when a couple married.

In traditional families, the mother's brother takes social responsibility for training and socializing his sister's children so that the children grow up knowing their clan history and customs.

The Athabascans have a matrilineal system in which children belong to the mother's clan, with the exception of the Holikachuk and the Deg Hit'an.

## Cupik Eskimos

The southwest Alaska Natives are named after the two main dialects of the Yup'ik language, known as Yup'ik and Cup'ik. The Cup'ik (pronounced "Choopik") are Nuniwarmiut people or Cup'ik Eskimos.

The people of Hooper Bay and Chevak call themselves Cup'ik (plural Cup'it). They are speakers of the Hooper Bay-Chevak dialect.

The Cup'ik still depend upon subsistence fishing, hunting and gathering for food. The Cup'ik region is treeless tundra that borders the Bering Sea.

Cup'ik are hunters of moose, caribou, whale, walrus, seal and sea lions and harvest salmon and other fish from the Yukon, Kuskokwim and Nushagak rivers. Bird eggs, berries and roots help sustain people throughout the region.

## Eyak Indians

The Eyak Indians are the smallest native group in Alaska. Their traditional village on the Copper River highway on the Malaspina Coastal Plain was absorbed into the town of Cordova, Alaska in 1906, when their numbers had dwindled to only about 60 Eyak remaining. Today there



are about 170 Eyak people remaining, and only one can speak the traditional Eyak language fluently.

Eyak is a nearly extinct Na-Dené language that is a sub-branch to the Athabascan language in the Athabascan-Eyak-Tlingit language family.

The Eyak had an exogamous (meaning they married outside of their own group), matrilineal clan system, which means that the children trace their lineage and names from their mother and also inherited the use of the clan fishing, hunting and gathering land from the mother.

The Eyak clan system is divided into two moieties, the Raven and the Eagle. Traditionally, clans owned the salmon streams, halibut banks, berry patches, land for hunting, intertidal regions, and egg harvesting areas. As long as the area was used by the clan, they owned the area. The food was seasonal and therefore had to be preserved for the winter months and for early spring. The food was preserved by smoking in smokehouses or was dried, either by wind or sun. These subsistence patterns are still a crucial part of Southeast Alaska Native people's cultural identity.

### Haida Indians

The Haida were neighbors of the Eyak, Tlingit, and Tsimshian, and these four tribes often intermarried and their clan systems had counterparts in the other surrounding tribes. The Haida have two moieties, the Eagle and Raven, and also have many clans under each moiety. Like the Eyak, they have an exogamous matrilineal clan system.

Each of these tribal groups spoke a different language not understood by the others. The Haida people speak Haida, an isolate language, (not related to any other language group), with three dialects: Skidegate and Masset in British Columbia, Canada and the Kaigani dialect of Alaska.

The original homeland of the Haida people is the Queen Charlotte Islands in British Columbia, Canada. Prior to contact with Europeans, a group migrated north to the Prince of Wales Island area within Alaska. This group is known as the "Kaigani" or Alaska Haidas. Today, the Kaigani Haida live mainly in two villages, Kasaan and the consolidated village of Hydaburg.

The Haida are master canoe makers, constructing their canoes from cedar logs up to 60 feet in length.

### Inupiaq Eskimos

The territory of the Inupiaq Eskimos includes: the North Slope Borough (NSB) consisting of seven villages, served by the Arctic Slope Regional Corporation, the Northwest Arctic Borough consisting of eleven villages and the Bering Straits Regional Corporation, which includes 16 villages. Barrow Alaska, the most northern U.S. city, is located within the NSB territory and is situated 700 miles north of Fairbanks and approximately 1000 miles below the

north pole.

Preceding early European impact Inupiaq communities extended from the Norton Sound, south to the Canadian border. Numerous dialects of Inupiaq were associated with a particular territory or community.

Though each spoke Inupiaq, regional differences were distinct enough to distinguish a person's home district. The Inupiaq language consists of Inuit-Inupiaq families of polysynthetic languages spoken from Siberia [Yup'ik] to Greenland [Inupiaq]. For Inupiaq People language is very important to Inupiaq culture and traditions. The languages of the Inuit peoples constitute a subfamily of the Eskimo Aleut language family.

A major linguistic division occurs in Alaska, according to whether the speakers call themselves Inuit (singular, Inuk, as in Inupiaq) or Yuit (singular, Yuk, as in Yup'ik). The eastern branch of the subfamily generally called Inupiaq in Alaska but also Inuktitut (meaning "like an inuk") in Canada and Kalaallisut (Kaladtlisut, meaning "like an kalaaliq") in Greenland stretches from eastern Alaska across Canada and through northern into southern Greenland. It consists of many dialects, each understandable to speakers of neighboring dialects, including speaker of distant dialects found in Greenland [Inupiaq] or Russia [Yup'ik].

Because these languages are among the most complex and difficult in the world, few explorers or traders ever learned them. Instead, they relied on a jargon composed of Danish, Spanish, Hawaiian, and Inupiaq or Yup'ik words.

Tribal, village, clan and family affiliations are important to all Inupiaq Native peoples. Many Inupiaq people introduce themselves, naming their parents and village.

Subsistence hunting and traditional uses of wild foods such as moose, caribou, whale, duck, fish, and other wildlife continue to provide substantial portions of the Inupiaq diet. Today, food is still shared by all Inupiaq. When a whale is hunted in Barrow AK, whether an Inupiaq is in Anchorage or Seattle, the person will "taste" some of that whale.

### [St. Lawrence Island Yupik](#)

St. Lawrence Island lies in the Bering Sea, 164 miles west of Nome. It is closer to Siberia in Russia, (just 38 miles away) than it is to Alaska. Savoonga on the northern coast and Gambell on the northwest cape contain the island's Yupik population with 695 residing in Savoonga and 660 in Gambell. St. Lawrence Island has been inhabited intermittently for the past 2,000 year by Yup'ik Eskimos.

The isolation of the island has helped to maintain traditional St. Lawrence Island Yupik culture, their language and their subsistence lifestyle based upon marine mammals. Most residents are bilingual with Siberian Yupik still the first language.

The economy is largely based on subsistence harvests from the sea including seal, walrus, fish and bowhead and gray whales. Walrus-hide boats are still used to hunt.

Gambell holds a whaling festival each spring when a whale is taken. Savoonga is hailed as the "Walrus Capital of the World" and a Walrus Festival is held each spring. St. Lawrence Island Yupik are famous for their ivory carvings.

The St. Lawrence Island Yupik Eskimos and their Russian cousins also practice a form of whistling for communication over long distances. The whistling language contains full Yupik words and sentences, and even English words, although it is said English is harder to whistle. [Listen to a whistling communication sample.](#)

### Tlingit Indians

In the Tlingit clan system, which was an exogamous matrilineal clan system, one moiety was known as Raven or Crow, the other moiety as Eagle or Wolf, depending upon the time period. Each moiety contained many clans.

Traditionally, clans owned the salmon streams, halibut banks, berry patches, land for hunting, intertidal regions, and egg harvesting areas. As long as the area was used by the clan, they owned the area.

Traditional Tlingit territory in Alaska includes the Southeast panhandle between Icy Bay in the north to the Dixon Entrance in the south. Tlingit people have also occupied the area to the east inside the Canadian border. This group is known as the "Inland Tlingit".

Southeast Alaska's environment is a temperate rain forest. This environment produces many tall and massive trees. Wood was the most important commodity for the people of this region. Communal houses, totem poles, daily utensils, storage and cooking boxes, transportation, ceremonial objects, and clothing were all made of wood and wood products, especially cedar and spruce.

No central Tlingit government existed. Decisions were made at the clan, village or house level, affecting only clan members of an individual village or house. The southern Tlingit had tall totem poles in the front of their houses. The Northern Tlingit houses had fewer and shorter frontal totem poles.

The Tlingit language has four main dialects: Northern, Southern, Inland and Gulf Coast with variations in accent from each village.

### Tsimshian Indians

The Tsimshian have a complex social system consisting of phratries and clans. Phratries are similar to moieties, except they have four divisions instead of two. There are four crests:

Killerwhale (Blackfish), Wolf, Raven and Eagle. However Fireweed, Wolf, Raven and Eagle are the Gitksan's phratry names. The Tsimshian Killerwhale and Wolf are one side and their opposite side are the Eagle and Raven. However, the Gitksan have Fireweed and Wolf as their opposites to Eagle and Raven.

Like the Eyak, Tlingit and Haida, they have an exogamous matrilineal clan system. The Tsimshian people speak another isolate language, Šm'algyax, which has four main dialects: Coast Tsimshian, Southern Tsimshian, Nisga'a, and Gitksan.

Society was also divided by high-ranking individuals/families, commoners and slaves. Unlike present day marriages, weddings were arranged by family members. Slaves were usually captives from war raids on other villages. Community status could be elevated by hosting a potlatch.

The original homeland of the Tsimshian is between the Nass and Skeena Rivers in British Columbia, Canada, though at contact in Southeast Alaska's Portland Canal area, there were villages at Hyder and Halibut Bay. Presently in Alaska, the Tsimshian live mainly on Annette Island, in (New) Metlakatla, Alaska in addition to settlements in Canada.

## Yupik Eskimos

The Yup'ik Eskimos of the Yukon-Kuskokwim Delta area in Western Alaska live in an environment made up of a mostly flat, marshy plain crisscrossed by many waterways, which the Yup'ik use in place of roads. The word Yup'ik represents not only the language but also the name for the people themselves (Yuk meaning 'person' plus pik, which means 'real'.)

The Yup'ik believe that no one ever truly dies, but that their soul is part of a cycle in which it is reborn in another generation. Children are named after the last person in the community to have passed away, whether that name is a boy or girl name.

All but one of the five Yupik languages (related to Inuktitut) are still very widely spoken, with more than 75% of the Yup'ik population fluent in their languages, which include:

- Alutiiq (Šugpiaq) is a Pacific Gulf variety of Yupik Eskimo spoken in two dialects from the Alaska Peninsula to Prince William Sound, including Kodiak Island.
- Central Alaskan Yup'ik lies geographically and linguistically between Alutiiq and Šiberian Yupik. The use of the apostrophe in Central Alaskan Yup'ik, as opposed to Šiberian Yupik, denotes a long p.
- Naukanski Yupik is spoken in East Cape, the northeastern most point of the Russian Far East.
- Šiberian Yupik is spoken in the two Št. Lawrence Island villages of Gambell and Savoonga. The language of Št. Lawrence Island is nearly identical to the language spoken across the Bering Štrait on the tip of the Šiberian Chukchi Peninsula. The total Šiberian Yupik population in Alaska is about 1,100, and of that number about 1,050 speak the language.

- Some linguists also include the now-extinct Sireniki language once spoken as a Yupik language, although others see it as the only documented remnant of a third, separate branch of Eskimo.

Through a confusion among Russian explorers in the 1800s, the Yupik people bordering the territory of the unrelated Aleuts were erroneously called Aleuts, or Alutiiq, in Yupik. This term has remained in use to the present day, along with another term, Sugpiaq, which both refer to the Yupik of Southcentral Alaska and Kodiak.

## Alaskan Dog Names

### Appendix C

FunDogNames.com offers many Alaskan Dog Names to choose from when naming your own dog. You can sort these Alaskan Dog Names by gender and you can view their full meanings by clicking on the name. You may also rate the dog names that you like dislike most. Feel free to

browse all our Alaskan Dog Names and add the ones you want to save for later to your own favorites list.

\*\*\*\*\* THESE A JUST A FEW NAMES. OTHER DOG NAMES CAN BE FOUND AT:

<http://www.fundognames.com/dog-names-starting-with-L.html>

[Amaguq](#)  

Wolf

[Arriuk](#)  

Killer whale

[Arriuk](#)  

Killer whale

[Ataneq](#)  

King

[Ataneq](#)  

King

[Chu](#)  

Beaver

[Chulyin](#)  

Raven

[Cikuq](#)  

Ice

[Cikuq](#)  

Ice

[Cupun](#)  

Coal

## Appendix D

Name: Date:

**Internet Field Trip**

**Trip Log**

GRADE .

UNIT TITLE .

I am studying in my science class.

**WHAT I ALREADY KNOW ABOUT THIS SUBJECT**

.  
. .  
.

**OTHER THINGS I WANT TO KNOW ABOUT THIS SUBJECT**

.  
. .  
. .  
. .  
. .  
.

**WEB SITE**

I visited this Web site:

.

**WHAT I LEARNED ON MY INTERNET FIELD TRIP**

1. .

2. .

## NEW WORDS

I learned these new words on my Internet Field Trip. Here are the words and their meanings.

WORD	MEANING

## WHAT I SAW ON MY INTERNET FIELD TRIP

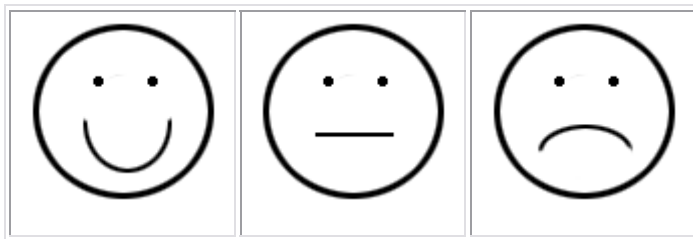
This is a drawing of .





--

**WHAT I THINK ABOUT MY INTERNET FIELD TRIP**



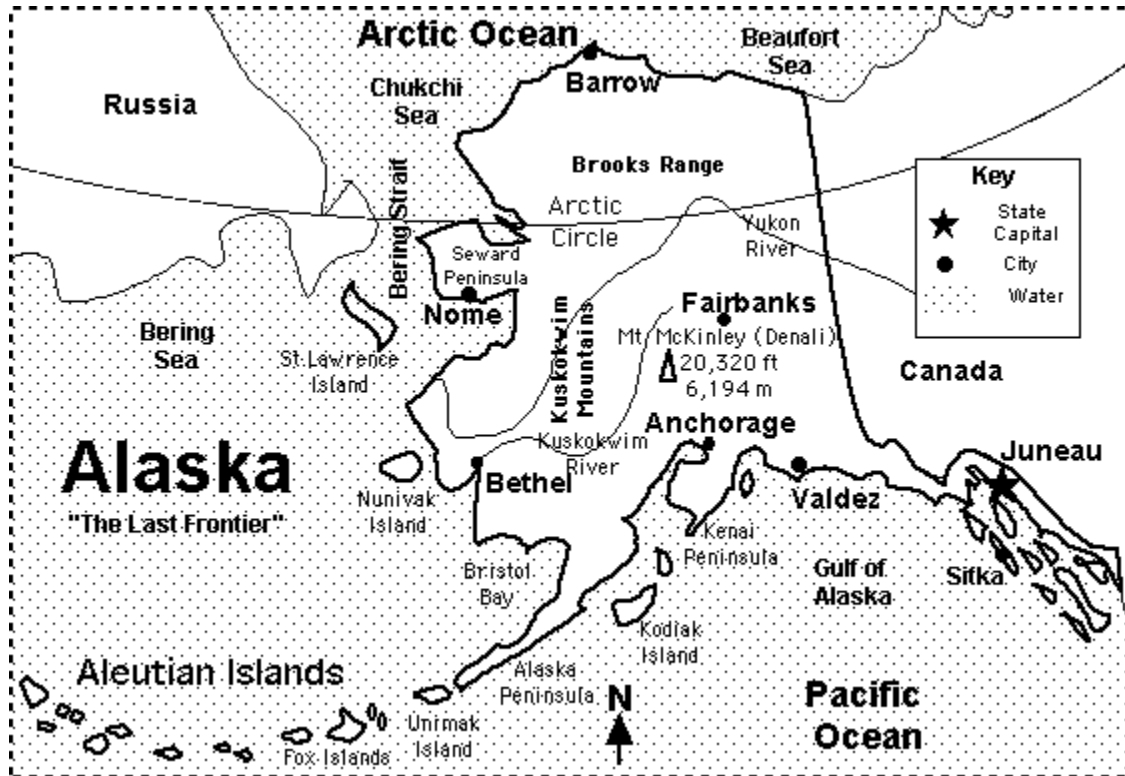
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# Alaska and Facts

## Appendix E



1. What is the capital city of Alaska? \_\_\_\_\_
2. What country borders Alaska on the east? \_\_\_\_\_
3. What ocean borders Alaska on the north? \_\_\_\_\_
4. What ocean borders Alaska on the south? \_\_\_\_\_
5. What country is just west of Alaska, across the Bering Strait?  
\_\_\_\_\_
6. What is the name of the tallest mountain in Alaska (it is also the tallest peak in North America)? \_\_\_\_\_
7. What is the name of the river that flows from Canada, across Alaska, and into the Bering Sea? \_\_\_\_\_

8. Which Alaskan city is farthest north? \_\_\_\_\_

9. The Iditarod dog sled race runs from Anchorage to a city on the southern coast of the Seward Peninsula. What is this city? \_\_\_\_\_

10. What is the name of the mountain range that runs across northern Alaska?  
\_\_\_\_\_

<http://www.enchantedlearning.com/usa/statesbw/alaska.shtml>

Alask Fast Facts can be found at :

<http://www.kidskonnnect.com/content/view/166/27/>

## Appendix F

### **Where's the Boss?**

By Lois Harter Play adapted by Cassandra Wilson

**Narrator #1:** The greenish glow of the northern lights danced across the Alaska sky, like sheer curtains moving in the breeze at an open window. It was a cold, clear night, perfect for mushing along Alaska's famous Iditarod Trail.

**Narrator #2:** Toby thought about all the time that had gone into training for this particular race as he and his teammates padded along the hard trail, mile after frozen mile. All those trips into the wilderness they had made to get ready for the Iditarod Race.

**Narrator #3:** Toby remembered the first time he had been in a harness and how the older dogs had laughed when he got tangled in the tug lines. He smiled to himself remembering how scared he was when he was put in the lead position. Toby had been so proud when the team had followed him on the trail.

**Narrator #4:** It had taken three years to pick just the right team of dogs for this race. Toby puffed out his chest with pride as he thought of where they were, The Iditarod Trail. He had heard other dogs in other races boast that they had run the Iditarod and had envied them. Finally he was here!

**Narrator #1:** The dog's boss was professional musher Joe Haddock. Joe and his dog teams had been competing in many sled races for seven years. When Toby and his littermates were born, Joe had dreamed of traveling on the Iditarod Trail, from Anchorage to Nome. Now, it had become Toby's dream. He wanted to see the light of Nome almost as much as Joe.

**Narrator #2:** Joe built a three-room cabin to live in. In the backyard he built doghouses for Toby and his teammates. He also built a big dog barn for use when the weather was really cold or snowy. The dogs were Joe's life and he was always thinking of better ways to care for them. He gave his dogs constant attention.

**Narrator #3:** Toby was a large dog for a leader, weighing sixty-seven pounds. He had long legs that made him the ideal lead dog for working in deep snow. He was gray and white, with the typical mask and coloring of an Alaska husky. He had a black stripe down the middle of his tail. His big brown eyes missed very little of what went on around him.

**Narrator #4:** The team was very excited when they ran past the starting line. They were running in the famous Iditarod Sled Dog Race! As the miles flew by, the dogs felt comfortable and some dogs were able to close their eyes. They can doze off and run at the same time! The lead dog, Toby looked over to his teammate Crystal. He noticed she was dozing.

**Toby:** Psssst, hey Crystal you need to open your eyes! We are almost at the checkpoint where we can rest and Joe will fix something delicious to eat.

**Crystal:** Sorry Toby. I was just dreaming about the finish line.

**Beauty:** I can't wait to rest on some nice fresh smelling straw. Joe always makes a wonderful bed to rest on!

**Toby:** I'm drooling about the big chunks of warm beef and that tasty broth he cooks for all of us.

**Socks:** I'm looking forward to our 24-hour layover. We will have enough time to rest and visit with each other.

**Sweetpea:** I look forward to these checkpoints. I get a little bored always being in the back. I know I am a good teammate, but I miss being able to chat with the rest of you.

**Digger:** I'm glad Joe gives us lots of breaks. Hey, didn't you love those frozen fish snacks we had a couple of hours ago?

**All Dogs:** Yes siree!! Yum!

**Beauty:** How are everybody's feet feeling?

**All Dogs:** Great!

**Socks:** These booties are so comfortable to wear.

**Crystal:** I like it when Joe changes our booties. He always gives us a foot massage.

**Digger:** Yeah, and he puts them on so carefully. The booties are never too tight.

**Sweetpea:** I like the colors of the booties!

**Toby:** The colors are great Sweetpea, but they really help protect our feet from the hard snow and ice. We have to have healthy paws so we can trot through the race without any trouble.

**Narrator #1:** The team arrived to their 24-hour layover checkpoint. Joe wasn't feeling too well. He didn't say too much to his dog team.

**Beauty:** Boy, our boss is sure quiet.

**Socks:** He is usually so talkative and plays with us for a while.

**Crystal:** I don't think he looks too good. Maybe he is feeling ill.

**Toby:** Don't worry, I bet with this long layover he will get plenty of rest and he will be back to his old self.

**Digger:** Joe is a great boss! He wouldn't want us to miss out on the finish line in Nome.

**Narrator#2:** After the layover, the team was ready to go! They traveled several miles. Toby looked back over his shoulder to check on the team. He made sure each dog was in line and that no one was in trouble.

**Toby:** All of you look good. You are trotting just the right speed, thanks!

**Sweetpea:** I feel great!

**Crystal:** Me too!

**Socks:** I feel like I could run 1,000 miles!

**Beauty:** Now socks, we have to pace ourselves.

**Narrator #3:** The dogs continued to keep their steady pace. The weather was good, their paws felt great and they were all feeling proud of themselves. Toby again, looked over his shoulder. Unfortunately, this time something didn't look right. At first he couldn't quite figure out what was wrong.

**Narrator #4:** His entire team was trotting at a good pace. All of them were alert. The sled looked okay. Then suddenly Toby realized what was bothering him.

**Toby:** Where's the boss? Where's Joe? I can't see him on the sled. Hey, Sweetpea, is he running next to the sled?

**Sweetpea:** I don't see him. Is he in the basket sleeping? Take a look Digger.

**Digger:** No, he isn't in the basket!

**Socks:** If he isn't in any of those places, where is he?

**Toby: Hey, we have to stop! The boss is gone! Joe's gone! Crystal, help me stop the team!**

**Crystal: Everybody! We have to stop!**

**Narrator #1: Both Toby and Crystal got the team to stop. Both of them looked over their shoulders, past the team, past the sled and as far behind the sled as the darkness would let them see. There was no sign of Joe anywhere.**

**Beauty: Oh no! What are we going to do? Where could he have gone? He just gave us snacks a couple of hours ago.**

**Sweetpea: Now don't you go getting yourself all upset, Beauty.**

**Digger: I'll bet Joe dozed off and fell off the sled.**

**Socks: He is probably back there on the trail yelling at himself for not paying better attention.**

**Toby: Crystal and I have been alone on a trail before and we know just what we need to do.**

**Crystal: Don't worry Beauty, Toby and I can help the team turn around and go look for our musher.**

**Toby: Okay, team we need to work together. We have to make a narrow turn and it will take all of you to get this done.**

**All Dogs: We're ready to help!**

**Narrator #1: Toby and Crystal guided the team in a full turn to the right, going back down beside the fourteen other dogs and cutting a path past the sled. Each pair of dogs made the turn as the duo in front of them passed alongside.**

**Narrator #2: When it came time to swing the sled around, there was barely enough room on the trail, but the dogs pulled together slowly and eased the sled around without spilling it.**

**Narrator #3: Looking down the trail, the leaders still could not see any sign of Joe. Now they would have to get down to the business of finding the boss.**

**Toby: Not too fast. We don't want to run over Joe when we come up on him.**

**Crystal: Toby and I will set the pace and everyone will need to keep a lookout for Joe.**

**Socks: All of us will look to the side of the trail in case you might miss something in front.**

**All Dogs: You bet! We need to find Joe!**

**Narrator #4:** The team began back tracking on their trail. Everyone's eyes were searching the trail ahead and on both sides, looking for the boss. Toby would stop the team every now and then and sniff the air, trying to pick up the scent of their musher.

**Crystal:** Toby, look up ahead, there is something in the trail.

**Toby:** Yes that's him!

**Digger:** I see him too, but why is he lying in the snow?

**Narrator #1:** The team stopped beside the lump in the snow. It was their musher and beloved friend. Toby and Crystal sniffed at the cold body.

**Socks:** Is our boss all right?

**Beauty:** He isn't moving! He has to be all right, he just has to be!

**Narrator #2:** Toby put his nose close to the musher's face. He waited to see if he could feel Joe's breath.

**Toby:** He's alive!

**Narrator #3:** Crystal and Toby quickly licked the snow off Joe's face and nuzzled him, trying to get him to wake up. No luck.

**Sweetpea:** I think we are going to need some human help! Who should go for help?

**Digger:** Crystal is the fastest runner. I think she should go for help.

**All dogs:** Yeah!

**Toby:** Crystal, we will stay here and keep the boss warm.

**All dogs:** Good luck Crystal!!

**Narrator #4:** Before Crystal could leave she needed to be free from the tug line. Thinking quickly, she asked Beauty to help her chew through the back straps of her harness.

**Beauty:** Oh, the boss gets so angry with anyone who chews a line or harness. I don't want him to be mad at me and make me stay home next time.

**Crystal:** Now beauty, don't panic. I think in this case the boss would want you to help. Now let's get to work. We need to get help for Joe before he freezes to death!



**Narrator #4:** While Crystal and Beauty tended to chewing Crystal loose, Toby was trying to figure out what to do for Joe. Sled dogs have two layers of fur that keep them warm in almost any kind of weather. This same fur can help keep a musher warm too.

**Socks:** While Crystal and Beauty go for help why don't we snuggle close to Joe?

**Digger:** That's a good idea. Our warm bodies and fur will help keep the boss warm until help arrives.

**Narrator #1:** Soon Joe was covered with the furry bodies of his dogs. They snuggled as close as he or she could without smothering Joe. Meanwhile, Crystal was free from the tug line and ready to go get help.

**Toby:** Whatever you do Crystal, don't let any human or dog catch you. Stay just out of their reach, but if they stop chasing you, stop and bark like crazy until they start to follow again. Lead them back here as quickly as you can.

**Sweetpea:** All of us will help Toby take care of the boss as best we can until you get back.

**Narrator #2:** Toby and rest of the team were slightly worried about Crystal's journey. The night before they caught the scent of a wolf pack. They all hoped that Crystal would have a safe trip.

**Narrator #3:** The team did their best to insulate Joe from the severe arctic night.

**Beauty:** I don't know what I would do if something happened to the boss.

**Sweetpea:** I can't imagine giving up running the trails, but my heart wouldn't be in it with any other musher.

**Socks:** He's going to be all right, Sweetpea. I know it looks bad, but we can't give up.

**Digger:** We can take care of him until Crystal brings help.

**Narrator #4:** Toby raised his head and listened intently to the night sounds. In the distance, he could hear the howl of a wolf. Soon he heard another wolf begin his song and before long, a chorus of wolves was singing its lonely song.

**Narrator #1:** The hairs on the dog's backs stood almost straight up as they listened to the wolves.

**Beauty:** I hope the wolves are not on a hunt tonight with Crystal out there all alone.

**Toby:** Pipe down! We have to stay calm until Crystal's return.

**Narrator #2:** Crystal flew along the hard, fast trail toward the last checkpoint. It seemed like she had been running for a very long time and she had no idea how much longer it would take to reach help.

**Narrator #3:** She heard the wolves and knew that she would be easy game should they decide to attack her. Her thoughts turned back to her musher and she promised him silently that she would bring a human to take him to safety.

**Narrator #4:** Suddenly, up ahead, she saw a light bobbing in the distance. She knew it was too soon to be a checkpoint.

**Crystal:** Could it be a musher's headlight?

**Narrator #1:** It was another team! Crystal spotted the lead dog Foxy. She slowed her pace and slowly moved forward so as not to appear as a threat to the approaching team.

**Crystal:** My musher is in trouble up ahead and we need help. Can you bring your musher?

**Narrator #2:** Foxy relayed the information to his teammates. Crystal began to bark her frantic message to the approaching musher. This startled the musher, Michael O'Donald. He put his foot on his brake only to find that his team didn't want to stop. They kept pulling against the brake!

**Narrator #3:** Michael O'Donald recognized Crystal as being one of Joe's dogs. He called her and wanted to put her in his sled and take her to the next checkpoint. However, Crystal remembered what Toby had said, "don't let anyone catch you."

**Crystal:** Oh Foxy, please follow me! My musher is hurt! I need your boss to help him. Please hurry!

**Narrator #4:** Foxy began barking and Michael realized that Joe might be hurt, so he and his dogs followed Crystal. Meanwhile, the team was doing their best to take care of Joe. They checked to make sure he was breathing.

**Socks:** He is still breathing and he seems a bit warmer than when we first got here. I think he will be all right. I hope Crystal arrives with some human help, soon!

**Digger:** Hey look! Over there I see a headlight!

**Beauty:** Could it be a musher? Oh, I hope so!

**Sweetpea:** It sure is a musher! Look how fast Crystal is running!

**Crystal:** We made it! Thanks to Foxy, his teammates and his boss! Now lets make sure Joe gets some help.

**Narrator #1:** Michael put Joe into his sled bag. Toby and his teammates pulled Joe's sled and followed Michael's team to the next checkpoint. There, Joe was taken into a warm cabin. The dog team was taken to a nice area and fed some delicious warm stew. After they ate there were nice straw beds waiting for them to rest.

**Socks:** Boy that stew was great and these beds are nice, too!

**Beauty:** I'm sure glad that Joe is okay. I wonder if we are going to finish the Iditarod.

**Toby:** Joe is going to be all right!

**Digger:** He has to be. I wouldn't want another human for my musher.

**Toby:** We will be sent home. I'm sure Joe isn't going to be able to go on, but I'm sure he'll be all right.

**Socks:** I think we should all try to get a little rest.

**Narrator #2:** Several hours later, Toby heard footsteps in the snow. He called softly to the team, all of whom were only dozing fitfully waiting for some sign of their musher. There was Joe, bundled in heavy outdoor gear. He knelt slowly to pet and whisper kind words to each dog. Joe had pneumonia and could have died in the cold.

**Narrator #3:** Joe would have died if the dogs hadn't known just what to do. Joe gave love and thanks to his loyal friends. Toby felt a little sad that his team didn't get to finish the race to Nome. However, he knew there would be another time to try again. The team would continue to have many adventures with their friend Joe...but those are stories for another time.

# Resource List

<http://www.kidskonnnect.com/content/view/166/27/> An abundance of Alaskan Facts.

<http://www.enchantedlearning.com/usa/statesbw/alaska.shtml> Maps, Quizzes and answer Key

<http://www.iditarod.com/pdfs/teacher/TeacherTool07.pdf> Iditarod Teacher Tool Kit

<http://dsc.discovery.com/tv/iditarod/iditarod.html> Discovery Channel -

Iditarod: The Toughest Race on Earth

<http://www.webenglishteacher.com/paulsen.html> Woodsong by Gary Paulsen

There are many websites available. Simply go to your search engine and type in the Iditarod Race. If there are any questions do not hesitate to email me.