

Iditarod Insider Viewing and Response Guide

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Discipline / Subject: English/Language Arts (ELA)

Topic: Viewing video via Internet

Grade Level: Grade 6

Resources / References / Materials Teacher Needs:

Viewing and response guide, computer lab, headphones if possible, clipboard as a writing surface, classroom membership to Iditarod Insider for computer lab use (may use an individual membership if viewing on one computer with a projector connected or if using a Smart Board)

Lesson Summary:

As an introduction to the Iditarod Trail Sled Dog Race™, students will complete the guide as they view several Insider videos to gain information about volunteers, the veterinarians, an Alaskan teacher, and the canine athletes. The guide requires students to use recall, detail, context clues, inference, application, and synthesis skills. The lesson also requires students to use computer skills relevant to the Internet such as entering addresses accurately, reading a Web page, scrolling, highlighting correct links and video, and playing video.

Standard's Addressed:

North Carolina Standard Course of Study (NCSCOS) ELA objective:

2.01 The student will explore and analyze informational materials that are read, heard, and/or viewed by monitoring comprehension of what is read, heard or viewed.

NCSCOS Computer/technology skills grade 6:

1.01 Recognize, discuss, and visually represent knowledge of changes in information technologies and the impact changes have on schools, workplaces and society.

2.04 Use proper keyboarding skills to improve accuracy, speed and general efficiency in computer operation.

2.06 Demonstrate knowledge of the advantages/disadvantages of using multimedia to develop, publish, and present information to a variety of audiences

Learning objectives:

1. The student will view, recall, analyze, apply, and synthesize informational material that is viewed and heard.
2. The student will accurately log in and access a website.
3. The student will apply technological skills to read a Web page, scroll, highlight, choose, and view video.

Assessment:

80% accuracy based on correctness and completeness of answers. Students may also receive a participation grade based on their work in the computer lab, i.e. on task, following directions, using the Internet as directed, locating and using Internet material as directed. Students enter the lab with a participation grade of 100. The grade is maintained or reduced based on their performance while in the lab.

Procedural Activities

Give students a copy of the viewing guide. Directions on the guide allow students to independently access the school computer, the Iditarod website, and Iditarod Insider. Students view the videos, replaying them as necessary, to complete the guide. Headphones make it easier for students to hear the videos without the distraction of hearing others' videos, but if headphones are not available, the videos can be heard if students set their monitors on a lower volume so as to not distract everyone.

Materials Students Need: directions to log in, materials as listed above

Technology Utilized to Enhance Learning: computer lab, Internet, headphones

Other Information

This viewing guide can be adapted for other Iditarod Insider clips. Teachers should preview the clips for appropriate content and interest for their grade levels. The viewing guide may have the Insider login information printed on it or the teacher may login each student to maintain confidentiality of the login information.

Modifications for special learners/ Enrichment Opportunities

Exceptional program or English Language Learner students may work with a partner to complete the guide. Pair students who are more familiar with websites and navigational skills with those who are less familiar with technological skills. Complete the viewing and guide as a whole class activity to assist those unfamiliar with navigating the Internet and websites. Allow classroom time for all students to more completely answer questions requiring a short response.

Viewing and Response Guide for Iditarod Insider™

Log on to the computer as a student. Double click on Internet Explorer, the blue E. When this opens, type www.iditarod.com in the address line.

Click on the link called Iditarod Insider™. This is at the top of the page. Look at the right side of the page and click on Become an Insider/Log In.

In the empty box labeled email, type the username. Then, type the password in the password box. Close the box that states you are successfully logged in.

Look at the right side of the page and click on Daily Video Updates. This will give you a long list of videos.

Scroll to the bottom of this page. The first video you'll watch is Dog Handlers March 3, 2006. Answer the questions below about this video. You may watch the videos more than once to find the answers.

Dog Handlers March 3, 2006

1. Write one state that the dog handler volunteers come from. _____
2. What surprises the volunteer handlers about the dogs? _____

Close this video by clicking on the x in the upper right corner. Scroll the list and locate the next video listed here.

Vets of the Iditarod March 8, 2006

3. The Iditarod vets are volunteers who consider the dogs to be
 - A. pets
 - B. athletes
 - C. a challenge
4. The vets are described as *behind the scenes volunteers*. This means the vets
 - A. are people who work in the race but can't be seen.
 - B. are people who support the race without being the focus of attention.
 - C. travel from checkpoint to checkpoint caring for the dogs.

Close this video. Scroll the list and find the next video.

Inspirational Teacher March 10, 2006

5. This teacher's school in McGrath, Alaska holds a simulated Iditarod race. What is the definition of a simulated race?

6. Describe how MPMS could hold a simulated Iditarod race since there is very little snow in our area.

Close this video. Scroll the list and find the next video.

Answer question 8 before you start the video.

Athletes in Action March 9, 2006

8. Read the title. Make a prediction what this video will be about.

Now watch the video.

9. There is no narration in this video. Describe your favorite scene in this video. Tell what the scene is, what is happening in the scene, why you like it, and what the scene expresses.
