

The Common Thread- Happy Trails!

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Discipline / Subject: geography/social studies/history

Topic: national historic trails

Grade Level: 3 - 8

Resources / References / Materials Teacher Needs: information on the Iditarod Trail as a national historic trail, information on a national historic trail from home state

Lesson Summary: Students will learn the historic significance of the Iditarod Trail and relate it to a national historic trail in their state or close by, gaining an understanding and appreciation of their own state's history and the differences and similarities between that and Alaska's state history.

Standard's Addressed:

national standards: The National Geographic Society publishes standards correlated to 6 Elements of Geography.

Element 1, standard 1: how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

Element 2, standard 4: Students need an understanding of why places are the way they are, because it can enrich their own sense of identity with a particular place and enable them to comprehend and appreciate both the similarities and differences in places around their own community, state, country, and planet.

Element 6, standards 17 & 18: how to use geography to interpret the past and present, and to plan for the future

Alaska state standards:

geography

A student should be able to:

A.1 use maps and globes to locate places and regions

A.2 make maps, globes, and graphs

A.3 understand how and why maps are changing documents

B.1 know that places have distinct geographic characteristics

B.8 compare, contrast, and predict how places and regions change with time

D.1 know that the need for people to exchange goods, services, and ideas, creates population centers, cultural interaction, and transportation and communication links

Arizona state standards:

SS6-S4-C1-PO1 Construct maps, charts, and graphs to display geographic information

SS6-S4-C1-PO3 Interpret maps, charts, and geographic databases using geographic information

<p>Learning objectives: The students will</p> <ul style="list-style-type: none"> • identify national historic trails on a United States map (knowledge) • compare/contrast historical events/people/places of Alaska to home state (analysis) • evaluate the use of the historical trails (evaluation) 	<p>Assessment: The assessment would fit the activity you choose to use; for the basic activity check for accuracy in mapping and fluency of symbols and pictures.</p>
<p>Procedural Activities:</p> <ol style="list-style-type: none"> 1. Teach your students about the Iditarod Trail as a national historic trail. You might use books or Internet resources for this. There is information on the trail at www.iditarod.com. 2. Discuss topics such as: historical uses, past and present location and distance of the trail, current use and upkeep of the trail, financial responsibility to maintain the trail, special events held along the trail, types of transportation seen historically along the trail, kinds of animals used to help move along the trail. Make as many parallels to the past and present use of the Iditarod Trail as possible. 3. Lead a comparison/contrast study of the national historic trail in your state. 4. Map the Iditarod trail on a state map of Alaska. Also map the trail in your state. Use maps of the same scale to show the correct comparison. 5. Have students draw symbols and pictures along the top of the trails to show historical about it. Include dates. Along the bottoms of the trails, record current information and dates. 6. Students could create a Venn diagram for the trails, write a non-fiction piece based on their comparison/contrast and present it to the class, role play historical and modern day people meeting along the trail and discussing what they are doing, what they see on the trail, and how it is used. 	
<p>Materials Students Need: Internet access, books or pamphlets on the Iditarod National Historic Trail and information on a national historic trail in their home state, pencils, paper, poster board, something for adding color, outline maps of Alaska and home state in the same scale.</p>	
<p>Technology Utilized to Enhance Learning: Internet access</p>	

Other Information:

The National Park Service has a downloadable map of all national scenic and historic trails at: <http://www.nps.gov/hfc/carto/nps-trails.htm#>

If you live in Alaska, your comparison will be to a state from the outside. Possibly choose a state very different from Alaska: smaller, hotter, etc.

If your state doesn't have a trail, use a trail that begins or ends in your state. You might also use a national scenic trail. Another possibility is to study a trail of a state other than yours that is important in your curriculum or a trail in a neighboring state.

Modifications for Special Learners/ Enrichment Opportunities:

enrichment opportunities: visit and travel along the national historic trail and its landmarks in your state; incorporate literature studies of the historical events or people from the trail; have students provide map coordinates for specific places along the trails

special needs or younger students: Use commercially prepared maps for students to study and add to. Provide pictures for students to match to the Iditarod Trail and their home state trail.

science connections: Do a comparative study of the ecosystems, rocks and minerals, or geological features along the trails. Use the modes of transportation for force and motion based lessons. Compare/contrast weather patterns along the trails.