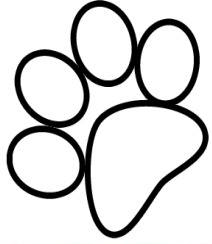
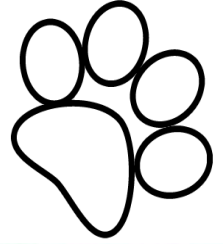


Annual Sled Dog Race



START



Yukon Quest



2019

Name _____

Yukon Quest™

Share the following information with your students:

- 1. The Yukon Quest is a sled dog race that starts in February each year and ends when the last musher crosses the finish line.**
- 2. The race runs between Fairbanks, AK, USA and Whitehorse, Yukon, Canada a length of over 1,000.**
- 3. The race involves 'mushers' who drive dogsleds that are pulled by up to 14 dogs at the start of the race. They must have at least 8 dogs on the gangline at the starting line and no less than 6 at the finish line.**
- 4. Volunteers play an extremely important part in the race. Volunteers are from the villages and towns along the trail as well as other places from within Alaska, Canada, and around the world.**
- 5. The race was started as a way to bring an international piece to the sport of dog mushing and to follow a historical trail along the Yukon River.**

Suggestions:

- Introduce the unit with a map of Alaska and the Yukon (included). Ask students how they might travel from Fairbanks to Whitehorse if they couldn't fly, drive, or take any other modern means of transportation.
- Use a reading text (<https://www.distlearn.ca/yukonquest/content/yukon-quest-background>) to support further understanding of the history of the sport and the race. Practice a close reading protocol with the text, if possible. (see included)
- Show videos of dog sled teams. Various videos can be found on the internet.
- Have students help to create hall or bulletin board displays to share the race information and other projects associated with the event. (ELA-LITERACY.W.2)
- Learn about the geography of Alaska and the Yukon.
- Use your school's technology tools to investigate the Yukon Quest website: www.yukonquest.com and learn about the canine athletes (see internet research questions included).
- The route of the race starts in Fairbanks and ends in Whitehorse, Yukon. Have your students "adopt" and track a musher throughout the race and mark their placement and time at the checkpoints. (MATH.CONTENT.3.MD.A.1) (Tracking Form included)
- Use the map or checkpoint log to record the information.
- Purchase and bring in realia such as: sled dog harness, dog booties, photographs, etc. Check out <http://www.yukonquest.com/shop-yq>
- Have your students create posters advertising the Yukon Quest™. Remind them to include the who, what, where, when, why, and how of the event. (ELA-LITERACY.W.2) Included in this resource, is a tri-fold activity that requires the students to include the answer to those questions as well.
- Have students make a folder to keep all their Yukon Quest papers in. (See "Annual Sled Dog Race" cover page.)
- Have your students draw their own booster button. If you have a button making machine at your school you could turn the students' drawings into true buttons for them to wear during the race.
- Learn about the canine athletes. These dogs are trained, by their handlers/mushers, all year long to be sure that they are in top condition before the race, and they go through extensive medical exams before, during, and after the race by licensed veterinarians. There are vets at every check point. The health and safety of the animals comes first. (ELA- LITERACY.RF)
- Use the included checkpoint name tags to track the teams. Post them in order around the room; perhaps on a bulletin board or on the walls of your room. Have students chose a team to follow. Each day, use the Yukon Quest website to determine where the musher and his/her team is nearest and move their tracker image (included) to the appropriate checkpoint name tag.



Yukon Quest™

Suggestions Continued:

- Invite a veterinarian to come to your school to talk about healthy animals and animal care.
- Have your students complete a research activity by learning fun facts about Alaska and the Yukon. Then compare and contrast Alaska to the Yukon Territory. (worksheet included)
- Provide your class with many texts related to sled-dogs. Use some as a read-aloud and others for students' independent reading. A suggested list is below.

Literacy Connections:

MUSH! By Patricia Seibert
To See the Moon by Ethel Bacon
Running with the Big Dogs by Lori Yanuchi
Dog Team by Gary Paulsen
Can Dogs Talk? By Mary Shields
Born to Pull by Bob Cary and Gail de Marcken
Akiak by Robert J. Blake
Storm Run by Libby Riddles
Stone Fox by John Reynolds Gardiner
Elim by Joan Jackson
Dougie, the Playful Pup Who Became a Sled Dog Hero by Pam Flowers
Diamond Willow by Helen Frost
Yukon: Sled Dog by Judith Janda Presnall
Wild About Animals: Yukon Quest Sled Dogs and Fishing in the Everglades by S.Rotfeld
Down the Yukon by Will Hobbs
Children of the Yukon by Ted Harrison
Aurora of the Yukon: A Girl's Adventure in the Klondike Gold Rush by Keith Halliday
T is for Territories: A Yukon, Northwest Territories, and Nunavut Alphabet by Michael Kusugak
Yukon: Revised by Lyn Hancock
Call of the Wild by Jack London
Gold Rush Fever: A Story of the Klondike by Barbara Greenwood
Born to Pull: The Glory of Sled Dogs By Bob Cary
Sled Dog School By Terry Lynn Johnson
Sled Dog Dachshund By Laura Atkins
Kamik's First Sled By Matilda Sulurayok
Sled Dogs Run By Jonathan London
Ice Dogs By Terry L. Johnson





The above map shows all of Canada, Greenland, Iceland, portions of the United States, and the northeast corner of Russia. Use this to teach students more about the geography of Canada in relation to the USA and other parts of the world. If possible, you might have students determine the location of Fairbanks, Whitehorse, and their hometown.

Close Reading Protocols

Reading and Discussion Protocol:

Step 1: Teacher or confident reader reads the text aloud while others follow along.

Step 2: Ask students to look for particular elements while they engage in independent reading.

Elements to look for:

- unfamiliar words
- comparisons
- points of inference
- how the text is structured
- evidence of the genre
- the main idea, and supporting evidence

Step 3: Students read independently and note within the text using sticky notes, highlighters, or underlining.

Step 4: Have students share and discuss their findings.

Step 5: Use accountable talk stems to discuss the findings. (I agree with..., I disagree with..., Where do you find that in the text?, Tell me more about..., Why do you think that?, So what you're saying is..., Couldn't it also be that...? etc)

Optional Step 6: In partners, or independently, have students create a visual illustration of what they have found (I.e. a visual glossary, a poster demonstrating the main idea and supporting details, Venn diagram for comparisons)

Optional Step 7: Display the visual illustrations and let the students do a gallery walk.

Read and Summarize Protocol

Step 1: Read the text to get the gist or main idea.

Step 2: Read and note important elements (Highlight main idea, circle important or new vocabulary, underline important points.)

Step 3: Write the gist or a one paragraph summary.

Step 4: Reread the text and find 3 details to support your gist or summary. Put a star next to the most important piece of evidence.

Step 5: Share your important detail/s with a partner.

Step 6: Work with a partner to write a gist or one paragraph summary of the text, including 3 important details.

Read, Write, and Understand Protocol

Step 1: Read the text.

Step 2: Write down several sentences to make a paragraph stating what you understand the text to be about.

Step 3: Re-read the text.

Step 4: Underline, highlight, or note with sticky notes, important details.

Step 5: Reread your sentences and revise your writing according to the new learning you gained from your re-reading.

Step 6: Share with a partner and discuss the similarity and differences of your important details. Determine if your details are the most important via this discussion.

Step 7: Revise your sentences based on your new decisions about what is most important.

Step 8: Edit your paragraph.

Step 9: Re-write your paragraph for final publication.

Name: _____

Internet Research: Canine Athletes

<http://www.yukonquest.com/about/sled-dogs/modern-sled-dog>

Use evidence from the website to support your answer.



1. What is a modern sled dog?

2. Why does a musher strive for a well balanced sled dog team?

3. Within the text on the website, it states that a sled dog's toes must not be splayed. What does the word **splayed** mean in this use?

4. Why do the sled dogs often wear "booties"?

5. What does the text telling us when it says, "Attitude is everything."



Name: _____

Internet Research: Canine Athletes

<http://www.yukonquest.com/about/sled-dogs/modern-sled-dog>

Use evidence from the website to support your answer.



6. Give a fact that the website provides regarding the dogs' fur?

7. Give two facts regarding the weight of the athletic sled dog?

8. The text refers to a dog's "gait" What does this word mean here?

9. Tell about three things that the musher looks for in a good sled dog. Why are these important?



Name: _____ **ANSWER KEY**

Internet Research: Canine Athletes

<http://www.yukonquest.com/about/sled-dogs/modern-sled-dog>

Use evidence from the website to support your answer.



1. What is a modern sled dog? "A modern sled dog is generally mixed-breed ('Alaskan') huskies who have been bred for generations for their endurance, strength, speed, tough feet, good attitude and appetites, and most importantly their desire to pull in harness and their abilities to run well within a team."
2. Why does a musher strive for a well balanced sled dog team? "So that the entire dog team moves in similar a fashion which increases overall team efficiency. "

3. Within the text on the website, it states that a sled dog's toes must not be splayed. What does the word **splayed** mean in this use? "Toes not spread out"

4. Why do the sled dogs often wear "booties"? "Booties are often worn as a protective covering, this helps the dogs naturally tough feet to cover long distances without difficulties. Extreme cold and new snow can lead to trail conditions that are abrasive to the dogs' feet and also add more friction to the trail, preventing the sleds from gliding easily. Booties for the dogs are a necessity under these kinds of trail conditions. "

5. What does the text telling us when it says, "Attitude is everything." "Some dogs with lesser physical abilities, just like some less-talented human athletes, can often become superstars because of their tough mental attitude towards both life and the world of competition."



Name: _____

ANSWER KEY



Internet Research: Canine Athletes

<http://www.yukonquest.com/about/sled-dogs/modern-sled-dog>

Use evidence from the website to support your answer.

6. Give a fact that the website provides regarding the dogs' fur? Varies "Modern sled dogs must also possess good fur, with an undercoat that insulates them from the cold temperatures where they live and run and an overcoat (also called a 'guard hair coat') that prevents the build-up of ice and snow in windy and cold conditions. With changing climatic conditions in the North, some years' warmer weather can present challenges to these well-coated dogs, and mushers must take extra measures to prevent their heavier-coated dogs from overheating on warmer winter days. "
7. Give two facts regarding the weight of the athletic sled dog? "Any dogs that are even somewhat overweight will likely lead to unnecessary soreness as their joints and muscles cannot support the extra strain and effort the additional weight creates." AND "many people seeing long-distance sled dogs for the first time are amazed by how small or thin they look; but in fact they are in excellent physical condition much like an Olympic marathon runner would 'appear thin' the day before their main race and compared to someone who never exercises, they would appear 'too small' at any time of year!"
8. The text refers to a dog's "gait" What does this word mean here? "the walking, trotting or running speeds of the dogs "




-
9. Tell about three things that the musher looks for in a good sled dog. Why are these important? "Modern Sled Dogs must have good feet." Because "everything rides on the feet of the dogs and even minor issues will lead to trouble if they are not dealt with quickly and effectively by the musher." or "how well they eat" and "Mushers look for dogs that eat with enthusiasm all the time, regardless of weather conditions or if they are tired." because "so that they can consume a sufficient amount of calories to be able to keep themselves warm while running and resting, even at extremely cold temperatures, and also be able to perform to their maximum abilities during the race" and "mushers look for sled dogs that love to run in harness, work well in a team with other sled dogs, and who get along well with the musher and have that 'special bond'." because it is "at the core of great dog teams and their mushers."



YUKON QUEST: TRACK A MUSHER

My Musher's Name _____ Bib Number # _____



CHECK POINT 	Date	Position in the Race	Time In 	Time Out	Number of Dogs Into Check- point	Number of Dogs Out of Check- point	Total Time of Rest Here
Whitehorse							
Braeburn							
Carmacks							
Pelly Crossing							
Dawson City							
Eagle							
Circle							
Central							
Mile 101							
2 Rivers							
Fairbanks 							




My Musher _____ finish the race. He or She was in _____ place.

did/did not

YUKON QUEST: TRACK A MUSHER

My Musher's Name _____ Bib Number # _____



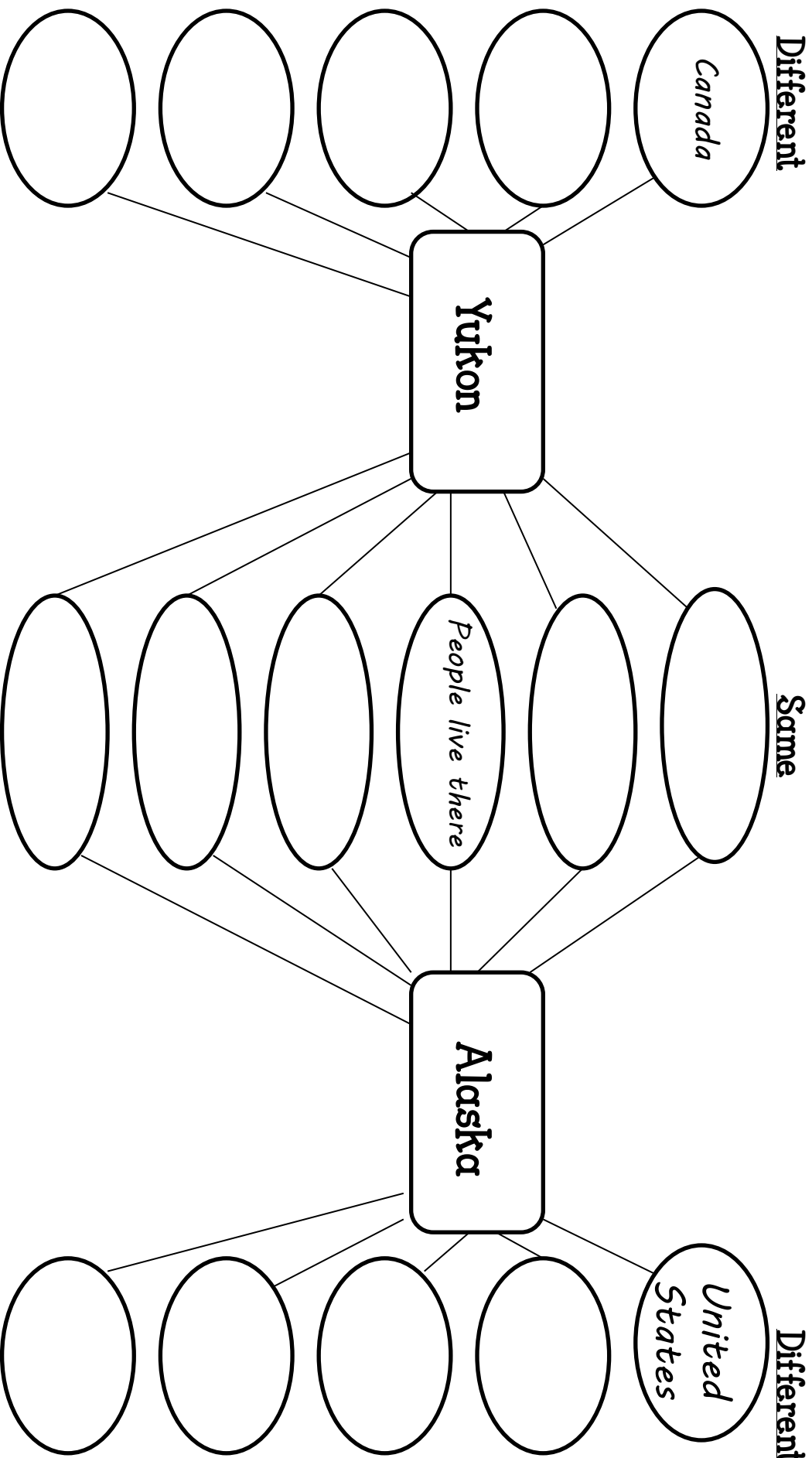
CHECK POINT 	Date	Position in the Race	Time In 	Time Out	Number of Dogs Into Check- point	Number of Dogs Out of Check- point	Total Time of Rest Here
Fairbanks							
2 Rivers							
Mile 101							
Central							
Circle							
Eagle							
Dawson City							
Pelly Crossing							
Carmacks							
Braeburn							
Whitehorse 							

My Musher _____ finish the race. He or She was in _____ place.

did/did not

Comparing With a Double Bubble Graphic Organizer

In the center bubbles, list the things that the places have in common. In the bubbles near the outside of the frame, list the things that are different about the places. Examples are given.



Fairbanks

Two Rivers

Central

Circle City

Eagle

Slaven's
Roadhouse

Dawson City

Scroggie
Creek

Pelly
Crossing

McCabe
Creek

Carmacks

Braeburn

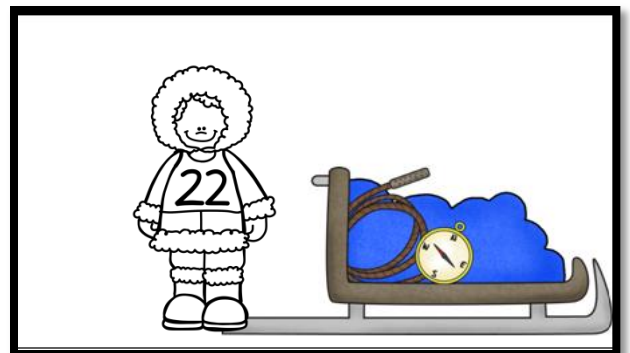
Whitehorse

Mile 101

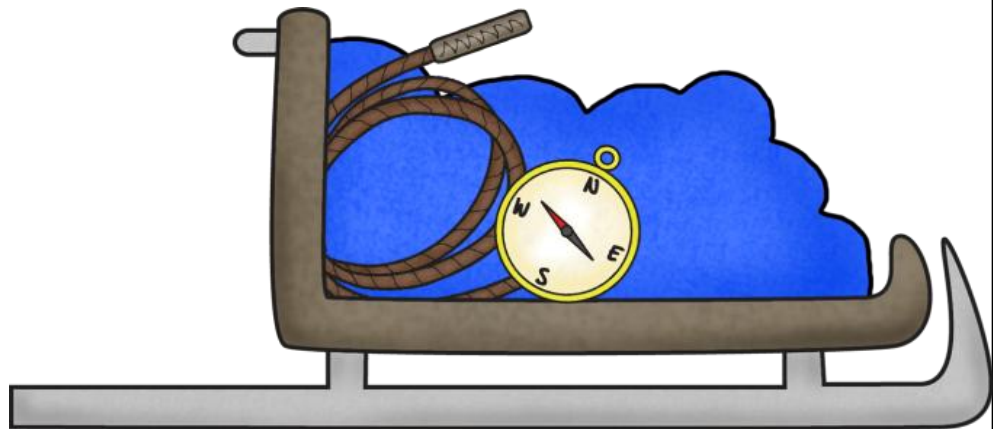
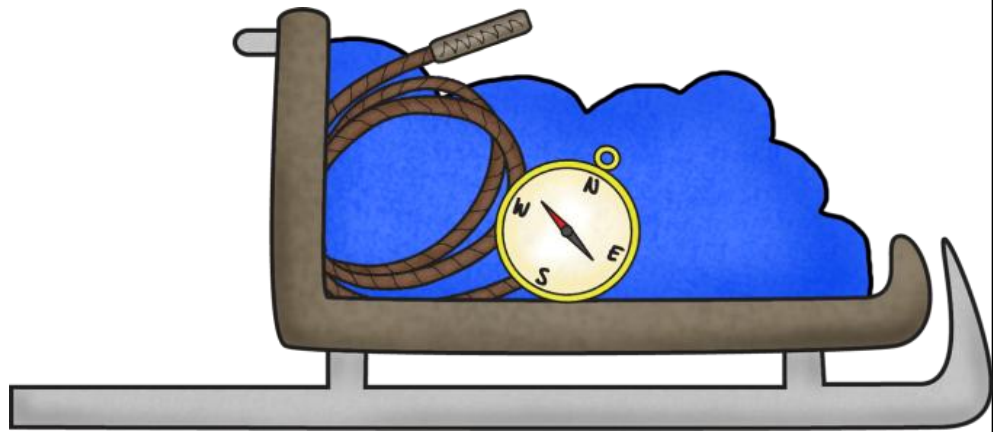
Suggestion:

1. Cut apart these checkpoints and landmarks.
2. Post them in order around the room; perhaps on a bulletin board or on the walls of your room.
3. Give students the sled cards and have them draw the musher that they are tracking. The drawn musher should be standing behind the sled.
4. Each day, use the Yukon Quest website to determine where the musher and his/her team is nearest.
5. Move the sled/s to the checkpoint or landmark that they are nearest.
6. Continue this movement until the race is completed or the last musher being followed has finished.

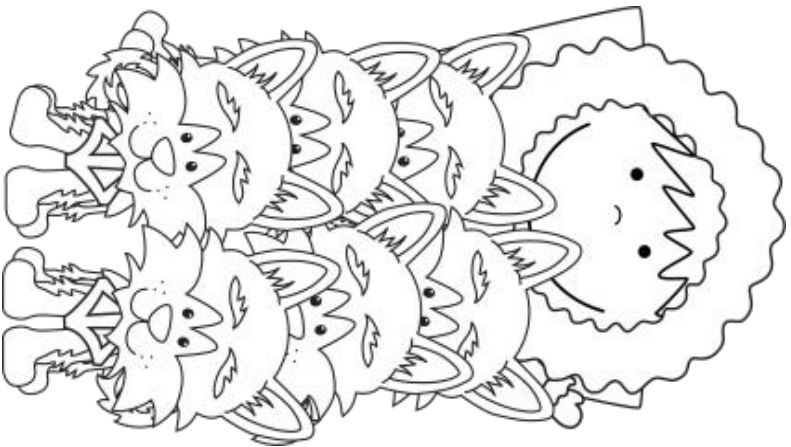
Eagle



Have your students draw themselves behind the sled. You could then use this as a tool for students to track their progress towards goals. (i.e. learning sight words, math facts, taking reading tests on the computer, etc.)

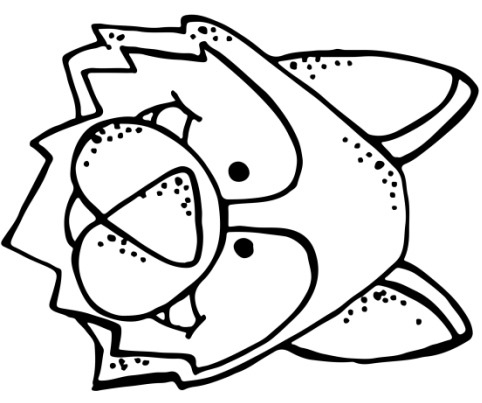


YUKON



Glue this part to your notebook page
or a piece of construction paper.

QUEST



2019

Why:

The YUKON QUEST

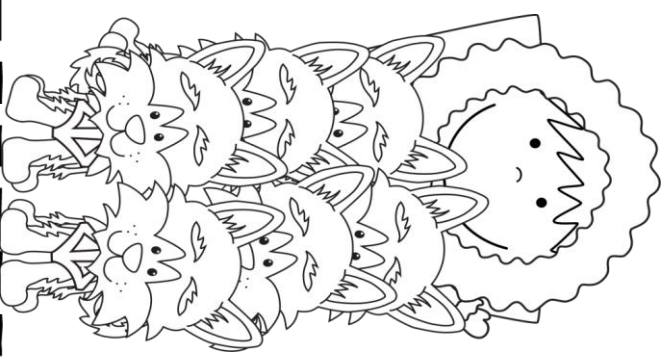
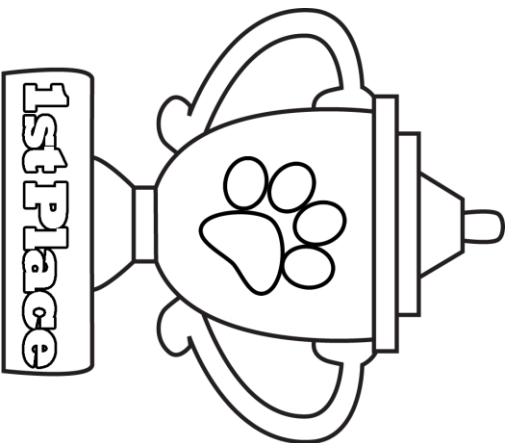
What:

Who:

Where:

When:

How:



The YUKON QUEST

ANSWER KEY

What:

A 1000 mile, or 1600 kilometer, international sled dog race.

Who:

For qualified, long-distance dog mushers and their teams of dogs.
These teams can come from all around the world.

Where:

At the top of the world in the Yukon Territory of Canada and the state of Alaska in the United States of America. The race goes from Fairbanks, Alaska to Whitehorse, Yukon and follows a historical Gold Rush trail, crossing frozen rivers and mountain ranges.

When:

Every February since 1984. The race lasts from 10-16 days until the final dog team gets to at the finish line.

Why:

This is a test of the ability of the humans and dogs. It also is a tribute to the strength of the bond between the human and dog. In addition, the developers wanted to have a long-distance international race that followed the Yukon Trail.

How:

Up to 50 dog teams, that are made up of one human musher and 14 dogs, pull specially made sleds over the trail. The teams must follow this trail on their own.

**This information can be found on
www.yukonquest.com.**

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