

## Balto & the Serum Run: A History of Humans, Huskies, and Health in Alaska Kindergarten to Grade 5

### DESCRIPTION

Explore the story of Balto the “hero husky!” In this program, students explore information from historical accounts, documents, and photographs to learn how one husky became the famous face of a national story. Hear about the adventures of sled dog teams on the famous Serum Run to save Nome, Alaska, how Balto and his team became famous for their part in it, and how the people of Cleveland are connected to the story.

### OBJECTIVES

- Learn how maps can be used to display different kinds of visual information and be used to answer different types of questions.
- Learn how tools such as timelines can help us study events from the past.
- Explore how photographs, written records, and videos can help us study historical events.
- Explore how individuals and communities can come together to work towards common goals.

### OHIO'S LEARNING STANDARDS \*program will be tailored to grade levels present

#### Kindergarten

- Speaking and listening:
  - SL.K.1 Participate in collaborative conversations about Kindergarten topics and texts with diverse partners in small or larger groups.
  - SL.K.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.
  - SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Social studies:
  - Historical thinking and skills – 1) Time can be measured. 2) Personal history can be shared through stories and pictures.
  - Spatial thinking and skills – 5) Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places. 6) Models and maps represent real places.

- Civic participation and skills – 9) Individuals share responsibilities and take action toward the achievement of common goals in homes, school, and communities.

## First Grade

- Speaking and listening:
  - SL.1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.
  - SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).
  - SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Social studies:
  - Historical thinking and skills – 1) Time can be divided into categories (e.g., months of the year, past, present, and future). 2) Photographs, letters, artifacts and books can be used to learn about the past.
  - Spatial thinking and skills – 4) Maps can be used to locate and identify places.
  - Civic participation and skills – 8) Individuals have responsibility to take action toward the achievement of common goals in homes, schools, and communities' and are accountable for those actions.

## Second Grade

- Speaking and Listening:
  - SL.2.1 Participate in collaborative conversations about grade 2 topics and text with diverse partners in small or larger groups.
  - SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- Social studies:
  - Historical thinking and skills – 1) Time can be shown graphically on calendars and timelines. 2) Change over time can be shown with artifacts, maps, and photographs.
  - Spatial thinking and skills – 5) Maps and their symbols, including cardinal directions, can be interpreted to answer questions about locations of places.



## Third Grade

- Speaking and Listening:
  - SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Social studies:
  - Historical thinking and skills – 1) Events in local history can be shown on timelines organized by years, decades and centuries. 2) Primary and secondary sources can be used to show change over time.
  - Spatial thinking and skills – 4) Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, and alphanumeric grid and cardinal directions.
  - Civic participation and skills – 9) Members of a local community have rights and responsibilities. 10) Individuals make communities a better place by taking action to solve problems in a way that promotes the common good.

## Fourth Grade

- Speaking and Listening:
  - SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' idea and expressing their own clearly.
- Social studies:
  - Historical thinking and skills – 1) The order of significant events in Ohio and the United States can be shown on a timeline. 2) Primary and secondary sources can be used to create historical narratives.
  - Spatial thinking and skills – 9) A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

## Fifth Grade

- Speaking and listening:
  - SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.



## Before your Program

### If you are visiting us at the Museum...

If this will be your first trip to the Museum for some of your students, you may want to discuss the following questions:

- What is a Museum? Why are we going to the Cleveland Museum of Natural History?
- How should we handle objects at the Museum?
- Use the vocabulary and additional resources provided in this Teacher Guide to preview or review program content with your class.

### If you are joining us virtually...

How can you help us make this virtual field trip a success?

- If your students are joining us from your classroom computer, please arrange your room and projection screen so everyone can see us clearly.
- Please test your visual and audio connections prior to the day of the program. If you would like us to facilitate a test connection with you, we are happy to do so.
- If you and your students are joining us from your homes, we will have an educator monitoring the Chat feature for questions. We request that you or another staff person serve as a Co-Host to help monitor students for any inappropriate Chat or camera behavior.
- If you will have a hybrid class (some at school, some joining from home), our educator will monitor the Chat and camera behavior, and we reserve the right to temporarily move any disruptive students to our Waiting Room so we or school staff can correct the undesired behavior.
- If you prefer, we can turn off all cameras and interact solely via the Chat feature.

## VOCABULARY

### Grade 1 and below

**antitoxin** – a medicine that can stop or reduce the effects of harmful toxins caused by disease.

**diphtheria** - an extremely contagious bacterial disease affecting the throat and lungs.

**disease** - a condition that causes pain or makes it hard for the body to work properly.



**serum** – medicine made to help fight off a specific disease.

**telegraph** – a long-distance communication system that relied on a signal of short and long pulses (dots and dashes) transmitted over an electrical wire from one place to another.

**toxin** – something made by some living things that can be harmful to other living things.

**vaccine** – medicine containing either weakened or dead bacteria or viruses. When given to a well person, it allows their immune system to protect them from the specific disease.

## Grade 2 and above

**antibody** – a protein produced by your immune system to help fight off illness.

**antitoxin** – a medicine containing antibodies that can bind to harmful toxins produced by certain germs and help stop or reduce the effects.

**diphtheria** – an extremely contagious bacterial disease affecting the throat and lungs.

**disease** – a condition that causes pain or makes it hard for the body to work properly.

**organism** – A living thing.

**serum** – medicine made to help fight off a specific disease.

**telegraph** – a long-distance communication system that relayed a signal of short and long pulses (dots and dashes) transmitted over an electrical wire from one place to another.

**toxin** – a chemical substance produced by an organism that can be harmful to other organisms.

**vaccine** – medicine containing either weakened or dead bacteria or viruses. When given to a well person, it allows their immune system to protect them from the specific disease.





## EXTENSION ACTIVITIES

- Find stories of other amazing animal rescues and famous dog adventures.
- Investigate some of the other diseases that caused widespread problems in the past, such as smallpox, cholera, and malaria. Are they still problems today? Where? How are they prevented or treated? Are there any that have been eliminated worldwide?
- Look up alternative modes of transportation used before modern mechanical means, such as automobiles and planes. Were they restricted to certain environments or geographic locations?
- Find out about rescue dogs, seeing-eye dogs and service dogs. How they are trained and used to help people?
- View the Universal Pictures animated film about Balto and list the differences between what happens in the cartoon and the true story.

## ONLINE RESOURCES FOR TEACHERS AND STUDENTS

Click the link below to find additional online resources for teachers and students. These websites are recommended by our Museum Educators and provide additional content information and some fun, interactive activities to share with your class.

[The Great Serum Run and Balto's Enduring Legacy](#)

[Iditarod – Last Great Race on Earth®](#)

[Iditarod Race History – Iditarod](#)

CMNH Educators regularly review these links for quality. Web addresses often change so please notify us if any links have issues.

Cleveland Museum of Natural History <http://www.cmnh.org>

