

Iron Will in Literature

Copyright laws apply – see “Other Information” below

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Discipline: English / Language Arts / Life Skills

Topic: Literature analysis and Life Skills

Grade Level: Middle or High School

Resources / References / Materials Teacher Needs:

Iron Will. Videocassette. Burbank, CA: Walt Disney Home Video; distributed by Buena Vista Home Video, 1994. Available in DVD from Disneyshopping.com. Rated PG; 109 minutes (Copyright Laws apply – see below)
Worksheets created by Bill Collar that compliment lesson

❖ Keys to Excellence ; Goal Setting for Success; Goal Checklist & Lead Dog

Optional: Scholastic Scope February 11, 1994 (Copyright Laws apply. See below for contact information)

❖ *Iron Will* – Condensed play; Discussion Questions; Exercise – The Will to Succeed

Lesson Summary: Using the story of *Iron Will*, students will analyze, discuss and interpret literature in video format. Discussion using various themes can follow – goal setting, challenges, risk taking, friendship, adventure, survival, dreams, parental expectations, conflict resolution, relationships with animals and respecting animals

Standard’s Addressed: National Counsel of Teachers of English (NCTE)

Std 1) Students read a wide range of literature (print and non-print) including fiction, non-fiction, classic and contemporary works to build an understanding of texts to acquire new information and for personal fulfillment.

Std 2) Students read a wide range of literature (print and non-print) from many periods in many genres to build an understanding of human experience.

Std 3) Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.

Std 5) Students employ a wide range of strategies as they write and use different writing process to communicate.

Std 6) Students apply knowledge of language structure, convention, media techniques, figurative language, and genre to create, critique and discuss print and video format.

Std 7) Students conduct research on issues and interests by generating ideas and questions and by posing problems.

Std 11) Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.

McREL (Mid-Continent Research for Education and Learning)

Life Work 7) Displays reliability and a basic work ethic

Working With Others 2) Uses conflict resolution techniques

Self-Regulation 1) Sets and manages goals

Thinking and Reasoning 6) Applies decision-making techniques

Learning objectives: The students will –

1) carefully analyze, discuss & interpret literature in video format.

2) apply various themes to a piece of literature.

Assessment: May include –

Discussion, journaling, study guides, worksheets, tests, essay writing, interviews or research.

Procedural Activities:

Pre-viewing: Discussion and journaling topics that may precede the viewing of *Iron Will* include goal setting, prior knowledge of Iditarod, competition vs. cooperation, parent vs. child conflicts, challenges, risk taking, friendship, adventure, survival and relationships between humans and animals.

Viewing: View *Iron Will* in class. Take notes on the various conflicts happenings in Will’s life for discussion later.

Post-viewing: After viewing *Iron Will* teachers might consider the following –

1) find and discuss reviews of the movie

2) write reviews of the movie

3) compare to Iditarod and other races currently run

4) discuss competition vs. cooperation

5) discuss parent vs. child conflicts about future ambitions,

6) discuss responding to and accepting challenge

7) discuss risk taking behaviors

8) discuss friendship

9) discuss adventure

10) discuss survival then and now

11) discuss relationships between humans and animals

12) discuss, analyze and practice goal setting (see worksheets)

13) discuss strategies for conflict resolution

Materials Students Need:

Internet access
Library access
Worksheets (if used)

Technology Utilized to Enhance Learning:

Internet research, which could include reviews and analysis of the *Iron Will* movie.
Create power point presentations for post-reading activities.

Other Information: COPYRIGHT LAW APPLIES

- ❖ A condensed play of *Iron Will* along with study questions and activities was published in the February 11, 1994 issue of Scholastic Scope. Call 212-343-6171 for more information. All copyright regulations apply.
- ❖ Before using any video recording in your classroom, you must follow the Copyright Educational Fair Use Guidelines for viewing a video recording:
 1. The material must be legitimately acquired.
 2. The material must be used in a classroom or nonprofit environment “dedicated to face-to-face instruction.”
 3. Use should be instructional, not for entertainment or reward.All criteria must be met.

Source:

Davidson, Hall. “Copyright and Fair Use Guidelines for Teachers.” TechLEARNING. Oct 2002. CMP Media LLC. 01 Feb. 2006

<http://i.cmpnet.com/techlearning/pdf/db_area/archives/TL/2002/10/copyright_chart.pdf>

Modifications for special learners/ Enrichment Opportunities:

Compare and contrast current day races to Will’s race from Winnipeg to St. Paul, Minnesota
Compare and contrast equipment used for racing dogs in 1917 to equipment used now.
Students can develop their own topics of personal interest to compare and contrast.

Notes: