
Day 2

- finish filling in note sheet
 - put notes into sentences
 - offer an incentive to students who read their reports early (especially if you absolutely cannot go into a 4th day; announce this yesterday so they can prepare)
-

Day 3

- read reports
-

***homework** on days 1 & 2 would be catching up or working ahead

5. Take the time to read up on a few dog breeds yourself using the [Wikipedia](#). Notice the advantages each dog has, both in its build and temperament. And how every feature of it was “designed” to fulfill its purpose. By the end of this project you’ll know a dog’s purpose within a second of just seeing its picture.
6. If there’s a computer server that all students can access, set up a folder for each class to save their dog pictures to.
7. If you don’t have a multimedia projector to use on day 3 (to put dog pictures on the screen as students read their reports), ask around and see if you can borrow one. If you can’t, you can just pull up the dog pictures on your computer screen for the class to see. That’s better than nothing.

3-Day Procedure:**Day 1**

1. Give students the handout and a brief introduction:

“Students, this is a 3-day dog breeds project. By show of hands, how many of you have a dog at home? (*hands raise*). Ok. Tell me its name and breed. (*dogs are named*)

Today, most dogs, no matter what their original breeding purpose was, are companions; that’s all. We’ve forgotten their purpose. But they remain a product of that original purpose they were bred for, and they still have desires to perform those abilities. Think of dog breeds like cars, each having been designed for a specific purpose. The shape and length of the ears were designed. So was the bark, in most cases. Those traits and every other were selectively bred so the dog could do its job. Dogs have been bred to herd, hunt, smell, sight, provide protection and companionship, work, and to guard.

Take the Golden Retriever, for example. Its original purpose was to retrieve ducks and other water fowl. Does anyone have a Golden Retriever at home? (*hands raise*). Have you owners ever noticed something unusual about their paws? (*they’re webbed*). That’s right! The paws act like little paddles so they can push the water when they go in after the duck. Besides that and many other physical features, their

Day 1

Day 1

temperament was also carefully designed. They *love* to be in water, and they instinctively will bring back (retrieve) a duck gently so there are no teeth marks or bruises on it. That “gentle mouth”, or inability to bite, is also what makes it America’s most favorite dog, since they won’t bite children.”*²

2. Read the section from your book on selective breeding.
3. Before letting students draw dog breeds, go over the worksheet*³ - what each item means. For the most part, these sections follow how most of the Wikipedia pages are formatted:
 - *Breed*- The name of the dog breed they will be researching
 - *Country of Origin*- Where the dog was originally bred
 - *Year*- The year it was recognized by the AKC (American Kennel Club)
 - *Purpose it was bred*- Does it herd, sight, work, retrieve, provide companionship?
 - *Appearance*- General features
 - *Temperament*- General behavior, how it acts under certain situations
 - *History & Origins*- Anything historical; what other breeds were crossed to make it, how it originated
 - *Miscellaneous*- Anything else you find interesting that doesn’t fit anywhere else
4. Let students know that some information could be difficult to find on the website. A specific year it was recognized by the AKC may or may not be mentioned. If it’s not, look for a general time period reference, or even a century. The rule is this: *Do the best you can. If it’s not there, it’s not there, and that’s ok.*
5. Be clear about how much work you expect them to get done today. A reasonable expectation is to have most of the note sections filled in.
6. Now have students line up and draw a dog breed from the box and then head to a computer to get to work.
7. Send students to the computers and have them open up the PDF “Instructions-Dog Breeds Project” and follow them carefully.
8. When they first pull up their dog’s web page, give them a minute or two to react to their dog’s picture.*⁴
9. After they save a picture of their dog to the server (following their instructions), spend the rest of class filling in note sheets. If you taped a dog show, have that running on low volume while students work.
10. Two common questions and problems you’ll encounter today are:

Problem	Solution
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“I can’t find the year my dog was first recognized by the AKC.”	If there are any dates mentioned, put down the first you see. If there isn’t even a vague reference, leave it blank for now
“I can’t find what my dog’s purpose is.”	Press Ctrl + f on the keyboard and type “purpose” to do a text search

11. After students have read the entire Wikipedia page for their dog, if they still have gaps send them to the other 2 links on page 2 of the PDF. The External Links at the bottom of that page are also usually very good.
12. As the class period winds down, tell them exactly what they need to have done to be current. If they’re behind (or want to work ahead and present tomorrow for an incentive you’re offering), have them visit the website at home.

(end of Teacher Notes preview)

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◆ **Student Handout**

Name: _____

Breed:	_____
Country of Origin:	_____
Year:	_____
Purpose it was bred:	_____
Appearance:	_____
Temperament:	_____
History & Origin: (parents/breeds, etc.):	_____
Miscellaneous: (interesting facts, unusual dogs, etc.):	_____

◆ **List of dog breeds (5 pages)**

- | | |
|--------------------------------|-------------------------|
| Affenpinscher | Belgian Malinois |
| Afghan Hound | Belgian Sheepdog |
| Airedale Terrier | Belgian Tervuren |
| Akita | Bernese Mountain Dog |
| Alaskan Malamute | Bichon Frise |
| American Eskimo Dog | Black and Tan Coonhound |
| American Foxhound | Black Russian Terrier |
| American Staffordshire Terrier | Bloodhound |
| American Water Spaniel | Border Collie |
| Anatolian Shepherd Dog | Border Terrier |
| Australian Cattle Dog | Borzoi |
| Australian Shepherd | Boston Terrier |
| Australian Terrier | Bouvier des Flandres |
| Basenji | Boxer |
| Basset Hound | Briard |
| Beagle | Brittany |
| Bearded Collie | Brussels Griffon |
| Bedlington Terrier | Bull Terrier |

◆ **Quick Notes**

Teacher Quick Notes- "Dog Breeds Research Project"

Materials per student:
 1-Handout- "Dog Breeds Note Sheet" (located in Resources folder)
 Internet access
 Glue and scissors-to cut and paste dog pictures

Day 1

1. Give students the handout.
2. Read a section from your book on selective breeding.
3. Go over the worksheet- what each item means.
4. Have them line up and draw out a dog breed from the box, and head to a computer to get to work.
5. Direct students to the PDF on the server with instructions for the day.
6. Have them save a picture of their dog to the server. The file name should be (last name) - (dog breed).
7. Spend the rest of class filling in note sheets.

Day 2

1. Set the work requirements for the day so everyone knows what's expected. Today, students need to finish filling in their note sheet.
2. Print dog pictures so students can cut and paste them.
3. Make it clear near the end of class that anything not finished must be completed at home, because they're reading them tomorrow.

Day 3

1. Call on students to give their reports.

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◆ **Instructions for students to follow while on computer**

Today

1. Go to http://en.wikipedia.org/wiki/List_of_dog_breeds and find the page for your dog
2. Immediately save a picture of your dog to the server:
 - a. Right-click a picture of it and "Save Image As..."
 - b. Where it says "Save In:", direct it to save in your class period's folder
 - c. By "File Name:" type your last name then the breed of your dog. *Example:* "Smith-Pugg"
3. Fill in as much info on your note sheet as you can. If you can't find something, fill in the rest of your notes and we'll try another site later:
 - **Breed**- The name of the dog breed they will be researching
 - **Country of Origin**- Where the dog was originally bred
 - **Year**- The year it was recognized by the AKC (American Kennel Club)
 - **Purpose it was bred**- Does it herd, sight, work, retrieve, provide companionship?
 - **Appearance**- General features
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 - **History & Origin**- Anything historical, what other breeds were crossed to make it, how it originated
 - **Miscellaneous**- Anything else you find interesting that doesn't fit anywhere else

*Homework- Put your notes into sentences on the lines. You will read this aloud in class tomorrow.

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