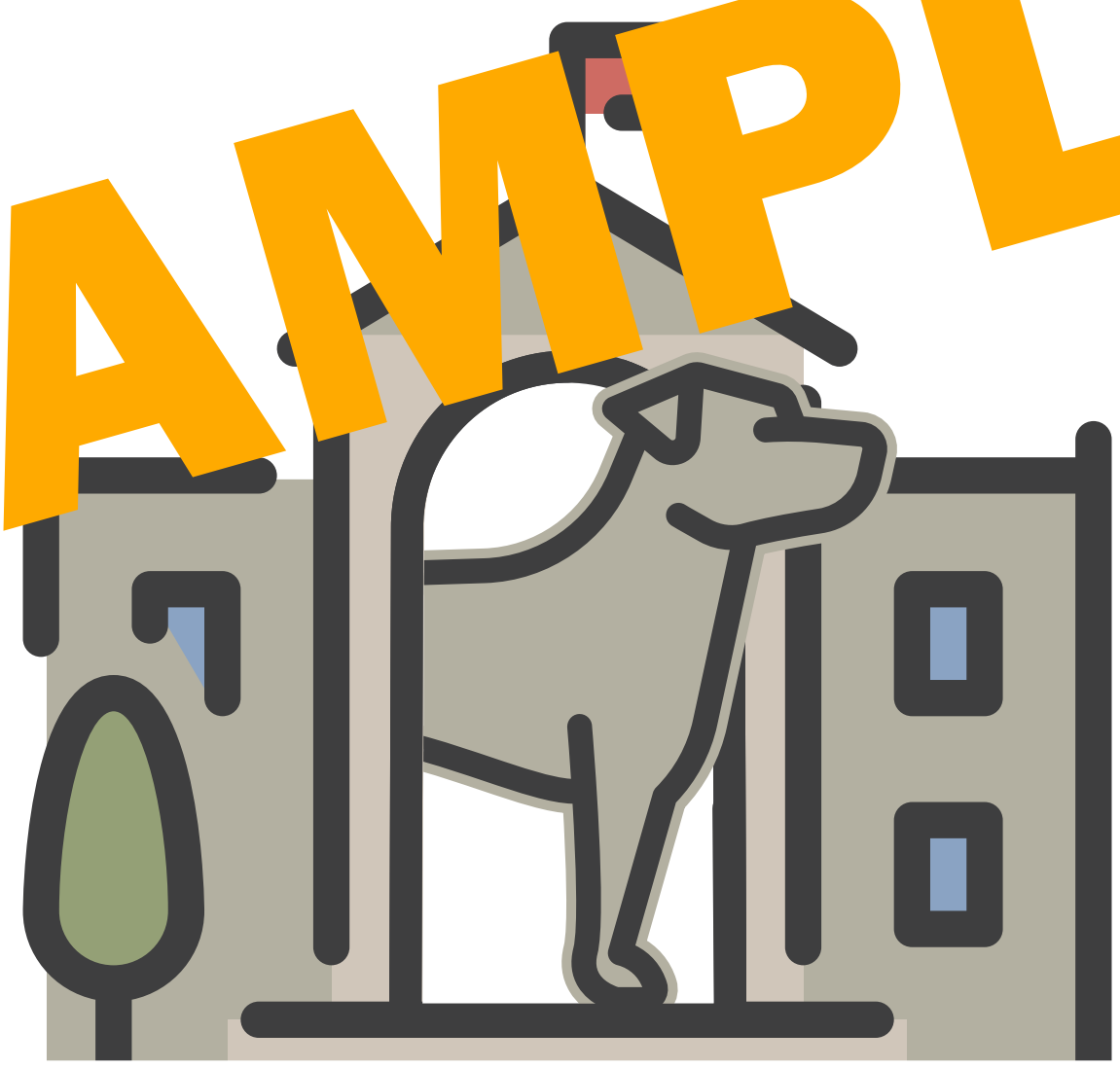
CONTINENTAL KENNEL CLUB'S

CANINE CARE AND TRAINING PROGRAM

TEACHER WORKBOOK 1

with

SAMPLE



General Information and Basic Canine Care
Basic Canine Care and Handling

CCTP

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Welcome, Student Handlers!

Welcome to the Continental Kennel Club Canine Care and Training Program, or CCTP for short. Your Agriscience teacher will guide you through this Student Workbook as you learn all about the exciting world of dogs. This student workbook, along with lessons from your teacher, will give you a good understanding of dogs, from their head to their tail. Once you understand how dogs see the world, you will begin learning new things about them by simply observing them in their everyday activities. But first, you must be educated. This workbook will help you understand the differences in breeds and the purposes for each breed. It will teach you about postures, gestures, and other dog signals necessary to understand basic canine behavior and communication. You will also learn about the development of dogs from puppies and the importance of proper socialization at critical times in your dog's life. You will learn about nutritional and health needs of canines and what veterinary care is required throughout their lifetime. You will learn about safety in handling dogs and how to handle injured dogs.

Through this program you will learn about the awesome abilities of this four-footed beast, *Canis familiaris*, the dog. If you have your own dog, you can apply what you are learning at home, and you can begin training your dog for Junior Handler events and other fun activities. So put on your thinking caps and some old clothes because the world of dogs is a little messy—but a lot of fun!

Careers in the Canine Profession:

- Trainers
- Behaviorists
- Veterinarians
- Groomers
- Breeders
- Police/Military Canine Unit

Get Students Thinking:

- Get students involved by asking what dog breeds they are familiar with.
- Find out what breeds students like best and why.
- Ask students to imagine a career as a canine professional. What would be the most appealing to individual students? Why?

To the Teacher:

This workbook is created to be used in conjunction with the CCTP slides. Many answers to questions posed throughout this book are answered in the slides.

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"P" Is for Planning.

The Teacher Will:

Provide students with the option of working in groups or individually. (Working in pairs or groups may benefit those students who do not own dogs, as their partners who do own dogs can offer insight.)

To the Teacher:

You will issue the students a *Certificate of Completion for the Canine Care and Training Program—Level 1, Basic Canine Care* once students have completed the following requirements:

- Complete this workbook
- Pass all quizzes and exams
- Participate in 8 hours of hands-on learning

The "hands-on" portion of this program can include anything in which students might benefit from, including:

- Restraint techniques
- Taking a dog's vitals
- Administering medications

Here we go…

You are about to embark on an incredible learning journey, which for some of you, will continue throughout your lifetime. You will be surprised at how much you can learn about dogs by working with them and studying their behavior. This workbook is filled with fun activities for you to complete under the guidance of your teacher. For more information, ask your teacher for breed books, training materials, and health and veterinary information.

This curriculum is not only designed for current dog owners, but also for those interested in dogs and who may be considering dog ownership or working with canines at some point in the future. There are rewards and responsibilities that come with dog ownership, and this workbook will help you understand the special needs of your best friend. You can work with your own dog, or you can ask a friend or family member to use his dog in the various projects found throughout the curriculum.

Projects will help enforce learning as we cover different subjects in each section of this workbook. You will also be given the chance to share what you have learned with your classmates by discussing a given topic, answering a few questions or completing a task. Attempt to do the project or task alone, but understand that your teacher is always around as a reference for questions you might have.

Workbook Guidelines

When working in the world of canines, realistic goals must be set, whether you are breeding, showing, or training dogs. Attainable goals should be planned out before embarking on any project. You will develop the important skills for working with your dog, enhancing the special relationship between you and your dog by completing the activities in this workbook.

- Set a goal!
- Plan.
- Organize.
- Make decisions.
- Ask questions.
- Communicate.
- Lead.
- Practice, practice, practice!

Student Program Achievement

As you are working through your workbook and having fun in the world of dogs, you will also be building up your qualifications for the CCTP. This program is set in place to award your hard work and efforts. When you have fully completed this workbook, make sure that your teacher has initialed all completed projects, and then submit your workbook to your teacher. Completing this workbook is one necessary component for a certificate in Basic Canine Care and Training—Level 1.

Teacher Information
Teacher Name:_____
Phone:_____
E-mail:_____

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www.ckcusa.com

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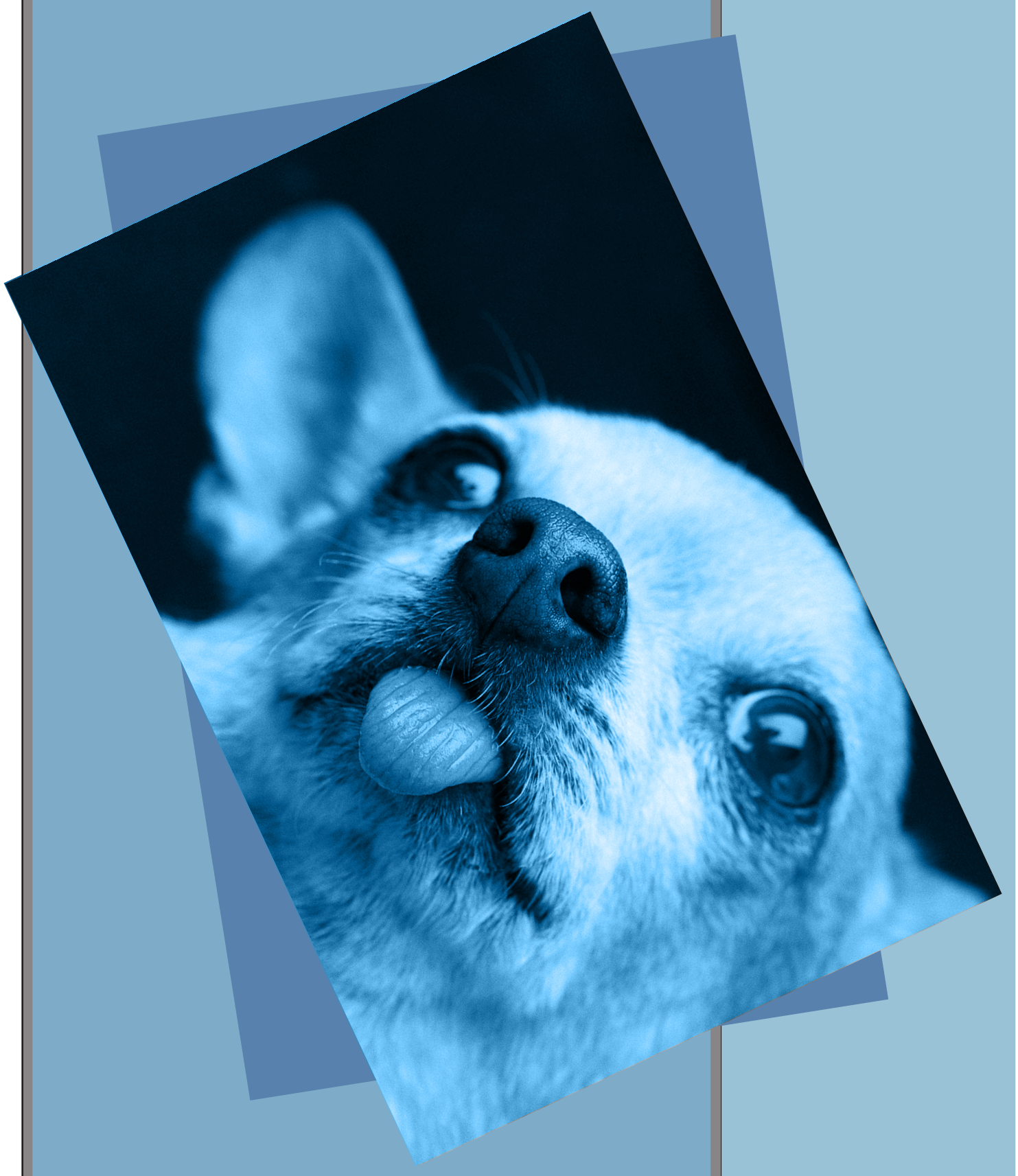

To the Teacher:

Congratulations! As a certified teacher of the **CKC Canine Care & Training Program – Level 1**, you are qualified to teach *Basic Canine Care & Handling* as part of your school's Agriscience curriculum. The CKC CCTP is an excellent dog education program which teaches students the necessary skills for proper dog care and safe handling of canines. The CCTP also introduces them to canine training and behavior modification.

This student workbook was developed to give students practical, hands-on, fun activities to learn about the world of dogs. Students should be encouraged to make their learning experiences personal by applying the principles they learn with their own dogs. By using classroom teaching, workbook activities, and hands-on training, students will acquire a good understanding of dogs, develop valuable skills in animal care, and enjoy a rewarding relationship with their dogs.

While classroom instruction is important, the CCTP is part of an Agriscience class, and the more experiences with dogs, the more students will absorb and connect the classroom teaching with the real world of canines. It is the teacher's responsibility to see that students complete all of the activities and projects of the student workbook. Satisfactory completion of the workbook is a requirement for completion of Level 1 of the CCTP and certification in *Basic Canine Care & Handling.*

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"P" Is for Planning.

To the Teacher:

- Browse through the workbook before teaching in order to thoroughly understand the scope of the workbook and how it will fit into the classroom schedule.
- Help students set goals for project completion, learn how to locate canine-related resources, and expand their knowledge with extracurricular activities.
- Review and discuss project dates and initial them upon completion.
- Make sure students keep a Dog Journal to record information about their dogs on a daily, monthly, and yearly basis.
- Encourage extracurricular learning adventures by inviting students to visit the vet, taking them to dog events, or sharing articles and books.

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"P" Is for Planning.

My Goals

List 5 things that you would like to learn from this curriculum on the lines below.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

5. _____

_____

Asking Students to Focus:

Students may have never considered working with dogs. To focus students, ask the following questions:

- Are there any television programs relating to the dog world that you have found particularly interesting?
- Have you ever seen or heard about a dog performing an extraordinary task?
- Have you ever encountered a dog that intimidated you in some way?

Considering the different answers offered, discuss what students like to learn from this curriculum.

It is also important for students to realize that they can set long and short-term goals. Teaching a dog to sit may be easy, but teaching a dog to run through an entire obstacle course or obey multiple commands may take much longer.

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To the Teacher:

- It is important for the students to learn responsibility. The students should be given due dates (all at once or as the course progresses). It is the student's responsibility to complete **all** sections of this book on time.
- Let students know how many points will be awarded for each completed activity.
- Encourage students to complete activities on time. Let students know what the consequences will be for late work.
- Remember to encourage students who are doing well. A "good job" goes a long way!

"P" Is for Planning.

Student Canine Curriculum Activities

Activities	Date Due	Teacher's Initials
p. 12—The Fox Farm Experiment		
p. 14—Breeds, Breed Groups, and Breed Standards		
p. 34—Grooming		
p. 40—Managing a Kennel		
p. 41—Infectious Diseases		
p. 47—Breed Standards and Anatomy		
p. 50—Newspaper Survey		
p. 51—Breeder Interview		
p. 52—Health Testing		
p. 54—My Breeding Program		
p. 56—Temperment Testing		
p. 63—Breeding Schemes		
p. 64—Contracts		
p. 70—Dog Bite Statistics		
p. 71—Teaching Children about Dog Safety		
p. 76—Puppy and Dog Socialization and Development		
p. 78—Canine Developmental Phases		
p. 88—Canine Communication		
p. 93—Postures and Other Means of Communication		
p. 98—Stress Signals		
p. 99—Stress and Calming Signals		
p. 107—Canine Aggression		
p. 117—Capture and Restraining Techniques		
p. 118—What's Normal?		
p. 129—Administering Meds		
p. 131—Emergency Situations		
p. 140—Emergency Procedures		
p. 141—Emergency Preparedness		
p. 146—Canine Nutrition		
p. 154—Diseases and Parasites		
p. 167—Vaccination Schedules		
p. 172—Animal Behavior		
p. 177—Training Philosophies		
p. 187—Lure and Reward		

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Section 1

Getting into Dogs

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Familiar Breeds:

Have students skim over pages 10 and 11. With which breeds are the students familiar? Unfamiliar? Do the students associate some of the breeds with certain activities like hunting, sledding, etc.?

Terms:

- **Domesticated**—adapted to a human environment; tamed.
- **Artificial selection**—human intervention in reproduction to ensure that certain desirable traits are represented in successive generations.
- **Go-to-ground**—a hunting term where a dog locates prey that has hidden in the ground.
- **Cull**—to remove an animal from its group because of inferior quality.
- **Breed groups**—groups of breeds that are categorized according to original breed type, primary function, geographic origin of development or other means of modern grouping for show or sport.

Wolf to RRUUFFFF!

Do you know where all the dog breeds of today are from? Were there once wild Doberman Pinschers roaming the forest of Germany? Did early cultures capture and tame them? The answer to that question is "no." All dogs that you see today, ranging from the tiny Chihuahua to the majestic and mighty Mastiff, are the direct descendants of another modern day animal, the Grey Wolf. Not only are modern day dogs descendants of the Grey Wolf, but they also have the same exact genetic make-up (with less than a .02% difference; the wolves next of kin, the Coyote, has more than a 4% difference in genetic make-up), which scientifically, classifies the wolf and the dog as the same exact species. That's right! The fluffy little poodle is really a wolf in sheep's clothing, so to speak...at least genetically. However, even though they share the same genetic make-up, the differences in behavior and physical characteristics are vast.

The modern day dog has been bred by people for thousands of years now. Unlike its relative (the wolf), the modern dog is a **domesticated** animal. Humans domesticated the dog by breeding its wolf ancestors for certain traits that they favored or needed. For example, if the people of that time needed a dog that could pull heavy loads through the snow at a steady pace, they would breed big, robust dogs to each other. If they needed dogs to pull light loads at a faster speed, they would breed lightweight, swift dogs. The **Alaskan Malamute** and **Seppala Siberian Sleddog** are two very good examples of this selective breeding. The process of humans breeding animals for favorable traits is known as **artificial selection**.

The most notable differences that modern day dogs have from the wolf is physical appearance. This, too, has to do with the purpose in which the dogs were being bred by people. For example, water dogs, such as **Labrador Retrievers**, **Newfoundlands**, and **Chesapeake Bay Retrievers**, all have a dense double coat that water cannot penetrate. A breed such as the **Patterdale Terrier**, which was not bred for water work, would not have this same benefit. Instead, they have a thick, wiry coat which protects their skin from dirt, sticks, roots, and the game that they encounter when they "**go-to-ground**."

From these wolf-dogs, ancient cultures began to breed task-specific dogs. There weren't any sort of breeds around at this time because there wasn't a reason for specific breeds yet. These dogs had no specific look, coat color, or pattern to them. People depending on the ability of these dogs were only concerned with whether or not the dogs could work. Only the best working dogs were bred, the rest were culled or killed and eaten. It was through this kind of breed selection for specific working traits that most of the great working dogs were developed.

Before the invention of the gun and automobile, people depended on dogs for hunting, tracking, protection, food, and transportation. People began to breed dogs for specific tasks according to society's needs. This led to the rise of **breed groups**, such as **Terriers, Sight Hounds, Draft Dogs, Herding Dogs, Guardian Dogs**, and other specialized working breeds. People continued to breed dogs for even more specific traits, such as color and body structure. For example, shepherds would not want their herding dogs the same color as the sheep, so **Border Collies** and **German Shepherds** are usually specifically marked. Owners of guardian breeds, such as **Komondors** and **Great Pyrenees**, preferred their dogs to

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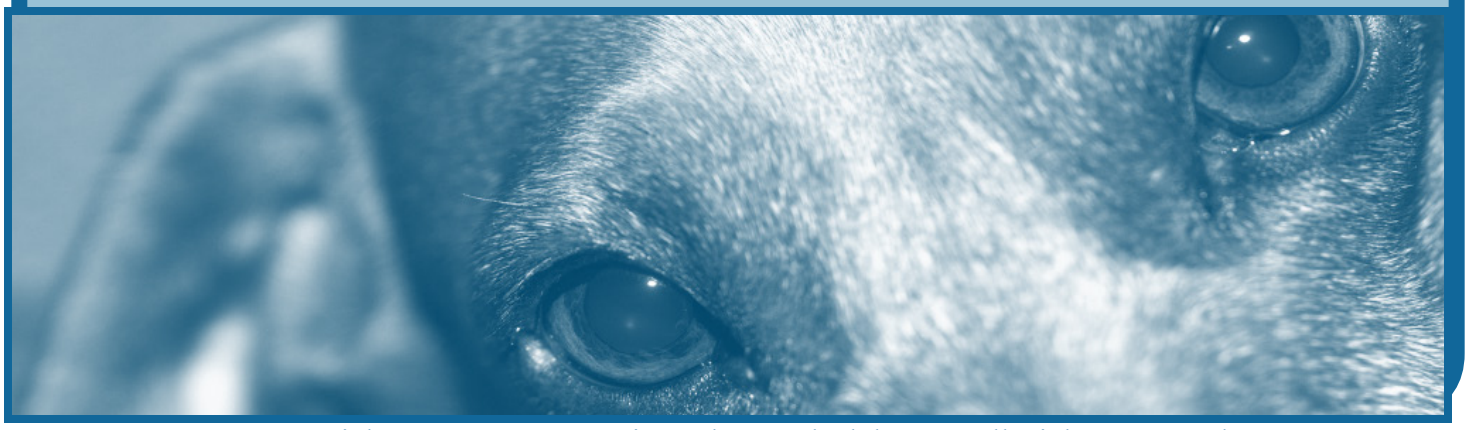
be the same color as the livestock so that potentially threatening predators could not distinguish the dog from the sheep. The invention of the gun brought a new group of dogs to the picture, the **Gun Dogs** and **Scent Hounds**. Traditionally, people used long, lean and fast sight hounds to sight prey, chase it down, and kill it. The gun, however, made all of that work unnecessary. The dog would still locate the game by trailing or tracking, the hunter would shoot the game and wound it, and these dogs would then find the location of the slain game and alert the hunter to it. This is where dogs such as **Beagles, Labrador Retrievers, Cocker Spaniels and Golden Retrievers** came into the picture.

From there, the idea of specific breeds was developed, along with the establishment of Breed Clubs and Registries. These organizations created breed standards. The breed standards are descriptions of how each breed should look, behave, and work. Breed fanciers caught on and began to breed by these standards, thus creating the various breed types you see today.

Learn the Lingo.

Below are some terms that will help you through this section. Define the following words on the next page in the space provided.

DOMESTICATE
NATURAL SELECTION
ARTIFICIAL SELECTION
FERAL
PAEDOMORPHISM



Terms:

- **Domesticate**—adapt to a human environment; tame.
- **Natural Selection**—a basic phenomenon of genetics and nature where only the organisms best adapted to their environment tend to survive and transmit their genetic characteristics in increasing numbers to succeeding generations while those less adapted tend to be eliminated.
- **Artificial Selection**—human intervention in reproduction to ensure that certain desirable traits are represented in successive generations.
- **Feral**—wild or untamed, or having become wild and untamed after having been domesticated.
- **Paedomorphism**—retention of juvenile characteristics in the adult.

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Wolf to RRUUFFFF!

Focus:

- Students should recognize some of these terms from other classes. Ask students which terms they recognize.
- After students define the terms, have them guess how the term will apply to the canine program.

To the Teacher:

- Return to page 8 and have the students fill in the due date for this project.
- Although this project requires some research, the information should be easy to find. With the right resources, the students should only need an hour or two to complete this project.

Answers p. 13:

1. Scientists knew that breeding an animal for certain physiological characteristics would alter the physiological appearance of the offspring. Scientists hypothesized that breeding an animal for certain mental traits would directly alter the physical appearance of the offspring. The process of domestication itself necessitates the breeding of animals for human use. In order for humans to be able to work with the animals, they had to selectively breed them for the characteristics that they needed, the main characteristic being "tameness."
2. Foxes bred for tameness

Learn the Lingo

Domesticate—

Natural Selection—

Artificial Selection—

Feral—

Paedomorphism—

LEARN MORE ABOUT...

The Fox Farm Experiment

To better understand what physical and mental changes are unintentionally brought on by the domestication of animals, scientists began a 40 year experiment on that very subject. The experiment was called the Fox Farm Experiment. In 1959, geneticist Dmitry K. Belyaev bred wild Silver Foxes (*Vulpes vulpes*) for one single trait—tameness. They bred only the ones that would allow contact with humans. The results were incredible. Along with the change in behavior came several other unintentional physical trait changes. Fill out the information on the next page with the information that you have learned from researching this experiment.

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1. What hypothesis were scientists trying to prove by conducting the Farm Fox Experiment?

2. What did scientists prove was the cause of the physical changes in the foxes in the experiment?

3. What were some of the physical changes that took place in the domesticated foxes?

4. How can this experiment relate to the domestication of modern day dogs?

Teacher Initials: Date:

alone in the experiment exhibited remarkable physical transformations that suggest an interplay between behavioral genetics and physical development.

3. There were changes in coat patterns, colors and textures. There were differing skull shapes, ear settings (more incidences of floppy ears), shorter muzzles and curly tails, and the retention of juvenile traits into adulthood, "paedomorphism."

4. Many of the changes noted in the foxes in the experiment are the exact same traits that dogs exhibit today. When compared to the dogs' ancestor, the wolf, modern dogs exhibit the same traits that the foxes bred for tameness exhibited in the experiment (the variety in coat color, pattern, texture, muzzle length, ear settings, tail shapes and paedomorphism, etc.).

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Heed the Breeds!

Term:

- **Cynology**—the study of dogs.

Focus:

Have students think about the breed of dog with which they are most familiar. Ask them to consider what they would list as breed standards for that breed. Then have the students look up the actual breed standard for that breed and see how they compare.

To the Teacher:

Different cynological organizations may categorize the individual breeds by various means, including original purpose, geographic development, the group of their root breeds, or a combination of all three. Continental Kennel Club categorizes the various breeds of dogs using all three means of classification.

There are literally hundreds of different breeds in existence today. Some are more popular than others, some are known worldwide, and some are known only in their country of origin. So how do we keep up with classifying so many different types of dogs? Well, every single breed of dog can be classified into specific groups. We call these groups Breed Groups. These breed groups are determined by the jobs for which the dogs were originally bred. These groups were developed by the FCI (Fédération Cynologique Internationale). The 10 Breed Groups are as follows:

- Group 1: Sheepdogs and Cattle Dogs (except Swiss Cattle Dogs)
- Group 2: Pinscher, Schnauzer, Mollossoid breeds, Swiss Mountain Cattle Dogs
- Group 3: Terriers
- Group 4: Dachshunds
- Group 5: Spitz and Primitive types
- Group 6: Scent Hounds and related breeds
- Group 7: Pointing Dogs
- Group 8: Retrievers, Flushing Dogs, Water Dogs
- Group 9: Companion and Toy Dogs
- Group 10: Sight Hounds

These Breed Groups are then sub-divided into sections. There can be as many as 4 sections in a Breed Group, as in Group 2, or just one section, as in Breed Group 4. The number of sections in each Breed Group depends on the number and specific types of dog in each Breed Group. By subdividing the Breed Groups into sections, judging Breed Group-specific trials, events, or shows is simplfied.

The Fédération Cynologique Internationale was created on May 22nd, 1911 with the aim to promote and protect cynology and purebred dogs by any means it considers necessary.

It includes 80 members and contract partners that each issue licenses for their own judges. FCI is not a registry and does not issue any pedigree. The FCI activities include: keeping records of the results of international shows and certificates of Champion of Beauty, Working, Agility, Obedience, and Race.

The FCI recognizes 337 breeds. Each breed is the 'property' of a specific country. The 'owner' countries of the breeds write the standard of these breeds (description of the ideal type of the breed), in cooperation with the Standards and Scientific Commissions of the FCI, and the translation and updating are carried out by the FCI.
www.fci.be

LEARN MORE ABOUT...

Breeds, Breed Groups, and Breed Standards

You can learn a lot about a breed by reading its standard. Standards include information such as the country of origin, physical characteristics, purpose for which the dog breed was developed, and even the way in which a dog is supposed to behave (temperament). On pages 15-30, you will get the chance to research some of the breeds, Breed Groups, and standards for yourself. First you will need to review the FCI website at www.fci.be. Once you have read through the different Breed Groups and breeds, choose one breed to research for each Breed Group, and record this breed and your reason for choosing this breed in the spaces provided on page 15. Next, you will use your selected breed to fill in the information on pages 16-25. You can find this information by clicking on the link for "Standards

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Below is a table that has the Breed Groups 1-10 in a column. In each empty column beside the Breed Group number, write the name of the breed for which you have chosen to research the standard and give a brief description as to why you chose that particular breed.

Breed Group	Breed	Reason why I chose this breed...
Group 1		
Group 2		
Group 3		
Group 4		
Group 5		
Group 6		
Group 7		
Group 8		
Group 9		
Group 10		

and Nomenclature." You will also have to attach a photo of the breed you are researching on each page. Then, you will need to look through the Breed Groups again. You will write in as many breeds as you can fit on pp. 26-29 for their corresponding Breed Group. You will also need to research the breeds you list and determine what the purposes are for those breeds. Do you see any similarities among different breeds in corresponding breed groups? You should! From this research you should find that many dogs were designed for unique specialties (like the seeing-eye dog). Fill in as many "Dog Jobs" as you can list on the bottom of page 29. Finally, answer the questions on page 30. You might have to do a little research in order to find some of these answers. Good Luck!

To the Teacher:

- Return page 8 and have the students fill in the due date for this project.
- If students are working in class with internet access, the project should not take more than a couple of days to complete.
- Decide whether or not you would want students to work in pairs or groups on this project.
- Make it fun—see who can come up with the most "unique" breed—have that student share with the class his or her reasons for choosing that breed (ex., funny name, looks of the dog, etc.)
- Other ideas—assign one or two breeds for students to look up. The students can choose their own for the other breeds.
- Have students draw breeds out of a bag. The students will probably draw at least one breed that they have never heard of or know little about.

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Group 1:

Sheepdogs:

- Australian Kelpie
- Belgian Shepherd Dog
- Schipperke
- Czeslovakian Wolfdog
- Croatian Sheepdog
- German Shepherd Dog
- Majorca Shepherd Dog
- Catalan Sheepdog
- Beauceron
- Briard
- Berger de Picard
- Long-haired Pyrenean Sheep-dog
- Pyrenean Sheepdog—Smooth Faced
- Bearded Collie
- Border Collie
- Collie—Rough
- Collie—Smooth
- Old English Sheepdog
- Shetland Sheepdog
- Welsh Corgi Cardigan
- Welsh Corgi Pembroke
- Bergamasco Shepherd Dog
- Maremma and Abruzzes Sheepdog
- Komodor
- Kuvasz
- Mudi
- Puli
- Pumi
- Dutch Shepherd Dog
- Saarloos Wolfdog
- Dutch Schapendoes
- Polish Lowland Sheepdog
- Tatra Shepherd Dog
- Portuguese Sheepdog
- Slovakian Chuvach
- South Russian Shepherd Dog

Cattle Dogs (Except Swiss Cattle Dogs)

- Australian Cattle Dog
- Ardennes Cattle Dog
- Flanders Cattle Dog

Group 1 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

_____

_____

_____

_____

_____

General Appearance:_____

_____

_____

_____

_____

_____

Behavior / Temperament:_____

_____

_____

_____

_____

Attach a photo of the breed here!

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Group 2 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

_____

_____

_____

_____

_____

General Appearance:_____

_____

_____

_____

_____

_____

Behavior / Temperament:_____

_____

_____

_____

_____

_____

Attach a photo of the breed here!

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Group 2:

Pinscher and Schnauzer:
- Doberman
- German Pinscher
- Miniature Pinscher
- Affenpinscher
- Austrian Pinscher
- Giant Schnauzer
- Schnauzer
- Miniature Schnauzer
- Dutch Smoushond
- Black Terrier

Mollosoid Breeds:
- Dogo Argentino
- Fila Brasileiro
- Shar Pei
- Broholmer
- German Boxer
- Great Dane
- Rottweiler
- Majorca Mastiff
- Dogue de Bordeaux
- Bulldog
- Bullmastiff
- Mastiff
- Neapolitan Mastiff
- Tosa
- Anatolian Shepherd Dog
- Newfoundland
- Hovawart
- Leonberger
- Landseer
- Spanish Mastiff
- Pyrenean Mastiff
- Pyrenean Mountain Dog
- Yugoslavian Shepherd Dog—Sharplanina
- Atlas Shepherd Dog
- Serra da Estrela Mountain Dog
- Castro Laboreiro Dog
- Alentejo Mastiff
- Saint Bernard Dog
- Karst Shepherd Dog
- Caucasian Shepherd Dog
- Central Asia Shepherd Dog
- Tibetan Mastiff

Swiss Mountain and Cattle Dogs:
- Appenzell Cattle Dog
- Bernese Mountain Dog
- Entlebuch Cattle Dog
- Great Swiss Mountain Dog

Group 3:

Terriers:

- German Hunting Terrier
- Airedale Terrier
- Bedlington Terrier
- Border Terrier
- Fox Terrier (smooth)
- Fox Terrier (wire)
- Lakeland Terrier
- Manchester Terrier
- Parson Russell Terrier
- Welsh Terrier
- Irish Glen of Imaal Terrier
- Irish Terrier
- Kerry Blue Terrier
- Irish Soft Coated Wheaten Terrier
- Australian Terrier
- Jack Russell Terrier
- Cairn Terrier
- Dandie Dinmont Terrier
- Norfolk Terrier
- Norwich Terrier
- Scottish Terrier
- Sealyham Terrier
- Skye Terrier
- West Highland White Terrier
- Japanese Terrier
- Cesky Terrier
- Bull Terrier
- Staffordshire Bull Terrier
- American Staffordshire Terrier
- Australian Silky Terrier
- English Toy Terrier
- Yorkshire Terrier

Group 4:

Dachshunds:

- Standard Dachshund
- Miniature Dachshund
- Smooth-haired Dachshund

Group 3 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

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General Appearance:_____

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Behavior / Temperament_____

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Attach a photo of the breed here!

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Group 4 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

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General Appearance:_____

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Behavior / Temperament:_____

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Attach a photo of the breed here!

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Group 5:

Spitz and Primitive Types:

- Greenland Dog
- Samoyed
- Alaskan Malamute
- Siberian Husky
- Norwegian Elkhound—gray
- Norwegian Elkhound—black
- Norwegian Lundehund
- Russian-European Laika
- East Siberian Laika
- West Siberian Laika
- Swedish Elkhound
- Norrbottenspitz
- Karelian Bear Dog
- Finnish Spitz
- Icelandic Sheepdog
- Norwegian Buhund
- Swedish Lapphund
- Swedish Vallhund
- Finnish Lapphund
- Finnish Reindeer Herder
- German Spitz
- Keeshond
- Giant Spitz
- Medium Size Spitz
- Miniature Spitz
- Pomeranian
- Volpino Italiano
- Chow-Chow
- Eurasian
- Korea Jindo Dog
- Akita
- American Akita
- Hokkaido
- Kai
- Kishu
- Japanese Spitz
- Shiba
- Shikoku
- Canaan Dog
- Pharaoh Hound
- Mexican Hairless Dog
- Peruvian Hairless Dog
- Basenji
- Canarian Warren Hound
- Ibizan Warren Hound
- Cirneco dell'Etna
- Portuguese Warren Hound
- Thai Ridgeback Dog

Group 6:

Scenthounds and Related Breeds:

- Bloodhound
- Poitevin
- Billy
- French Tricolour Hound
- French White and Black Hound
- French White and Orange Hound
- Great Anglo-French Tricolour Hound
- Great Anglo-French Black and White Hound
- Great Anglo-French White and Orange Hound
- Great Gascony Hound
- Great Gascon Saintongeois
- Grand Griffon Vendeen
- English Foxhound
- Otterhound
- American Foxhound
- Black and Tan Coonhound
- Barak
- Istrian Short-haired Hound
- Istrian Coarse-haired Hound
- Posavez Hound
- Spanish Hound
- Anglo-Francais de petite venerie
- Ariegeois
- Beagle-Harrier
- Artois Hound
- Porcelaine
- Small Blue Gascony Hound
- Small Gascon Saintongeios
- Medium Griffon Vendeen
- Blue Gascony Griffon
- Fawn Brittany Griffon
- Griffon Nivernais
- Harrier
- Hellenic Hound
- Italian Hound
- Serbian Tricolour Hound
- Montenegrin Mountain Hound
- Serbian Hound
- Transylvanian Hound
- Norwegian Hound
- Halden Hound
- Hygen Hound
- Austrian Black and Tan Hound

Group 5 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

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General Appearance:_____

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Behavior / Temperament:_____

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Attach a photo of the breed here!

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Group 6 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

General Appearance:_____

Behavior / Temperament:_____

Attach a photo of the breed here!

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Group 6 (cont'd):

- Styrian Coarse-haired Hound
- Tyrolean Hound
- Polish Hound
- Swiss Hound
- Slovakian Hound
- Finnish Hound
- Hamilton Hound
- Schiller Hound
- Smaland Hound
- German Hound
- Westphalian Dachsbracke
- Artesian-Norman Basset
- Blue Gascony Basset
- Fawn Brittany Basset
- Grand Basset Griffon Vendeen
- Petit Basset Griffon Vendeen
- Basset Hound
- Beagle
- Small Swiss Hound
- Swedish Dachsbracke
- Bavarian Mountain Scenthound
- Hanoverian Scenthound
- Alpine Dachsbracke
- Dalmatian
- Rhodesian Ridgeback

Group 7:

Pointing Dogs:

- Old Danish Pointing Dog
- German Short-haired Pointing Dog
- German Wire-haired Pointing Dog
- Pudelpointer
- German Rough-haired Pointing Dog
- Weimaraner
- Burgos Pointing Dog
- Ariege Pointing Dog
- Auvergne Pointing Dog
- Bourbonnais Pointing Dog
- French Pointing Dog—Gascogne Type
- French Pointing Dog—Pyrenean Type
- St. Germain Pointing Dog
- Italian Pointing Dog
- Hungarian Wire-haired Pointing Dog
- Hungarian Short-haired Pointing Dog

Group 7 (cont'd):

- Portuguese Pointing Dog
- Small Munsterlander
- Large Munsterlander
- German Long-haired Pointing Dog
- Blue Picardy Spaniel
- Brittany
- French Spaniel
- Picardy Spaniel
- Spaniel de Pont-Audemer
- Drentse Partridge Dog
- Frisian Pointing Dog
- French Wire-haired Korthals Pointing Griffon
- Italian Wire-haired Pointing Dog
- Bohemian Wire-haired Pointing Griffon
- Slovakian Wire-haired Pointing Dog
- English Pointer
- English Setter
- Gordon Setter
- Irish Red Setter
- Irish Red and White Setter

Group 7 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

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General Appearance:_____

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Behavior / Temperament:_____

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Attach a photo of the breed here!

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Group 8 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

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General Appearance:_____

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Behavior / Temperament:_____

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Attach a photo of the breed here!

Group 8:

Retrievers Flushing Dogs and Water Dogs:

- Nova Scotia Duck Tolling Retriever
- Curly Coated Retriever
- Flat Coated Retriever
- Labrador Retriever
- Golden Retriever
- Chesapeake Bay Retriever
- German Spaniel
- Clumber Spaniel
- English Cocker Spaniel
- Field Spaniel
- Sussex Spaniel
- English Springer Spaniel
- Welsh Springer Spaniel
- Small Dutch Waterfowl Dog
- American Cocker Spaniel
- Spanish Waterdog
- French Water Dog
- Irish Water Spaniel
- Romagna Water Dog
- Frisian Water Dog
- Portuguese Water Dog
- American Water Spaniel

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Group 9:

Companion and Toy Dogs:

- Maltese
- Havanese
- Bichon Frise
- Bolognese
- Coton de Tulear
- Petit Chien Lion
- Poodle
- Belgian Griffon
- Brussels Griffon
- Small Brabant Griffon
- Chinese Crested Dog
- Lhasa Apso
- Shih Tzu
- Tibetan Spaniel
- Tibetan Terrier
- Chihuahua
- Cavalier King Charles Spaniel
- King Charles Spaniel
- Pekingese
- Japanese Chin
- Continental Toy Spaniel
- Kromfohrlander
- French Bulldog
- Pug
- Boston Terrier

Group 9 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

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General Appearance:_____

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Behavior / Temperament:_____

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Attach a photo of the breed here!

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Group 10 Breed:_____

Origin:_____

Utilization: _____

Classification Group:_____

Classification Section:_____

Historical facts about the breed:_____

General Appearance:_____

Behavior / Temperament:_____

Attach a photo of the breed here!

Group 10:

Sight Hounds:

- Afghan Hound
- Saluki
- Borzoi
- Irish Wolfhound
- Deerhound
- Spanish Greyhound
- Greyhound
- Whippet
- Italian Greyhound
- Hungarian Greyhound
- Azawakh
- Arabian Greyhound
- Polish Greyhound

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Dog Jobs

Activity:

Assign students a different time period, breed, circumstance discussed in the "Getting into Dogs" class. Have them draw and color pictures or construct a collage that represents that time period, event, and circumstance in canine history. Then have students construct a "Timeline." Ideas for this include using a large role of colored paper. Hang the paper on the wall and list specific times. Attach the drawings, pictures, and collages to the "Timeline" to display for the school.

Answers:

All breeds can be found on pages 16-25.

- The original purpose of Sheepdogs and Cattle Dogs was herding sheep and cattle.
- The original purpose of Pinschers, Schnauzers, and Mollosoids was guarding properties and persons.

Modern domesticated dogs are descendants of working dogs, with the exception of some primitive breeds such as the Basenji and the Dingo. Below is a list of each different breed type. List the dog breeds within that breed type and list the reason for which they were originally developed.

Sheepdogs and Cattle Dogs
Breeds Included:
Purpose of the Breeds:

Pinschers, Schnauzers and Mollosoids
Breeds Included:
Purpose of the Breeds:

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Terriers

Breeds Included:

Purpose of the Breeds:

Dachshunds

Breeds Included:

Purpose of the Breeds:

Spitz and Primitive Types

Breeds Included:

Purpose of the Breeds:

Answers:

All breeds can be found on pages 16-25.

- The original purpose for Terriers was pest control and hunting small animals.
- The original purpose for Dachshunds was tracking, going to ground (going down into the earth, burrows and dens) to hunt and extract animals such as badgers, foxes, etc.
- The original purpose for Spitz and Primitive Type Dogs was hunting, drafting, early transportation, and food.

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Answers:

All breeds can be found on pages 16-25.

- The original purpose for Scent Hounds and related breeds was locating, tracking, or trailing other animals by using their sense of smell.
- The original purpose for Pointing Dogs was assisting gun men in locating game and directing the hunter to it by using its body to show the location of the game.
- The original purpose for Retrievers, Flushing Dogs and Water Dogs was assisting gunmen by flushing out game, running up to it, and bringing the game back to the hunter once the game was killed or wounded.

Scent Hounds and Related Breeds

Breeds Included:

Purpose of the Breeds:

Pointing Dogs

Breeds Included:

Purpose of the Breeds:

Retrievers, Flushing Dogs, Water Dogs

Breeds Included:

Purpose of the Breeds:

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Companion and Toy Dogs

Breeds Included:

Purpose of the Breeds:

Sight Hounds

Breeds Included:

Purpose of the Breeds:

List as many other "Dog Jobs" as you can find today (example: *seeing eye dog*):

Teacher Initials: Date:

Answers:

All breeds can be found on pages 16-25.

- The original purpose for Companion and Toy Dogs was fashion and companionship.
- The original purpose for Sight Hounds was hunting, locating, tracking, and following game by using their sense of sight.

Dog Jobs:

- Hearing Dogs (assist the deaf)
- Search and Rescue Dogs
- Drug Dogs
- Police Dogs
- Military Dogs
- Guard Dogs
- Herding Dogs
- Therapy Dogs

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Answers:

1. The Herding Group
2. Gundogs, Scent Hounds
3. Spitz, primitive types, Nordic breeds, Draft Dogs
4. Terriers, Dachshunds
5. Spitz, Primitives, Sight Hounds
6. Spitz and Primitives
7. Guardian Dogs, Pinschers, Schnauzers, Mollosoids.
8. Toy, Companion Breeds
9. Dachshunds
10. Retrievers, Flushing Dogs, Waterdogs, Gundogs
11. Scenthounds
12. Pointing Dogs
13. Companion and Toy Breeds

1. Which breed group(s) was / were developed post-French Revolution, when people were allowed enough of their own land to farm and raise herds on?

_____

2. Which breed group(s) was / were developed when the gun was invented?

_____

3. Which breed group(s) was / were developed for the earliest form of transportation?

_____

4. Which breed group(s) was / were developed as a form of varmint and pest control?

_____

5. Which breed group(s) was / were the first hunting dogs?

_____

6. Which breed group(s) is / are the oldest?

_____

7. Which breed group(s) was / were developed for guarding property and people?

_____

8. Which breed group(s) was / were developed from small spaniels and terrier-types as a fashion?

_____

9. Which breed group(s) was / were developed from German hounds to go to ground after animals such as badgers and fox?

_____

10. Which breed group(s) was / were developed to retrieve game from the water?

_____

11. Which breed group(s) was / were developed to assist hunters by seeking out game with their noses?

_____

12. Which breed group(s) was / were developed to inform the hunter of the location of game by using its body to "point" out the game?

_____

13. Which breed group(s) has / have the most breeds in it?

_____

Teacher Initials: Date:

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