

Teacher's Guide

FACES[®]

People, Places, and Cultures

From Cricket Media



MAGAZINE ARTICLES

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WORLD OF DOGS

Teacher's Guide for *Faces: The World of Dogs*

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OVERVIEW

In this magazine, readers will learn about dogs and their interconnections with geography and culture.

Faces: The World of Dogs

includes information about the importance of dogs throughout history, the variety in their breeds, and people's interactive relationships with them while at work or at leisure.

ESSENTIAL QUESTION:

How have dogs influenced cultures over time?

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

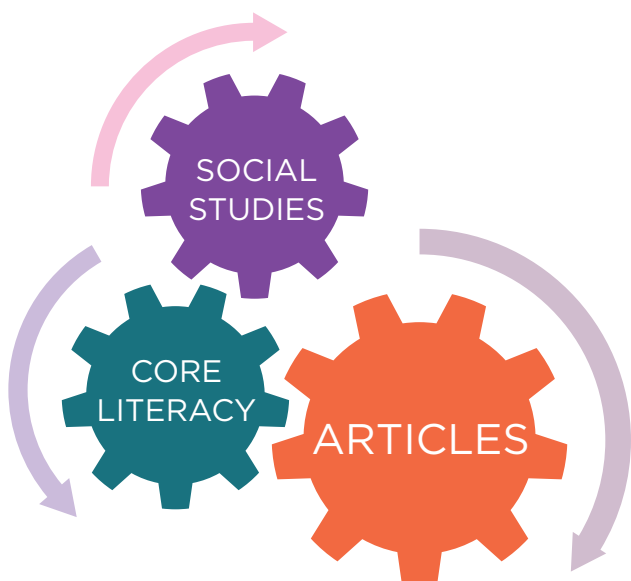
READ INDIVIDUAL ARTICLES PAGES 4 - 13

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 15 - 18

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



Essential Question: How have dogs influenced cultures over time?

MAGAZINE ARTICLES	SOCIAL STUDIES CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
When Did Dogs Become Man's Best Friend? Expository Nonfiction	People's perspectives influence what information is presented in the sources they create.	<ul style="list-style-type: none"> Close Reading Determine Author's Point of View Analyze Text Structure Write an Op-Ed 	<i>Reading 1, 3, 5 & 6</i> <i>Writing 1</i>
Dogs from Here, There, and Everywhere Expository Nonfiction	Human activities lead to changes in the environment, including animal life.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Analyze Text Structure Research and Write an Essay 	<i>Reading 1, 2, 3, 5 & 7</i> <i>Writing 2 & 7</i>
Myths, Gods, and Dog Stars Expository Nonfiction	Myths, legends, and oral traditions reflect cultural elements of place.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Evaluate Evidence Write a Story 	<i>Reading 1, 2, 7 & 8</i> <i>Writing 3</i>
Holiday Just for Dogs Expository Nonfiction	Cultural practices are affected by the dominant religion of a region.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Evaluate Evidence Present a Speech 	<i>Reading 1, 3, 4 & 8</i> <i>Speaking & Listening 4</i>
On Your Mark, Get Set... Mush! Expository Nonfiction	Physical characteristics of places impact cultural activities.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Meaning Analyze Text Structure Determine Author's Point of View Write a Diary 	<i>Reading 1, 2, 4, 5 & 6</i> <i>Writing 3</i>
Hachiko: Dog of Japan Expository Nonfiction	Human interaction with animal life impacts the cultural characteristics of places.	<ul style="list-style-type: none"> Close Reading Determine Author's Tone Interpret Visual Information Research and Write an Essay 	<i>Reading 1, 2, 3, 6 & 7</i> <i>Writing 2 & 7</i>
Crime Fighting Dogs Expository Nonfiction	Humans domesticate animals for leisure as well as work.	<ul style="list-style-type: none"> Close Reading Determine Author's Tone Evaluate Evidence Write a Letter 	<i>Reading 1, 2, 3, 6 & 7</i> <i>Writing 1</i>
Ashes is Serious About Her Work Expository Nonfiction	Humans domesticate animals for leisure as well as work.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Evaluate Evidence Collaborate 	<i>Reading 1, 2, 3, 5 & 8</i> <i>Speaking & Listening 1</i>
The Dogs in Spain Expository Nonfiction	Human interaction with animal life impacts the cultural characteristics of places.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Interpret Visual Information Write a News Article 	<i>Reading 1, 2, 3, 5 & 7</i> <i>Writing 1</i>
The Night the Dogs Danced Folktales/Play	Oral traditions reflect cultural elements of place.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Interpret Visual Information Write a Folktale 	<i>Reading 1, 2, 4 & 7</i> <i>Writing 3</i>

Comparing Texts: CCSS Reading 2, 3 & 9; CCSS Writing 2 & 3

Mini-Unit: CCSS Reading 2, 3 & 9; CCSS Writing 2; CCSS Speaking & Listening 1, 2, 4 & 6



ARTICLE: When Did Dogs Become Man's Best Friend?

Magazine pages 8 - 11, Expository Nonfiction



Dr. Abby Drake studies wolf and dog skulls. Using advanced 3-D technology, she can decipher the slightest differences between a wolf or dog skull. Her work helped determine when dogs were first domesticated.

ESSENTIAL QUESTION

How have dogs influenced cultures over time?

CORE CONTENT CONCEPT

Social Studies People's perspectives influence what information is presented in the sources they create.

CROSS-CURRICULAR EXTENSION

Science Research the types of technology that are used when dating animal or human remains. How accurate are they and what do we learn from them?

KEY VOCABULARY

muzzle (p. 9) the usually long nose and mouth of an animal

contradict (p. 11) to deny or disagree with what someone is saying

PREPARE TO READ

Use a Venn diagram (p. 21) to compare and contrast wolves and dogs. Predict why scientists would be interested in studying the skulls of these animals.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- State each side of the disagreement between scientists. Find details showing evidence in support of each side. Is it sufficient? *CCSS Reading 1*
- Explain the difference between cultural and morphological evidence. Why does Dr. Drake consider both types? *CCSS Reading 1*
- Locate details from the text showing the extent of Dr. Drake's research. Why is this important and how does it help validate her work? *CCSS Reading 3*

Craft and Structure

- **Determine Author's Point of View** What is the author's point of view on Drake's conclusions? How do you know? Cite evidence from the text to support your answer. *CCSS Reading 6*
- **Analyze Text Structure** This author approaches this topic using a problem/solution format. Use a fishbone diagram (p. 22) to record the two different solutions to the problem of determining the age of skulls. Reflect on each method's strengths and weaknesses. *CCSS Reading 5*

WRITING

Write an Op-Ed Write an editorial for a newspaper that discusses the qualities a good scientist possesses. Why are these traits needed to be successful?

Lexile Score: 1320

DOGS FROM HERE, THERE, AND EVERYWHERE

by Maria Ambrose-Landolt

One of the things we hear about dogs is that they come in so many different shapes, sizes, and temperaments. These dogs are all around us, in the parks, on the streets, and in the homes of people all over the world. But have you ever thought about where these dogs came from? How did they get to be the way they are today? In this article, we will explore the history of dogs and how they have changed over time. We will look at the different breeds of dogs and how they were developed. We will also look at the role of dogs in human history and how they have helped us in many ways. So, if you are a dog lover, this article is for you. It will tell you all about the amazing world of dogs and how they have become an important part of our lives.



With 340 recognized breeds, there is a dog to fit every purpose. Many dog breeds were developed to thrive under the geographic conditions in which they lived. Over time, some breeds no longer serve their original purpose, but people love them anyway!

ESSENTIAL QUESTION

How have dogs influenced cultures over time?

CORE CONTENT CONCEPT

Social Studies Human activities lead to changes in the environment, including animal life.

CROSS-CURRICULAR EXTENSION

Science What does a geneticist do? What steps do they take when cross-breeding dogs?

KEY VOCABULARY

traits (p. 12) qualities that make one person or thing different from another

primitive (p. 15) seeming to come from an early time in the ancient past

domestic (p. 15) living with people

PREPARE TO READ

Take a class poll to find out how many students own dogs. What is the most popular breed? What characteristics would you use to describe your pet's physical and emotional characteristics?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use information from the article to create a T-chart listing each breed and its main characteristics. *CCSS Reading 1*
- How has location affected characteristics of dog breeds? Cite evidence to support your answer. *CCSS Reading 2*
- Find examples of natural vs. human-assisted breeds. What language and details help differentiate between the two? *CCSS Reading 3*

Craft and Structure

- Interpret Visual Information** Identify the key physical attributes displayed in the photos accompanying the article. How do they help you understand the article? *CCSS Reading 7*
- Analyze Text Structure** Does the author use a comparison or cause/effect text structure? How might using the other structure affect the presentation of information in the article? Support your answer with details from the text. *CCSS Reading 5*

WRITING

Research and Write an Essay Conduct short research to examine the meaning of "recognized breeds" vs. mutts. Then write a short essay summarizing your findings.

ARTICLE: Myths, Gods, and Dog Stars

Magazine pages 16 - 19, Expository Nonfiction

Lexile Score: 1130L



Myths and legends concerning dogs have permeated cultures around the world since ancient times. From being companions in the afterlife to being an ancestor of Genghis Khan, the sky's the limit for dogs!

ESSENTIAL QUESTION

How have dogs influenced cultures over time?

CORE CONTENT CONCEPT

Social Studies Myths, legends, and oral traditions reflect cultural elements of place.

CROSS-CURRICULAR EXTENSION

History Who was Genghis Khan? Make a list of historical events associated with his reign.

KEY VOCABULARY

revere (p. 17) to have great respect for someone

jackal (p. 17) a wild dog found in Africa and Asia

reincarnation (p. 18) the idea or belief that people are born again with a different body after death

PREPARE TO READ

Find and present images of animal-headed (preferably dog-headed) mythological figures, such as Anubis from Ancient Egypt. Ask students to brainstorm what qualities of dogs might have led ancient cultures to revere them as gods.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Dogs have played a role in different cultures' religious belief systems and have become part of myths and legends. What can you infer from these facts about the historical relationship between humans and dogs? *CCSS Reading 1*
- What is the main idea of this article? What ideas support the main idea? *CCSS Reading 2*
- Using details from the article, express the qualities and characteristics of dogs stressed in the myths, legends, and religious beliefs. What have dogs come to symbolize? *CCSS Reading 2*

Craft and Structure

- Interpret Visual Information** Study the illustrations that accompany the article. What are the dogs' characteristics? What are they doing? How does this information aid in your understanding of the article? *CCSS Reading 7*
- Evaluate Evidence** The author claims "it's no surprise that many human cultures have dog gods and dog legends." Is the evidence supporting this claim sufficient? *CCSS Reading 8*

WRITING

Write a Story Genghis Khan claimed to be descended from a wolf and a deer. If your family descended from two animals, which two would they be? Write a short fictional story explaining the animals and their characteristics and their influence on your family today.



The second day of the Hindu festival of Diwali honors dogs. To pay their respects, people conduct honor ceremonies and decorate and feed all dogs: both stray and domesticated.

ESSENTIAL QUESTION

How have dogs influenced cultures over time?

CORE CONTENT CONCEPT

Social Studies Cultural practices are affected by the dominant religion of a region.

CROSS-CURRICULAR EXTENSION

Career Education Assume you are an event planner. What steps would you take to implement Kukar Tihar in your hometown?

KEY VOCABULARY

domesticated (p. 20) to breed or train an animal to need and accept the care of human beings

sacred (p. 21) worthy of religious worship; very holy

PREPARE TO READ

Brainstorm a list of ways people celebrate holidays. What general characteristics are involved? Are pets included in your holiday traditions? Why or why not?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why are dogs celebrated with a special holiday in Hindu culture? Cite details from the text to support your answer. *CCSS Reading 1*
- What can you conclude about Hindu religion from the fact that each day of the festival is dedicated to a different animal? *CCSS Reading 1*
- Compare and contrast the treatment of street dogs, pets, and police dogs on Kukar Tihar. *CCSS Reading 3*

Craft and Structure

- **Analyze Word Choice** Create a list of words used by the author that shape the tone/mood of the article. Explain how each word impacts your understanding of the article. *CCSS Reading 4*
- **Evaluate Evidence** The author states that Hindus honor dogs as their protectors. Is the evidence given to support this claim sufficient? Why or why not? *CCSS Reading 8*

SPEAKING AND LISTENING

Present a Speech Write and present a speech honoring a dog. It may be a dog you know or a dog you've read or heard about. In your speech, enumerate how the dog has impacted your life.

ARTICLE: On Your Mark, Get Set...Mush!

Magazine pages 22 - 25, Expository Nonfiction



The Junior Iditarod Trail Sled Dog Race is a 150-mile race commemorating the mushers and sled dogs who helped bring a life-saving serum to children in Nome, Alaska. This grueling race requires special equipment and stamina for both the musher and the team of sled dogs.

ESSENTIAL QUESTION

How have dogs influenced cultures over time?

CORE CONTENT CONCEPT

Social Studies Physical characteristics of places impact cultural activities.

CROSS-CURRICULAR EXTENSION

Science Research diphtheria. What are its symptoms and causes and why don't we hear much about it today?

KEY VOCABULARY

serum (p. 22) serum from an animal's blood that can be added to a person's blood to prevent or cure disease

commemorate (p. 23) to be done in order to remind people of an important event or person from the past

debris (p. 23) things that have been left somewhere because they are not wanted

PREPARE TO READ

Use a map to locate Anchorage and Nome, Alaska. Predict how the geography of this region might inhibit movement, especially in winter.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use details from the article to calculate how far each musher needed to travel. Infer why 20 teams were needed. *CCSS Reading 1*
- What is the theme of this article? What ideas support that theme? Cite details from the text. *CCSS Reading 2*
- Cite explicit textual evidence supporting the idea that the Iditarod is a challenging race, both physically and mentally. Is the evidence sufficient? *CCSS Reading 2*

Craft and Structure

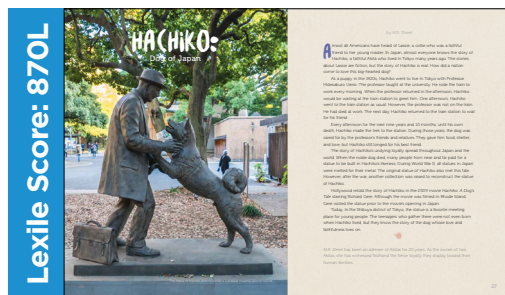
- **Interpret Figurative Meaning** What is the meaning of this sentence? "All trails were as deep as a mug of miner's coffee and just as slow to go down." *CCSS Reading 4*
- **Analyze Text Structure** What text structure does the author use? How might using a different text structure affect your understanding of the information in this article? Support your answer with evidence from the text. *CCSS Reading 5*
- **Determine Author's Point of View** What point of view does the author have on the mushers and their dogs? Cite evidence from the text supporting your answer. *CCSS Reading 6*

WRITING

Write a Diary Assume you are a musher on the trail. Use a chronological format to make diary entries of your time on the trail. What problems do you encounter and how do you overcome them?

ARTICLE: Hachiko: Dog of Japan

Magazine pages 26 - 27, Expository Nonfiction



Hachiko was a faithful dog to his Japanese master. He was so loyal that even after his master's death, Hachiko continued to go to their meeting place every day until his own death almost 10 years later. A statue in Japan commemorates Hachiko.

ESSENTIAL QUESTION

How have dogs influenced cultures over time?

CORE CONTENT CONCEPT

Social Studies Human interaction with animal life impacts the cultural characteristics of places.

CROSS-CURRICULAR EXTENSION

Language Arts Create an acrostic poem about Hachiko using one of these words: LOYAL, FAITHFUL, or NOBLE.

KEY VOCABULARY

trek (p. 27) to go on a long and often difficult journey

PREPARE TO READ

Brainstorm a list of well-known dogs (fact or fiction) and their masters. What characteristics define their relationships?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What is the main idea of this article? What ideas support the main idea? *CCSS Reading 2*
- How do you know Hachiko was loved by more than just his master? Cite evidence from the text supporting your answer. *CCSS Reading 1*
- Using details from the text and the Ripple Effect graphic organizer (p. 24), describe the relationships between Hachiko, the professor, the friends and relatives, the general population of Japan, and movie-goers. *CCSS Reading 3*

Craft and Structure

- Determine Author's Tone** What words does the author use to describe Hachiko and his actions? How does this word choice affect the tone of the text? *CCSS Reading 6*
- Interpret Visual Information** In what way does the image accompanying the article reflect details about Hachiko's character, as told in the article? *CCSS Reading 7*

WRITING

Research & Write an Essay Conduct research on Japan in the aftermath of World War II. Then, write an essay explaining the importance/significance of rebuilding the Hachiko statue to the Japanese people.

ARTICLE: Ashes is Serious About Her Work

Magazine pages 31 - 33, Expository Nonfiction



Ashes is a K9 specially trained to work with a fire department in Northern California. Trained to sniff out accelerants, Ashes is also a community ambassador.

ESSENTIAL QUESTION

How have dogs influenced cultures over time?

CORE CONTENT CONCEPT

Social Studies Humans domesticate animals for leisure as well as work.

CROSS-CURRICULAR EXTENSION

Science Research Pavlov's famous dog experiment. How does this discovery impact us today?

KEY VOCABULARY

solvent (p. 31) a liquid substance that is used to dissolve another substance

accelerant (p. 31) a flammable substance used to make a fire spread quickly

roadie (p. 33) a person whose job is to help move and set up the equipment of traveling musicians

PREPARE TO READ

Did you know dogs can smell feelings? Adrenaline is undetectable to human noses but some believe dogs can sense it. When we are stressed or afraid, our increased heart rate sends body chemicals to the surface of our skin.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How do you know Ashes is a community dog? Cite evidence from the text supporting this idea. Is it sufficient? *CCSS Reading 1*
- Summarize the accuracy test Ashes took at the Canine Academy Training Center. *CCSS Reading 2*
- Describe the relationship of Ashes and Chief Schoeppner. *CCSS Reading 3*

Craft and Structure

- Analyze Text Structure** What text structure does the author use? How might using a chronological text structure impact your understanding of the article? *CCSS Reading 5*
- Evaluate Evidence** The author claims that Ashes can help locate the origin of a fire, leading investigators to discover the cause. Is the evidence presented sufficient to support this claim? *CCSS Reading 8*

SPEAKING AND LISTENING

Collaborate The article states: "The next closest K9 trained as Ashes is located several hours away." With a partner, discuss the pros and cons of this and offer possible solutions.

ARTICLE: The Dogs in Spain

Magazine pages 34 - 36, First-Person Narrative Nonfiction



Amy Roy recounts events from her trip to Spain to volunteer at a dog rescue called Galgos del Sol. Throughout her week, Amy spends time getting to know the dogs, interacting with them, and acclimating them to new places to better their chances of being adopted.

ESSENTIAL QUESTION

How have dogs influenced cultures over time?

CORE CONTENT CONCEPT

Social Studies Human interaction with animal life impacts the cultural characteristics of places.

CROSS-CURRICULAR EXTENSION

Life Skills Amy says this trip was the trip of a lifetime. She saved up in order to be able to go. Where would you go and how would you save for it? Make a long-term plan to achieve your goal.

KEY VOCABULARY

entice (p. 34) to attract someone, especially by offering or showing something that is appealing or interesting

caravan (p. 36) a group of vehicles (such as cars or wagons) traveling together

PREPARE TO READ

Summarize what you know about humane societies. Why do they exist? How do they function? What role do volunteers play in the success of these places? Have you ever volunteered?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- The author states that by law, all hunting dogs in Spain must be microchipped. What can you conclude from the fact that one of the dogs was not microchipped? *CCSS Reading 1*
- Summarize Amy's activities at the dog shelter. *CCSS Reading 2*
- How does Amy's attitude toward dogs needing rescue evolve over her time at the shelter? Cite details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- Analyze Text Structure** Why does a chronological text structure suit this article? Rewrite a portion of the article using an alternative format. *CCSS Reading 5*
- Interpret Visual Information** Locate details in the text that are supported by the photos accompanying the article. *CCSS Reading 7*

WRITING

Write a News Article The Spanish government has a law requiring all hunting dogs to wear microchips. Do you feel this is a good idea or a bad idea? Who stands to benefit from it? Write a news article to support your stance, citing details from the article and using your prior knowledge.

ARTICLE: The Night the Dogs Danced

Magazine pages 42 - 45, Folktale/Play

Lexile Score: 500L



This folktale offers a viewpoint on how wolves became dogs. As time passes, the young dogs become dissatisfied and want to dance like people. They find a way to succeed, but it comes at a cost.

ESSENTIAL QUESTION

How have dogs influenced cultures over time?

CORE CONTENT CONCEPT

Social Studies Oral traditions reflect cultural elements of place.

CROSS-CURRICULAR EXTENSION

Science What is the scientific reason behind why dogs sniff each other's tails? Research to find out.

KEY VOCABULARY

plunder (p. 42) to steal things from a place by force

banish (p. 42) to send someone or something away as a punishment

mortified (p. 45) to feel very embarrassed and foolish

PREPARE TO READ

Ask students if they've ever heard of this expression: "The grass is always greener on the other side." Have students hypothesize what the literal and figurative meanings of this phrase are. Then, ask them to give examples of times when they have thought their lives would be better if they had something they thought they wanted.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- List the rules the wolves agreed to obey. What was the consequence for disobeying? *CCSS Reading 2*
- What can you conclude about the older dogs' desires from the fact that they told the puppies not to dance? *CCSS Reading 1*
- What is the theme of this folktale? Support your answer with details from the text. *CCSS Reading 2*

Craft and Structure

- Analyze Word Choice** Take a closer look at the names given to the dogs. How do their names mirror their words and actions? *CCSS Reading 4*
- Interpret Visual Information** What details from the text do the illustrations depict? How do the dogs appear to feel in each illustration? How does this aid in your understanding of the theme of the text? *CCSS Reading 7*

SPEAKING AND LISTENING

Write a Folktale Are you like Faithful One? Or do you resemble Blossom and Long Tail? Rewrite the folktale, emphasizing your perspective on the theme: the grass is always greener on the other side.

CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- There's no disputing the fact that dogs have global appeal. Read multiple articles to create a list of places around the world and how they have been affected by these pleasant pooches.
- What's the difference between a wolf and a dog? Reread "Leader of the Pack," "When Did Dogs Become Man's Best Friend?" and "Dogs from Here, There, and Everywhere" and create a Venn diagram comparing and contrasting them.
- From providing companionship to sniffing out bombs, dogs have jobs just like people do. Gather information from across texts to find out about various jobs carried out by dogs. Choose one breed or a specific dog and create a resume for it, stressing its job history and breed characteristics.
- Sometimes it takes a special dog to make a lasting impact. Reread "Ashes is Serious About Her Work" and "Hachiko: Dog of Japan" to find out how these individual dogs have managed to touch the lives of many people. They truly are man's best friend. What characteristics would you look for in a best friend? Write a newspaper advertisement seeking a best friend, whether it be a dog or a person.
- "When Did Dogs Become Man's Best Friend?" and "The Night the Dogs Danced" offer two distinct versions of the relationship between wolves and dogs. Compare their sources, format, and purpose. Write an explanatory essay comparing how each text addresses this relationship.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

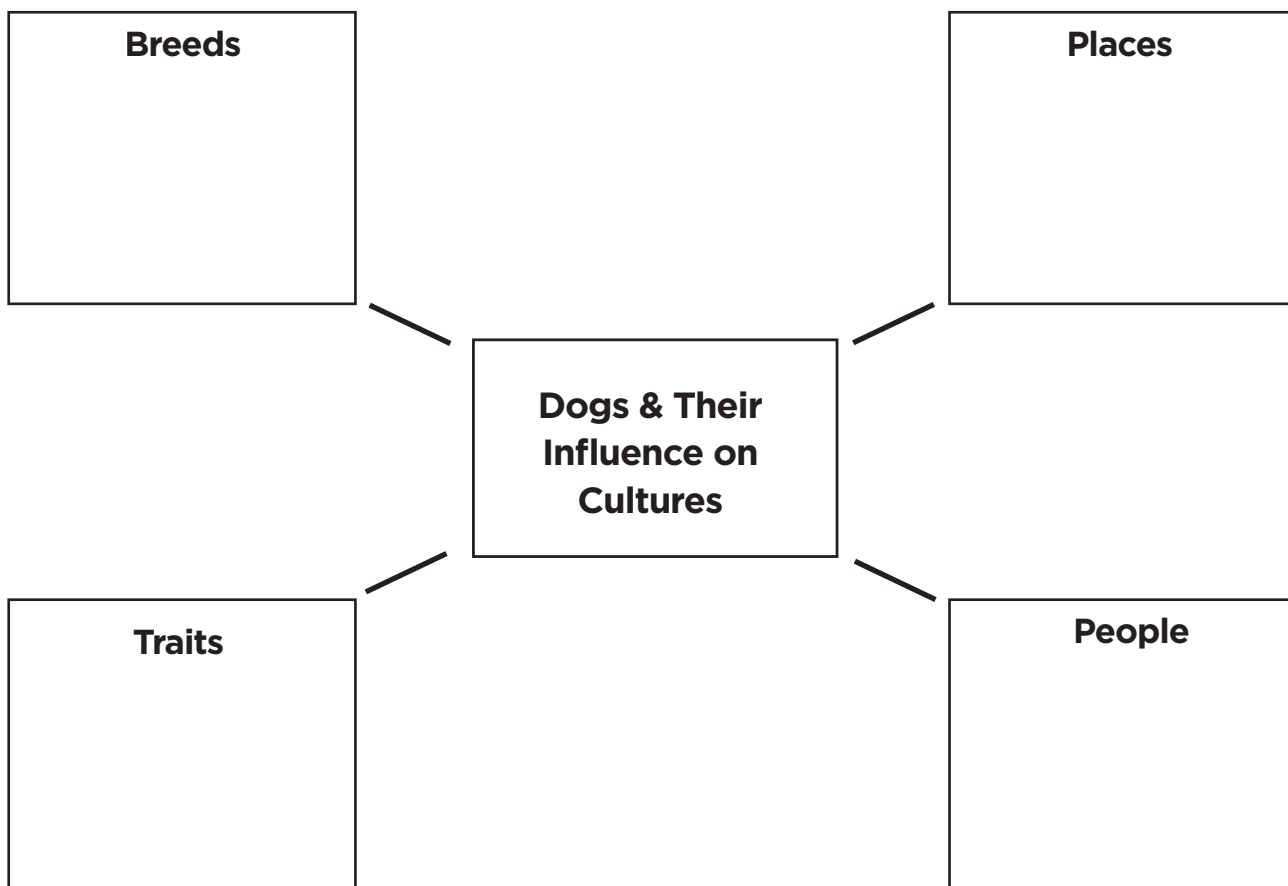
ENGAGE

READ FOR A PURPOSE

APPLY

In this mini-unit, students will create a model of a dog and showcase it in a “Best in Show” competition. Students will learn more about a specific dog breed, the history behind its development, how it has impacted the culture in which it was developed, and its primary purpose today.

ENGAGE: Engage students in the topic of dogs by asking the Essential Question: How have dogs influenced cultures over time? Discuss answers with students, and as a class, help students complete the graphic organizer below. Instruct students to explain the relationships represented in the organizer.



**READ FOR A PURPOSE****INTRODUCE THE ACTIVITY: BEST IN SHOW**

Working in groups, students will create and present a model of a dog. Each group's dog will be entered in the "Best in Show" classroom dog show and professionally presented with a handler. Another student must read a prepared script describing characteristics of the specific breed, its history and development, and how the dog makes a living today.

To prepare students with an appropriate background, view video clips of the Westminster Kennel Club Dog Show. As students watch, tell them to note the actions of the handler, the judges, and the person reading each dog's information.

RETURN TO THE TEXT: Explain to students that before they can prepare for the dog show, they must gather information to better understand the various categories of dogs and what makes them unique. After breaking students into groups of four or five, direct all students to read "Dogs from Here, There, and Everywhere" to get an idea of the scope of possibilities for the show. Then, break students into three groups and have each group read the accompanying articles. Encourage students to take notes on specific dog breeds mentioned in the articles.

Ancient Breeds: "Myths, Gods, and Dog Stars"

"When Did Dogs Become Man's Best Friend?"

Working Dogs: "Crime Fighting Dogs"

"On Your Mark, Get Set...Mush!"

"Ashes is Serious About Her Work"

Companionship Dogs: "Hachiko: Dog of Japan"

"The Dogs in Spain"



**APPLY: BEST IN SHOW**

Use the following steps to aid student groups in completing their projects.

STEP 1: Discuss Hand out the mini-unit graphic organizers (see pages 18 and 19). Instruct student groups to agree on one breed they can represent at the dog show.

STEP 2: Gather Information

Allow time for groups to conduct additional research. Groups should list their sources and add notes from their articles and research on the Best in Show graphic organizer (p. 18).

STEP 3: Assign Tasks Using the Group Worksheet graphic organizer (p. 19), groups will assign tasks to aid in completing the project. Set a deadline for class presentations.

STEP 4: Create & Rehearse Have students create their models and scripts. Remind student groups that their model may take on a variety of forms, from a costumed person to a clay model or stuffed animal. They will be judged on the originality by their peers. Allow time for script readers and presenters to rehearse their presentations.

STEP 5: Present Allow time for each group to present.

STEP 6: Judge Hand out the Peer Evaluation forms (p. 20) and conduct Best in Show. If possible, have students leave their dog models and scripts for others to see at a Parent Night or Open House.



NAME: _____

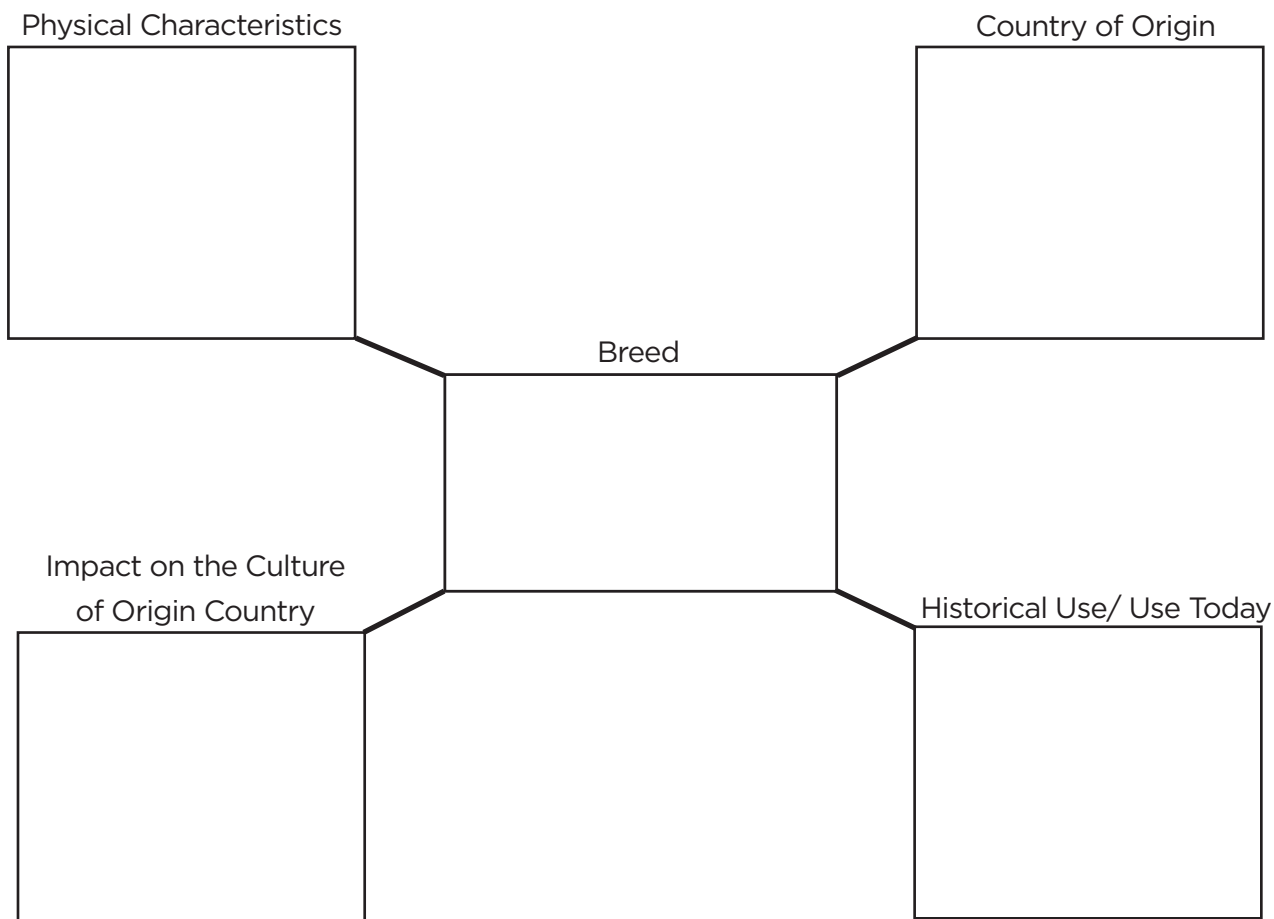
BEST IN SHOW

Choose your dog breed, enter it in the middle of the graphic organizer, and gather information across sources.

Source: _____

Source: _____

Source: _____



NAME: _____

GROUP WORKSHEET

Fill in the names of group members to carry out the following tasks:

Title: Script Delivery _____

This person is in charge of taking the information gathered on the graphic organizer and writing a paragraph that will be read as your group's dog is shown at the Dog Show.

Title: Script Reader _____

This person will read the script as the group's dog is presented at the Dog Show.

Title: Dog Handler _____

This person's job is to present the dog to the judges at the Dog Show. Professional dress and demeanor is required.

Title: Model Architects _____

These people are in charge of gathering supplies and constructing the dog.

NAME: _____

EVALUATION FORM FOR BEST IN SHOW

Award points on a scale of one to ten for the following:

Script Content: Did I learn something new about this breed?

1 2 3 4 5 6 7 8 9 10

Script Delivery: Was it clear and easily understandable?

1 2 3 4 5 6 7 8 9 10

Dog Handler: Was the dog handler professionally dressed and prepared to handle the dog in whatever form it was presented?

1 2 3 4 5 6 7 8 9 10

Originality of Dog Model/Composition:

1 2 3 4 5 6 7 8 9 10

Overall Presentation:

1 2 3 4 5 6 7 8 9 10

Best In Show Award for: _____

Some ideas: Best Ancient Breed

Most Original Presentation

Best Working Dog

Hairiest Dog Award

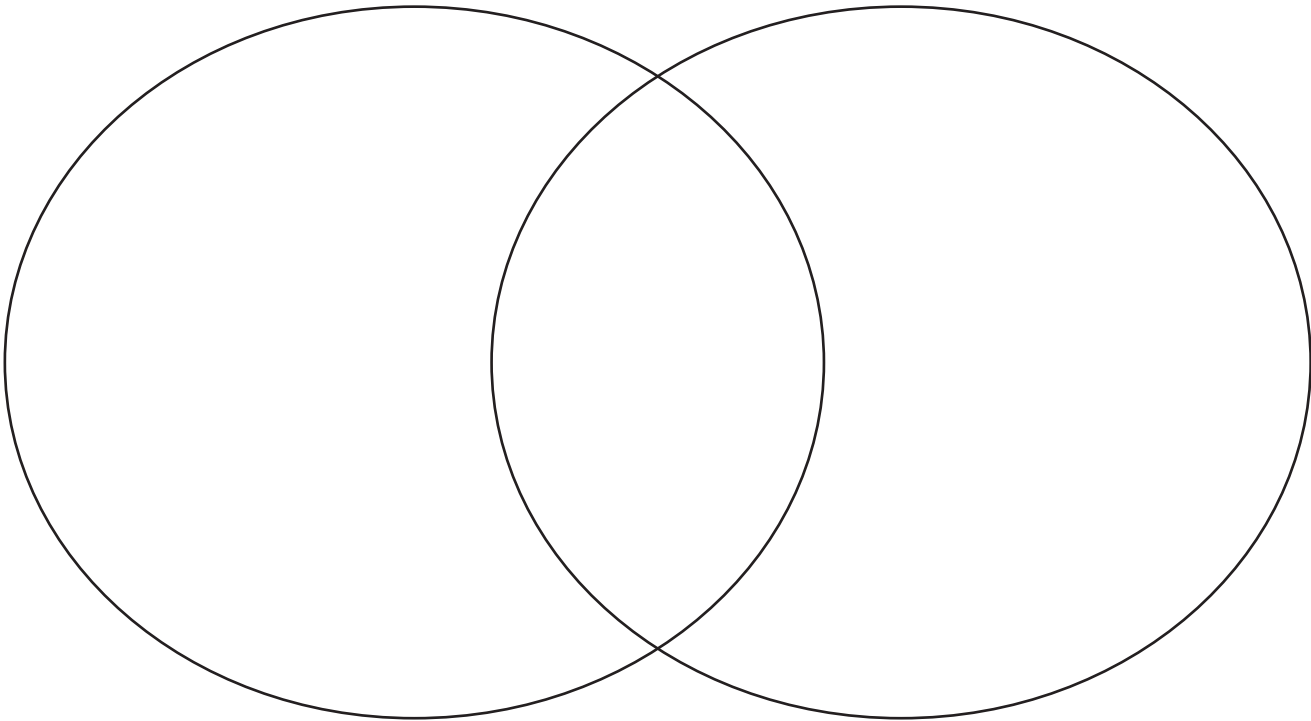
Happiest Dog Award

Best Bark Award



NAME: _____

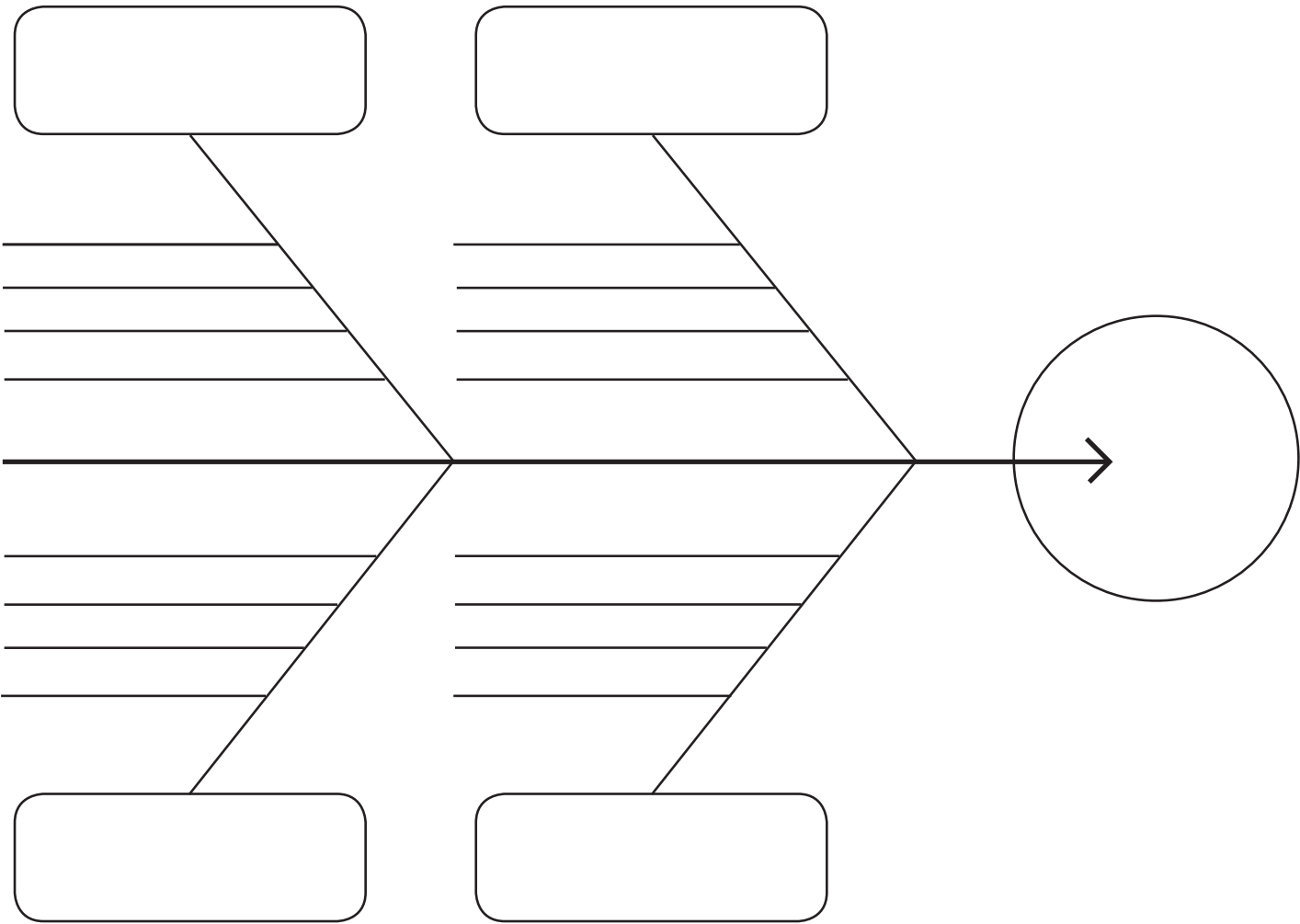
VENN DIAGRAM





NAME: _____

FISHBONE DIAGRAM





NAME: _____

3-COLUMN CHART

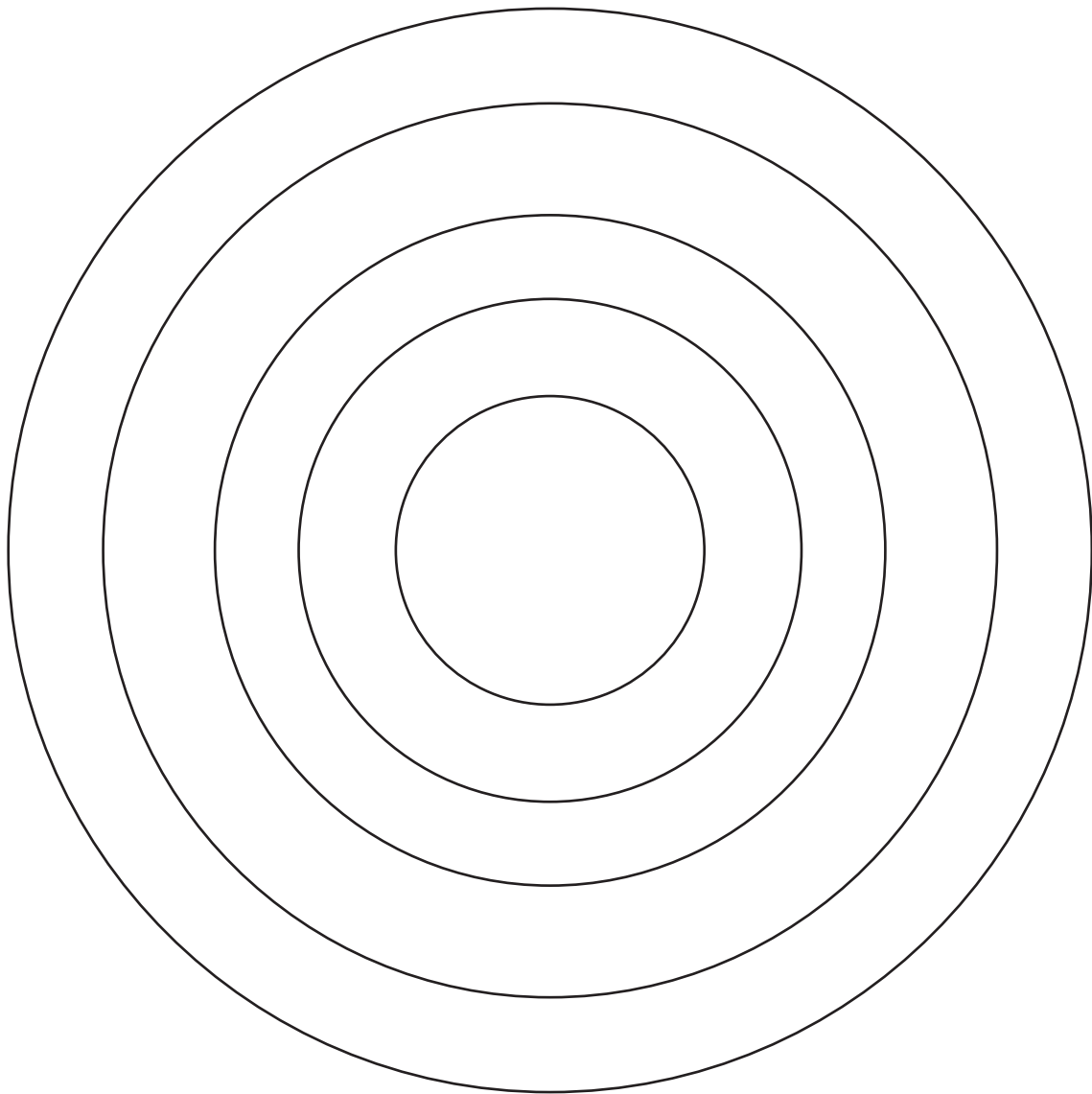
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NAME: _____

RIPPLE EFFECT GRAPHIC





Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.



CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects .	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/ Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun

