



Alternative Method of Instruction  
Middle School – 6<sup>th</sup> Grade  
Day 4 – Pets

Name: \_\_\_\_\_

Name: \_\_\_\_\_

## Artificially Selecting Dogs Performance Event

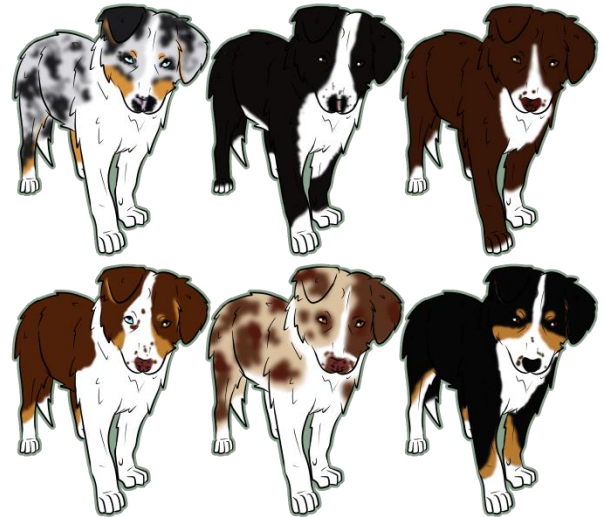
**Objective:** Students will gather and organize information from practices that have changed the ways humans affect the inheritance of desired traits in many different species of organisms.

### Materials:

- Dog Breeds Handout, Ownership Card, Puppy Traits Table, Puppy Characteristics Worksheet & Assessment Questions
- Colored pencils
- 1 coin (heads, tails)

### Procedure:

1. Take out your “Ownership Card”, put your name on the card and follow the directions given in Part I.
2. Take out your “Dog Breeds” handout and review the descriptions given for each breed.
3. Select two dogs that have the traits most likely to produce an offspring with the traits that are needed.
4. In Part II write in the breed names and reasons for your selections.
5. Choose which dog will be the mother and which will be the father. Your breeding pair will produce 3 puppies and each puppy will have a chance of inheriting traits from either the mother or father.
6. Use a coin to determine which trait is inherited by your puppy. Keep track using the “Puppy Traits” worksheet.  
Heads = female (mother’s) trait is inherited (passed on)  
Tails = male (father’s) trait is inherited (passed on)
7. Repeat step 4 again for the second puppy and again for the third puppy.
8. Pick the puppy you feel would get you closest to your goal. Identify this puppy below.  
Puppy #: \_\_\_\_\_ (choose 1, 2, or 3)
9. Draw the characteristics (traits) on the puppy outline worksheet.
10. Label the important traits inherited needed for seeing and retrieving waterfowl on your puppy.



## Ownership Card

"You are part of a family that breeds dogs. Your family has been contacted by a scientist who wants dogs that could be used to **see and retrieve** waterfowl (ducks and geese) from lakes in the area so the birds can be **tagged and re-released**. The birds are very skittish (scare easily) and must be retrieved **unharmed and with a minimum amount of stress**."

### Part I:

For each characteristic below, circle the desired traits you ideally want your dogs to have. **For traits that you do not think will affect your breed's ability to perform the above described task, circle "any."**

#### Physical Characteristics

#### Desired Traits

Smell:	above average	average	below average	any
Sight:	above average	average	below average	any
Hearing:	above average	average	below average	any
Speed:	above average	average	below average	any
Endurance:	above average	average	below average	any
Strength:	above average	average	below average	any
Coat color:	very dark	average	very light	any

#### Behavioral Characteristics

Trainability:	high	average	low	any
Disposition:	vicious	compatible	meek	any
Bark:	very loud	average	very quiet	any

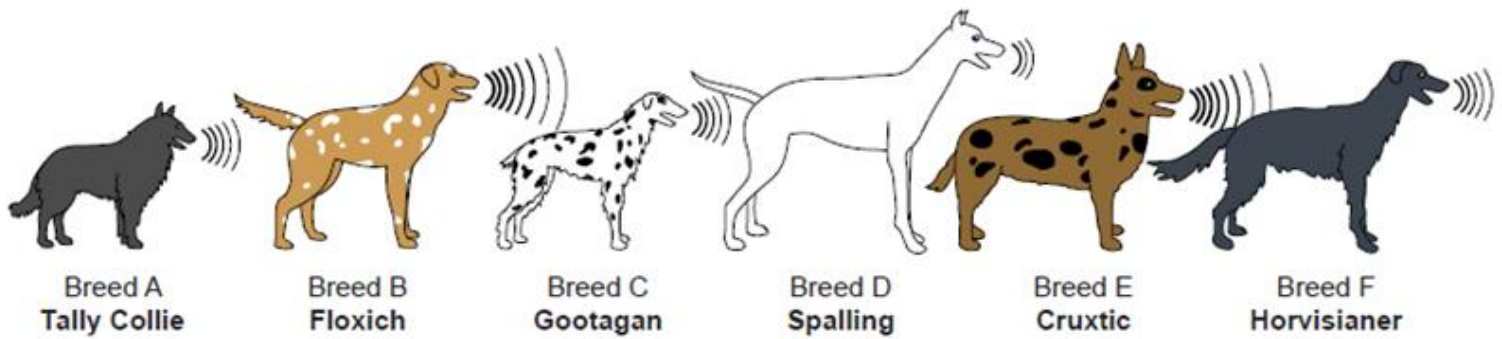
### Part II:

Which two traits do you think are most important for your new breed to inherit?







Use the Dog Breed Chart to choose parents with the most desired traits.

Write the dog breeds chosen to mate: \_\_\_\_\_ X \_\_\_\_\_  
Female (mother) Male (father)

Reason:



## Dog Breeds

Physical Characteristics	Breed A <i>Tally Collie</i>	Breed B <i>Floxich</i>	Breed C <i>Gootagan</i>	Breed D <i>Spalling</i>	Breed E <i>Cruxtic</i>	Breed F <i>Horvisianer</i>
Smell	above average	average	above average	below average	average	above average
Sight	average	average	average	above average	average	above average
Hearing	above average	average	average	above average	above average	average
Speed	average	above average	above average	above average	below average	average
Endurance	below average	average	above average	average	above average	below average
Strength	above average	above average	average	below average	average	below average
Coat Color	black	brown	white with black spots	white	brown with black spots	black
Tail Length	long & bushy 	medium length 	short 	long with short hair 	medium length 	long & bushy 
Ear Shape	upright, small pointy	floppy	floppy	Upright pointy	Upright pointy	floppy
<b>Behavioral Characteristics</b>						
Trainability	average	average	high	high	low	High
Disposition	meek	meek	vicious	meek	compatible	vicious
Bark	average	very loud	average	very quiet	very loud	average

## Puppy Traits Table

In the table below, write the characteristics (traits) of both parents ( selected and written at the bottom of your ownership card). Use a coin to determine which trait is inherited by your puppy.

**Flip Heads** = female (mother's) trait is inherited

**Flip Tails** = male (father's) trait is inherited

Physical Characteristics	Female (filled in from Dog Breeds chart)	Male (filled in from Dog Breeds chart)	Puppy #1 (filled in from the results of the first round of coin flips)	Puppy #2 (filled in from the results of the second round of coin flips)	Puppy #3 (filled in from the results of the third round of coin flips)
Smell					
Sight					
Hearing					
Speed					
Endurance					
Strength					
Coat Color					
Tail Length					
Ear Shape					
<b>Behavioral Characteristics</b>					
Trainability					
Disposition					
Bark					

## Assessment Questions

1. Were the puppies identical? Explain.
2. Which of the 3 puppies have the most desirable (useful for the task) traits? Why?
3. Label the selected puppy with (at least four) significant characteristics inherited that are needed for seeing and retrieving waterfowl. (label right on the dog you drew above)
4. Are some traits more important than other traits for your select breed of dog? Which ones?

Name: \_\_\_\_\_

**Directions:** Read the article below, then answer the questions that follow.

## **Pets in Colonial America**

By Joshua J. Mark, World History Encyclopedia, adapted by Newsela staff



A painting of the Peale family and their pet dog by Charles Willson Peale, done between 1773 and 1809. Photo: Wikimedia

European settlers brought pets with them to the American colonies. They didn't just have cats and dogs, though. They also befriended some animals that they saw for the first time in North America.

### **Dogs**

Dogs were useful to the colonists for protection, hunting and herding. They were also great companions. Indigenous people had dogs, too. These dogs had the same jobs as the colonist's dogs. Indigenous people also used dogsleds to transport goods.

Just like today, there were a lot of dog breeds in colonial America. Each tribe used the breeds differently. But, most colonists used dog breeds the same way. Today, some dogs in the U.S. are still given the same jobs that their ancestors had.

### **Cats**

At first, many colonists didn't treat cats like pets. They were just used to control mice and rats in homes and barns. Some colonists were even a bit afraid of cats. They associated them with witches and pagan cultures, but things changed in the late 1700s. Many people started to like cats more. Historians know this because family portraits frequently included cats. By the American Revolution, cats were liked just as much as dogs.

### **Deer, Squirrels And Other Pets**

Rich people in colonial America loved to show off their pet deer. Some were let loose in the gardens of mansions. Others wore collars and were walked on leashes. In paintings, they're shown living in family homes as comfortably as cats or dogs.

Some boys in colonial America had pet squirrels. Flying squirrels could be trained to sit on their shoulders as they walked through town. Their chewing habits made them hard to keep in wooden cages, though.

Birds were popular with girls and women. Some bird owners tried to teach their birds songs. They would play the song for them on a small flute known as a flageolet. But, there's no record of this actually working, except for with mockingbirds. Lambs were popular with little girls. They were often depicted in paintings wearing ribbons around their necks. Chickens also served as pets, although no portraits feature them with ribbons.

Men and boys trained beavers and otters to help them catch fish. Snakes were another common pet for boys. Other animals caused problems. Women and girls liked monkeys, even though they were messy. Raccoons were less popular because they stole food out of pantries and killed chickens. Eventually, raccoons were just seen as predators, not pets.

### **Changes In Animals Kept As Pets**

Different pets were kept after the Industrial Revolution during the late 1700s and early 1800s. People moved into cities to

work at the brand-new textile mills. City apartments were no place for a deer or lamb. Those in rural areas still kept these animals as pets, but they no longer appeared in portraits in the 1800s.

In the early 1800s, Americans started moving west. Their settlements damaged the natural habitats of many animals. That made food harder to find. Keeping a deer as a pet became less popular than eating one for dinner. Animals like beavers, otters and raccoons also became food instead of companions.

Indigenous villages along the East Coast were destroyed by colonists to make room for more towns. That meant Indigenous people were forced to live on reservations. The colonists didn't allow them to own dogs. Some Indigenous dog breeds don't exist anymore because they were taken and bred with European dogs.

Today, it seems strange that squirrels and deer were once pets. Part of this is because some animals are less common. That is part of the reason why dogs and cats are the most common pets today. But, some Americans keep exotic animals just as their ancestors did.

### **Reflection Questions**

1. Do you own any pets? If so, what kinds of pets do you have? If not, why don't you have any pets?
2. What is something that surprised you about this article?
3. What is one question you still have about colonial pets after reading this article?
4. What is something that you already knew about this topic?



## ENGLISH LANGUAGE ARTS – 6<sup>TH</sup> GRADE

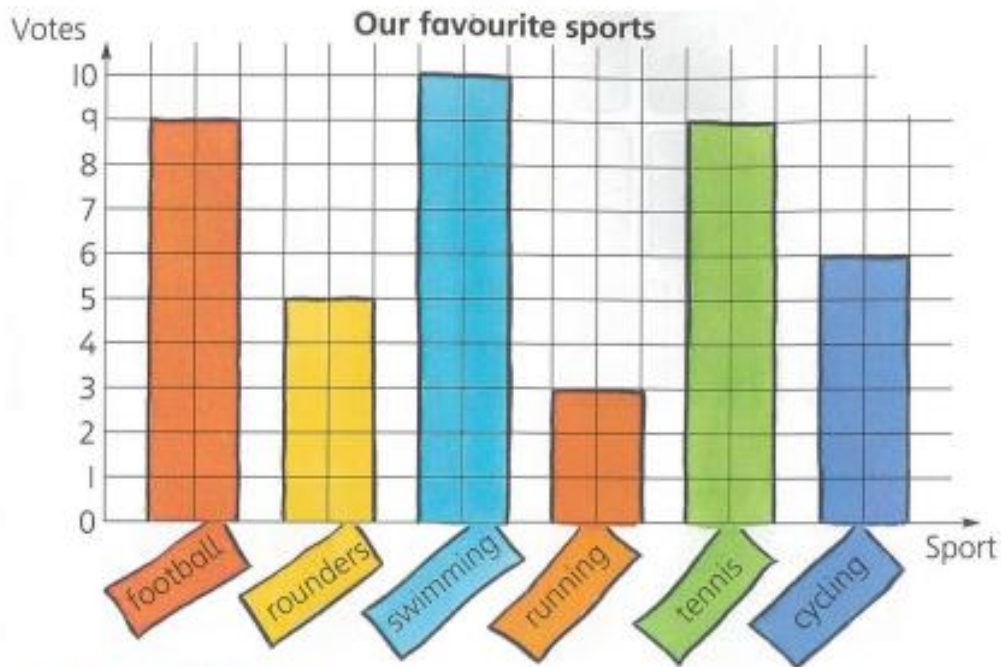
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## Pet Persuasive Paragraph

Directions: Write a ½ page persuasive paragraph about why you should have a certain pet. Make sure you list the advantages of owning this pet. Use persuasive language.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Bar Graphs



1. How many vote for:

a. football?


b. cycling?


c. swimming?

d. rounders?

e. tennis?

f. running?

2. Which sport is:

a. most popular?


b. least popular?

3. Which sports had:

a. more than 4 votes?

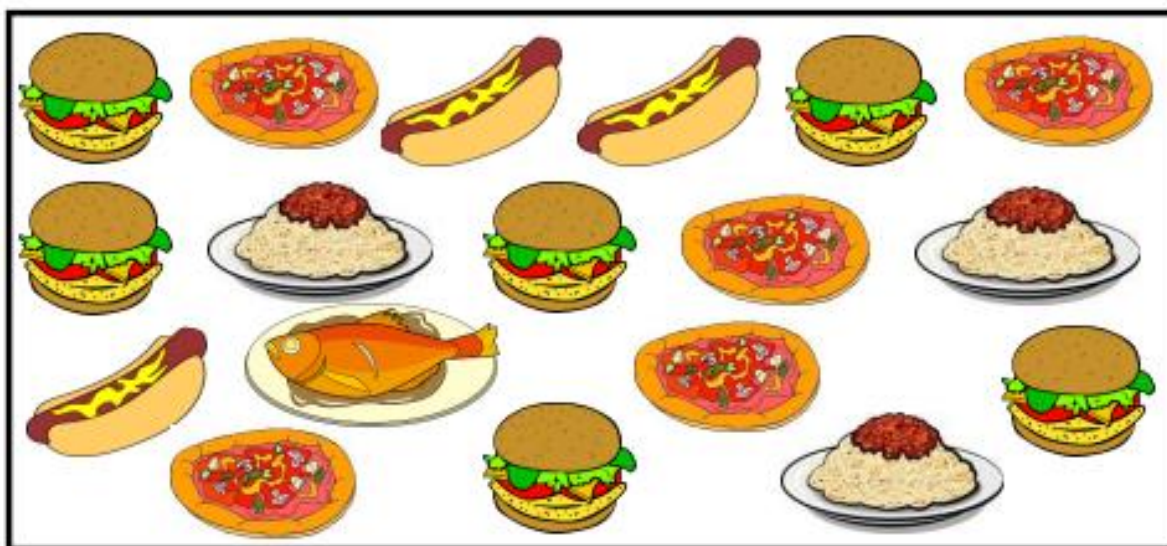

b. fewer than 7 votes?

4. How many children voted in total?

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## Frequency Tables and Bar Graphs

The year 4 children went to the restaurant. Complete the frequency table to show what they ordered. Then use the frequency table below to answer the questions below.



Food	Frequency
burger	
spaghetti	
pizza	
fish	
hot dog	

1. Which foods do the children prefer:

most?	
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least?	
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2. How many children went to the restaurant?

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3. How many children prefer burgers than:

hot dogs?

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spaghetti?

--	--

fish?

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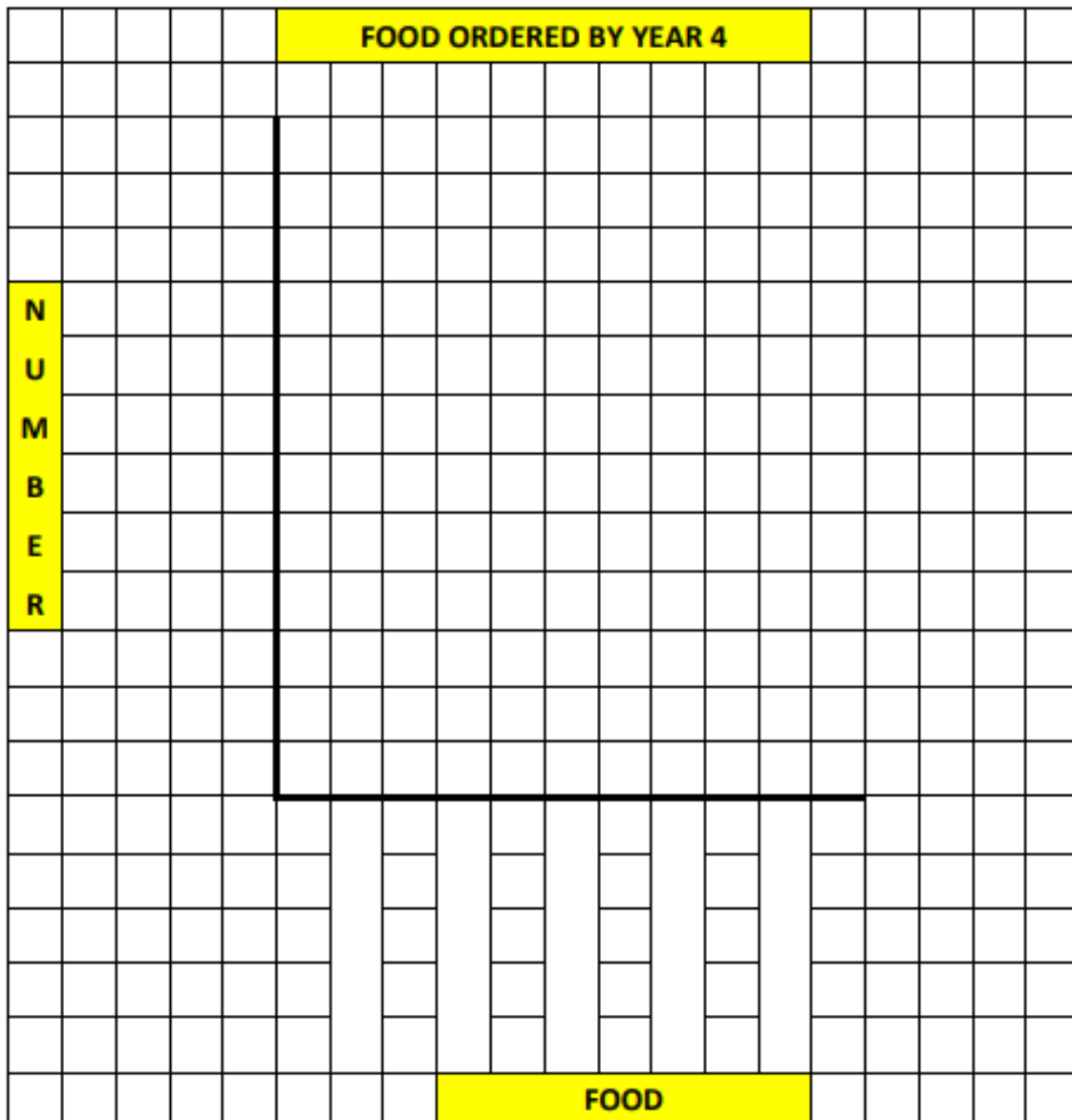
pizza?

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4. The second most favourite food was

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5. Use the information on the food frequency table to draw a bar graph.



## PHYSICAL EDUCATION – 6<sup>TH</sup> GRADE

Name: \_\_\_\_\_

### AMI Day 4 Choice Day

**Directions:** Choose Option 1 or Option 2 to complete your fitness for the day.

**Option 1: Log on to the Youtube video Pumpkin Smash Workout Game.**

- Link: <https://www.youtube.com/watch?v=bJnlf3mYEyQ>
- After you complete the workout in the space below describe what you liked about the workout and what you would do to make the workout better.

**Option 2: Build your own workout.**

- Think about all the exercises we've done in class or you do on your own and build a 15- 20 min workout. Make sure you include cardio, upper body, lower body and core exercises.
- Below, write the workout you created and completed.

**Workout Created by You**

**If you were going to do this workout again, what would you change?**

## READING – 6<sup>TH</sup> GRADE

Name: \_\_\_\_\_

For each AMI snow day, students should spend 20 minutes reading. Please use the space below to log your reading.

Title: \_\_\_\_\_

Format (mark one)

\_\_\_\_\_ Book

\_\_\_\_\_ Magazine

\_\_\_\_\_ eBook

\_\_\_\_\_ Other: \_\_\_\_\_

Minutes spent reading: \_\_\_\_\_

## ELECTIVES – 6<sup>TH</sup> GRADE

**Student Name:** \_\_\_\_\_

**Directions:** Choose **ONE** activity from this list of options to complete for each day of AMI work. Please have an adult initial any activities that you complete for AMI days.

<b>Art</b>	Draw or paint a still life picture of something in your home.  _____ <b>initials</b>  _____ <b>date</b>	Create a short movie about what you like to do on a snow day  _____ <b>Initials</b>  _____ <b>date</b>
<b>Music</b>	Practice your band instrument.  _____ <b>initials</b>  _____ <b>date</b>	Listen to your favorite song and sing along, or . . .  Compose an original song.  _____ <b>Initials</b>  _____ <b>date</b>
<b>Industrial Tech PLTW EbD</b>	Repair something in your home, or . . .  Build a fort, either inside your home or with snow outside.  _____ <b>initials</b>  _____ <b>date</b>	Create a Rube Goldberg machine, or . . .  Build a bridge out of something in your home.  _____ <b>Initials</b>  _____ <b>date</b>
<b>Drama</b>	Act our or record a skit with a family member or friend.  _____ <b>initials</b>  _____ <b>date</b>	Watch a comedy movie or musical.  _____ <b>Initials</b>  _____ <b>date</b>
<b>Family and Consumer Science</b>	Ask your adults about budgeting tips.  _____ <b>initials</b>  _____ <b>date</b>	Make yourself a snack using or creating a recipe.  _____ <b>Initials</b>  _____ <b>date</b>
<b>World Language / Cultures</b>	Find something in your home from another country and write or tell someone about it.  _____ <b>initials</b>  _____ <b>date</b>	List your favorite holiday traditions and ask family members or acquaintances about their origins.  _____ <b>Initials</b>  _____ <b>date</b>