

Name \_\_\_\_\_

Period \_\_\_\_\_

Read the following article carefully and make notes in the margin as you read. Your notes should include:

\*Comments that show you understand the article. (A summary or statement of the main idea of important sections may serve this purpose.)

\*Questions you have that show what you are wondering about as you read.

\*Notes that differentiate between fact and opinion.

\*Observations about how the writer's strategies (organization, diction, perspective, support) and choices affect the article.

You must complete your responses by providing a full MLA citation for the article.

Your margin notes are part of your grade for this assignment.

## The Cuddly Tail of Guide Dogs

By Kat Eschner, Smithsonian.com 08/23/2017

*All dogs are good dogs. But some dogs are also vital to their owner's well-being and independence.*

Guide dogs are probably the best known kind of assistance dog. They spend their careers helping people with blindness to navigate the world safely and with dignity. The dogs might be seen assisting blind and visually impaired people to navigate obstacles and safely negotiate traffic, helping them to be more independent and mobile, writes Assistance Dogs International.

Their forebearers have been doing exactly the same thing for generations. Join us for the tale of guide dogs through history!

### About A.D. 100

Some people think that one of the murals of Herculaneum, an ancient Roman town, portrays a blind man with a guide dog. Author Michael Tucker made this suggestion in his 1984 book, "The Eyes that Lead: The Story of Guide Dogs for the Blind." Other early images, such as a 13th-century Chinese scroll painting, also show people being guided by dogs. That is according to author Steve Swanbeck, who wrote "The Seeing Eye." Given the historically close relationship between people and dogs, it's more than possible dogs have been helping blind humans for a very long time in some form or another.

### 1700s

It wasn't until the 18th century that guide dogs became part of the medical establishment. Although images from the Middle Ages depict blind people relying on dogs, "the earliest systematic instruction of guide dogs" dates back to the mid 1700s, according to History.com. At a Paris hospital for the blind, people worked to train dogs who would help the patients.

### 1800s

A woman learns to work with a guide dog in a practice space. Johann Wilhelm Klein, a teacher for the blind, came up with the idea to use a short, tight leash. Guide dogs still wear similar leashes today. Training guide dogs really took off in the 1800s, writes Swanbeck. "Textbook for Teaching the Blind" was written in Austria by Father Johann Wilhelm Klein in 1819. This textbook notes that a rigid leash, or connection, allows a person to feel when a training dog is making a side movement or standing still. This is something that a soft leash cannot accomplish, Klein wrote. Klein was a teacher of the blind who pioneered methods of coping with blindness. He preferred using poodles and shepherds as guide dogs. German shepherds are still a common guide dog choice.

### 1900s

Dogs worked with humans on the front lines of World War I, writes historian Monika Baár. They delivered messages and tracked injured soldiers. “This experience led to the emergence of a new human-canine alliance based on mutual trust,” Baár writes. One result of this intensified relationship, Baár continues, “was that guide dogs for the blind began to receive professional training during the war.” This happened first in Germany and later in other countries.

The use of chemical weapons such as mustard gas blinded an unprecedented number of soldiers during the war. These soldiers needed help. At the same time, Baár writes, the dogs could provide companionship in a difficult and lonely time. The role of dogs in the war also helped to create the idea of professional dog trainers. These trainers would continue to work with and prepare guide dogs going forward.

One of those dog trainers was an American woman. Her name was Dorothy Harrison Eustis. After visiting a German dog training clinic, she wrote a 1927 article for the Saturday Evening Post. The article described guide dogs as a way for blind people to find independence.

Eustis began training guide dogs and working with their owners. A blind man named Morris Frank visited her in Switzerland to be partnered with a guide dog, writes Steve Neumann for The Bark, a magazine all about dogs. Returning to the United States with a German Shepherd named “Buddy” at his side, Frank provided vivid proof of how the guide dog improved his life. Buddy helped him to navigate across New York’s West Street. “Known locally as ‘Death Avenue,’ it was one of the city’s most hazardous thoroughfares,” Neumann writes. The pair did just fine.

With this proof in hand, Frank worked with Eustis to form The Seeing Eye. This guide dog training organization helped make the working animals a common sight in the United States. It still operates today.

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**RACE response:** What are the central ideas of the article? Use at least two details from the article to support your response. To elaborate, explain, and extend: write several sentences in which you link information given in the article to your own observations and experience.

<b>Close Reading: Interaction with Article/Annotation</b>	
<b>Points</b>	<b>Criteria</b>
5-4	Insightful and thoughtful interaction with the article (questions, inferences, comments, connections, reflections). <b>At least 1 thoughtful annotation per paragraph/segment.</b>
3-2	Moderate insight and interaction with article (questions, inferences, connections, comments, reflections). <b>Fewer than 1 annotation per paragraph/segment.</b>
1-0	Minimal or no insight and interaction with article. <b>Fewer than 3 annotations.</b>
<b>R.A.C.E. Response</b>	
<b>Points</b>	<b>Criteria</b>
5-4	Student writes a detailed response restating the question, including the title of the article and author, textual evidence from the article, explains/extends/elaborates on the evidence, using transitions and a closing sentence. <b>Appropriate amount of borrowed vs. original material</b>
3-2	Student writes a response which may lack a restatement of question, the title of article and author, textual evidence, explanation of evidence, transitional words, and a closing sentence. <b>Too much borrowed vs. original material.</b>
1-0	Student writes a few sentences but no cohesive, well-organized paragraph. May lack a restatement of

	question, the title of article and author, textual evidence, explanation of evidence, transitional words, and a closing sentence. <b>More than half borrowed vs. original material.</b>
<b>Mechanics</b>	
Points	Criteria
5-4	Student has <b>no</b> spelling, capitalization , punctuation, or grammar mistakes
3-2	Student has <b>some</b> spelling, capitalization, punctuation, or grammar mistakes
1-0	Student has <b>many</b> spelling, capitalization, punctuation, or grammar mistakes
<b>Formatting and Citation</b>	
Points	Criteria
5-4	Student has <b>no</b> formatting and/or citation mistakes
3-2	Student has <b>some</b> formatting and/or citation mistakes
1-0	Student has <b>many</b> formatting and/or citation mistakes or has not formatted/cited the article at all