Climbing Up

Fun Activities for You and Your Cat

Name

County
Note to the Project Helper

I f you were a project helper for one or more youth involved in completing Cat 1 you know what a great experience this important role is. As a helper you are in an important position to help youth grow and develop in positive ways as they learn about cats and about themselves. You can nurture and cultivate their interest in this project by guiding their planning, helping them carry out their projects and recognizing them for a job well done.

Your Role

- Review the material in this activity guide and the Cat Helper’s Guide
- Support youth in their efforts to set goals and complete each achievement program
- Date and initial the activities on the Cat Achievement Program as the youth completes them
- Help youth get to know themselves, including their strengths and weaknesses
- Encourage the use of the experiential learning cycle described on this page

The Cat “Skills for Life” Series

This guide, Climbing Up, is the second in the series of three for youth, which also includes Cat 1 Purr-fect Pals, Cat 3 Leaping Forward and the Cat Helper’s Guide. The three youth guides have been designed to be developmentally appropriate for grades 3–5, 6–8 and 9–12 respectively, but may be used by youth in any grade based on their project skills and expertise.

All activities in the guides have several parts: A description of the skills to be practiced; discussion questions, suggestions for additional activities and additional helpful information. The “Success Indicator” listed for each activity is an excellent way to evaluate the youth’s success. Each of the guides also includes an achievement program to encourage youth to learn more about cats while developing important life skills. In the Helper’s Guide you will find another evaluation piece titled “Evaluating the Impact.” Complete this before the youth begins each level and after completing each level.

The fourth publication in this series, Cat Helper’s Guide, provides additional learn-by-doing activities that can be adapted to the family, the classroom, after school program, 4-H project groups, clubs or other groups. You’ll also find helpful hints about characteristics of youth, life skill development, experiential teaching, meeting ideas as well as answers to many of the activities in the youth guides.

Experiential Learning Model

This five-step model is included in each activity in this series. As you can see, the youth first attempt the activity alone. After the youth do as much as they can and answer the questions with the asterisks, you then meet together and discuss: What they did? What was important about what they did? How does what they did relate to their lives? And finally, how might they use the life and project skills practiced in the future? Your ability to ask additional thought-provoking questions to clarify and expand the youth’s ideas will add to the educational experience.

1. Experience the activity, practice, plan.
2. Share the results, feedback, observations, review.
3. Process by discussing the experience, analyzing, reflect.
4. Generate the answer to the question to real-world examples.
5. Apply what was learned to a similar or different situation practice.

Youth share how they will use the project and life skill practiced in other parts of their lives.

National Standards

Each activity in this guide supports one or more of the national educational standards developed by several national and educational organizations. These standards are listed on the education-world web site.

Good luck in your role as project helper!

Acknowledgments

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Financial Support: American Veterinary Medical Association

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American Veterinary Medical Association

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Climbing Up

Paw Prints

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Having Fun with Climbing Up

Congratulations! If you are reading this, you probably have completed Level 1 of the cat curriculum. Even if you don’t realize it, you’ve already learned a LOT about cats, such as cat breeds, parts of a cat, nutrition, disease prevention and parasites.

In Climbing Up you will build on what you have learned in Level 1. You will learn more about cat identification and characteristics, training and showing cats, health and nutritional needs of cats, responsible cat ownership and lots more. Remember, you’ll also gain life skills along the way—important skills like problem solving, using resources, and getting organized—skills that will be valuable to you every day.

The activities in Climbing Up are more challenging than the activities in Level 1 because you are now older, more experienced, more confident and more knowledgeable. You’ll be asked to expand your horizons a bit, to look beyond your own cat and start thinking about broader social issues. You’ll delve deeper into some science topics and you’ll learn to be a wiser pet-owning consumer.

Have fun and enjoy these activities as you learn more about cats. You’ll be in Level 3 in no time—see you then!

Cat 2 Project Guidelines

- Complete the Cat-a-logue Your Knowledge evaluation BEFORE you begin doing the activities and then again AFTER you complete the Achievement Program.
- Do at least seven activities each year. Choose from the 14 main activities and the extra activities in Feline Adventures. You can also make up your own activities. Ask your project helper to initial each activity after you’ve completed it.
- Complete the Climbing Up Achievement Program within three years.
- Practice and develop the life skills of locating resources, accepting responsibility, nurturing relationships, thinking critically, being a responsible citizen, making decisions and communicating with others.
- Increase your knowledge about cats and improve your skills needed to be a responsible cat owner and citizen.

Your Project Helper

Your Project Helper will help you plan your Cat project, set reasonable goals for yourself and guide you whenever you think you are “stuck.” Remember to turn to your project helper whenever you have a question about any part of an activity, and make sure your helper initialls and dates your achievement program when you complete each activity.

My Project Helper for Level 2: __________________________

Address: _________________________________________

Phone: ___________________________________________

Email: ____________________________________________

I selected him/her as my project helper for Level 2 because: ________________________________________

________________________________________________

Good luck with Cat 2

Climbing Up
**Climbing Up**

**Project Goals and Outcomes**

### My Cat Project Goals

Name ____________________

My Cat’s Name _____________ Breed ________________

What I want to do and learn in Cat 2.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________

### Cat Project Highlights

Date and list the exciting things you do and learn.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

---

**Cat-a-logue Your Knowledge**

Here’s an easy way to tell if you learned something new and developed important project skills. **BEFORE** you start doing activities in this guide, indicate what you know now, and then indicate what you know **AFTER** you complete the Cat Achievement Program. You may be surprised by how much you have learned.

Share the results with your helper. Begin each statement with the words “I know how to…” then circle: 1 (not at all), 2 (somewhat), or 3 (to a great extent).

<table>
<thead>
<tr>
<th>I know how to...</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and identify characteristics of cat breeds.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Observe and record a cat’s six senses.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe unique features of the cat family.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe how a cat show is organized and conducted.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Demonstrate two ways to exercise a cat.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Name and describe famous cats.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Identify cat behavior.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Explain the pro’s and cons of declawing.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe emergency situations and appropriate first aid.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Read a label and make a purchasing decision.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Name three conditions of cats that require special diets.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Assess a cat’s temperament for animal-assisted activities.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe when and how to travel with a cat.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Describe the dangers of having an outside cat.</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
**Climbing Up Achievement Program**

**Guidelines**
- Do at least seven of the *Climbing Up* and Feline Adventures activities each year.
- Complete at least 21 of the *Climbing Up* and Feline Adventures activities within three years to complete this achievement program.
- Have your project helper date and initial the activities as you complete them.

**Climbing Up Activities**

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Identification and Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing Cat Breeds</td>
<td></td>
</tr>
<tr>
<td>Six Senses</td>
<td></td>
</tr>
<tr>
<td>Cat Cousins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 2</th>
<th>Training and Showing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready, Set, Show</td>
<td></td>
</tr>
<tr>
<td>Cats-ercise</td>
<td></td>
</tr>
<tr>
<td>Celebrity Cats</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 3</th>
<th>Health and Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purr-sonality</td>
<td></td>
</tr>
<tr>
<td>A Pause for Claws</td>
<td></td>
</tr>
<tr>
<td>Feline First Aid</td>
<td></td>
</tr>
<tr>
<td>Checking the Label</td>
<td></td>
</tr>
<tr>
<td>Special Needs = Special Diets</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 4</th>
<th>Responsible Cat Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me and My Shadow</td>
<td></td>
</tr>
<tr>
<td>Cats on the Go</td>
<td></td>
</tr>
<tr>
<td>Are You an &quot;Innie&quot; or an &quot;Outie&quot;?</td>
<td></td>
</tr>
</tbody>
</table>

**Feline ADVENTURES**

Select and do any of the Feline Adventures activities in *Climbing Up* or make up your own. Record the page and number of each one you complete.

<table>
<thead>
<tr>
<th>Page</th>
<th>#</th>
<th>Date Completed</th>
<th>Helper’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write your own activity here.

<table>
<thead>
<tr>
<th>Date</th>
<th>Helper’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Write your own activity here.

<table>
<thead>
<tr>
<th>Date</th>
<th>Helper’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Write your own activity here.

<table>
<thead>
<tr>
<th>Date</th>
<th>Helper’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write your own activity here.
Climbing Up

Completion Certificate

I certify that

__________________________________________

has completed all requirements in the

Climbing Up Achievement Program

of the 4-H Cat “Skills for Life” Series.

Helper’s Signature

__________________________________________

Date

Picture of you
and your cat(s).

CAT 2
Have you ever looked at a picture of a cat or passed by a kitten display at a pet store and wondered what kind of cat it was? Have you ever gone to a cat show and wondered what the judge was looking for in each type of cat?

Did you recognize the type of cat being shown or did you have to wait until someone announced the breed? This activity will help you recognize many of the different breeds of cats.

Check several references to help you complete the Breed Characteristics Chart. Resources could include cat magazines, the Internet, books (book stores, pet stores, libraries), videos or breed association standards. In some of the columns, such as “body” you may just enter the number. Others will require an entry. “Eye”; for example, will need to have a number (1 or 2) and the eye color if only a specific color is acceptable. Siamese would be “2-blue”. “Other” under “Ears” is where you indicate something special about the ears (2 breeds). Curly coats would be mentioned under “other” in the coat column.

<table>
<thead>
<tr>
<th>BREED</th>
<th>BODY</th>
<th>EYES</th>
<th>EARS</th>
<th>HEAD</th>
<th>COAT</th>
<th>TAIL</th>
<th>ORIGIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abyssinian</td>
<td>(1) cobby</td>
<td>(1) round</td>
<td>(1) long</td>
<td>(1) short</td>
<td>(1) long</td>
<td>(1) mutation</td>
<td></td>
</tr>
<tr>
<td>American Curl</td>
<td>(2) medium</td>
<td>(2) almond</td>
<td>(2) medium</td>
<td>(2) long</td>
<td>(2) medium</td>
<td>(2) hybrid</td>
<td></td>
</tr>
<tr>
<td>American Shorthair</td>
<td>(3) foreign</td>
<td>(3) color</td>
<td>(3) small</td>
<td>(3) other</td>
<td>(3) other</td>
<td>(3) natural</td>
<td></td>
</tr>
<tr>
<td>Burmese</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cornish Rex</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Egyptian Mau</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exotic Shorthair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Havana Brown</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Japanese Bobtail</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Maine Coon</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Manx</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norwegian Forest</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Oclcat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oriental Shorthair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ragdoll</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian Blue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scottish Fold</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Siamese</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tonkinese</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkish Angora</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Cat Chat**

**Meow! (share)**
- What information were you able to find about the breeds?

**Nibble On This (process)**
- What different countries do the cats come from?

**Sharpen Your Claws (generalize)**
- Where did you find the information you needed?

**Leap Forward (apply)**
- What new breeds can you identify now?

---

**Facts**

**Cat Breeds**

There are over 50 breeds of cats accepted for championship status by at least one of the breed associations in North America. New colors, coat patterns, and even breeds are frequently introduced as they are developed by breeders or as mutations occur. Two of the most popular breeds are the Persian and the Siamese. These two breeds differ in many ways, as shown in the chart below.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Persian</th>
<th>Siamese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body</td>
<td>cobby</td>
<td>foreign</td>
</tr>
<tr>
<td>Eyes</td>
<td>round</td>
<td>almond-shaped</td>
</tr>
<tr>
<td>Eye Color</td>
<td>varies, depends on coat color</td>
<td>blue</td>
</tr>
<tr>
<td>Ears</td>
<td>small</td>
<td>blue</td>
</tr>
<tr>
<td>Head</td>
<td>round</td>
<td>wedge-shaped</td>
</tr>
<tr>
<td>Coat</td>
<td>long</td>
<td>short</td>
</tr>
<tr>
<td>Coat Color</td>
<td>all colors and patterns</td>
<td>Light color with darker color points</td>
</tr>
<tr>
<td>Tail</td>
<td>short</td>
<td>long</td>
</tr>
<tr>
<td>Origin</td>
<td>natural</td>
<td>natural</td>
</tr>
<tr>
<td>Country</td>
<td>Persia (Iran)</td>
<td>Siam (Thailand)</td>
</tr>
</tbody>
</table>

---

**Cat Nips**

- There are over 800 varieties of purebred cats.
- The rare Korat cat originated in Thailand and is regarded by the Thai people as a “Good Luck” cat.
- The American Cat Association is the oldest cat registry in the United States. It was established in 1904.

Activity written by Molly Gregg and Lucinda Miller.

---

**Feline Adventures**

1. Collect pictures of 20 different cat breeds. When you have enough pictures, set up and conduct a cat identification contest.
2. Go to a cat show and see how many different breeds you can identify.
## Six Senses

Every day you instinctively rely on your six senses: sight, hearing, smell, taste, touch, and balance. Observe these senses each day during this time. What was your cat doing when it used each sense? Record what you observed in the chart.

### Observations

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Senses

- **Sight**: Observe your cat during the daylight. Observe your cat when the room is almost dark. What differences do you notice?
- **Hearing**: With your cat in the same room, turn on the television at normal volume. Turn the volume back on. What was your cat doing?
- **Smell**: Open a can of tuna with your cat in the same room. (Use a manual can opener.) What did you observe?
- **Taste**: Place some ice cubes in an ice bag and wrap them in a towel. Place your cat's mouth on the ice cube and observe its reaction. What did you observe?
- **Touch**: Put some ice cubes in an ice bag and wrap them in a towel. Place your cat's mouth on the ice cube and observe its reaction. What did you observe?
- **Balance**: Put your cat on a warm towel. Place your cat on a warm towel. Place your cat's mouth on the ice cube and observe its reaction. What did you observe?

### Pounce!

Over a period of five days, observe your cat's sense of hearing, seeing, smelling, tasting, touching, and balance. Observe these senses twice each day. What was your cat doing when it used each sense? Record what you observed in the chart.

### Some plants are harmful.

It is eaten by your cat.
Cat Chat

Meow! (share)
- What senses did your cat use at the same time?
- What were the different senses you observed?

Nibble On This (process)
- What did you learn about the six senses of a cat that you hadn’t noticed before?

Sharpen Your Claws (generalize)
- What do you think it would be like if you were without any of your senses?

Leap Forward (apply)
- How can learning about your cat’s senses make you more aware of your cat’s welfare?

Cat Nips
- Cats have an exceptional sense of balance. The vestibular apparatus is the organ of balance located in the inner ear. The skeletal and muscular systems are adapted for near-perfect balance. In less than a second, a cat can twist, turn, and circle in mid-air, making its body like a parachute, to land on its feet. This is the “righting reflex.” Cats, however, do not always land on their feet and can be hurt during a fall.

Cat Senses

Hearing - Cats have supersensitive hearing. Their outer ears assemble sounds to be processed by their brains. Using up to 30 muscles (dependent upon breed) to independently rotate each ear 180 degrees, cats can distinguish sounds which cannot be heard by the human ear.

Sight - Born blind because of fused eyelids, a kitten’s eyes open seven to ten days after birth. Because the eyes are not yet completely developed, a kitten’s vision is poor until about three months old. After three months, they can see as well as adult cats. Cat’s eyesight is a highly developed sense. Cat’s eyes are designed to collect the maximum amount of light, which allows them to see in light six times dimmer than that in which humans can see. Cats are particularly responsive to movement. They have excellent binocular vision which enables them to find the exact position of their prey and pounce accurately. Cats have three eyelids associated with each eye. One eyelid is called the nictitating membrane, haw or nictis. Appearance of the nictitans for longer periods of time can be a sign of illness.

Lamina Pupil Cornea Iris Nictitans Optic nerve Sclera

Smell - The cat’s sense of smell plays an important role in appetite, behavior, protection and reproduction. Cats have a much greater sense of smell than humans. Cats leave a scent mark on humans, furniture, and other things they rub their heads on to help define their territory. They and other cats can smell these scent marks which help define a cat’s territory. Cats also have a receptor called Jacobson’s Organ, which is located on the roof of their mouth. When using this organ, cats make a funny, almost sneering expression with their mouths called the flehmen response.

Taste - The sense of taste and smell are closely aligned. The taste organs are located on the tongue. The cat’s tongue feels like sandpaper. Tiny barbs, called papillae, point backward on the tongue and aid in grooming as well as in cleaning meat off bones. The papillae useful for the sense of taste are located at the front and sides of the tongue, as well as at the back of the mouth. The cat’s tongue can distinguish basic qualities of taste — sweet, sour, salt, and bitter.

Touch - The sense of touch includes sensations of pressure, temperature and pain. All four paw pads are very sensitive to these sensations as well as to vibrations. Cats use scent glands on their paw pads to mark their territory. Cats’ whiskers are highly sensitive touch receptors. The whiskers are sensitive to air currents. They help cats “see” in the dark, allowing them to feel their way around.

Feline Adventures
1. Find someone who has two or more cats living together. Observe how they interact using their senses.
2. Approach a sleeping cat very quietly with an open can of tuna or cat food. Keep moving a little closer to see if the cat wakes up. How close did you have to get before experiment with another pungent but “non-cat” aroma perfume.
Cat Cousins

Has your cat ever reminded you of a tiger, lion or other big cat? The domestic cat and its wild relatives have many things in common BUT many traits are unique for each species in this fascinating family. Through this activity you’ll discover lots of exciting information about cats, both large and small. Along the way you’ll also improve your ability to organize information.

Pounce!

Design a chart or form to compare and contrast information about members of the cat family. Think about the different species to include, what facts to investigate and how you’ll organize the information you discover. Record or staple your findings in the space below.

How is this wild cat similar to a domestic cat? How is it different?
Cat Chat

Meow! (share)
- What sources of information did you use?
- How did you organize the information you discovered?

Nibble On This (process)
- What do members of the cat family have in common?
- How are they different?

Sharpen Your Claws (generalize)
- What are some examples of times you have been well organized and poorly organized?
- What other family trees have you investigated?

Leap Forward (apply)
- What careers require excellent organization skills?
- How can you improve your ability to organize information?

Cat Nips
- To help survive in their very cold environment, snow leopards use their long tails to cover their nose and mouth while sleeping.

Facts

Cats and Their Cousins

Were you more surprised to find so many differences or similarities between the domestic cat and its relatives? You probably discovered that all members of the cat family have basically similar behavior, anatomy and diets. They are all meat-eating hunters. Some, however, are nocturnal and others are diurnal. There are also many differences in feline voices, numbers, social interactions, size, colors, life span, habitat, hunting techniques and so on. There are only three members of the cat family that do NOT have retractable claws—did you discover which one they are? Also, which type of cat cannot roar?

Every living thing can be identified and described through the scientific classification system. Reading from top to bottom, here is the classification for the major members of the cat family:

1. Kingdom: Animalia
2. Phylum: Chordata
3. Class: Mammalia
4. Order: Carnivora
5. Family: Felidae

6. Genus: Felis Panthera Puma
   Acinonyx Lynx Leopardus Uncia

7. Species: domicus tigris concolor
   jubatus rufus pardalis uncial
   leo canadiensis
   pardus
   onca

Feline Adventures

1. Visit a zoo and note how the big cats are housed. Observe and record their behavior. Discuss their diet with a zookeeper.
2. Create an educational poster about the feline species of your choice and share it with your group.