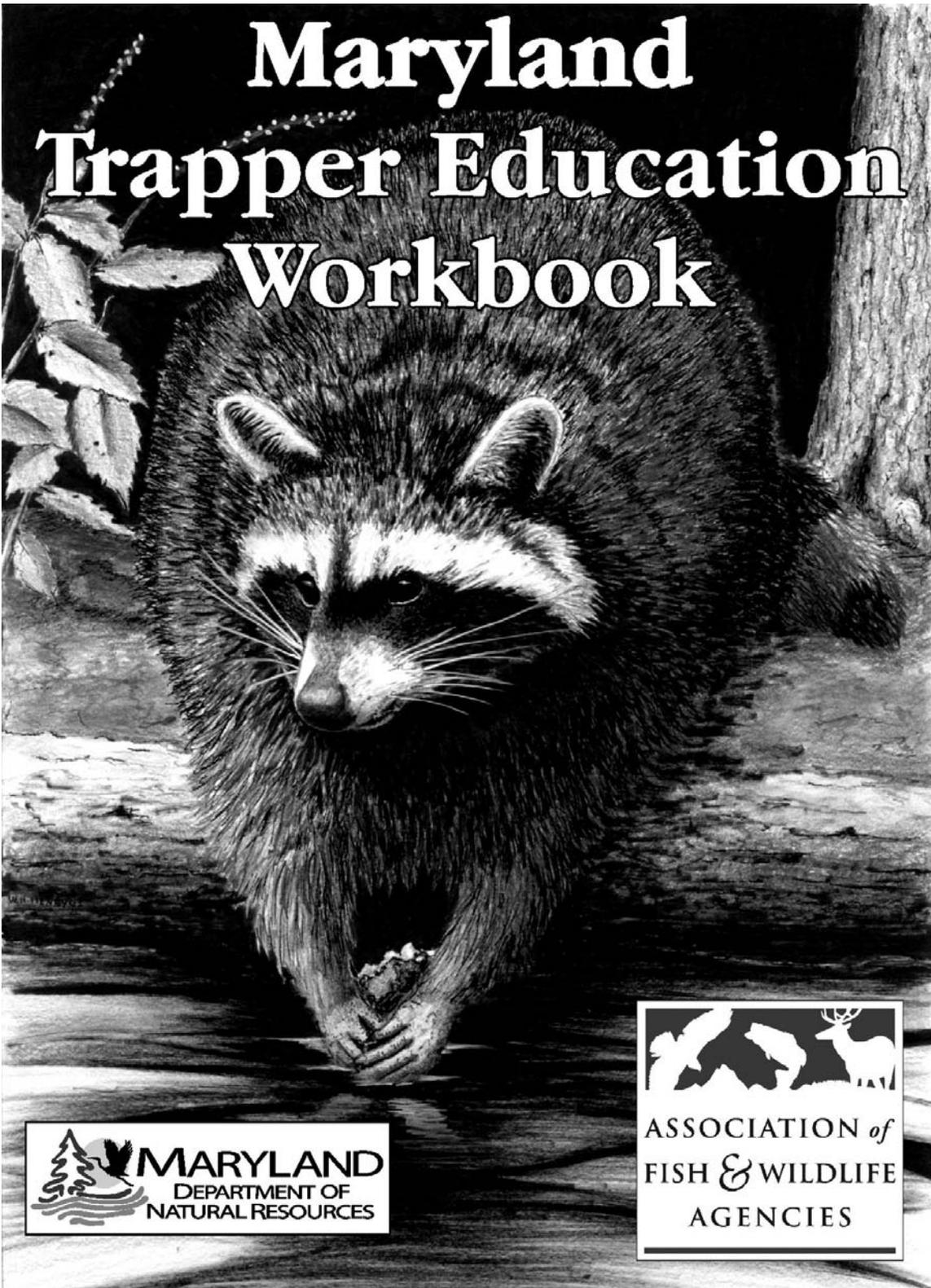


Maryland Trapper Education Workbook





Trapper Education Workbook



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Maryland Department of Natural Resources
Wildlife and Heritage Service
Natural Resources Police
Tawes State Office Building
580 Taylor Ave.
Annapolis, MD 21401
(410) 260-8540 TTY users call via MD Relay
www.dnr.maryland.gov



Federal Aid in Restoration



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Trapper Education Workbook



How to Use the Trapper Education Workbook

In most situations students will be expected to complete this workbook before attending a class or test. Refer to the DNR website or supplemental Trapper Education information concerning these requirements. Content standards and student performance objectives are included to make it easier for you to find the pages to study when answering the questions. Some objectives are not followed by questions or exercises, but you can expect these objectives to be covered in the course or as part of the test. All objectives are important.

Make note of any questions you have about the material and ask your instructor to explain more if you do not understand. You should use the Trapper Education Manual and the Guide to Hunting & Trapping In Maryland as you complete the workbook. Additional information can be found in other DNR publications and on the DNR web page at www.dnr.state.md.us.

Completing the workbook is an important part of the trapper education course. Using it will reduce the amount of time you need to spend in class and allow more time for productive, hands-on training with your instructor(s).



Trapper Education Workbook



Chapter 1 – Introduction to Trapper Education

Content Standard - Students demonstrate an understanding of the purpose of trapping and trapper education in today's society

List five positive or negative values of furbearers including ecological, biological, cultural, aesthetic, and economic values.

List two products that come from furbearers:

1. _____
2. _____

List two problems caused by furbearers:

1. _____
2. _____

List two positive values of furbearers in functioning ecosystems:

1. _____
2. _____

List two problems that may result when furbearers overpopulate:

1. _____
2. _____

Trapping is valued by many people as part of their _____ heritage. Trapping provides people with food and _____.

Furbearers help us understand _____ health.

Furbearers may expose humans to disease and _____.

Furbearers have positive values for _____ and wildlife watching.

List a minimum of four benefits that regulated trapping provides to society.

List ways that society benefits from trappers:

1. Disease _____
2. _____
3. _____
4. _____
5. _____

Choose correctly that trapping is an individual privilege, not an individual right.

Trappers who violate laws can lose their _____ to trap.



Trapper Education Workbook



Identify a minimum of two state or national trappers associations that provide materials and continuing education for trappers.

Name two trapping associations you can join:

1. _____
2. _____

Know the legal types of traps that may be used in Maryland.

Put a check mark beside the traps that are legal to use in Maryland:

1. Foothold traps
2. Body-gripping traps
3. Cable devices (snares)
4. Cage traps
5. Traps with teeth

Name the species of furbearers that inhabit Maryland.

Using Maryland's trapping regulations, name five common furbearers that are legal to trap in the state:

1. _____
2. _____
3. _____
4. _____
5. _____

Know that the Trapper Education Course is based on Best Management Practices developed by wildlife biologists, trappers, and researchers.

Name five factors or components considered during the development of Best Management Practices:

1. Animal welfare
2. _____
3. _____
4. _____
5. _____

Chapter 2 – Historical Considerations

Content Standard – Students use knowledge of history, public attitudes about wildlife, and the



Trapper Education Workbook



North American Model of Wildlife Conservation to understand regulated trapping as a legitimate activity.

Students become aware of the fur trade’s role in the exploration and settlement of North America.

Name a city in North America that started as a fur trading post:

Students recognize that fish and wildlife resources are publicly owned, and managed according to society’s laws, values, and attitudes.

State and federal wildlife agencies are entrusted with the _____ of wildlife for the benefit of all people.

_____ place the highest values on preserving habitats, ecosystems, and sustainable populations of wildlife.

Students identify key components of the North American Model of Wildlife Conservation.

_____ has been the primary basis for wildlife restoration and management.

Chapter 3 – Furbearer Management

Content Standard - Students use knowledge of furbearer management principles, practices, and issues to explain current management programs in Maryland.

Identify the government agency with the authority to manage furbearer resources and regulate trapping in Maryland.

Name the agency that regulates trapping in Maryland:

Explain the difference between a renewable and a non-renewable resource.

Name two renewable resources: _____

Name two non-renewable resources: _____



Trapper Education Workbook



Identify the components of habitat and name three types of habitats used by furbearers.

Name four components (parts) of habitat:

1. _____
2. _____
3. _____
4. _____

Name three types of habitat used by furbearers:

1. _____
2. _____
3. _____

Identify two key concepts of sustainable management of wildlife resources.

Name the two key concepts of sustainable furbearer management:

1. A focus on _____
2. A focus on _____

Name three principles that are applied in the harvest of wild animals in North America.

Complete these statements:

1. The species is not _____
2. The harvest techniques are _____
3. The killing of the animals serves a _____

Identify the major factors that affect wildlife populations.

Food supplies can be a limiting factor for wildlife. Name two more limiting factors:

1. _____
2. _____

Explain the difference between managing furbearers for compensatory mortality and additive mortality.

When furbearers overpopulate and cause problems, biologists may need to reduce the population. This means the biologists must manage for _____ mortality.



Trapper Education Workbook



Identify regulated trapping as the most efficient and practical means available to accomplish regular furbearer population reductions.

Regulated trapping is the most practical means available to reduce furbearer populations and it does so at _____ to the public.

Identify situations where trapping is used to directly manage wildlife.

Regulated trapping is used to protect endangered species, wetland habitats, and personal property. Name three other uses for regulated trapping:

1. Localized disease _____
2. _____
3. _____

Explain the three major issues related to furbearer management.

Name the three major issues related to furbearer management:

1. Human _____ growth
2. Public _____ of furbearers
3. Opposition from _____ groups

Identify two funding sources for furbearer management programs.

Name two major sources of funding for furbearer management:

1. _____ and _____ revenues
2. Excise taxes on firearms, _____, and _____ equipment.

Chapter 4 – Trapping Regulations

Content Standard – Students demonstrate the ability to understand, support, and comply with trapping regulations.

Identify two specific places to obtain current trapping regulations.

Name two places to find Maryland's trapping regulations:

1. _____
2. _____



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Explain conditions that could lead to changes in trapping regulations.

Name at least three reasons wildlife agencies might change trapping regulations:

1. _____
2. _____
3. _____

Demonstrate the use of the Guide to Hunting & Trapping In Maryland to find trapping seasons, legal trap types, legal trap sets and tagging requirements for common furbearers.

Pick two furbearers that are common where you live. Use Maryland's regulations to fill in the information about seasons and legal trap types.

Furbearer		
Season		
Legal Traps		

Demonstrate the use of the Guide to Hunting & Trapping In Maryland to find requirements regarding permission to trap on private property.

Write down the requirements for permission to trap on private property below:

Explain the process for reporting wildlife violations.

Never _____ a violator
 Safely observe the situation and report it to a _____
 Provide descriptions of the violators, vehicles, locations, and _____



Trapper Education Workbook



Chapter 5 – Best Management Practices

Content Standard - Students understand Best Management Practices for Trapping are needed to address animal welfare, trapping efficiency, selectivity, and safety in furbearer management programs.

State the name of the organization that coordinates development of Best Management Practices for trapping.

State the full name of the organization known as AFWA: _____

Explain that BMPs are based upon scientific information and professional experience regarding currently available traps and trapping technology.

Recognize that the Trapping BMP Project is designed to provide wildlife management professionals in the United States with the data necessary to assist in improvements to animal welfare in trapping programs.

Recognize that trapping BMPs are intended to be a practical tool for trappers and wildlife biologists to use for decision-making in the field.

Trapping BMPs will:

1. Improve _____ welfare
2. Help avoid the unintended _____ of other animals
3. Increase public _____ for trapping

Identify BMP criteria for the evaluation of trapping devices including animal welfare, efficiency, selectivity, practicality, and safety.

Identify where to find detailed BMP information for each furbearer species.

Write down the URL address for the Furbearer Management Web site:

http://www. _____



Trapper Education Workbook



Chapter 6 – Traps

Content Standard - Students demonstrate the ability to identify types of traps, prepare traps for use, and safely operate traps

Identify traps as kill-type or live-restraining devices.

Identify each of the following traps as either kill-type or live-restraining devices:

Body-gripping traps are _____

Foothold traps and cage traps are _____



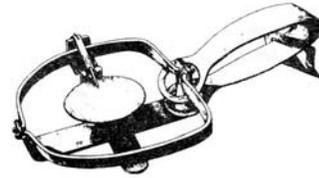
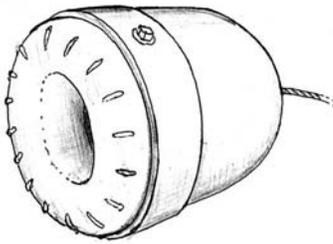
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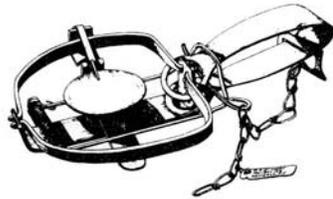


Identify live-restraining traps, including long-spring and coil-spring foothold traps, guarded traps, enclosed foothold traps, and cable devices.

Name each of the traps shown below:

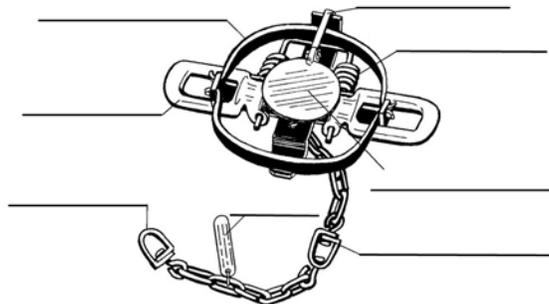
- A. Enclosed Foothold
- B. Longspring
- C. Coil-spring Foothold
- D. Cable Device
- E. Guarded Foothold





Label the parts of the trap shown below:

- A. Dog
- B. Coil-spring
- C. Pan
- D. Tag
- E. Swivel
- F. Swivel
- G. Jaw
- H. Lever





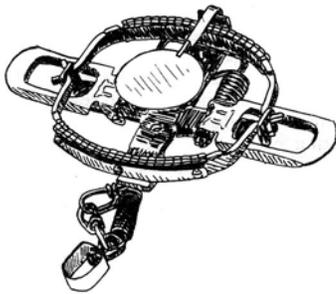
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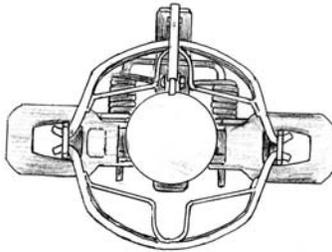


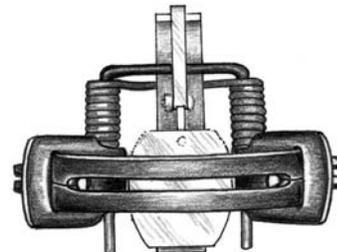
Identify jaw frame characteristics and modifications including plain jaws, padded jaws, offset jaws, double jaws, and laminated or wide jaws.

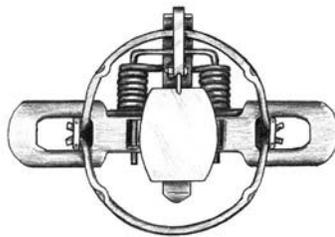
Name each of the jaw frame types shown below:

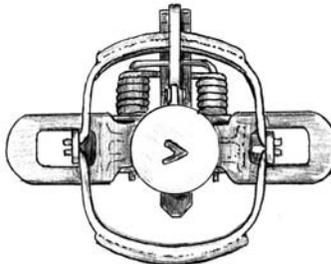
- A. Plain Jaw
- B. Padded Jaw
- C. Offset Jaw
- D. Double Jaw
- E. Laminated Jaw











Know that foothold traps can be used in submersion sets for muskrats, mink, river otters, nutria, and beaver.

List the advantages of using submersion sets below:

1. Ensures _____ of trapped animals
2. Fewer _____ and less pelt _____
3. Less chance of _____ of traps or _____
4. Less _____ at the set



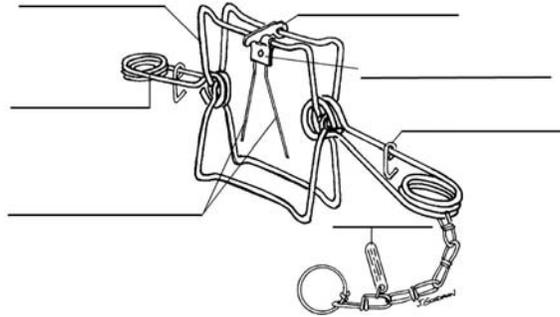
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Identify kill-type devices including body-gripping traps.

Label the parts of the body-gripping trap shown below:

- A. Dog
- B. Jaw
- C. Trigger
- D. Safety Catch
- E. Tag
- F. Trigger Wires
- G. Spring



Identify live-restraining cage traps and kill-type colony traps for use in submersion sets.

Match the two traps below with their name:

- A. Live-restraining cage trap
- B. Kill-type colony trap





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Identify non-powered cable devices, powered cable devices, relaxing locks, and non-relaxing locks.

Match the traps shown below with their names:

- A. Powered cable device
- B. Non-powered cable device with relaxing lock
- C. Non-powered cable device with non-relaxing lock



Identify trap anchoring systems including single stakes, cross stakes, earth anchors, drags, grapples, and springs.

Under most conditions, stakes should be _____ inches in length

Explain how swivels are used and why they are important.

Swivels reduce the chance of _____ by allowing a trap to move freely in the same direction as the animal's foot.



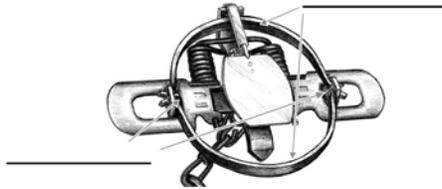
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Demonstrate methods of measuring jaw spread at dog and jaw spread at hinge posts.

Label the picture below as showing the measurement points for either:

- Jaw spread at dog
- Jaw spread at hinge posts



Demonstrate trap-tuning procedures including the abilities to file a trap jaw to remove sharp edges, level trap pans, adjust pan tension, and adjust the pan throw.

Be prepared to show your instructor how to tune a trap.

Explain the process and the purpose for cleaning, rusting, dyeing, and waxing new traps; and why body-gripping traps should not be waxed.

Be prepared to explain the process you will use for your type of traps.

Demonstrate how to safely set and release at least one type of foothold trap and to safely set one common kill-type device.

Be prepared to demonstrate safe trap-setting procedures in class.

Chapter 7 – Trapping Equipment

Content Standard - Students identify essential and non-essential clothing and equipment used to set traps and run a trapline.

Describe clothing needed for various trapping methods and weather conditions.

The clothing you will need varies by the type of trapping you will do and the climate in your area. Below, describe the primary type of trapping you will do and make a list of the clothing you will need.

Furbearers you will trap: _____



Trapper Education Workbook



Clothing you will need:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Identify tools, materials, and supplies needed to make sets and run a trapline.

For the types of furbearers you will be trapping, make a list of the tools, materials, and supplies you will need:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Chapter 8 - Using, Baits, Lures, and Urine

Content Standard - Students explain responsible use of lures, baits, and urine to attract furbearers to sets.

Explain when and how to use bait, glandular lures, food lures, curiosity lures, and urine to attract specific furbearers.

List three furbearers common to the area you will be trapping. List any bait, lures, or urine you will use at your sets, if needed. Your selections should be selective, to attract the furbearers you want and avoid non-target animals.

Furbearer	Bait	Lure	Urine



Trapper Education Workbook



Chapter 9 – Selective Trapping Techniques

Content Standard - Students demonstrate an understanding of trapping principles and techniques that increase selectivity of sets.

Use knowledge of furbearers and their habits to select the best locations and make selective sets.

Select three furbearers common to your area, that you are likely to trap. Briefly describe their habitat, food, and habits that can help you make selective sets. Refer to the information in chapters 9 and 18 for this information.

Furbearer	Habitat	Food	Habits

Describe the use of sticks, rocks, or other material to guide target animals to a trap or divert non-target animals away from traps.

If you make a muskrat set at the edge of a stream you can avoid ducks and other water birds by _____ above the trap.

Describe the use of baits and lures that attract a target species and avoid non-target animals.

Explain that properly tuned BMP traps have been tested for selectivity and efficiency.

Pan tension is one important consideration for tuning traps. The pan tension for red fox should be set at ____ pounds.



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Describe the importance of avoiding trails and other areas used by livestock, domestic animals, non-target wildlife, and humans.

Explain the importance of discussions with landowners and people who regularly use private lands where you intend to trap.

Describe the area where you will trap (private farm, public hunting area, your own land, leased land, etc.). List the kinds of activities other people may be doing there during the trapping season (bowhunting, duck hunting, camping, etc.)

Type of area you will trap: _____

Other people's activities: _____

Explain the importance of planning when, where, and how to trap on public land to avoid catching hunting dogs.

List the types of hunting in your area where hunters are likely to be using dogs (raccoon hunting, pheasant hunting, etc.) If you are not sure, ask your family, friends, or instructors to help.

Explain how variations in trap placement at a dirt-hole set can increase selectivity.

At a dirt-hole set, try placing the trap _____ inches from the hole for fox, and _____ inches for coyotes.

Chapter 10 – Water Sets

Content Standard – Students demonstrate an understanding of the procedures for making safe, effective, and selective sets in or near water.

Explain the benefits of using traps that meet Best Management Practice (BMP) specifications for water sets.

BMP traps have been tested for:

- _____ welfare
- _____ ability to capture and hold animals
- _____ for furbearers
- _____ use in the field
- Trapper _____ concerns



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Describe three reasons new trappers should start with water sets using kill-type traps or submersion trapping techniques.

No need to carry a _____
Reduces chances of catching a _____ animal
Less chance an animal will _____

Describe two basic techniques for making submersion sets.

List two techniques for making submersion sets. Be prepared to demonstrate these techniques, or describe them, for your instructor.

- 1. _____
- 2. _____

Explain or demonstrate the procedures for making three common water sets and name the furbearers that can be captured in them.

Be prepared to demonstrate the procedures for making three common water sets, or describe them for your instructor.

Chapter 11 – Land Sets

Content Standard - Students demonstrate an understanding of the procedures for making safe, effective, and selective sets on land.

Know that land trap locations influence animal welfare and the selectivity of trap sets.

Trappers should set their land traps at locations that:

Minimize exposure to _____ and _____ activities,
Prevent entanglement with _____ or other objects that might result in _____.
Are _____ to capture furbearers.
Avoid _____ used by _____.

Explain the benefits of using traps that meet Best Management Practice (BMP) specifications for land sets.

BMP traps have been tested for:

Animal _____
Efficient ability to _____ animals



Trapper Education Workbook



Selectivity for _____
Practical _____
_____ safety concerns

Identify four good places to make land sets.

Good places for land sets include:

_____ rows and _____ rows
_____ gullies
Near farm _____ that intersect changing _____
Old _____

Explain or demonstrate the proper use of stakes, cross-stakes, cable stakes, drags, and grapples for anchoring traps on land.

Be prepared to explain or demonstrate the proper ways to anchor your traps.

Demonstrate the proper method for bedding a foothold trap at a land set.

Be prepared to demonstrate the proper method for bedding a foothold trap at a land set.

Demonstrate the proper method for covering a foothold trap set on land.

Be prepared to demonstrate the proper method for covering a foothold trap at a land set.

Explain or demonstrate the procedures for making three common land sets and name the furbearers that can be captured in them.

Be prepared to demonstrate or explain the procedures for making three common land sets and name furbearers found in your area that can be captured in them.

Chapter 12 – Cable Devices

Content Standard - Students demonstrate an understanding of cable devices, and responsible techniques for using them.



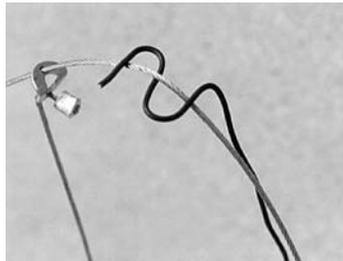
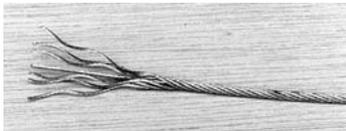
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Identify cable device equipment and materials.

Match the labels below with their pictures:

- A. Multi-strand steel cable
- B. Non-powered cable device, relaxing lock, & deer stop
- C. Swivel and ferrule
- D. Loop stabilizing wire





Use Maryland's trapping regulations to determine if cable devices are legal to use. If so, describe any legal restrictions on their use.

Legal? Yes No

Describe: _____



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Explain the procedure for treating cable devices.

Cable devices are treated before use for three reasons:

Reduces _____ reflection and _____

Removes _____ odors

Adds natural _____ so the animal does not become suspicious

Explain the procedures for making selective sets and using cable devices.

Match the cable loop sizes and heights to the animal you want to catch:

- | | |
|---|-----------------------|
| A. Loops 6 to 8", bottom 3 to 4" off ground | _____ Coyote |
| B. Loops 6 to 8", bottom 6 to 8" off ground | _____ Beaver land set |
| C. Loops 10 to 12", bottom 10 to 12" off ground | _____ Fox |
| D. Loops 9 to 10", bottom 2 to 3" off ground | _____ Raccoon |

Chapter 13 – Trapping Safety

Content Standard - Students demonstrate an understanding of potential risks to their personal health, safety, and welfare from trapping activities.

Describe the conditions that cause hypothermia, symptoms of its presence, and treatment procedures.

List three signs of hypothermia:

1. _____
2. _____
3. _____

Explain how to prevent hypothermia.

Trappers can prevent hypothermia by wearing _____ clothing

Use _____ boots or _____ waders, plus long-sleeved _____ gloves when trapping in water.



Trapper Education Workbook



Recognize the symptoms of frostbite and treatment procedures.

Symptoms of frostbite include:

Describe the treatment procedure for frostbite:

Recognize the danger of traveling on ice covered lakes, ponds, rivers, and streams.

Avoid traveling on ice-covered _____ and _____ where water currents can cause weak spots.

Carry a walking staff to help you check for _____ in front of you as you travel.

If you fall through the ice try to climb out by facing the direction you _____ when the ice gave way.

You should build a _____ immediately when you reach shore unless you are close to shelter or your vehicle.

Recognize dangers related to drowning while wading or trapping near water.

It is a good idea to wear an inflatable personal _____ when trapping around water.

When wading in streams, it is best to travel _____.

If you use a boat or canoe follow all _____ regulations, and take a _____ safety course.

Explain how to manage the risks for contracting diseases or parasites including rabies, West Nile virus, tularemia, Lyme disease, mange, and trichinosis.



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General trapping precautions to follow to protect against diseases include:

Wear protective gloves, eye protection, and protective coveralls when handling _____ or scat.

Wash _____ and _____ thoroughly with soap and water after handling animals.

Clean and disinfect _____, _____ boards, _____ surfaces, and other equipment with a solution of ½ cup household bleach in 1 gallon of water.

Avoid _____ animals or ones that do not act _____.

Do not _____ untreated water from lakes and streams.

Cook all _____ thoroughly.

Recognize and manage the risks for being bitten or injured by wild or domestic animals.

If bitten by an animal you should wash wounds thoroughly with _____ and _____, apply bandages, and seek _____.

Keep the animal confined if possible, or kill it without damaging the _____ so authorities can examine it for rabies.

Recognize the importance of making yourself visible to hunters.

Trappers should make themselves visible to hunters by wearing hunter _____ clothing.

Recognize and manage the risks of setting large body-gripping traps for beaver.

When setting large body-gripping traps, trappers should carry setting tongs and a length of _____ with a _____ in the end.

Describe the rules of firearm safety that apply to trapping.

When shooting at an animal in a trap be careful about _____ off the trap or rocks.

Always look beyond your _____ when shooting a firearm.

Keep the _____ under control and pointed in a safe direction.

Treat every gun as if it is _____.

Know the importance of carrying a map and compass when trapping.

Be prepared to explain the importance of carrying a map and compass.



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Explain important rules for survival including the use of a buddy system, the need to tell someone where you are going and when you plan to return, the value of a wireless phone, and the need to carry matches or firestarters.

Always tell your family exactly _____ you are going and _____ you plan to return.
A trapper should know how to start a _____.

Explain the importance of wearing a seatbelt when traveling to or from trapping areas.

Driving to and from hunting and trapping locations may be more _____ than the hunting or trapping activity. Always wear a _____ when driving.

Chapter 14 – Running a Trap Line

Content Standard - Students demonstrate an understanding of the knowledge, skills, and attitudes needed to safely and responsibly harvest furbearing animals using Best Management Practices

Explain the importance of obtaining permission to trap on private land before the season opens.

Early _____ is the best time to ask a farmer for permission to trap.
Obtaining permission early will give you plenty of time to _____ before trapping season opens.

Describe the advantages of pre-season scouting.

Pre-season scouting trips allow you to find _____ places to set your traps and plan the _____ you will need to make your sets.

Make a commitment to check your traps at least once every day.

Animal _____ is the top priority as a reason to check your traps every day.
Most furbearers are nocturnal, so it is best to check your lived-restraining traps at first _____ each morning.
Checking traps each day, early in the morning, will mean there is less chance that _____ or _____ will be stolen.



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State three or more reasons to check traps early each morning.

List at least four reasons to check your traps early each morning:

Describe two ways to safely, quickly, and humanely kill a furbearing animal.

Describe two methods to safely, quickly, and humanely kill a furbearing animal caught in a live-restraining trap:

Describe two ways to release a non-target animal from a foothold trap.

Describe two ways to release a non-target animal from a trap in the space below:

Describe what to do if a domestic animal or a pet is caught in a foothold trap.

If you catch a domestic animal in a foothold trap examine it closely for _____ before you release it. If it is _____, contact the animal's _____, or the landowner where you trap so the animal can be treated.

Compare the decision to make a few good sets for furbearers versus setting as many traps as possible.

Pre-season scouting and planning will help you make sets that have a _____ chance of



Trapper Education Workbook



_____. If you rush your sets, they may be low quality and catch _____
furbearers.

Describe responsible fur handling procedures in the field and why it is important.

In the space below describe proper fur handling procedures in the field:

State three reasons a trapper should keep a daily journal.

Three reasons to keep a daily journal of your trapping activities include:

- Increase your _____
- Guide others to your traps if you get _____
- Save your _____ to enjoy over the years

Chapter 15 – Using Furbearers

Content Standard - Students demonstrate an understanding of the full value of harvested furbearers.

Know the advantages, disadvantages, and procedures for four ways to sell furbearers or pelts.

List four ways to sell fur:

- Local _____
- Traveling _____
- Selling by _____
- Fur _____

Choose the method you think you will use to sell fur, and explain why in the space below:

Know that furbuyers will grade animals or pelts by primeness, size, color, texture, fur density, damage, and other characteristics.

Furbearer pelts are prime during _____
Prime pelts have dense _____ and fully developed _____ hairs.



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Know that meat from some furbearers can be used for human consumption.

Name three kinds of furbearers found in Maryland that can be eaten by people:

1. _____
2. _____
3. _____

Know that meat from some furbearers can be fed to dogs or used for food at mink farms.

Name two furbearers used to feed dogs or mink:

_____ and _____

Know that glands from some furbearers can be made into lure or sold for commercial use as perfume.

Male and female beaver have _____ glands and oil _____ that trappers can sell.

Know that furbearer skulls are sometimes needed for science classes or nature interpretation.

Dermostid _____ are useful for cleaning skulls and other bones to use in science classes.

Describe why it is important to properly dispose of any animal parts that remain after processing.

Improper disposal of animal parts could lead to _____ or _____ health problems.

Chapter 16 – Handling Fur

Content Standard - Students demonstrate an understanding of the knowledge, skills, and equipment needed to safely skin animals and prepare the pelts for market.



Trapper Education Workbook



Explain the importance of wearing latex gloves when processing furbearers.

Latex gloves will help protect you from animal _____.

Explain the terms “cased furs” and “open furs.”

Except for beaver and badger, all furbearers should be skinned _____.

Explain the terms “market fur in” and “market fur out.”

Fur-in means that the fur side of the pelt should be on the _____ when the case-skinned pelt is taken to market.

Explain why the tails of some furbearers are split and left on the pelt while the tails of others are removed.

Furbearers with _____ tails should have their tails split and the _____ should be removed.

Know the purpose of a fleshing board and fleshing tools.

Once you have skinned a furbearer, the next step is _____.

Describe the proper use of wire and wooden stretchers.

A stretcher holds the pelt in place as it _____ so that it does not shrink or shrivel.

Explain the process of drying pelts and why it is important.

If a pelt is not properly dried it can _____ and the value will be lost.

Explain the process for freezing pelts.

Explain the procedure for “boarding beaver.”

Beaver pelts are skinned open. The pelt is then _____ onto a plywood board or _____ onto a hoop frame for drying.



Trapper Education Workbook



Chapter 17 – Responsible Trapping

Content Standard - Students demonstrate an awareness of their responsibilities to landowners, wildlife, other outdoor users, and the public.

Know that there are legal and social obligations to follow trapping regulations.

In most situations, trapping is considered a _____.

Know that responsible trapping involves many decisions that cannot be defined by law.

When you behave in ways that are good for animal welfare, landowners, other outdoor users, and the public, you will be an _____ trapper.

Know that ethics is a system of principles for good conduct.

Ethics deals with _____ or _____ in human behavior.

List three specific ways trappers can demonstrate responsible behavior concerning wildlife.

List three ways to demonstrate responsible behavior concerning wildlife when trapping:

1. _____
2. _____
3. _____

List three specific ways trappers can demonstrate responsible behavior to the public.

List three ways to demonstrate responsible behavior to the public when trapping:

1. _____
2. _____
3. _____

List three specific ways trappers can demonstrate responsible behavior to other trappers.



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List three ways to demonstrate responsible behavior to other trappers:

1. _____
2. _____
3. _____

List three specific ways trappers can demonstrate responsible behavior to hunters and other outdoor users.

List three ways to demonstrate responsible behavior to hunters and other outdoor users when trapping:

1. _____
2. _____
3. _____

List three ways trappers can care for and respect natural resources while pursuing and taking furbearers.

List three ways to care for and respect natural resources when trapping:

1. _____
2. _____
3. _____

Participate in open discussions on the ethics and responsibilities associated with trapping.

Be prepared to participate in discussions about ethics and responsibilities during your trapping class.

Chapter 18 – Species Accounts

Identify the furbearers in the following pictures. Under each, list the type(s) of habitat where the animal may be found and a major type of food that it eats.



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Identify the following tracks:

