Dog Parks: The Urban Way to Walk Your Dog

Students practice making maps and bar graphs.

Author
Patty Sepp

Grade Level
3

Duration
2 class periods

National Geography Standards

ELEMENT ONE: THE WORLD IN SPATIAL TERMS
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Arizona Geography Strand 4

CONCEPT 1 World in Spatial Terms
GRADE 3
PO 3 Construct a map of a familiar place that includes a title, compass rose, symbols and legend. PO 5 Construct charts and graphs to display geographic information

Arizona Math Standard

STRAND 2 Data Analysis, Probability and Discrete Math
CONCEPT 1 Data Analysis (Statistics)
GRADE 3
PO 2 Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data. PO 3 Interpret data found in line plots, pictographs, and single bar graphs (horizontal and vertical). PO 4 Answer questions based on data found in line plots, pictographs, and single-bar graphs (horizontal and vertical).

Overview
Dog Parks are becoming very popular in an urban setting. Dogs need exercise and many owners do not have the space to allow their pet the freedom to run. As a result, "dog parks" have been developed to provide a safe environment for dogs to socialize and exercise while being supervised by their owners. In addition, such parks benefit the overall community by providing a location for human-environmental interaction.

Purpose
Students will learn about urban dog parks, as well as take an informal survey about how they exercise their dogs.

Materials
- Dog Park Vocabulary Words
- What is a Dog Park? Reading Activity
- Urban Dog Park Map
- Student Survey – "How Do We Exercise Our Dogs?"
- Student Activity – Arizona Dog Parks
- Arizona Dog Parks Answer Key
- Dog Park Student Assessment
- Dog Park Student Assessment Answer Key
- DOG PARK MAP Scoring Guide
- How We Exercise Our Dogs Student Survey Checklist
- For Teacher Information Only: Dog Park Rules for Glendale and Phoenix Dog Parks
- PowerPoint presentation “Dog Parks”
- Blank Paper
Dog Parks: The Urban Way to Walk Your Dog

- Pencils
- Paper/Colored markers for maps
- Optional: dog collar, dog leash, dog toys, magazines with pictures of dogs

Objectives
The student will be able to:

1. Explain what an urban dog park is.
2. Identify key items found in an urban dog park.
3. Design an urban dog park map.
4. Practice collecting and recording data on how students’ dogs are exercised.

Procedures
*Note: Included is a file of Dog Park Rules from 2 different dog parks for teacher information only.*

Geography Prerequisite: Students should know cardinal directions: N, E, S, and W.

Math Prerequisite: Students should have experience with bar graphs.

SESSION ONE
1. Introduce lesson: Have students raise their hands if they own a dog. If not, do they have a friend, relative, or neighbor that owns a dog? Owning a dog requires "responsibility" to take care of the pet. This includes exercise. How do they exercise their dog? In their front or back yard? Walk around the block? Walk to a nearby park? If they do not own a dog, do they see other dog owners exercising their dogs? Do they use a dog leash? In an urban setting, there are "usually" leash laws.

2. Discuss Vocabulary Words. Explain that in this lesson they are going to learn about an urban dog park.

3. Read "What is a Dog Park?" (May be read as an overhead.)

4. Distribute the "Urban Dog Park Map" and review the key items of a map: Title, Compass Rose, and Key.

   Ask students to find the following items in the dog park (the answer does not include the pictures in the key):
   - How many: trees? 5
   - benches? 5 (one inside gated area)
   - trash cans? 5 (one inside gated area)
   - exercise course items? 4
   - mutt mitts? 6
   - gates? 2
   - Where do you find water? At water fountain

5. Distribute the "How We Exercise Our Dogs" handout. Take an informal survey of the students of how they exercise their dogs. Compare the results. (Note: This may be done as an overhead or as a guided activity).

SESSION TWO
1. Review handouts from Session One.

2. Read Student Activity "Arizona Dog Parks" and answer questions at bottom of page.

3. Have students design their own "Dog Park Map" on blank paper or create a park for a different pet they own using the Dog Park Map as a guide.

4. Optional closing activity: Show PowerPoint Presentation of an "Urban Dog Park."
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Assessment

Choose one or all of the following assessments:

• Student Assessment – 10 questions (#1-5 are geography related, #6-10 are math related. Mastery is 80% accuracy.)

• Geography: Dog Map Scoring Guide should be used to grade their maps. Mastery is considered 16 points or higher.

• Math: Student Survey Checklist-Assign 2 points to each task for a total of 12 points. Mastery is considered 10 points or higher.

Extensions

The NGS Windows on Literacy book The Park by Marianne Woolley (Early Level 11) explains other things to do at a park.

Each student can have a "pretend" pet dog (chosen through pictures), name the pet, and make a leash for this pet. The leash will practice measurement skills in inches/feet and decorated using various geometric shapes

Sources

Clip Art: http://bestinshow.biz

www.phoenixdogpark.com explains that Phoenix had its first "off-leash" dog park open in Oct., 2002, at Washington Park, 21st Avenue and Maryland. This park was developed by a partnership with Phoenix Parks & Recreation Team, City Council, PetsMart, and local volunteers.

The following site includes government links, local links, U.S dog parks, and Canadian dog parks: www.dogpark.com/prkaz.html

The following site explains dog park etiquette for people – basic rules that humans need to observe to keep a dog park successful: www.dogpark.com/parketiq.html

The Park by Marilyn Woolley Windows on Literacy, National Geographic Society ISBN 0-7922-8720-7