

Where Did You Come From? Using Geography to Trace the History of Dog Breeds

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Grade Level 6
Duration 3-5 class periods

National Standards	AZ Standards	Arizona Social Science Standards
<p>GEOGRAPHY Element 1: The World in Spatial Terms 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information</p> <p>Element 2: Places and Regions 4. The physical and human characteristics of places</p> <p>Element 6: The Uses of Geography 17. How to apply geography to interpret the past</p>	<p>ELA Reading Key Ideas and Details 6.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Writing Production and Distribution of Writing 6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>SCIENCE Life Science 6.L2U3.12 Engage in argument from evidence to support a claim about the factors that cause species to change and how humans can impact those factors.</p>	<p>DISCIPLINARY SKILLS and PROCESSES 6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.</p> <p>GEOGRAPHY The use of geographic representations and tools helps individuals understand their world. 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns</p>

SIOP Elements		
<p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p>	<p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p>	<p>Grouping Option Whole class Small groups Partners Independent</p>
<p>Integrating Processes Reading Writing Speaking Listening</p>	<p>Application Hands on Meaningful Linked to objectives Promotes engagement</p>	<p>Assessment Individual Group Written Oral</p>

Arizona English Language Proficiency Standards
 Grade 6-8
 Basic

Where Did You Come From? Using Geography to Trace Dog Breeds

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

Listening, Speaking, Reading, and Writing

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: paraphrase observations/information notes with labeled illustrations, diagrams, or other graphics, as appropriate.

B-3: cite sources used in research.

Overview

Learning to think geographically, historically, and scientifically is a task of the middle school classroom curriculum. Using a common household pet can provide practice in all three ways of thinking through the gathering of good and useful information.

Purpose

In this lesson, students will engage in a fun activity that can be used to teach research skills through capturing their interest in animals. Students will learn about different breeds of dogs and how these breeds have evolved to suit their physical environments and their practical uses in that setting. Thus the student is learning to integrate geographic, historical, and scientific thinking into a project to share with others. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

breed - a particular kind of animal that was purposefully bred by humans to perform specific tasks such as herding, hunting, and guarding.

origin - the point or place where something begins

characteristic - something that makes a person or thing different from others

domestication - to adapt (an animal or plant) over time from a wild or natural state to benefit human needs

artificial selection - the intentional breeding of plants or animals by humans

evolution- the theory that plants and animals that exist today developed from earlier versions of these living things

Materials

- The Evolution of Dogs” YouTube video explained by Neil deGrasse Tyson
www.youtube.com/watch?v=aQHBM6LbiA (5.11 min)
- Computer, Internet, Projection device
- A Brief History of Dogs YouTube video
https://www.youtube.com/watch?v=8_KWmzL0bQ4
- Vocabulary Cards
- Dogs of the World, maps from 1936 to 2021 showing the countries of origin for many breeds.
<https://vividmaps.com/dog-maps/>
- Computer and Internet access for students
- Several pics of mixed breed dogs (optional)
- Research Guide

Where Did You Come From? Using Geography to Trace Dog Breeds

- Project Choices, Requirements and Scoring Guide, and Sample Image for final product (map and writing portions)
- World map (color) (must be assembled)
<http://geoalliance.asu.edu/sites/default/files/maps/world-map-color-tabletop.pdf>
- Vocabulary Test
- Reflection

Objectives

Students will be able:

- Locate on a map the historical places of origin of specific dog breeds.
- Research different breeds of dogs.
- Draw conclusions as to why certain dogs were bred to look and act in specific ways to suit the needs of their human breeders.
- Identify how they used geographic, historical, and scientific thinking in these tasks.

Procedures

SESSION ONE

1. Begin the lesson by giving a quick write answering the following prompt, "Describe your dog or your favorite kind dog." (**Preparation: Linking to background; Application: Promotes engagement**)
2. Project the YouTube video (5.11 min) The Evolution of Dogs" explained by Neil deGrasse Tyson
www.youtube.com/watch?v=aQHBM6LbiA
3. Discuss what scientific information did Dr Tyson share about wolves, what historical information, and what geographic information did he share. (**Grouping Option: Whole class; Integrated Processes: Listening, Speaking**)
4. Project A Brief History of Dogs YouTube video
https://www.youtube.com/watch?v=8_KWmzLObQ4 (4.58 min).
5. Project and explain the vocabulary words. Place the words on the word wall. (**Scaffolding: Comprehensible input**)
6. Ask students to brainstorm the many reasons why dogs are bred a certain way and for what purposes (hunting, protection, finding food, companionship, war, to retrieve, be adorable, herding, etc.). Record these on the white board.
7. Ask students to brainstorm where certain breeds originated. Have them guess what continent might have contributed to the most dog breeds known today. Project Dogs of the World, maps from 1936 to 2021 showing the countries of

origin for many breeds.

<https://vividmaps.com/dog-maps/>

8. If students have their own computing devices, have them access the website and explore the maps and information. (**Scaffolding: Comprehensible input**)

SESSION TWO

9. Project or have students access MyHusky.
<http://www.myhusky.com.au/history/> website. Read through the article as a whole class. Distribute the 10 Important Sentences worksheet (or use notebook paper) and have the students verbally contribute ideas of what are the 1-2 most important sentences in the article. Look for consensus on what these 1-2 most important sentences are and have students record the 1-2 sentences. (**Grouping Option: Whole class, Scaffolding: Guided practice**)
10. Then have students work with a small group or partners to identify 8-9 more important sentences and record them on the worksheet. (**Integrating Processes: Reading, Writing, Grouping Option: Small groups**)
11. Upon completion of the worksheet, assign each student a specific mixed breed dog to research. Show students how they can use this website
https://www.dogbreedinfo.com/hybriddogs.htm#google_vignette as a starting point for their research.
12. Distribute the Research Guide. Explain the questions. Remind students to keep track of their sources of information. Allow students time to research. (**Application: Linked to Objectives**)

SESSION THREE and FOUR

13. As students are finishing up the Research Guide, project the Project Choices, the Scoring Guide, and the Sample image.
14. Allow students time to create the project and draw/print their dog image. (**Application: Linked to Objectives, Hands on**)

SESSION FOUR or FIVE

Prior to Session: Print (in color) and assemble the World map and post on a wall.

15. Have students affix their dog images to the World map in the location of the dog's origin and then share their projects.
16. Remind students that geographical thinking involves looking for patterns. Are there any patterns on the World map?

Where Did You Come From? Using Geography to Trace Dog Breeds

17. Have students complete the Reflection.

Assessment

ELA, Science, and Social Science

The 10 Important Sentences can be graded for completeness. Mastery will be considered a score of 90% or higher.

The Research Guide can be graded for accuracy and completeness. Mastery will be considered a score of 90% or higher.

The Project can be scored with the Scoring Guide. Mastery will be considered a score of 80% or higher.

At least one good response to each of the 3 reflection questions is required on The Reflection. Mastery will be considered a score of 100%.

The Vocabulary Test can be used to measure language acquisition. Mastery will be considered a score of 80% or higher. **(Assessments: Written, Individual)**

Extensions

Students could reach out to local shelters or veterinarians and invite them to speak with the class on the differences between mixed breed dogs and pure breeds. This would be a great opportunity to learn more about dogs and the responsibilities of dog ownership (training, safety, and nutrition).

Students could also research the origins of their own dogs (or cats) for extra credit.

Sources

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A Brief History of Dogs YouTube video
https://www.youtube.com/watch?v=8_KWmzLObQ4

Brief introductory article on the History of Dog Breeding (For ELs)
<https://breedingbusiness.com/dog-breeding-history/>

The Origin of Dogs”
www.youtube.com/watch?v=4doKA0VpKgc&t=80s

History of the Husky Breed:
<http://www.myhusky.com.au/history/>

List of popular mixed dog breeds
https://www.dogbreedinfo.com/hybriddogs.htm#google_vignette