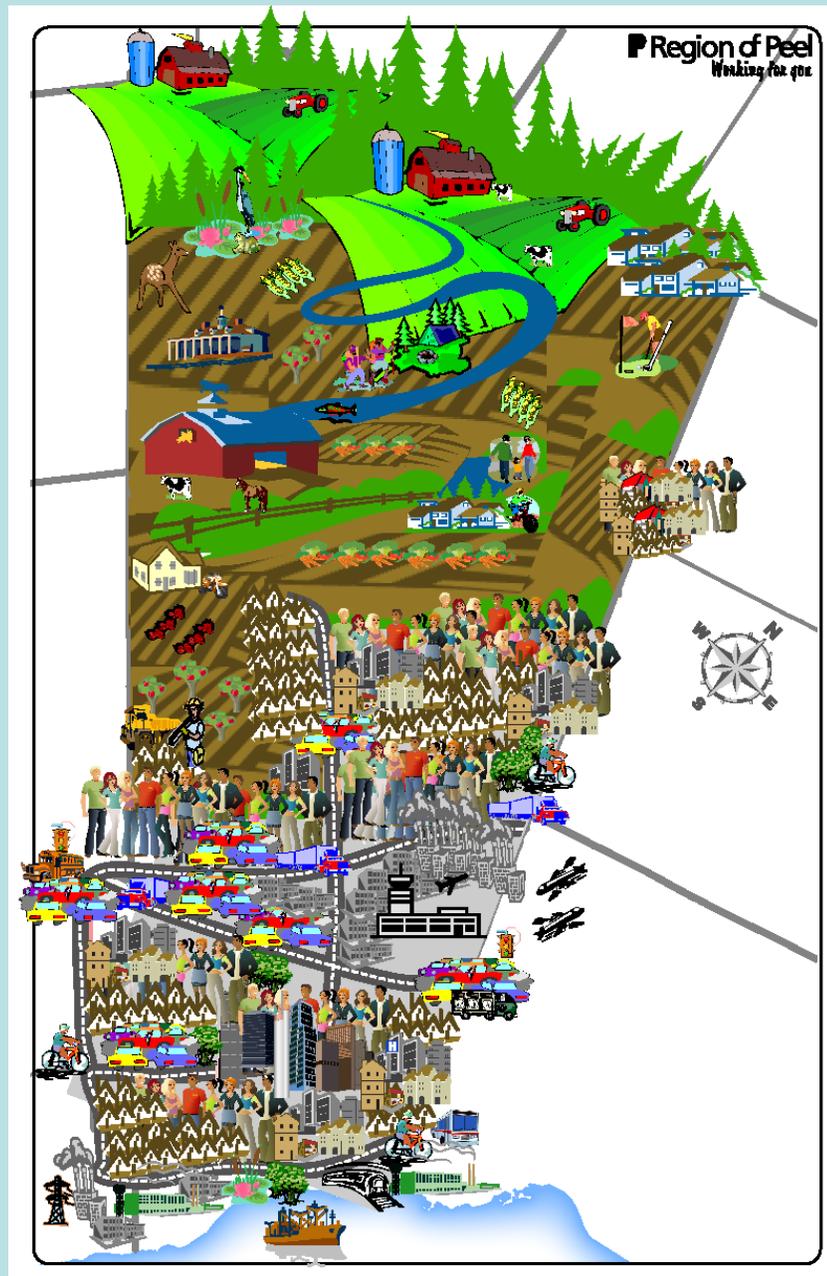


Grade 3: Urban and Rural Communities



**Planning to be part of my Region!
Planning Peel –A Lesson Plans Series**

Grade 3: Urban and Rural Communities

**Planning to be part of my Region!
Planning Peel - Lesson Plans Series**

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Welcome!

Welcome to Planning to be part of my Region! A series of lesson plans aimed at educating Grade 3 students about the rural and urban communities in the Region of Peel.

The lesson plans focus on both identifying the similarities and differences between urban and rural communities in Peel Region and examines how people interact with each other and the natural environment to build a healthy, safe Region to live in.

We hope that through teaching of these lessons your students will become more aware of the Region they live in and be empowered to make decisions that will impact their future.

Objectives

The Region of Peel Integrated Planning Division has a variety of objectives in the development of these lesson plans.

1. To build awareness of Region of Peel’s planning research projects and initiatives through development of educational resources and lesson plans for use by teachers and students.
2. To link Regional Planning initiatives to Grade 3 Ontario curriculum expectations.
3. To create hand-on, minds on, integrated lesson plans to support student learning and understanding of rural and urban communities in the Region of Peel.

The Region of Peel

The following introduction provides background information regarding the geographic Region of Peel and is intended to help you prepare for teaching of the lessons.

Situated in the heart of southern Ontario's major urban centres, the Region of Peel is the second largest municipality in Ontario, with a population of over one million. The Regional municipality of Peel consists of three municipalities – Cities of Mississauga, Brampton, and Town of Caledon.



The Region of Peel has an urban and rural system. Brampton and Mississauga make up the urban system where the majority of growth has occurred in Peel. Currently, Mississauga comprises the majority of Peel's population, but the significant growth in Brampton is expected to close the gap. Both Brampton and Mississauga have experienced rapid population growth and commercial development which has transformed what was primarily a rural area of natural landscapes, farms and villages into a dynamic blend of urban, industrial and residential areas.

The Rural system, which solely includes Caledon, is primarily environmental, agricultural and natural resource areas. Caledon is home to environmentally significant natural areas including the Oak Ridges Moraine, the Greenbelt and the Niagara Escarpment. These natural areas hold tremendous value to the people living in the Region in terms of the environmental, social, recreational and economic benefits they provide. Growth in the Rural System is mainly in the Rural Service Centres of Bolton, Caledon East and Mayfield West.

The Region of Peel recognizes the need to plan and guide for anticipated rapid growth and development in Peel while maintaining regard for protecting the environment, managing the renewable and non-renewable resources to provide for a sustainable, healthy, safe place for those living and working in Peel.

Providing knowledge about rural and urban areas, their interactions between humans and the environment, and the need for sustainable development are all important topics for study by children. The sense of urban rural duality in the Peel Region provides an excellent forum to launch student understanding of rural and urban communities.

Children are stakeholders of the Region, and therefore need to be engaged in meaningful dialogue that will contribute to decision making pertaining to rural and urban planning issues. The way we manage and plan our rural and urban areas can have a positive impact in ensuring the Region of Peel is a place where our children can grow up feeling safe and healthy. We must recognize the capacity of students to be authentic participants and stewards in planning sustainable urban and rural communities in the Region of Peel.

Lesson Plan Summary

The lesson plans are design to provide hands-on, minds-on lesson plans that supports the Ontario Ministry of Education Social Studies Grade 3: Rural and Urban Communities curriculum expectations. The lessons also designed to have integrated links to Language, Math, Visual Arts, and Science curriculum.

The following is a summary of an interactive bulletin board activity, along with five lesson plan ideas. What you choose to use from these materials is up to you; how you plan and integrate the materials with other resources and lessons is up to you. We hope you will find the following activities and resources up to date, highly differentiated and involving:

Building my Region: Interactive Bulletin Board

This activity involves building an interactive Region of Peel bulletin board. It starts at the beginning of the unit and evolves as the students complete tasks. The bulletin board can prove to be an excellent interactive learning tool and provide for visual evidence of student achievement.

Lesson 1: Urban and Rural Areas in Peel

This is an introductory lesson. Students show what they know and begin to learn about the characteristics of urban and rural communities in the Region of Peel.

Lesson 2: Land Use

This lesson uses interactive technology. Students are introduced to how people use land in rural and urban areas. They are introduced to the concepts of residential, commercial, and industrial land use. They will use Google street view to explore and compare urban and rural land use in the Region of Peel

Lesson 3: Transportation

In this lesson, students will compare urban and rural transportation by planning mystery transportation routes across the Region. A second lesson will introduce students to the concepts of active modes of transportation.

Lesson 4: Natural Environment

Students are introduced to various natural environments found in the Region of Peel including the Niagara Escarpment, Oak Ridge Moraine, Credit river and Conservation areas. They will explore why these natural environments are important to protect and conserve.

Lesson 5: Planning for my future!

This lesson introduces students to the concept of population density and urban sprawl. Students will be asked to make decisions about land use planning after engaging in a role play activity that looks at different peoples points of views.

Building the Region

An interactive bulletin board activity

This activity involves building an interactive Region of Peel bulletin board. This activity can start at the beginning of the unit and evolve as the students complete tasks. The bulletin board can prove to be an excellent interactive learning tool and provide for visual evidence of student achievement.

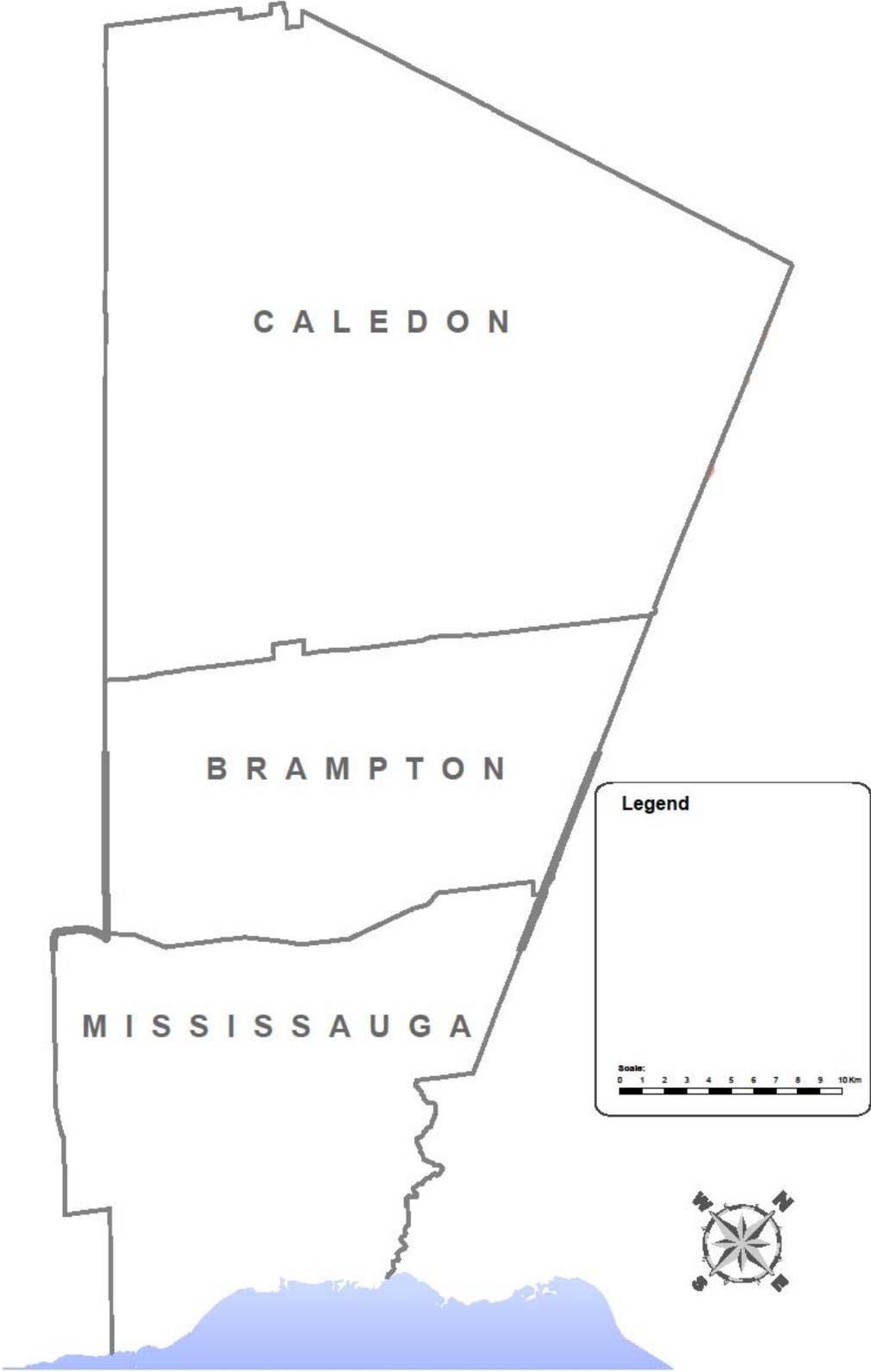
Each lesson will contain a “Building the Region” activity. Bulletin board lesson activities are noted throughout the lesson with the following symbol:

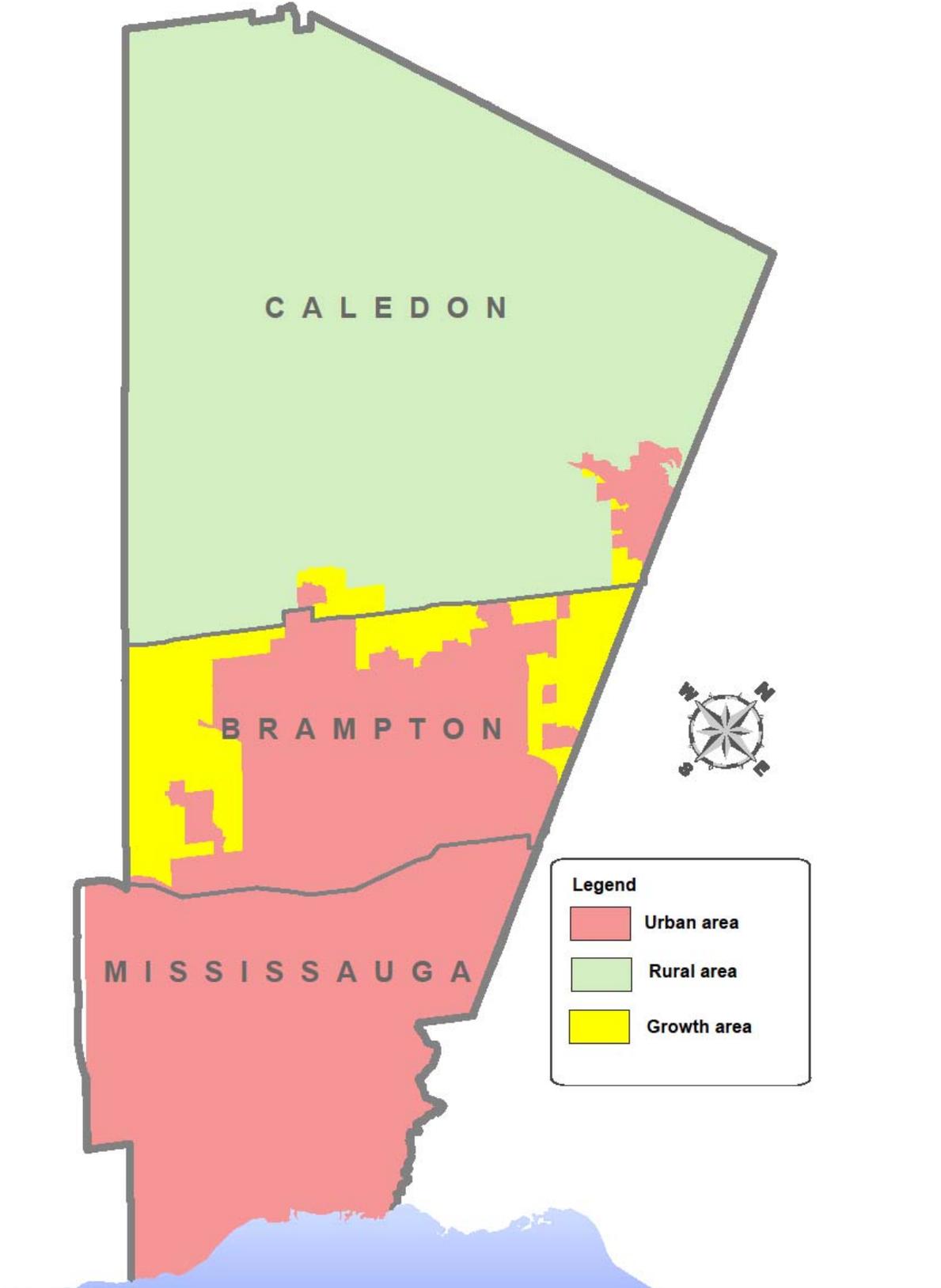


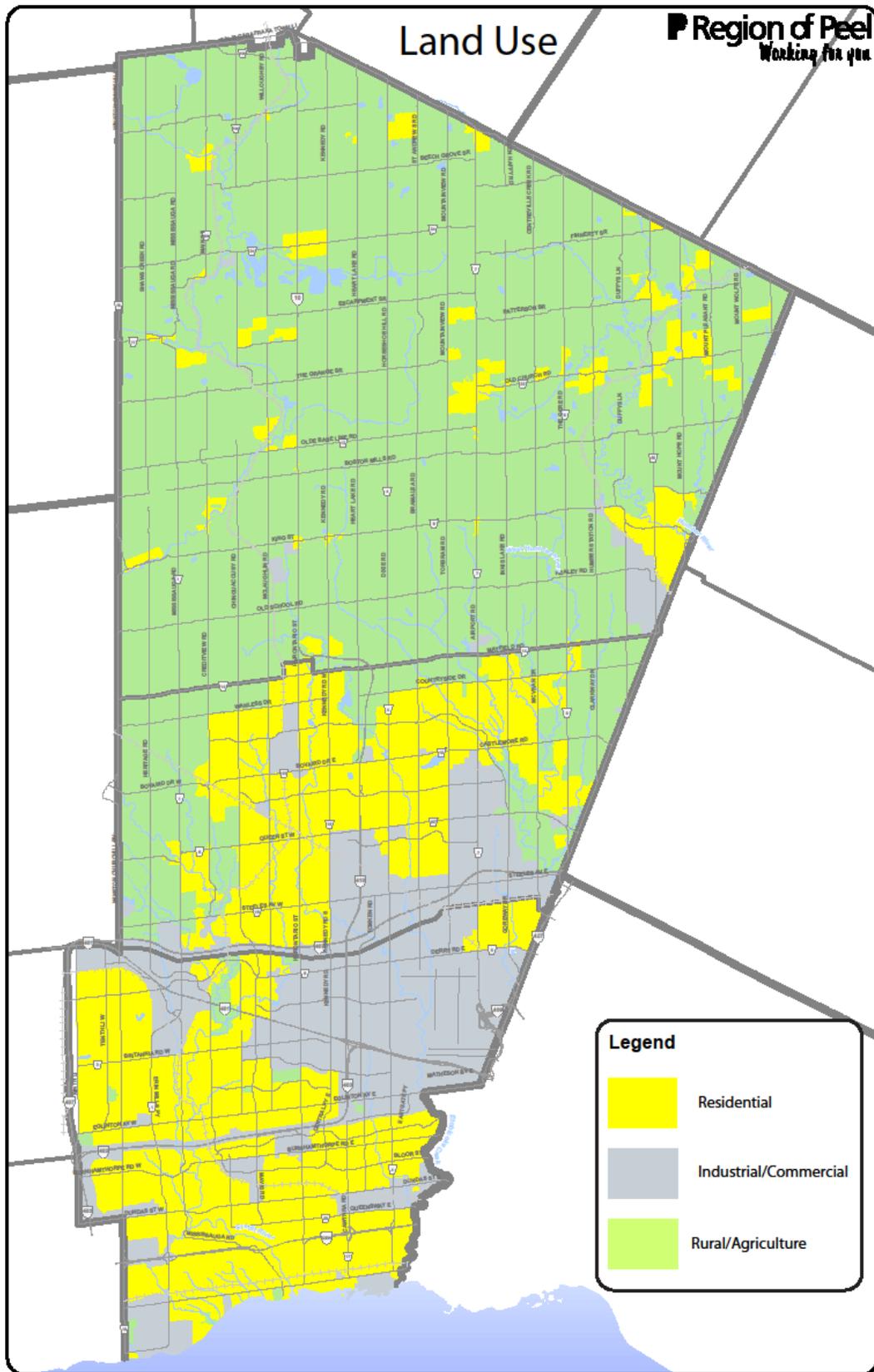
To set up your bulletin board:

1. Use TR A as a transparency. An overhead projector can be used to trace the Region of Peel Regional boundary on white or brown poster roll paper. Design a large Regional map (the size of your bulletin board or classroom wall). Be sure to trace the blank legend box, the scale and the compass rose. Students will need to use these cartographic tools throughout the lessons.
2. Give a title to your bulletin board. You might want to use one of the following: “Where We Work, Live and Play!” or “Region of Peel: Rural and Urban Communities”.
3. Ensure that there will be enough space inside the regional map to add labels, geographic features, pictures and captions.

Note to teacher: You could easily adapt this activity for use as a student assessment portfolio by providing each student with an enlarged 11” x 17” copy of TR A. Have them paste it onto a large piece of Bristol board or file folder. They can add their work as they complete unit tasks. Adding a pocket on the back of the Bristol board would serve well as a place to keep work in progress.







1 Urban and Rural Areas

Lesson Overview 2 - 3 30 minute periods

1. Read aloud
2. Pre-assessment of Rural & Urban Understandings (Graffiti)
3. Concept Attainment (Identifying Similarities and Differences VENN, Mapping)
4. Defining Rural and Urban Areas
5. Journal Response observing urban/rural environments

Targeted Curriculum Expectations

Social Studies: Urban and Rural Communities

- use appropriate vocabulary (e.g., urban, rural, residential, industrial, commercial, natural resources, multicultural, environment, population) to communicate the results of inquiries and observations about urban and rural communities.
- sort and classify information about communities to identify issues and solve problems;
- ask questions to gain information about urban and rural communities

Language:

- read a variety of literary texts
- write short texts using a variety of forms
- determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material
- predict the meaning of and rapidly solve unfamiliar words using different cues, including e.g. visuals

Background Information

In this first lesson of urban and rural communities, students begin learning about the characteristics of urban and rural areas in the Region of Peel. They will have opportunities to show what they know and begin to make connections with the rural and urban environments around them.

Teaching/Learning Sequence

Whole Class → Show what you know pre-assessment

1. To begin to build understanding of rural and urban areas, read *Town Mouse, Country Mouse* by Jan Brett.
2. Following the read aloud, complete a brainstorming (graffiti) activity allowing students to show what they know or think they know about the city (urban areas) and the country (rural areas). Place students into groups. Provide one or more group (s) with a large strip of banner paper with the word “CITY” on it. Provide the other group (s) with a large strip of banner paper with the word “COUNTRY” on it. Groups have 30-60 seconds to think, and then 2-3 minutes to individually write or draw to record their ideas about the word on the paper. Have groups switch papers and repeat brainstorming process. Students may add or modify misconceptions to the graffiti as the unit progresses and/or add new ideas and questions.
3. Throughout the unit, provide students with read aloud opportunities to activate prior knowledge, visualize, and make connections with urban and rural areas. See end of lesson for literature ideas.

Materials:
Read aloud book
Chart paper
Markers

Materials:
2 Hula Hoops
or White Board
Markers
TR 1.1, 1.2

MINDS ON...

Whole Class → Rural and Urban Concept Attainment

1. Create a VENN diagram (TR 1.1) using a whiteboard/blackboard or by using two hula hoops.
2. Place the 12 urban/rural image cards (TR 1.2) face down on the VENN diagram. Keep the urban cards on the right side and the rural cards on the left side.
3. Alternating sides, reveal one card at a time. The task of the students is to identify what each side of the VENN diagram represents (don't reveal the answer). Ask them to keep their thinking in their head. (This exercise is to enable students to sort and compare things found in rural versus urban environments)
4. After revealing all the cards, ask students to give a thumbs up/thumbs down/sideways to indicate if they know what each side represents. Think/Pair Share their guesses. Have students share what they think they could add to side A and/or B (TR 1.2).
5. Bring out testers (TR 1.2). Testers are used to assess whether students understand the characteristics of urban and rural. Ask students to place testers under the category that they think it belongs. Students should begin to question whether some testers could be placed in side A, B or the middle of the VENN (characteristics of both). Have students justify their thinking. Testers will also test bias, and misconceptions of rural and urban spaces.

Materials:
BLM 1.1, 1.2.

ACTION!: Rural and Urban Areas in Peel

Small groups → Characteristic of urban and rural areas

1. Introduce the students to the Region of Peel pictographic map (BLM 1.1). Explain that the Region of Peel is made up of both rural (country) and urban (city) communities.
2. Provide groups of 4 or 5 with a copy of the pictographic map of the Region of Peel and envelope with words and statements. (BLM 1.2).

Note to Teacher: Words and statements used can be chosen according to students abilities and understandings. The teacher can use the words and statements throughout the unit for word wall activities or to add to the map as new vocabulary is introduced.

3. Ask groups to place the word or statements on the pictographic map where they think they belong. Ask students to be prepared to justify the placement of the items to the class.
4. Include "Walk Abouts", where one student from each group visits another group and shares ideas about the placement of items. (Circulate to determine student understanding; providing guidance and feedback as required.)

Whole Class → Defining rural and urban areas

1. Facilitate a group discussion. Have students justify reasons for deciding which area is rural and which is urban. How can we describe the area between the urban and rural area?
2. As a group define the word urban and rural. Post definitions and graffiti in the classroom for use as an anchor chart.

Materials:
Copies of BLM
1.3 or
Writing journals

CONSOLIDATION AND CONNECTION:

Individual Activity → Three Step Journal Response

STEP 1. Provide BLM 1.7 to students. Ask students to write about the rural or urban community in which they live. Tell them not to draw a picture or complete the observation section. (It needs to be completed at home)

At Home Assignment or Whole class community walk → Observations

STEP 2. Ask students to justify their journal response by observing what they see on the way home or after a community walk. Students should record observations by drawing pictures or a map. They must label their urban or rural observations. (BLM 1.7).

STEP 3. Students should complete the last part of the journal entry by explaining why their community drawing or map is NOT a rural or urban area.

Other Literature Resources:

The Wednesday Surprise by Eve Bunting (urban); *The Auction* by Jan Anderson (rural); *The Market Wedding* by Cary Fagan; *Raising Yoder's Barn* by Jane Yolen; *Farmer Joe's Hot Day* by Nancy Wilcox Richards; *Farmer Joe Goes to the City* by Nancy Wilcox Richards.



Materials:
Paint and
brushes or
construction
paper

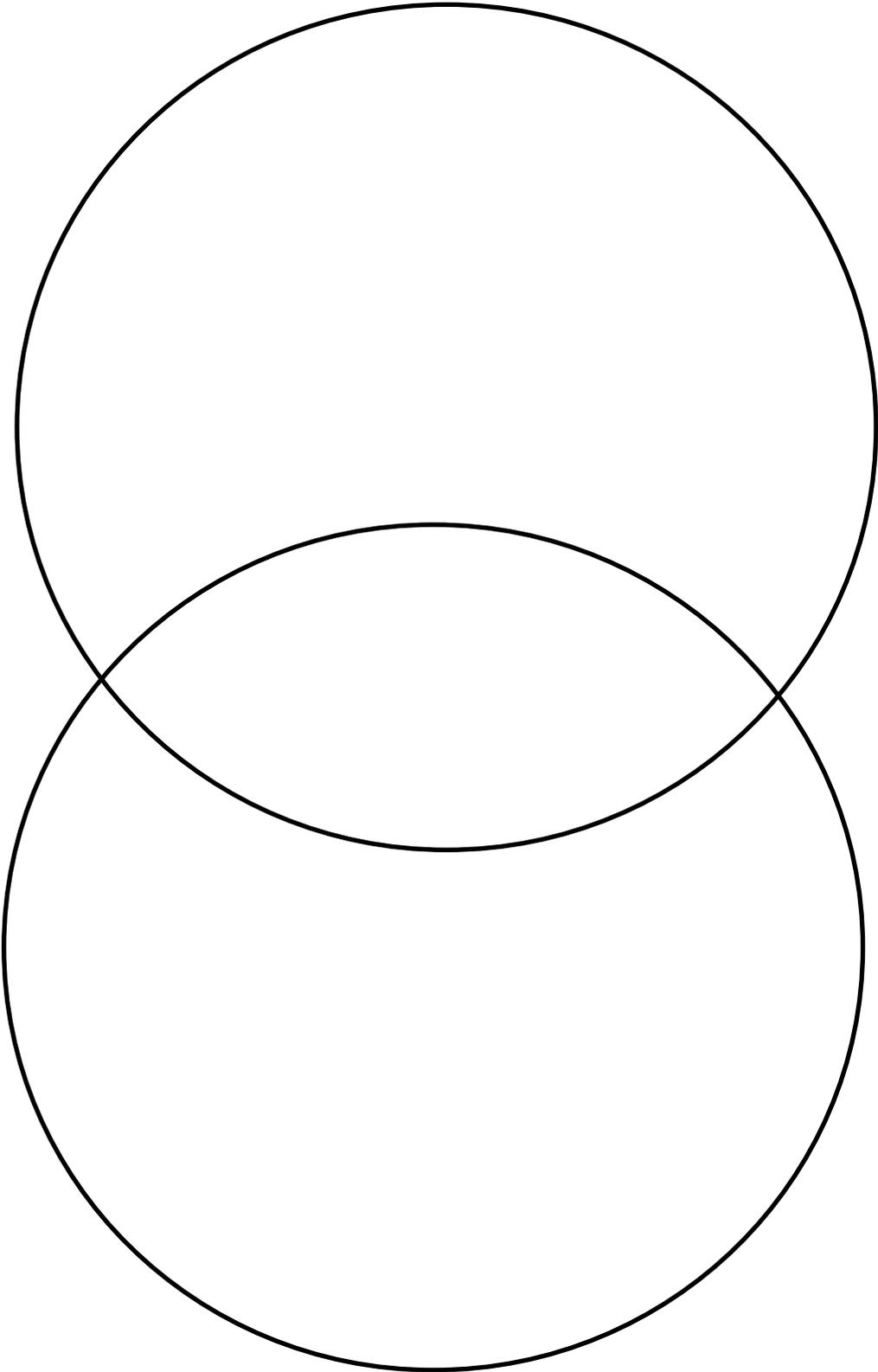
Building the Region

Add the word urban and rural to the map legend. Choose a colour to represent each area. Have students decide where the rural and urban areas are on the map. Paint or staple coloured construction paper showing rural and urban areas on the regional map (TR B). Label the communities urban communities of Brampton and Mississauga and the rural community of Caledon on the map. Place a star where your school is located.

Extension: Divide class into groups representing the communities of Mississauga, Brampton and Caledon. Create urban and rural collages of what activities people would be doing in these communities.

Note to teacher: One group could create a collage that represents a “Greenfield” or planned growth area (yellow area/a mix of rural and urban) where new development is planned to happen in the Region of Peel e.g. Construction zone (building of houses, factories, roads, business) and building over agricultural land and green space. (This activity represents urban sprawl into the rural areas).

Venn Diagram





Cottage



Deer



Farm



Camping



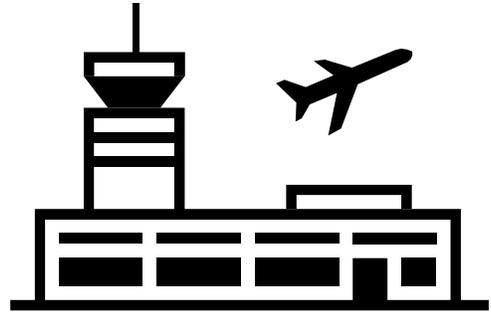
Tractor



Unpaved road



Traffic
congestion



International
Airport



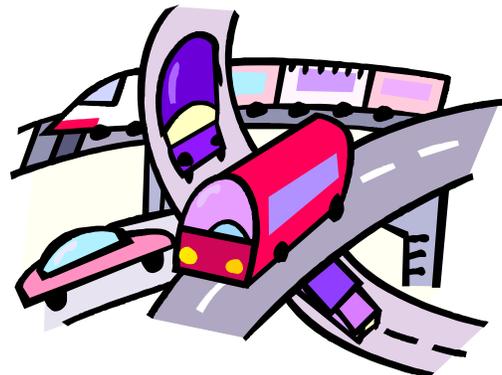
Large Population



Transit



High rise

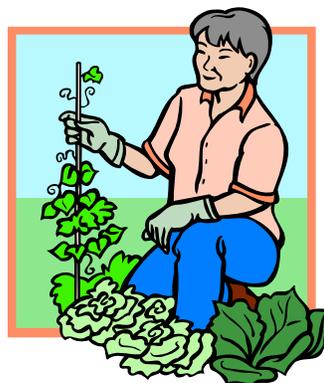


Highway 401

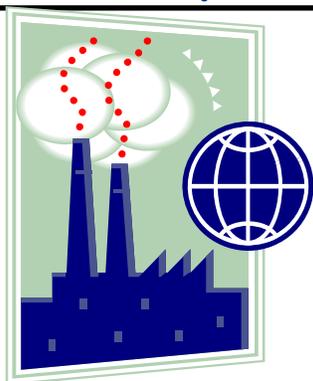




Crop



Vegetable Garden



Factory



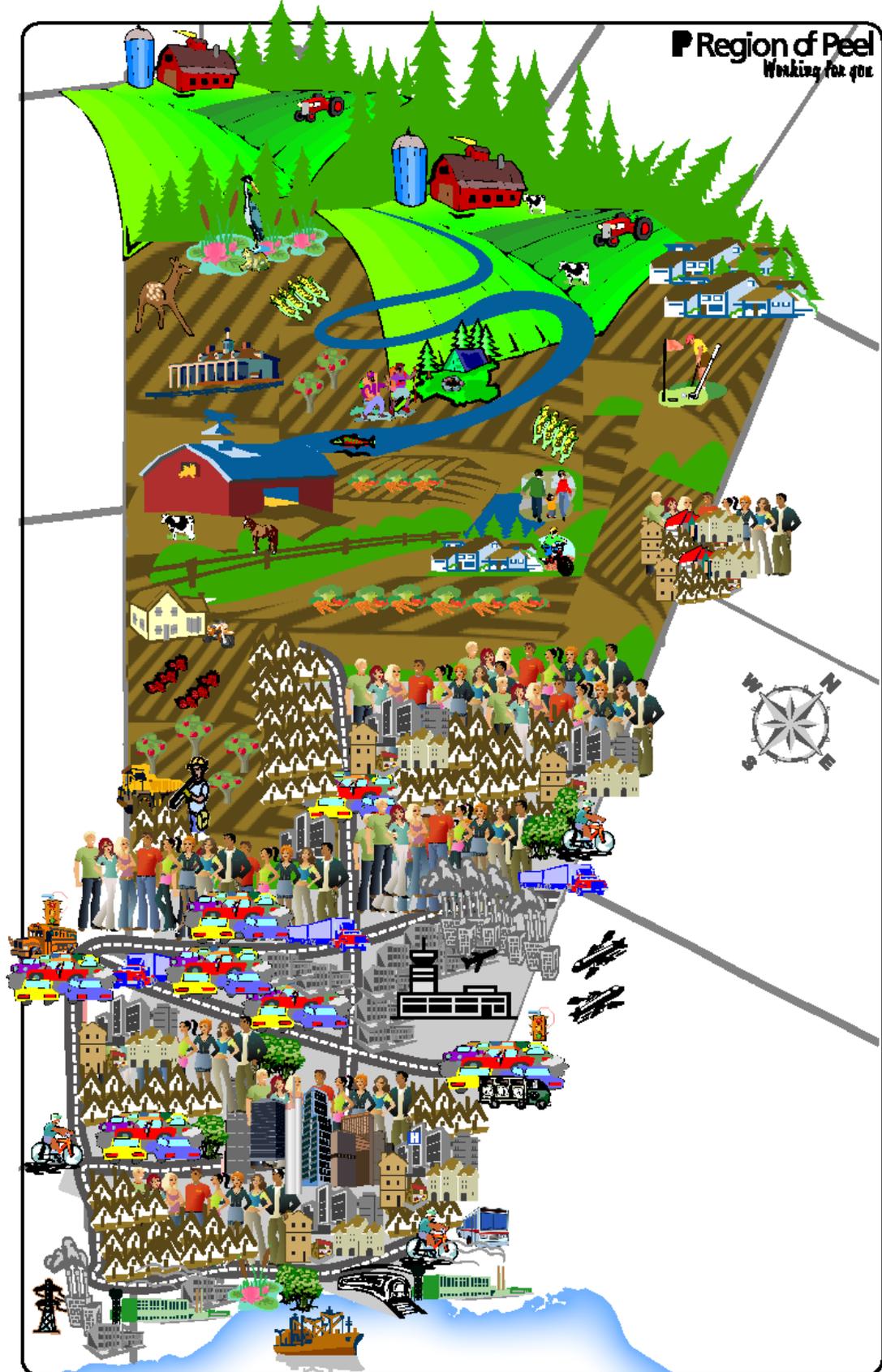
Park



Schools



Stores





Less people	More people
Barns	Shopping Mall
Farms	Major Highway
Cows	Apartment
Tractors	Office Tower
Dirt Road	City Bus
Large Forest	Lot of Cars
General Store	Busy Highway
Parks	Urban
Country	City
Rural	Crowded



Mississauga	Brampton
Caledon	Food
Traffic	Camping
Create your own	



Protected Land	Traffic Congestion
Oak Ridges Moraine	Large Population
Agriculture	Industrial Park
Small Population	Commercial Area
Habitat	Air Pollution
Soil	Concrete
Open Space	Large Residential Area
Business Tower	Small Population



More than 500 000 people live in this area.

Less than 500 people live in this village.

The farmer is milking the cows in the barn in the
Town of Caledon.

Tanya is selling her fresh tomatoes at a road side
vegetable market.

Jermain left his apartment building in Brampton
and is skateboarding to the park to meet his
friends.

The construction worker is building a townhouse in
the new subdivision.

The transport truck driver is delivering airplane
parts to the industrial park on Airport Drive.

Jenell took the Miway bus with her grandma to
Square One shopping mall to buy new shoes.

The tourists are hiking on the Niagara
Escarpment.

This is an urban area.

Rishi took the *GO* Bus from Toronto to go to work at the Business Tower in Mississauga

The Chan family is setting up their tent in Albion Hills Conservation Area.

Kim walked 2 km down the unpaved road to visit her neighbours large estate home.

This high density residential area has many people living in apartment buildings

The park ranger is teaching students about the importance of the Oak Ridges Moraine

Mr. Taylor is buying a loaf of bread at the village's General Store

Tim is carpooling from Mississauga to Brampton.

It is 5:00 p.m. and highway 401 has traffic congestion

Arjun is driving to Pearson International Airport, his flight leaves for India at 6:00 p.m.

This is a rural area.



Beautiful	Noisy
Quiet	Peaceful
Busy	Dirty
Safe	Clean Air
Healthy	Clean Water
Dangerous	Fun
Hectic	Beautiful
Happy	Create your own
Create your own	Create your own

These are attributes of how urban and rural dwellers feel about living in their community. Students can discuss or write about how they feel living in their urban/rural community. Do urban and rural people feel the same about urban and rural environments? How do you want the people in the community to feel? What makes your community fun, safe, and healthy?



Name: _____

I live in a _____ community.
 (rural or urban)

Describe the rural or urban community you live in.

Why is my community NOT a rural or urban area?

2 Land Use

Lesson Overview 3-4, 30 minute periods

1. Brainstorming, T-chart. What is land used for?
2. Predicting Land Use
3. Technology Exploring: Pair/Share Land Use
4. Charting Land Use
5. Unlikely, Likely mapping,= activity (show what you know)
6. Building a structure –Visual Art Extension
7. Building the Region: Land Use placement

Targeted Curriculum Expectations

Social Studies: Urban and Rural Communities

- Compare land use (e.g. housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities
 - use primary and secondary sources to locate key information about urban and rural communities
 - use media works, written notes and descriptions, charts, maps and graphs to communicate information about urban and rural communities;
 - ask questions to gain information about urban and rural communities

Language:

- Gather information to support ideas for writing in a variety of ways and/or form from a variety of sources
- Sort ideas and information for their writing in a variety of ways

Background Information

People in rural and urban areas in the Region of Peel use land for many different reasons. In rural areas like Caledon, a small amount of land is used for homes, stores, and factories. Most of the land in the rural areas in the Region of Peel is used for agriculture, parks and protected green space. Land in the urban areas like Mississauga and Brampton is used mainly for residential, commercial and industrial uses.

Note to teacher: Students will be using Google Map Street view to complete this learning activity. Please familiarize yourself with Google Map Street View prior to teaching this lesson. Visit <http://maps.google.com/help/maps/streetview/learn/using-street-view.html> for a tutorial. Try exploring your school address.

Teaching/Learning Sequence

MINDS ON:

Whole Class → Brainstorm Land use in Rural and Urban Areas

1. Think/pair share all the things we need to live in a community (shelter (homes); places to work (factories), place to buy food and other things we need (stores)).
2. Explain to the students that there is a system for sorting all the things people need in a community. There are three categories: houses (Residential - place where people live); Stores (Commercial - place where people buy things); Factories (Industrial: Place where people go to work and make things for people to buy). Explain that we take up land and soil to meet these needs.
4. Ask students to predict what these different land uses look like in rural and urban areas. Are they the same or different? Complete T-chart as a class (BLM 1.7). Tell them they are going to go on a trip to see if their predictions are correct. A trip using google map.

Materials:
White board or
chart paper
BLM 1.1

Materials:

BLM 2.1, 1.3,
2.2, 2.3 and
BLM 1.3

Use of
computer lab
Google Map

ACTION!**Think/Pair/Share & Compare → Taking a trip with Google Map**

1. Pair students. (One student will explore urban land use and the other student will explore rural land use.)
2. Provide copies of BLM 2.2, 2.3 to pairs of students. Have pairs think and record predictions on the chart.
3. Pairs share and compare predictions
4. Students move to computer lab, with land use activity sheet.
5. Model and have students practice how to use Google Map by exploring the following rural and urban addresses (Make predictions and Record observations) :
Rural: Huntsmill Drive, Caledon
Urban: 3885 Duke of York Boulevard, Mississauga
6. Partners complete the comparison sheet by exploring the given addresses and recording what they see. Have each pair share and compare their urban/rural results.
7. How do they differ from the class predictions? Each person must fill in the activity sheet and be prepared to share observations with the class.

CONSOLIDATION AND CONNECTION:**Group Activity → Chart Key Information**

1. Discuss results of their Google map trip
2. Complete land use chart individually (TR 2.1) or revisit T-chart (BLM 2.1)

Journal Entry →

Imagine you invited a friend who lives in the country to visit your urban community make a list of the things you can do for fun in a commercial area in your community.

Materials:

Art materials:
paint, recycled
material,
plasticine

VISUAL ARTS, SCIENCE EXTENSION:

Individual Activity → Building Rural and Urban Structures

1. In this Visual Art activity students will create a 3-Dimensional urban or rural structure they saw during their virtual tour of the Region. They have choice to build a residential, industrial or commercial structure.
2. Each student is to create a 3-Dimensional urban and/or a rural structure. (Art material suggestions: Boxes, Lego, plasticine, or recycle materials.)



Materials:

Finished art
work and/or
Magazines,
newspapers,
markers

Building the Region

Students place completed structures on the Region of Peel bulletin board. If structures are too big, take pictures of the 3-D structures students have made and place the pictures on the bulletin board. Have students make the placement decision based on their understanding of land use. Refer to page 7 for a land use map of the Region of Peel.

Note to teacher: Close attention should be given to the placement of the structures based on the proximity of different land uses to each other e.g. Would you want to place your home beside a factory? Commercial use near residential areas?

Note to Teacher: Another option is to paint 2-dimensional buildings on the Region of Peel Map and/or cut out pictures of structures from newspapers and magazines and create a collage of land use on the bulletin board. Add residential, commercial, and industrial to your map legend.

or

Go for a scavenger hunt and take or draw pictures of residential, commercial, and industrial areas in the community. Add pictures and drawings to the regional bulletin board.

What do people use land for?

Urban

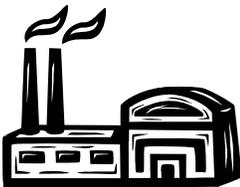
Rural



Residential
Land
(Land to build
houses)



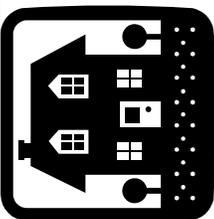
Commercial
Land
(Land for stores
to buy things)



Industrial Land
(Land for
Factories to
work and build
things)

Name: _____ Date: _____

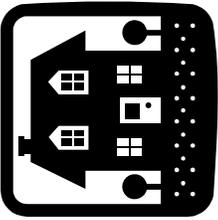
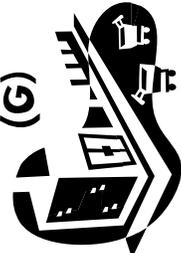
Urban Trip

	Urban Address	Prediction	Observation
 Residential (Houses)	a) Living Arts Drive Mississauga b) Windbrook Grove Mississauga		
 Commercial (Stores)	a) 5875 Rodeo Drive Mississauga b) 100 City Centre Dr Mississauga		
 Industrial (Factories)	a) 5955 Airport Road Mississauga b) 2268 Lakeshore Road West Mississauga		



Rural Trip

Name: _____ Date: _____

	Rural Address	Prediction	Observation
 Residential (Houses)	a) 9700 County Road 52 Caledon b) Station road Caledon		
 Commercial (Stores)	a) 15396 Airport Road Caledon b) 17277 Regional Road Caledon		
 Industrial (Factories)	a) 180 Healey Road Caledon b) 12231 Hurontario Street Caledon		

For teacher use

Land Use	Urban	Rural
Residential	Apartment Buildings Townhouses Large Neighborhood, Houses built close together Sidewalks, Street lights, busy streets	Farm Houses, Barns, Silos, Fences, Dirt Roads, Long Driveways, Mailboxes, Large single, Estate Homes, Home are far apart
Commercial	Malls, Parking Lots, Strip Malls, Hospitals, Box Stores	General Stores, Stores in houses, Parking on Road, Roadside Fruit and Vegetable Markets,
Industrial	Large Factories, Parking Lots, Fences, Warehouses, Offices	Very little industry

For student use

Land Use	Urban	Rural
Residential		
Commercial		
Industrial		

3 Transportation

Lesson Overview 3-4 30 minute periods

1. **Brainstorm. How do we move around the Region (sorting rural and urban transportation)**
2. **Planning a mystery transportation route**
3. **Writing a travel narrative**
4. **Building the Region: Active Transportation**

Targeted Curriculum Expectations

Social Studies: Urban and Rural Communities

- compare transportation in urban and rural communities
- sort and classify information about communities to identify issues and solve problems;
- ask questions to gain information about urban and rural communities
- describe way in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes)

Language:

- Write short texts using a variety of forms

Background Information

Transportation systems in the Region of Peel play an important role in shaping urban and rural communities, stimulating economic growth, creating healthy communities and ensuring respect for the environment.

The Region of Peel has an impressive transportation system that links people and goods locally, regionally, and to the world. Lake Ontario, The Pearson International Airport, and the 400-series highways link the regional communities in Peel Region to Canada and the rest of the world. To move people and goods locally, the Region of Peel has an extensive network of regional and city bus routes, roads, and bike paths.

Teaching/Learning Sequence

Materials:

TR 3.1

MINDS ON...

Group Activity → How do people move around the Region?

1. Think for 30 seconds: Where did you travel with your family this week. Why did you make this trip? What type of transportation did you take? As a class, make a list or tally and graph all of the modes of transportation students used in the last week.
2. As a group, ask students to sort the transportation cards (TR 3.1) into rural and urban mode of transportation. Are some modes of transportation used in both rural and urban areas. (Sorting can be done using a T-chart or VENN diagram.

Materials:
BLM 3.1, 3.2
Paper clips
pencils

ACTION!:

Whole Class → Transportation Mystery Route

1. Post Region of Peel Urban and Rural Transportation Maps and mode of transportation spinner (TR 3.1 and BLM 3.1, 3.2).
Try planning an urban mystery route:
Spin the urban wheel using a paper clip and pencil.
If it lands on car. You need to plan a urban car trip using the urban map.
Plan 3 moves: Tell the class your starting point. They will need to guess your destination in three moves.
Start: Amit's home.
Move 1. Drive 1000 metres north on Crabtree Drive
Move 2. Turn west on Bath Crescent.
Move 3. Turn north on Magic Court. Drive to the end of the street.
Where is Amit?

Discussion: What is a possible reason for making this trip? What time of day do you think he traveled? Could he have used a different type of transportation? Estimate how long it took to take the trip?

Extension → Spin the wheel twice. As a class create a mystery route using two modes of transportation.

Pair Activity → Transportation Mystery Route

1. Have pairs of students create their own mystery routes. Share their mystery route with another group.
2. Other Scenarios: Plan as Urban to rural route; Rural to urban route; Region of Peel to another country route; Region of Peel to another province.

Exit activity: Create their own mystery route. Write it down. Submit it to the teacher for review and revisions.

CONSOLIDATION AND CONNECTION:

Individual Activity → Travel Narrative

Ask students to write a story involving a character taking a trip along a route the students have created. Students will describe the events that happened as the character travels.

Note to Teacher: These travel narratives can be acted out for a drama activity.

Materials:
Writers
notebook



Building the Region

Materials:

Paint and/or markers
String
BLM 3.2.

1. Have students paint or draw with markers the rural and urban transportation routes on the regional map (include major highways, airports, bike paths, city bus routes, country roads.) See page 7 for the location of major roads in the Region of Peel. Refer to <http://walkandrollpeel.ca/map/themap.asp> for path and transit routes.
2. Practice measuring distance using the scale. Using a string to measure distance may help.

Active Transportation Extension

1. Cut up the rural and urban spinners. Sort the pieces into active* and non-active modes of transportation BLM 3.2.
2. Plan mystery active transportation routes using the regional map.
3. List the benefits of using active transportation.*
4. Student create posters promoting the use of active transportation or promoting a no idling zone in the school parking lot. and/or participate in a bike or walk to school day.

* **Active Transportation** means using human power to get from place to place. Walking, cycling and in-line skating are all forms of active transportation.

Take action! Use active transportation to:

Travel between different destinations such as work, school, shops or your friends' homes, or to fit exercise into your day.

Benefits of using active transportation:

Health: increases energy, stress relief, and increases flexibility and muscle strength

Environmental benefits: reduces air pollutants, reduces need for new parking lots and road ways, saves money on gas. Walking is free!

Social benefits: Increases contact with your community, calmer, and safer roads.

Visit <http://walkandrollpeel.ca/map/themap.asp> to have students plan an interactive active transportation route around the Region.

All Terrain Vehicle



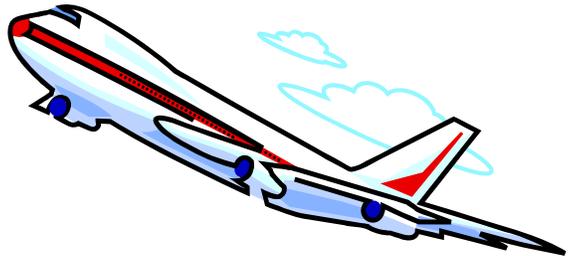
Transport Truck



Tractor



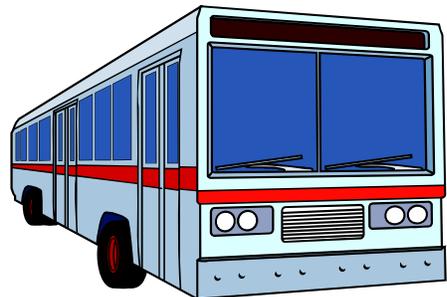
Airplane



Snowmobile



Transit Bus



Car



Train



Bicycle



Walk

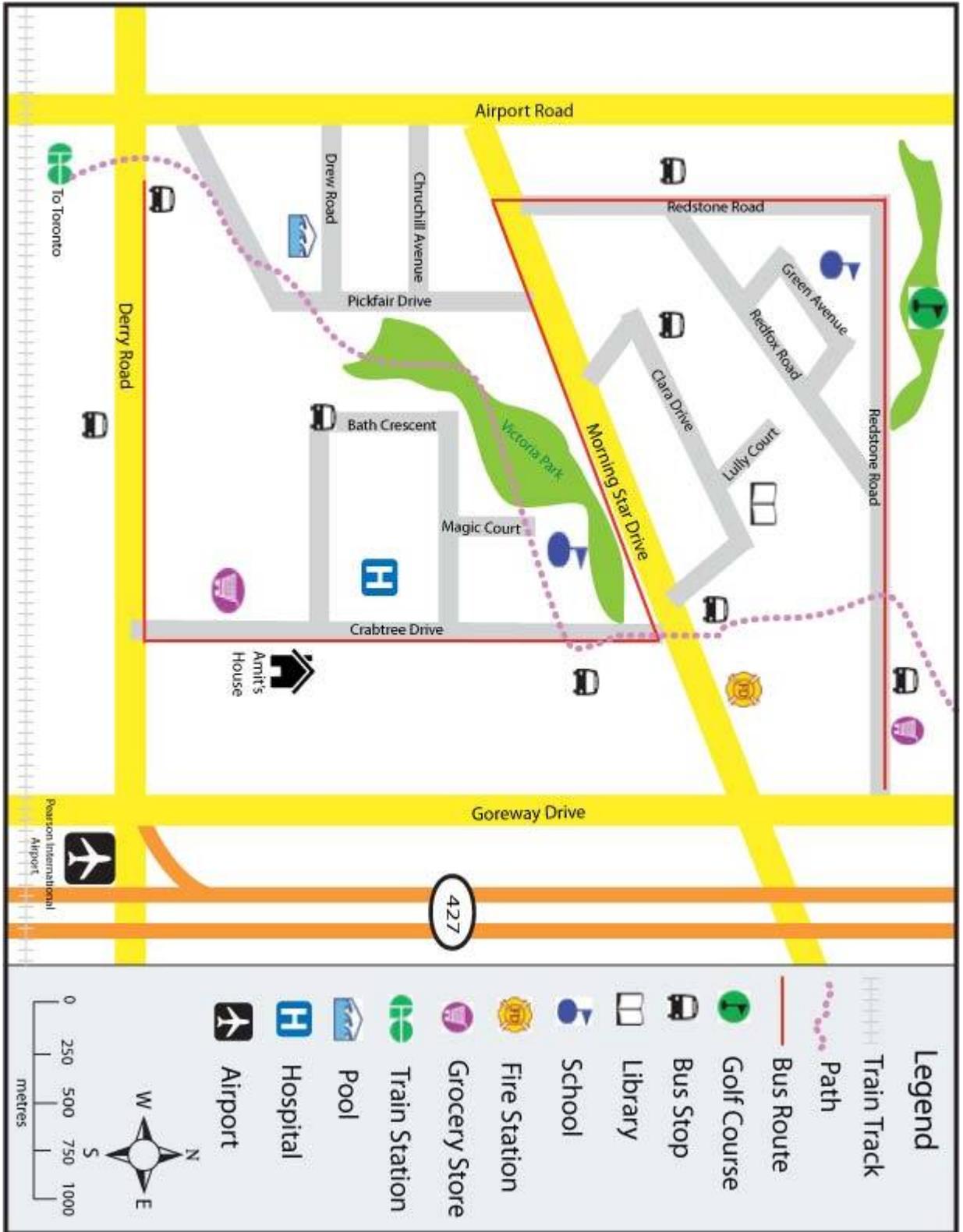


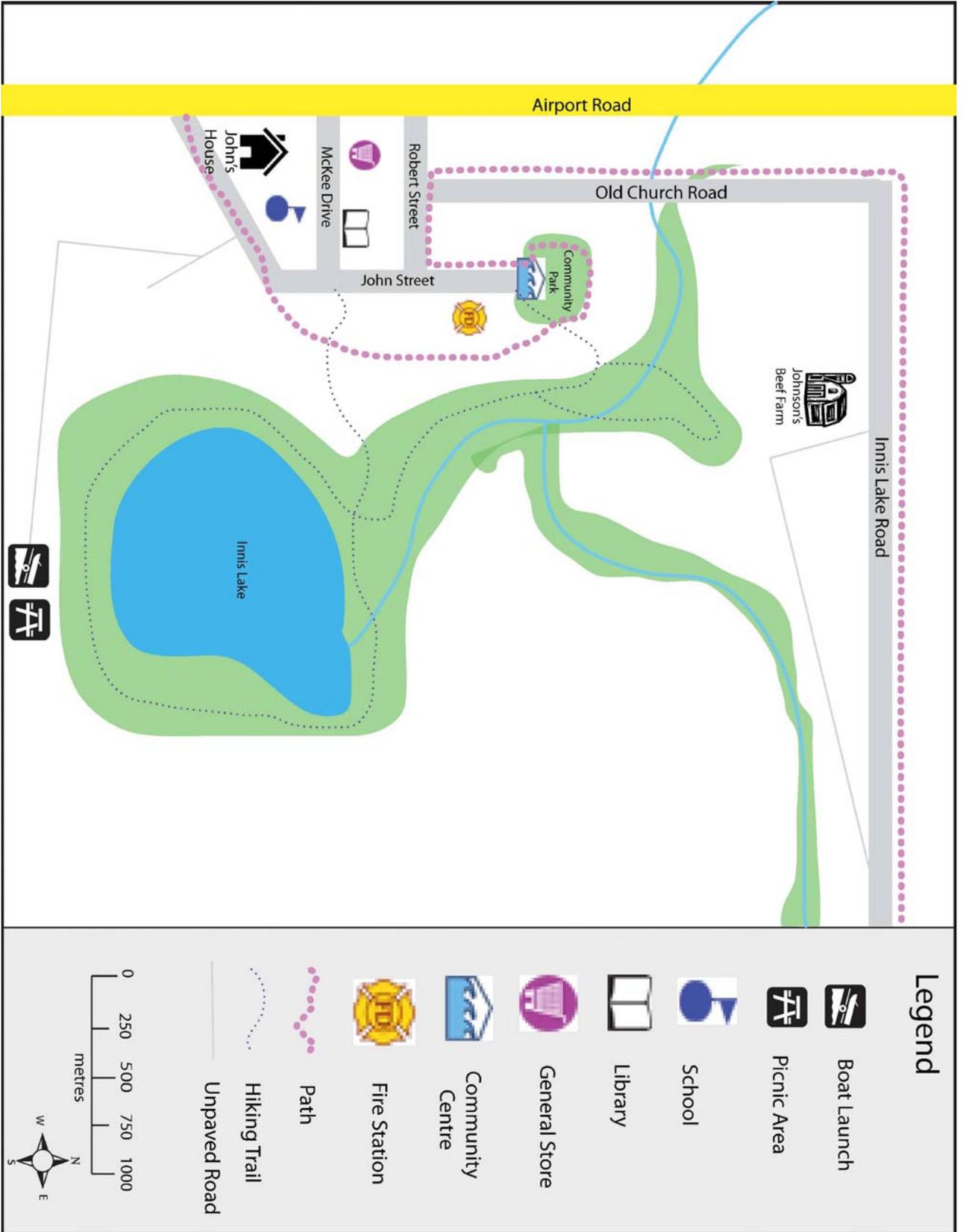
Truck



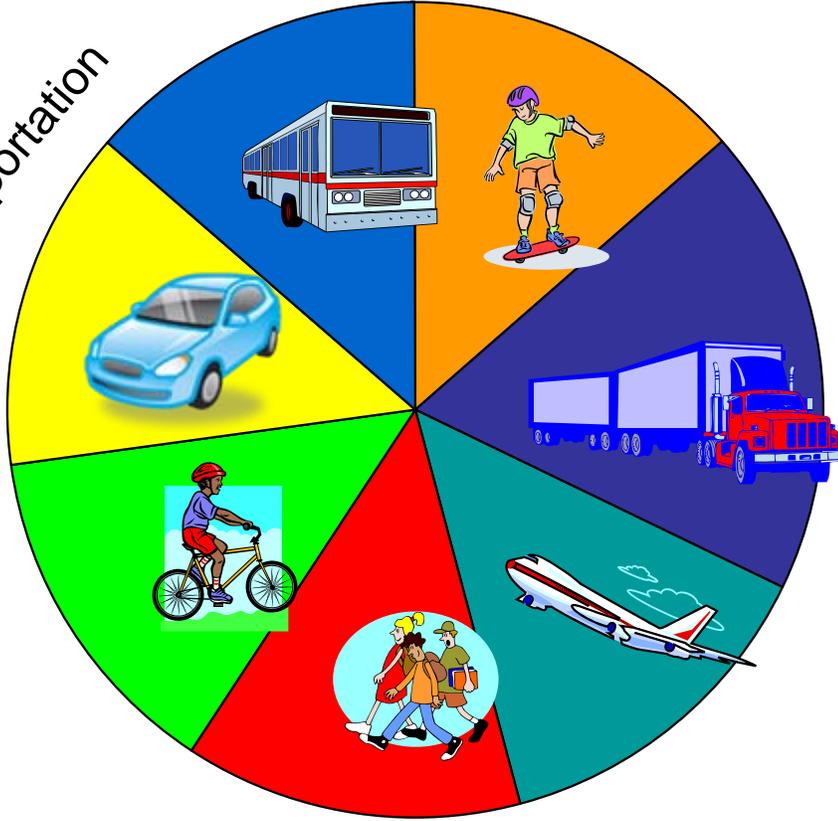
Cargo Ship



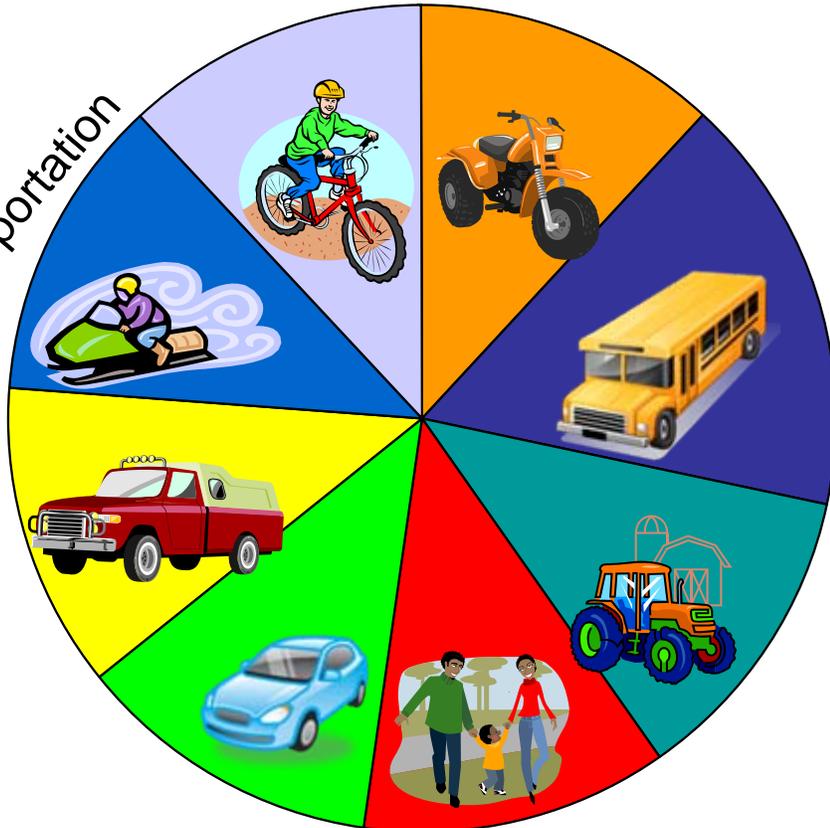




Urban Transportation



Rural Transportation



4 Natural Environment

Lesson Overview 3-4, 30 minute periods

1. **Read Aloud (Green Space Map)**
2. **Webquest Research Activity and Presentation**
3. **Postcard Activity. Show what you know (writing and visual arts activity)**
4. **Building the Region (Choice Board)**

Targeted Curriculum Expectations

- Social Studies: Urban and Rural Communities**
- compare land use and access to natural resources in urban and rural communities
 - Describe way in which they and their families use the natural environment
 - Recognize a range of features that may be represented by different colours on maps
 - Construct and read maps to clarify and display information about urban and rural communities

Language:

Read a variety of literary texts

Demonstrate understanding of a variety of texts by

Identifying important ideas and some supporting details

Sort ideas and information for their writing in a variety of ways e.g., webs, graphs

Write short texts using a variety of forms

Background Information

The Greenbelt, the Niagara Escarpment and the Oak Ridges Moraine are large environmentally sensitive protected areas which the Region of Peel has a part in protecting. These green areas protect the overall integrity of Peel's ecosystems which are part of the larger living and non-living systems of the Region. The natural environments of Peel provides the life support for our urban and rural communities. Damage to our natural environments have costly consequences for our communities. A well-functioning natural environment provides clean, air, water, and land which has social, health and economic benefits for those living and working in Peel, now and in the future.

Teaching/Learning Sequence

Materials:
BLM 4.1

MINDS ON...

Whole group activity → Green Spaces in Rural and Urban Areas

1. Provide students with the Region of Peel Natural Environment map (BLM 4.1). Read as a class.

2. Ask students: Have you ever visited a park or natural area. What activities did you do in the park? Why do you think these areas are important. Pair and Share Ideas.

Materials:
Use of
computer lab
TR 5.2

ACTION!:

1. In small groups, have students research the following natural environments in the Region of Peel (BLM 4.2):
 - a) The Greenbelt
www.tvokids.com/shows.greenbeltadventure
 - b) The Oak Ridges Moraine
www.trca.on.ca/enjoy/locations.oak-ridges-moraine.dot
 - c) The Niagara Escarpment
www.escarpment.org/about/overview/index.php
 - d) Albion Hills Conservation area:
www.trca.on.ca/enjoy/locations/albion-hills.dot
 - e) Urban Park in your neighbourhood
2. Groups are to prepare an oral presentation on their research.

Materials:
Photocopies of
BLM 4.3

CONSOLIDATION AND CONNECTION:

1. Students individually follow the steps in BLM 4.3 to create a postcard of the natural environment in the Region of Peel.
2. On the back of the postcard Students are to write a message to a family member or friend telling them why this green space is important to protect. On the front of the post card they are to draw a picture of the green space.

Field Trip Ideas:

1. Visit a local park or a green area in the Region.
2. Plant a tree in your park or school yard.



Building the Region

Choose one of the activities to help Green the Region to ensure clean air, clean water and protection of land for habitat and food:

Choice Board:

<p>Green your 3-D structure by creating a green roof top. Plant trees around your structure on the regional bulletin board</p> <p>For more information out a sustainable home go to: www.peelregion.ca/conservation/conserve/w-house.html</p>	<p>Design a new type of transportation to get to school without using fossil fuel. Drive it around the Regional bulletin board and park it where you live.</p>	<p>Create a poster promoting walking, biking, skateboarding, rollerblading, or scooting to school or around your neighbourhood. Post it in the hallway.</p> <p>www.walkandrollpeel.ca</p>
<p>Create a rain barrel using a cup to collect rainwater to water your garden</p> <p>www.peelregion.ca/conservation/conserve/w-house.html</p>	<p>Create a poster on how to conserve water in your home.</p> <p>www.peelregion.ca/conservation/conserve/w-house.html</p>	<p>Paint rivers and lake in the Region. Cut out fish and release them into the river on the bulletin board. (Refer to page 7 for major rivers in the Region of Peel)</p>
<p>Create a wind mill to power your house. Post it on the bulletin board.</p>	<p>Design solar panels to place on your built structure.</p>	<p>Create “Please turn off the light” signs to place around the school or your home.</p>
<p>Create a meal menu for your family using only local food that grows in the Region of Peel. For a list of local foods visit: http://www.peelregion.ca/scripts/gip/grown-ex.pl?action=vegs</p>	<p>Create a community garden using plasticine or recycled material. What would you grow in your garden?</p>	<p>Plant a crop to feed the city! Design your crops on the Regional Bulletin Board. Find out what you can grow by visiting: http://www.peelregion.ca/scripts/gip/grown-ex.pl?action=vegs</p> <p>Add your crop to the bulletin board.</p>

Discussion: How does their activity positively affect the natural environment? What activities do people do in rural and urban areas that negatively effect the natural environment (land, water, air). What are the solutions to reduce the impacts?

Natural Environment



Niagara Escarpment
The Niagara Escarpment is a large protected natural area. The Niagara Escarpment is made of many natural things including rock cliffs, waterfalls, underwater caves, and 1,000-year old cedar trees. The Niagara Escarpment is a beautiful place to visit. Many people in the Region of Peel visit the Niagara Escarpment to go camping, hiking, skiing, fishing or swimming. We need to protect this green space so that there is habitat for plants and animals, and clean air and water for the future.



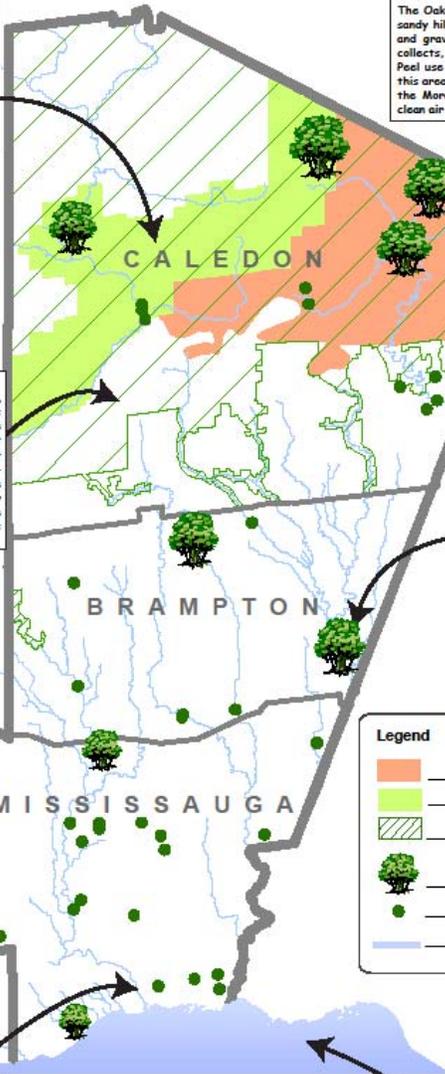
Greenbelt
The Greenbelt large area of protected farmland, and forest. The trees in the greenbelt act as "lungs" filtering the pollution out of the air we breathe. The streams and rivers in the Greenbelt give us a lot of fresh water to use. The Greenbelt protects farmland where foods like fruits, vegetables, meat, milk, and juice come from. Visit the Greenbelt's natural areas to enjoy lot of outdoor fun like hiking, skiing, bicycling, and swimming. We need to keep this area protected to ensure there is clean air and clean water for cities.



Parks
Parks are places where families can go to enjoy nature, play sports, and relax. Parks have trees that absorb pollution. The trees and soil in parks also provide habitat for many animals. Have you visited a park in your neighbourhood?



Credit River
The Credit River is the longest river in the Region of Peel. It starts at the top of the Niagara Escarpment and flows all the way to Lake Ontario. The river provides habitat for many fish species like Salmon and Lake Trout. If you travel down the river in a canoe or kayak you may see many different types of turtles, snakes, or birds. Human activities have caused the river to be polluted near the urban areas. People are now working hard to clean up the water so that we can have clean water to drink and a clean environment for plants and animals to live.



Legend

- _____
- _____
- _____
- _____
- _____
- _____

Oak Ridges Moraine
The Oak Ridges Moraine is a protected landform made up of sandy hills, forests, and river valleys. Did you know that sand and gravel under the moraine acts like a giant sponge? It collects, cleans and stores water. Many people in the Region of Peel use this stored water for drinking. We need to protect this area to ensure we have a source of clean water. On top of the Moraine, there are forests. These forests help provide clean air and a home for rare plants and animals.



Conservation Areas
Conservation areas in the Region of Peel are places for people like you to explore nature and get active! It is a place to go for some outdoor fun. In the summer you can enjoy camping, swimming, mountain biking, and picnicking. Winter activities include skiing, skating and tobogganing. You can visit Conservation areas in the Region of Peel to learn more about how to protect nature and help look after the environment.



Lake Ontario
The Region of Peel lies on Lake Ontario. Lake Ontario is one of the five Great Lakes. The Great Lakes are the largest group of fresh water lakes on earth! The Great Lake gives millions of people with water to drink. Long ago, many factories were built on the shoreline of Lake Ontario. People in the Region would ship goods like lumber, and flour to other communities around the Great Lakes. These industrial activities often caused lake pollution. Eventually, many of the industries have moved away from the shores of Lake Ontario. Today, you can enjoy biking, in-line skating, or walking along the beautiful waterfront trail!

What activities can people do when they visit?

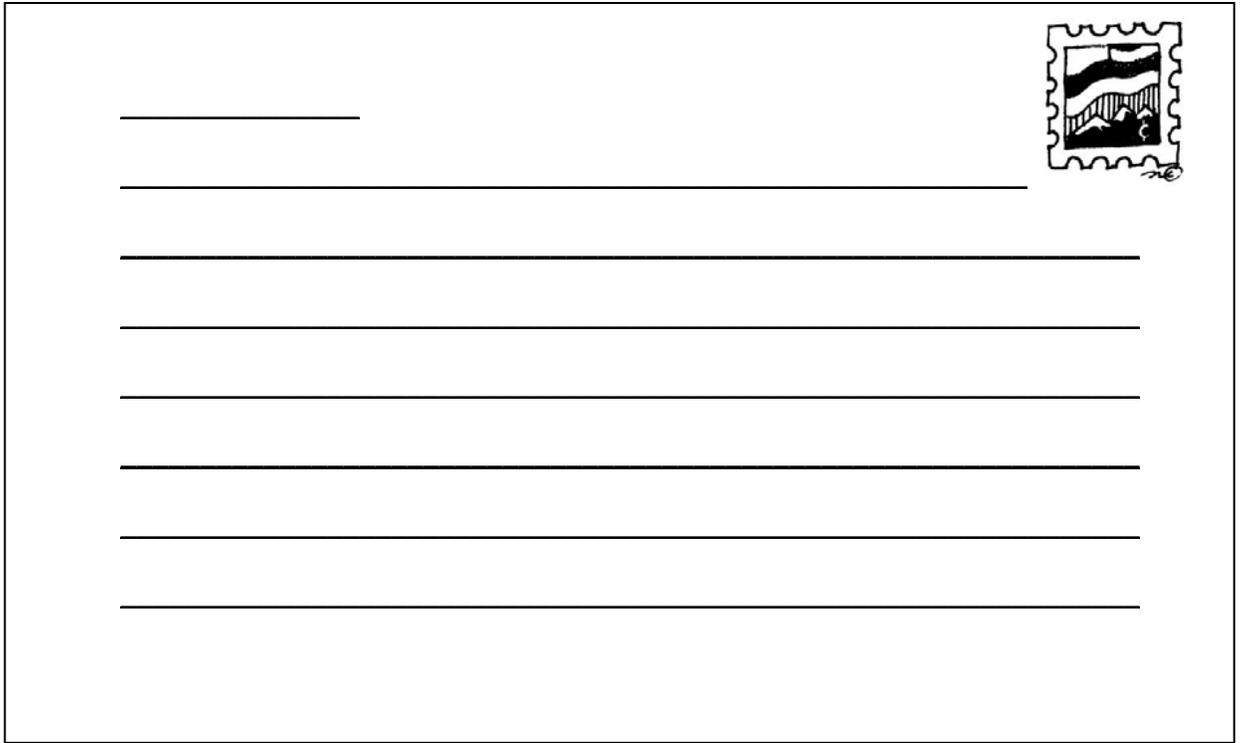
Why should we protect this natural area?

Name of Natural Area

What living things can you find in this natural area?

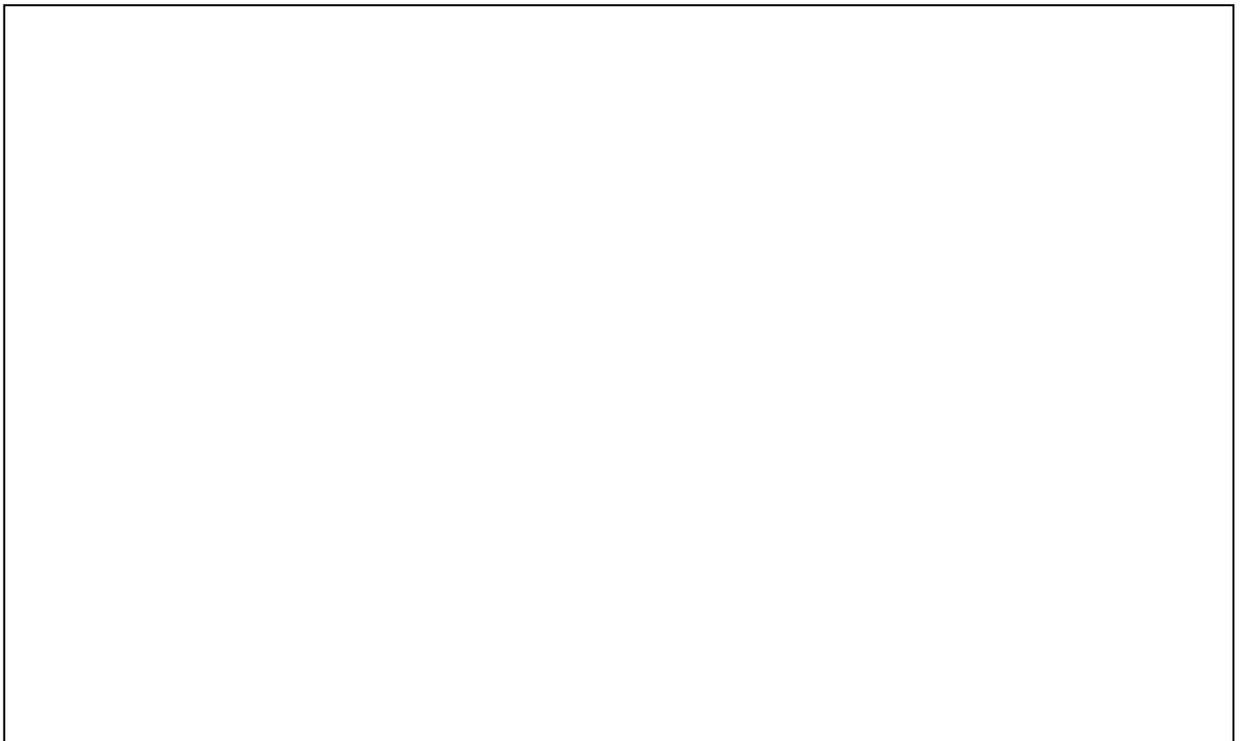
Write 3 interesting facts about this natural area.

Write a postcard to a friend or family member.



The form is a large rectangular box representing a postcard. In the top right corner, there is a postage stamp illustration with a scalloped border, depicting a bridge over water. Below the stamp, there are eight horizontal lines for writing, with the first line being shorter than the others.

Draw a picture for the front of the postcard.



A large, empty rectangular box intended for drawing a picture for the front of the postcard.

Cut out and glue your postcard together. Mail it to your friend.

5 Planning for my future

Lesson Overview 3-4, 30 minute periods

1. Concept Attainment: Low Density, High Density, Urban Sprawl and Intensification
2. PMI chart & Role Playing
3. Point of View: Write a Letter
4. Building the Region: Intensification or protecting activity

Targeted Curriculum Expectations

Social Studies: Urban and Rural Communities

- identify geographic and environmental factors that explain the location of various urban and rural communities
- sort and classify information about communities to identify issues and solve problems;
- ask questions to gain information about urban and rural communities
- compare population density in urban and rural communities

Science: identify examples of environmental conditions that may threaten plant and animal survival (e.g. changes in habitat because of human activities such as construction)

Language:

Identify their point of view and other possible points of view on the topic, and determine if their information supports their own view
Write a short text using a variety of forms

Background Information

The Region of Peel is one of Canada's fastest growing regions due to immigration and its situation within the GTA with 400-series highways and Pearson International Airport. Regional planners are constantly working to find the best way to manage this growth. Planners report on the best location to build housing, stores, parks and roads. They must take into consideration the opinions and values of a diverse population. The Region of Peel supports growth and development which takes place in a sustainable manner. Planners must balance the needs of growth, while limiting urban sprawl into natural areas. Planners develop policies to intensify urban area while limiting sprawl into natural protected areas.

Materials:
Hula Hoops or masking tape
BLM 1.1.

Teaching/Learning Sequence

MINDS ON...

1. Briefly review the Map of the Region and the rural and urban areas (BLM 1.1). Ask where most people live in the Region of Peel?
2. To introduce student to the concepts of High Density, Low Density complete the following activity:
 - a) Place two hula hoop on the floor or create two square boxes with masking tape to illustrate a land area.
 - b) Choose 6 or 7 students to gather in the first hula hoop. Tell students that many people living in an area close together represents a high density area like Mississauga or Brampton.
 - c) Chose 1 or 2 student (s) to gather in the second hula hoop. Explain to students that very little people living in an area with open space represents a low density area like places in Caledon. How do you feel standing in the hula hoop?

Materials:
Hula Hoops
Role Play
Cards TR 5.1
PMI TR 5.2

ACTION!:

1. **Create the following scenario*:** What happens if more people move to Brampton and Mississauga. Where do we plan for them to live, work and play. (Reactivate knowledge of the growth area) We have 2 choices: 1) Make room for them in the cities or 2) To build new houses in the rural areas? What would you do?

*Prior to this activity you may want to discuss the advantage and disadvantage of an increase in the school population so that students can make connections to their lives.

Key Questioning: If the city is already built how do we fit more people into it. Where do we find housing, jobs, and play place to place for these new people moving into the city? Do we spread them out into the rural area where there is lots of space?

Note to teacher: You can use the analogy of reduce, reuse, recycle. Don't use or waste new land, work with what we have already have. Most often it is the goal of planners to limit new development into a rural area that has environmentally sensitive natural areas and productive agricultural lands. Regions often plan to intensify urban areas and accommodate more people and development by redevelopment of old industrial lands and building tall structures that create higher densities. It is a balancing act to accommodate growth, provide employment, and protect natural areas.

2. Use a PMI chart (TR 5.2) to consolidate ideas about whether to build up the city area for more people to live or to build new homes, and factories in rural areas social impacts and the impacts on the natural environment (air, land, water).

- a) Use a PMI chart to discuss the advantages and disadvantages of growth in an urban area? What does growth look like in an urban area?
- b) Use a PMI chart to discuss the advantages and disadvantages of growth in a rural area? What does growth look like in a rural area.

Extension: Repeat the activity using role playing cards (TR 5.1). Provide students with a role playing card. Student decide if their opinion has changed based on a different point of view.

CONSOLIDATION AND CONNECTION:

What do I do? People People Everywhere!

a) Provide a piece of paper to the students. The paper represents the Region of Peel. Fold the paper in half (The top half represents the rural areas in Peel, the bottom half represents the urban areas in Peel.)

b) Let them know that 10,000 people move to the Region. Draw a picture illustrating the following:

What would you want the urban area to look like after all the people moved in?

What would you want rural area to look like after all the people moved in?

Revisit BLM 1.2 How do you want the people to feel in your new Region?

Materials:
Writing Journals

ENVIRONMENTALIST

I am an environmentalist. I care that the land around us is protected so that that we have clean air to breathe and clean water to drink. I believe that it is important to protect natural space for plants and animal to live. New development and urban sprawl will can create more pollution and destroy plant and animal habitat.

DEVELOPER AND BUILDER

I am a developer. New people that come to live in the Region of Peel need a place to live, work, and play. If we do not use more land to build houses and factories the cities will become overcrowded and polluted. People want us to build new houses with large spaces to live.

FARMER

My family has lived on this farm for over 100 years. I am proud to be a farmer. I like to grow fresh fruit and vegetables. Farmers feed people in the city. I want to ensure that my farmland is protected. I want my grandsons to live and work on this farm.

*The PMI chart helps students critically think about making a decision about an issue. The “Positive” refers to the reasons why something is a good idea or decision; the “Minus” refers to why something is not a good idea or why the idea won’t work. Interesting can refer to I wonder questions or predictions about the future if growth takes place.

Ideas for Teacher

Urban Growth (Intensification)

Positives	Minuses	Interesting
<ul style="list-style-type: none"> -Community is already built, police, Schools, parks, community centres ready for you to use -Rebuild, reuse old less useful building into something you would like to live in -protection of farmland and natural areas -lots of celebrations and sharing of cultures -more jobs -can walk to places (work, live, and play all in one area) -public transportation, bike and walking paths 	<ul style="list-style-type: none"> -more pollution (air quality, water quality) -more traffic -crowds of people -cost of homes are expensive -loud 	<p>How do we fit in more people?</p> <ul style="list-style-type: none"> -taller apartment buildings -tear down old factories and build apartment buildings -build new transit routes <p>How do you think people feel if there is urban growth?</p> <p>What do we need to help the new people live in the city?</p> <ul style="list-style-type: none"> -new schools -hospitals -community gardens -affordable housing -parks, festivals -public transit -walking paths

Rural growth

Positives	Minuses	Interesting
<ul style="list-style-type: none"> -different job opportunities -more space to live, larger backyards -less crowded -less traffic, less pollution -quiet 	<ul style="list-style-type: none"> -longer commute to your job or the city -need your car to travel anywhere, schools, stores, to visit friends -taking up farmland or environmental lands -taking up habitat space for animals to live -taking up farmland to grow food for the people in the city -no public transportation 	<ul style="list-style-type: none"> -sometimes planners need to let the city grow, but we can build communities in new ways e.g. solar energy, community gardens, good public transit and biking paths -how do you think people feel about rural growth?



Materials:
Art structures or
Paper

Building the Region

This activities on the bulletin board will help students understand what growth looks like in the Region of Peel.

Urban Growth: Build the urban structures previously built by students higher. Add two or more floors so more people can live or work. This activity illustrates building higher to save land and accommodate more people in a small area. Students may also choose to take down an old factory and build an apartment building.

Rural Growth: In the growth area (yellow zone on page 6) create a collage that illustrates ways we can build a community that is sustainable for the environment e.g. parks, areas for solar, wind power, community gardens, green roofs, and clothes lines. Paste near the construction activity.

GLOSSARY (Terms used in this Lesson Plan)

Active transportation: using human power to get from place to place. Walking, cycling and in-line skating are all forms of active transportation.

Agriculture: the work of raising crops and farm animals; farming.

Commercial: places where people buy things i.e., stores, restaurants, grocery stores, hotels, malls, gas stations etc.

High density: people living together with little space between.

Environmentalist: someone who works to protect the natural environment.

Industrial: places where people work to make goods or provide services (i.e., factories, warehouses, electrical power plants, offices).

Intensification: creating higher density on an existing area of land by adding or rebuilding structures.

Land use: how people use land.

Natural Environment: things produced by nature; not made by humans.

Planning: a way something is to be done that is thought out ahead of time.

Population: the people who live in an area; the total number of people living in a country, city or other area.

Recreation: activity that is relaxing or fun.

Residential: place where people live i.e., houses, apartments, townhouses.

Rural: country; away from the city (Typically agriculture, woodland, natural setting).

Sprawl: spreading of the urban structure into adjoining suburbs and rural areas.

Transportation: carrying or moving something.

Urban: city; a densely populated area.

