

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

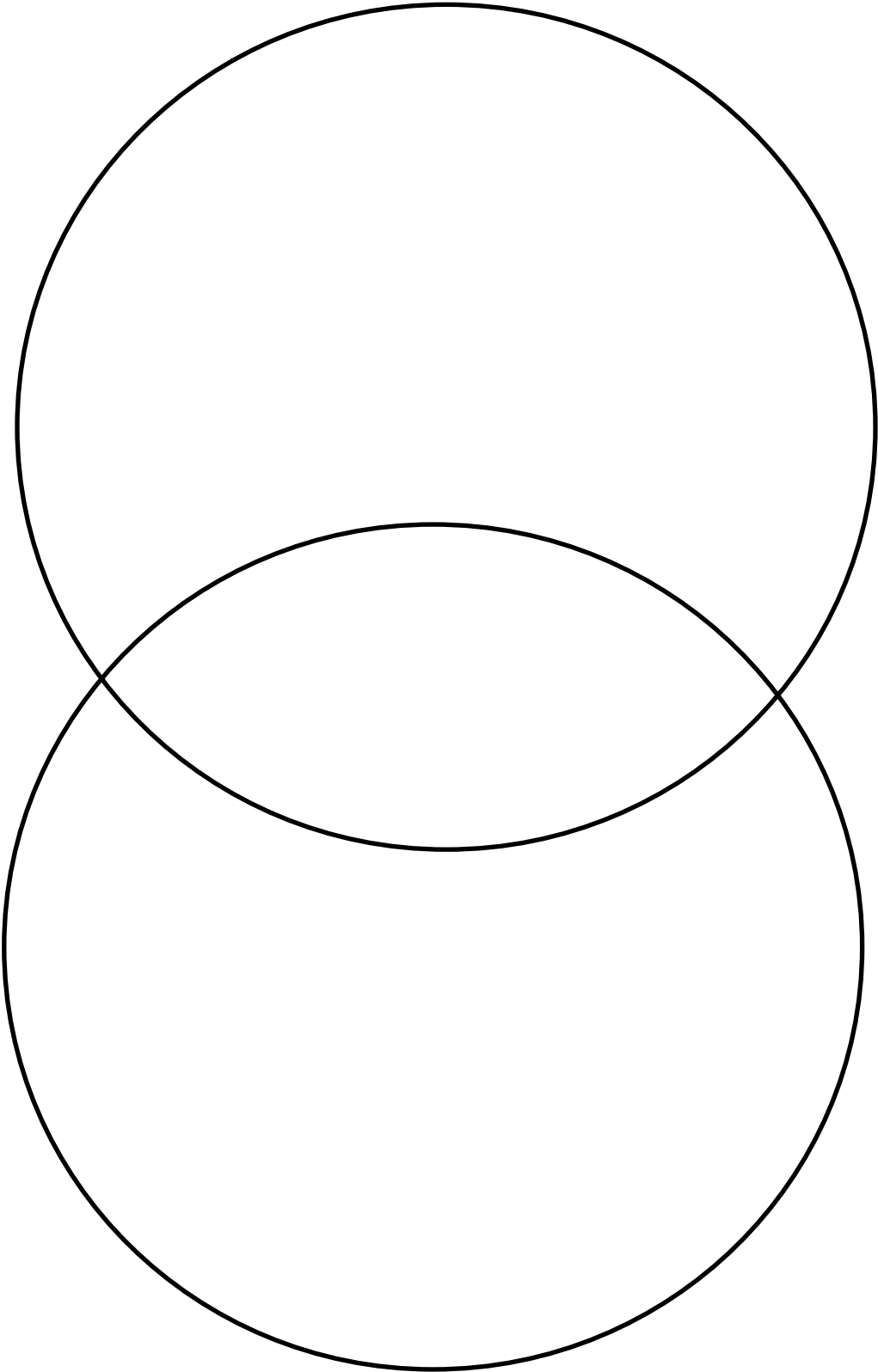
Building the Region

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.

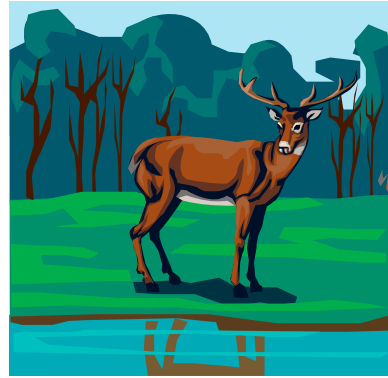
Note to teacher: One group could create a collage that represents a “Greenfield” or planned growth area (yellow area/a mix of rural and urban) where new development is planned to happen in the Region of Peel e.g. Construction zone (building of houses, factories, roads, business) and building over agricultural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

Venn Diagram





Cottage



Deer



Farm



Camping



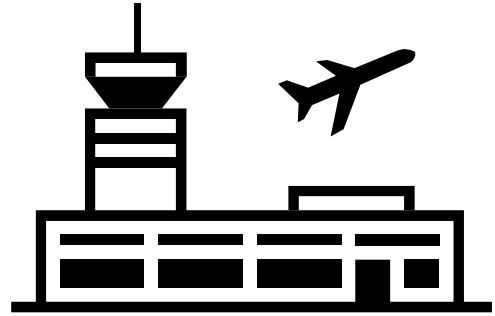
Tractor



Unpaved road



Traffic
congestion



International
Airport



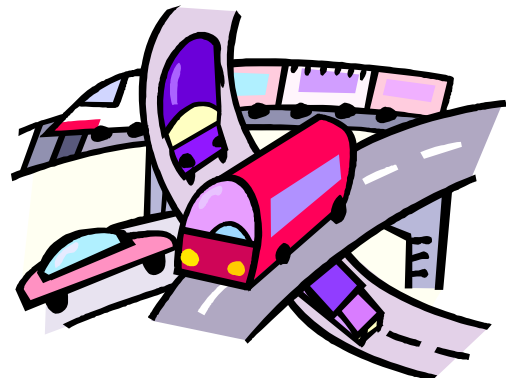
Large Population



Transit



High rise



Highway 401

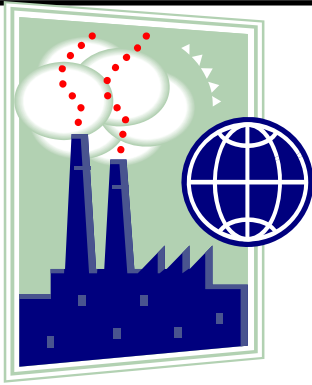




Crop



Vegetable Garden



Factory



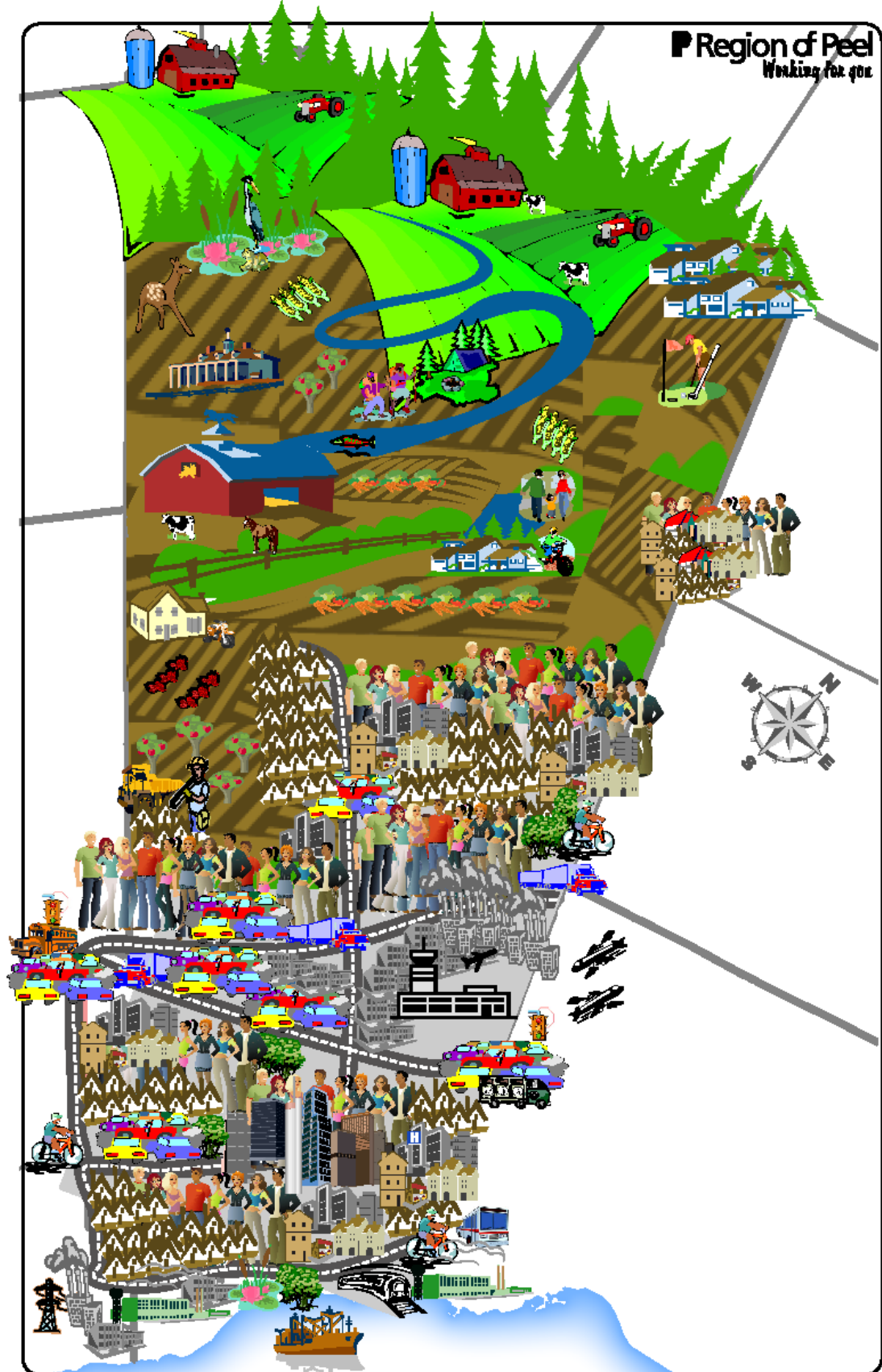
Park



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?
