

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

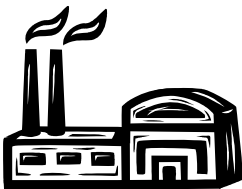
Rural



Residential
Land
(Land to build
houses)



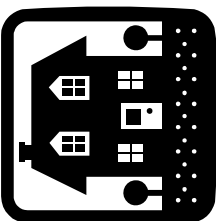
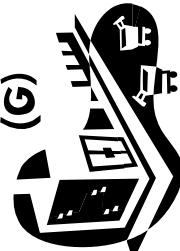
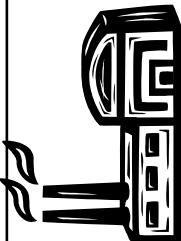
Commercial
Land
(Land for stores
to buy things)



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

Name: _____ Date: _____

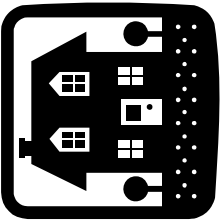
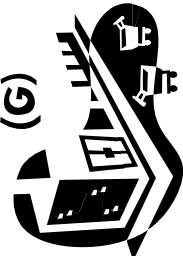

Urban Trip

	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		