

Social Studies Alive!

My Community



TCi



2.1 Cities Are Urban Communities

Cities have lots of buildings and people. People often walk from place to place in a city. Sometimes they take a bus or a taxi. Many people ride trains from one part of a city to another. Some people drive cars.

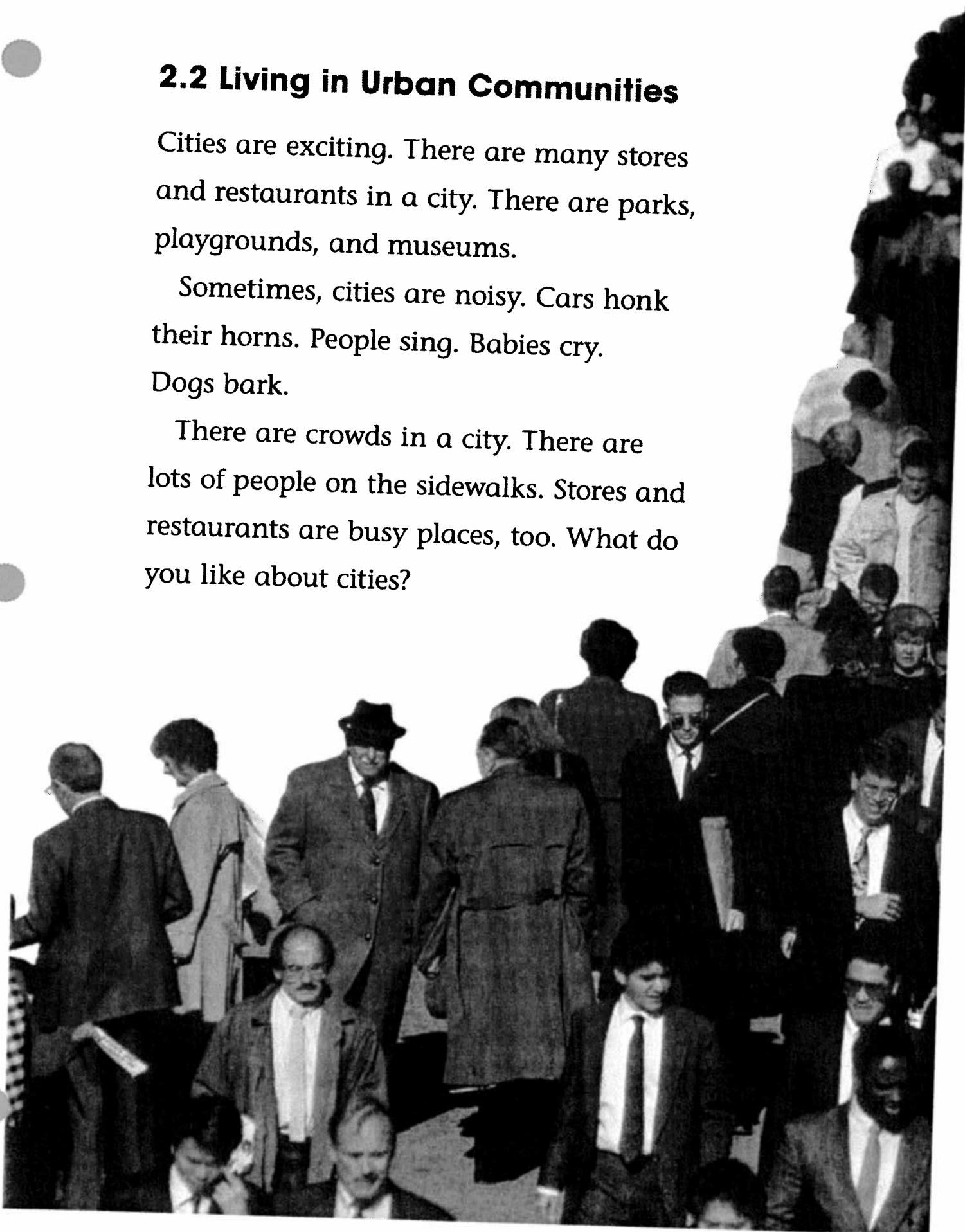
Many people live in apartments in cities. One apartment building might have 50 or more homes. Have you ever been to a city?

2.2 Living in Urban Communities

Cities are exciting. There are many stores and restaurants in a city. There are parks, playgrounds, and museums.

Sometimes, cities are noisy. Cars honk their horns. People sing. Babies cry. Dogs bark.

There are crowds in a city. There are lots of people on the sidewalks. Stores and restaurants are busy places, too. What do you like about cities?



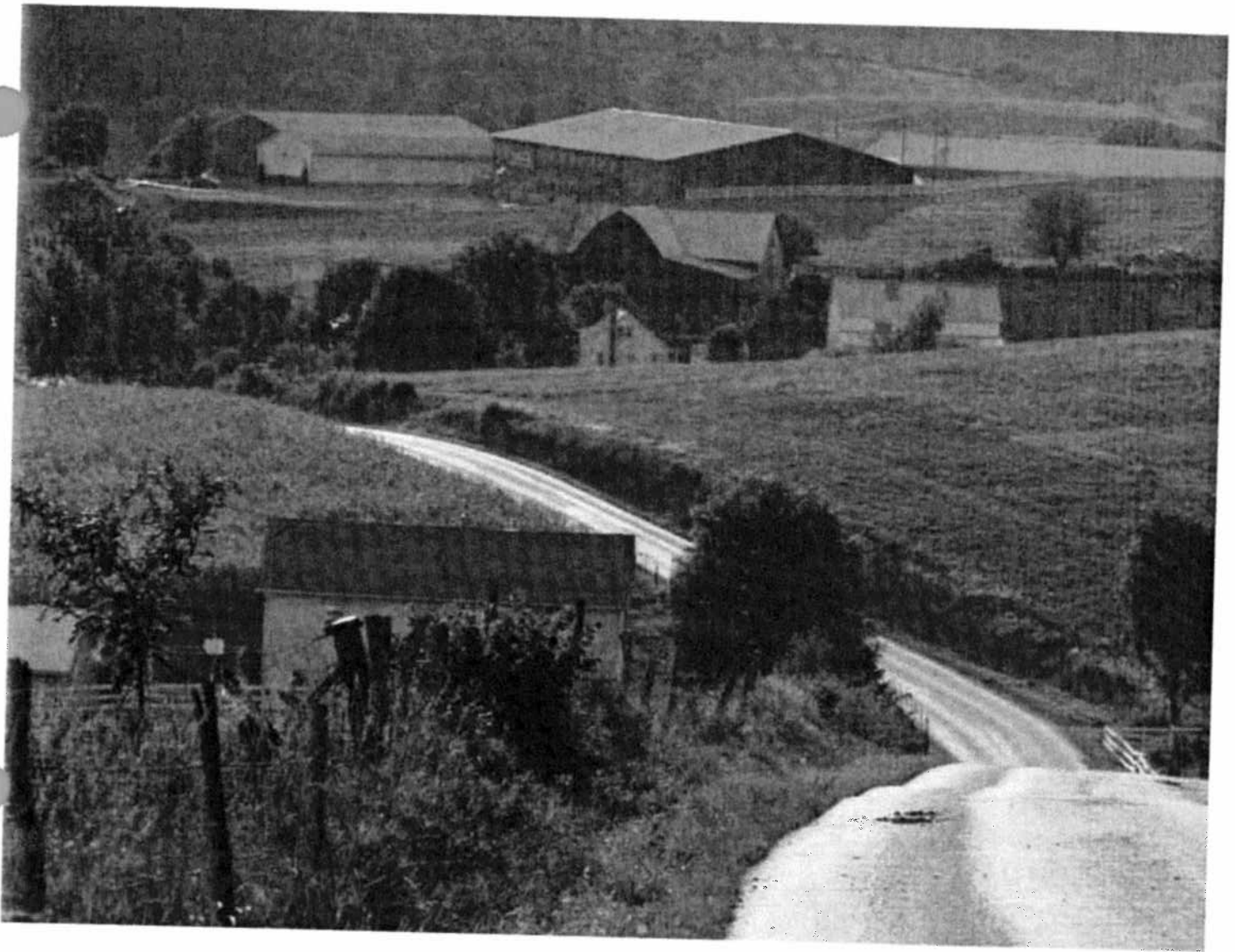
2.3 Small Towns Are Rural Communities

Small towns are in the countryside. They are far from cities.

Small towns have fewer people than cities. Many people know their neighbors well in a small town.

Small towns might have just one store. There may be a post office, a bank, and a school. Do you live in a small town?





2.4 Living in Rural Communities

Many people live and work on farms in rural communities. They drive to the store and the post office. Students ride a bus to school.

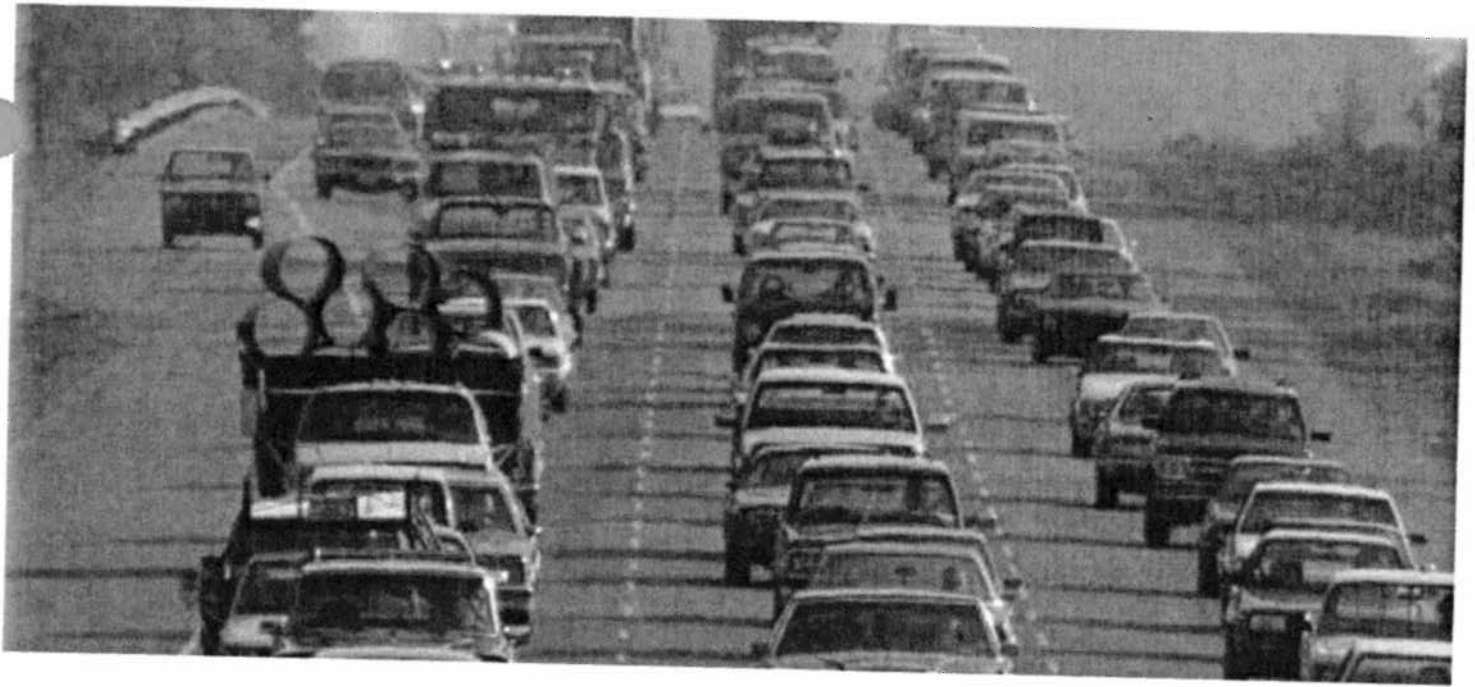
There are different ways to have fun in a small town. In a city, you might visit a big aquarium. In a small town, you might go fishing. What things would you like to do in a small town?

2.5 Communities Outside Cities Are Suburbs

Suburbs are smaller communities just outside of cities. Many people live in suburbs. Suburbs have many kinds of homes. They have schools, fire stations, police stations, and hospitals.

Suburbs have stores and gas stations. They have parks and other places to play. Do you live in a suburb?





2.6 Living in Suburban Communities

Many families live in suburbs. Some people live in houses. Some people live in apartments. Lots of homes have yards.

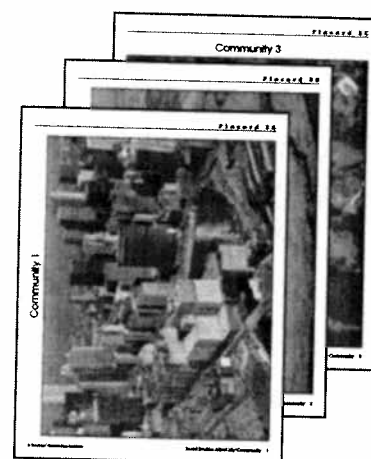
Most people drive cars in a suburb. People drive to work. They drive to shopping malls. There are lots of parking lots in suburbs. What else might you see in a suburb?

Summary

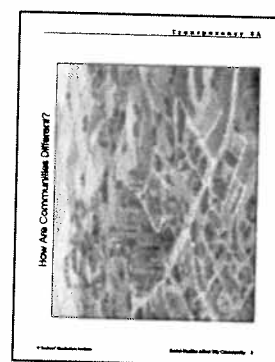
Urban communities are cities with many people.
Rural communities are small towns far from cities.
Suburban communities lie just outside of cities.

Preview

- 1 **Connecting to Prior Knowledge:** Display pictures of the three types of communities.
 - Randomly arrange *Placard 2A: Community 1* through *Placard 2F: Community 6* on the chalkboard tray or in a pocket chart.
 - Ask students to decide which two communities are most like each other. Place these placards side by side, and have students match the next two sets.
 - Invite students to compare and contrast the three sets of pictures. Encourage them to point out community features that are the same or different.
 - Tell students that, in this lesson, they will learn about the three types of communities they just saw.
- 2 **Developing Vocabulary:** Introduce the key social studies terms—*urban*, *rural*, *suburban*, and *suburb*.
 - Discuss each term before beginning the activity, using methods described in *Solutions for Effective Instruction*.
 - Review each term again with students as they appear in the activity reading and encourage them to use them in their own writing.
- 3 **Building Background Knowledge:** Help students identify the features of urban, rural, and suburban communities.
 - Use the opening illustration on *Social Studies Alive! My Community* Big Book pages 12 and 13 or project *Transparency 2A: How Are Communities Different?* to introduce the new ideas: urban, rural, and suburban.
 - Talk about the way these communities form a “bulls-eye” pattern, with an urban center circled by suburbs that are surrounded by rural areas. Use an erasable marker to show the bulls-eye pattern on the transparency.
 - Have students identify features in the illustration that distinguish each type of community.
 - Have students complete Preview 2 in their Interactive Student Notebooks. Explain that they should label the urban, suburban, and rural drawings on the page.



Placards 2A–2F

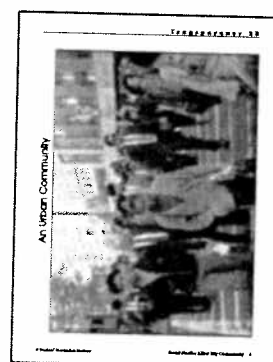


Transparency 2A

Visual Discovery

Phase 1: Urban Communities

- 1 **Help students identify features of urban communities.**
 - Project *Transparency 2B: An Urban Community*. Ask: *What do you see? What kinds of buildings are in the city? What do people do in these buildings? Where do you think these people are going? How do people move from one place to another in the city?*
 - Explain that this type of community is called an urban community. Then read aloud the opening text and Sections 2.1 and 2.2 in the *Social Studies Alive! My Community* Big Book. Have students follow along in their Student Editions.



Transparency 2B

- With Section 2.1, discuss what is found in an urban community.
- With Section 2.2, discuss the advantages and disadvantages of living in this type of community.

2 Help students prepare to act out life in an urban community.

- Tell students they will act out life in an urban community.
- Prepare a three-column chart with these headings: *Places to Work in an Urban Community*, *Places to Live and Stay in an Urban Community*, and *Places for Fun in an Urban Community*.
- Brainstorm with the class ideas for these three categories and record their ideas on the chart.
- Distribute one strip of paper, folded into thirds, to each student. Have each student draw three pictures showing a place to work, a place to live or stay, and a place to have fun in a city. The pictures will help them remember things they want to say during the act-it-out.
- Before students begin drawing each picture, prompt them with questions.
 - For Picture 1, ask: *If you are going to work, what do you do? Where do you work? What tools do you need to do your job?*
 - For Picture 2, ask: *If you are living or staying in the city, what does your building look like? What do you do there? What do you see from your building?*
 - For Picture 3, ask: *If you are having fun in a city, where might you be? What does this place look like? What will you do there?*
- Encourage students to include as many details in their drawings as time allows.

3 Have students perform an act-it-out in groups of five.

- Project Transparency 2B. Ask five students to stand in front of the transparency and act as though they are some of the people in the crosswalk.
- Interview the students about life in the city. Tell them they may use their pictures to help them answer the questions. Repeat with other groups of five students until all students have acted in the scene.

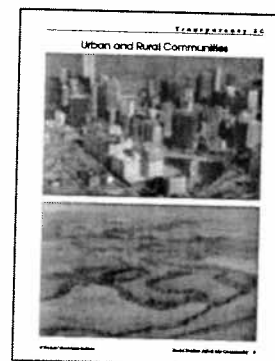
Phase 2: Urban and Rural Communities

4 Help students compare urban and rural communities.

- Project Transparency 2C: *Urban and Rural Communities*. Ask: *What do you see here? What kind of community is the one pictured on top? (urban) How are the buildings different in each community? Which community is less crowded? Which has more traffic? Which has more land? Which has farms? Which has fewer stores? Where would you see more animals?*
- Encourage students to explain their answers.

5 Help students learn the features of rural communities.

- Read aloud Sections 2.3 and 2.4 from the Big Book. Have students follow along in their Student Editions.

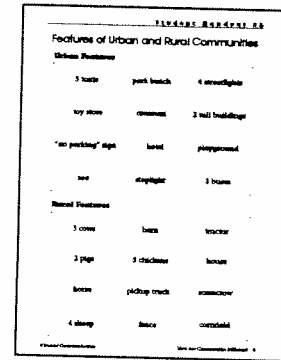


Transparency 2C

- With Section 2.3, discuss what is found in rural communities.
- With Section 2.4, discuss the advantages and disadvantages of living in a rural community.

6 Have students categorize features of urban and rural communities.

- Give each student one word cut from “Urban Features” or “Rural Features” on *Student Handout 2A: Features of Urban and Rural Communities* and a sheet of drawing paper.
- Have students draw their items and tape or paste the words at the bottom of their drawings.
- Tape Placard 2A at the front of the room and Placard 2E at the back of the room.
- When all students have completed their drawings, ask them to stand next to the placard that shows the community in which their item would be found.
- Have each student show his or her drawing and explain why the item is found in an urban or rural community.



Student Handout 2A

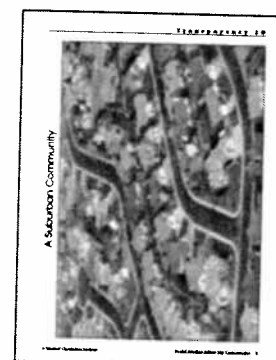
7 Introduce students to the concept of suburban communities by exploring the reasons why suburbs developed.

- Draw an 8-inch-diameter circle on the board. Give each student a sticky note. Have students draw “self-portraits” on the sticky notes. Explain that the circle on the board represents a city. Have students place their pictures inside the city. (**Note:** Since the circle is too small for all the pictures, expect some students to place their pictures outside the circle or on top of other pictures. Allow this.)
- Ask these questions: *Are all the pictures inside the circle? Why did some people place their pictures outside the circle?* Point out that urban communities have many people, like the city represented by the circle on the board. Sometimes cities can feel crowded. (If some students placed their pictures on top of others, use this as a metaphor to discuss the need for skyscrapers in a city.)
- Use this opportunity to segue into a discussion about suburbs. Explain that some people live in communities that are close to the city but are less crowded. These communities are called suburban communities, or suburbs. Suburbs develop because many people work in cities, but want to live in a less crowded place.

Phase 3: Suburban Communities

8 Help students identify the features of suburban communities.

- Project *Transparency 2D: A Suburban Community*. Ask: *What are the houses like in a suburban community? What are the stores like? What are the schools like? How are the houses, stores, and schools different from those in an urban or a rural community?*



Transparency 2D

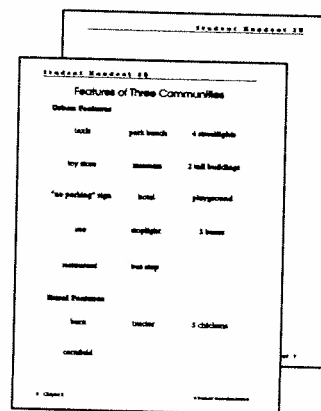
- Read aloud Sections 2.5 and 2.6 and the Summary in the Big Book as students follow along in their Student Editions.
- With Section 2.5, discuss what is found in suburban communities.
- With Section 2.6, discuss the advantages and disadvantages of living in a suburban community.

Phase 4: Comparing and Contrasting Types of Communities

- 9 **Help students compare and contrast urban, rural, and suburban communities by arranging them around the classroom to show the relative locations and population densities of the three types of communities.**
 - Use tape to mark off a 6-foot square in the center of the classroom floor.
 - Cut words from *Student Handout 2B: Features of Three Communities*.
 - Distribute one word to each student as follows: give 14 students words that name urban features, 10 students words that name suburban features, and 4 students words that name rural features. (**Note:** If you have more than or fewer than 28 students in your class, distribute the words in a similar ratio.)
 - Have the students representing rural communities stand in the four corners of the room. Have the students representing suburban communities stand, evenly spaced, around the perimeter of the 6-foot square. Have the students representing urban communities stand in the square. Point out that students have formed urban, suburban, and rural “communities.”
 - Ask: *Which community is most crowded? Which is least crowded? Where is the suburban community located? How did you feel when you were in your community? Why would people like to live in each of these communities?*
- 10 **For review, project Transparency 2A again.** Have students identify the three types of communities pictured in the illustration.
- 11 **Instruct students to complete Reading Notes 2 in their Interactive Student Notebooks.**

Reading Further: Instant Suburbs

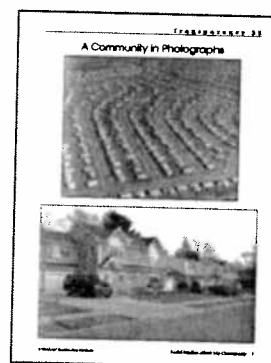
- 1 **Project Transparency 2E: A Community in Photographs.** Ask students to describe what they see in the photographs. Write their responses on the board.
 - Prompt students to determine what type of community is shown in the photographs. Encourage them to explain their answers using what they learned about urban, rural, and suburban communities.
 - If students do not decide that the photographs show suburban communities, give them clues to lead them to that answer. For example, you might point out how the photographs show many small houses that look similar, with small yards around them.
 - Tell students they will read about how some suburbs were planned and built.



Student Handout 2B

Speaking and Listening: Support a Position

Have students sort themselves based on whether their word fits with urban, rural, or suburban communities. Children will not always agree on categorization (i.e. they may have been to a museum in a suburb as well as in a city). Have them use their experiences to support their views.



Transparency 2E

- 2 **Read aloud Reading Further 2 from the Big Book.** Have students follow along in their Student Editions.
- 3 **After reading, discuss reasons why the Levitt family built the suburbs.**
 - Explain that many soldiers returning from war needed homes for their families. The cities were crowded. Few new homes were being built because the war had caused a shortage of construction supplies. The Levitts had the idea to build small, inexpensive homes on farmland outside of New York City.
 - Remind students that after they built Levittown, New York, the Levitts built suburbs in Pennsylvania and New Jersey. Other builders used the Levitts' ideas for suburbs across the country.
- 4 **Project Transparency 2E again.** Tell students that the top photograph shows Levittown, Pennsylvania, when it was built. The bottom photograph shows a street in Levittown, New York, as it looks today. Explain that Levittowns are planned communities. Point out the roads in the top photograph. The Levitts made some roads curved to make the suburbs appealing. They offered only a few styles of houses but painted them different colors and changed small things, such as windows and placement of doors, so that no two houses would be exactly alike. Over time, people in the Levittown communities made many changes to their houses. The bottom photograph shows some of the changes people made.
- 5 **Have students create collages of urban, rural, and suburban communities.** Remind students that the Levittown communities were built on farmland outside of large cities. Over the years, the suburbs grew and changed.
 - Tell students that like the Levittown communities, many places in the United States have both urban and suburban features. Many other places have both suburban and rural features.
 - Divide students into small groups and give each group three pieces of paper. Have the groups label the papers "Urban Communities," "Rural Communities," and "Suburban Communities."
 - Pass out old magazines and local newspapers to each group. Instruct the groups to cut out photographs and illustrations that show features of urban, suburban, and rural communities. Tell students to glue the pictures to the appropriate piece of paper to make the collages.
 - When the groups have finished their collages, ask volunteers from each group to point out features from different communities.
 - Discuss how the communities are similar and different.

- Arrange the groups' work in separate areas of the classroom, putting the urban collages together, the rural collages together, and the suburban collages together.
- Have students complete Reading Further 2 in their Interactive Student Notebooks.

Processing

1 Discuss the advantages and disadvantages of living in the three types of communities.

- Prepare the chart shown below.

	Why I Want to Live There	Why I Don't Want to Live There
Urban		
Rural		
Suburban		

- Record students' responses to questions about the communities. For each type of community, ask: *Why would you want to live in this kind of community? What wouldn't you like about living in this kind of community?*
- 2 Have children make a human bar graph to show their favorite types of communities.**
- Give an example of a bar graph, and explain its purpose. Tell students they will make a human bar graph that shows how many of them want to live in each type of community.
 - At the front of the room, tape Placards 2B, 2D, and 2F.
 - Have students determine the community in which they would most like to live. Tell them to form a line perpendicular to the picture of the community they prefer. Count the number of students in each line, and write the total on a sheet of paper under each placard.
- 3 Have students complete Processing 2 in their Interactive Student Notebooks.** Direct them to use the information from the human bar graph to complete the assignment.

Writing Tip: Support an Opinion

Have students write an expository piece that supports their choice of a favorite type of community. You may want to give them a frame such as:

My favorite kind of community is _____

I want to live there because _____ and _____.

Have students elaborate on their reasons if they are able to. They may use one of the Extra Student Work pages at the back of the Interactive Student Notebook to record their work.

Draw pictures of urban, rural, and suburban communities in the boxes below. Then label each picture as Urban, Rural, or Suburban.

_____ Community

_____ Community

_____ Community

2

Look at each column. Circle the things you might see in each kind of community.

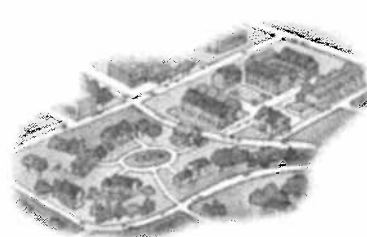
Urban



Rural



Suburban



(skyscraper)	barn	mall
museum	dirt road	house with garage
cow	tall hotel	horse
haystack	market	tractor
apartment building	mall	dirt road
barn	museum	playground
tall hotel	pond	ice-cream truck
subway	subway	skyscraper
cornfield	post office	gas station

2

Does your community seem urban? Rural? Suburban?

Write or draw why you think so in the correct box. Then answer the questions below.

Urban

Rural

Suburban

Is your community urban, rural, or suburban?

Why do you think so?

2

Color in squares to show the number of people who would like to live in each community.

Urban

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	

Rural

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	

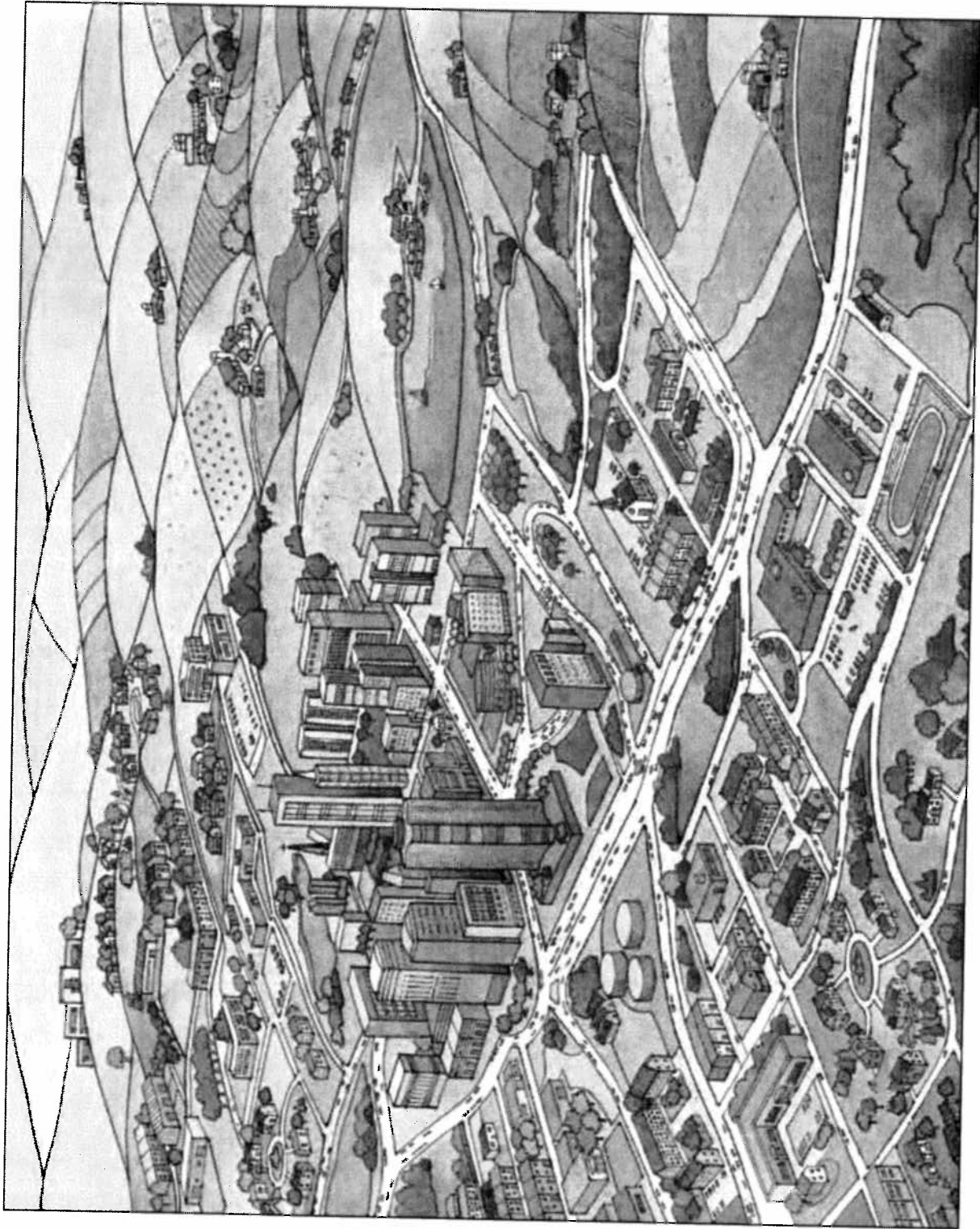
Suburban

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	

Most people in our class want to live in a

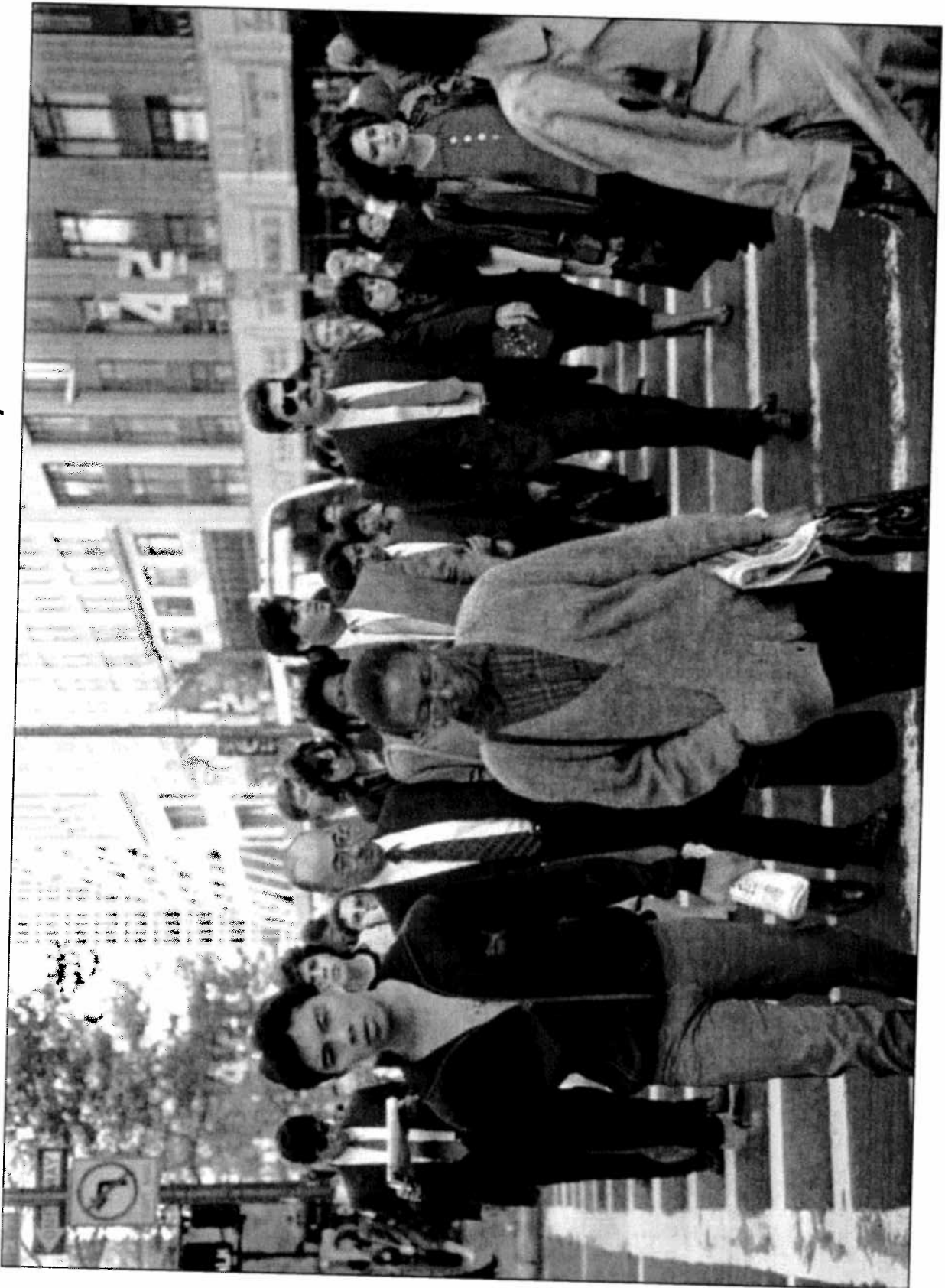
_____ community.

How Are Communities Different?



An Urban Community

Visual 2B



Urban and Rural Communities



A Suburban Community

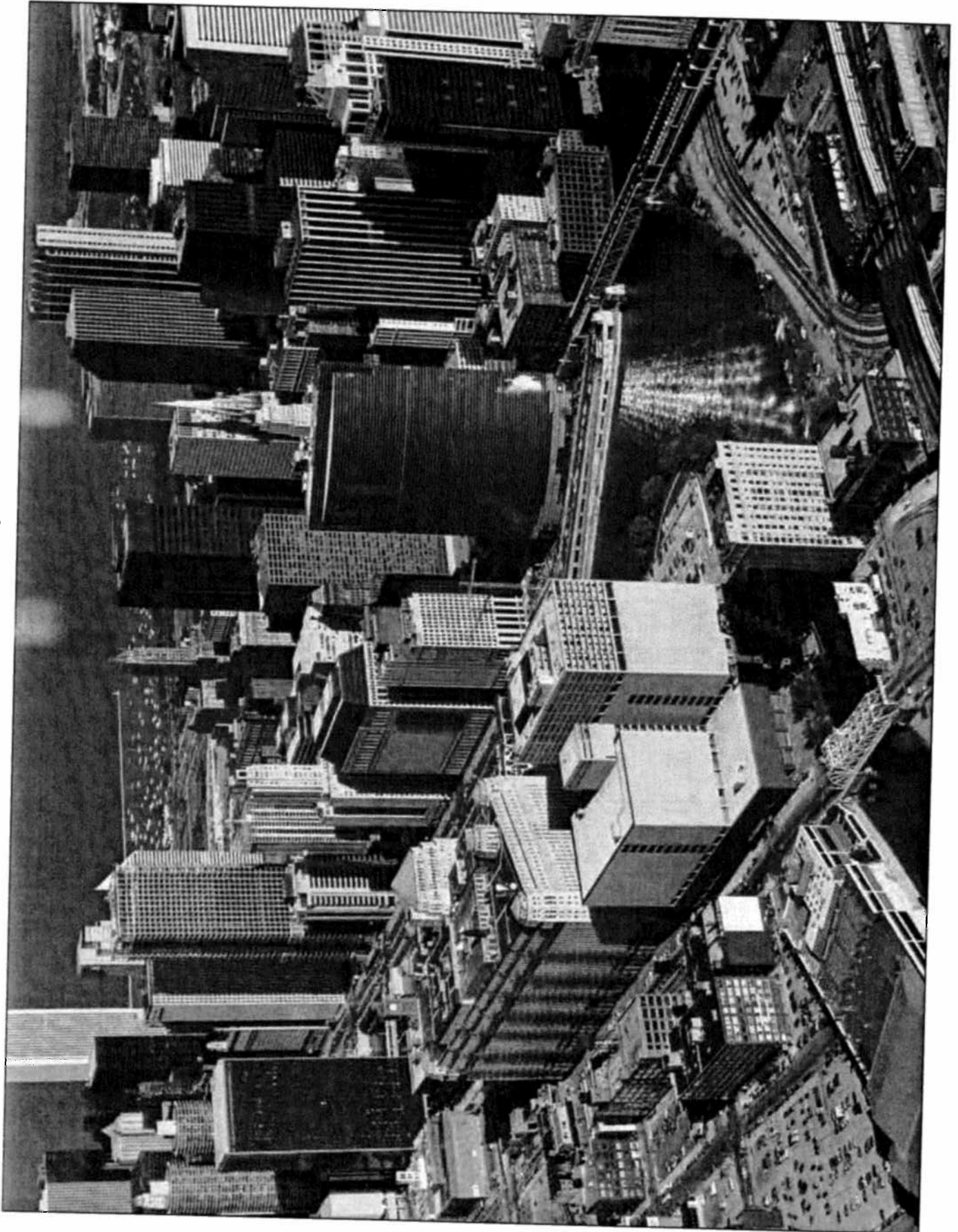


A Community in Photographs



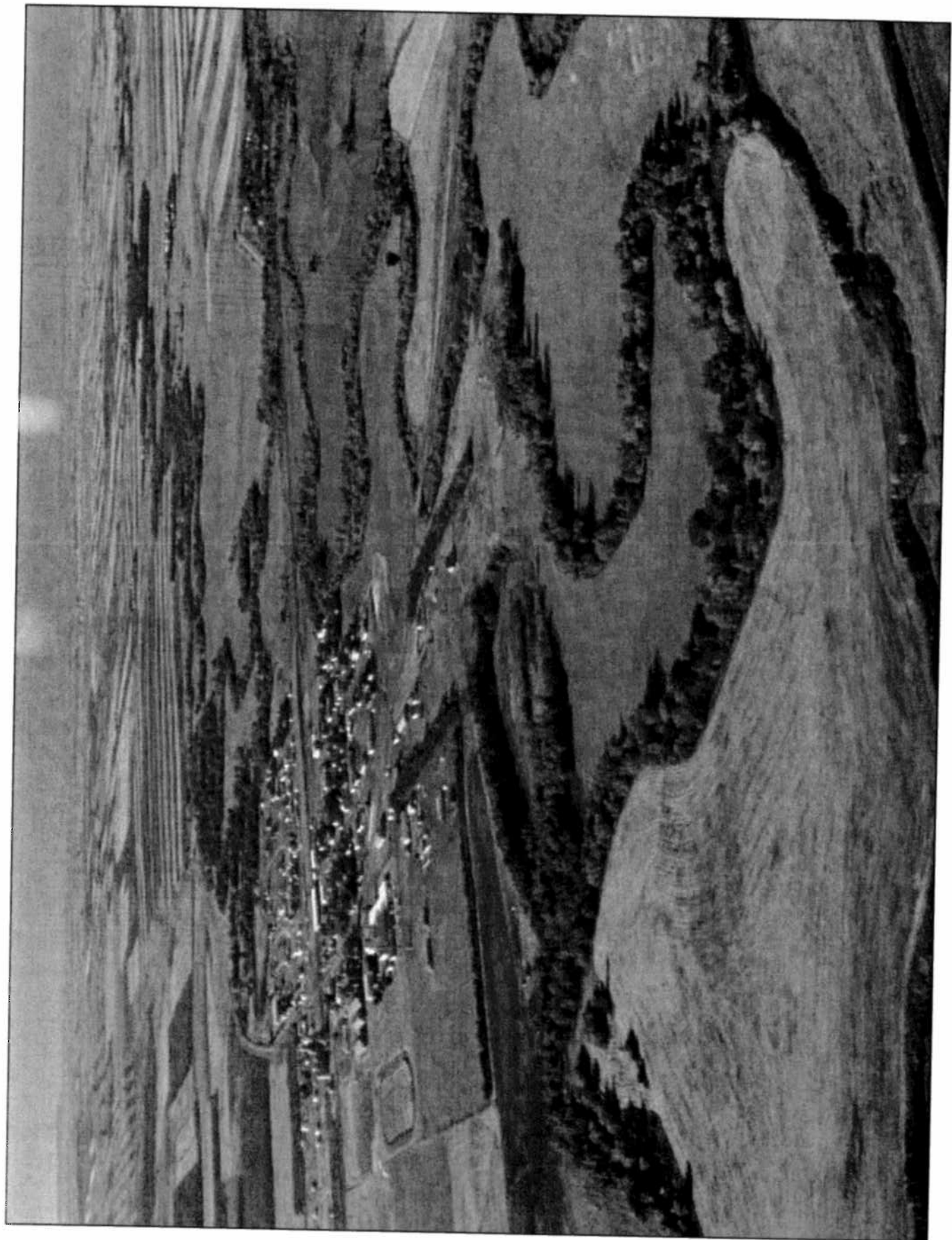


Community 1

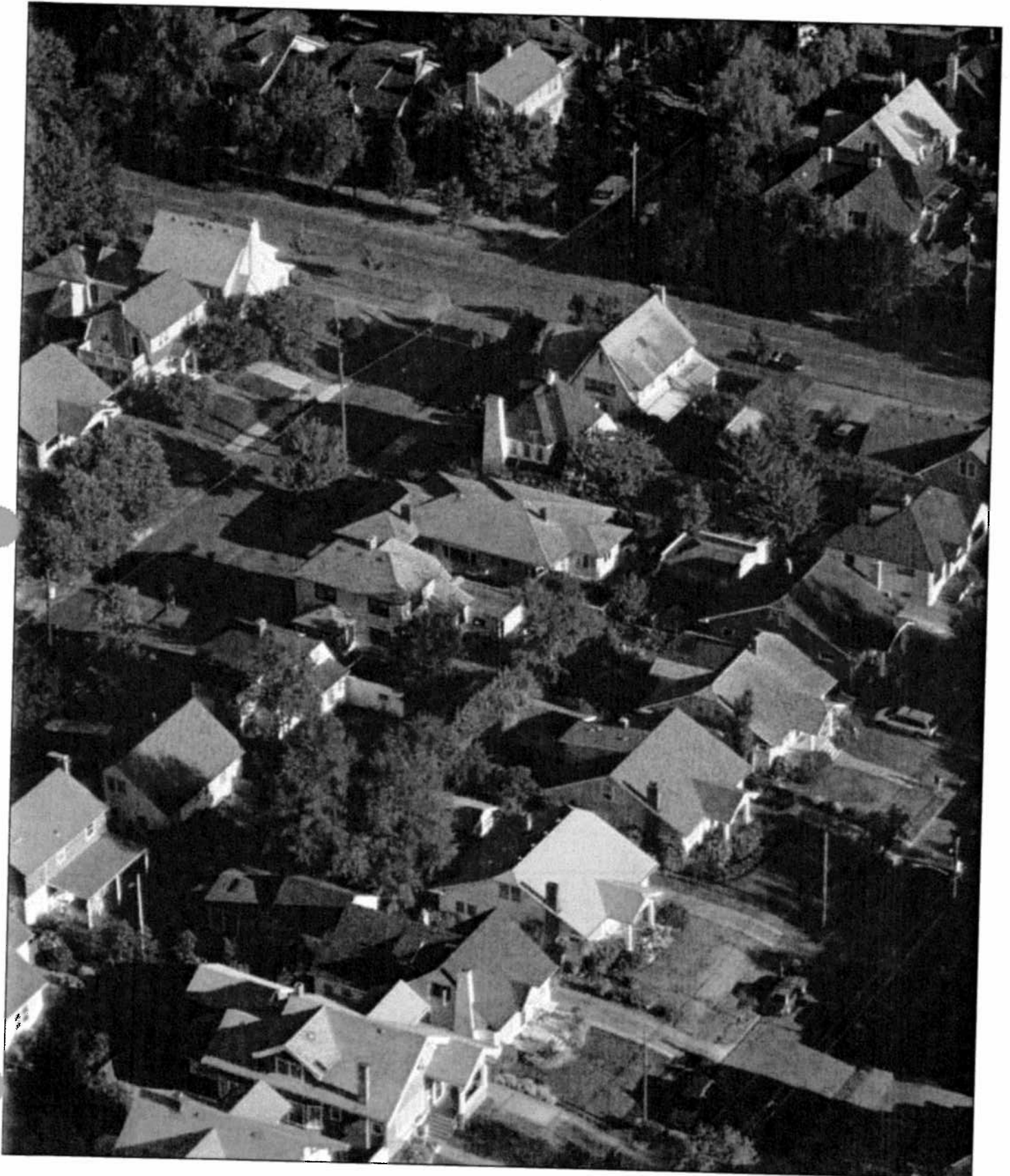


Community 2

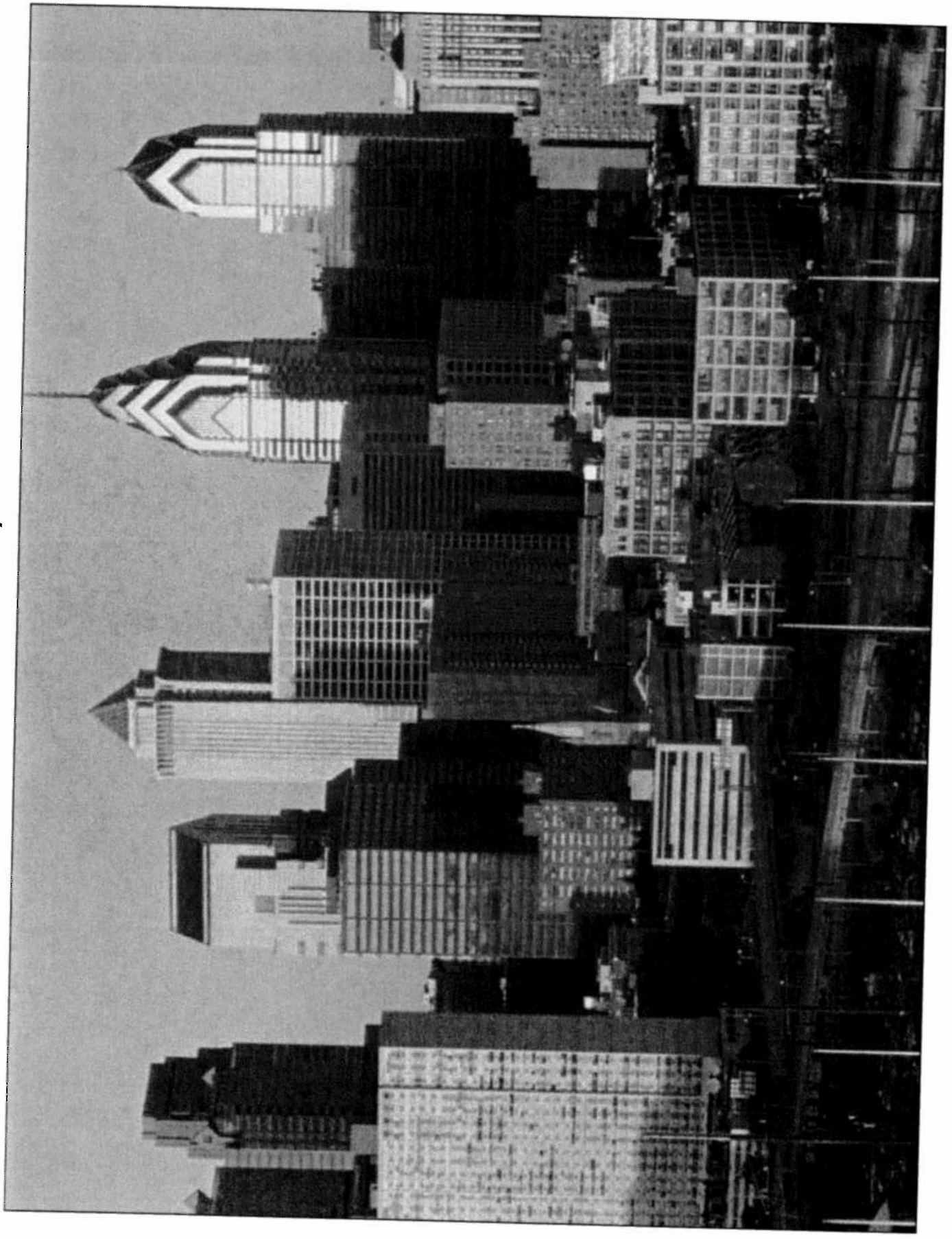
Placard 2B



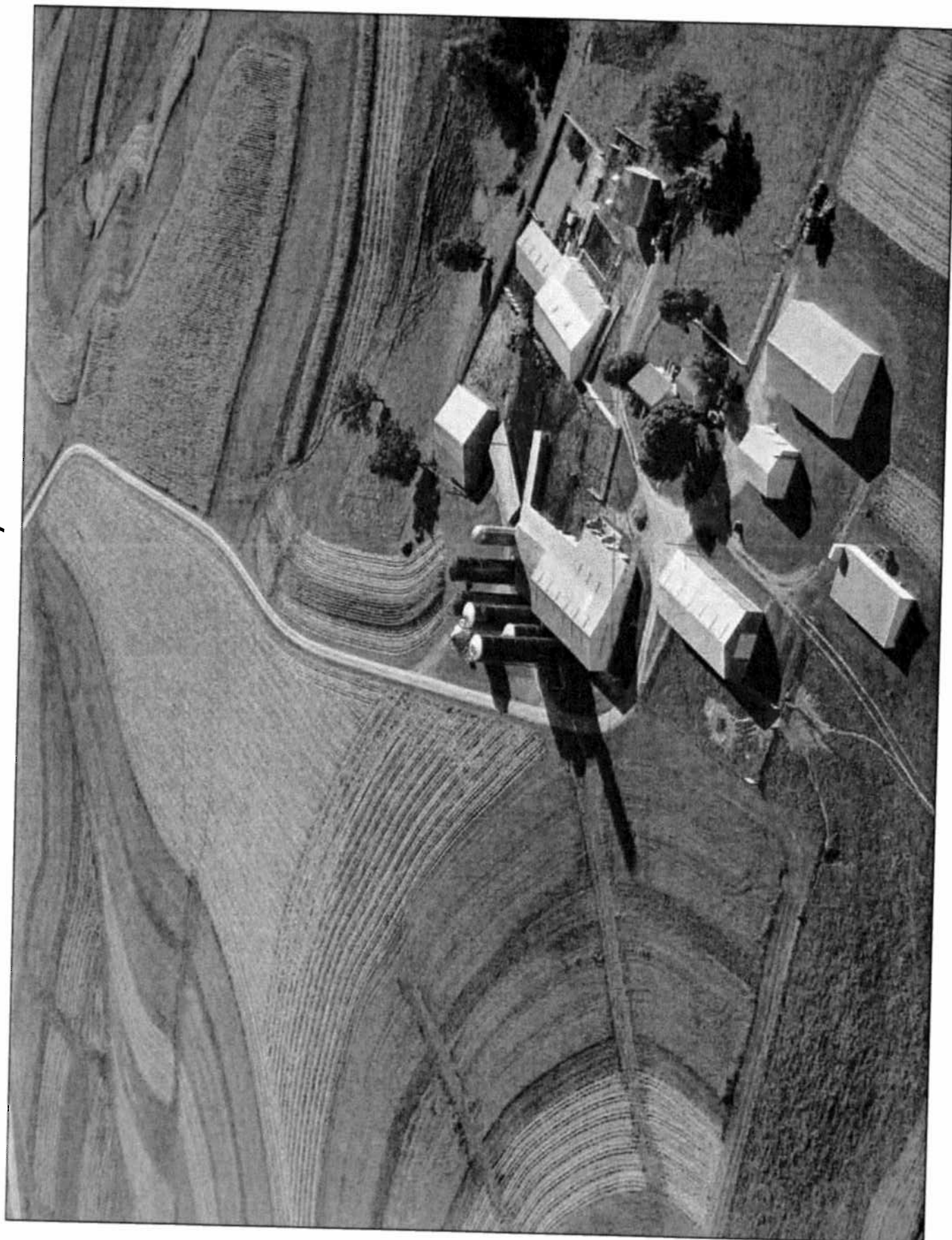
Community 3



Community 4



Community 5



Community 6

