

Urban/Suburban/Rural Communities

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Grade Level (Req.): 3rd Grade	Content Area (Req.): Social Studies	Unit (Opt.):
Connections to Other Disciplines (Opt.):		
<ul style="list-style-type: none"> • • • 		
Time Frame (Req.): 60 minutes	Goal (Req.): Students will understand the concept of Urban, Suburban, and Rural communities	
	Objective (Req.): Students will be able to use Google Earth as a tool to make assumptions and tell what they notice about a variety of communities in the United States.	
Materials Needed (Req.):	New Vocabulary (Opt.):	
<ul style="list-style-type: none"> • Computers • Chart paper or Promethean Board • Locations of communities • Pictures of different communities • Urban/Suburban/Rural headings • Quiz • 	<ul style="list-style-type: none"> • Urban • Suburban • Rural • • 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): There are many different communities that people live in across the United States. Today we are going to explore a few of those communities. I want you to think about the community you live in and other communities that you have visited or have relatives/friends that live there. What are the different kinds of communities that people live in and what are their unique qualities?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Pass out laptop computers. 2. Have students start of Google Earth. (they have had previous experience with this tool) 3. On the promethean board (or chart paper) show the slide with the first community. Have students type in Sioux Rapids IA (rural community) into Google Earth. Give students time to explore this community. 4. Type (or write) what students notice about this community based on their observations from Google Earth. 5. Repeat this same process for Chicago, Illinois (urban community) and Aurora, Illinois (suburban community) 6. Review the notes from all of the communities above and introduce the new vocabulary (urban/suburban/rural) 7. Label the charts together with the correct community heading (rural, urban, suburban) for Sioux Rapids, IA, Chicago, IL, and Aurora, IL 8. Introduce Formative Evaluation sorting activity. Students will work in groups and collaborate 		

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Formative Evaluation (Req.): Small group sorting activity (see step 8)

Assessment (Req.): Quiz- Students will match the unique qualities of urban/suburban/rural communities to the correct category.

Iowa Core Curriculum Standards Used (Req.):

- Geography 1., Grades 3-5:: Understand the use of geographic tools to locate and analyze information about people, places, and environment.
- 21st Century Skills: ES 1. Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work
- 21st Century Skills: ES 2. Adjust to various roles and responsibilities and understand the need to be flexible to change.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- 3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
- 9. The characteristics, distribution, and migration of human populations on Earth's surface.
- 12. The processes, patterns, and functions of human settlement.
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<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none">• Location• Regions•••	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none">•••
<p>21st Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none">•••••	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none">••••	