

Lesson: Citizenship K-3
Topic: Communities



In the Window, I See...

Introduction

In this lesson, students will determine the differences between urban, rural, and suburban areas in the Midwest.

Learning Outcomes

Ohio Standards

- History – Communities - Present

Getting Started

Materials

- White drawing paper
- Crayons
- Dark construction paper
- Colored pencils
- Glue
- Markers

Technology

Internet access (optional). Students can use the Internet to find picture of cities, towns, and/or rural areas to print and add to a class collage. They could also use mapquest.com to find names of large cities in their state.

Vocabulary

- Rural
- Urban
- Suburban
- City
- Village
- Town

Lesson

Orientation Activity

- On the board, ask students to describe the setting of “The Rockin’ Adventures of Peter Rabbit.” This story was set on a farm. Farms are in rural areas. Make a list of things you might see in rural areas on the board.

- Even though the play was on the farm, The Children's Theater is not in a rural area. What is the name for the area where The Children's Theater is located (city, urban)? What types of things did you see in the city that were different than the rural area?
- Explain that on the bus ride to The Children's Theater, you might have passed through a suburban area. Define suburban. It might be a good idea to have pictures of your local suburbs for students to view so that they can get an idea of what it might look like. What types of things might you see in the suburbs? Write a list on the board.

Learning Activity

- Review again the meanings of a rural, suburban, and urban area. Discuss the differences between the three. Break up the class into three groups: students who will draw a picture of an urban area, a suburban area, and a rural area. Use colored pencils, crayons, or markers to draw the picture and include at least five items from the lists created. When pictures are finished, cut out on black construction paper a window frame to paste over the picture, so that the students' pictures look like scenes outside a window.

Evaluation and Follow-up

Assessment Tools and Methods

When the pictures are complete, gather the pictures together, mix them up and then display them one at a time saying, "In the window, I see...." Write on the board that students should raise one finger for urban, two fingers for suburban, and three fingers for rural. Have students write down or show by raising fingers what area each picture represents.

Pictures should include at least five items from the list and represent the appropriate area. Visually check for understanding while displaying the pictures or have students write their answers on a piece of paper.

Interdisciplinary Connections

Writing: Choose an area to use as a setting for a story that students could write.