

Teaching Procedures (step-by-step directions)

1. Tell students that they will be learning about how life is similar and different for people living in urban (large city), suburban, and rural areas. Pass out the Urban/Suburban/Rural graphic organizer. Ask students to write what they think each term means in the appropriate place. Explain that at the end of the lesson they will have a chance to improve their definitions.
2. Tell students they will write information about the urban and suburban areas on their organizers as you read them the story *The City Kid and the Suburb Kid*. Tell students not to worry about the rural section for the time-being.
3. Explain that the author uses the word city to identify the urban area. Read students the section that describes Adam's trip to the city (urban area). After reading, ask students what they learned about life in an urban area from the book. Write ideas about city life and different characteristics of cities on the board.
4. Next read the section that describes Jack's trip to the suburbs. Remind students to pay close attention to what the book reveals about life in the suburbs. After reading, record information in the same way. Ask students to identify the similarities and differences they notice between city life and life in the suburbs.
5. Ask students if they know what rural means. Project pictures of rural areas and ask them to describe what they see. After students have had an opportunity to record their ideas on the graphic organizer, ask what the photos reveal about life in a rural area. Write ideas about rural life on the board. Ask students to identify the similarities and differences they notice between life in urban, suburban, and rural areas.
6. Next pass out the Travel Notes graphic organizer. Pull up and project Google Earth, turn on the 3-D Buildings layer, and fly to Minneapolis. Ask students what they notice about this place and give them ideas that they don't mention (e.g., near large body of water (Mississippi river), large buildings, densely packed, businesses). Ask if Minneapolis is located in an urban, suburban or rural area.
7. Fly to Edina, MN and again ask students what they notice (e.g., more residential, more spread out, cul-de-sacs, outside of large city, residential and commercial separation, shopping malls, etc. Ask if Edina is located in an urban, suburban or rural area.
8. Fly to Bernadotte, MN and invite students to share their observations. Rural descriptors might include: isolated, few homes, farmland, etc. Ask if Bernadotte is located in an urban, suburban or rural area.
9. Once you feel students have an understanding of the differences and similarities between the different places, explain that they will now have a chance to find one urban, one rural, and one suburban place using Google Earth.

10. Model the process using the community in which your school is located. Explain that for each place they select they will create a placemark with a description of the place and why they would describe it as urban, suburban, or rural. Begin by showing students how to create and name a folder in which they can store their placemarks. After all students have created their folders, show them how to create a placemark that is located in the newly created folders. Be sure to tell them that they can't use any of the locations you showed them already.
11. Once students have finished marking their locations, go back to the Urban, Suburban, Rural graphic organizer. As a class, come up with a concluding definition for each of the terms.

Assessment:

Have students save each of their placemarks in a folder. Then have them right click on the folder and click Email. Have the students email the folder of placemarks to you so you can see that they understand the difference between urban, suburban, and rural locations, and can accurately identify different characteristics of each.