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LTEC 332-01 Social Studies Content and Pedagogy  
Integrated Unit Plan

**Subject: Different Types of Communities (Urban, Suburban, Rural)**

**Grade Level: 2nd and/or 3rd**

**Social Studies:** Key Vocab and Communities Chart (Rural, Urban, Suburban)

**Learning Objectives:** Students will learn vocabulary relevant to rural, urban, and suburban communities. Students will be able to understand the connections between the three different types of communities.

**PA Standards:**

- 7.1.3.B. Identify and locate places and regions as defined by physical and human features.
- 7.3.3.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities
- 7.4.3.A. Identify the effect of the physical systems on people within a community.
- 7.4.3.B. Identify the effect of people on the physical systems within a community.
- 5.1.3.B. Explain rules and laws for the classroom, school, and community.
- 7.2.2.A. Identify the physical characteristics of places.
- 7.3.2.A. Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).
- 5.2.2.A. Identify and explain the importance of responsibilities at school at home and the community.
- 5.2.2.D. Explain responsible community behavior.

**Instructional Materials:** Magazines, scissors, tape, glue, poster board or construction paper, worksheets

**Anticipatory Set:** Students will fill out circle chart that shows the positioning of each type of community on their own.

**Intro Discussion:** Students will come together and discuss what community they put where in the chart. The correct chart will be shown to students. Teacher will explain the different definitions of each community so students know the difference between each community and why they are located the way they are.

**Instruction and Procedures:** Students will be put into groups of two or three and will be given a posterboard. They have to use magazines and newspapers to cut out pictures of things that are characteristic of each type of community. The students will be making a chart and then putting the pictures in the section it matched with. When students are done, they will have a minute to point out to the class some of the images they included and why.

**Assessment/Closure:** Teacher will evaluate students' colleges and post them around the classroom.

**Reading/Literature and Writing:** Country Kid, City Kid and The City Kid & The Suburb Kid

**Learning Objectives:** Students will read two stories that both compare the lives of children living in different types of communities. Students will be able to fill out a venn diagram comparing the character's lives, showing an understanding of the story.

**PA Standards:**

7.3.3.A. Identify the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

7.2.2.A. Identify the physical characteristics of places.

7.3.2.A. Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).

5.2.3.D Describe how citizens participate in school and community activities.

CC.1.1.2.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different culture.

**Instructional Materials:** *Country Kid*, *City Kid* by Julie Cummins, *The City Kid & the Suburb Kid* by Deb Pilutti, venn diagrams

**Anticipatory Set:** Think about your neighborhood and/or community. What does it look like? What do the houses look like? What stores are there?

**Intro Discussion:** Students will do Think, Pair, Share based on this question.

**Instruction and Procedures:** Students will then read together (popcorn reading) the two stories. Discussions will be had after each book. Then, the students will as a class fill out a venn diagram based on the communities in the stories comparing and contrasting each one.

**Assessment/Closure:** Students will reflect on what they have in common with the students and think about whether or not they would want to live in a different community.

**Creative Arts (Art):** Paint a Community

**Learning Objectives:** Students will be able to use an app to create a piece of art. Students will be able to recreate a scene of a certain type of community with accuracy and creativity.

**PA Standards:**

7.2.2.A. Identify the physical characteristics of places.

9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.3.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.3.J Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

Standard - 9.2.3.J Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).

**Instructional Materials:** Tablets or iPads, pictures of communities for reference

**Anticipatory Set:** Show students three different paintings: Harvest at La Crau with Mont majour by Van Gogh (<https://goo.gl/images/sjrhrk>), Triple Fronted by Howard Arkley (<https://www.artgallery.nsw.gov.au/collection/works/1.2014/>), The Future Is Now by Sue Averell (<https://goo.gl/images/DDvwNb>), and have them try and determine which is of a rural, urban, and suburban community.

**Intro Discussion:** Will discuss characteristics of communities that would be good to feature in your painting but also allowing students to be creative. Use the paintings shown as reference and discuss unique aspects in each painting that students might or might not want to emulate.

**Instruction and Procedures:** Tell students to choose one of the three communities and paint a scenery of that community. Spend time teaching students how to use the Procreate app, which allows one to create elaborate works of art on iPad or tablet. Allow students planning time to sketch out what they're doing or look at photographs of communities to emulate. Students may need a couple of days to paint their scene.

**Assessment/Closure:** Print and post students paintings around classroom with labels that say what the student has named the painting, the type of community, and the artist's name.

**Science:** Environmental Concerns in Rural, Urban, Suburban Communities

**Learning Objectives:** Students will be able to determine what are the main environmental concerns for different types of communities. Students will be able to analyze factors of the environment that are affected by the types of people living there.

**PA Standards:** 7.3.2.A. Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).

**Instructional Materials:** Pictures of each community for reference, modified air pollution (<https://www.ck12.org/workbook/CK-12-Life-Science-For-Middle-School-Workbook/section/25.1/>) and water pollution (<https://www.ck12.org/workbook/CK-12-Life-Science-For-Middle-School-Workbook/section/25.2/>) worksheets, science journals, interactive carbon footprint map <http://coolclimate.berkeley.edu/maps>

**Anticipatory Set:** Asking the students to make a list of things that are bad for the environment. Put up on the board.

**Intro Discussion:** Do you think that in some communities these things are more of a problem? (i.e. Do you think people in the suburbs drive more or less than people in the city?) Color code which items or actions are prevalent in each type of community.

**Instruction and Procedures:** Talk about air and water pollution. Do worksheets in groups in class then have them come back as a whole class and discuss the answers. Each question is an opportunity for discussion. Measures previous knowledge and whether or not students can make connections.

**Assessment/Closure:** Look at carbon footprint map and compare urban, suburban, and rural environmental impacts. Look at the areas where the students live. See what has the largest

negative impact on the environment (housing, transportation, food, goods, services), brainstorm in journals how they can improve the environmental impact of their area.