

Rural, Suburban, Urban Poster

Congratulations on your purchase of this Really Good Stuff® **Rural, Suburban, Urban Poster**—a colorful poster showing a bird's-eye view of these different types of communities.

This Really Good Stuff® product includes:

- **Rural, Suburban, Urban Poster**, Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

Assembling and Displaying the Rural, Suburban, Urban Poster

Before displaying the **Rural, Suburban, Urban Poster**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Punch out the *Poster* and hang the it where students will be able to see and interact with it easily.

Introducing the Rural, Suburban, Urban Poster

Pointing to the *Poster*, tell students to pretend they are birds flying over the land. Ask if they notice anything interesting about the *Poster*. (Possible answers include trees, buildings, water, a baseball field, roads, houses, and different sections.) Use dry erase markers to circle the answers students provide to help all students visualize. Have students focus on the center of the *Poster*. Ask them what they notice about the center circle. (They might say things look crowded and close together or that there are many more buildings than within the other two circles on the map.) Indicate that this part of the *Poster* is showing a city or urban area. Point out that the lines show streets and count how many of them are located in the urban section.

Direct students' attention to the suburban section of the *Poster* and ask them what they notice in this area. (They may say they see more trees and more space than the urban section.) Point out how some streets from the urban section lead out to the suburban section. Explain that people call this area *the suburbs*, short for suburban. Tell students that often people live in the suburbs but work in the urban area.

Point to the outer circle on the *Poster* and ask students what they notice about this section. (They will notice there are hardly any roads, much more open space, and fewer buildings.) Explain how this is the rural area also known as *the country*. Tell students that this is where farmland, orchards, parks, and other open spaces are located, and that as we get farther away from urban areas, the number of buildings lessens.

Rural, Suburban, Urban Bird's-Eye View Reproducible

Copy and distribute the *Rural, Suburban, Urban Bird's-Eye View Reproducible*. After you have reviewed the *Poster* with students, have them draw their own bird's-eye view maps of the rural, suburban, and urban areas. Or, have students make a picture collage of items they might see in each area by cutting out pictures from magazines or Web sites and gluing them onto the reproducible in the appropriate places. Then arrange students' work around the *Poster* to create a bulletin board display.

Rural, Suburban, Urban Window View Reproducible

Copy and distribute the *Rural, Suburban, Urban Window View Reproducible* to encourage students to show what they might see in each of these areas: Instruct students to draw pictures of items they might see if they looked out of a window in a rural, suburban and urban community. Have students share their drawings with the class. Then arrange students' work around the *Poster* to create a bulletin board display underneath the heading of *Windows in the Community*.

Build It! Reproducible

Have students collect recycling materials, such as cereal boxes, paper towel rolls, and tissue boxes, for building their three-dimensional models or dioramas. Copy and distribute the *Build It! Reproducible* and tell students to use it to help them design a mini model of an urban, suburban, or rural area.

Same versus Different

While looking at the *Poster*, encourage students to brainstorm ways that rural, suburban, and urban areas are the same and how they are different. Use a Venn diagram or T-chart to list the answers.

Name: _____

Date: _____

Bird's-Eye View Activity

Directions: Draw items that can be seen from a bird's-eye view of a rural, suburban, and urban area.

Include: ___ roads

 ___ trees

 ___ buildings



Rural

Suburban

Urban

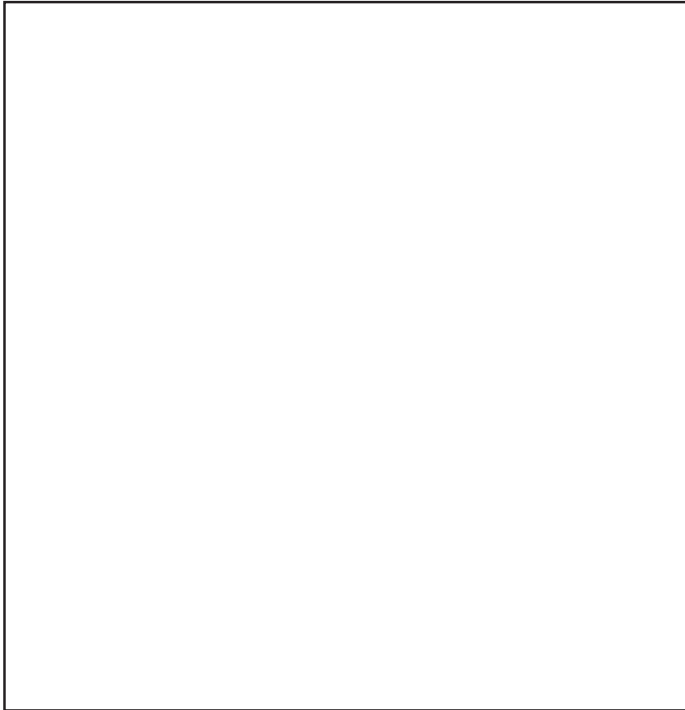
Name: _____

Date: _____

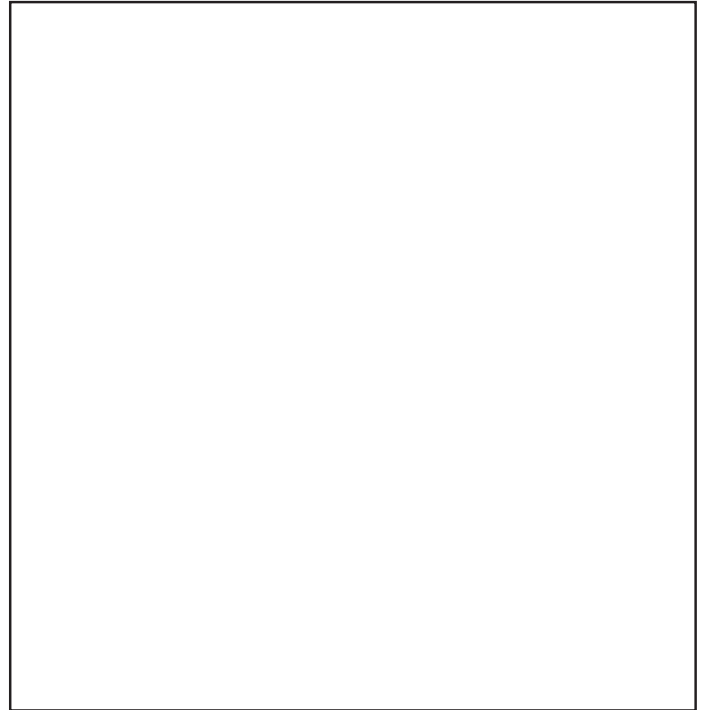
Window View Activity

Directions: Draw a picture of things you might see if you looked out a window in each of these communities.

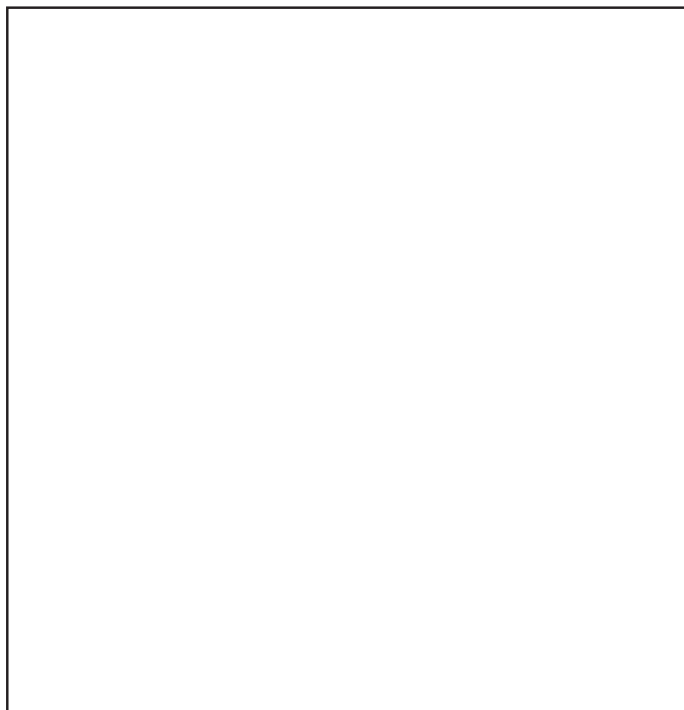
Draw a view from a **RURAL** window.



Draw a view from a **SUBURBAN** window.



Draw a view from an **URBAN** window.



Name: _____

Date: _____



Build It!



Directions: Use items, such as empty cereal boxes, paper towel rolls, and cartons, to create a shoe-box diorama or a larger three-dimensional model of a rural, suburban, or urban area.

My model shows a(n) _____ community.

Check the items you will include in your model.

- | | | |
|---|--|---------------------------------|
| <input type="checkbox"/> trees | <input type="checkbox"/> houses | <input type="checkbox"/> barn |
| <input type="checkbox"/> skyscraper | <input type="checkbox"/> farm | <input type="checkbox"/> office |
| <input type="checkbox"/> stadium | <input type="checkbox"/> museum | <input type="checkbox"/> roads |
| <input type="checkbox"/> baseball field | <input type="checkbox"/> pond/lake | <input type="checkbox"/> park |
| <input type="checkbox"/> factory | <input type="checkbox"/> train station | <input type="checkbox"/> silo |
| <input type="checkbox"/> other _____ | | |
| <input type="checkbox"/> other _____ | | |
| <input type="checkbox"/> other _____ | | |

Draw a quick sketch of how you want your model to look.

