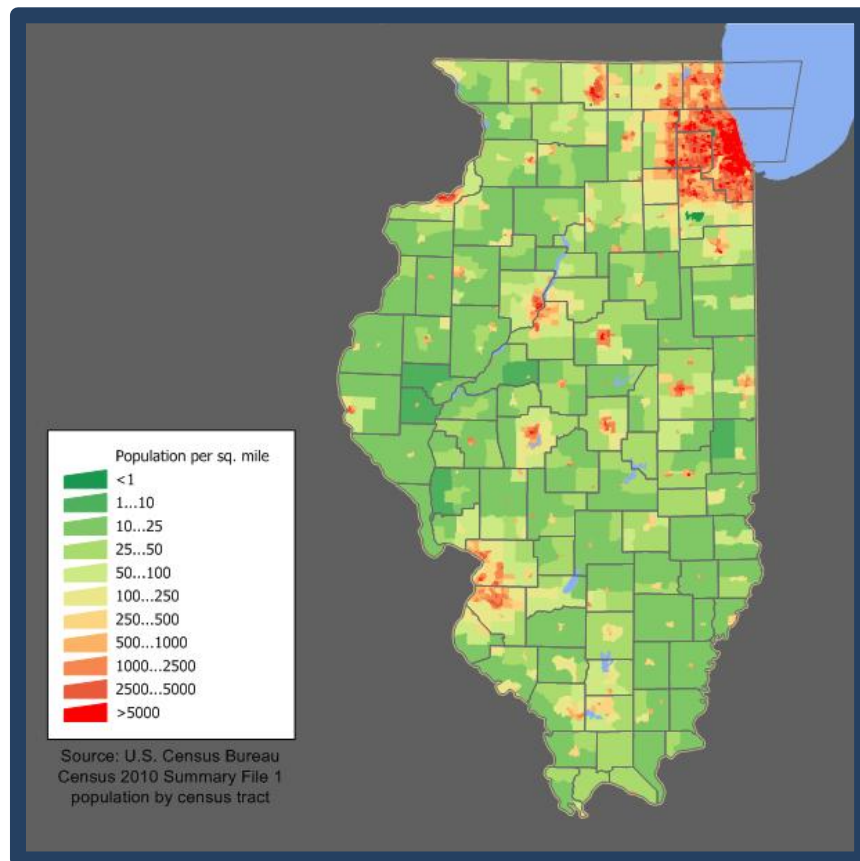




## 2nd Grade Urban, Suburban, and Rural Inquiry

# How Would Our Lives Be Different If We Lived in a Different Kind of Community?



Public domain. Illinois State population density map, US Census Bureau, 2010.

### Supporting Questions

1. What makes a community urban, suburban, or rural?
2. How are communities different and alike?
3. What are the advantages and disadvantages of living in urban, suburban, or rural communities?



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### How Would Our Lives Be Different If We Lived in a Different Kind of Community?

<b>Illinois State Social Studies Framework Key Idea &amp; Practices</b>	<p><b>2.1:</b> A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish different types of communities.</p> <p> <b>Gathering, Interpreting, and Using Evidence</b> <b>Comparison and Contextualization</b> </p> <p> <b>Geographic Reasoning</b> <b>Civic Participation</b> </p>
<b>Staging the Question</b>	Create individual or class brainstorm lists of how students' lives might be different if they lived in a different place.

Supporting Question 1	Supporting Question 2	Supporting Question 3
Understand	Understand	Assess
What makes a community urban, suburban, or rural?	How are communities different and alike?	What are the advantages and disadvantages of living in urban, suburban, or rural communities?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a class chart to compare and contrast characteristics of communities.	Write a paragraph describing three characteristics of the local community that are similar or different from the comparison community.	Create a class T-chart listing the advantages and disadvantages of each type of community.
Featured Sources	Featured Sources	Featured Sources
<p><b>Source A:</b> Illinois State population map</p> <p><b>Source B:</b> Image bank: Urban, suburban, and rural communities</p>	<p><b>Source A:</b> Teacher-gathered images of the students' community and other communities</p>	<p><b>Source A:</b> Image bank: Daily life in urban, suburban, and rural communities</p>

<b>Summative Performance Task</b>	<b>ARGUMENT</b> How would our lives be different if we lived in a different kind of community? Construct an argument that addresses the question of how peoples' lives are affected by where they live.
<b>Taking Informed Action</b>	<b>ACT</b> Select a different kind of location in Illinois State and create a pen pal experience (see, for example, <a href="https://penpalschools.com/">https://penpalschools.com/</a> ) whereby students can compare and contrast aspects of their communities.



## Overview

### Inquiry Description

This inquiry leads students through an investigation of their communities as a way to deepen their understandings of the importance of place in general and the similarities and differences between different kinds of communities in particular. By investigating the compelling question “How would our lives be different if we lived in a different kind of community?” students learn that locations offer a range of experiences for the people who live there and that there are advantages and disadvantages of living in each kind of community. The distinctions among urban, suburban, and rural communities, however, are not hard and fast: Although population density, buildings, and green space typically vary across these kinds of communities, it is better to look at a collection of characteristics rather than a single factor when determining how a location might be characterized.

As an example of an inquiry in which the Taking Informed Action component is embedded, students complete the *understand* and *assess* elements through Supporting Questions 1 and 2, and can do the *act* activity in addition to or in place of the Summative Performance Task.

In addition to the Key Idea expressed earlier, this inquiry covers the following Conceptual Understandings:

- (2.1a) An urban community, or city, is characterized by dense population and land primarily occupied by buildings and structures used for residential and business purposes.
- (2.1b) Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.
- (2.1c) Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.
- (2.1d) Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity.

NOTE: This inquiry is expected to take four to five 30-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Teachers are encouraged to adapt the inquiries to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

### Structure of the Inquiry

In addressing the compelling question “How would our lives be different if we lived in a different kind of community?” students work through a series of supporting questions, formative performance tasks, and sources in order to construct an argument with evidence from a variety of sources.



## Staging the Compelling Question

In staging the compelling question “How would our lives be different if we lived in a different kind of community?” teachers should ask pairs of students to brainstorm lists of the ways in which their lives might be different if they lived in a different place. To give context to the activity, teachers should select a single location as the basis for the brainstorm, perhaps one that students have read or talked about in a previous lesson.

## Supporting Question 1

For the first supporting question—“What makes a community urban, suburban, or rural?”—students begin building their understandings of community by examining the location and characteristics of each type of community in order to make generalizations about the relationships between people and their environments. The formative performance task for this supporting question asks students to create a class chart on which they compare and contrast community characteristics (e.g., population size, characteristics of buildings, and amount of green space). Featured Source A is a population density map of Illinois State from the US Census Bureau that shows concentrations of people across the state. Featured Source B offers a range of images from Illinois communities reflecting typical urban, suburban, and rural sites.

## Supporting Question 2

The second supporting question—“How are communities different and alike?”—helps students expand their understandings of the similarities and differences across urban, suburban, and rural locations. After reviewing the teacher-gathered images of the local community and other communities (Featured Source A), students write a paragraph in which they describe three characteristics of their communities that are similar to or different from the comparison community.

## Supporting Question 3

In answering the third supporting question—“What are the advantages and disadvantages of living in each community?”—students draw on the class chart created in the first formative performance task to predict what a day would be like for someone living in an urban, suburban, or rural community and what benefits and challenges might ensue. In this case, the formative performance task asks students, in small groups assigned to one of the three types of communities, to complete a T-chart listing the associated advantages and disadvantages. Groups can then be reassembled in jigsaw fashion for students to share their findings. The featured source is an image bank of various activities (e.g., parades), community features (e.g., bike paths), and working situations (e.g., window washer and farmer). Most of the images should offer relatively little debate about the location represented, but



some of the working images may, and teachers should encourage students to think about how some professions may be needed in all types of communities, whether urban, suburban, or rural.

## Summative Performance Task

At this point in their inquiry, students have developed understandings about different types of communities and the similarities and differences among them. This work enables students to consider place and human interaction with the environment, to compare and contrast community characteristics, and to explore the advantages and disadvantages of living in various types of communities. Students are expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their ideas. In this task, students construct an evidence-based argument responding to the prompt “How would our lives be different if we lived in a different kind of community?”

Students’ arguments likely will vary, but could include any of the following:

- Our lives would be different because in our rural town we can get our vegetables right from the farmer near our school, but if we lived in a city, we would probably have to take a field trip to visit a real farmer.
- Our lives would be different because in our suburb we have a huge playground and area outside for playing football, but in a city, our school might not have a playground at all, so we’d have to go to a park to play football.
- Our lives would be different because in our city we can walk to the museum for a field trip, but in a small town we might not be able to go on as many field trips because it would cost too much money to pay for buses.
- Our lives would be different because in our rural area we have lots of space to grow things and hike nearby, but if we lived in a city, we would probably live in a tall building and would have to go to a park to play outside.

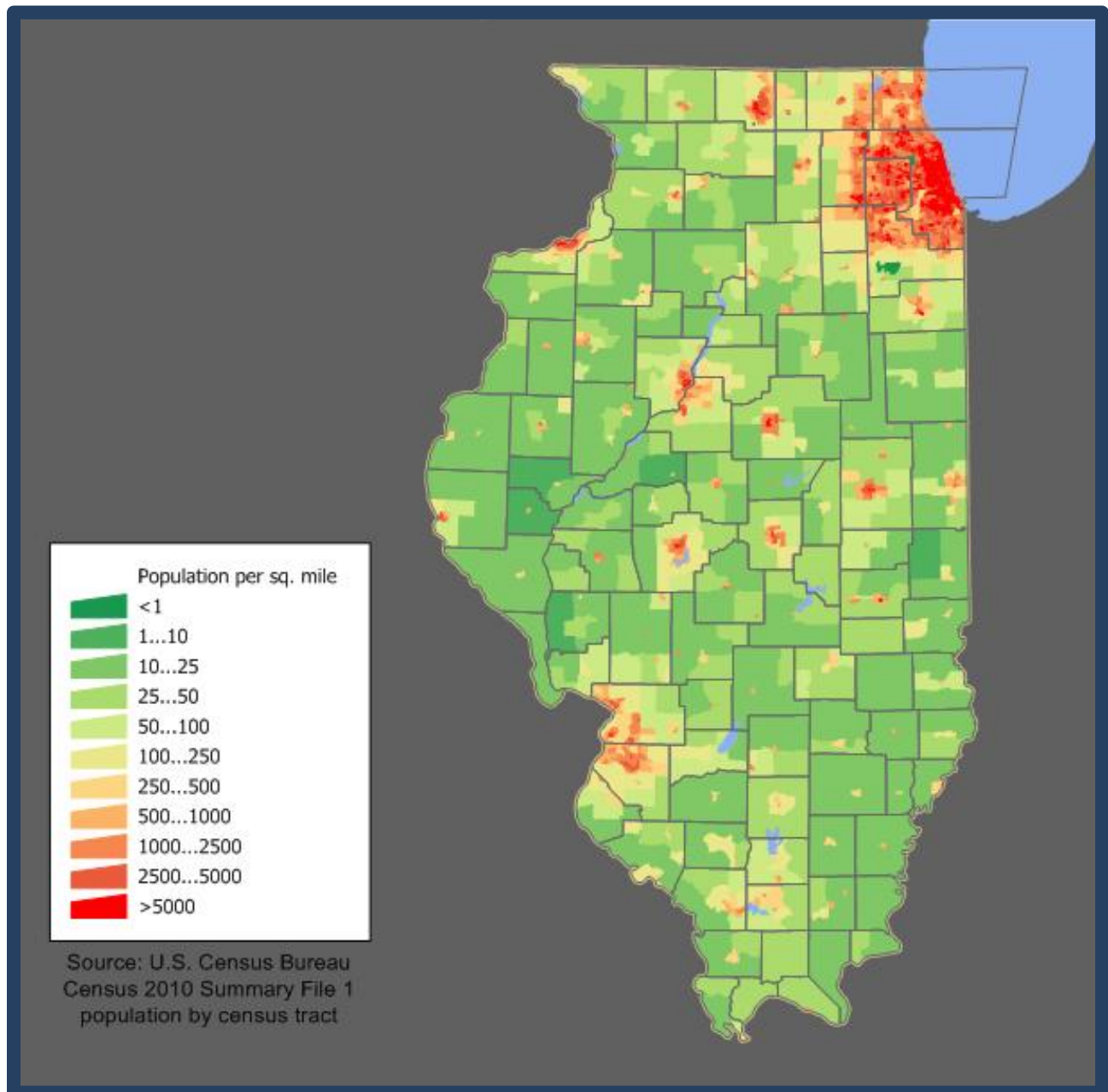
Students have the opportunity to Take Informed Action by selecting a different kind of location in Illinois State and creating a pen pal experience (see, for example, <https://penpalschools.com/>) whereby students can compare and contrast aspects of their communities.



## Supporting Question 1

Featured Source

Source A: US Census Bureau, Illinois State population map, 2010



Public domain. Illinois State population density map, US Census Bureau, 2010.





## Supporting Question 1

**Featured Source**

**Source B:** Image bank: Urban, suburban, and rural communities

### Images 1–3: Urban communities



Image 1: Urban landscape.



Image 2: Urban park.

© istock / © mjbs.



Image 3: Urban housing.

© istock / © Toni Scott.







## Images 4–6: Suburban communities



Image 4: Suburban street.

© istock / © PapaBear.



Image 5: Suburban park.

© istock / © PattieS.



Image 6: Suburban housing.

© istock / © karamysh.





## Images 7–9: Rural communities



Image 7: Rural landscape.

© istock / © genekrebs.



Image 8: Rural park.

© istock / © kapulya.





Image 9: Rural housing.

© istock / @gnagel.



## Supporting Question 2

### Featured Source

**Source A:** Teacher-gathered images of the students' community and other communities

Teachers gather images of a range of communities both near and far that demonstrate similarities and differences to the local community.



## Supporting Question 3

### Featured Source

Source A: Image bank: Daily life in urban, suburban, and rural communities

### Images 1–3: Parades in urban, suburban, and rural communities



Image 1: Urban parade.

© istock / © r\_drewek.





Image 2: Suburban parade.

© istock / © ffranny.



Image 3: Rural parade.

© istock / © photosbyjim.





## Images 4–6: Bike paths in urban, suburban, and rural communities



Image 4: Urban bike path.

© istock / © william87.



Image 5: Suburban bike path.

© istock / © Skabarcet.



Image 6: Rural bike path.

© istock / © PongsakornJun.





## Images 7–13: Workers in urban, suburban, and rural communities



Image 7: Urban window washers.  
© istock / © Zibedik.



Image 8: Urban street vendor.

© istock / © elissa1000.



Image 10: Suburban snowplow driver.

© istock / © kevinmwalsh.





Image 11: Suburban crossing guard.  
© istock / © Steve Debenport.



Image 12: Rural farmer.  
© istock / © zorandimzr.