

# Teacher Package

## Social Studies Exemplar Task Grade 3 – Canada and World Connections

### Teacher Package

**Title:** Urban and Rural Communities

**Time requirement:** 170 minutes (four class periods)

- 20 minutes to explore the features of urban and rural communities shown on maps
- 30 minutes to create a Venn diagram comparing an urban and a rural community
- 60 minutes to complete the community comparison chart
- 60 minutes to produce pictures of urban and rural communities in a pictorial diagram

#### Description of the Task

This task requires each student to complete a chart to compare the characteristics of the local community with those of a different community. Students will then use their charts, combined with pictures, to describe the local community to pen pals and their families who are thinking of moving to Ontario. In their charts and pictures, students will also outline the similarities and differences between an urban and a rural community in Ontario.

#### Student Scenario

The following scenario should be presented to students:

The students in your class have pen pals in another country. Some of the pen pals and their families are going to be moving to Ontario. You have been asked to share some information about this province. You will show what it's like living in both urban and rural communities in Ontario by creating a chart and a pictorial diagram that show the similarities and differences between urban and rural communities.

1

### Expectations Related to the Exemplar Task

Note that the codes that follow each of these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

#### Students will:

1. identify distinguishing features of urban and rural communities (3z31);
2. demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of urban (industrial, residential, commercial) communities (3z34);
3. demonstrate an understanding of the characteristics (e.g. with respect to land use, transportation, physical features, population, buildings) of rural (fishing, farming, forestry, mining) communities (3z35);
4. use appropriate vocabulary (e.g., *urban, rural, city, town, village, environment, scale, north, south, east, west*) to describe their inquiries and observations (3z38);
5. sort and classify information about communities to identify issues, solve problems, and make decisions (3z41);
6. construct and read graphs, charts, diagrams, maps, and models for specific purposes (e.g., to describe a community and its environment) (3z42);
7. communicate information (e.g., concerning the comparison of urban and rural communities), using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs (3z43);
8. compare the characteristics of their community to those of a different community (e.g., with respect to density, services, recreation) (3z49).

### Teacher Instructions

#### Prior Knowledge and Skills Required

To complete these tasks, students should have some knowledge or skills related to the following:

- the concept of community
- examples of a variety of urban communities (e.g., industrial, residential, and commercial communities and communities of different sizes) and a variety of rural communities (e.g., fishing, mining, forestry, and farming communities and communities of different sizes)
- sorting and classifying information
- completing charts independently
- using visual organizers (e.g., Venn diagrams)

2

**Accommodations**

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

**Materials and Resources Required**

Before attempting the task, students should be provided with the following materials:

- a variety of pictures illustrating urban and rural scenes
- materials for making a Venn diagram – chalk and chalkboard or chart paper and markers
- 11" x 17" drawing paper for each student
- crayons, pencil crayons, pencils, erasers
- a variety of maps, pictures, diagrams, and photographs that show a range of features of different types of urban and rural communities
- a copy of the Student Package for each student

**The Rubric**

The rubric\* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the elements of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You might reproduce the rubric for students or create an overhead transparency to use with the whole class.

**Task Instructions**

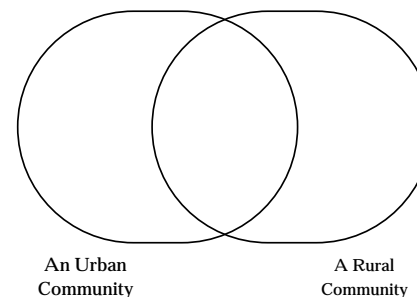
The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task and to model strategies useful in completing the task.

**Introductory Activities****Pre-task 1: Features of Urban and Rural Communities (20 minutes)**

1. Provide students with a variety of maps, pictures, diagrams, and photographs that show features (e.g., land use, transportation, physical features, population, buildings) of different types of urban and rural communities.
2. Ask students to identify as many features as they can.
3. Record their ideas on the chalkboard or on chart paper.
4. Ask students to identify other features of urban and rural communities from unit discussions and activities and add these to the list.

**Pre-task 2: Comparing Urban and Rural Communities (30 minutes)**

1. Select an urban community and one type of rural community (e.g., mining, fishing, farming, forestry) to be compared.
2. Create a large Venn diagram on the chalkboard or on chart paper with the headings "An Urban Community" and "A Rural Community".



3. Ask students to review the items on the list developed previously and indicate where each should be placed on the Venn diagram. Record the items in the appropriate place on the Venn diagram, reminding students that the centre section of the Venn diagram should be used to record features found in both the urban and rural communities. Encourage them to add other ideas of their own.
4. Have students examine the Venn diagram and decide whether their community is best represented by the urban or rural side of the diagram.
5. Students should be given the opportunity to share their decisions and explain why they made those decisions with reference to the features of the communities.
6. Ensure that the Venn diagram is available to students when they are doing the exemplar task.

\*The rubric is reproduced on page 70 of this document.

Community Comparison Chart – Similarities and Differences

Characteristics of Urban and Rural	My _____ community (urban or rural)	A different community, which is a _____ community
Transportation		
Buildings		

Exemplar Task

The community comparison chart and the pictorial diagram are both to be submitted for marking.

**Part 1: Community Comparison (60 minutes)**

1. Read the student scenario to the class and post it for future reference.
2. Tell students that they will be comparing and contrasting the characteristics of their community with those of a different community (urban versus rural).
3. Briefly review the discussion from pre-task 2 when students determined if their community is predominantly urban or rural.
4. Provide each student with a copy of the community comparison chart (see the Appendix). The first two categories are “Transportation” and “Buildings”. Students are to choose the next three comparison categories on their own.
5. As a class, complete the comparison for the first category (transportation) to model the completion of the chart for students (e.g., using point form, short phrases, pictures).
6. Have students individually complete the remainder of the chart comparing and contrasting their community with a different community (urban versus rural).

**Part 2: Picture Comparison (60 minutes)**

1. Explain to students that they will be making a pictorial diagram by designing and labelling two pictures to compare rural and urban communities in Ontario, showing at least three characteristics for each type of community.
2. Review with students what an effective pictorial diagram for this purpose would look like (e.g., it would include a large title or heading; would have simple, clear pictures or diagrams and clear labels/wording; and would be attractive and eye-catching). Have several examples of pictures that give a message (e.g., on posters, advertisements) available for analysis.
3. Provide students with 11” x 17” drawing paper and ask them to divide the page in half vertically, horizontally, or diagonally. One half is to be used for a picture of the characteristics of a rural community and the other for a picture of the characteristics of an urban community.