Welcome to Social Studies Alive! My Community. This document contains everything you need to teach the sample lesson “How Are Communities Different?” We invite you to use this sample lesson today to discover how the TCI Approach can make social studies come alive for your students.

Sample Lesson

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www.teachtci.com/socialstudiesalive-mc

1. Watch a lesson demonstration
2. Learn about strategies behind the program
3. Discover the new and improved Teacher Subscription and Student Subscription
You have in your hands a sample of *Social Studies Alive! My Community* from TCI. This sample lesson is intended to give you the opportunity both to review our program and to try it out in your own classroom so you can join the growing body of elementary teachers who are turning to *Social Studies Alive!* to reinvigorate their social studies and language arts programs.

As a high school teacher who teaches only one subject, I am in awe of elementary teachers. You not only teach all subjects—math, language arts, science, and social studies—you juggle a myriad of other teaching and non-teaching responsibilities as well. That’s why we created *Social Studies Alive! My Community*—to make it easier for you to integrate language arts skills and social studies skills, to create active lessons to keep kids engaged, and to provide meaningful content to inspire young learners to care about the world around them.

I’m confident you and your students will enjoy this sample lesson. I look forward to welcoming you to the TCI community of inspired, active social studies teachers!

Best,

*Bert Bower, TCI Founder and CEO*
How can we help our students to understand their world? How do we prepare them to participate in it effectively? To these core social studies goals, TCI adds another: How do we get students excited about this learning? Social Studies Alive! My Community delivers on all three goals. Interactive classroom experiences, coupled with fascinating reading, engage all learners in today’s diverse classroom.

TCI recognizes the challenge to teachers of fitting social studies into a school day that must concentrate so heavily on the three R’s. To meet this challenge, TCI has created a social studies program that serves double duty: reinforcing reading and language arts skills at the same time that students learn social studies.

*Studies Alive! My Community* was created by teachers, for teachers. The program is flexible and easy to use, providing a variety of ways to meet student needs. Teachers can

• Cover state standards in history, geography, economics, and government.
• Motivate student reading with the Reading Further feature in each chapter—a high-interest case study that drills down into interesting events, concepts, and people discussed in the chapter.
• Support language arts instruction in the social studies curriculum with vocabulary development, reading strategies, a variety of writing activities, and numerous opportunities to develop speaking and listening skills.
• Measure student mastery with rigorous assessments that cover comprehension, skills, and critical thinking.
• Modify instruction for English language learners, learners with special education needs, and enrichment.
• Extend learning with recommended additional reading opportunities and TCI’s online Enrichment Resources, including a Biography Bank and Enrichment Readings.

*Studies Alive! My Community* will help you ignite your students’ passion for learning social studies and your passion for teaching it!
Program Contents

In *Social Studies Alive! My Community*, an Essential Question organizes each lesson and its corresponding activity. By reading the Student Edition and participating in the classroom activity, students gain a deeper understanding of the content.

1  What Is a Community?

2  How Are Communities Different?

3  How Do We Use Maps?

4  What Is Geography?

5  How Do People Use Our Environment?

6  How Are Goods Made and Brought to Us?

7  Who Provides Services in a Community?

8  How Can I Be a Good Shopper?

9  How Do Communities Change?

10  How Did One Community Change?

11  How Can One Person Make a Difference in a Community?

12  How Do Leaders Help Their Communities?

13  What Does a Good Citizen Do?

14  What Do Communities Share?

Sample Lesson:
2  How Are Communities Different?

Test-drive with a 30 Day Trial

With the Teacher Subscription, teachers can get an entire class interacting with one computer, an internet connection and a projector. Students thrive on the immediate feedback they get using the Student Subscription’s Reading Challenges.

www.teachtc.com/trial
How Are Communities Different?

Communities come in different sizes. In this chapter, you will learn about three kinds of communities. They are called urban, rural, and suburban.
2.1 Cities Are Urban Communities

Cities have lots of buildings and people. People often walk from place to place in a city. Sometimes they take a bus or a taxi. Many people ride trains from one part of a city to another. Some people drive cars.

Many people live in apartments in cities. One apartment building might have 50 or more homes. Have you ever been to a city?
2.2 Living in Urban Communities

Cities are exciting. There are many stores and restaurants in a city. There are parks, playgrounds, and museums.


There are crowds in a city. There are lots of people on the sidewalks. Stores and restaurants are busy places, too. What do you like about cities?
2.3 Small Towns Are Rural Communities

Small towns are in the countryside. They are far from cities.

Small towns have fewer people than cities. Many people know their neighbors well in a small town.

Small towns might have just one store. There may be a post office, a bank, and a school. Do you live in a small town?
2.4 Living in Rural Communities

Many people live and work on farms in rural communities. They drive to the store and the post office. Students ride a bus to school.

There are different ways to have fun in a small town. In a city, you might visit a big aquarium. In a small town, you might go fishing. What things would you like to do in a small town?
2.5 Communities Outside Cities
Are Suburbs

Suburbs are smaller communities just outside of cities. Many people live in suburbs. Suburbs have many kinds of homes. They have schools, fire stations, police stations, and hospitals.

Suburbs have stores and gas stations. They have parks and other places to play. Do you live in a suburb?
2.6 Living in Suburban Communities

Many families live in suburbs. Some people live in houses. Some people live in apartments. Lots of homes have yards.

Most people drive cars in a suburb. People drive to work. They drive to shopping malls. There are lots of parking lots in suburbs. What else might you see in a suburb?

Summary

Urban communities are cities with many people. Rural communities are small towns far from cities. Suburban communities lie just outside of cities.
Instant Suburbs

About 60 years ago, Bill Levitt had an idea. He wanted to build homes for young families. Thousands of homes! How did his new idea help form suburbs around the country?

Up and down the street, workers were building new houses. They worked very quickly. They could finish about thirty houses in a day. All the houses looked almost the same.

The town was called Levittown, Pennsylvania. Hal and Sylvia Lefcourt bought one of the new houses. Sylvia was so happy she cried. Hal said he always dreamed of owning a house.

This suburb used to be farmland.
What was so special about Levittown?

During the 1940s, there was a world war. When it ended, millions of U.S. soldiers came home. They had young families. They needed houses to live in.

Bill Levitt and his family had farmland near New York City. They planned a suburb there. They built new houses faster than anyone had before. Then they sold the houses at a low price. They called the community Levittown.

The new suburb was very popular. The Levitts built two more Levittowns. One suburb was in Pennsylvania. The other suburb was in New Jersey.
Levittowns were built near highways. People could drive easily to work in nearby cities.

The houses were small and modern. Everything was new. Some homes came with a recent invention—a TV!

The houses had huge windows in the living room. These big windows were called “picture windows.” Parents could watch their children playing outside.

There were lots of children, too. They played in the backyards. Because no fences were allowed in Levittowns, children ran from yard to yard.

Levittown houses looked almost alike.
The Levitts also built playgrounds, stores, and community centers. They built whole towns from start to finish.

Some people did not like the Levittowns. They said everything looked the same. They did not like the rules the Levitts made. Some rules said what you could do and not do to the houses. Other rules said who could buy houses and who could not.

Still, the “instant suburbs” were popular. Other builders copied the Levitts’ ideas in new suburbs across the country. Later, people made changes to the Levitt houses, but the suburbs still exist today.
How Are Communities Different?

Overview
Students learn about three types of communities. In a Preview activity, students explore different kinds of communities. In a Visual Discovery activity, they learn about the features, advantages, and disadvantages of urban, rural, and suburban communities. In Reading Further, students learn how Levittowns were built and create a collage of images from different communities. Finally, in a Processing activity, students make a bar graph showing their preferences for each of the three types of communities.

Objectives
Social Studies
- Identify the features of urban, rural, and suburban communities.
- Compare and contrast features of different types of communities.
- Determine the relative location and population densities of urban, rural, and suburban communities.
- Identify advantages and disadvantages of different types of communities.
- Analyze survey results by creating bar graphs.

Language Arts
- Role-play an urban scene. (listening and speaking)
- Express opinions about different types of communities. (listening and speaking)

Social Studies Vocabulary
urban, rural, suburban, suburb

Materials
Social Studies Alive!
My Community Big Book and Student Editions
Transparencies 2A–2E
Placards 2A–2F
Interactive Student Notebooks
Lesson Masters
- Student Handouts 2A and 2B
- 8 1/2” x 2” paper strips
- old magazines and newspapers

Time Estimates
Preview: 20 min.
Visual Discovery: 4 sessions (varying lengths)
Reading Further: 25 min.
Processing: 30 min.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggested Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preview</strong></td>
<td>20 minutes</td>
<td>• <em>Social Studies Alive! My Community</em>, Big Book, Chapter 2 introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transparency 2A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Placards 2A–2F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interactive Student Notebooks</td>
</tr>
<tr>
<td><strong>Visual Discovery</strong></td>
<td></td>
<td><strong>Phase 1</strong></td>
</tr>
<tr>
<td></td>
<td>30 minutes</td>
<td>• Identifying features of urban communities (Steps 1–3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Phase 2</strong></td>
</tr>
<tr>
<td></td>
<td>25 minutes</td>
<td>• Comparing and contrasting urban and rural communities and identifying features of rural communities (Steps 4–6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Phase 3</strong></td>
</tr>
<tr>
<td></td>
<td>15 minutes</td>
<td>• Identifying features of suburban communities (Steps 7 and 8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Phase 4</strong></td>
</tr>
<tr>
<td></td>
<td>20 minutes</td>
<td>• Comparing and contrasting three types of communities (Steps 9–11)</td>
</tr>
<tr>
<td><strong>Reading Further</strong></td>
<td>25 minutes</td>
<td>• <em>Social Studies Alive! My Community</em> Big Book and Student Editions, Chapter 2 Reading Further</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Transparency 2E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interactive Student Notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Handouts 2A and 2B (cut apart, 1 word per student)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• paper strips, approximately 8 1/2” x 2” (folded in thirds; 1 per student)</td>
</tr>
<tr>
<td><strong>Processing</strong></td>
<td>30 minutes</td>
<td>• Placards 2B, 2D, and 2F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interactive Student Notebook</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>20 minutes</td>
<td>• Chapter 2 Assessment</td>
</tr>
</tbody>
</table>
Preview

1 **Connecting to Prior Knowledge:** Display pictures of the three types of communities.
   - Randomly arrange Placard 2A: Community 1 through Placard 2F: Community 6 on the chalkboard tray or in a pocket chart.
   - Ask students to decide which two communities are most like each other. Place these placards side by side, and have students match the next two sets.
   - Invite students to compare and contrast the three sets of pictures. Encourage them to point out community features that are the same or different.
   - Tell students that, in this lesson, they will learn about the three types of communities they just saw.

2 **Developing Vocabulary:** Introduce the key social studies terms—urban, rural, suburban, and suburb.
   - Discuss each term before beginning the activity, using methods described in *Solutions for Effective Instruction*.
   - Review each term again with students as they appear in the activity reading and encourage them to use them in their own writing.

3 **Building Background Knowledge:** Help students identify the features of urban, rural, and suburban communities.
   - Use the opening illustration on *Social Studies Alive! My Community* Big Book pages 12 and 13 or project Transparency 2A: How Are Communities Different? to introduce the new ideas: urban, rural, and suburban.
   - Talk about the way these communities form a “bulls-eye” pattern, with an urban center circled by suburbs that are surrounded by rural areas. Use an erasable marker to show the bulls-eye pattern on the transparency.
   - Have students identify features in the illustration that distinguish each type of community.
   - Have students complete Preview 2 in their Interactive Student Notebooks. Explain that they should label the urban, suburban, and rural drawings on the page.

Visual Discovery

Phase 1: Urban Communities

1 **Help students identify features of urban communities.**
   - Project Transparency 2B: An Urban Community. Ask: What do you see? What kinds of buildings are in the city? What do people do in these buildings? Where do you think these people are going? How do people move from one place to another in the city?
   - Explain that this type of community is called an urban community. Then read aloud the opening text and Sections 2.1 and 2.2 in the *Social Studies Alive! My Community* Big Book. Have students follow along in their Student Editions.
• With Section 2.1, discuss what is found in an urban community.
• With Section 2.2, discuss the advantages and disadvantages of living in this type of community.

2 Help students prepare to act out life in an urban community.
• Tell students they will act out life in an urban community.
• Prepare a three-column chart with these headings: Places to Work in an Urban Community, Places to Live and Stay in an Urban Community, and Places for Fun in an Urban Community.
• Brainstorm with the class ideas for these three categories and record their ideas on the chart.
• Distribute one strip of paper, folded into thirds, to each student. Have each student draw three pictures showing a place to work, a place to live or stay, and a place to have fun in a city. The pictures will help them remember things they want to say during the act-it-out.
• Before students begin drawing each picture, prompt them with questions.
  • For Picture 1, ask: If you are going to work, what do you do? Where do you work? What tools do you need to do your job?
  • For Picture 2, ask: If you are living or staying in the city, what does your building look like? What do you do there? What do you see from your building?
  • For Picture 3, ask: If you are having fun in a city, where might you be? What does this place look like? What will you do there?
• Encourage students to include as many details in their drawings as time allows.

3 Have students perform an act-it-out in groups of five.
• Project Transparency 2B. Ask five students to stand in front of the transparency and act as though they are some of the people in the crosswalk.
• Interview the students about life in the city. Tell them they may use their pictures to help them answer the questions. Repeat with other groups of five students until all students have acted in the scene.

Phase 2: Urban and Rural Communities

4 Help students compare urban and rural communities.
• Project Transparency 2C: Urban and Rural Communities. Ask: What do you see here? What kind of community is the one pictured on top? (urban) How are the buildings different in each community? Which community is less crowded? Which has more traffic? Which has more land? Which has farms? Which has fewer stores? Where would you see more animals?
• Encourage students to explain their answers.

5 Help students learn the features of rural communities.
• Read aloud Sections 2.3 and 2.4 from the Big Book. Have students follow along in their Student Editions.
• With Section 2.3, discuss what is found in rural communities.
• With Section 2.4, discuss the advantages and disadvantages of living in a rural community.

6  **Have students categorize features of urban and rural communities.**

• Give each student one word cut from “Urban Features” or “Rural Features” on Student Handout 2A: Features of Urban and Rural Communities and a sheet of drawing paper.
• Have students draw their items and tape or paste the words at the bottom of their drawings.
• Tape Placard 2A at the front of the room and Placard 2E at the back of the room.
• When all students have completed their drawings, ask them to stand next to the placard that shows the community in which their item would be found.
• Have each student show his or her drawing and explain why the item is found in an urban or rural community.

7  **Introduce students to the concept of suburban communities by exploring the reasons why suburbs developed.**

• Draw an 8-inch-diameter circle on the board. Give each student a sticky note. Have students draw “self-portraits” on the sticky notes. Explain that the circle on the board represents a city. Have students place their pictures inside the city. (**Note:** Since the circle is too small for all the pictures, expect some students to place their pictures outside the circle or on top of other pictures. Allow this.)
• Ask these questions: *Are all the pictures inside the circle? Why did some people place their pictures outside the circle?* Point out that urban communities have many people, like the city represented by the circle on the board. Sometimes cities can feel crowded. (If some students placed their pictures on top of others, use this as a metaphor to discuss the need for skyscrapers in a city.)
• Use this opportunity to segue into a discussion about suburbs. Explain that some people live in communities that are close to the city but are less crowded. These communities are called suburban communities, or suburbs. Suburbs develop because many people work in cities, but want to live in a less crowded place.

**Phase 3: Suburban Communities**

8  **Help students identify the features of suburban communities.**

• Project Transparency 2D: A Suburban Community. Ask: *What are the houses like in a suburban community? What are the stores like? What are the schools like? How are the houses, stores, and schools different from those in an urban or a rural community?*
• Read aloud Sections 2.5 and 2.6 and the Summary in the Big Book as students follow along in their Student Editions.
• With Section 2.5, discuss what is found in suburban communities.
• With Section 2.6, discuss the advantages and disadvantages of living in a suburban community.

Phase 4: Comparing and Contrasting Types of Communities
9 Help students compare and contrast urban, rural, and suburban communities by arranging them around the classroom to show the relative locations and population densities of the three types of communities.
• Use tape to mark off a 6-foot square in the center of the classroom. Floor.
• Cut words from Student Handout 2B: Features of Three Communities.
• Distribute one word to each student as follows: give 14 students words that name urban features, 10 students words that name suburban features, and 4 students words that name rural features. (Note: If you have more than or fewer than 28 students in your class, distribute the words in a similar ratio.)
• Have the students representing rural communities stand in the four corners of the room. Have the students representing suburban communities stand, evenly spaced, around the perimeter of the 6-foot square. Have the students representing urban communities stand in the square. Point out that students have formed urban, suburban, and rural “communities.”
• Ask: Which community is most crowded? Which is least crowded? Where is the suburban community located? How did you feel when you were in your community? Why would people like to live in each of these communities?

10 For review, project Transparency 2A again. Have students identify the three types of communities pictured in the illustration.

11 Instruct students to complete Reading Notes 2 in their Interactive Student Notebooks.

Reading Further: Instant Suburbs
1 Project Transparency 2E: A Community in Photographs. Ask students to describe what they see in the photographs. Write their responses on the board.
• Prompt students to determine what type of community is shown in the photographs. Encourage them to explain their answers using what they learned about urban, rural, and suburban communities.
• If students do not decide that the photographs show suburban communities, give them clues to lead them to that answer. For example, you might point out how the photographs show many small houses that look similar, with small yards around them.
• Tell students they will read about how some suburbs were planned and built.
2 Read aloud Reading Further 2 from the Big Book. Have students follow along in their Student Editions.

3 After reading, discuss reasons why the Levitt family built the suburbs.
   • Explain that many soldiers returning from war needed homes for their families. The cities were crowded. Few new homes were being built because the war had caused a shortage of construction supplies. The Levitts had the idea to build small, inexpensive homes on farmland outside of New York City.
   • Remind students that after they built Levittown, New York, the Levitts built suburbs in Pennsylvania and New Jersey. Other builders used the Levitts’ ideas for suburbs across the country.

4 Project Transparency 2E again. Tell students that the top photograph shows Levittown, Pennsylvania, when it was built. The bottom photograph shows a street in Levittown, New York, as it looks today. Explain that Levittowns are planned communities. Point out the roads in the top photograph. The Levitts made some roads curved to make the suburbs appealing. They offered only a few styles of houses but painted them different colors and changed small things, such as windows and placement of doors, so that no two houses would be exactly alike. Over time, people in the Levittown communities made many changes to their houses. The bottom photograph shows some of the changes people made.

5 Have students create collages of urban, rural, and suburban communities. Remind students that the Levittown communities were built on farmland outside of large cities. Over the years, the suburbs grew and changed.
   • Tell students that like the Levittown communities, many places in the United States have both urban and suburban features. Many other places have both suburban and rural features.
   • Divide students into small groups and give each group three pieces of paper. Have the groups label the papers “Urban Communities,” “Rural Communities,” and “Suburban Communities.”
   • Pass out old magazines and local newspapers to each group. Instruct the groups to cut out photographs and illustrations that show features of urban, suburban, and rural communities. Tell students to glue the pictures to the appropriate piece of paper to make the collages.
   • When the groups have finished their collages, ask volunteers from each group to point out features from different communities.
   • Discuss how the communities are similar and different.
• Arrange the groups’ work in separate areas of the classroom, putting the urban collages together, the rural collages together, and the suburban collages together.

• Have students complete Reading Further 2 in their Interactive Student Notebooks.

Processing

1 Discuss the advantages and disadvantages of living in the three types of communities.
   • Prepare the chart shown below.

<table>
<thead>
<tr>
<th>Why I Want to Live There</th>
<th>Why I Don’t Want to Live There</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td></td>
</tr>
<tr>
<td>Suburban</td>
<td></td>
</tr>
</tbody>
</table>

   • Record students’ responses to questions about the communities. For each type of community, ask: Why would you want to live in this kind of community? What wouldn’t you like about living in this kind of community?

2 Have children make a human bar graph to show their favorite types of communities.
   • Give an example of a bar graph, and explain its purpose. Tell students they will make a human bar graph that shows how many of them want to live in each type of community.
   • At the front of the room, tape Placards 2B, 2D, and 2F.
   • Have students determine the community in which they would most like to live. Tell them to form a line perpendicular to the picture of the community they prefer. Count the number of students in each line, and write the total on a sheet of paper under each placard.

3 Have students complete Processing 2 in their Interactive Student Notebooks. Direct them to use the information from the human bar graph to complete the assignment.

Writing Tip: Support an Opinion

Have students write an expository piece that supports their choice of a favorite type of community. You may want to give them a frame such as:

My favorite kind of community is _____________
__________________________.
I want to live there because
__________, ____________, and ______________.

Have students elaborate on their reasons if they are able to. They may use one of the Extra Student Work pages at the back of the Interactive Student Notebook to record their work.
**English Language Learners**

Allow students to participate in a “scripted” act-it-out by, ahead of time, providing them the answers to the questions you will ask them in the scene. They will be more comfortable knowing what they are expected to say while still reinforcing vocabulary and practicing oral language skills.

**Students with Special Needs**

After students have identified features of their community in the Reading Further activity, have them draw a picture of their community. Help them label the features that identify the community as urban, rural, or suburban. The labeled pictures will reinforce the features that define the community as urban, rural, or suburban.

**Enrichment**

Have students select three adults to interview. Have them ask each person the following questions:

- Which of the following types of community have you ever lived in—urban, rural, suburban?
- Describe the type of home you lived in.
- What did you do for fun?
- Did you like living in that type of community? Why or why not?
- What type of community would you most want to live in? Why?

After they complete their interviews, have students prepare their answers to share with the class. Then they can compare the adult responses to the class bar graph showing what type of community students prefer.
Enrichment Resources

Have students find out more about urban, suburban, and rural communities by exploring the following Enrichment Resources for Social Studies Alive! My Community, at www.learntci.com:

Internet Connections
These recommended Web sites provide useful and engaging content that enforces skills development and mastery of subjects within the chapter.

Enrichment Readings
These in-depth readings encourage students to explore selected topics related to the chapter. For Chapter 2, you may wish to use one or more of the Enrichment Readings listed for the chapter. You may also find readings that relate the chapter’s content directly to your state’s curriculum.

Additional Reading Opportunities
The following fiction and nonfiction books, which can be read aloud to students, offer opportunities to extend the content in this chapter.

*Communities at Work* (series) by Jake Miller (New York: PowerKids Press, 2005)
This series provides students with a look at people who live and work in urban, rural, and suburban settings. Titles include *Who's Who in an Urban Community, Who's Who in a Suburban Community,* and *Who's Who in a Rural Community.*

Colorful photographs of children and simple text address the diversity of the United States. This book will stimulate discussion about what makes people different in various communities.

This retelling of Aesop’s fable finds hapless mice in culture shock as they travel out of their own environments. Students will be able to compare and contrast urban and rural life.
To protect the integrity of assessment questions, this feature has been removed from the sample lesson. These videos will help you learn more about our print and online assessment tools.

Creating Printable Assessments (2:33 min)
Creating Online Assessments (2:25 min)
Draw pictures of urban, rural, and suburban communities in the boxes below. Then label each picture as Urban, Rural, or Suburban.

_____________________ Community

_____________________ Community

_____________________ Community
Look at each column. Circle the things you might see in each kind of community.

<table>
<thead>
<tr>
<th>Urban</th>
<th>Rural</th>
<th>Suburban</th>
</tr>
</thead>
<tbody>
<tr>
<td>skyscraper</td>
<td>barn</td>
<td>mall</td>
</tr>
<tr>
<td>museum</td>
<td>dirt road</td>
<td>house with garage</td>
</tr>
<tr>
<td>cow</td>
<td>tall hotel</td>
<td>horse</td>
</tr>
<tr>
<td>haystack</td>
<td>market</td>
<td>tractor</td>
</tr>
<tr>
<td>apartment building</td>
<td>mall</td>
<td>dirt road</td>
</tr>
<tr>
<td>barn</td>
<td>museum</td>
<td>playground</td>
</tr>
<tr>
<td>tall hotel</td>
<td>pond</td>
<td>ice-cream truck</td>
</tr>
<tr>
<td>subway</td>
<td>subway</td>
<td>skyscraper</td>
</tr>
<tr>
<td>cornfield</td>
<td>post office</td>
<td>gas station</td>
</tr>
</tbody>
</table>
Reading Further

Does your community seem urban? Rural? Suburban?
Write or draw why you think so in the correct box. Then answer the questions below.

Is your community urban, rural, or suburban?

Why do you think so?
Color in squares to show the number of people who would like to live in each community.

Urban

Rural

Suburban

Most people in our class want to live in a _________________ community.
How Are Communities Different?
An Urban Community
Urban and Rural Communities
A Suburban Community
A Community in Photographs
Community 1
Community 3