7. Urban, Rural, Suburban: Where does your garden grow?

Overview
As students explore the growth of the population of Minnesota through history, they learn how different types of communities have developed. These communities generate different agricultural needs that are met in their immediate surroundings.

Grade Levels: 2 & 6
Time: One to two 50 minute class periods.

Minnesota State Standards: Geography

GRADE 2
Benchmark: 2.3.1.1.1
Create sketch maps to illustrate detailed spatial information about settings from stories describe the spatial information found on the map.

Benchmark: 2.3.1.1.4
Use maps, photos or other geographic tools to answer basic questions about where people are located.

Benchmark: 2.3.4.9.1
Identify causes and consequences of human impact on the environment and ways that the environment influences people.

GRADE 6
Benchmark: 6.3.1.1.1
Create and use various kinds of maps, including overlaying thematic maps of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

Benchmark: 6.3.3.6.1
Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.

Benchmark: 6.3.4.10.1
Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time.

Objectives
- Define the terms “rural”, “urban”, and “suburban” and describe how each has distinct characteristics.
- Recognize which crops in Minnesota are grown near the larger communities and theorize why this is.

Materials

Second Grade
- Food for Thought Map found at http://www.mda.state.mn.us/fft
  - Population Change in MN Counties (2000-2010)(Map 32)
- Copy of the book, Country Mouse, City Mouse by Jan Brett or Country Kid, City Kid by Julie Cummins
- Triple T Chart, one for each student
Sixth Grade

- Food for Thought Maps found at http://www.mda.state.mn.us/fft
  - Soybeans in MN Counties (2007) (Map 5)
  - Soybeans in MN Counties (2012) (Map 6)
  - Diary Cows in MN Counties (Map 9)
  - Hogs and Pigs in MN Counties (Map 12)
  - Sweet Corn and Green Peas in MN Counties (Map 17)
  - Nurseries in Minnesota (Map 18)
  - Population Change in MN Counties (2000-2010) (Map 32)
  - Major Cities and Waterways (Map 40)
  - Minnesota Counties (named) (Map 41)

- Food for Thought Color Student Desk Map, one for each student (Order this free resource at http://www.mda.state.mn.us/fft)
- MN Ag in the Classroom Commodity Cards, one set for reference (Order this free resource at http://www.mda.state.mn.us/cc )
- Class set of Northern Lights textbooks (Minnesota Historical Society Press 2013)

Key Words

- Suburb (should be defined as: a lower density community adjacent to or within commuting distance of a city), rural, urban, population, community

Procedure

Second Grade Lesson

Activity 1

Begin this lesson by asking students to describe a community. Tell students they will be learning about three different kinds of communities.

1. Read to the students Country Mouse, City Mouse, by Jan Brett (or a preferred version of the story).
2. After reading the story, hand out a T-chart to each student instructing them to write down the words you will be using to describe each area. Students should be encouraged to add their own descriptive words to their lists.
3. Draw on the whiteboard (or Smart Board) a circle and explain that it represents a city. Define city together and link it to the word “urban”. Draw another circle around that circle and ask what this area might be labeled. Explain that this circle is “suburban” or outside the urban area. On the outside of that circle, explain that the land is known as “rural” and includes small towns, villages and farmland. Ask the students if they remember any words from the story that could be used to describe each. (They should be able to share for “rural” and “urban” but will need help with “suburban”).
4. Select a few students to share any words that had not been mentioned. They may also share names of cities, towns and/or farms they think would fit under each community.

Activity 2

This activity may be done in large or small groups.

1. Have students take out their T-chart for review. Introduce Map 32 (Population of MN). Ask students: What information is the map giving them? How do they know?
2. Using this map, introduce or review “TODALS.”
3. Show students a variety of food and animal pictures (these can be cutouts or images projected on the Smart Board). Ask students to take turns placing the pictures in the community they believe they would be found and have them explain why they chose that area.
Sixth Grade Lesson

1. Draw on the chalkboard a circle and explain that it represents a city. Define city together and link it to the word “urban”. Draw another circle around that circle and ask what this area might be labeled. Explain that this circle is “suburban” or outside the urban area. On the outside of that circle, explain that the land is known as “rural” and includes small towns, villages and farmland.

2. Read together Chapter 17 “Cold War, Warm Kitchens” in Northern Lights.

3. Hand out copies of Map 32 and Map 41, read the maps together and review “TODALSS.” Using lined paper, have the students number their papers to six, leaving two lines between each number. Write the terms Urban and Rural on the chalkboard. Explain that you are using Urban to refer to both suburban and city and have them find the counties on Map 32 and 41 that are mainly urban. (See examples of urban agriculture on Map 18 (Nurseries in Minnesota map).

4. Using the Minnesota Commodity Cards or Food for Thought Student Desk Maps, have students look at each map individually, asking the class to decide if the crop or animal shown on the map is found mainly in rural or urban areas. They should explain why that crop or animal is found in the area they chose on the blank lines.

5. Students will then be asked to write a 3-5 paragraph paper describing their rural, urban or suburban community. They should also include crops and animals that are found near their community. An extension to this might be to have them choose a place that they would like to live and describe what it looks like as a community and what crops and animals they believe would be there.

Assessments

Second Grade Assessment
Students will be assessed on their ability to draw logical conclusions about how to categorize the pictures within the Urban, Rural and Suburban areas.

Sixth Grade Assessment
Students will be assessed on their ability to draw, within their papers, logical conclusions about how to categorize the information gathered from the Minnesota Commodity Card maps or Student Desk Maps.

Resources
- Resource 1 - Brain Pop Jr. video found under Lesson 7 Lesson Links at www.mda.state.mn.us/fft
# Triple T Chart

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