



materials for the arts

Scrap Paper Collage: Urban, Suburban, and Rural

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Grade 4 Lesson Plan

Urban, Suburban and Rural

Teaching Point/Objective: Students will learn the differences and similarities of urban, suburban and rural settings/neighborhoods. Students will also create a collage representing their neighborhood or a suburban or rural place.

NYS Standards:

- ◇ S.S. Standard 1: History of U.S. and New York
- ◇ S.S. Standard 3: Geography
- ◇ S.S. Standard 5: Civics, Citizenship and Government
- ◇ [CCSS.ELA-LITERACY.RL.4.1](#)
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ◇ [CCSS.ELA-LITERACY.RL.4.2](#)
Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ◇ Blueprint: (2nd grade Benchmark)
 - **Create a collage that demonstrates experimentation with:**
 - placement of shapes
 - color
 - pre-cut and torn paper
 - composition
 - textured materials
 - layering

Materials: Book, Weekend With Abuela, SmartBoard, Google Earth, Brainpop video, *Suburban, Urban, Rural*, large paper, collage materials (maps, paper scraps, newspaper, aluminum foil, magazines, textured materials, etc.), glue, scissors.

Motivation: Read *Weekend With Abuela*.

Key Vocabulary: Urban, suburban, rural, subway, elevated train, highway, expressway, town, amusement park, foliage, etc.

Prior Knowledge: Students will have prior knowledge of the characteristics of their neighborhood, people, services, places, layout, transportation, etc. Students will also have prior knowledge of collage making.

Lesson Plan Procedure:

- I. Introduce words urban, suburban and rural. Ask students what and if they know about each. Make a K-W-L chart to record information for class to see.



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2. Watch Brainpop Jr. video *Suburban, Urban, Rural*. See-Think-Wonder activity. What did you see? What are some of the things you saw in this video? What are you thinking? What do you wonder? This opens up discussion and students will bounce ideas and questions off of each other.
3. Read story *Weekend with Abuela* again. Some questions for discussion: What is the setting of this story? (Besides specific places Veronica visits, New York should also be an answer) Does Veronica live in an urban, suburban or rural place? How can you tell? Where does Veronica's grandmother live- in an urban, suburban or rural place? Where is the apple farm? Has anyone ever been to any of these places or places like the ones mentioned in the story? Be sure students are using evidence from the text to prove their answer. What are the different ways of transportation Veronica uses in the story? What type of transportation did you take to get there? Are there subways in suburban towns and rural places?

Opportunities for Practice:

1. Use a SmartBoard or computer and access Google Earth. Show urban, suburban and rural places. Also, use Google Earth to show the places in the story Veronica is and visits (if relevant to the students). Use the map to show how she had to get where she was going. Talk about transportation and how bodies of water separate the land and the importance of bridges and tunnels.
2. Discuss the differences in three areas.
3. Talk about population. What it is and the difference of populations from urban settings to suburban and rural settings. Visit census.gov to look at the populations of different neighborhoods especially the one of the school/where the children live.
4. Turn and Talk- Have students brainstorm and write something an urban student needs that a rural student does not and vice versa.
5. Revisit collage making. Open discussion as to what it is. Recall collages students have made in the past. Show examples on Smartboard, including examples from Romare Bearden, Benny Andrews and Eric Carle. Tell students that they are going to create a collage representing an urban, suburban or rural area. For higher engagement with the process, students will either chose out of a hat or spin the wheel on the SmartBoard. (Class utilizes personalized electronic wheel online). This will ensure variety of the three places. Once they have chose an area, pair students up and have them turn and talk to brainstorm and discuss elements of their collage they plan to include. This will help students who may have a difficult time coming up with ideas or what to represent. Prompt if necessary, if you are creating a rural collage, will there be an elevated train? If you are creating an urban setting could there be cows and horses running through a field or farm? Prompt students to also revisit KWL chart created in beginning of lesson. Students will be provided with large variety of materials to use to create their collage. Students will create a collage representing the area they picked. Prompt them to use different materials.

Summary: Have a gallery walk of collages. Students will be allowed to present their collage and tell class about it. What materials they included? Does their collage represent urban, suburban or rural? What materials or techniques did you use to represent that?

Extension: Research city planning. Have students design their own city. Have some students work in groups to design a city, suburban town and some a rural place. Discuss similarities and differences.



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Differentiation: Allow students who need hands-on engagement to interact with the Google Earth on either the SmartBoard or computer. Work individually with students or in small groups to make sure they are on task. Pair up students who are working on the same area for prompting and guidance with their collage. For visual learners, keep visuals on the SmartBoard of different areas/settings for students to refer to if needed.

Assessment: Assess students by their participation in classroom discussions and their execution and performance of the different assignments above. Have students create a 3 circle Venn diagram of the three different places and assess their knowledge from that. Students will also be assessed by their representation of suburban, urban or rural areas in their collage.