Lesson Title: Urban Mouse Rural Mouse

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Lesson Description: Students will identify the natural and manmade features and activities of urban and rural places by observing photos and analyzing the activities of the mice in The Town Mouse and the Country Mouse.

Grade Level: Kindergarten

Standard: GEOGRAPHY Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.

End of Cluster Expectations (Benchmarks): K-3. Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each.

Essential Question: How do urban and rural places differ in culture and activity?

Assessment: Constructed Response

Benchmark Statement: This assessment should give evidence of the student’s ability to: analyze a situation, make a choice, and classify objects and activities associated with an urban place and a rural place.

Prompt: A mouse will want to live in a place that is safe and has food. Which place would be best for a mouse; an urban setting or a rural setting? Draw a picture of a mouse (or color, cut, and glue a mouse) and include at least three items from that setting that show the mouse’s new home.

Sample Response: Students will choose the place they feel is the best home for a mouse. They will draw or glue the mouse in that setting with at least three objects or activities that clearly show which place it is. Students will orally name the place and the objects associated with the place.

Rubric: 2 – This response gives a valid choice with accurate and relevant objects.
1 – This response gives a valid choice with an inaccurate, irrelevant, or no objects.
0 – Inaccurate response.

Assessment: Multiple Choice
Benchmark Statement: This assessment should give evidence of the student’s ability to: classify objects and activities associated with rural places.

Prompt: What things would you see or do in a rural place or on a farm?

Item: Circle the things you might see in a rural place or on a farm?

- picture of a cow,
- picture of a barn,
- picture of sidewalk vendor,
- picture of a skyscraper,
- picture of a tractor.
- picture of a traffic light

Answer: cow, barn, tractor

Objective(s): Students will be able to:
- Identify the unique features and activities associated with urban and rural places.
- Associate urban with cities and rural with farms.

Prior Knowledge and Skills:
- Students are able to make comparisons.

Time to Complete: There are four lessons of 25-30 minutes each.

Materials/resources needed:
- Crayon and marker,
- Computer with Internet access and projector, if available,
- Wall map of the United States,
- Photos of a city and a farm or rural setting,
- Picture books of city life and farm life (optional),
- Chart paper,
- Tape,
- Markers,
- Assorted pictures and/or objects associated with a farm and a city,
- Copy of the multiple choice assessment - one for each student.
- Stuffed mouse, toy mouse, or real mouse,
- The Town Mouse and the Country Mouse by Lorinda Bryan Cauley, or another version of this story,
- Blank copy paper – one for each student.
- Kindergarten classroom pen pals in a city
Procedure Steps:

Day 1
1. Hold up a crayon and a marker. Ask students how they are alike and how they are different. Explain that what they are doing is comparing the objects.
2. Ask pairs of students to find two ways they are alike and two ways they are different. Model how you would do this with a paraprofessional or a student. Ask students to share their findings.
3. Write “Home” and “School” on the board in a T chart form. Ask students to compare their homes and the school. Write their ideas on the board in the appropriate columns.
4. Review the comparison by reading the chart.

Day 2
1. Show photos of a city on the Internet by projecting the images onto a screen or just showing children how you can use the computer to find these photos. Ask students if they have ever visited a city. Show nearby cities on a map; Philadelphia, Baltimore, Washington D.C., and Wilmington. (You may want to read a non-fiction book that describes features of a city if your students are not familiar with city life.) Introduce the term, urban place. Write “Urban” and tape a photo of a city scene at the top left side of a chart and ask students what they would see or do if they were in a city. Make the list.
2. Show photos of farms and rural places on the Internet. Introduce the term; rural place. (You may want to read a story about a farm if your students are not familiar with rural life.) Write “Rural” and tape a photo of a farm at the top right side of the chart and ask students what they would see or do if they were in a rural place. Make the list and save the chart. Ask students where they live; an urban place or a rural place. Ask them to explain their response.
3. Ask students these questions:
   A. Where would you find lots of stores? (urban place)
   B. Where would you find fields of corn? (rural place)
   C. Where would you find lots of space between houses? (rural places)
   D. Where would you find sidewalks and crosswalks? (urban places)
4. Bring out a tote and pull pictures and/or objects from the tote, having the students classify them into categories; urban, rural, or both. A Venn diagram floor mat is a good way to compare the photos.
5. Explain multiple choice assessment and have students circle pictures from a rural place. On the back have students draw the place they would like to live, with at least three items associated with that place.

Day 3
1. Review the terms “urban” and “rural” by reading the chart made yesterday.
2. Introduce the mouse. Explain that you will be reading a story about mice that live in different places. Set the purpose by asking students to find out about these places and what is good and bad for mice in each place.
3. Read The Town Mouse and the Country Mouse by Lorinda Bryan Cauley. Ask these questions:
a. What did the city mouse dislike about the country? (hard work, the food, boring life)
b. What did the country mouse dislike about the city? (busy streets, people, dogs)
c. What did the country mouse like about his life in the country? (simple food, not scared, peace and quiet)
d. What did the city mouse like about his city life? (excitement, feasts of food)
e. Is it alright for each mouse to like his own place? (yes) Why? (Everyone has their own likes and dislikes and we are all different.)

4. Add any new items children recognize from the book to the lists on the chart paper.
5. Ask children what mice like to eat and what is dangerous for mice.
6. Show a photo of a city. Ask students what a mouse could eat in this place and what would be dangerous. (food from so many people’s houses and restaurants; danger from so many cars and trucks, cats, mouse traps)
7. Show a photo of a farm. Ask students what a mouse could eat in this place and what would be dangerous. (food from the crops growing in the fields, gardens, and woods, as well as food in barns and the farm house; danger from cats, snakes, birds, weather)
8. Explain constructed response to students. Model how to draw a simple mouse on the board. Ask students to draw a mouse and choose the best place for it to live. Ask them to draw at least three things that show where it will live. As students work, ask them to tell you where their mouse is and what features they are drawing.
9. If time allows, have students share their pictures.

Day 4
1. Show the students four or five photos from Day 2’s lesson and ask them to classify them into urban or rural places. Ask students if their school is located in an urban or rural place.
2. Ask students how the mice traveled to the city. (They walked.) Ask students how they would travel to a city.
3. Classify a set of toy vehicles into good choices and bad choices for traveling to a city.
4. Explain that our class cannot travel to a city, but we can see a city and visit new friends in a city by using the computer. View video clips of city life.
5. Mail paper mouse to pen pals with letter describing the features and activities of our rural location. Ask them to send mouse back with descriptions of their city location.

Closure: Ask students what we call places that have lots of people and buildings. (cities, urban places) Ask students what we call places that have few people and lots of open spaces. (farms, rural places) Show mouse again and ask students where this mouse would want to live, reviewing its need for food and safety.
**Extension or Reinforcement Activities:**

Use the assessment pictures to make a picture graph. Where did most of the students choose for the mouse to live?

Make mouse puppets and have students use them to act out life in a rural place and life in an urban place.

Using map rug, fabric, or teacher-made map on bulletin board paper, allow students to create an urban and rural setting with blocks and toys.

**Citations:**


Yahoo.com - Images Search - use key words, city and farm, to search for photos to introduce Day 2’s lesson.

Video clips of city life.

Kindergarten classroom pen pals in city.

Maggie, I’ll work on Day 4 and email it to you. That includes updating the materials list and the citations.
Circle the things you might see in a rural place or on a farm.
Supplemental Pictures for Sorting Activity