

1: Places We Live

Based on the Illinois quarter reverse



OBJECTIVE

Students will compare rural and urban communities and explore how they may change over time.



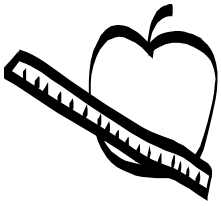
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Illinois quarter reverse.
- 1 class map of the United States of America
- Colored pencils
- Scissors
- Copies of the “Rural/Urban Settings” worksheet
- Copies of the “Anywhere, U.S.A.” worksheet
- 1 copy of an age-appropriate text that compares rural and urban living, such as:
 - *Bernelly and Harriet: The Country Mouse and the City Mouse* by Elizabeth Dahlie
 - *Milly and Tilly: The Story of a Town Mouse and Country Mouse* by Kate Summers
 - *I’ll Meet You at the Cucumbers* by Lilian Moore
 - *Iris and Walter* by Elissa Haden Guest
 - *City Cats, Country Cats* by Barbara Shook Hazen
 - *The Little House* by Virginia Lee Burton
 - *Round Trip* by Ann Jonas
 - *Harry’s Home* by Catherine and Lawrence Anholt
 - *Town and Country* by Alice Provensen
 - *Country Mouse in a Town House* by Henrietta
 - *Gila Monsters Meet You at the Airport* by Marjorie Sharmat



PREPARATIONS

- Make copies of the “Rural/Urban Settings” worksheet (1 per student).
- Make copies of the “Anywhere, U.S.A.” worksheet (1 per student).
- Make an overhead transparency (or photocopy) of the Illinois quarter reverse.
- Locate a text that compares rural and urban settings (see examples under “Materials”).



Comparing Rural and Urban Settings



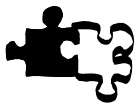
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Language Arts
- Social Studies



TERMS AND CONCEPTS

- Rural
- Urban
- Community



BACKGROUND KNOWLEDGE

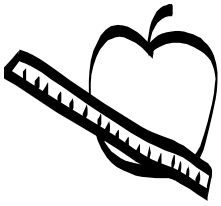
Students should have a basic knowledge of preview and prediction skills (reading).



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Illinois quarter reverse. On a classroom map, have a pair of students locate Illinois. Note its position in relation to your school's location.
2. Point out the Illinois state outline, as well as both the rural and urban scenes. Discuss the words "21st State/Century" and how these two scenes represent the spectrum of living environments that exist in Illinois.
3. Ask if they know who the man is pictured on the coin. Take suggestions, prompting students to consider how he is dressed and what he is holding, etc.
4. Share "The Land of Lincoln" motto with the students. Ask if that might give a clue to the identity of the man.
5. Help students conclude that the man pictured is Abraham Lincoln, former president of the United States of America and that Illinois came to be his home state. When discussing Lincoln, relate his rise to the presidency to how he is depicted on the coin: dressed as a farm hand, setting aside his farm tools in favor of a law book.



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Note: Depending on your students' background knowledge, you may wish to share a book that explains that although President Lincoln was born in Kentucky and raised in Indiana, Lincoln moved to Illinois at the age of 21 where he studied and later became a lawyer. It is there that he rose to greatness and later was buried. Also describe how Lincoln began as a farm hand and laborer but then became a lawyer and later the President. Also, refer to lesson 1 in the 2003 K–1 packet for other instructional ideas.

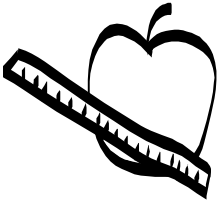
6. Tell students that during Lincoln's life, he lived in both urban and rural settings. Ask them to explain the definitions of rural and urban and that Illinois has both settings in its borders.
7. Exemplify one or both of these settings within your own state or community using historical documents and images. Discuss your local community and how it has changed physically and demographically over time (use historical images if possible to supplement this activity). Tie this discussion to students' personal experiences about life in different settings.

Session 2

1. Introduce the students to the selected text.
2. As a group preview the text and illustrations to generate predictions about the story.
3. Display a class chart divided into two columns labeled "Rural (country)" and "Urban (city)".
4. Read the selected text to the class and see if their predictions were correct. As you read, stop occasionally to invite the students to describe each setting, and write their responses on the chart.
5. Discuss experiences that the students themselves have had in urban and rural settings. How were they similar or different to the experiences of the characters in the story?

Session 3

1. Pass out to each student the "Rural/Urban Settings" worksheet. Have students complete the Venn diagram by building on the class chart and story discussion.
2. Give each student an "Anywhere, U.S.A." worksheet, a pair of scissors and colored pencils or crayons. Instruct students to imagine that they are visiting a rural or urban area for the first time, having lived in the opposite setting all their lives.
3. Instruct each student to write a postcard message for a family member or friend describing imaginary experiences that might occur in their chosen environment.
4. Have students cut out the postcard on their worksheet. On the front of the postcard,



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students should illustrate the setting that they wrote about to their family member or friend.

5. Display each student's work in the classroom.



ENRICHMENT/EXTENSIONS

- Have students plot a trip across their state or area of the country, researching the urban or rural qualities of towns that they plan to visit along the way.
- Find pen pals that live in a different type of setting. Encourage students to share their letters with the class.
- If possible, take students on a field trip to a local farm and/or a location within a city to help students see the similarities and differences between rural and urban settings.
- Create a classroom center where students can cut out pictures from magazines that depict rural and urban settings. Have students then group these images on a class chart or bulletin board according to their appropriate category.
- Incorporate an additional literature selection into this activity about the life of Abraham Lincoln, such as:
 - *A Picture Book of Abraham Lincoln* by David Adler
 - *Abraham Lincoln* by Ingri and Edgar D'Aulaire
 - *Abe Lincoln's Hat* by Martha Brenner
 - *Meet Abraham Lincoln* by Patricia A. Pingry
 - *Young Abraham Lincoln: Log Cabin President* by Andrew Woods



DIFFERENTIATED LEARNING OPTIONS

- Have students illustrate differences they found in the urban and rural settings described in the book.
- Have students group a collection of postcards according to urban and rural qualities pictured.
- Invite students who have recently moved into your community to write letters, or give presentations to the class describing their former community. Encourage students to share pictures with the class as well.



HPC CONNECTION

Invite your students to visit the “Coins Are Coming” section of HPC to find other quarters that show urban or rural settings. For example, Kentucky pictures a horse by a fence in the countryside; the Indiana quarter shows a race car. (<http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/50sq.cfm>)



NAME _____ DATE _____

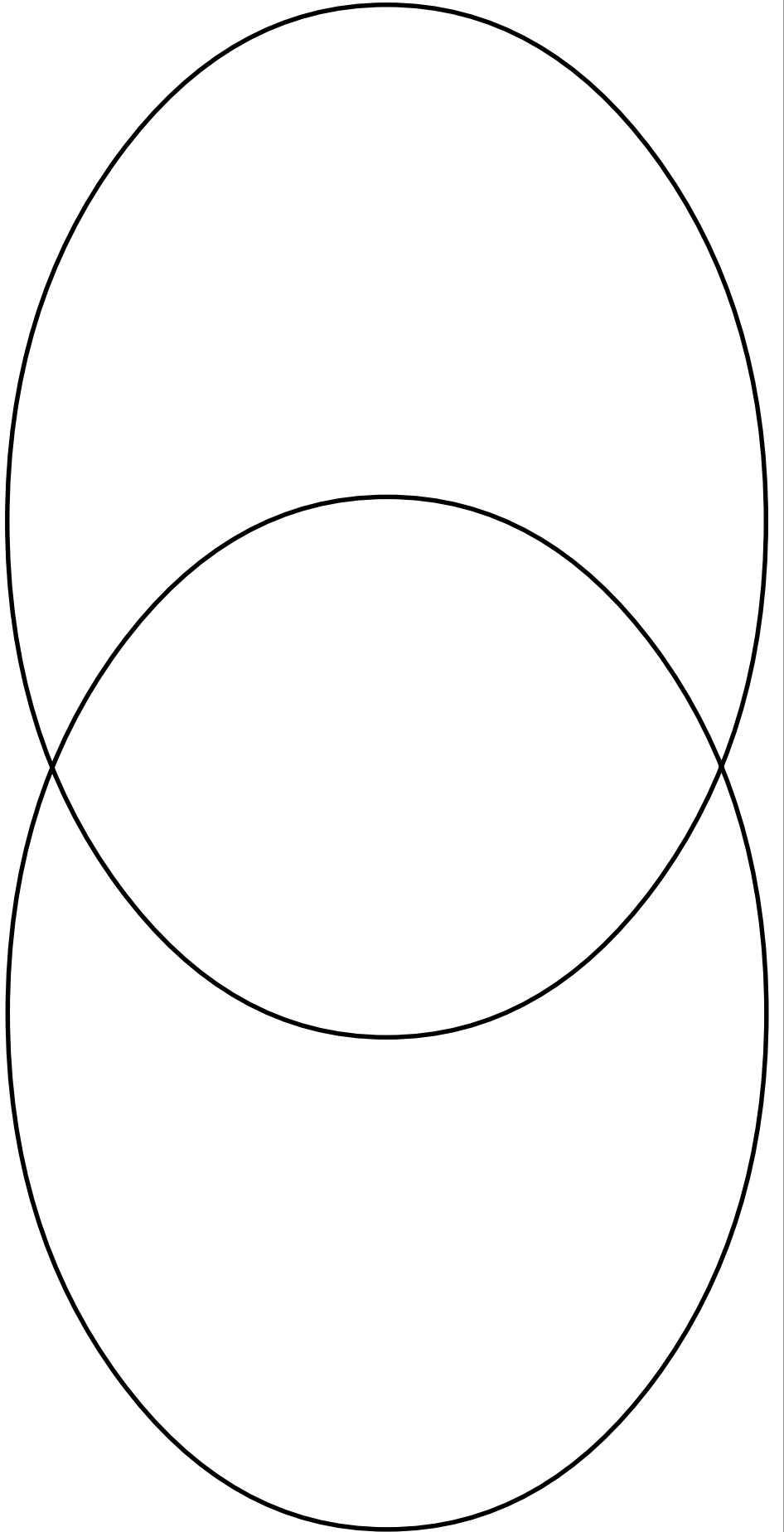
Rural/Urban Settings Venn Diagram

DIRECTIONS

Write or draw the names of the settings being compared on the lines below. Fill in the Venn diagram with similarities and differences.

_____ (Setting)

_____ (Setting)






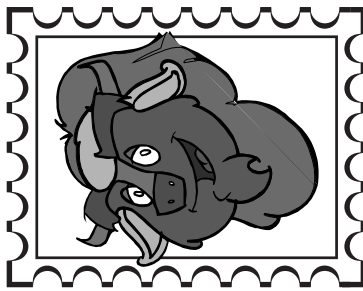


Anywhere, USA

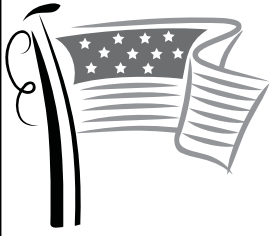
DIRECTIONS

Imagine that you are visiting a rural or urban area for the first time.

1. Write  a postcard to tell someone about this setting.
2. Cut out  your postcard.
3. Draw  a picture of this setting on the opposite side of your postcard.



TO:



Illinois Quarter Reverse

