

# Somewhere, USA: Creating a Community Part IV

## Lesson Overview

Students complete their imaginary community map by adding transportation facilities after a discussion of how and why people come to the city, what transportation is used within the city, why transportation is needed to get people and goods between this community and other communities, and what forms are used for this purpose.

## Grade Level

Primary

## Duration

1-2 class periods

## Geography Theme

Movement

- Demonstrates interdependence
- Involves linkages between places
- Patterns of movement involve people, ideas and products

## Geography Standards

The geographically informed person knows and understands...

- (#9) the characteristics, distribution, and migration of human populations on Earth's surface.  
(#11) the patterns and networks of economic interdependence on Earth's surface.

## Materials Needed

For Teacher:

- Bulletin board map of the community from Parts I, II, and III

For Students:

- Drawing paper, construction paper, crayons, scissors, glue

## Main Objectives of the Lesson

Students are expected to:

1. suggest reasons that people come to live in a community and ways they travel to their destination;
2. list and map different kinds of transportation facilities that enable people and goods to come to a community;
3. identify ways their community is interdependent, needing goods from and supplying goods to other communities;

4. evaluate the importance of transportation to people in their community.

## Suggested Teaching Procedure

### Preparing for the Lesson

1. You will utilize the bulletin board map of the imaginary community developed by the class in earlier parts of the lesson. If you have a unit on transportation in your social studies text, teach it before doing this lesson. Provide some books about transportation for the students to read prior to the start of the lesson.

### Opening the Lesson

1. Ask the students where the people come from who live in our imaginary community. They should say that some were born there. (Is there a hospital in the city?) [Create a list, on the chalkboard, of things to add to the community. Put hospital on the list if it isn't already there. Later the students will create and add the items on the list to the community map.] Some people moved in from other cities. Ask, "Why did they move from other places?" Elicit answers based on students' own experiences. Talk about being pushed out of their former community (e.g., because of crime, loss of a parent's job, a house becoming too small because of a growing family) and of being pulled to the new community (e.g., a new job, nice school, near family). List the *push and pull factors* on the chalkboard.
2. Have the students look at their map of the imaginary community to see what jobs would be available. Make a list of the jobs. Encourage students to add more work places such as a toy factory if they wish. Put the toy factory and other places on the list of things to add to the community.
3. Ask the students these questions: Do all the people who live in our community, work in our community? Might some of them work in another community? Do any of you have a parent who works in a different community?

### Developing the Lesson

1. Ask the students to decide which modes of transportation might be used to move people and products within the bulletin board community. Questions to elicit responses might include:
  - How do you think the children of this community get to school?
  - How would people get to the different areas of the community such as the shopping district or business district?
  - What kind of vehicles would be used by the police and firefighters?
  - How might people get around the community if they did not have cars? What forms of public transportation might be needed?
2. Students should then decide on the different means of transportation they would like in the community and add different vehicles to the list of things to put in their bulletin board community. Examples might include cars, buses, trucks, taxis, school buses, etc. Ask students to identify things in the community that would be needed for buses, cars, and trains to run. List these items (e.g., roads, train tracks, a railroad station, a bus garage) as things for which symbols will be needed on the bulletin board map.
3. The teacher should then ask the students how they think this community depends on other communities to meet their needs and wants and the part that transportation would play in this. Questions might include:
  - How do the people who work in other communities get to and from work?
  - Do you think people from other communities might work here? If so, how would they get to work?
  - How would the different stores get the products they sell? Where would these products come from and how would they be brought into the community?
  - How would products leave the community such as those made at the Toy Factory?
4. Students can then discuss and decide the transportation facilities they want to add to the map with the possibility of using any remaining open areas. Such additions could include a train station, a bus station, an airport or a major highway to connect the town to other communities. Add these to the list of symbols to make.

5. Divide up the "symbols to make" list, and have the students make the new factories, buses, cars, train stations and the like. Add these to the community after the class has decided where they should go. If your students are ready to think about scale of items in the map, talk about making big symbols for large real-life items, small symbols for smaller things in the landscape.
6. If the students have individual maps of the community, have them add the new factories, train tracks and stations. Cars, trucks and buses do not need to be added because they are smaller than things that are normally shown on maps.

## **Concluding the Lesson**

1. Review with the students the reasons why people move into or out of a community.
2. Ask the students about the importance of transportation to their community? What would happen if the truck drivers went on strike? Could the community survive if it were cut off from the outside world by a flood? If there were no gasoline to run the cars and buses, what would life be like?