EDUC 450B S19 Thomas Howell

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| Social Studies 11: Geography: Lesson 3/3 Dependency Ratio | | | |
| Critical Questions: What is a Dependency Ratio?  How does it affect a cities/nations ability to thrive? | | | |
| Objectives: PLO-explain the significance of changes in world population with reference to density and dependency ratio  Start “Vancouver Bus Project” | | Rational:  It is hard to understand the dependency of the world on limited resources, so by using the experience of the bus trip students can understand how density affects who gets what, and wealth goes where | |
| Vocabulary: Dependency ratio- is an age-population ratio of those typically not in the labor force (the dependent part) and those typically in the labor force (the productive part). It is used to measure the pressure on productive population. As well as resources available to those who need them. | | Resources:  30x copies of the 99bline Project  Art supplies, books, articles, examples, paper, computers | |
| Timing | What the Teacher will do: | | What the students will do: |
| 10min | Hook:  Have students start by talking about what they did on the field trip riding the 99 bline in Vancouver Canada | | Listen to what their classmates say, and what stood out the most to them |
| 10min  60min | Body:  Start by looking at previous class lectures and the meaning of dependency ratio, distribution, density  Begin Vancouver Bus field trip project (see attached sheet) by modeling a few projects that bring what they witnessed to the key ideas.  Help students bring what they say on the bus trip to their projects by helping them figure out good ideas, research and other materials they might need. | | Looking at notes and asking for clarification on needed definitions  The students will choose one of the assignments and begin to work on their project either in a group doing the same or independently |
| 5min | Conclusion: As if anyone would like to show what they have started to work on? | | Present to the class their ideas and see if anyone is planning something close |
| Extension: Students who finish their project early will be asked to present what they have done at the end of class for candy/bribe | | | |
| Assessment: Group discussion and active participation on what is being presented to them  Bus Trip project due after next class to be handed in/presented for grade | | | |
| Homework: Work on project and bring any materials needed for next class to finish during then | | | |
| Reflection on Lesson: Did the students have something to say about the bus trip?  Did I have enough art supplies for the students who needed it?  Is there something I should have used in my model to help the students better? | | | |

99 B-line Class Project

Option 1)

Imagine you have the magical ability to pick up all of Vancouver and rearrange it to best support the largest number of people? How would the city change? What would stay the same? How would having the most resources closer to those who need them better their lives? Or make it more difficult?

Examples of suitable projects:

* A new city map of Vancouver with things like the hospital with more access (parking, beds, room) centered close to malls, resorts, cheaper housing. Have students draw the map and make a legend with an explanation of why they chose to put the city there as compared to what it looks like now
* Write an essay, or article to Vancouver City Hall in ways to better the connectivity of the people to the establishments they need. Talk about health care, transportation (both car and high frequency (bus, sky-train)), shopping, entertainment, business etc…
* A Zombie apocalypse has taken the city and the survivors must find a suitable place to make camp. Choose a location along the trip that would be best to keep the zombies away and keep you alive.

Option 2) After riding the bus you noticed some things that didn’t make sense. Like why did some shops have bars on the windows? Why were there huge fences around the schools? Why did some parts of the city look cleaner and other parts run down? These all have strong social contexts that is often lost or buried by the city keep their appearance untarnished. Take the role of a researcher and find ways to address the issues, and if possible ways to help fix them.

Examples of Suitable Projects

* Find research to answer these questions and come up with a solution on one or two issues (Homeless population and affordable housing) create an add campaign that would encourage people to get more involved in fixing up their neighbor hoods or building more affordable communities for families
* Imagine you are tour guide company looking to show Vancouver in its best image(or worst?) and come up with explanations as to why people would want to visit (or not?) those parts of the city. Look at what would appeal (or not) to travelers such as food, concerts, shopping etc..

Option 3) Come up with or create any project you feel would best represent the city you say during the bus trip. Compose a song, create a film, anything that shows the city the way Vancouverites see it. Check with your teacher during class to discuss any ideas you would like to do, be creative and take chances they usually lead to some great projects.