

Lesson Plan: Field Trip

Riding the Bus East to West: Socio-economic Cross Section of Vancouver

Critical Questions:	How does the social-economic makeup change from east to west side in Vancouver? Can students spot areas that directly relate to the concepts from last class?
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Prior Knowledge:	Students will be prepped last class on the main concepts that we will explore during the field trip.
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Rational:	In the humanities students learn many large concepts and rarely ever get to explore them first hand. This field trip will bring many of these concepts to life relating them directly to their own city and neighbourhoods. Furthermore, I will prompt students to look for various social, racial, and economic factors in each neighbourhood. How the city changes from stop to stop. By taking a more critical look at the city they live in, students will see the various invisible barriers that separate people and have a fuller understanding of the key concepts from the PLOs.
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Semantics:	<p>Students will ask to meet at the Commercial and Broadway station.</p> <p>The class will take place between after lunch giving the students ample time to get to the station. I will suggest that many of the students travel with me via transit but this is not mandatory. The class will take up the remainder of the day. However this would not be the case if the class was in Point Grey or on the UBC campus.</p>
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Materials:	<ul style="list-style-type: none"> • Key Concept Work Sheet • Invisible Barriers Work Sheet
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Introduction (15 Minutes)

The class will congregate a block east of Commercial drive on Victoria and Broadway. Away from the crowd I will begin a short lecture that will cover three areas.

1. Recap the key concepts from last class as so they can see it on the bus trip.
2. A talk that introduces the divisions that exist in the city (class, race ect). Prompt the students to write down any distinctions between the neighbourhood by looking at the people, density, and businesses in each area. Over all the major question is what differences can students spot moving from East Vancouver to the Westside.
3. Expectations during the trip. While it is a very common trip the students will be reminded to stay on subject and constantly write down what they see during the bus trip. They are expected to write at least one point for each leg of the journey in regards to what/who distinguishes this neighbourhood (see Invisible Barriers Worksheet). These points may be filled out later as long as mental notes are being taken. They are also expected to write notes in relation to their Key Concepts Work Sheet They will be informed that it will be taken in for assessment at the end of the field trip.

Body (45 Minutes):

During the bus ride the students will actively be filling out their worksheet. I will be walking through the class at the back of the bus prompting the students to notice important buildings and areas that relate to the key concepts eg. Vancouver General Hospital (ratio dependency), highrises (density) ect. Students will also be prompted to bounce their ideas off both me and their classmates.

Conclusion (10 Minutes):	<p>After disembarking from the bus a short discussion will take place about what they saw on the trip.</p> <p>We will discuss the trip asking if anything surprised them and if they will look more critically about the world directly in front of them. I will conclude by telling them about the homework and to expand on any thoughts they had on this trip.</p>
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Assessment and Homework:	<p>They will be asked to hand in the Key Concepts Work Sheet. For homework they are asked to expand on their invisible barriers worksheet. Next class it will be taken in for assessment.</p>
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Name: _____ Date _____

Invisible Barriers Worksheet

What did you notice about each neighbourhood?

Commercial to Fraser

Fraser to Main

Main to Cambie**Cambie to Granville****Granville to Alma**

Alma to UBC

Name: _____ Date _____

Key Concepts Worksheet

Distribution:

Density:

Dependency Ratio: