

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Science	Cognitive Skill Level - Analysis/Evaluation	Correlation to Framework - 03.02/03.05/03.06	Lesson Number - 28
<p><b>Activity Title - How Old Is Old?</b></p> <p><b>Goal/Objective</b></p> <p>To identify the reasons for increased longevity in the United States and the impact of one living longer.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>Discuss longevity. The following are from the National Vital Statistics Reports, Vol. 48, No. 18 and refer to only the U.S. These statistics identify either the life expectancy of an individual from birth or the number of years of life expectancy left for those individuals who have reached the age of 65.</p> <ul style="list-style-type: none"> <li>• All Americans, at Birth: <b>76.7 (1998)</b></li> <li>• All Americans, at Age 65: <b>17.8 (1998)</b></li> <li>• All Males, at Birth: <b>73.8 (1998)</b></li> <li>• All Males, at Age 65: <b>15.9 (1997)</b></li> <li>• All Females, at Birth: <b>79.5 (1998)</b></li> <li>• All Females, at Age 65: <b>17.8 (1998)</b></li> </ul> <p><b>Activity</b></p> <p>Using an almanac or the World Wide Web, have students research changes in human male and female life expectancy over the last 100 years. How has life expectancy changed? Have gender differences remained constant? Ask students to hypothesize why these changes have occurred over time.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>List the students' findings on the board along with their hypothesis. Evaluate the validity of each of the hypothesis.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Chart paper/board and markers</li> <li>• Paper and pencils</li> <li>• Almanacs</li> <li>• Computers with Internet access</li> <li>• National Center for Health Statistics - <a href="http://www.cdc.gov/nchs/fastats/lifexpec.htm">http://www.cdc.gov/nchs/fastats/lifexpec.htm</a></li> </ul>	
		<p><b>Extension Activity</b></p> <p>As a follow-up activity, have students find out whether other mammals have experienced similar changes in life expectancy during the last 100 years.</p>	
<p><b>Real-Life Connection</b></p> <p>Have students debate the pros and cons of a lengthier life expectancy and interview senior citizens to get their take on the subject. Students may also wish to research the oldest individual alive in the United States and in the world, as well as the oldest individual in recorded history.</p>		<p><b>ESE/ESOL Accommodations</b></p> <p>Have students work in small groups where research can be read orally.</p> <p>Have students use tape recorders to interview individuals.</p> <p>Have students respond orally to questions.</p>	

## GED 2002 Teachers' Handbook of Lesson Plans - Script

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### Activity Title - How Old Is Old?

#### Introduction

Write the following statistics on the board:

- All Americans, at Birth: 76.7 (1998)
- All Americans, at Age 65: 17.8 (1998)
- All Males, at Birth: 73.8 (1998)
- All Males, at Age 65: 15.9 (1997)
- All Females, at Birth: 79.5 (1998)
- All Females, at Age 65: 17.8 (1998)

*Say:* The facts on the board are from the National Vital Statistics Reports, Vol. 48, No. 18 and refer individuals in the United States. In the past 100 years, it appears that Americans are indeed living longer. *Ask:* Who is the oldest person that you know? Can you think of any reasons that this person has lived to be this age?

#### Main Activity

*Say:* Today, we are going to research longevity and see if people really are living longer today than they did 100 years ago. Using an almanac or the World Wide Web, research the changes in human male and female life expectancy over the last 100 years. Identify what the average life span was of a male and female in 1902 and what it is today. You may wish to add to your research different time periods over the past 100 years. How has life expectancy changed? Have gender differences remained constant?

#### Closure/Conclusion

List the students' findings on the board. *Say:* A hypothesis is an educated guess. *Ask:* Based on your research, what would be a hypothesis as to why people are living long in today's world?

Discuss the different reasons that students provide.

#### Follow-Up Lessons/Activities

As follow-up activities, have students:

- Debate the pros and cons of a lengthier life expectancy and interview senior citizens to get their take on the subject.
- Identify who the oldest individual alive in the United States and in the world is, as well as the oldest individual in recorded history.
- Find out whether other mammals have experienced similar changes in life expectancy during the last 100 years.