



South Carolina Academic/Career Development Integration Activity (DRAFT)

Title **Plague – Then and Now (HSS-1)***

Subject **Global Studies**

Grade Level(s) **9-10**

SC Content Standard Global Studies – Standard GS-2. The student will demonstrate an understanding of the social, political, geographic, and economic changes that took place in Africa, Asia, Europe, and the Americas from the time of the Byzantine Empire through the Middle Ages.

GS-2.6 Analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the Crusades, and the increasing interregional trade.

National Career Development Guidelines Goal/Indicator

Career Management GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.

Indicator CM3.K5 Identify occupations that you might consider without regard to your gender, race, culture, or ability.

Career Development Objectives

1. Students will expand their awareness of the wide variety of occupations in the Health Science cluster.

Assessment

1. Students will use a mind mapping technique to show at least 20 occupations in the health science cluster that deal with the various aspects of disease prevention, control, and treatment.

Preparation

- Prior Learning—Unit on the Middle Ages (plague), familiarity with mind mapping technique, and use of computer-based career information resources
- Handouts/Worksheets—*The Plague – Economic and Societal Effects* worksheet, *Disease Prevention, Control, and Treatment* handout
- Resources/Materials—Internet access to computer-based career information resources such as: O*NET Online <http://online.onetcenter.org>, *Occupational Outlook Handbook* <http://www.bls.gov/oco>, and South Carolina's career information system; and related resource books. Optional: *The Hot Zone* by Preston and guest speaker from the local health department.
- Time Required—120 minutes of class time (longer if you invite a guest speaker) plus homework

Procedures

Part One (60 minutes)

- This activity helps students better understand the devastating impact the plague had on the economy and society of Europe in the Middle Ages, heightens awareness of the very real possibility of a modern day pandemic, and expands their awareness of the many occupations that deal with disease prevention, control, and treatment.
- After study of the plague and its impact on Europe in the Middle Ages, have students complete the worksheet; *The Plague – Economic and Societal Effects*
- Have students share their findings.
- Engage students in a discussion of the possibility of a modern day plague/epidemic. What have they read in newspapers? Seen on TV? (You might read excerpts from the book *The Hot Zone* by Preston which tells the story of US Army scientists and soldiers who worked to stop the spread of an outbreak of a deadly virus in 1989.) Would such an outbreak be as devastating today as it was in the Middle Ages? Why or why not?
 - Have students brainstorm what measures we are taking to avoid a plague/epidemic and minimize its impact (e.g., research on deadly viruses, treatment, emergency response including evacuation and quarantine plans, civil preparedness, prevention, and education of the population).
- Optional: Invite a local health official to speak to the class about the community's epidemic response plan.
- Have students brainstorm occupations that deal with disease prevention, control, and treatment.
- Give students the *Disease Prevention, Control, and Treatment* handout and review the directions for their homework assignment. They are to find at least 20 occupations that deal with the various aspects of disease prevention, control, and treatment and display their work as a mind map. Review the various career information resources available to them.
- Discuss any questions the students have about the assignment.

Part Two—Career Development Connections (60 minutes)

- Discuss what students learned from the homework assignment. How do all of these occupations work together towards the prevention, control, and treatment of an epidemic?
- What new occupations did they learn about? Were they surprised by the variety of occupations in the health field?
- Were any of the occupations of interest to them? Why or why not?
- What kind of education/training is required? Remind students that Health Science is one of South Carolina's career clusters and many high schools offer classes in that career pathway. Suggest they talk to their school counselor about courses that might be available to them.

Crosswalks**SC Career Guidance Standard/Competency**

Learning to Work Standard 3. Students will explore careers and the connection of school to work.

Competency 3.6. Develop skills to locate, evaluate, and interpret career information.

Competency 3.7. Become aware of different occupations and nontraditional roles.

Competency 3.10. Become aware of resources for obtaining information about career clusters.

Key Employability Skills

Communication Skills—Reading, writing, and speaking

Creative Thinking—Generates new ideas

Information—Obtains, evaluates, organizes, interprets, and communicates information.

Technology—Uses computers and other technology to process and convey information.

* Adapted from *Career Development Tool Kit*, Linda Kobylarz & Associates, 2001. Used with permission.

The Plague – Economic and Societal Effects

Name _____ Date _____

Directions: Based on your readings and class discussions, summarize below the immediate and long term effects that the plague had on the economy and society of Europe in the Middle Ages.

Part 1 - Effects of the plague on the **economy** of Europe in the Middle Ages

A. Immediate Effects:

B. Long Term Effects:

Part 2 - Effects of the plague on the **society** of Europe in the Middle Ages

A. Immediate Effects:

B. Long Term Effects:

Disease Prevention, Control, and Treatment

Directions: Create a mind map that shows at least 20 occupations that deal with disease prevention, control, and treatment. Suggested topics for organizing your mind map include: research, treatment, emergency response, civil preparedness, prevention, and education.

Listed below are helpful career information resources for your research. Be sure to document the sources of your information.

Internet Sites for Career Information

1. Search Engines: Yahoo (<http://www.yahoo.com>) Google (<http://google.com>)
Enter keywords for a career field or career cluster information.

2. Career Information Websites (A Sampler) – Check with your teacher, media specialist, and school counselor for other resources at your high school.

Occupational Outlook Handbook
(published by U.S. Dept. of Labor)

<http://www.bls.gov/oco>
Information about hundreds of occupations

O*NET Online

<http://online.onetcenter.org>
Includes information about 950 occupations including information on skills, abilities, work activities, and interests

Career Voyages

www.careervoyages.gov
Provides information on high growth, high demand occupations along with the skills and education needed for them

South Carolina Career
Information System

Check with your school counselor or media specialist for access information