

<b>Date: October 18, 2017</b> <b>Grade Level: 12<sup>th</sup></b>	<b>GHS Seminar</b>
<b>Recommended Sequence</b>	<b>Seminar Meeting</b>
<b>Objective(s) / Learning Target(s):</b>	1. Students will understand the value that society places on individuals based on their intelligence, jobs or title, health, work experiences, etc.
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>✓ LCD Projector/Laptop</li> <li>✓ “Post-Nuclear War Survival” (see below)</li> <li>✓ “The Survivors” sheet (see below)</li> </ul>
<b>Suggested Process:</b>	<ol style="list-style-type: none"> <li>1. Ask your Seminar members to share any pieces of good news they have since the last time your group met (anything from school extracurricular activities, personal, etc.). You can even share any good news that you have!</li> <li>2. Ask your group the following questions: <ul style="list-style-type: none"> <li>• How do you think society judges the worth of the individual?</li> <li>• Do we base it on their occupation?</li> <li>• Is worth based on what kind of person they are (alter boy versus criminal?)?</li> <li>• Or is it based on how much money people have or the kind of house they live in or the kind of car they drive?</li> <li>• Does society view people of higher worth based on their age (older or younger people being more valuable than the other)?</li> <li>• Why do you think what you do?</li> <li>• What specific examples can you give to support your reasons?</li> </ul> </li> <li>3. Tell your group that they are going to play a game to figure out if the assumptions are correct:</li> </ol> <p><u>ACTIVITY:</u></p> <ul style="list-style-type: none"> <li>• On the board project the “Post-Nuclear War Survival” sheet (below) and take them through the details and the directions.</li> <li>• Then show them the list of “The Survivors” to help them make their decisions</li> <li>• Give them about 15 minutes to make their decisions and come up with their reasonings</li> </ul>
<b>OTHER CONSIDERATIONS:</b>	<p><u>Discussion Question (at the end):</u>  What did your results and choices tell you about your groups’ value they place on people?  Is this different from what you originally thought?  Do the results surprise you? Why or why not?</p>

## **Post-Nuclear War Survival**

3 days ago, nuclear war broke out around the world with massive attacks in all heavily populated areas. For the first 24 hours, radio broadcasts reported damage and tremendous loss of life in all areas. For the past 48 hours, there have been no broadcasts. Fortunately, the people listed below were able to reach a fall-out shelter in time to take cover and survive the initial devastation. You must assume that those in the shelter are, as far as you know, the only survivors of the war.

### **Here's The Dilemma**

There are 12 people in the fallout shelter, but there's not enough food, water, and other supplies to keep them all alive until the air is safe to breathe. To survive, the people must stay inside the fallout shelter for at least three months. The problem is that if all of them stay in the shelter, all of them will starve to death or dehydrate. There are supplies enough to allow 7 of the 12 people to survive.

Your task is to decide, based on the information given, which people will be allowed to remain (and live), and which people will be required to leave the shelter (and probably die). We will assume that those who are selected to leave will do so peacefully. At issue is the survival of the human race on Earth. The bottom line is that if human beings are to repopulate the Earth, such repopulation will begin with those survivors chosen by you.

*Carefully evaluate all information about each of the 12 people. Consider their health, experiences, age, sex, and intelligence. Then decide which 7 will be allowed to stay in the shelter and which 5 must leave.*

### **Part I:**

List the 7 people you would have survive (and repopulate the Earth), quickly stating your reasons for keeping them. Then list the 5 you would have leave the shelter and state your rationale for not keeping these people.

### **Part II:**

After you have made your decisions and formulated your reasons, you will be placed with a group (no more than 3-5 people). Each person in the group should present his or her decisions to the rest of the group. The task is to reach consensus among the group as to who should stay and who should go. Class discussion will follow so be ready to defend your group's choices!

## The Survivors

<p>James Stanley            Age: 43            IQ: 112            Health: Good            Education/Training: 2 Years College, 2 years            Military            Work Experience: Farming (15 years)</p>	<p>Gerald White            Age: 35            IQ: 98            Health: Fair            Education/Training: HS Diploma            Work Experience: Army, General Construction            Laborer</p>
<p>Janie Stanley            Age: 13            IQ: 120            Health: Excellent            Education: Middle School Student            Work Experience: None</p>	<p>Martha Gray            Age: 25            IQ: 142            Health: Good            Education/Training: PhD. Music Theory            Work Experience: College Level Teaching</p>
<p>Wanda Bryce            Age: 50            IQ: 140            Health: Fair            Education/Training: Master's Degree in            Psychology            Work Experience: Mental Health case worker,            director of local mental health counseling            services</p>	<p>William Gray            Age: 8            IQ: 150            Health: Good            Education/Trainings: Elementary School            student            Work Experience: None</p>
<p>Bill Water            Age: 27            IQ: 104            Health: Excellent            Education/Training: Tech School graduate            Work Experience: Heavy construction and            welding (10 years)</p>	<p>John Davis            Age: 33            IQ: 125            Health: Fair            Education/Training: College Degree            (Chemistry)            Work Experience: High School Chemistry            Teacher (12 years)</p>
<p>Michelle Patterson            Age: 19            IQ: 105            Health: Fair            Education/Training: High School graduate            Work Experience: Retail Sales (3 years)</p>	<p>Marjorie Blaylock            Age: 39            IQ: 133            Health: Poor            Education/Training: Medical School graduate            Work Experience: General family medical            practice</p>
<p>Ray Wilson            Age: 60            IQ: 127            Health: Good            Education/Training: 4 years college (business)            Work Experience: Bank teller (10 years),            Financial advisor (20 years)</p>	<p>Fred Frederick            Age: 54            IQ: 132            Health: Excellent            Education/Training: Highly trained in            electronics            Work Experience: US Navy electronics            technician (25 years)</p>

