

## KS3 and KS4 – Health Unit

### Cholera: the United Kingdom's past, the South's present and future

#### KS3 Subjects:

Curriculum Links
Citizenship: 1.1b, 1.2a, 3a
History: 1.5a, 3g
Geography: 1.6b, 2.3a, 3b, 3e, 3h
Science: 1.2a, 1.3a, 3.3c

#### KS4 Subjects:

Curriculum Links
Citizenship: 1.1b, 1.2b, 3a
English: 2.1f, 2.1j, 2.2a,
Science: 1.1a, 1.1b, 2.1e

**Time:** Four 50 minute class sessions.

**The lessons in this pack can be carried out individually or together as a unit.**

#### Unit Objectives:

- Investigate maps and data to draw conclusions.
- Understand how maps can be used to plot the progress of a disease and uncover its source.
- Understand what cholera is, how it is spread and the situation with cholera today.
- Understand the connection between the spread of cholera and inadequate access to water and sanitation.

#### Preparation:

- **All handouts and Power Points for this unit are available at [www.linkethiopia.org/resources](http://www.linkethiopia.org/resources)**
- Access to a projector
- Photocopies of handouts 1-6

#### Instructions:

This resource examines the history of cholera in the UK and explores the issue of cholera that many developing countries still face today. This unit contains:

- a historical introduction to cholera in the UK and a story about the cholera outbreak in London in the 19<sup>th</sup> century
- facts about cholera today and readings describing the poor sanitation and lack of access to clean water in many countries

#### There are four sessions:

- 1) You be the epidemiologist: Find the source of a cholera epidemic
- 2) The history of cholera in the United Kingdom
- 3) Cholera the facts
- 4) The global water crisis

#### Assemblies

The PowerPoint presentations in this unit could also form the basis of assemblies.

## Session One: You be the epidemiologist: Find the source of a cholera epidemic

### Lesson Objective

- Use maps and data to investigate the source of a cholera outbreak in Victorian London
- Recognise the link between cholera and water and sewage facilities

### Preparation:

- Print a class set of Handout 1: Cholera Investigation

### Time: 50 minutes

1. Divide students into small groups and distribute Handout 1: 'Cholera Investigation'

2. Define the following words before students begin the activity.

**Cholera:** A water-borne disease – it is especially common when people drink polluted water.

**Cesspit:** A covered tank in which sewage is collected and stored for emptying.

**Chamber pot:** A bowl kept in the bedroom that serves as a temporary toilet.

**Epidemic:** A rapidly spreading disease affecting an unusually large number of people at the same time.

**Epidemiologist:** A scientist who studies the causes, distribution and control of epidemic diseases.

(5 mins)

3. Explain to students that there is a terrible outbreak of cholera in the city of London. Strangely, the outbreak is centred in only a small area of the city, although the number of cases is clearly rising. Ask the students to use the information they have to:

- a) Find out where the cholera outbreak is coming from
- b) How the epidemic might have started
- b) Suggest a solution to the problem

(30 mins)

4. Ask for volunteers to present their findings to the class. Ask the class to vote for the best solution.

(15 mins)

4. Explain to students that the cholera outbreak they looked at is similar to an outbreak that happened in London in 1854. Explain that in the next class the students will be learning about this outbreak and the man (John Snow) who was influential in stopping it.

## Session Two: The history of cholera in the United Kingdom

### Lesson Objective

- Learn about the cholera outbreak in London in 1854, Dr. John Snow and the history of epidemiology
- Extract and interpret information, events, main points and ideas from texts

### Preparation:

- A copy of 'John Snow and the Cholera Outbreak in London' PowerPoint
- Access to a projector
- Print a class set of Handouts 2 (KS3 or KS4) and 3.

Students will watch a PowerPoint of the cholera outbreak that occurred in London in 1854 and read an article about the 1854 cholera outbreak.

### Time: 50 minutes

1. Present 'John Snow and the Cholera Outbreak in London' PowerPoint.

(10 mins)

2. At the end of the PowerPoint divide students into groups of two and distribute handout 2 and handout 3. Ask students to read the article and answer questions in handout 3.

(20 mins)

3. When students have finished reading and answered the questions, discuss the answers as a class.

(20 mins)

## Session Three: Cholera Today

### Lesson Objectives

- Understand what cholera is, what causes it and why it still affects many countries around the world.
- Understand the link between lack of sanitation and hygiene and the spread of cholera

### Preparation:

- A copy of 'Cholera: The Facts' and 'Cholera Today' PowerPoints
- Access to a projector

### Time: 50 minutes

#### Part 1: Cholera: The facts

1. Present 'Cholera: The Facts' PowerPoint.
2. Ask questions to ensure students have an accurate understanding of a) what cholera is, b) what the symptoms of cholera are, c) how cholera is spread and d) how cholera is treated.

(25 mins)

#### Part 2: Cholera Today

1. Present 'Cholera around the world' PowerPoint.
2. Ask questions to ensure that students have an accurate understanding of a) what places in the world are affected by cholera, b) the importance of access to clean water and c) the importance of access to proper sanitation.

(25 mins)

## Session Four: The Global Water Crisis

### Lesson Objectives

- Compare and contrast the water and sanitation situation of four countries
- Extract information from text and use it to fill in a comparison chart

### Preparation:

- Print a class set of Handouts 4 and 5

### Time: 50 minutes

1. Divide students into groups of two and distribute Handouts 4 and 5.
2. Students will read about the water crisis facing four countries: Ethiopia, India, Honduras, and Kenya (Handout 4). When they are finished reading they will complete the table comparing the situation of each country (Handout 5).

(30 mins)

3. Review what the students have learned about the global water crisis. The following questions might be helpful to generate discussion:

*Which one of the four countries would you like to live in? Why?*

*Why do you think more than one-third of the world's population do not have access to clean water?*

*Why are the countries that have a water crisis also areas that have had outbreaks of cholera?*

*How can water and sanitation conditions be improved? Is there anything we can do in the UK?*

(20 mins)