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Maryland at Work – 300 Years at the Port of Baltimore Career Development Lesson (Grades 9-12)

21st Century Careers at the Port of Baltimore Concept:

1. Understanding current careers at the Port of Baltimore begins with an individual student's self-awareness and understanding of personal self-concept. People gain self-awareness by identifying with family and friends and various other social contacts. Students develop a healthy self-identity by having their needs met, and also by participation in role-playing and fantasy, which allows them to "try on" different roles and move beyond their own internal self-interest. As students increase their participation in society at large, they become more engaged in the world around them and reality testing.
2. The Port of Baltimore directly employs 18,000 workers handling cargo and ship activities, and the jobs of another 126,000 workers throughout the state are supported by the Port. Exploring what students enjoy doing and helping them connect to their likes and dislikes and the world around them is the first step in the career development process. As students come to understand themselves, they become more receptive to learning about the jobs and activities at the Port of Baltimore.
3. As students explore their personal likes and dislikes, they obtain a better idea of their own self concept and begin to develop an appreciation of others. Students then are ready to compare and contrast job information about the Port of Baltimore, and are more likely to find occupations matching their interests and abilities.

Career Development Standards

Standard 1: Self Awareness

(Students shall acquire and apply self-knowledge in order to develop personal, learning, and career goals.)

Indicator A: Students will acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills, and talents as seen by self and others.

(Grades 9-12): Objective 1a: Integrate a broad range of interests into one's personal learning and career goals, and assess the impact of abilities, strengths, skills, and talents on one's career development.

Objective 1b: Evaluate how positive personal characteristics affect one’s career development.

Standard 2: Career Awareness

(Students shall understand Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and life-long learning.)

Indicator A: Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society.

Grades (9-12): Objective 2: Compare and contrast the shift in the work organization of the 21st century versus the past.

Performance Objectives:

Students will have gain a better understanding of themselves and others by exploring their own personal qualities and characteristics, interests, likes and dislikes, values, abilities, and hobbies.

Students will understand the current activities that go on at the Port of Baltimore and jobs associated with the Port of Baltimore.

Students will research occupations and compare and contrast current occupations with those from the past to identify what occupations relate closely with their own interests and abilities.

Anticipatory Set:

In the beginning, the Port of Baltimore moved farm crops up and down the Chesapeake Bay, the Eastern seaboard and across the ocean. Operations at the Port relied on physical strength and pencil and paper. Some jobs such as tanner, tinner and caulker no longer exist today, while other jobs require much more education and technical knowledge. Port of Baltimore interests still accommodate goods produced by farmers, but they also handle a dazzling variety of consumer goods and raw materials. The Port has gone from workers using clipboards to workers using keyboards. Many of the tasks once performed by hand are now computerized. Technologies including scanners and Electronic Data Interchange (EDI) have made the Port of Baltimore a more efficient and cost effective place for its global customers to do business. Maritime operations include terminals for handling cargoes and transportation links to move the goods to and from local, national and international markets.

Key Terms:

Career Clusters	Cargo	Electronic Data Interchange (EDI)
Career Development	Computerized	Seaboard
Job	Maritime	Terminal
Self Concept	Port	Markets
Self-Awareness	Transport	

Key Questions:

Why would anyone want to work at the Port of Baltimore?

What work values, personal values, and job characteristics would a person need to be successful working at the Port of Baltimore?

What kinds of functions and jobs have changed since 1706? Why have they changed?

What jobs and skills are necessary to work in a job at the Port of Baltimore and how do people acquire the technical skills they need for these jobs?

What would students need to do to prepare themselves for a job at the Port of Baltimore?

What educational programs might I consider to prepare myself to work at the Port of Baltimore?

Activities:

- Teacher will assign Key Questions and due dates.
- Teacher will give an introductory lesson to the Port of Baltimore focusing on careers of the past and present that are important to the functions of the Port of Baltimore. (www.marylandports.com) (www.port.thinkport.org)
- Teacher and/guidance counselors will talk to students about the process of career development and the importance of self-awareness related to career awareness. (www.marylandpublicschools.org/MSDE/divisions/careertech/career_technology/tools_support/mcdf.html?)
- Students will be guided to think about self-awareness concepts through the administration of a self-assessment instrument such as (Career Finder, Group Interest Sort, Hall Occupational Orientation Inventory (HALL), Individual Career Exploration (ACE) or Judgment of Occupational Behavior Orientation (JOB-O). A Holland interest inventory can be found at (www.bewhاتيwanttobe.com).
- Students will compare and contrast port-related careers from the 18th Century to the 21st Century and discuss the reasons why some port jobs have disappeared and new ones have been created. (http://www.mdhs.org/explore/maritime/md_heritage.html)
- Students will research three 21st Century career opportunities at the port (one in each category: terminal, maritime and transportation) to compare the job requirements and functions with the students new knowledge of self-awareness. They will determine if any of the jobs they researched align with their current interests. (<http://www.marylandports.com/>) (www.bls.gov)
- Students will choose one of the 21st Century port careers and role-play what it might be like to have a job based on information they have gathered from their research.
- Teachers will introduce the concept of Career Clusters and Pathways to the students and indicate where jobs at the port are located in the Maryland Career Cluster Framework. (<http://www.marylandpublicschools.org/MSDE/divisions/careertech/>)
 - Planning for the transporting of goods and services - Transportation Technology Cluster
 - Truck drivers
 - Professionals in the trucking industry
 - Railroad operators
 - Maritime repair
 - Mechanics

- Working with transportation logistics and management- Manufacturing, Engineering and Technology Cluster
 - Rail Engineers
 - Environmental Engineers

- Working with numbers - Business, Management and Finance Cluster
 - Maritime Statistician
 - Procurement
 - International Commerce
 - Customs Broker
 - Exporters/Importers
 - Insurance Broker

- Making the port safe and secure –Human Resource Services Cluster
 - Transportation Authority Police
 - U S. Coast Guard
 - U.S. Customs Officials
 - Immigration and Naturalization Service
 - Security Officers