

Title: The Black Death of the 14th Century

Overview: This lesson addresses one of the major events in the history of the world. As the Black Death diffused its way across Europe, it seemed no one was left untouched. The impact of the disease would change Europe forever. The disease would return periodically throughout history, but the first bout was the most devastating.

Objectives and Standards:

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- The students will understand and be able to map the origin and diffusion of the Black Death
- The students will understand the causes of and how the disease was transmitted
- The students will understand the perspectives of various groups within the villages
- The students will understand how the Black Death relates to the 5 Themes of Geography
- The students will understand the historical significance of the Black Death

Standards: Geography Standard 17 – How to apply geography to interpret the past.

History Standard 5A and 5B – “Intensified Hemispheric Interactions 1000-1500CE”

Grade Level: 10th grade

Subject: Modern World Cultures – Europe Unit or Geography unit
Possibly interdisciplinary with health classes

Time: 3-4 45 minute periods

Prerequisites: At this point in the European Unit we have already discussed what daily life was like in Europe on the manors during the 1300’s. The students already are aware of and understand the importance of the church in the villager’s daily life. They understand the importance of the various groups within the political, social and economic structures. The students know the 5 Themes of Geography and how to apply new information about a region to the themes. They know how to use various reading strategies including KWL and HUG. In addition, they understand how to use a graphic organizer as a gathering device of information on perspectives in preparation for a group discussion or writing assignment. They are also familiar with the Venn diagram to be used in comparing and contrasting information and how to use Quick Write as an after-reading strategy. By this time students will already know how to brain storm as a class a question or topic.

Required Materials:

1. For the mapping origin and diffusion students will be given blank outline maps of Eurasia and colored pencils.
2. Textbook and overhead maps showing Europe/Middle East trade routes during the mid-1300s.
3. Historical maps showing population patterns in Europe during the 1300s or population figures of major population centers in the 1300’s.
4. Coping with Catastrophe: The Black Death of the 14th Century, by Anne Chapman
5. The students will also be provided with all learning strategy worksheets and additional reading materials required for this lesson.
6. Colored Role Cards for Villagers’ Perspectives (see attached template)
7. There are great web sites for the Black Death. Do a Yahoo or Google search using “Black Death”.

Sites have definitions, maps, and statistical information. These sites can be used if a copy of Anne Chapman's publication cannot be obtained.

Procedures:

Opening:

Pre-test Agree/Disagree Statements of the disease

Development:

The students will create individual maps of the origin and diffusion of the Black Death modeled by the teacher on an overhead. Using maps and information provided by the teacher, the class will compare the diffusion of the disease with major European/Asian trade routes during the mid-1300s. In addition, with information given by the teacher, the students will analyze what major population areas were affected by the diffusion of the Black Death.

As a class students will determine how the Black Death fits into the 5 Themes of Geography.

(some suggestions for 5 Themes application) Use charts and regional maps to identify

Location – identify the believed point of origin and follow the path of the disease

Place – major water and land routes used for trade

Interaction -

Movement – diffusion, basically followed trade routes via ships
from the port cities the disease spread inland

Region – from what region to what region:

regions of trade

regions of religion

regions of economic activity

Pre-Reading Strategy:

As a class, fill out the K and W columns of KWL chart provided by the teacher.

All information should be placed within the categories on the chart. (Chart included)

During Reading Strategies:

In class:

HUG: The students will individually read the articles “Introduction to the Black Death” and “WE INTEND TO MAKE KNOWN THE CAUSES OF THIS PESTILENCE” using the HUG reading strategy. The students are familiar with this strategy and should complete the activity on their own. If the students need to be reminded of the HUG strategy a reminder can be put up on an overhead. (See included handout – adjust as needed)

In preparation for **Venn Diagram** comparison of villager perspectives, as students enter the classroom the teacher will randomly give each student a role card with unique questions of a villagers' perspective of the Black Death.

ROLES/QUESTIONS

Government Officials – What new laws can we make to help stop the spread the disease?

How can the effects of the disease be stopped?

Physicians – What caused the disease and how can we as physicians stop the spread of it?

Priest – Why would God do this and what did we do that was so bad?

Village Commoner – It seems the disease hits both rich and poor, but why are more poor people

getting sick and dying?

Wealthy Villager – We don't do any of the dirty work so who is giving the disease to us?

Example:

<p>Role: Government official</p> <p>What new laws can we make to help stop the spread of the disease?</p> <p>How can the effects of the disease be stopped?</p>
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Homework:

Students need to read the articles a second time, during this reading they should fill out the respective area on the graphic organizer provided by the teacher. As students read they should select information from the articles that represents their assigned role and addresses the questions on the cards.

Next class period:

At this point the students will meet in small groups determined by the number on their role card. All villager roles should be represented in each of the small groups. Within these small groups students should share the answers to the questions for their assigned role. Others in the group should make sure they take notes on the all villagers' perspectives by completing the graphic organizer.

After everyone has shared information within the small groups, students will meet as a whole class and compare perspectives. As a large group, students will examine common responses within each group and create a class graphic organizer on an overhead or the board. The class will evaluate responses and determine if they seem to be based on observation, reasoning, or beliefs.

After Reading Strategy: Finish the L column of the KWL chart

As homework, students will finish L column of KWL chart and use the completed chart, the maps, the graphic organizer, and the assigned articles, the students will answer the following question in the space provided at the bottom of the KWL chart.

Many times we say, "Hindsight is better than foresight". Applying this to the Black Plague – What might have people have been able to do to change some of the effects of the disease if they had known what caused the plague and how it was spread?

The class will create a cause and effect graphic and hypothesize what later world events may have been different if the Black Death had never happened. (example included)

Some suggested events: Crumbling of the manor system, the Renaissance, the Reformation,

Using all of the resources from the lesson, the students will, as a class, brainstorm the impact of the Black Death on the political, social, and economic life in Europe. The teacher should create a cumulative list on the board or an overhead.

suggested topics:

- changed population centers
- changed economic centers/regions
- relationship between the wealthy landowners and the poor
- changing role of the church

Homework: Using the HUG reading strategy read the article, “How SARS was unleashed”, and with the map provided map the diffusion of SARS.

* **Closing:** Using the THEN AND NOW graphic organizer compare the diffusion of diseases then and now. Include how the diseases diffused, the path of diffusion, the reaction of the public, the reactions of the officials, etc.

As a world community, in hindsight, did we learn anything from the Black Death that helped with the diffusion of later diseases?

Post Assessment: Retake the Agree/Disagree Statements of the disease
This time through have the students rewrite the statements.

Credits: Sue Anderson
MW Cultures, Grade10
Burnsville High School

Pre and Post Assessment of The Black Death

Circle the appropriate Agree/Disagree letter for the following statements.

For the Post Assessment have students correct the statement.

1. It is now known that The Black Death originated in Northern Europe. A D
2. The path of the disease basically followed the trade routes of the Middle Ages. A D
3. Originally fleas carried the disease and passed it on to humans. A D
4. Very few people died from the disease. A D
5. The disease could not be passed from person to person. A D
6. The disease spread very slowly. A D
7. The doctors of the time knew how to prevent the disease from spreading but did not try to stop it. A D
8. The disease affected only the poor villagers. A D
9. There were very few lasting effects in Europe from the disease. A D

10. The Black Death continued to return to Europe in later years.

A

D

Pre-Reading Strategy - KWL Chart

1. Fill out the K column of the attached chart with information you already know about the Black Plague prior to reading the assignment. Place your facts according to the categories provided. One has been included for additional facts you think are important.
2. Fill out the W column of the chart with topics you may need to know more about to fully understand the impact this disease had on the world and how it changed history forever.
3. Leave the L column to complete after you have read the assigned reading and completed the two During-Reading Assignments.

What we already KNOW	What we WANT (need) to find out	What we LEARNED
Origins		
Diffusion		
Causes		
Transmission		
Effects		
Impact on Europe		

Role: Government Official 1

What new laws can we make to help stop the spread of the disease?

How can the effects of the disease be stopped?

Role: Physician 1

What caused the disease?

How can we stop the spread of it?

Role: Priest 1

Why would God do this, why isn't he stopping it ?

What did we do that was so bad?

Role: Village Commoner 1

Why are most of the people that are getting sick and dying poor, why isn't the disease affecting the rich?

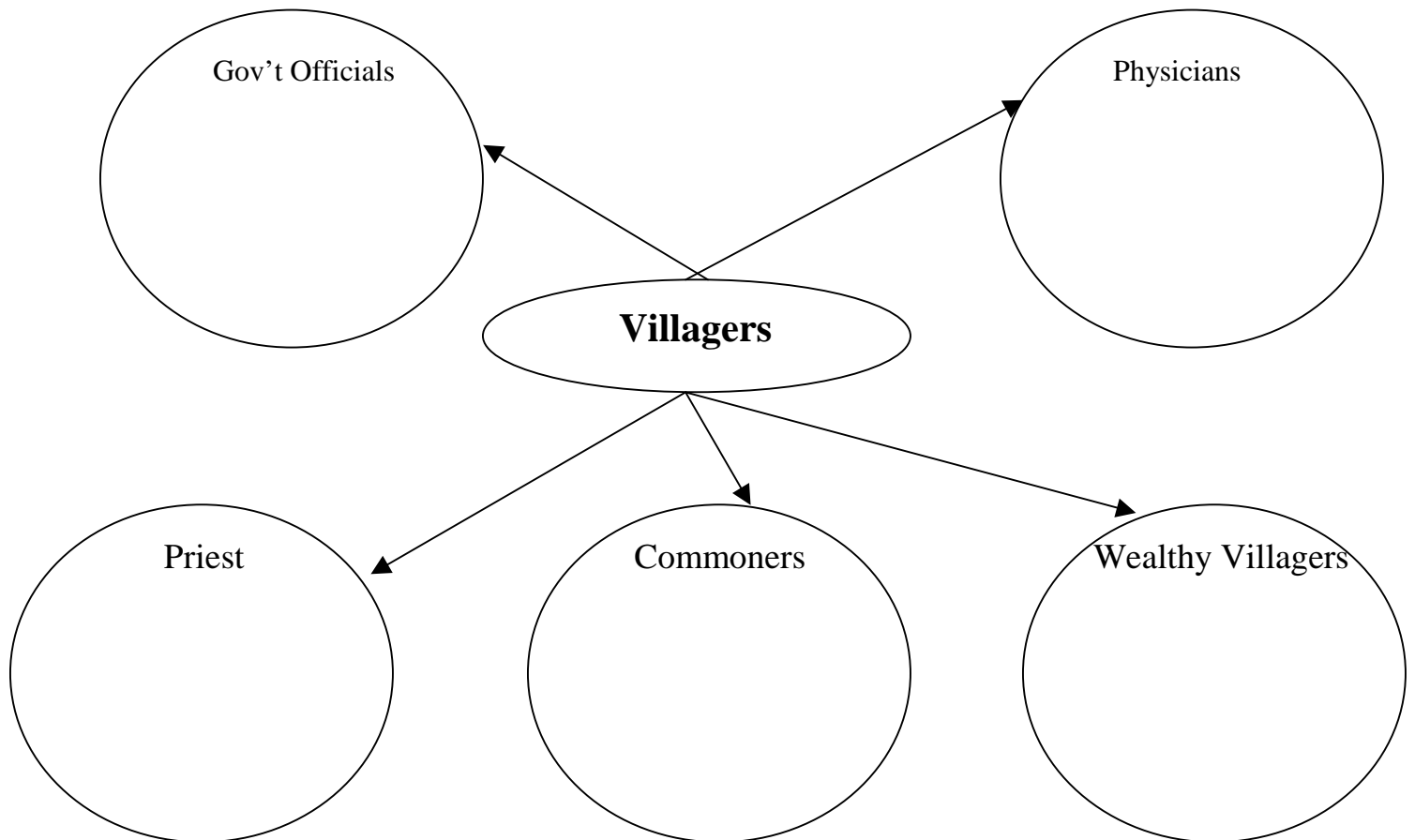
Role: Wealthy Villager 1

We don't do any of the dirty work, who is giving the disease to us?

Depending on the size of your class, make enough role cards so each of the small groups has equal members from the various villager roles. I suggest using colored paper to identify the roles.

- Government Official - green
- Physician - blue
- Priest - yellow
- Village Commoner - pink
- Wealthy Villager - violet

During Reading Strategy – HUG and Perspective Graphic Organizer



ROLES

Government officials – what new laws can we make to help stop the spread the disease
how can the effects of the disease be stopped

Physicians – what caused the disease and how can we as physicians stop the spread of it

Priest – why would God do this – what did we do that was so bad

Village commoner – the disease hits both rich and poor – but why are more poor people getting sick

Wealthy villager – we don't do any of the dirty work – who is giving the disease to us

HUG READING STRATEGY

H= highlight main ideas

key concepts only

U= underline details

definitions, names/dates

G= gloss: write in your own words

summarize

notes

Closing Activity – Then and Now Compare Graphic

Then- the Black Death

Now - SARS

Path of diffusion



Timing of diffusion



Reaction of officials

