

Middle Ages - Today: *Can Disease Change the World?* Name _____

Supporting Question 1: What was the Black Death?

Formative Task: Write a description of the Black Death that includes its symptoms and where outbreaks occurred in Europe and Asia.

Source A: Excerpts from *Decameron*, 1353

1 *When did the plague begin in the city of Florence Italy? _____ Where did it begin? _____*

2 *What are some of the symptoms that the plague caused?*

3 *What medical treatments helped with the plague?*

4 *How does the author believe the disease spread?*

5 *How did people live their lives as the plague spread?*

6 *Why were the priests and political leaders unable to get people to obey the laws?*

7 *How did neighbors and family members treat each other as the plague spread?*

8 *What happened to the corpses which died from the plague? What were burials like? How did society treat the deceased?*

9 *What was life like on the manors for the serfs?*

10 *What was the city of Florence like after the plague arrived?*

Source B: Illustration of the Black Death from a 15th century Bible

(What can you observe about the infected people and the man caring for them?)

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Supporting Question 2: How did the Black Death spread so quickly?

Formative Task: Construct a diagram illustrating how the Black Death spread

Source A: Plague Ecology Visual Notes: how does the plague spread from rodents to humans?

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Source B Map depicting the spread of the Black Death

How did the plague spread so quickly?

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Supporting Question 3: How did the Black Death affect people in the 14th century?

Formative task: Create an annotated illustration depicting how the Black Death affected different groups of people in the 14th century.

Source 3A-1: Bubonic plague statistics

- What was the population of Europe in 1300? _____
- What was the highest European population between 1300-1400? _____
- The plague hit Europe in 1347. What was its population in 1400? _____
- When did the European population finally rise back up to its pre-plague level? _____

Source 3A-2 European population before, during, and after, the Black Death

- Which country had the largest population before the plague? _____ What was it? _____
- Which country had its population drop from approximately 5 million down to .5 million? _____
- Which country lost the greatest number of people from the plague? _____
- Ireland is an island. Why might that have limited the number of deaths from the plague?

Source B: Illustration of the persecution of Jews during the Black Death

- Why were Jews less likely to die from the Bubonic plague?
- What is happening in the illustration? List 2-4 observations

Source C: Social and Economic Effects of the Plague

- How did the plague affect family life and religious beliefs?
- How did the plague positively affect the serfs of Europe?
- How did the plague affect the feudal system of Europe?

Major Grade

4 days in class: March 10-13th

Handout Questions **25 Points total**

Supporting Questions **25 points each**

Summative Task **25 Points**

Taking Informed Action (replaces lowest minor grade or up to 10 test points)

Supporting Question #1 Formative performance Task

Write a description of the Black Death that includes its symptoms and where outbreaks occurred in Europe and Asia.

Supporting Question #3 Formative Performance Task

Create an annotated illustration depicting how the Black Death affected different groups of people in the 14th century. (A well done answer will include several of these: Lords/Nobles, knights, townspeople, serfs/peasants, Jews, and the manors of the countryside)

SUMMATIVE PERFORMANCE TASK

Create a detailed poster, essay, or detailed outline that discusses the impact of the Black Death using specific claims and relevant evidence from the historical sources. Poster can be a drawing or collage with bullet points for the evidence to elaborate and or explain.

TAKING INFORMED ACTION (optional)

UNDERSTAND Find current examples of how we prevent, detect, and minimize the spread of diseases in homes, schools, and communities (e.g., washing hands, vaccinations).

ASSESS Think of at least one way we might improve the prevention or control the spread of diseases in homes, schools, and communities.

ACT Create a public service announcement to advocate for improved methods of prevention, detection, and control of the Coronavirus/Covid-19.