

Subject: World History

Lesson Title: The Black Plague and Trade

Length of lesson: 2 class periods

Grade: 10th

TEKs:

- **113.42. World History, Chapter C, Subchapter 1(C), Adopted 2018.**
 - History. The student understands traditional historical points of reference in world history. The student is expected to:
 - Identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.
- **113.42. World History, Chapter C, Subchapter 3(A), Adopted 2018.**
 - History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:
 - Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome.
- **113.42. World History, Chapter C, Subchapter 4(B), Adopted 2018.**
 - History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:
 - Describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism.
- **113.42. World History, Chapter C, Subchapter 15(B), Adopted 2018.**
 - Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
 - Analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.
- **113.42. World History, Chapter C, Subchapter 15(B), Adopted 2018.**
 - Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
 - Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

- **113.42. World History, Chapter C, Subchapter 18(A), Adopted 2018.**
 - Government. The student understands the characteristics of major political systems throughout history. The student is expected to:
 - Identify the characteristics of monarchies and theocracies as forms of government in early civilizations.
- **113.42. World History, Chapter C, Subchapter 20(A), Adopted 2018.**
 - Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:
 - Describe the changing roles of women, children, and families during major eras of world history.
- **113.42. World History, Chapter C, Subchapter 20(A), Adopted 2018.**
 - Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
 - Explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events.
- **113.42. World History, Chapter C, Subchapter 20(A), Adopted 2018.**
 - Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
 - Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.
- **113.42. World History, Chapter C, Subchapter 20(A), Adopted 2018.**
 - Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
 - Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.

English Language Proficiency Standards (ELPS):

- **74.4. English Language Proficiency Standards, Chapter C, Subchapter 2(D, G).**
 - *Cross-curricular language acquisition/listening.* The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. The student is expected to:

- Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.
 - Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.
- **74.4. English Language Proficiency Standards, Chapter C, Subchapter 3(E, G).**
 - *Cross-curricular language acquisition/speaking.* The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. The student is expected to:
 - Share information in cooperative learning interactions.
 - Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.
- **74.4. English Language Proficiency Standards, Chapter C, Subchapter 4(G, J).**
 - *Cross-curricular language acquisition/reading.* The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. The student is expected to:
 - Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.
 - demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.
- **74.4. English Language Proficiency Standards, Chapter C, Subchapter 5(D, F).**
 - *Cross-curricular second language acquisition/writing.* The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. The student is expected to:
 - Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.
 - Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired.

College and Career Readiness Standards:

- **Social Studies – I. Interrelated Disciplines and Skills**
 - Spatial analysis of physical and cultural processes that shape human experience.
 - Analyze how physical and cultural processes have shaped human communities over time.
 - Periodization and chronological reasoning.
 - Analyze causes and effects of major political, economic, and social changes in U.S. and world history.
 - Change and continuity of political ideologies, constitutions, and political behavior.
 - Evaluate different governmental systems and functions.
 - Explain and analyze the importance of civic engagement.
 - Change and continuity of economic systems and processes.
 - Identify and evaluate the strengths and weaknesses of different economic systems.
- **Social Studies – III. Interdependence of Global Communities**
 - Spatial understanding of global, regional, national, and local communities.
 - Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.
- **Social Studies – IV. Analysis, Synthesis, and Evaluation of Information**
 - Critical examination of texts, images, and other sources of information.
 - Identify and analyze the main idea(s) and point(s)-of-view in sources.
 - Evaluate sources from multiple perspectives.
 - Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.
 - Read narrative texts critically.
 - Critical listening
 - Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.
- **Multidisciplinary Standards – I. Key Cognitive Skills**
 - Intellectual curiosity
 - Engage in scholarly inquiry and dialogue.
 - Reasoning
 - Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.

Objective

In class today, the students will examine the attributes of the Black Plague across the globe in the mid-1300s by viewing different stations across the classroom. Then, the students will work in collaborative groups of four to examine GIS (Geographic information systems) maps via ESRI GeoInquiries to interpret the diffusion of the Plague and the increased use of the Silk Road as a method of trade alongside primary and secondary sources like journals and artwork. The

students will then develop a presentation over the Black Death utilizing primary and secondary sources they examined and connect their interpretations to current events, like the COVID-19 pandemic with at least 75% accuracy.

Materials and Resources

- Computer with internet access
- Pencil, pen
- Highlighter
- Graphic organizers on sheets of paper given before class
- Connected learning journals
- Desks/tables will be configured into groups of four students (assuming there are about 20 students in the classes)

Focus

- As students are walking into the classroom, I will greet students and give students a high five or a fist bump depending on what they would like to do in developing a positive relationship with many of them.
- When class begins, I will ask my students the following guided question to promote prior knowledge and connecting the lesson to themselves and current events:
 - “How has globalization affected the spread of diseases like COVID-19? How has the spread of COVID-19 affected our daily lives?”
- During our whole-group discussion over the guided questions, I will inquire my students on their personal experiences on the subject of COVID, as much as they are willing to share, and how their place in the discussion of globalization can affect spread of future diseases (5-10 minutes).
- After engaging in the whole-group discussion over the guided questions, I will play a short video over how globalization has been developed through world history, specifically with the example of the Silk Road and the Black Death, and other causes like lack of medical knowledge and increased urbanization. (2-3 minutes).
 - [Plague 101 | National Geographic](#)
- Students need to understand this since globalization has especially increased in the late 20th and early 21st centuries. Their decisions in terms of traveling, usage of social media within our increasingly globalized world can considerably affect the spread of popular culture, traditions, economic activities, and in some circumstances like the Black Death and COVID-19, disease can affect them and other individuals across the world directly.

Instructional Delivery

How the lesson will be taught:

There will be stations across the classroom discussing the emergence of the Silk Road in terms of international trade, the emergence of the Black Death, other causes of the Black Death like

lack of urban planning and little regulation of the medical profession, the long-lasting effects of the Black Death, and modern instances of the spread of disease through globalization, trade, and travel. Each student will be in a collaborative group of four to examine these stations to write key material in their connected learning journals, but also utilize manipulatives in activities like categorization to aid in remembering concrete terms.

Content taught throughout the lesson:

- Emergence of international trade across Europe and Asia (Silk Road)
- How the Black Death spread (transmission, diffusion via maritime trade)
- Causes of the Black Death (international trade/early globalization, little to no regulation in the medical profession, and lack of urban planning, leading to poor sanitation and overcrowding)
- Effects of the Black Death (End of feudalism/manorialism, weakening of the Church, massive loss in population, decline in trade and labor, peasant revolts)
- Modern examples (COVID-19, Ebola, HIV/AIDs, Smallpox)

Check for Understanding

Questions asked during the station activity:

- “Analyze the emergence of international trade in Europe and Asia. How did the Silk Road affect the diffusion of religion, culture, economic activities, and disease?”
- “Evaluate the spread of the Black Death and how it affected maritime traders and merchants.”
- “Examine the causes of the Black Death. Infer how regulation and urban planning could have altered the growth of the Plague as a pandemic.”
- “Examine the social and economic effects of the Black Death. Infer how these changes affected the future of Europe in the Renaissance and Reformation period.”
- “Give your opinion on how the evolution of globalization has affected the spread of diseases like Ebola and COVID-19. Justify it with past historical examples and your experiences, as much as you’re comfortable with sharing.”

Guided Practice

- During the guided practice, students will be placed in collaborative groups to interpret GIS maps provided by ESRI GeoInquiries in exploring the diffusion of the Plague through the Silk Road and maritime trade, connecting world history with geography. In modelling expectations for students, I will show students how to access the website and explore the maps (5-7 minutes).
- Students will then examine different primary sources from the mid-1300s over how individuals in Europe and Asia viewed the Black Death. I will model this with the students by highlighting different themes from primary sources, such as artwork, journal

entries, and manuscripts, and writing interpretations in a graphic organizer (3-5 minutes).

- After these activities, I will be modeling with the students over how to develop a short presentation in Microsoft PowerPoint/Google Slides by showing them how to compile their perspectives with primary and secondary sources justifying their interpretations (2-3 minutes).

Independent Practice

- During independent practice, students will be utilizing their interpretations of the GIS maps and primary sources, along with their inferences made when participating in the station activity, to create a short presentation in developing a frame of reference and connecting world history to current events, especially due to the COVID-19 pandemic and other epidemics that may have occurred in recent years.
- The criteria are as follows:
 - 100%: The students collaborated with one another on the assignment, utilized everyone's perspectives and interpretations equally, and connected the themes of globalization, trade, and diffusion with historical and modern examples with justifications from at least four sources.
 - 75%-95%: Half of the students collaborated with one another, utilized some perspectives and interpretations, and connected the themes of globalization, trade, and diffusion with historical and modern examples with justifications from three sources.
 - 60%-74%: Some of the students collaborated with one another, utilized few interpretations and perspectives, and connected the themes of globalization, trade, and diffusion with historical and modern examples with justifications from one to two sources.
 - 59% or below: None of the students collaborated with one another, utilized little to no interpretations and perspectives, and did not connect and justify the themes of globalization, trade, and diffusion with historical and modern examples with any sources.
- Each student will also receive a peer assessment to review how they and their group member worked together.

Closure

- After I inform the class about the results, we will have a whole-group discussion over the presentations given by each group and summarize our findings by utilizing a S-T-O-P Summary (We **S**tarted the Lesson... The **T**opic was... Our **O**pportunities for Practice were... The **P**urpose of the Lesson was...) written by the students using clicker technology.

- We will then have a short *Think, Pair, Share* activity where students, in small groups, will discuss how globalization and trade have personally affected them and their experiences with diseases like COVID-19.
- After this brief activity, I will mention the next lesson discussing the Crusades, relating globalization and the spread of culture/religion to what we discussed with the Silk Road and the spread of disease. In closing the lesson, the students will discuss their predictions in groups about how the Crusades affected cultural, political, and economic change across Europe and Asia.

Accommodations

- Providing outlines of PowerPoints or other lecture materials for those who need to look back at notes for English language learners, students with disabilities, and those who struggle with auditory learning
- Providing students with manipulatives or hands-on materials in discussing concrete ideas and later transitioning to discussing abstract ideas for those who have difficulties in thinking conceptually and those who excel in kinesthetic-tactile learning
- Providing visuals such as pictures, videos, graphics, and other multimedia formats for students who have difficulties with auditory learning, English language learners, and students with disabilities
- Utilizing sign language, speechreading, or lip reading in communicating with students during lectures, guided practice, and independent practice for students with hearing impairments or those who struggle with auditory learning