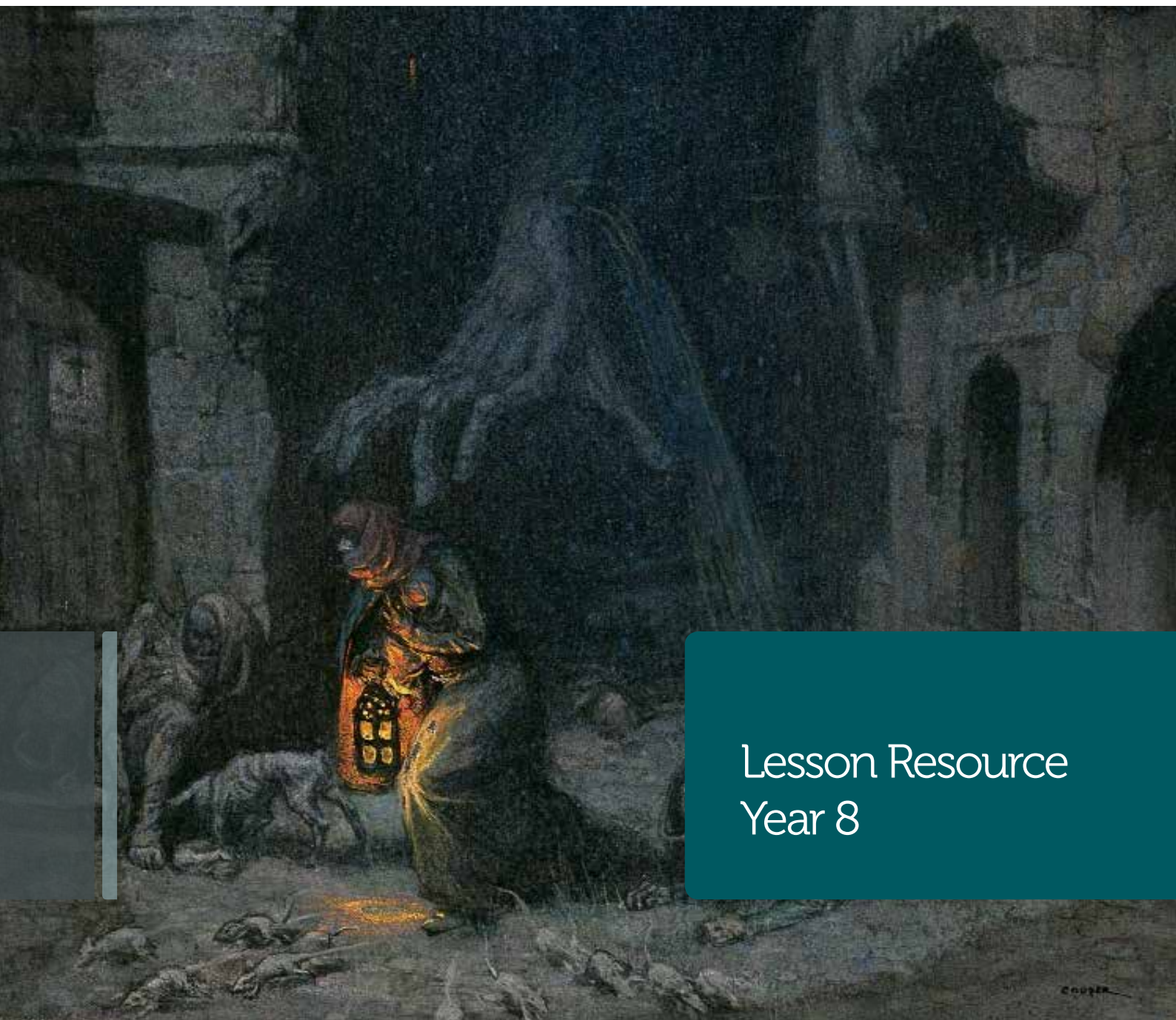


Black Death



Lesson Resource
Year 8



THE AUSTRALIAN RESEARCH COUNCIL CENTRE OF EXCELLENCE FOR THE HISTORY OF EMOTIONS (EUROPE, 1100–1800)

The Australian Research Council Centre of Excellence for the History of Emotions (CHE) was established in 2011. It recognises the importance of emotion in shaping our mental, physical and social wellbeing, and that the expression, understanding and representation of emotions has changed over time. Through its innovative research, the Centre seeks to build on our understanding of emotions, past and present, and provide insight into contemporary Australian culture.

With a focus on the medieval and early modern periods, the Centre's research examines four key themes: Meanings, Change, Performance, and Shaping the Modern. Through its education and public outreach programs, and affiliations with industry and cultural organisations, the Centre aims to invigorate our culture, and engage the community in the consideration of emotions and their impact on history.

For more information about the Centre's research and public outreach programs, go to www.historyofemotions.org.au

ABOUT THIS LESSON RESOURCE

Black Death

ARC Centre of Excellence for the History of Emotions Curriculum Series

Joanna Tyler
Curriculum Writer

Erika von Kaschke
Graphic Designer

Stephanie Tarbin and Joanne McEwan
Editors

This material is provided under a Creative Commons License Attribution-NonCommercial-NoDerivs 3.0 Australia (CC BY-NC-ND 3.0 AU).

You are free to share, copy and redistribute this material under the following terms:

1. Attribution — You must give appropriate credit, and provide a link to this license. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
2. Non-Commercial — You may not use the material for commercial purposes.
3. No Derivatives — If you remix, transform or build upon the material, you may not distribute the modified material.
4. No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

NOTICES:

You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation. No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy or moral rights may limit how you use the material.

Cover image: 'A giant hand roaming through the dark streets of London, people and rats try to escape its grasp; representing bubonic plague. Watercolour by Richard Tennant Cooper.' by Richard Tennant Cooper. Credit: Wellcome Collection.

CONTENTS

About the Resource	1
WA Curriculum Links	2
Lesson 1	3
Student Handout 1: Plague Symptoms	4–5
Lesson 2	6
Pass the Plague	7
Student Handout 2: Plague Impact	8–9
Lesson 3	10
Student Handout 3: Medieval Social Order	11
Lesson 4	12
Student Handout 4: 'Those who...'	13–14
Lesson 5	15
Activity: Quarantine Card Set	16
Student Activity 5: Emotional Journeys	17–18
Lesson 6	19
Lesson 7–8	20
Student Handout 6: Primary and Secondary Sources	21–23
Student Handout 7: Research Task	24

About The Resource

Description

The Black Death of the fourteenth century is a highly emotional slice of history to consider. In this unit of work, students will participate in activities that allow them to consider the importance of emotions and how these influenced peoples' behaviour during the outbreak of the disease in fourteenth-century Europe. By examining the different socio-economic, political and religious structures of the medieval period, students are able to understand the historical conditions and to empathise with people's experiences, both during and after the plague.

Outcomes

Students should be able to:

Understand the cause of the disease, its variations and symptoms.

Understand the way the plague impacted on different social and religious groups.

Understand how quarantine developed and the impact it had on preventing the spread of disease.

Understand how the emotions people experienced during the fourteenth-century plague may have influenced their actions.

Equipment List

Student Handout 1: Plague Symptoms

Student Handout 2: Plague Impact

Student Handout 3: Medieval Social Order

Student Handout 4: 'Those Who...'

Student Handout 5: Emotional Journeys

Student Handout 6: Primary and Secondary Sources

Student Handout 7: Research Task

Activity: Quarantine card set

PowerPoint presentation and notes

Computer access for in-class research

WA Curriculum Links

This table displays the direct or potential curriculum links that this resource has to the Western Australian Curriculum for Humanities and Social Sciences.

Year 8
<p>Knowledge and Understanding</p> <p><i>History</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Key features of the medieval world (feudalism, trade routes, voyages of discovery, contacts and conflict). <input type="checkbox"/> The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society. <p><i>Depth Study 2: Investigating the Black Death in Asia, Europe and Africa (Fourteenth-Century Plague)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Living conditions and religious beliefs in the fourteenth century, including life expectancy, medical knowledge and beliefs about the power of God. <input type="checkbox"/> The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease. <input type="checkbox"/> The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as flagellants and monasteries. <input type="checkbox"/> The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague. <p>Humanities and Social Sciences Skills</p> <p><i>Questioning and Researching</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives. <input type="checkbox"/> Construct a range of questions, propositions and/or hypotheses. <input type="checkbox"/> Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork. <input type="checkbox"/> Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech or artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopedia). <p><i>Analysing</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use criteria such as accuracy, reliability, currency and usefulness to select information or data which is relevant to the question. <input type="checkbox"/> Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines). <p><i>Communicating and Reflecting</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers). <input type="checkbox"/> Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology, and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources. <input type="checkbox"/> Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena.

Lesson 1

These activities could be completed over one or two lessons. More advanced classes that finish work quickly can use the extension activities in class or as homework.

LESSON 1	TIME Total 50 minutes
<p>FIRST ACTIVITY – PowerPoint Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses the presentation and notes provided to facilitate the initial exploration of the topic with the class. <input type="checkbox"/> Students are shown slides 1–5. <input type="checkbox"/> By slide 4, students should have a basic understanding of what the Black Death is, why it is called the 'Black Death', the cause of the disease and the terms Bubonic, Septicemic and Pneumonic. 	20 minutes
<p>SECOND ACTIVITY – Video</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are shown slide 5 of the PowerPoint presentation and vote on whether or not the disease still exists today. <input type="checkbox"/> After the vote has taken place and the answer is revealed, students watch a video linked to the PowerPoint slide – a news report on the 2017 outbreak of the Pneumonic Plague in Madagascar. 	10 minutes
<p>THIRD ACTIVITY – Worksheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students each receive a worksheet that is double sided. They are to complete the first page only, which is about the symptoms of the plague. Students are required to circle the symptoms they believe people would get from Bubonic, Septicemic and Pneumonic Plague. Give them only 1–2 minutes to complete this. <input type="checkbox"/> As a class, discuss the answers that they selected on the first page. Ask them to turn the page over to reveal the correct answers. <input type="checkbox"/> Students can then continue to work on the sheet, answering the questions on the second page.* <p><i>*Completion of the worksheet combined with the extension activity can become a second follow on lesson if necessary.</i></p>	20 minutes
<p>EXTENSION OR EXTRA TIME ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> How many times has the Black Death occurred worldwide since the fourteenth century? Use the internet to find reliable sources of information about different outbreaks of the plague. Record each one that you find on a timeline. Make sure you include: <ul style="list-style-type: none"> ○ Where the outbreak occurred ○ When the outbreak occurred ○ The source of your information 	

Student Handout 1: Plague Symptoms

Circle all of the symptoms that you would experience if you caught either Bubonic, Septicemic or Pneumonic Plague.

Blood in mucus

Dizziness

Body aches and pains

Black lungs

General weakness

Chest pain

Nausea

Diarrhoea

Headaches

Coughing up blood

Chills and fever

Shortness of breath

Muscle pain

Seizures

Shock

Abdominal pain

Blackened fingers and toes

Vomiting

Black swellings on the skin (Buboes)

Muscle pain

Bleeding internally

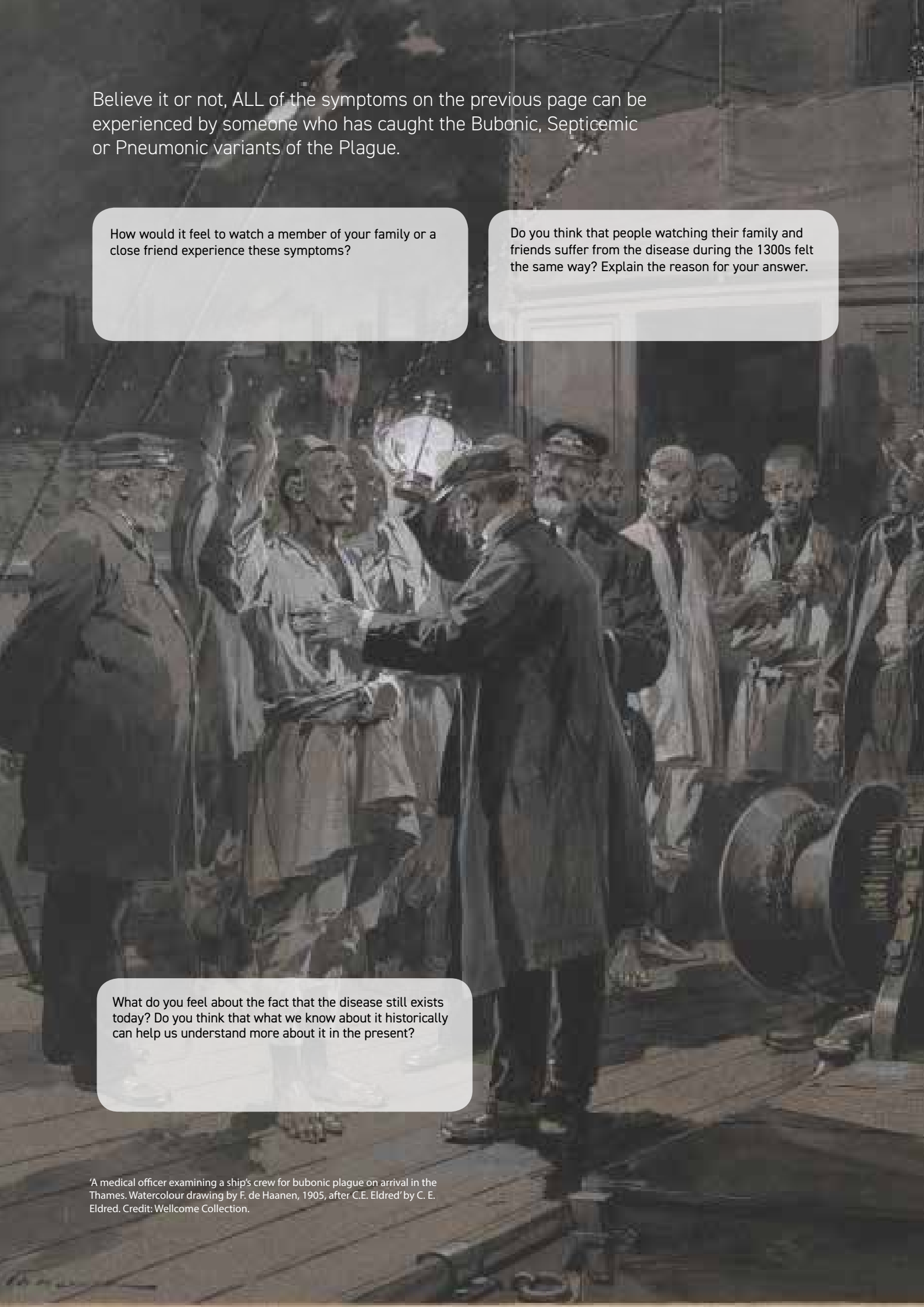
Believe it or not, ALL of the symptoms on the previous page can be experienced by someone who has caught the Bubonic, Septicemic or Pneumonic variants of the Plague.

How would it feel to watch a member of your family or a close friend experience these symptoms?

Do you think that people watching their family and friends suffer from the disease during the 1300s felt the same way? Explain the reason for your answer.

What do you feel about the fact that the disease still exists today? Do you think that what we know about it historically can help us understand more about it in the present?

'A medical officer examining a ship's crew for bubonic plague on arrival in the Thames. Watercolour drawing by F. de Haanen, 1905, after C.E. Eldred' by C. E. Eldred. Credit: Wellcome Collection.



Lesson 2

LESSON 2	TIME Total 50 minutes
<p>LEARNING REVIEW</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students have 2 minutes to discuss what was covered last lesson about the plague. The teacher then uses the Question & Answer slide, slide 6, to answer the questions with the class. This ensures that the answers are displayed so that everyone can hear them, see them and if necessary write them down. 	10 minutes
<p>FIRST ACTIVITY – Pass the Plague</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students participate in a game called 'Pass the Plague'. The teacher follows the directions for the game on the instruction sheet. They will need to use two packs of cards mixed together for this activity to work. <input type="checkbox"/> The instructions can be displayed on the screen of the classroom (using slides 7 and 8) or printed and fixed to the front of the room. Read the instructions out to the students and do a demonstration for them if necessary. <input type="checkbox"/> Students participate in the game with the teacher facilitating and displaying slide 8 and sound for the bell when they think it is appropriate. 	15 minutes
<p>SECOND ACTIVITY – PowerPoint and Discussion</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher displays PowerPoint slide 9 that shows students the estimates of how many people died because of the fourteenth-century Black Death in Europe. <input type="checkbox"/> Led by the teacher, students consider the following questions: Did it surprise you how quickly the plague spread? Why or why not? Why is the estimate for deaths such a broad range? What prevents us from having a more specific number?* <p><i>* Some answers for these questions are included in the notes for the PowerPoint presentation. Please see notes for slide 8.</i></p>	10 minutes
<p>THIRD ACTIVITY – Worksheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> The class fills out the lesson 2 worksheet with the assistance of classmates and the teacher. <input type="checkbox"/> The answers they provide will be the basis of the lesson review during lesson 3. <p>15 minutes</p>	
<p>EXTENSION OR EXTRA TIME ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus Questions. These can be discussed as a class, in small groups or answered individually. <ul style="list-style-type: none"> o Do you find it frustrating that we cannot know exactly how many people died during the fourteenth-century outbreak of the Black Death? o Do you think there would have been people at the time who did not know if their family and friends had survived? What would have caused this? o How would it make you feel if you could not find out about the health and wellbeing of your family and friends? 	

Pass the Plague!

Teacher Instructions:

Students are all given 4 playing cards. The aim of the activity is to trade these with other students around classroom to collect the suit your group of society needs:

Everyone wants hearts (happiness)

1st name is A-M: Peasants - collect clubs (food)

1st name is N-S: Merchants - collect diamonds (wealth)

1st name is T-Z: Nobles - collect spades (power)

Aces are plague-infested rats. If a student is holding an Ace when the game ends, they die.

When students trade cards, they must pass them facing down so that anyone could be lying about what they are trading. This is how students can get rid of the Ace – they lie and pass on the Ace instead of the card promised.

It is important that students don't make a big deal out of receiving an Ace; because then people will know they have it. Teachers should take some cards for themselves and trade with the students too – with lots of Aces if possible!

After a few minutes of trading, the 'bell' rings, and everybody freezes. At this point, anyone that has an Ace takes all of their cards, including the infected Ace, and hands them as an inheritance to the person standing next to them. Make sure that everyone with an Ace is able to pass their inheritance on to someone!

After this, the remaining students can continue trading for another minute or so.

At the end of the activity, ask students to freeze. Ask them, one group at a time, to raise their hand if:

- They died because they were holding an Ace (either in the middle or at the end of the game)
- They died and they were a peasant
- They died and they were a merchant
- They died and they were a noble

There should have been deaths in every group. This shows the class that nobody was immune to the plague.

Student Handout 2: Plague Impact

Are you surprised by how quickly the plague spread across different communities in Europe? Why or why not?

How would we react if a disease started spreading this quickly across different countries today?

What is the current population of Australia? (You will need to do a little bit of research to answer this question!)

Would it make a big difference to our country if 75 million people died in a short period of time? How would we change or stay the same?

Explain how our society would change if we lost half of our:

Choose two other industries or jobs that exist in Australia. Explain the great changes in our society that would occur if we only had half as many people working in these areas.

Doctors	Truck Drivers
Teachers	Cleaners

Choose two other industries or jobs that exist in Australia. Explain the great changes in our society that would occur if we only had half as many people working in these areas.

--	--

Lesson 3

LESSON 3	TIME
<p>LEARNING REVIEW</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher facilitates class discussion about the answers people wrote down on their worksheets from the previous lesson. Anyone who did not manage to come up with an answer can write the answers in their notebooks as they are discussed if necessary. 	<p>Total 50 minutes</p> <p>10 minutes</p>
<p>FIRST ACTIVITY – Medieval Social Orders Part One</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are split into 3 groups: <ul style="list-style-type: none"> o The first group should have only a small portion of students. o The second group should have a slightly larger portion of students than the first. o The third group of students should be the largest. <input type="checkbox"/> The teacher brings up PowerPoint slide 10. The slide displays a chart showing the social structure that existed during the medieval period. The students are split into groups that represent this. <ul style="list-style-type: none"> o The first group are 'those who fight'. o The second group are 'those who pray'. o The third group are 'those who work'. <input type="checkbox"/> Use the notes for PowerPoint slide 10 to explain the social structure to the students. <input type="checkbox"/> After this, hand out a few pieces of blank paper to each group. They need to make some posters which display what they think of each of the other two groups. Remind them to ensure there are separate posters for each of the other groups. Encourage them to use single words or very short sentences. They have 1 minute to complete this task. <input type="checkbox"/> Ask each group to display the posters they have made (for example, 'those who work' display the posters that they made to show what they think of 'those who pray'. They then do the same for 'those who work'). 	<p>15 minutes</p>
<p>SECOND ACTIVITY – Medieval Social Orders Part Two</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the PowerPoint slide 11 and its notes to explain to the students how social organisation changed because of the plague. <input type="checkbox"/> The students then turn over their posters and write what they think of the other classes now that they have suffered from the plague on the back. <input type="checkbox"/> Ask each group to display the new posters they have made. Briefly point out any changes in feeling towards each group. 	<p>15 minutes</p>
<p>THIRD ACTIVITY – Worksheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> The class fills out the lesson 3 worksheet with the assistance of classmates and the teacher. <input type="checkbox"/> The answers they provide will be the basis of the lesson review during lesson 4. 	<p>10 minutes</p>
<p>EXTENSION OR EXTRA TIME ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus Questions. These can be discussed as a class, in small groups or answered individually. <ul style="list-style-type: none"> o Do you think the effects of the plague on social structure were long or short term? Why? o If your career choices were to live poor as a farmer or to live poor as a priest, monk or nun, which would you choose? Explain the reasons for your answer. 	

Student Handout 3: Medieval Social Order

How did your feelings change towards each of the groups throughout the activity? Why do you think this occurred?

During the fourteenth-century Black Death, were people safer living in the country or in the city? Explain your answer.

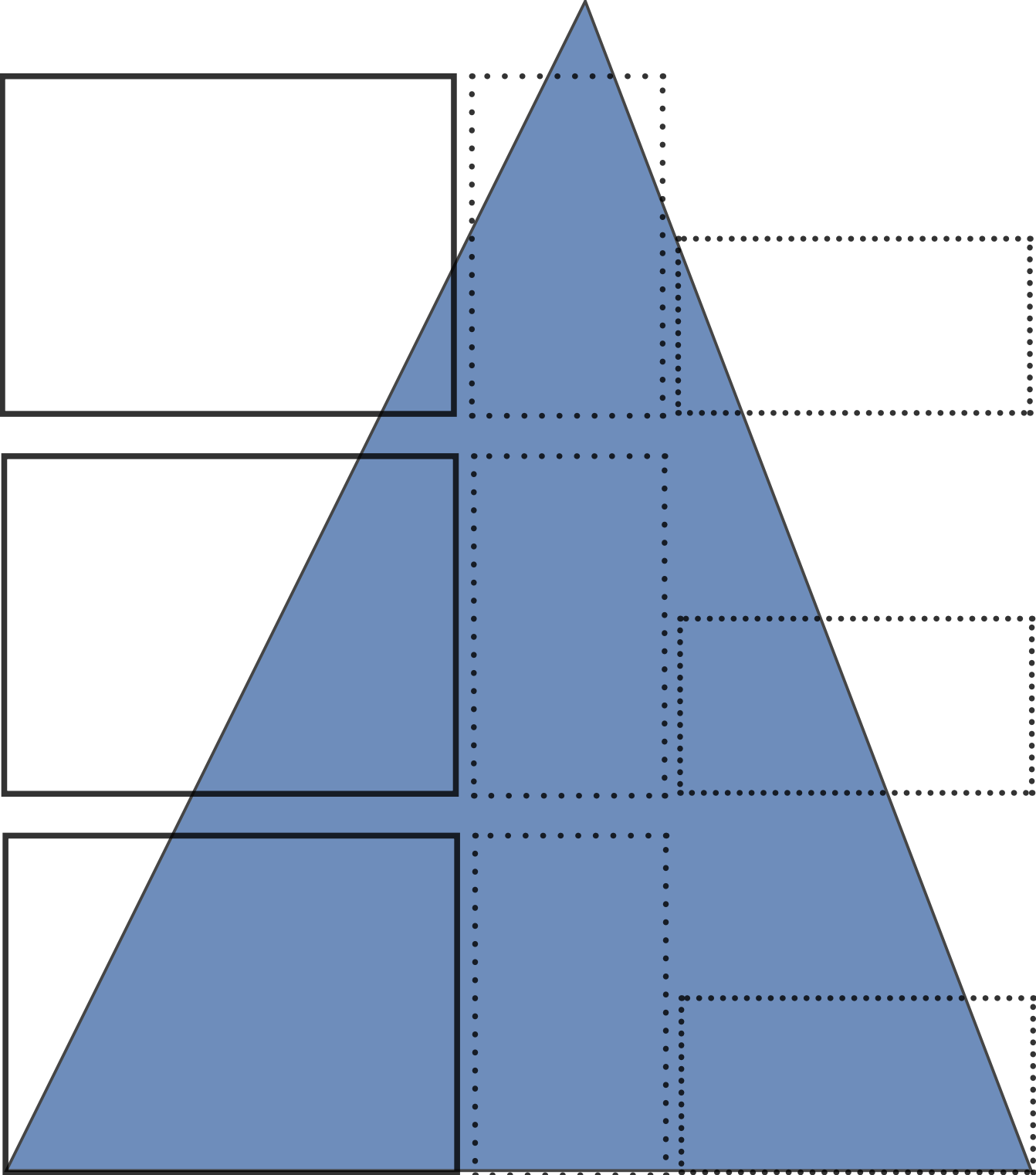
What kinds of things would make people feel safer in each location during such a chaotic time? Make a list for each below.

Country	City

Lesson 4

LESSON 4	TIME Total 50 minutes												
<p>LEARNING REVIEW</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group puzzle activity. Students are given a picture of a pyramid, 3 descriptions, 3 titles and 3 images. They need to put one of each in the correct section of the pyramid to create the medieval social structure. <input type="checkbox"/> Ask the students to do this as a speed activity – only give them 1-2 minutes to complete the activity before going through the answers as a class. 	5 minutes												
<p>FIRST ACTIVITY – PowerPoint</p> <ul style="list-style-type: none"> <input type="checkbox"/> Display PowerPoint slide 12 for students and use accompanying notes to describe how various religious groups responded to the fourteenth-century Black Death. 	15 minutes												
<p>SECOND ACTIVITY – Group Brainstorm</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask students to work in small groups on a brainstorm. Each group writes down four different people who could have lived through the Black Death, providing a job and a religion. E.g.: Christian farmer. <input type="checkbox"/> Students pass their sheet on to another group. The new group needs to make notes on how each individual would have responded to the plague, considering their religion, social class, possible family and feelings. <input type="checkbox"/> Encourage students to provide answers that consist of dot points and short sentences. 	10 minutes												
<p>THIRD ACTIVITY – Worksheets</p> <ul style="list-style-type: none"> <input type="checkbox"/> The class fills out the lesson 4 worksheet with the assistance of classmates and the teacher. <input type="checkbox"/> The answers they provide will be the basis of the lesson review during lesson 5. 	20 minutes												
<p>EXTENSION OR EXTRA TIME ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Label each corner of the room as a different emotion. Ask students questions about how they would respond to certain situations during the plague by getting them to stand in the corner that describes how they would feel. Once they have chosen somewhere to stand, choose someone to explain why they feel that way or how that feeling would influence their actions. Students should be chosen at random to respond so that all of them are prepared to answer. <input type="checkbox"/> Examples of questions: <ul style="list-style-type: none"> o How would you feel if the entry to your town was closed off? o How would you feel if one of your family members got sick and you were supposed to report it? o How would you feel if you got sick and your family hadn't noticed yet? o How would you feel if you found out that you could move your family away from where you live but had no guarantee of staying healthy? o How would you feel if there were a group of people that lived nearby that were not getting sick at all? o How would you feel if all of the people who lead you – your landlord, your boss, your religious leader – got sick with the plague? 													
<ul style="list-style-type: none"> • Examples of emotions: <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">o Conflicted</td> <td style="width: 33%;">o Cautious</td> <td style="width: 33%;">o Powerful</td> </tr> <tr> <td>o Angry</td> <td>o Revolted</td> <td>o Shocked</td> </tr> <tr> <td>o Excited</td> <td>o Insecure</td> <td>o Confident</td> </tr> <tr> <td></td> <td>o Frightened</td> <td>o Guilty</td> </tr> </table> 		o Conflicted	o Cautious	o Powerful	o Angry	o Revolted	o Shocked	o Excited	o Insecure	o Confident		o Frightened	o Guilty
o Conflicted	o Cautious	o Powerful											
o Angry	o Revolted	o Shocked											
o Excited	o Insecure	o Confident											
	o Frightened	o Guilty											

Student Handout 4: "Those who..."



Student Handout 4: 'Those who...'

This group were the social elite of the middle ages. They possessed the majority of the wealth and land in Europe but were the smallest order in terms of population. These people were the elite of their time – the kings, queens, ladies, lords and knights. This group of people still had rights and responsibilities. There were expectations and obligations that they were required to meet in terms of providing military service, ensuring the care of those in the classes beneath them, collecting and organising rent and taxes, and show dedication to their religion.



This group of people were very poor and had limited options for how they would spend their lives. They could be serfs, living on and farming the land of someone wealthier; servants, who worked in the households of the rich; or if they were lucky, merchants who traded and provided basic goods to the community. People in this social group worked very hard for very little in return. They were not considered as important as other social orders, and so many historical documents do not mention them. This is why we know so little about life from their perspective today.

Those who worked

Those who prayed

This group was made up from religious people: bishops, priests, monks, nuns, friars, canons, canonesses – anyone who had devoted their life to the Christian religion. These people were very important in medieval European society for many reasons. Joining the Church gave people another option for how to spend their life, rather than getting married and working. In a world where modern science did not exist, understanding religion helped people to make sense of life, death and everything that happened around them. Monasteries and convents were also great repositories of knowledge where books were copied.

Those who fought

Lesson 5

LESSON 5	TIME Total 50 minutes
<p>LEARNING REVIEW</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks students to complete a speed brainstorm in groups. They have 1 minute to recall everything they can remember from the previous lessons about the plague and how people of different religions and social orders responded to it. <input type="checkbox"/> Students can choose whether they write their ideas down or not. <input type="checkbox"/> Teacher facilitates a group discussion so that students can share their answers with the class. 	5 minutes
<p>FIRST ACTIVITY – Quarantine Part One</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student cards for the quarantine activity are included. You will need to prepare the student cards prior to the lesson. <input type="checkbox"/> Ask 3–5 students to leave the room temporarily. In their absence, place remaining students into groups. <input type="checkbox"/> Nominate one student to be the quarantine officer. Give them a card with instructions to read through. They are not to share what is on it with anyone else in the class. You will need to speak to them to allocate a quarantine area in the room. <input type="checkbox"/> Give each of the students outside a card with instructions to read through. They are not to share what is on it with anyone else in the class. <input type="checkbox"/> Ask the students from outside to re-enter and join a group. Aim to have one student with a card per group. One of them should be immediately isolated in the quarantine area by the quarantine officer. 	10 minutes
<p>SECOND ACTIVITY – Quarantine Part Two</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are then provided with the <i>Student Handout 5: Emotional Journeys</i> worksheets to fill in while they are sitting in their groups. Hand these out to everyone except the person who is already in quarantine – ask the quarantine officer to hand their sheet to them. <input type="checkbox"/> If any of the students move during the activity because of what is written on their card, they need to take their worksheet with them and continue to fill it in. <input type="checkbox"/> For the sake of people holding cards, make sure you give the class an update on how long they have left to work (15, 10 and 5-minute warnings). 	15 minutes
<p>THIRD ACTIVITY – Quarantine Part Three</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask everyone in the class to sit back together as a whole group. <input type="checkbox"/> Ask all of the participants in the activity to reveal what was on their cards. <input type="checkbox"/> Teacher facilitates a discussion regarding the activity. Ask those who did not have cards what they thought was happening. Ask all of those who did what it felt like to fulfil their role. <input type="checkbox"/> The emotions and group dynamics that students experience during this activity were also experienced during the fourteenth-century Black Death and will be explored in more depth during lesson 6. 	10 minutes
<p>EXTENSION OR EXTRA TIME ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus Questions. These can be discussed as a class, in small groups or individually. <ul style="list-style-type: none"> ○ What do you think were some of the moral implications of putting people in quarantine? 	

Activity: Quarantine Card Set

<p>QUARANTINE OFFICER</p> <p>Your job as Quarantine Officer is to investigate any accusations regarding people being sick with the plague and to take those who are afflicted into quarantine. Once people have been taken to quarantine, they are not allowed to leave. Make sure you walk around to different groups and keep an eye on everyone – someone could fall sick at any time!</p>	<p>PLAGUE VICTIM</p> <p>Wait until everyone is quietly working in their groups. Then you need to choose a time to turn yourself over to the Quarantine Officer for catching the plague! Put your hand up and call the Officer over. Make sure you can give evidence of the symptoms you have observed to convince the Officer to take you away! (Think of the different visible plague symptoms you have learnt about!)</p>	<p>PLAGUE VICTIM</p> <p>Wait until everyone is quietly working in their groups. Then you need to choose a time to turn yourself over to the Quarantine Officer for catching the plague! Put your hand up and call the Officer over. Make sure you can give evidence of the symptoms you have observed to convince the Officer to take you away! (Think of the different visible plague symptoms you have learnt about!)</p>
<p>ACCUSER!</p> <p>Wait until everyone is quietly working in their groups. Then you need to choose someone from YOUR group to report to the Quarantine Officer as having the plague! Put your hand up and call the Officer over. Make sure you can give evidence of the symptoms you have observed to convince the Officer to take them away! (Think of the different visible plague symptoms you have learnt about!)</p>	<p>PLAGUE VICTIM</p> <p>Wait until everyone is quietly working in their groups. Then you need to choose a time to turn yourself over to the Quarantine Officer for catching the plague! Put your hand up and call the Officer over. Make sure you can give evidence of the symptoms you have observed to convince the Officer to take you away! (Think of the different visible plague symptoms you have learnt about!)</p>	<p>ACCUSER AND PLAGUE VICTIM!</p> <p>Wait until everyone is quietly working in their groups. Then choose someone from ANOTHER group to report to the Quarantine Officer as having the plague! Put your hand up and call the Officer over. Make sure you can give evidence of the symptoms you have observed to convince the Officer to take them away! After this has occurred, choose a time to turn yourself over for catching the plague.</p>
<p>ACCUSER!</p> <p>Wait until everyone is quietly working in their groups. Then you need to choose someone from YOUR group to report to the Quarantine Officer as having the plague! Put your hand up and call the Officer over. Make sure you can give evidence of the symptoms you have observed to convince the Officer to take them away! (Think of the different visible plague symptoms you have learnt about!)</p>	<p>PLAGUE VICTIM</p> <p>Wait until everyone is quietly working in their groups. Then you need to choose a time to turn yourself over to the Quarantine Officer for catching the plague! Put your hand up and call the Officer over. Make sure you can give evidence of the symptoms you have observed to convince the Officer to take you away! (Think of the different visible plague symptoms you have learnt about!)</p>	<p>YOU ARE IN QUARANTINE!</p> <p>Your group has already been identified as having the plague and have been immediately placed in quarantine. If you need anything – even help with your work – you must make contact only through the Quarantine Officer. You are not allowed to leave the quarantine space in the classroom. Other group members will join you during the lesson. You are responsible for making sure they are aware of the quarantine rules!</p>
<p>ACCUSER!</p> <p>Wait until everyone is quietly working in their groups. Then choose someone from ANOTHER group to report to the Quarantine Officer as having the plague! Put your hand up and call the Officer over. Make sure you can give evidence of the symptoms you have observed to convince the Officer to take them away! (Think of the different visible plague symptoms you have learnt about!)</p>	<p>ACCUSER AND PLAGUE VICTIM!</p> <p>Wait until everyone is quietly working in their groups. Then choose someone from YOUR group to report to the Quarantine Officer as having the plague! Put your hand up and call the Officer over. Make sure you can give evidence of the symptoms you have observed to convince the Officer to take them away! After this has occurred, choose a time to turn yourself over for catching the plague.</p>	

Student Activity 5: Emotional Journeys

Circle the social and religious aspects that you would like to explore. This becomes the character you will be working on. Answer the questions and add details into the timeline below to trace the emotional journey of your character through the fourteenth-century plague.

My character belongs to this social group:

THOSE WHO WORK
THOSE WHO PRAY
THOSE WHO FIGHT

My character follows this religion:

JUDAISM
ISLAM
CHRISTIANITY

The plague has broken out in your town! What is your first reaction? How does your faith influence this?


How does this event make you feel? List four emotions below.

Oh no! The plague is getting worse. More people are getting sick and people are scared. Circle the location that your character lives in:


COUNTRY TOWN



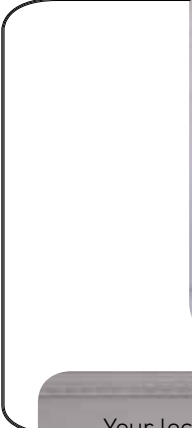
Student Activity 5: Emotional Journeys



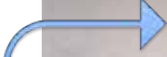
How does the disease getting worse in your town or small village make you feel? What actions do you and your family take as a result of this?



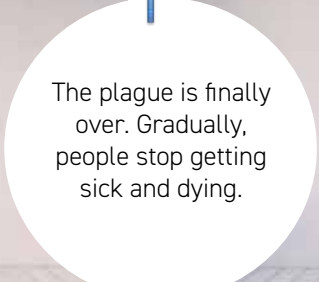
Your religious group experiences a particular reaction to dealing with the plague. What is their response? How do you feel about it?



Your local area introduces the concept of quarantine, as do many others. How does quarantine affect your life at home and at work?



In the aftermath of the plague, how do you feel? What are the consequences of everything that has happened?



The plague is finally over. Gradually, people stop getting sick and dying.

Lesson 6

LESSON 6	TIME Total 50 minutes
<p>LEARNING REVIEW</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher facilitates class discussion about the activity from the previous lesson. <input type="checkbox"/> Ask students to consider questions such as: <ul style="list-style-type: none"> o What does it mean to be placed in quarantine? o How would different people feel about this process? 	5 minutes
<p>FIRST ACTIVITY – PowerPoint</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher brings up PowerPoint slide 13 and uses the notes for this slide to explain the development of quarantine as a public health measure to the students. 	15 minutes
<p>SECOND ACTIVITY – Group Question and Answer</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are split into groups. Each of them is provided with one of the following questions to answer: <ul style="list-style-type: none"> o Do you think quarantine is a good or a bad thing? Explain your answer. o Does quarantine affect people today in the same way that it did in the 1300s? Why or why not? o How did religious belief in the fourteenth century impact on the implementation of quarantine? <input type="checkbox"/> Students are given a maximum of 10 minutes to provide a detailed written answer to this question in their groups. <input type="checkbox"/> Teacher then facilitates a class discussion where each question is answered as a class. Students should write notes on all of the questions based on the answers provided by other groups. 	15 minutes
<p>THIRD ACTIVITY – Worksheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> In the same groups, students need to produce a poster that advertises the concept of quarantine to a fourteenth-century audience. <input type="checkbox"/> The poster must use emotional language and include terminology/concepts that they have learnt through studying the Black Death. <input type="checkbox"/> Remind them to consider the challenges of promoting quarantine to a society that is pious, afraid, anxious and sceptical. How could they influence and convince them? 	15 minutes
<p>EXTENSION OR EXTRA TIME ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask students to research a different kind of disease that has been described as a plague or an epidemic. Get them to record any evidence they find of responses to this disease. Facilitate discussion in small groups or as a class about these responses – how are they the same or different to those that are recorded for the fourteenth-century Black Death? 	

Lesson 7–8

LESSONS 7–8	TIME Total 50 minutes
<p>LEARNING REVIEW</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher facilitates a quick Think, Pair, Share activity using review questions on PowerPoint slide 14. 	5 minutes
<p>FIRST ACTIVITY – Primary and Secondary Sources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher uses PowerPoint slide 15 to explain to students the difference between primary and secondary sources. <input type="checkbox"/> Teacher hands out the Primary and Secondary Sources worksheet to students. Students use the worksheet to study the three sources and answer the questions. Students can and should discuss their answers in small groups. In response to the question whether the source is primary or secondary, they must give one answer and their reasons for it. <input type="checkbox"/> Once the sheets are complete, students share their answers as a class. The teacher can ask for a vote to show who believed each source was primary or secondary. Make sure that both sides of the argument are heard and that students explain why they believed the source to be primary or secondary. <input type="checkbox"/> Teacher uses PowerPoint slide 16 and notes to give students the answer for each source. Make sure the students use the notes section of their worksheets to write down key points regarding each source. 	20 minutes
<p>SECOND ACTIVITY – Source Research</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are now required to research for their own primary or secondary sources pertaining to the Black Death in the fourteenth century. <input type="checkbox"/> Teacher uses the student handout to explain the task. Students need to find one primary and one secondary source that are different to the ones already examined in the lesson. They will need to provide an appropriate reference for each source (author, book title, year of publication, OR web address and date accessed) and answer the same questions for the sources that they answered earlier in the lesson. <input type="checkbox"/> Students can present their information in any mode that the teacher deems appropriate – hand written, posters, PowerPoint presentations, etc. <input type="checkbox"/> Students must use appropriate sources of information if researching online. <input type="checkbox"/> This research can take up to 3 lessons depending on the abilities of the class and the detail that the teacher expects in the answers. 	25 minutes
<p>EXTENSION OR EXTRA TIME ACTIVITY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students who are more advanced can be asked to research and record more than two sources and to write on each in far greater detail. <ul style="list-style-type: none"> <input type="checkbox"/> Students can also be asked to find a source relating to a specific emotion that people would have experienced during the fourteenth-century Black Death. <input type="checkbox"/> Students can be asked to find additional primary or secondary sources that pertain to people of a particular social class or religion during the fourteenth-century Black Death. <input type="checkbox"/> Students choose 3–5 emotions from the sources they have researched and explain how those feelings would have influenced people’s behaviour in the context of the fourteenth-century Black Death. 	

Student Handout 6: Primary and Secondary Sources

Study the following sources on the Black Death and answer the questions for each:

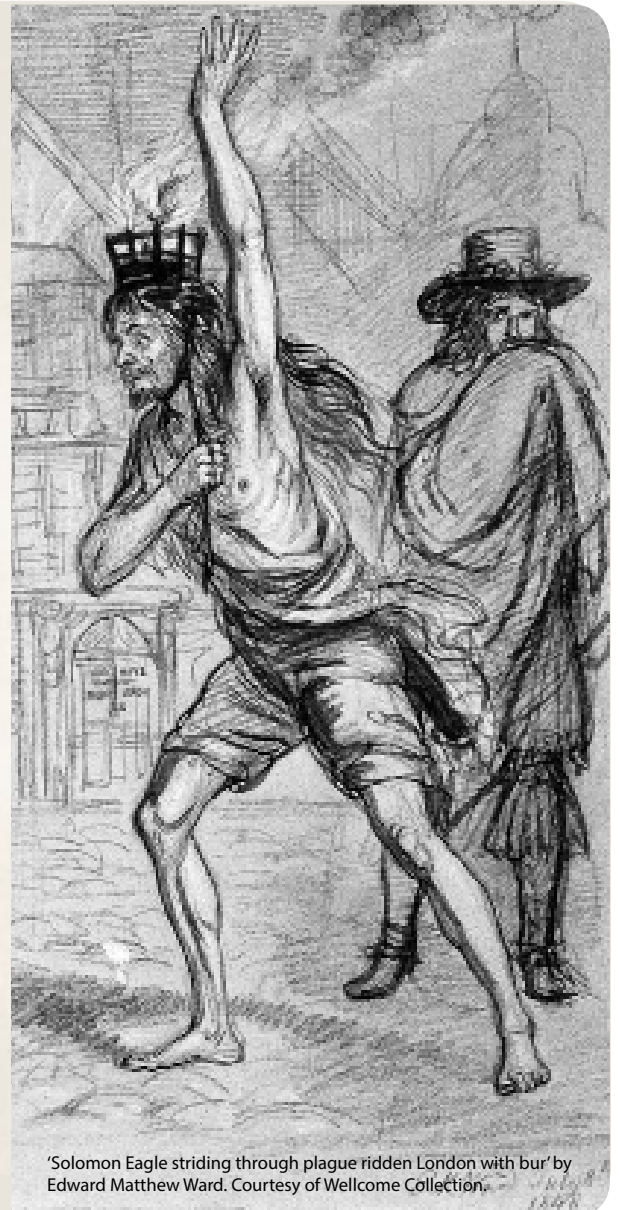
Explain your answer.

- Is this a primary or a secondary source? Explain the reasons for your answer.
- What kind of emotions can you identify in this source?
- How does the source make you feel? Do you think the creator of the source was trying to make people feel this way?

Source 1:

"The condition of the common people (and belike, in great part, of the middle class also) was yet more pitiable to behold, for that these, for the most part retained by hope or poverty in their houses and abiding in their own quarters, sickened by the thousand daily and being altogether untended and unsuccoured, died well nigh all without recourse. Many breathed their last in the open street, whilst other many, for all they died in their houses, made it known to the neighbours that they were dead rather by the stench of their rotting bodies than otherwise; and of these and others who died all about the whole city was full...Nor therefore were the dead honoured with aught of tears or candles or funeral train; nay, the thing was come to such a pass that folk recked no more of men that died than nowadays they would of goats; whereby it very manifestly appeared that that which the natural course of things had not availed, by dint of small and infrequent harms, to teach the wise to endure with patience, the very greatness of their ills had brought even the simple to expect and make no account of. The consecrated ground sufficing not to the burial of the vast multitude of corpses aforesaid, which daily and well nigh hourly came carried in crowds to every church,—especially if it were sought to give each his own place, according to ancient usance,—there were made throughout the churchyards, after every other part was full, vast trenches, wherein those who came after were laid by the hundred and being heaped up therein by layers, as goods are stowed aboard ship, were covered with a little earth, till such time as they reached the top of the trench."

Giovanni Boccaccio, *The Decameron* (Completed 1353), translated by John Payne (1886). Available at gutenberg.org/files/23700/23700-h/23700-h.html#Day_the_First



'Solomon Eagle striding through plague ridden London with bur' by Edward Matthew Ward. Courtesy of Wellcome Collection.



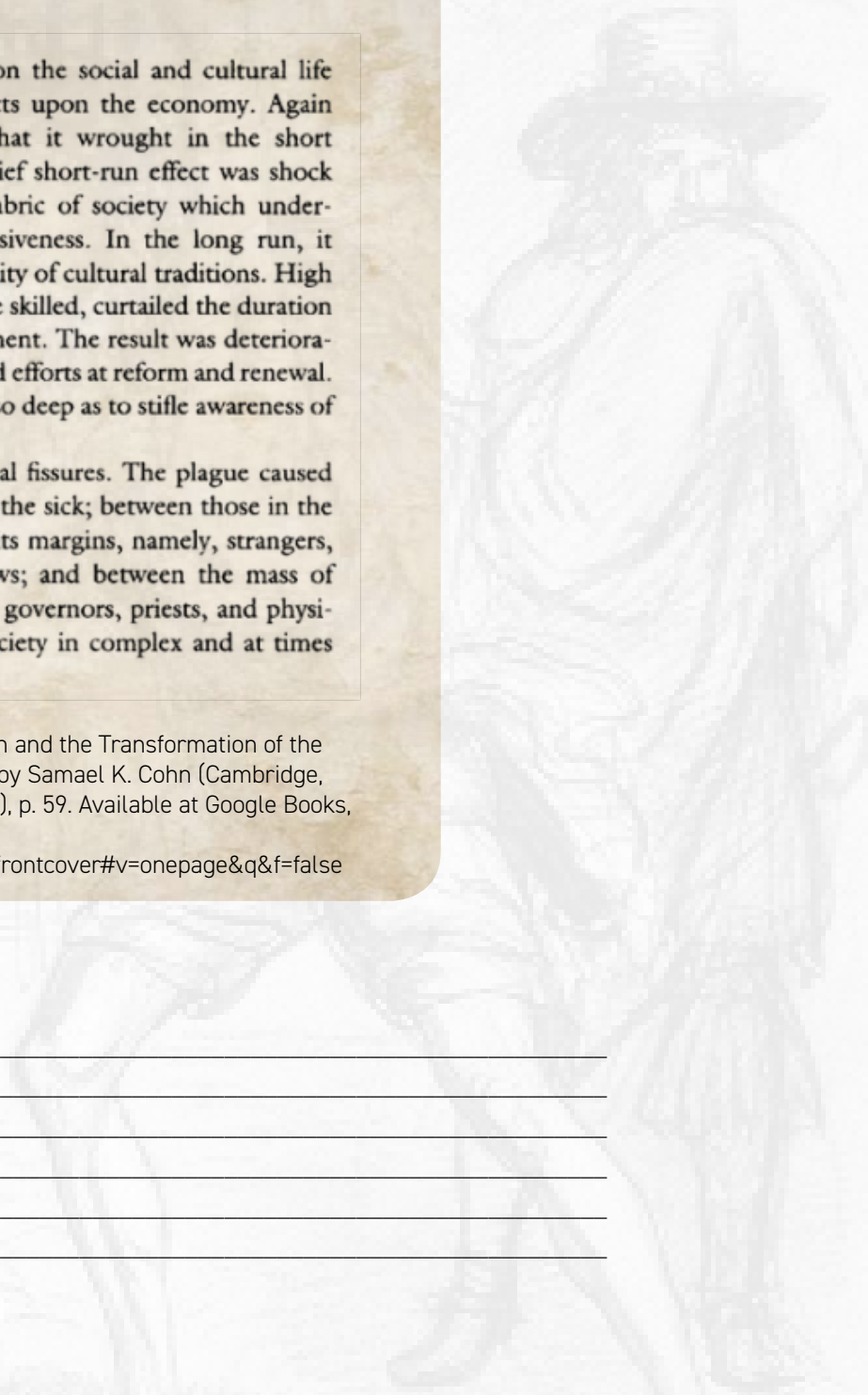
Source 2:

The impact of the Black Death on the social and cultural life of Europe was similar to its effects upon the economy. Again we must distinguish between what it wrought in the short run, and what in the long. Its chief short-run effect was shock and social fissures, tears in the fabric of society which undermined social discipline and cohesiveness. In the long run, it threatened the quality and continuity of cultural traditions. High mortalities thinned the ranks of the skilled, curtailed the duration of careers, and obstructed recruitment. The result was deterioration, but the decline also stimulated efforts at reform and renewal. In other words, decline was never so deep as to stifle awareness of decline.

We look first at shock and social fissures. The plague caused divisions between the healthy and the sick; between those in the cultural mainstream and those at its margins, namely, strangers, travelers, beggars, lepers, and Jews; and between the mass of society and its cultural leaders, its governors, priests, and physicians. These fissures cut across society in complex and at times pernicious ways, as we shall see.

Source: David Herlihy, *The Black Death and the Transformation of the West*, edited and with an introduction by Samael K. Cohn (Cambridge, Mass.: Harvard University Press, 1997), p. 59. Available at Google Books, <https://books.google.com.au/books?id=EUoCBAAAQBAJ&printsec=frontcover#v=onepage&q&f=false>

NOTES:



Student Handout 6: Primary and Secondary Sources

Source 3:



The Triumph of Death by Pieter Bruegel "The Elder", c.1562. Copyright © Museo Nacional del Prado.

Follow the link below to view the artwork 'The Triumph of Death', on display at the Museo del Prado in Spain.

museodelprado.es/en/the-collection/art-work/the-triumph-of-death/d3d82b0b-9bf2-4082-ab04-66ed53196ccc

Please note that it is quite a large painting, so use the tools on the bottom right side of your screen to move around the image and zoom in on specific details.

NOTES:

Student Handout 7: Research Task

Now you will be finding your own primary and secondary sources for the fourteenth-century Black Death plague! For each source, you will need to:

1. Research and locate the source, either in a book or online.
2. Record the details of where the source came from.
 - If your source came from a book, you will need to record the title, author, editor or translator of the text, and the date that it was published.
 - If your source came from a website, you will need to record the title, author, and editor or translator of the text, as well as the web address where the source is located and the date that you accessed the website.
3. Answer the following questions for each source:
 - Is this a primary or a secondary source? Explain the reasons for your answer.
 - What kind of emotions can you identify in this source?
 - How does the source make you feel?
 - Do you think the creator of the source was trying to make people feel this way?
 - Does this source tell us something about the way people reacted to the plague? Explain your answer.
4. Compile all of your source information and answers and present them as either:
 - A hand-written or typed document
 - A PowerPoint presentation
 - A poster
 - Any other format, so long as you check with your teacher first!



ARC Centre of Excellence for the History of Emotions (Europe, 1100–1800)
The Faculty of Arts, Business, Law and Education
The University of Western Australia
M201, 35 Stirling Highway, PERTH 6009 WA

Tel: +61 8 6488 3858
Email: emotions@uwa.edu.au
historyofemotions.org.au
twitter @ThinkEmotions

