

Medieval Realms: The Black Death 1349

Lesson Sequence/outline

Lesson	Focus/Aim	Learning outcomes	Teaching activity
<p>1</p> <p><i>Use one of the <u>STARTERS</u> AND <u>PLENARIES</u>.</i></p>	<p>What was the Black Death?</p> <p>The origin of the Black Death</p>	<p>Pupils will understand where and when the plague started and be able to say how the rats, germs, and fleas worked together to cause the plague.</p> <p>Pupils should be familiar with the term plague and be able to say what the Black Death was.</p>	<p><u>MAP</u></p> <p><u>KEYWORDS</u></p> <p><u>CAUSE DIAGRAM</u></p> <p><u>DIRTY TOWNS [Causes and consequences]</u></p> <p>Give pupils a graphic sense of the scale and horror of the Black Death through looking at contemporary accounts of the symptoms and level of mortality. A picture of death as a skeleton could be used as a starting point.</p> <p><u>DIRTY TOWN POSTER</u></p>
<p>2</p> <p><i>Use one of the <u>STARTERS</u> AND <u>PLENARIES</u>.</i></p>	<p>What did people think were the causes?</p>	<p>Pupils to understand that there were many different causes of this major historical event. Does where the evidence comes from affect its reliability?</p>	<p>Consider the different explanations that medieval people provided for the Black Death, and ask pupils what we can learn about medieval beliefs from these explanations.</p> <p><u>WHAT DID PEOPLE THINK CAUSED THE BLACK DEATH?</u></p> <p>Discuss with pupils other reasons people at the time thought caused the Black Death e.g. Religion, bad smells, the Jews and foreigners.</p> <p><u>STAGES OF THE BLACK DEATH</u></p>

<p>3</p> <p><i>Use one of the <u>STARTERS AND PLENARIES.</u></i></p>	<p>What did people do to avoid the plague?</p>	<p>Pupils will also appreciate some differences between medieval beliefs and attitudes and those of the present day.</p>	<p><u>HOW PEOPLE TRIED TO AVOID THE PLAGUE</u></p> <p><u>BLACK DEATH TREATMENTS</u></p> <p><u>SOURCE EVALUATION</u></p> <p><u>SAMPLE ANSWER</u></p> <p><u>MARK SCHEME</u></p>
<p>4</p> <p><i>Use one of the <u>STARTERS AND PLENARIES.</u></i></p>	<p>Why was the Black Death so terrifying?</p>	<p>Pupils to consolidate their understanding and further develop their writing skills.</p> <p>Pupils to plan and produce a structured account of the Black Death.</p>	<p><u>DIARY ENTRY</u></p> <p><u>BOARD GAME</u></p> <p>Prepare pupils to summarise their learning in a piece of structured writing that answers the question <i>Why was the Black Death so terrifying?</i></p> <p><u>EXTENDED WRITING TASK</u></p> <p><u>WRITING FRAME</u></p> <p><u>EXTENDED ESSAY CHECKLIST</u></p>
<p>5</p> <p><i>Use one of the <u>STARTERS AND PLENARIES.</u></i></p>	<p>What were the consequences of the Black Death?</p>	<p>Pupils will be able to give at least 3 consequences of the Black Death and be able to say why and how some peasants benefited.</p>	<p>Discuss the aftermath of the Black Death and the paradoxical fact that the illness had some good consequences for some of the survivors. Ask pupils to speculate on how the death of 33-50% of the population could make life better for the survivors</p> <p><u>CONSEQUENCES OF THE BLACK DEATH ROLE PLAY</u></p> <p><u>EUROPEAN DEATH TOLL</u></p> <p><u>REVISION NOTES</u></p> <p><u>TARGET SETTING</u></p>

Choose from the range of activities for each lesson to suit the interests and abilities in your class. Use the differentiated tasks as well. Several activities are suitable for homework tasks.