

Lesson plan Title: The Crisis of 14th Century in Europe

School	<input type="radio"/> Primary	<input type="radio"/> Middle	<input checked="" type="radio"/> High		
Year / Class	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject : History	Topic: The Black Death				
CLIL language					

Teacher / Teaching team profile	Teacher's role:	<input checked="" type="radio"/> Main Teacher	Subject taught:
		<input type="radio"/> Co-teacher	History
		<input type="radio"/> Other: _____	
	Teacher's role:	<input type="radio"/> Main Teacher	Subject taught:
		<input type="radio"/> Co-teacher	_____
		<input type="radio"/> Other: _____	

Student group profile (general)	CEFR Level:	<input type="radio"/> A1	<input type="radio"/> A2	<input type="radio"/> C1
		<input checked="" type="radio"/> B1	<input type="radio"/> B2	<input type="radio"/> C2
	<input type="radio"/> Experiences of CLIL	<input type="radio"/> Migrant background		
	<input type="radio"/> English mother tongue	<input type="radio"/> Special Educational Needs : ____		
	<input type="radio"/> Other mother tongue	<input type="radio"/> Other: _____		

The class 3B has 21 students who have never had experience of CLIL. The student's language knowledge varies from level A2 to B1.

Timetable fit	<input checked="" type="radio"/> Lesson (120 minutes)	Previous lesson: An Economic and Demographic Crisis
		Future lesson: The Consequences of the Crisis

Resources & tools	<p>Resources: http://ed.ted.com/lessons/the-past-present-and-future-of-the-bubonic-plague-sharon https://en.wikipedia.org/wiki/Black_Death_migration http://www.d-maps.com/pays.php?num_pay=192&lang=it http://historymedren.about.com/od/theblackdeath/a/death_defined.htm https://sheg.stanford.edu/understanding-black-death</p> <p>CLIL, History in English, Edizioni Scolastiche Bruno Mondadori, Pearson, Milano – Torino, 2014. KS3 History cgpbooks.co.uk/extras</p> <p>Tools: power-point presentation, worksheets, photocopies, video, interactive whiteboard, mini whiteboard, and computer</p>
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	Subject	Language
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<p>Students' prior knowledge, skills, competencies</p>	<p>Learners need to know the causes and main features of the demographic and economic crisis before the arrival of the plague</p> <p>know how to read a historical document</p> <p>know how to read a map</p>	<p>BICS (to communicate with each other while working in group or in pairs) specific vocabulary (CALP) grammatical structures: past, passive form, conditionals</p>
<p>Learning Outcomes expected for this lesson</p>	<p>Most Learners should know:</p> <p>The main events connected to the Black Plague such as:</p> <ul style="list-style-type: none"> - The causes of the plague - The path of the Plague - The areas most affected by the Black Death - The difference between immaginary reason and historical reason - The contagion reaction - The number of the dead - The consequences of the Plague <p>Most learners completing this lesson should be able to...</p> <ul style="list-style-type: none"> - Show on a map how the Black Death moved through Europe. - Summarize the direct effects of the Black Death in Europe. - Describe the main events, using appropriate terminology and following the cronology of events - Explain the most significant causes of the Plague - produce various types of texts suitable for interpreting and reporting what they have learned during the lessons such as a short essay or power-point presentation <p>Most learners should be aware of</p> <ul style="list-style-type: none"> - the complexity of a historical event - the different interpretation of historical events by contemporaries and us - the difference of the various sources and the difficulty of the reconstruction of a historical event 	

Methodology

brainstorming, individual work, pair work, group work, group work remixed, (4/5), plenary session, questions and answers, discussion

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
	The purpose of this activity is presenting the lesson and the various activities planned	Short presentation	Language to communicate	<ul style="list-style-type: none"> ◦ Whole class 	Power point presentation	3 minutes	
1	The purpose of this activity is activating the prior knowledge in term of specific vocabulary	The teacher presents some definitions on the smartboard and the learners have to write on the mini whiteboard the correct word and then showing it	Specific historical vocabulary	<ul style="list-style-type: none"> ◦ Whole class 	Power point presentation and mini whiteboard	10 minutes	Formative assessment - focus: language
2	The purpose of this activity is activating the prior knowledge in terms of content	Above mentioned words , students have to create short sentences that recall the key concepts of previous lessons (e. g. the imbalance between population and resources, climate change ...)	Terms and functions for making statements	<ul style="list-style-type: none"> ◦ Whole class 	Mini whiteboard	10 minutes	Formative assessment - focus: content

3	The purpose of this activity is tuning in the learners on the topic, starting from their personal knowledge	Brainstorming: the teacher asks the learners <i>What words do you associate with the “Black Death”?</i>	Terms and functions to communicate	<ul style="list-style-type: none"> ○ Whole class 	Blackboard	7 minutes	Formative assessment
4	The purpose of this activity is to give learners information and specific vocabulary	Learners are shown a short video twice: once for global understanding, the second to answer a short comprehension activity (see worksheet n°1)	All the above	<ul style="list-style-type: none"> ○ Individual work, check: pair work , and then the whole class 	Interactive whiteboard, computer worksheets (photocopies) http://ed.ted.com/lessons/the-past-present-and-future-of-the-bubonic-plague-sharon	15 minutes	Peer assessment focus: content
5	The purpose of this activity is to understand a written text and to show this knowledge	The Path of the plague: the learners have to read a short text that describes the path of the plague and then draw on a map (worksheet n°2)	All the above	<ul style="list-style-type: none"> ○ Pair work 	worksheets (photocopies) outline map of Europe and Asia in the fourteenth century	10 minutes	Formative assessment - focus: content and language

6	The purpose of this activity is to understand the different explanations given to the plague through the reading and analysis of the text (skimming)	Each group reads a text, analyzes it and answers questions (worksheet n°3)	Terms and functions for making hypothesis, statements and inference	○ Group work	Photocopies: texts and answer sheets (adapted materials)	15 minutes	Formative assessment - focus: content and language - the teacher goes around the class, monitors and encourages learners to communicate in L2
7	The purpose of this activity is collecting information by other groups	Each learner summarizes the text previously analyzed, and shares information with the new remixed group (worksheet n°3)	Terms and functions for giving and asking explanations	○ Group work (remixed)	Photocopies: texts and answer sheets	15 minutes	Formative assessment - focus: communicative skills - the teacher goes around the class, monitors and encourages learners to communicate in L2
8	The purpose of this activity is fixing the basic question and sharing the key concepts	The learners have to answer questions and discuss about	All the above	○ Whole class		7 minutes	Formative assessment - focus: communicative skills

9	The purpose of this activity is distinguishing various type of information	Learners put information they got from the texts in three columns: imaginary reasons, historical reasons and scientific reasons (worksheet n°4)	Specific historical vocabulary	○ Group work	worksheets	15 minutes	Peer assessment - focus: cognitive skills
10	The purpose of this activity is fixing the key concepts and the specific vocabulary	“Gimme 3” Learners have to list 3 things that they have learnt during the lesson	Terms and functions for making statements	○ Whole class	Mini whiteboard	10 minutes	Formative assessment - focus: communicative skills
11	The purpose of this activity is personalising learning	Homework: the learners have to find out if their local area had been affected by the Black Death. If not why not....and prepare a power point presentation for the next lesson	Specific historical vocabulary Terms and functions for arguing and making statements	○ Group work (per local area)		3 minutes	Formative and summative assessment - Students will be evaluated on the ability to make a presentation using communicative skills (specific vocabulary), cognitive skills (reasoning and creative thinking)

ANSWER THE QUESTIONS

What caused the Black Death?

- a) the smallpox virus
- b) the influenza virus
- c) bubonic plague bacterium
- d) the tuberculosis bacterium
- e) no one knows

How was the Black Death likely spread?

- a) from person to person
- b) by contaminated food
- c) by mosquitos
- d) by rats and their fleas

The Black Death was the second major epidemic of its kind. What was the first known epidemic of the disease that also caused the Black Death?

- a) The Plague of India
- b) The Plague of Justinian
- c) The Hong Kong Plague
- d) The Antonine Plague

What proportion of the affected population was killed by the Black Death?

- a) less than 10%
- b) about 25 %
- c) over 90 %
- d) about 50%

When did the Black Death initially occur?

- a) 14th century CE
- b) 19th century CE
- c) 541 CE
- d) 1904 CE

The first outbreak of plague occurred...

- a) in Western Europe
- b) in the city of Kaffa
- c) in Marseille in 1347
- d) in Centra Asia

How would you describe the population that existed right before the Black Death in terms of size, availability of food, and general health?

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In what ways could the Black Death have led to improvements in health in surviving populations?

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What has DNA analysis revealed about the Black Death?

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<http://ed.ted.com/lessons/the-past-present-and-future-of-the-bubonic-plague-sharon-n-dewitte#review>

WORKSHEET 2
READ AND DRAW

THE PATH OF THE PLAGUE

Asian and European outbreak

It came from the East and more specifically from the region of Mongolia and Gobi desert. In 1347 reached Kaffa in Crimea on the Black Sea.

In October 1347, a fleet of Genoese trading ships fleeing Caffa reached the port of Messina in Sicily. By the time the fleet reached Messina, all the crew members were either infected or dead. It is presumed that the ships also carried infected rats and/or fleas. Some ships were found grounded on shorelines, with no one aboard remaining alive.

Looting of these lost ships also helped spread the disease. From there, the plague spread to Genoa and Venice by the turn of 1347–1348.

From Italy the disease spread northwest across Europe, striking France, the Crown of Aragon, the Crown of Castile, Portugal and England by June 1348, then turned and spread east through Germany and Scandinavia from 1348 to 1350. It was introduced in Norway in 1349 when a ship landed at Askøy, then proceeded to spread to Bjørgvin (modern Bergen). Finally it spread to north-western Russia in 1351; however, the plague largely spared some parts of Europe, including the Kingdom of Poland, isolated parts of Belgium and the Netherlands, Milan and the modern-day France-Spain border.

WHERE, WHEN, WHERE NOT...



TEXT 1: University of Paris Medical Report (Modified)

This passage below is an excerpt from “The Report of the Paris Medical Faculty” issued in October 1348. In the report, medical faculty at the University of Paris describe what they believed were the origins of the bubonic plague and provide advice on how to avoid contracting the plague.

We, the Members of the College of Physicians of Paris,.....intend to make known the causes of this Plague.

We declare as follow: It is known that in India, and the area of the Great Sea, the constellations which combated the rays of the sun... exerted their power especially against the sea... and the waters of the ocean arose in the form of vapor. The waters were in some parts so corrupted that the fish died. This vapor spread itself though the air in many palces on earth... On all the islands and adjoining countries to which the corrupted sea-wind extends,... if the inhabitants of those parts do not take the following advice we announce to them inevitable death-except if the grace of Christ preserve theirs live.

Every one of you should protect himself from the air; wormwood and chamomile should be burnt in great quantity in the market places and in the houses...Cold, moist, watery food is in general harmful. Going out at night, and even until three o'clock in the morning, is dangerous on account of the dew... Fasting is injurious and so anxiety of mind, anger, and immoderate drinking and bathing...Everyone should remember this, but especially those who reside on the coast, or upon an island into which the poisonous wind has penetrated.

Source: The Report of the Paris Medical Faculty October 1348

Vocabulary

exert: apply force

wormwood: a fragrant plant

moist: slightly wet; damp or humid

dew: tiny drops of water that form on cool surfaces at night, when atmospheric vapor condenses.

immoderate: excessive

Answer the questions:

Who wrote this document?

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Where and when was this document written?

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Where did the plague originate?

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What or who caused the plague?

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What should people have done to try to prevent or cure the plague?

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How do this document illustrate how people understood the “Black Death”?

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TEXT 2: Ibn al-Wardi (Modified)

This passage below is an excerpt from Ibn al-Wardi's "An Essay on the Report of the Pestilence" Ibn al-Wardi was an Arab writer, philosopher, and historian who was alive in the Middle East during the plague. Here, he describes the effects of the plague on the city of Aleppo in Syria. In 1349, al-Wardi died from the plague.

The plague began in the land of darkness, China was not preserved from it. The plague infected the Indians in India, the Sind, the Persians, and the Crimea. The plague destroyed mankind in Cairo. The, the plague turned to Upper Egypt. The plague attacked Gaza, trapped Sidon, and Beirut. Next, it directed its shooting arrows to Damascus. There the plague sat like a lion on a throne and swayed with power, killing daily one thousand or more and destroying the population.

Oh God, it is acting by Your command. Lift this from us.

The plague caused the people of Aleppo the same disturbance. O, if you could see the nobles of Aleppo studying their books of medicine. They follow its remedies by eating dried and sour foods. The bubbles which disturb men's lives are smeared with Armenian clay. Each man treated their health to make life more comfortable. They perfumed their homes with camphor, flowers, and sandal. They wore ruby rings and put onions, vinegar, and sardines together with the daily meal. We ask God's forgiveness for ours bad souls; the plague is surely part of His punishment. Some said: the air's corruption kills. I said: the love of corruption kill.

Source: Ibn al-Wardi, "An Essay on the Report of Pestilence". 1348

Vocabulary

Sind: a province of southeastern Pakistan, traversed by the lower reaches of the Indus River; capital, Karachi.

swayed: move or cause to move slowly or rhythmically backward and forward or from side to side

clay: argilla

camphor: a fragrant wax

sandal: a fragrant wood

Answer the questions:

Who wrote this document?

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Where and when was this document written?

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Do you think people in 1348 trusted and believed this author?

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Where did the plague originate?

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What or who caused the plague?

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How did people try to prevent or cure this plague?

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How do this document illustrate how people understood the “Black Death”?

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TEXT 3

Contemporary accounts of the plague are often varied or imprecise. The most commonly noted symptom was the appearance of buboes (or gavocciolos) in the groin, the neck and armpits, which oozed pus and bled when opened. Boccaccio's description is graphic:

In men and women alike it first betrayed itself by the emergence of certain tumours in the groin or armpits, some of which grew as large as a common apple, others as an egg...From the two said parts of the body this deadly gavocciolo soon began to propagate and spread itself in all directions indifferently; after which the form of the malady began to change, black spots or livid making their appearance in many cases on the arm or the thigh or elsewhere, now few and large, now minute and numerous.

Some accounts, like that of Louis Heyligen, a musician in Avignon who died of the plague in 1348, noted a distinct form of the disease that infected the lungs and led to respiratory problems and is identified with pneumonic plague.

It is said that the plague takes three forms. In the first people suffer an infection of the lungs, which leads to breathing difficulties. Whoever has this corruption or contamination to any extent cannot escape but will die within two days. Another form...in which boils erupt under the armpits,...a third form in which people of both sexes are attacked in the groin.

Vocabulary:

groin: the area between the abdomen and the thigh on either side of the body.

oozed: trasudavano

malady: a disease

rashes: eruzioni cutanee

lungs: polmoni

Answer the questions:

According to Boccaccio what are the unmistakable signs of the plague?

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Do you understand why the plague was called “the Black Death?

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How long does the disease last?

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How many types of plague did Louis Heyligen recognize? What specific features did they show?

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The Transmission of Plague

Plague is carried by rodents like rats and squirrels, but it is transmitted to humans by the fleas who live on them. A flea, having ingested plague-infected blood from its host, can live for as much as a month away from that host before he needs to find another warm body to live on. When a blood-engorged flea attempts to draw blood from another victim, it invariably injects into that victim some of the blood already within it. If the injected blood contains the bacterium *Yersinia pestis*, the result is Bubonic Plague. Fleas were, alas, such a part of everyday life that no one noticed them much. In this invisible manner the plague spread from rat to human and to cat and dog, as well.

Pneumonic plague is airborne. It is contracted by breathing the infected water droplets breathed (or coughed) out by a victim of the disease. The pneumonic form was much more virulent and spread much more quickly and just as invisibly.

Plague is occasionally transmitted by direct contact with a carrier through open sores or cuts, directly into the bloodstream.

People died so swiftly and in such high numbers that burial pits were dug, filled to overflowing and abandoned; bodies (sometimes still living) were shut up in houses which were then burned to the ground; and corpses were left where they died in the streets.

Vocabulary

engorged: cause to swell with blood, water, or another fluid.

droplets: a very small drop of a liquid

sores: a raw or painful place on the body

enteric: of, relating to, or occurring in the intestines

pits: a large hole in the ground

Answer the questions:

How is the bubonic plague transmitted?

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How is the pneumonic plague transmitted?

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What kind of plague is more lethal?

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How were eliminated the died people?

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TEXT N 5

from "History in English" School book for Clil

The Jews as the Scapegoats

.... other people believed that the Jews were to blame and they became the main scapegoat for the plague. Rumors had it that a Jewish conspiracy was behind this deadly and unexplainable disease. Were they not, after all, the real enemies of Christians? Had they not planned the murder of God's only son? As the agents of Satan, they were certainly to blame for poisoning wells and even the air with the disease. Such rumours led to massacres of entire Jewish communities across Western Europe. The first massacres directly related to the plague took place in April 1348 in Toulon, France, where the Jewish quarter was sacked, and forty Jews were murdered in their homes, then in Barcelona. In 1349, massacres and persecution spread across Europe, including the Erfurt massacre (1349), the Basel massacre, massacres in Aragon, and Flanders.

In 1349, in Strasbourg, after the town council found its Jewish population guilty of conspiracy some 2000 Jews were gathered in their cemetery and burnt alive

In many cities the civil authorities either did little to protect the Jewish communities or actually abetted the rioters. Pope Clement VI (the French born Benedictine, Pierre Roger) tried to protect the Jewish communities by two papal bulls (the first on July 6, 1348 and another 26 September 1348) saying that those who blamed the plague on the Jews had been "seduced by that liar, the Devil" and urging clergy to protect the Jews.

In this Clement was aided by the researches of his personal physician Guy de Chauliac who argued from his own treatment of the infected that the Jews were not to blame. Clement's efforts were in part undone by the newly elected Charles IV, Holy Roman Emperor making property of Jews killed in riots forfeit, giving local authorities a financial incentive to turn a blind eye.

Vocabulary

scapegoat: capro espiatorio

blame: responsibility for a fault or wrong

wells: a shaft sunk into the ground to obtain water, oil, or gas

sacked: saccheggiare

abetted: encourage or assist (someone) to do something wrong

papal bulls: bolle papali

Answer the questions:

Why were the Jews accused of spreading the contagion?

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How did they spread the plague?

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Where have the main massacres been?

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What was the reaction of the authorities to the massacres of the Jews?

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COMPLETE THE TABLE USING THE INFORMATION THAT YOU HAVE PREVIOUSLY COLLECTED

IMAGINARY REASONS	HISTORICAL REASONS	SCIENTIFIC REASONS
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