



Lesson Plan: General Information

Title	Exploring the Impact: The Black Death in the United Kingdom (1348)
Topics	History
Class (Age Groups)	1 st Grade
Description	The lesson plan, "Exploring the Impact: The Black Death in the United Kingdom (1348)," delves into one of medieval history's most pivotal and devastating events. This engaging and comprehensive lesson is designed for high school students studying history or anyone interested in understanding the Black Death's profound effects on the United Kingdom in 1348.
General Objectives	<ul style="list-style-type: none">• To provide students with a deep understanding of the historical context and consequences of the Black Death in the United Kingdom.• To analyse the plague's social, economic, and cultural impact on medieval society.• To encourage critical thinking and historical inquiry through discussions, primary source analysis, and creative activities.
Resources	Author: Ellada Konstatninou, Cyprus https://www.bbc.co.uk/bitesize/topics/z8gptrd/articles/zcwssk7 https://www.bbc.co.uk/bitesize/topics/zvvycdm/articles/z2h3ydm https://www.bbc.co.uk/bitesize/groups/c0rx344r1g5t



STEP 1: MOTIVATION

Introduction to the Black Death: Begin the lesson with a brief overview of the historical background of the Black Death, its origins, and its rapid spread across Europe.

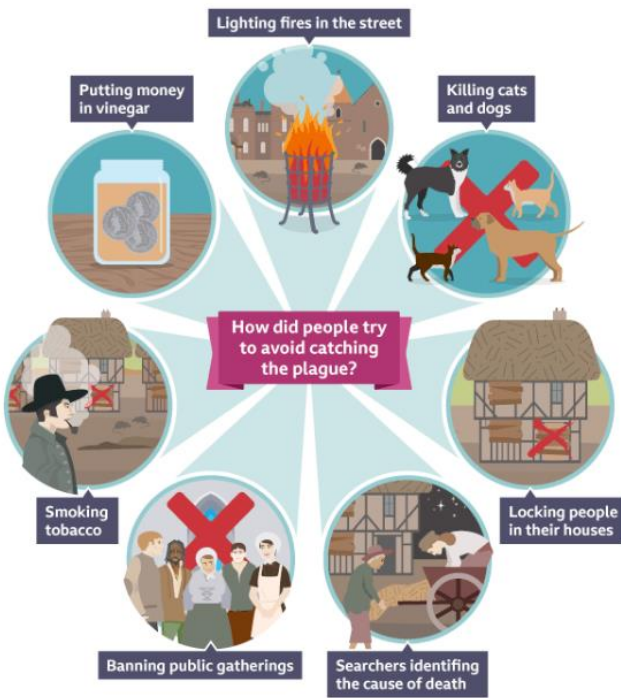
Activity: Split the students into teams and ask each member to write their emotions before the lesson. Flash cards with visual graphics of emotions will be given to the students, such as happy, sad, anxious, disappointed, worried, angry, bored, enthusiastic, etc.

STEP 2.1: INPUT PRESENTATION

This lesson plan aims to provide a holistic view of the Black Death, fostering critical thinking skills and historical empathy among students as they explore the profound consequences of this medieval pandemic on the United Kingdom.

STEP 2.2: INPUT PRESENTATION #2 (optional)

What action was taken to prevent the plague from spreading?



The infographic features a central purple banner with the text "How did people try to avoid catching the plague?". Eight circular illustrations radiate from this center, each depicting a different action with a corresponding label in a dark blue box:

- Lighting fires in the street:** Shows a large fire burning in a street with buildings in the background.
- Killing cats and dogs:** Shows a black cat and a brown dog with a large red 'X' over them.
- Locking people in their houses:** Shows a house with a red 'X' over the entrance.
- Searchers identifying the cause of death:** Shows a person in a white coat examining a body on a stretcher.
- Banning public gatherings:** Shows a group of people with a large red 'X' over them.
- Smoking tobacco:** Shows a man in a hat smoking a pipe.
- Putting money in vinegar:** Shows a jar containing coins and liquid.
- Smoking tobacco:** Shows a man in a hat smoking a pipe.

Activity 1	Activity 2
<p>Complete the following 5 sentences using the emotion you think (suggest) relates more based on the Black Death material we covered.</p> <ol style="list-style-type: none">1. People were mostly feeling _____ about the Black Death illness.2. Those who suffered faced society's _____.3. Those who survived were feeling _____.4. People who prayed without seeing any positive effect were feeling _____.5. When the disease was cured, people were feeling _____. <ul style="list-style-type: none">• Disappointed• Anxious• Relieved• Happy• Disapproval	<p>Interactive Map Exercise: Engage students with an interactive map activity, tracing the path of the Black Death through the United Kingdom. Discuss the geographical factors that influenced the spread of the plague.</p>

STEP 3: FOCUS



This cartoon from 1665 gives an idea of the effect of the plague on the people of London. The skeleton in the middle symbolises death.



Activity 1	Activity 2
<p>Following the input presentation, the students will focus their attention on two important and difficult questions because they will try to think outside the box.</p> <ol style="list-style-type: none">1. Describe 2 negative impacts of the Black Death.2. Describe 2 positive impacts of the Black Death. <p>Possible answers:</p> <ol style="list-style-type: none">1. Fewer people were left to grow food, which is an essential element of living, and death levels increased, so a lot of people lost relatives and friends, meaning depression and stress levels also increased. The economy generally suffered due to less trade between the countries, reducing living standards.2. Fewer people alive, meaning more food and water left for those who survived. Those who survived could take the fields from those who died, grow food, etc. Experiments and medical research increased in identifying a way to cure the illness, so the scientific aspect improved.	<p>Class Discussion: Encourage students to participate in a class discussion on the societal changes brought about by the Black Death, including shifts in labour, economic consequences, and changes in religious and cultural practices.</p>



STEP 4: PRACTICE

This will relate to Step 3. A video documentary about the Black Death and then a brainstorming discussion activity will follow with the students in groups.

- » https://www.youtube.com/watch?v=EiPCj_H08g0
- » <https://www.youtube.com/watch?v=vKLARvFENn0>
- » <https://www.youtube.com/watch?v=m5q-PIN3KSE>

Activity 1

Game - History Detectives

<https://www.bbc.co.uk/bitesize/topics/zvvycdm/articles/z2h3ydm>

Welcome to the Future Historical Association, Agent!

It's your job to help Agents Santos and Oke explore key moments from the past and help settle some disagreements amongst the other Agents.

Step into the Future Historical Association 3D simulator, travel back in time and explore President Kennedy's Oval Office, a factory in the Industrial Revolution and even a Tudor cargo ship.

Use your historical enquiry skills

You'll need to analyse and evaluate the evidence you find to help uncover some of history's burning questions...

The Tudors: Was Henry VIII a bad husband?

The English Civil Wars: Was Oliver Cromwell a king in all but name?

The Industrial Revolution: Were Victorian mill owners cruel?

The Cuban Missile Crisis: Was Castro an innocent bystander in the Cuban Missile Crisis?

Okay, Agent, it's time. Are you ready to choose your mission?



STEP 5: LANGUAGE

A glossary with difficult words/terminologies of the topics and a simple explanation, along with visual images, will be provided for further assistance for all students.

Activity 1

Primary Source Analysis: Provide students with excerpts from historical accounts, diaries, and letters from individuals who lived during the Black Death. Facilitate a discussion on the emotional and social impact of the plague based on these primary sources.

In small groups, students research and prepare presentations on specific aspects of Victorian society, focusing on how social class influenced areas such as fashion, housing, and education. Each group presents their findings, fostering collaboration and a comprehensive understanding of the topic.



STEP 6: FOLLOW UP

Students are given time to reflect on the class activities and discuss how the analysis of social class in Medieval Period relates to contemporary society. As homework, students are tasked with writing a short reflection paper on the enduring effects of social class dynamics in the modern world.

Activity 1	Activity 2
A 5 Questions (mini-Questionnaire) were given to students asking them Questions about the Black Death and their emotions after discussing this topic.	Students participate in a hands-on activity simulating life in medieval society. They are assigned roles representing various social classes and engage in scenarios that mirror the challenges and opportunities faced by their assigned class. This activity encourages empathy and a deeper understanding of the impact of social class on daily life.



STEP 7: ASSESSMENT

Hand out a worksheet to each student with an article based on the Black Death and ask them to write what they can understand based on the article and the information they already know. This activity will be project-based learning, allowing students to create something from what they have learned in groups.

The teacher wraps up the lesson by summarizing key insights and encouraging students to think critically about the ways in which social class shapes societies and individuals. The class is left with a deeper appreciation for the complexities of social dynamics and their historical roots.

Activity 1	Activity 2
<p>Creative Project - The Black Death Journal: Assign students to create a fictional journal entry from the perspective of a person living during the Black Death. This activity allows students to empathise with historical figures and explore the personal experiences of individuals during this challenging time.</p>	<p>Reflective Essay: Culminate the lesson with a reflective essay in which students synthesise their understanding of the Black Death's impact on the United Kingdom. Encourage them to draw connections between historical events and contemporary issues.</p>

BE-IN: Stratified Teaching Unit
Create your own stratified teaching units: teachers' Template

