

Lesson Title	The Black Death: Can we learn anything useful from an event that happened over 600 years ago?
Content Area/Grade Level/Approximate length	Social Science / 7th Grade 3-5 day lesson to learn about and better understand the impact of the Bubonic plague on the global population. This lesson is part of a larger study of the Medieval era.
Objectives with grade level adjustment	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will read, listen, interpret and analyze sources related to the “Black Death”. ● Students will understand the impact that the “Black Death” had on the global population during the Medieval era. ● Students will be able to explain the impact and draw conclusions from their study of the “Black Death” to inform potential approaches to address modern pandemics. <p>Accommodations for accessibility</p> <p>Students needing scaffolds:</p> <ul style="list-style-type: none"> ● Resources are offered in a variety of formats to support the learning needs of all students. ● Visual and auditory supports provided to accommodate learning needs. ● Text available at multiple lexile levels. ● Small and whole group discussions to ensure that students understand the concepts presented. ● Formative assessments embedded to check for understanding. <p>Advanced students:</p> <ul style="list-style-type: none"> ● More conceptually sophisticated resources available for students. ● Students complete research and content creation more independently than other students.
Standards	ISTE Student Standards:

Addressed	<p>3A: 3B: 3C: 3D: 6A: 6B: 6C: 6D: CAHSS.7.6.7* CA specific CCSS ELA 7th grade Informational Text</p>
Suggested EdTech Tools for implementation/Materials/Preparation	<p>Suggested EdTech Tools Materials:</p> <ul style="list-style-type: none"> ● Flipgrid ● Google Slides or MS PowerPoint/Keynote ● Google Docs/Microsoft Word ● YouTube ● Jamboard/MS Whiteboard ● Piktochart ● Mac/Chromebook/PC/tablet ● Podcasts <p>Other Materials required: Wifi/Internet access</p> <p>Advanced Teacher Preparation:</p> <ul style="list-style-type: none"> ● Familiarize yourself with the concept of a choice board ● Preview the links embedded in the choice board to gain understanding of the learning that is to take place. (It is highly recommended that teachers run through the entire choice board ahead of time in order to determine the pace of activities and make adjustments for any challenges they anticipate their students may come across.) ● Provide the choice board to students through Learning Management System or other means (Google Classroom, Canvas, Teams, Padlet, bit.ly, Wakelet, etc.) ● Create a digital document with questions to guide students through Primary Sources as they relate to the Essential Question. (Example Here) *Can be printed if technological access is limited (devices or WIFI)

	<ul style="list-style-type: none"> ● Prepare Flipgrid Topic for student responses ● Prepare rubric for grading based on the essential question.
<p>Lesson Plan Steps (highlighting opportunities for more equitable access)</p>	<ul style="list-style-type: none"> ● Lesson Plan Steps: <ol style="list-style-type: none"> 1. Ask students to brainstorm all that they know about the Bubonic Plague. If students are unaware of that, ask if they know about the Black Death. Tell them that these are the same thing. Write their brainstorm on the board, chart paper, or in a digital format (padlet, Jamboard, etc.). 2. Introduce the compelling question, “Can we learn anything useful from an event that happened over 600 years ago?” and have a brief conversation about it. Pose a similar question, “Is our society too advanced to learn from the past?” 3. Tell students that they are going to conduct an investigation of pandemics throughout history to find out if there is anything that we can learn from them as we deal with modern pandemics. 4. Provide students with a digital link to the Black Death choice board. Review the 5 steps of the process that students will follow (Engage, Explore, Explain, Elaborate, and Evaluate), and tell students that their objective is to learn all they can about this topic so they can successfully complete the tasks in ‘Elaborate and Evaluate’. 5. Direct students’ attention to the instructions at the bottom of the choice board. Let them review these on their own, and ask if there are any questions for clarification. It is important to note and to tell students that they must follow these steps in order (Engage

first, then Explore, etc.) to be able to learn all they can about the topic and apply that knowledge to the final steps.

6. Assure students that while this may look overwhelming, they will interact with the choice board over a period of many days.
7. As students complete the steps outlined on the choice board, engage in the formative, and ultimately summative, assessment activities outlined below.
8. Engage students in the [Civic Action Connection](#) to allow them to engage in their community in a real and tangible way.

- **Equity and Access Connections:** Ensure that videos presented on the choice board have closed captions available or enabled to facilitate student understanding of the material. Additionally, ensure that students have access to other assistive technologies (screen readers, etc.) as they access the resources presented. Some students may need more individualized attention, whether to access and use technology, or to understand the content. You might consider students working in small groups to encourage collaboration. You may also consider creating an alternative choice board with resources that are appropriate to the reading and cognitive levels of your students, if necessary.
- **Civic Action Connections:** Find email addresses to World Health Organization officials and send your video or letter to the officials. Track any of the responses from the officials you might receive.
- **Distance Learning/Hybrid Learning Adaptations and Considerations:** While this choice board is meant to

	<p>be an individual exploration of the topic, the teacher may present videos or audio elements of the choice board to the whole group. Also, infographics and written accounts could be printed for students to use in the classroom.</p> <p>Another adaptation could be to utilize collaborative documents (Google doc, Padlet, etc.) as a means to help students capture their notes.</p>
<p>Learning Assessments (Formative/Summative)</p>	<ul style="list-style-type: none"> ● Formative Assessments/Feedback Loops: <ul style="list-style-type: none"> ○ Engage: After watching the video or reading the Pandemic Infographic have students write a one sentence summary that describes the who, what, why, where, when, and how of the video or infographic. ○ Explore: On a piece of paper, ask students to write three questions they could ask to learn more about the Black Death. The questions should expand on the information learned from reading the Bubonic Plague Infographic and one of the other choices found in the explore stage of the lesson. (YouTube Video on the Black Death, Eyewitness to History the Black Death) ○ Explain: After watching the videos or listening to podcasts, ask students to connect their learning to today by writing a 3-5 minute quick write reflecting on the role pandemics have played in the past, and their connection to modern medicine. ○ Elaborate: Using the technology tool of their choice, ask students to create a PSA about how to protect themselves in the current pandemic, based on what they learned from pandemics of the past. ● Summative Assessment Options:

- Evaluate: Write a letter or create a Flipgrid video for World Health Organization officials, about how learning about the bubonic plague and past pandemics can help us address modern day pandemics.

Extensions for further learning

How have advances in modern medicine helped to address prevention or treatment of diseases?

For this extension activity, students research different therapies/medicines/vaccines that have been created/discovered over the last 100 years that have helped to eradicate or make living with diseases that were once terminal, possible.

Samples from Spotlight Teachers/Lesson Authors/Designers

<p>Engage- Compelling Question: Can we learn anything useful from an event that happened over 600 years ago?</p> 	<p>Explore- A collection of resources on the Bubonic Plague</p> 	<p>Explain- (share) Learning intention: I will learn the role pandemics have played in the past, and their connection to modern medicine.</p>  <p>During synchronous time, spend time elaborating on the Bubonic plague addressing any discoveries or questions students might have regarding their learning thus far.</p>
<p>Elaborate-(Apply)</p> 	 <p>The Black Death</p>	<p>Evaluate- (reflect) Write a letter or create a Flipgrid video for World Health Organization officials, about how learning about the bubonic plague can help us address the current pandemic.</p> 
<p>Instructions</p> <p>Engage: Watch the video and spotlight no less than three new learnings from its contents. Here's a look at the biggest and deadliest pandemics ever. Click on the infographic and read about how pandemics rapidly spread diseases that have taken a toll on humanity for centuries.</p> <p>Explore: Click on the three links in the exploration box to explore if the Black Death could happen again, read and interpret the Bubonic Plague infographic and be ready to share your take in the next synchronous class meeting. Read and take notes that will help you compose your Elaborate activity of creating a PSA and your Evaluation piece for writing a formal letter to the Surgeon General.</p> <p>Explain: View the Crash Course video on disease in human history or listen to the Kids Listen podcast about the Black Plague, taking notes on any interesting facts or questions you might have. With your teacher, discuss the video or podcast and share your learning.</p> <p>Elaborate: Using the technology tool of your choice, create a PSA about how to protect yourself in the current pandemic, based on what you've learned from pandemics of the past.</p> <p>Evaluate: Write a letter or create a Flipgrid video for the health officials from the World Health Organization about how learning about the bubonic plague can help us address the current pandemic.</p>		