Life in The Middle Ages: The Black Death

WebQuest Description: This WebQuest will explore life during the Middle Ages, particularly during the time of the Black Death (the Plague) in the mid-14th century.

Grade Level: 9-12

Curriculum: Social Studies

Keywords: Black Death, plague, medieval, bubonic, middle ages

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WebQuest Description:

The Black Death in Europe:

Introduction

It has been called by many names: The Black Death, The Bubonic Plague, The Great Pestilence. It is estimated to have killed upwards of one third of the population of Europe between 1348 and 1350. It destroyed families and wiped out entire towns. It also brought about great changes in Europe. The physicians who tended to the sick and dying inadvertently aided in the development of modern medicine. Politicians and royals fell victim to the plague as well, leaving power vacuums that were often filled by those with different political viewpoints and alliances. The landscape itself changed. Fewer farmers worked the lands and fields fell fallow. It was a time of great change. So what brought this highly contagious disease to Europe in the first place and where did it come from? While it appears to suddenly have disappeared in 1350, there were many more little plagues that followed. There is still a great deal of medical mystery surrounding the illness that beset Europe in the fourteenth century. Before you begin exploring the cause of the Black Death and the great effects it had on fourteenth century Europe, think about what life was like at the time. Feudalism was the way of life for most people. The population was booming and large cities like London, Paris, and Rome were expanding rapidly — and without the modern day conveniences of hygienic plumbing and accessible healthcare. How did these things relate to the occurrence of the Black Death? Watch the video below for a quick overview of life for the commoners during the period to get a sense of what the environment in Europe was like, and then begin your exploration on the Task page! Excerpt from Life in Medieval Europe, from Classroom Video: ...
Use an electronic tool to keep notes and works cited or develop your own system for keeping records. An excellent way to share resources is to use a tool like Google Documents to share your work so that all members of your group have access to the same materials at all times. &nbsp;Create a separate document for your citations. &nbsp;You may use an electronic citation generator such as www.easbybib.com to create your works cited documentation. &nbsp;You may also use the photo review document below to assess photographic works you come across during your research. Please note you will be turning in your notes and citation documents electronically to your instructor and these records will be a part of your WebQuest grade. &nbsp;Please see your rubric for specific requirements. Once all of your research is complete, you will create a Web 2.0 presentation on your findings. &nbsp;You will present this information to fellow students in your class to discuss the questions and the answers you found. &nbsp;You will receive a separate rubric for your presentation in class and you will receive a separate grade for your presentation. Again, please use the Black Death WebQuest Checklist to guide your team through the research process. &nbsp;Remember your audience as you document your notes, answer your questions, and create your presentation. &nbsp;Your audience will be your classmates. &nbsp;Think about the best format to use to present your specific information. &nbsp;&nbsp;&nbsp;&nbsp;

### Evaluation

You will work together in small groups to self-assess your progress during the WebQuest portion of the assignment using the rubric below. &nbsp;The checklist will guide you through the process. &nbsp;The teacher will provide a separate rubric in class to assess the presentation product segment of the project. Multimedia Project: Black Death Rubric

**CATEGORY**

10-87-54-21-0

**Sources (Accurate Citations)**

Source information collected for all graphics, facts and quotes. All documented in desired format. Source information collected for all graphics, facts and quotes. Most documented in desired format. Source information collected for graphics, facts and quotes, but not documented in desired format. Very little or no source information was collected. Requirements: Separate Notes and Citation Documents Shared.

All requirements are met and exceeded.

All requirements are met. One requirement was not completely met. More than one requirement was not completely met. Content (Notes Taken)

Covers topic in-depth with details and examples. Subject knowledge is excellent. Includes essential knowledge about the topic. Subject knowledge appears to be good. Includes essential information about the topic but there are 1-2 factual errors.

Content is minimal OR there are several factual errors. Organization (Notes and Citations)

Content is well organized using headings or bulleted lists to group related material. Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. Content is logically organized for the most part. There was no clear or logical organizational structure, just lots of facts.

Mechanics

No misspellings or grammatical errors. Three or fewer misspellings and/or mechanical errors. Four misspellings and/or grammatical errors. More than 4 errors in spelling or grammar. Permissions

All permissions to use graphics “borrowed” from web pages or scanned from books have been requested, received, printed and saved for future reference. All permissions to use graphics “borrowed” from web pages or scanned from books have been requested and received. Most permissions to use graphics “borrowed” from web pages or scanned from books have ben requested and received. Permissions were not requested for several graphics “borrowed” from web pages or scanned from books.

### Conclusion

Medieval Europe was a difficult time and place to live, particularly for the average person without means. &nbsp;You should have picked up on many things, such as: People were already malnourished. &nbsp;The land was being over-farmed. &nbsp;There was severe disruption in the climate during this time. &nbsp;There was a great deal of political upheaval. So how did these and other elements contribute to the beginnings of the Renaissance period in European History? &nbsp;The Black Death contributed to the end of medieval Europe by: The peasant's rebellions grew in response to nobles' refusal to increase wages. The Catholic church lost prestige due to its inability to stop the plague through prayer and intervention. The depopulation of Europe and the economic downfall of many institutions left a vacuum that was filled by new more modern institutions. &nbsp;By now, you have learned a great deal about the Black Death in Medieval Europe. &nbsp;You have viewed a variety of sources on the material presented in differing formats. &nbsp;As your team concludes their research, you should now be able to answer the questions formulated at the beginning of the project. &nbsp;You should also have created three of your own cause and effect questions and be able to provide answers for those as well. &nbsp;Do not forget your audience when constructing the answers to these questions. &nbsp;Here are some final questions to help guide you as you prepare to work on your Web 2.0 presentation. 1. &nbsp;What aspect will you focus on most heavily? &nbsp;Demographics, politics, scientific evidence? 2. &nbsp;What piece of information did you find most surprising throughout your research? &nbsp;If this information surprised you, it will likely surprise your audience as well. &nbsp;Consider using this bit of information as your “hook” at the beginning of your presentation. 3. &nbsp;What format do you think will most accurately relay the information you wish to present to your peers? &nbsp;Consider using various multimedia elements in your presentation. Choose a Web 2.0 presentation tool and request approval from your teacher or school librarian as soon as possible. &nbsp;Make sure you note your approval on your project checklist. &nbsp;You may view a list of Web 2.0 tools available at the following site: http://cooltoolsforschools.wikispaces.com/Home

Remember to use Easybib.com to create your Works Cited or Consulted in your electronic document that will be turned in to your teacher. &nbsp;Assess your work using the Black Death WebQUEST Rubric or other assessment instrument provided to you.
During this WebQuest, students will learn how to follow guided research as well as create their own inquiry-based research questions gathered from the material they used. Not only will they learn about an important historical event, but they will also learn valuable skills in research and peruse a variety of multimedia sources to obtain information. They will also use technology skills, not only in making use of multimedia informational sites, but also in creating a Web 2.0 presentation using one of the tools recommended in the WebQuest. Students will have answered three basic cause and effect questions about the Black Death as well as written their own cause and effect questions spurred by their own discoveries during their research. They will explore the cause and effect relationship further with their class presentation of the material. Other Teacher Resources of Interest:


Met Museum Medieval Art Resources for Teachers: &https://www.metmuseum.org/learn/for-educators/publications-for-educators/~/media/Files/Learn/For%20Educators/Publications%20for%20Educators/Medieval.pdf


The Path of the Black Death - National Endowment for the Humanities:

&http://edsitement.neh.gov/lesson-plan/path-black-death


Standards

Approximate Grade Level: 9th or 10th Grade

TEKS Alignment:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>§113.42</td>
<td>World History Studies (One Credit), Beginning with School Year 2011-2012.</td>
</tr>
<tr>
<td>(c)</td>
<td>Knowledge and skills.</td>
</tr>
<tr>
<td>(4)</td>
<td>History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:</td>
</tr>
<tr>
<td></td>
<td>(G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;</td>
</tr>
</tbody>
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AASL Standards Addressed:

1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in one's own life.
1.1.3 Develop and refine a range of questions to frame the search for new understanding.
1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
2.1.2 Organize knowledge so that it is useful.
2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
2.1.4 Use technology and other information tools to analyze and organize information.
2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
2.1.6 Determine how to act on information (accept, reject, modify).
3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
3.2.3 Demonstrate teamwork by working productively with others.
4.4.5 Develop personal criteria for gauging how effectively one's own ideas are expressed.

ISTE NETS Student Standards

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

Approximate Grade Level: 9th or 10th Grade