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| **Class/Subject: World History**  | **Day 55: The Bubonic Plague** |
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| **Objective(s)****SWBAT cite examples of how the Plague was a “global” event and compare and contrast the effects, geography, times, and destructive capabilities of the Plague, malaria, cholera, and smallpox using the GeoHistogram.**  | **GLCE/CCS****Topic: *WHG 4.2.3:* The Plague - Using historical and modern maps and other evidence explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic.**  |
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| **Materials:*** **Video clip, Monty Python’s, “Bring Out Your Dead”**
* **PowerPoint**
* **GeoHistogram assignment on world disease. (All items can are on day 48 of my Moodle page)**
 | **Procedure/Activities:** * **News/This Day in History**
* **Hook-Video clip, “Bring Out Your Dead”**
* **Oral questioning- what do you know about the plague? (prior knowledge)**
* **PowerPoint/note taking**
* **Break students in to pairs and complete GeoHistogram and disease assignment. I will demonstrate how to do one of the four diseases and students will work together to complete the other two.**
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| **Strategies (check all that apply)** |
| \_\_X\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_X\_\_ Guided Practice | \_\_X\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_X\_\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
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| **Assessment: Students will turn in the GeoHistogram as an assessment grade.**  | **Notes: “GeoHistogram and Disease” lesson was created by Ms. Cindy Bloom, of Comstock Schools and the Michigan Geographic Alliance and is used by permission.**  |