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| **Class/Subject: World History** | **Days 49 and 50: 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.** | **HSCE/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.** | **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.** |