



## ***How the Black Death Brought on the Modern Era in Europe***

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This curriculum unit is recommended for:  
Social Studies, World History, Grades 6-9

**Keywords:** Social Studies, World History, Middle Ages, Medieval Europe, Black Death, the Plague, Renaissance, Reformation, Leonardo da Vinci, Martin Luther, Printing Press

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** The purpose of this unit is to allow students to examine how an iconic event, the Black Death, led to the end of feudalism in Europe and created an environment that led to the Renaissance and Reformation. There were many factors that led to the end of the Middle Ages, but the Black Death helped to cause many of the other causes. This unit will look at life during the Middle Ages and how it was changed as a result of the Black Death. The Black Death was the catalyst that helped to bring forth the Renaissance and Reformation. The Renaissance was a time known for its “rebirth” of learning and creative thought in many areas of society. The Reformation was an event that caused the new Protestant Churches to separate from the Roman Catholic Church. Leonardo da Vinci and Martin Luther are two icons of the Renaissance and Reformation. The students will analyze these two key historical figures in depth to better understand how their actions were a result of this era. This unit will analyze how historical events are interconnected and allow students to explore how one event caused another.

*I plan to teach this unit during the coming year to 165 students in 6<sup>th</sup> grade social studies.*

*I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

## **How the Black Death brought on the Modern Era in Europe**

*Amanda Armstrong Rahko*

### **Introduction**

I created this curriculum unit as a part of my participation in the Charlotte Teachers' Institute seminar, "Heroes, Rebels, and Rock Stars: Cultural Icons in Modern Europe." In the seminar we explored a number of influential icons in early modern history. Our study began with the Black Death, which is the subject of this curriculum unit. This unit explores how this event was a turning point in medieval history that led to the events of the Renaissance and Reformation. The purpose of this unit is to explore how historical events are interconnected. The historical figures I chose to focus on in this unit are Leonardo da Vinci and Martin Luther.

This unit focuses on giving my students a deeper understanding of how historical events are related and not each placed in a "box" where one event ends and the next begins. The intent of this unit is to help students analyze the transition point, the Black Death, to illustrate how the middle Ages in Europe transitioned into the Renaissance and Reformation and later the modern era. These events relate to one another and the line of when one ended and the other began is fluid. This unit focuses how the effects of a single event, the Black Death (1347-1352), caused the Middle Ages to come to a slow conclusion and the Renaissance and Reformation slowly emerged. Since this seminar focuses on "Heroes, Rebels, and Rock Stars," I picked two individuals on which to focus this unit, Leonardo da Vinci (1452-1519) and Martin Luther (1483-1546). While there are many fascinating historical figures during this era, I chose these two men because they allow the students to easily see the many aspects of this era. Da Vinci represents the Southern Renaissance and Luther represents the perspective of events happening in North Europe. Da Vinci illustrates the transitions that happened in art and science and Luther illustrates the revolution in religious ideas. Together, these two men help students to understand the extensive social transformations that happened during the Renaissance and Reformation. Their actions turned them into the "rebels" of this time period.

The intent of this unit is to show how the effects of the Black Death created an environment in which one hundred years later individuals like Da Vinci and Luther were able to thrive and create their ideas. This unit will be the last unit of the school year and help the students transition to the North Carolina seventh grade curriculum which focuses on world history from the Age of Exploration to modern times. The historical figures during this time were actively looking for new ideas and answers to many questions that they had. This will lead to exploration of the world during the time periods that are studied in the seventh grade curriculum: the Age of Exploration, Scientific Revolution

and Enlightenment. This unit will create a clear conclusion of the sixth grade curriculum and their study of ancient and medieval history.

## **Rationale**

The 6<sup>th</sup> grade social studies curriculum in North Carolina covers world history from the first civilizations to the beginning of the modern era with the Renaissance, Reformation and Age of European Exploration. The 2013-2014 school year was my first year teaching this curriculum to students at such a young age. This made it a challenge to bring the curriculum to their interest level and ability to understand the content. At the end of the school year, I asked my students for feedback on their favorite and least favorite topics. Most of my students really enjoyed learning about the ancient civilizations of China, Greece and Rome, but many of them were not interested in the Middle Ages in Europe and the Renaissance and Reformation. These are two of my favorite eras to study, so I wanted to be able to make this unit of study more interesting to my students.

As a result of my participation in this seminar, “Heroes, Rebels and Rock Stars,” I am inspired to present historical events in new way. In this seminar, we analyzed how different historical icons can be a lens to look at a greater historical era. There is something engaging about focusing specifically on a person and their accomplishments to better understand a greater historical era. I have used this idea to shape how I will teach the Middle Ages and Renaissance and Reformation in this unit. Instead of trying to discuss all of the important figures of this era, I will instead focus the students’ attention on two icons, Martin Luther and Leonardo da Vinci. Through these two men, the class will explore greater themes about the era.

This school year, the Charlotte Mecklenburg School district is starting a program called Digital Conversion. The goal is to allow all students in the district personal access to a computer. The district selected several schools to pilot this program and one of them is mine. Starting at the end of the first semester, all students in my school will receive an HP Chromebook for their use during the school day. As a result of this new program, all teachers will adapt our units to incorporate the use of these devices in our lessons. I have included several activities in this curriculum unit that will allow the students to use their Chromebooks in the unit. However, if you do not have access to one to one technology, I have included how to adapt the lesson without use of technology.

## **Objectives**

In this unit I plan to address the four North Carolina Essential 6<sup>th</sup> Social Studies Standards: 6.H.1.1 (construct charts, graphs and historical narratives to explain particular events or issues over time), 6.H.2.3 (explain how innovation and/or technology transformed civilizations, societies and regions over time, 6.C.1.2 (explain how religion

transformed various societies, civilizations and regions), and 6.G.1.2 (explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time.)

In this unit, students will look at primary source writings from the people who experienced the Black Death in Italy and France. By analyzing these writings, the students will be able to see a first-hand account of what people were thinking and feeling during the plague. Students will also create a graphic organizer to visually illustrate the interconnectedness of these historical events.

The Renaissance was a time of great innovation and one of the most famous and influential men of the time was Leonardo da Vinci. This unit will allow the students to explore the drawings of Da Vinci to better understand how his work transformed science, engineering, art, architecture and medicine.

The Reformation was a major shift in the history of Christianity and the history of Europe. This unit will allow the students to explore the problems within the Roman Catholic Church following the Black Death and how those problems led Martin Luther to seek to reform the Church and later his actions resulted in new branches of Christianity to form.

The Black Death resulted in an increased interest in science and medicine. The lack of understanding during this time, inspired individuals like Leonardo da Vinci to try to better understand the human body and other aspects of science. The Reformation started as an attempt to reform the Roman Catholic Church and resulted in creation of the Protestant Churches which then spread throughout Europe and later the Americas and other continents as well.

### **Demographic Information**

I teach sixth grade social studies at Carmel Middle School. Carmel has over 1000 students enrolled in grades 6-8. When I first interviewed at this school, it was described by the administration as being much like a mini-America in terms of the diversity of the student body. 54% of the students are Caucasian, 24 % are African-American, 2.8% are Asian, and 11% are Multi-Racial. The ethnicity of 19% the students is Hispanic. In addition to being racially/ethnically diverse, the school is socio-economically diverse. 43% of the students receive free or reduced lunch. The school is located in an affluent neighborhood in South Charlotte and many other students are quite privileged.

In this ethnically and socio-economically diverse group, students have a large range of ability levels. The social studies and science courses at Carmel are not divided by ability levels like the math and English language arts classes. Within one class, I teach students with a wide range of ability levels. Some students will have a reading level of third

grade student to some students who have a reading level of a high school student. This creates a challenge to meet the needs of my students and still keep the lessons engaging for all students. Differentiating to adapt to the students' ability levels is very important in my class to meet the needs of all of my students.

The schedule at Carmel is on an A/B day schedule. The students have four classes a day. English language arts and math meet every day. Social studies, science and the students' two elective courses meet every other day. In the course of two days, I teach six groups of students. Because of the A/B-day schedule, my students only have social studies two or three times a week. It can be a challenge to help the students retain the information that they learned from class to class. It is usually a challenge each lesson to create an introduction activity and concluding activity that bring the students' minds back to the topic where we last left off.

Most students come to Carmel from four elementary schools. Their background in social studies concepts at the beginning of the year varies widely from student to student. Some students are very informed about the skills needed to understand social studies and some students are getting their first exposure to the subject area. This is a particular challenge at the beginning of the year to teach all students the basic skills needed to understand social studies.

### **Social Studies Content: Overview for Teachers**

#### Black Death and the Bubonic Plague

The Bubonic Plague (caused by *Yersinia Pestis*) is widely believed to be the disease that resulted in the deaths of millions of Europeans from the Black Death between 1347 and 1351. The disease spread over trade routes from Asia on rats and was transmitted by fleas that fed off of the rats. If no rat or animal host was available, the fleas would seek a human host and transmit the disease into the human population. Trade between Europe and Asia had increased significantly following the Crusades and the disease was transmitted along the trade routes. Many areas not along major trade routes were spared from the effects of the Black Death.<sup>1</sup>

The Bubonic Plague enters a human host through the mucous membrane or through a break in the skin, from a flea bite. The disease incubates for two to six days before symptoms such as fever, muscle pain, and formation buboes present.<sup>2</sup> In modern times, the disease can be treated with antibiotics. In the United States between ten to fifteen cases occur each year usually in the desert Southwest. The bacteria, *Yersinia Pestis*, was discovered by and named for Swiss bacteriologist, Alexandre Yersin. He isolated the bacillus and created a treatment serum between 1894 and 1895. There are three types of plague, and all of them may have been present during the Black Death. The most common is the Bubonic Plague which is transmitted from a rodent to fleas to humans.

Septicemic plague is found in and transmitted by blood. Pneumonic plague is found in the sputum and the only type that is transmitted from human to human.

### Life in Late Medieval Europe

In the later part of the Middle Ages in Europe, most of Europe was an agrarian society with 90% of the population working off of the land. Prior to the Black Death, the population of Europe had risen significantly because of the new farming technique, the three-field system, which produced more food.<sup>3</sup> With an increase in the food supply there was also an increase in the population. Unfortunately the population increased faster than the food supply and by 1300 the food supply could no longer support the large population. From 1315 to 1316 there was a large crop failure which resulted in famine.<sup>4</sup> Due to high infant mortality rates and overall poor medical care, the average life span in 1300 was only 35 years old.<sup>5</sup> Famine and overpopulation were only two problems the Western European population experienced. They also had economic problems and the general population was not in good health. This combination of factors left the overall population more susceptible to disease.

During the Middle Ages, people did not correctly understand how disease was spread or how to treat it. This led to some negative effects on medieval society. Some people ended up feeling helpless. At first many looked to the Church for assistance. At the time of the Black Death in Europe, most people attributed the cause of the plague to the wrath of God and even supernatural causes. Some communities ordered that acts that might be worthy of this punishment, such as gambling, cursing, and drinking, be stopped. Others begged to have religious relics brought to their community to try to rid it of the pestilence.<sup>6</sup> The most fanatical of the religious followers at this time were the flagellants. These fervent believers felt that they needed to atone for the sins of man, which they believed to be the cause of the plague. They believed that by inflicting pain on themselves they were atoning for the sins of the world, which were what they thought caused the pestilence. They went from town to town publically beating themselves as penance for man's sins. They drew a huge following and were popular. Even Pope Clement VI participated in a few demonstrations in Avignon. Eventually they had become so popular that it was challenging the Pope's and Church's power and influence. The Pope issued a papal bull denouncing their actions as a challenge to Papal authority in 1349.<sup>7</sup>

The plague also led to an increase in anti-Semitism. According to a narrative account by Gilles li Muisis, Abbot of St. Giles at Tournai in modern Belgium, "in 1349 Jews were seized and put in chains and into prison everywhere... The reason for this was a strong suspicion that they planned to destroy the Christians by means of ...secretly put poison into wells, springs and rivers so that Christians would drink it."<sup>8</sup> Medieval Christians wanted to have someone to blame for the disease and Jews were shunned and isolated.

Since Jews were not permitted to interact with other people, they were often less exposed to the disease and fewer Jews contracted the disease.

While most medieval Europeans identified as Christians, most had not read the Bible and the Gospels. Their religion in practice was a mixture of Christianity and pagan superstitions. Their main source of Biblical knowledge was through oral tradition from their local priests. Some people were literate in their vernacular languages, but the Bible had not been translated into vernacular languages. (Martin Luther translated the New Testament into German in 1522.) Few people could speak Latin and mass was held in Latin. Therefore, they were unable to read the Scriptures or fully understand the mass. Most people participated in Christian rituals, but were uninformed about the details of the religion they professed to follow. While most Medieval Europeans considered themselves Christians, most still followed pagan superstitions, remnants of the pre-Christian beliefs during the Roman Empire. They believed in witches, magic, and other mystical beings.<sup>9</sup> These superstitions flowed over into the practice of medicine as well. Their knowledge of science was based on the Bible and the ancient Greeks. They had clear ideas about how the natural world worked and science, but these ideas were wrong. People were taught that the air was filled with spirits that were innocent and some that caused problems. One of the premier doctors of the time, Guy de Chauliac, the doctor for Pope Clement VI, initially used astrology in diagnosing illness.<sup>10</sup> He influenced the time by being one of the first medical practitioners to explore scientific explanations for the disease. He will use observation and abandoned the ideas of what science was for over 1000 years. This will lead other figures, like Leonardo da Vinci, to also explore “New Science” over spirituality and superstition to explain illness.

#### Transition of the Role of the Roman Catholic Church in Medieval Europe

During the Middle Ages the Roman Catholic Church had an interesting role in society. It was by far the most influential force politically, religiously, economically, socially, and scientifically at the end of the Middle Ages. At this time in history, there was no secular society, the Church was society. Many modern nations, such as England, France and Spain had recently formed into nearly their modern boundaries. Others, like Italy and Germany would not form until the late 1800s. So the most influential organization in European society was the Roman Catholic Church.

As a result of the Black Death, the influence and role of the Church in society changed. During the Black Death, many priests were unavailable to perform the last rites for the sick. Many of these priests had either died from the plague or fled to other regions because they were afraid to come near the dead and dying. Since priests were unavailable, lay people were granted permission from the Church to perform the rites. This created a shift in how medieval people saw the church and it created many new questions. If the clergy were not needed for the most important last rite, what were they really needed for?<sup>11</sup> This was a monumental shift in medieval society as the Church had

not previously been questioned. As people realized that aspects of life they thought were for the Church could be performed by the common people, some began to doubt in the Church. Over the next one hundred years, people became more comfortable with the idea of challenging the Church. Dissidents like Jan Hus and Martin Luther entered a world where the Church was no longer viewed as infallible. Both of these men will challenge the Church during their lives.

### Science and medicine during the Black Death

One of the many concerns during the Black Death, was that people did not understand how to prevent or treat the Plague. The commonly accepted reason for the Plague was that it was a punishment from God. One of the beliefs at the time was that bad air was spreading the disease. The most influential surgeon during the Black Death, Guy de Chauliac, “burned aromatic substances to purify the air.”<sup>12</sup> The generally accepted belief about the cause of disease was the Galenic concept of an imbalance in the four humors—blood, black bile, yellow bile and phlegm.<sup>13</sup> Galen based his knowledge on the dissection of animals and speculation of human anatomy.<sup>14</sup> It was not until Leonardo da Vinci’s anatomical sketches that anyone drew any structure “deeper than the most superficial muscle layer of the abdominal wall.”<sup>15</sup> The Plague led to a decrease in the number of university students because many died from it. After the Plague, as new students came to the universities, there was a shift in areas of study and medicine and anatomy as a new focus.<sup>16</sup>

To treat the Plague, doctors focused on removing the “poison or infection from the body: by bleeding, purging with laxatives or enemas, lancing or cauterizing the buboes, or application of plasters.”<sup>17</sup> Cures were made with saffron or potable gold.<sup>18</sup> It was also believed that the more expensive the treatment, the more effective it would be. The lack of medical knowledge during this time made many people feel helpless. Medical practitioners, like Guy de Chauliac, began to question their beliefs about science. The influence of doctors like Guy de Chauliac will help to create changes in society that will lead later scientists like Leonardo da Vinci to further the study of human anatomy in hopes of having a better understanding of the cause of disease.

### Rise of the Middle Class

One of the major shifts in society as a result of the Black Death was the rise of the middle class. The population decrease in Europe led to a diversification of the economy. Prior to the Black Death most labor was focused on the production of food. With the decrease in population as a result of the Black Death, the people had to find new methods to produce food and other needs using fewer people. Land that was previously used for growing grains, a more labor intensive endeavor, was switched to raising livestock.<sup>19</sup> Diets of Europeans also improved. People consumed less wheat and more beer, meat, sausage and cheese.<sup>20</sup>



In addition to a shift in how food was produced and consumed, there was a shift in labor practices as well. The Black Death caused many social upsets “making many rich and poor people better off economically, raising laborers’ wages, and dissolving traditional feudal ties between peasants and their ‘betters.’”<sup>21</sup> The population decline caused by the Black Death had a positive impact on the people who survived. During the summer harvest of 1349, there was such a labor shortage that peasants were able to demand higher wages. The increase in pay led to the creation of the yeomen class, prosperous peasants in the 15<sup>th</sup> century.<sup>22</sup> The decrease in labor also had a positive effect on women in Europe. In the 15<sup>th</sup> century, “the beer- and ale-brewing industry was largely women’s work.”<sup>23</sup> Also, women were the primary laborers of the in-home textile industry, which in England will lead to some of the first inventions of the First Industrial Revolution. More labor saving devices were created due to the lack of people to do labor.<sup>24</sup> The lack of labor gave the people who survived greater economic power.

### Leonardo da Vinci and Human Anatomy

The events of the end of the Middle Ages allowed for an alteration in how some people thought about the world. The Black Death caused many shifts in European society. Concerns about how disease spreads impacted the areas of medicine and science. Doctors like Guy de Chauliac, opened many doors for future scientists like Leonardo da Vinci.

Like every true scientist of every era, he [da Vinci] was taught by nature, and determined never consciously to allow himself to be slave to the thinking of the past. That the past sometimes entered unknowingly into his interpretations of what he saw should not blind us to the detachment with which he attempted to make his observations. His writings refer only infrequently to the great men of antiquity.<sup>25</sup>

This new way of thinking was made possible by the changes in scientific thinking that occurred as a result of the Black Death. What historians call the “New Science” slowly emerged after the Middle Ages and the Scientific Revolution began during the 16<sup>th</sup> century. Leonardo da Vinci had many ideas such as his flying machines and submarines that are not created for hundreds of years after his death.

Leonardo da Vinci was born in 1452 in Vinci, Italy and died in 1519 in Amboise, France. His mother was a peasant and his father was a notary. His parents were not married and he was raised by his father and several step-mothers. When he was 14, he became the apprentice to the artist Verrochio. It was during this apprentice that he learned many of his technical skills that he would use throughout his lifetime on his wide range of studies.

Leonardo da Vinci is an excellent example of many aspects of the Renaissance and the shifts that happened in European society, in particular the decreasing influence of the Roman Catholic Church. “Rather than accept the world God created, as Christians had always done, he [da Vinci] probed endlessly into what human ingenuity could achieve by struggling *against* it.”<sup>26</sup> Da Vinci has earned the nickname “The Renaissance Man” for his many interests.

Da Vinci’s study of anatomy led to a much better understanding of the human body. During his two periods of anatomical studies in 1490 and between 1507 and 1513, he dissected 30 bodies.<sup>27</sup> In 1482, a papal bull allowed for dissection of human cadavers. It is a common misconception that it was illegal during his time. However, Da Vinci was not in the correct profession to be able to legally acquire cadavers. It was not yet a widely accepted practice and created problems for da Vinci. Pope Leo X declared Leonardo a heretic for dissection of an in utero fetus. Da Vinci learned about embryos and fetuses from his dissections of a cow, sheep and ox. In da Vinci’s time, it was commonly believed that all genetic characteristics came from the father. Da Vinci’s studies showed that both the mother and father contributed equally to the genetic features of the embryo.<sup>28</sup> Da Vinci lived during a time when scientific knowledge expanded significantly. Da Vinci was a leader in this rebellious field.

Leonardo da Vinci made many contributions to science, including his anatomical drawings. He “introduced his innovation of cross-sectional representation of limbs, and his additional contribution of drawing structures from different angles.”<sup>29</sup> Leonardo da Vinci said this about his style of anatomical drawings,

The true knowledge of the form of any body will be from views of it from different aspects. And so to give knowledge of the true form of any member of man... I shall observe this rule, making of each member four representations from the four sides. And in the case of the bones I shall make five, cutting them through the middle and showing the cavity of each of them.<sup>30</sup>

His innovative way of drawing will later become helpful for anatomists and surgeons.

### Martin Luther

As a result of the Black Death, there was a shift in the Church’s influence in the community. The Church was still one of the most influential institutions in Europe. However, Europeans became open to criticizing the Church. During the Black Death, the Church no longer seemed as omnipotent as it once had. Jan Hus (1369-1415) attempted unsuccessfully to reform the Church and paved the way for Martin Luther’s reforms. “Luther presented [in this *Ninety-Five Theses*] for the first time since the period of the New Testament church a new way of viewing Christian life, not as a pilgrimage in pursuit of salvation, but as a desire to follow in the footsteps of Jesus Christ.”<sup>31</sup>

Martin Luther was born in 1483 in Eisleben in Electoral Saxony in the Holy Roman Empire. He died in the same city in 1546. His parents, Hans and Margareta Luther were lower middle class peasants. His parents were pious Roman Catholics. However, his father Hans, like many Europeans at the end of the Middle Ages, had many pagan beliefs about the nature of the underworld which he believed to be filled with “elves, goblins, satyrs, ogres, and witches.”<sup>32</sup> While to a modern Christian these ideas might seem incompatible, this was how many Christians of the time understood their world. Luther’s father believed that children were born wicked and that wickedness had to be beat out of his children. Luther’s mother spent most of her time “praying to obscure saints.”<sup>33</sup> Luther began his education at age seven and at age seventeen he enrolled in the University of Erfurt. His father paid for his education and hoped he would become a lawyer.<sup>34</sup> A career in the Church was not a career choice his parents would have supported and that helped Luther to decide to follow that path.<sup>35</sup> Luther started his career rebelling against his family and this rebellious theme will continue throughout his career.

Medieval Christians believed that they were unlikely to go to Hell. They believed that the Pope on Earth had the ability to clear people of all sins. Therefore, they were instead concerned about how long their souls might remain in Purgatory.<sup>36</sup> One of the ways Christians could avoid time in Purgatory was by paying for forgiveness, an indulgence. They indulgences helped to pay for the reconstruction of St. Peter’s Basilica in the Vatican. Luther was one of the most vocal opponents of the way money was being raised, which was financed by indulgences. In 1517, Luther posted his *Ninety-Five Theses* on the door of the Castle Church in Wittenberg the day before All Saints’ Day. He purposely chose this day because it brought a crowd and he already had prepared copies translated into German to distribute.<sup>37</sup> The publication of the *Ninety-Five Theses* caused a drop in the sale of indulgences. Moreover, this spread of ideas was made much faster and easier due to the recent invention of the printing press and moveable type in 1450 by Johannes Gutenberg. “It is estimated that during the first years after the appearance of the *Ninety-Five Theses* (1517-1523), the output of printed works in Germany increased sevenfold, with more than one-half being works written by Martin Luther.”<sup>38</sup> It is most likely the invention of the printing press that caused the Reformation to form as a result of Martin Luther’s ideas, instead of Jan Hus (1377-1415).<sup>39</sup> Hus lived before its invention and his ideas were not able to spread with the same speed that Luther’s did one hundred years later. Over the next three years, Luther published twenty-four works explaining his ideas and his emerging theology.<sup>40</sup>

Martin Luther’s residence in the Holy Roman Empire influenced the Church’s actions against him. Since the crowning of Charlemagne as Emperor by the Pope Leo III in 800, there had been a delicate balance of power between the two positions. Both the position of Pope and Emperor would struggle over the next 700 years to have the stronger influence in the region.<sup>41</sup> The Church’s usual plan to deal with dissidents was to bring them before an Inquisition. It took three years before Luther was tried as a result of the

balance of power in the Holy Roman Empire. In the wake of Luther posting his Theses, the Holy Roman Emperor, Maximilian III was sick and dying. He passed away in 1519. Luther was well liked by the prince of his region, Frederick the Wise. Pope Leo X needed Frederick the Wise on his side for the vote for the next Holy Roman Emperor and did not want to offend him. So the Pope offered to let Luther stay in Germany for a hearing. The hearing was unsuccessful and Luther rebelliously refused to recant.<sup>42</sup>

In 1520, Pope Leo X issued a papal bull excommunicating Luther for heresy. In the following year, Luther appeared before the Imperial Diet of the Holy Roman Empire in Worms. At the Diet, the Luther was declared a heretic and an outlaw who was banned from the Empire. At the conclusion of the Diet, Luther was granted twenty-one days of safety. After that, it became legal for anyone to kill Luther. After the Diet, Frederick the Wise, arranged for Luther to have safe travel from the Diet. On the way to Wartburg Castle, “Luther was allegedly kidnapped by unknown bandits. In fact, this was a ruse arranged by Frederick so as to avoid the charge of harboring a heretic.”<sup>43</sup> While in hiding in Wartburg Castle, Luther began translating the New Testament of the Bible into German. It took him twelve years to complete.

In 1522, Luther returned to Wittenberg where he taught and preached about his ideas. A new “Protestant” religion began to emerge from his teachings. Many of the German princes supported this Reformation. Many of these princes left the Roman Catholic Church to gain more control in their territories.<sup>44</sup> Over the next few centuries, the Lutheran Church would become the official church of the German Protestant states.

### **Strategies and Classroom Activities**

This unit will be taught over eight class periods. It begins in the middle of the class study of Medieval Europe. The students will have already learned about the Early and High Middle Ages in Europe. This unit will begin with lessons pertaining to the Late Middle Ages, specifically the Black Death, and the transition into the Renaissance and Reformation.

#### **Day 1**

My school district does not have a textbook for the sixth grade curriculum, so the primary source of information for each unit for my students is their notes. To allow students to have a comprehensive set of notes for each unit, I provide closed notes to my students. For sixth graders in particular, it is difficult for them to write down all the information needed and this allows them to have it to look back on for other activities and to study for end of year exams. During this lesson, students will take guided notes to get background information about life during the Middle Ages and Black Death. After completing their notes, students will participate in the Black Death Reenactment.

### *Black Death Reenactment*

This activity is adapted version from the Teachers' Curriculum Institute's *History Alive! The Medieval World and Beyond*.<sup>45</sup> The students will participate in a reenactment of the spread of the Black Death from town to town in Europe. The main change I have made to this activity is to have the majority of the students remain at their station during the reenactment. The original created by History Alive!, had all students move from place to place during the activity. Most of the people during this time would not have moved from town to town. Their lives were limited to their own town. To make this activity more historically accurate, the townspeople of this activity will stay in their towns and a few travelers will move from place to place to demonstrate the possible spread of disease.

#### Classroom Set Up:

1. Set up the classroom so students can easily move around the room. Based on how many students you have in your class, you might have between three to seven "towns." Each town will be a station around the side of room or clusters of desks or tables in the room. Each cluster of desks or tables will represent a medieval European town. Name each town after a major city in Europe. Place a name plaque on each town.
2. Place an envelope at each town and place cards inside it that represent being healthy or having the plague on them. You could use words or symbols. You will need about ten cards in each envelope. One-third of the cards should be plague cards and two-thirds should be healthy cards.
3. Create a cemetery zone in an area away from the towns. Students who contract the plague will move there during the experience.

#### Student experience:

1. One-third of the students in the class will be travelers and the other two-thirds will be townspeople. Assign the townspeople to specific towns. These students will remain in their town and will not move during the activity unless they "die" of the plague. The traveling students will wear a name tag stating that they are a traveler and then assign one or two travelers to each town. The traveling students will be the students who move during this activity.
2. At the start of the activity there should only be between four to five students per town. Students who are in the town will select a card from the envelope. If they are a townspeople and they pick a plague card, they will put it back in the envelope and move to the cemetery. Traveling students who are healthy will move to the next town and put their healthy card in the envelope and then sit at that town station. Traveling students who contracted the plague will move to the next town and put their plague card in the envelope and then move to the cemetery.
3. One "living" student will need to shuffle the cards in the town's envelope and then each student will again select a card and repeat the process of "dying," moving to a new town (travelers only) or remaining in their town (townspeople only.)

4. Repeat this process until the living travelers have visited all the towns or one-quarter of the students have “died” of the plague.

#### Debriefing Questions:

Use the following questions to debrief the activity at the end.

1. How do you think townspeople felt about travelers visiting their towns during the Black Death?
2. How do you think townspeople treated the travelers who visited their towns during the Black Death?
3. What might the townspeople have done to keep the travelers from coming to their towns?
4. How did the plague affect the population of Europe during the Middle Ages?
5. What kinds of changes might a population drop this large have on society?

#### Day 2

##### *Primary Source Analysis, Appendix 2*

Students will analyze two brief written passages from David Herlihy’s *The Black Death and the Transformation of the West*. The first source was written by Matteo Villani, a Florentine writer. Herlihy’s book included the text translated from Italian. This passage explains how people were affected by the Black Death and the progression of the symptoms of the disease. The students will answer several questions to allow them to understand the effects of the disease on the people and community. The second source is from a witness to the plague in Avignon, France. It explains how victims of the plague were affected by the non-diseased people in the community. The students will answer several questions to help them understand the divide between people that the plague caused people in the community to experience. This activity could also be expanded to compare the Plague to the current Ebola crisis in Africa. The students could analyze how humans have reacted in similar ways to both epidemics.

#### Day 3

In this lesson, the students will take guided notes on the role of Catholic Church and medicine and science in Europe.

##### *RAFT*<sup>46</sup>

Students will use their guided notes from today’s class to use the RAFT writing strategy to reflect on this topic and think from the perspective of a person who lived during this time. There are two options for the RAFT, or if your students are familiar with this technique they could create their own. Students will choose which RAFT they want to write.

Clergy Member RAFT

**Role** of the writer: A clergy member in the Roman Catholic Church

**Audience:** Another clergy member

**Format:** A letter

**Topic:** The role of the Roman Catholic Church in your community.

Medicine and Science RAFT

**Role** of the writer: Guy de Chauliac, the doctor for Pope Clement VI

**Audience:** Another doctor

**Format:** A letter

**Topic:** The effect of the Plague on his community and how he is trying to treat it.

Day 4

In this lesson, the students will take guided notes on the rise of the middle class, Leonardo Da Vinci and Martin Luther

*K-W-L Chart*<sup>47</sup>

To start today's lesson, the students will create a K-W-L (Know, Want to Know, Learned) chart. Prior to their guided notes they will complete the K and W columns about their prior knowledge of and interests in Leonardo da Vinci and Martin Luther. The students may already have some background knowledge or preconceived notions about both of these famous men. Note that many younger students often confuse Martin Luther and Martin Luther King, Jr. It is best to clarify prior to starting the activity. After the students have filled in their K and W columns, have the students share their ideas with the class. After the students complete their guided notes and Story Time, (see below for directions for the Story Time activity) they will complete the L column of the chart.

*Guided Notes and Story Time!*

To make guided notes more interesting, I take breaks for Story Time! In this unit, I use the story of Martin Luther and the Diet of Worms. For this story time activity, I summarize the events included in the content-area reader, *A World in Transition*. The article "Martin Luther and the Reformation" by Deborah Mazzotta Prum, is an exciting way to share this event with my students. The kids are fascinated by his escape and fake kidnapping after the Edict was made.

This content-area reader also has a nice article about Leonardo da Vinci. It is not quite as exciting as the story of Martin Luther, but it is still a good summary of his life. The information in that article could be shared as a story time activity, or it would be a great reading to share with the students.

Day 5

*Gallery Walk using QR Codes, Appendix 3*

This activity can be completed as a gallery walk by posting the QR codes on signs around the classroom, or as individual or group work at their desks. The worksheet in Appendix 3 includes QR codes that link to five images of Leonardo da Vinci's anatomical sketches. All five images were originally found in Martin Clayton's *Leonardo Da Vinci: The Anatomy of Man*. Boston: Little, Brown and Company, 1992. There is additional information about the images in that text.

The students will use their devices to scan the QR codes and look at five sketches. My students have Chromebooks, but this activity can be done using the students' cell phones, tablets or laptop computers. There are questions in Appendix 3 for the students to answer based on their analysis of the images. Prior to having the Chromebooks, I had students complete this activity using their Smartphones and tablets. The students who did not have their own technology looked at the images on my classroom desktop computers. If your school and students have no access to technology, print large pictures of the sketches, post them around the room and have the students do a traditional gallery walk from picture to picture.

Day 6 and 7

*Creating a Timeline Video, Appendix 4*

In 1989, PBS created a series called "Timeline" and one episode was on the Black Death. Some parts, in particular, the section on the flagellants, would not be appropriate for use in a middle school classroom. I plan to show the first story as an example of how to create a similar activity in the classroom. The students at my school received an HP Chromebook for use at school. To utilize this new resource, the students will be using their devices to record their own "Timeline" of the Middle Ages to the Renaissance and Reformation. If students do not have access to devices to create a video of this activity, it could be adapted to be a class reenactment performance. The students will be divided into groups of three to four students and will create one video of the following events. The events to be included in the time line are daily life during the Middle Ages, the Black Death, the role of the Roman Catholic Church during the Middle Ages, the rise of the middle class, Leonardo da Vinci's study of anatomy, Martin Luther's posting of the 95 Theses, and the Diet of Worms. The students will need to explain the event as though they are doing a newscast when it actually happened. Students will need to include in their news story what happened in the event. Who were the people involved? Where the event took place, and when the event took place. Students will use their guided notes from the unit and their access to the Discovery Education website to learn more about



their topic. After the students finish their portion of the timeline, it will be combined together and viewed as a review activity at the end of the unit.

## Day 8

### *Graphic Organizer, Appendix 5*

The main emphasis of this unit is to show students how historical events are interconnected and do not happen separately from each other. The graphic organizer starts with the crusades and the increase in trade that resulted from it (which the students learned about in the previous unit). Next the increase in trade led to more interaction with other regions. That resulted in the spread of the plague from Asia to Europe. The plague resulted in a lower population in Europe, which resulted in increased social and economic opportunities for workers and the emergence of the middle class. The emergence of the middle class also resulted in new inventions and more art and architecture. Also as a result of the plague, a shift in the role of the Church took place. The Church lost influence and people like Luther began to challenge the influence of the Church and resulted in the formation of the Protestant Churches.

## Day 9

Prior to taking the assessment students will view the completed timeline video as a review activity.

The students will complete a test to assess their knowledge at the end of this unit. The test will include multiple choice, matching and short answer questions.

### **Resources for Classroom Activities**

Clayton, Martin. *Leonardo Da Vinci: The Anatomy of Man*. Boston: Little, Brown and Company, 1992.

This text is filled with Leonardo da Vinci's sketches from his study of human anatomy. These images can be used for class activities to analyze da Vinci's study of anatomy. Not all images will be appropriate for all ages.

Eaton Creative, Inc. *Timeline: The Black Death*. 1989.

This video will be used to introduce the students to the Timeline activity that they will be created. It could be shown in full or just as clips.

Gardner Films, Inc, Arts and Entertainment Network, and New Video Group. 2005. *The plague*. New York, N.Y.: A & E Television Networks.

This 100 minute documentary was created by the History Channel in 2005. Segments of it could be used in class or as teacher background information.

*History Alive! The Medieval World and Beyond: Lesson Guide 1.* Palo Alto, CA: Teachers' Curriculum Institute, 2004.

The Teachers' Curriculum Institute guides are an excellent source of ideas for classroom activities. I use many of the experiential activities included in this guide and the Black Death experience is adapted from its plan.

“K-W-L (Know, Want to Know, Learned).” *National Education Association*. Accessed October 28, 2014. <http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>.

This article explains how to use the K-W-L strategy in the classroom.

Simmon, Cathy Allen. “Using the RAFT Writing Strategy.” *ReadWriteThink*. Accessed October 28, 2014. <http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>.

This article gives a nice overview of how to use the RAFT strategy in the classroom.

### **Resources for Student Readings**

*A World in Transition: The Fall of Rome to the Early Modern Era.* Senior consultant Judith Irvin. Austin: Holt, Rinehart, and Winston, 2001.

There are two articles in this text that are great to either use as a student reading or to share as a story with students. I use the articles *Leonardo da Vinci* by Diane Stanley and “Martin Luther and the Reformation” from *Rats, Bulls, and Flying Machines* by Deborah Mazzotta Prum in my classroom.

*The Black Death.* Translated and edited by Rosemary Horrox. Manchester: Manchester University Press, 1994.

This text is a source of primary sources about the Black Death. It has sources about nearly every topic related to the Black Death, people's explanations, the consequences of the plague, and narrative accounts of the events. The difficulty of analysis varies from source to source within this text, but there are options to use in a middle or high school class.

### **Resources for Teacher Use**

Byrne, Joseph P. *Daily Life During the Black Death.* Westport, CT: Greenwood Press, 2006.

Several chapters from this text were part of the readings used in our seminar. This text gave a very good overview of life during the Black Death.

Cantor, Norman. *In the Wake of the Plague: The Black Death the World It Created.* New York: The Free Press: 2001.

This text gives a good synopsis of the Plague and its effects on Europeans.

Clayton, Martin. "Leonardo's Anatomy Years." *Nature* 484, no. 7394 (2012): 314-316. This brief article gives a nice overview of the contributions da Vinci gave to the study of anatomy. A major focus of this unit is how science changed significantly during this era and this article helps to illustrate this point.

Harriss, Gerald. *Shaping the Nation, England, 1360-1461*. Oxford: Claridon: 2005. This text is part of *The New Oxford History of England*. It focuses on a wide range of topics pertaining to all aspects of English society during the era. It gives a nice overview of the era between the Black Death and the start of the Renaissance and Reformation. It also includes excellent images and graphs which could be interpreted in student activities.

Herlihy, David. *The Black Death and the Transformation of the West*. Edited by Samuel K. Cohn, Jr. Cambridge, MA: Harvard University Press, 1997. This series of three lectures given by Herlihy were compiled and published after his death. It gives a thorough description on the epidemiology of the bubonic plague in the first lecture. It was also helpful in giving an overview of how the plague led to the emergence of the middle class in Medieval Europe.

Manchester, William. *A World Lit Only by Fire: The Medieval Mind and the Renaissance, Portrait of an Age*. Boston: Little, Brown and Company, 1992. This source is an excellent narrative of the era. It has been valuable in my understanding of the environment of the time. It does not spend much of the text looking at the Black Death, but was very helpful in understanding the time in which Leonardo da Vinci and Martin Luther lived. It was also quite helpful in allowing me to understand the influence of the Roman Catholic Church on the lives of people at the time.

Mayo Clinic. "Diseases and Conditions: Plague." Last modified March 26, 2013. <http://www.mayoclinic.org/diseases-conditions/plague/basics/symptoms/con-20021610>.

The Mayo Clinic's website was informative about the modern symptoms of the plague and how it has occurred in modern times. My students were very curious about the specific symptoms of the disease and how it affects people in modern times. This website gives an excellent overview of the disease to be able to answer student questions.

Nuland, Sherwin B. *Leonardo da Vinci*. New York: Penguin, 2000. This brief book gives a concise history of the life of Leonardo da Vinci.

Snow, Michelle. "Preparing for a plague outbreak." *Nursing* 35, no. 12 (2005): 14. This brief article gives a good overview of the plague in a modern context. I used it to get a better understanding of types of the plague, its symptoms and how it is treated in modern times.

Tuchman, Barbara W. *A Distant Mirror: The Calamitous 14<sup>th</sup> Century*. New York: Alfred A. Knopf, 1978.

This source was a great way to learn more about life in Europe before, during and after the Black Death. The chapter “This is the End of the World’: The Black Death” helped me understand more about science and medicine at the time of the Plague. My sixth grade students are always asking a lot of questions about how the plague was treated and why. This chapter helped me to gain a better understanding to more confidently answer their questions.

## **Appendix 1: Implementing Teaching Standards**

In this unit I plan to address the following North Carolina Essential 6<sup>th</sup> Social Studies Standards:

*6.H.1.1-Construct charts, graphs and historical narratives to explain particular events or issues over time.*

In this unit, students will look at primary source writings from the people who experienced the Black Death in Italy and France. By analyzing these writings, the students will be able to see a first-hand account of what people were thinking and feeling during the plague. Students will also create a graphic organizer to visually illustrate the interconnectedness of these historical events.

*6.H.2.3-Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).*

The Renaissance was a time of great innovation and one of the most famous and influential men of the time was Leonardo da Vinci. This unit will allow the students to explore the drawings of Da Vinci to better understand how his work transformed science, engineering, art, architecture and medicine.

*6.C.1.2-Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).*

The Reformation was a major shift in the history of Christianity and the history of Europe. This unit will allow the students to explore the problems within the Roman Catholic Church following the Black Death and how those problems led Martin Luther to seek to reform the Church and later his actions resulted in new branches of Christianity to form.

*6.G.1.2- Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).*

The Black Death resulted in an increased interest in science and medicine. The lack of understanding during this time, inspired individuals like Leonardo da Vinci to try to better understand the human body and other aspects of science. The Reformation started as an attempt to reform the Roman Catholic Church and resulted in creation of the Protestant Churches which then spread throughout Europe and later the Americas and other continents as well.

## Appendix 2

### Primary Source Analysis

Directions: Read each of the passages from the time of the Black Death to gain a better understanding of the experiences of people who lived at that time.

For each word you do not understand, write the word and use a dictionary to write a definition in your own words.

#### 1. Matteo Villani, a Florentine writer:

It was a plague that touched people of every condition, age and sex. They began to spit blood and then they died—some immediately, some in two or three days, and some in a longer time. And it happened that whoever cared for the sick caught the disease from them or, infected by the corrupt air, became rapidly ill and died in the same way.

*Cronica di Matteo Villani* (Florence: Magheri, 1825) I, 5 (bk. I, chap. 2).

- a. What symptoms of the plague are described in this passage?
- b. What would have caused fear among people of the time?
- c. What did you learn about how the plague affected people of Europe from this passage?

#### 2. A witness at Avignon in 1348:

[Sick] relatives were cared for not otherwise than dogs. They threw them their food and drink by the bed, and then they fled the household. People cared only for their own health [and that of their families].

Letter of Louis Sanctus de Beeringen, ed. de Smet, *Recueil des Chroniques de Flandre* (Brussels, 1956), vol. III, p. 17, cited in Chiffolleau, *Comptabilite*, pp. 203-204.

- a. How were sick people treated?
- b. What happened to the priorities of the people? (Whose needs were they focused on?)
- c. Whose health were they focused on during time? Why might they have had such a narrow view of people's needs?

Passages were found in David Herlihy's *The Black Death and the Transformation of the West* (1997).



### Appendix 3




#### Primary Source Analysis-Leonardo da Vinci's Anatomy Sketches

After the Black Death, many people became more interested in science and medicine. Leonardo da Vinci had many interests and one of his most influential was his study of anatomy. It led to a much better understanding of the human body. During his two periods of anatomical studies in 1490 and between 1507 and 1513, he dissected 30 bodies. These dissections have helped future scientists to better understand human anatomy and how diseases affect it.

Directions: Use a device to scan the QR code or enter the URL address. Examine the images of five of Leonardo da Vinci's anatomical drawings. For each image, answer the following questions.<sup>48</sup>

1. Describe what you see in this image.
2. What details has Leonardo da Vinci included in his sketch?
3. Why do you think da Vinci drew this part of the body?
4. What can you learn from examining this sketch?
5. How might have this sketch helped a doctor better understand the human body?

<p>Image 1: The Heart Sooke, Alastair. "Leonardo da Vinci: Anatomist, The Queen's Gallery, review." <i>The Telegraph</i>. April 30 2012. <a href="http://i.telegraph.co.uk/multimedia/archive/02191/davinci-heart_2191807b.jpg">http://i.telegraph.co.uk/multimedia/archive/02191/davinci-heart_2191807b.jpg</a>.</p>	
<p>Image 2: Fetus Mansen, Raven. "Leonardo da Vinci's Notebook Project." Irvine Valley College. Accessed October 31, 2014. <a href="http://www.ivc.edu/academics/schoolFA/arthistory/Documents/art2526projects/davinci_f07/images/womb.jpg">http://www.ivc.edu/academics/schoolFA/arthistory/Documents/art2526projects/davinci_f07/images/womb.jpg</a>.</p>	

<p>Image 3: Arm Muscles “Recto: The muscles of the shoulder and arm. Verso: The muscles of the shoulder and arm, and the bones of the foot.” Royal Collection Trust. Accessed October 31, 2014. <a href="http://www.royalcollection.org.uk/collection/919013/recto-the-muscles-of-the-shoulder-and-arm-verso-the-muscles-of-the-shoulder-and">http://www.royalcollection.org.uk/collection/919013/recto-the-muscles-of-the-shoulder-and-arm-verso-the-muscles-of-the-shoulder-and</a></p>	
<p>Image 4: The Spinal Column “Magnificent marriage of scientific and artistic inquiry.” <i>Canadian Medical Association Journal</i>. Accessed October 31, 2014. <a href="http://www.cmaj.ca/content/182/5/483/F2.large.jpg">http://www.cmaj.ca/content/182/5/483/F2.large.jpg</a>.</p>	
<p>Image 5: The Skull Sectioned Clayton, Martin. “Leonardo’s Anatomy Years.” <i>Nature</i> 484, no. 7394 (2012): 314-316. <a href="http://www.nature.com/nature/journal/v484/n7394/images/484314a-f1.2.jpg">http://www.nature.com/nature/journal/v484/n7394/images/484314a-f1.2.jpg</a>.</p>	



## Appendix 4

### Creating a Timeline Video-Student Handout

Directions: Using the PBS video “Timeline: Black Death” as a model, your group will produce a video segment telling the story of one of the following events:

1. Daily life during the Middle Ages
2. The Black Death
3. The role of the Roman Catholic Church during the Middle Ages
4. The rise of the middle class
5. Leonardo da Vinci’s study of anatomy
6. Martin Luther’s posting of the 95 Theses
7. The Diet of Worms.

\*One group will be assigned to each topic.

Project requirements:

Your group will need to explain the event as though they are doing a newscast when it actually happened.

You will need to include in your news story:

- What happened in the event
- Who were the people involved
- Where the event took place
- When the event took place

You will use your guided notes from the unit and access to the Discovery Education website to learn more about your topic.

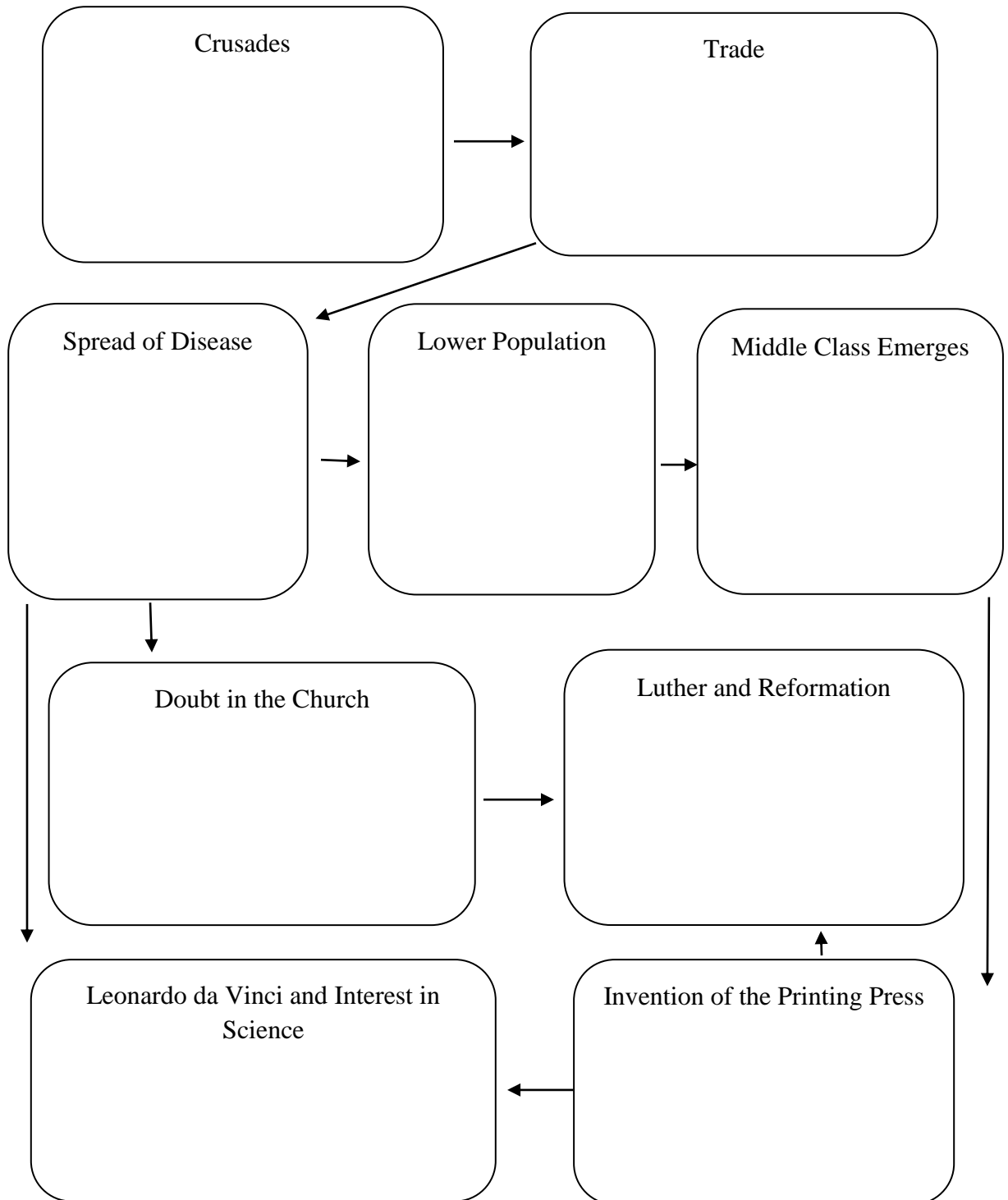
Your group will need to create a script of your newscast, practice it several times and then record the newscast. Assign each member of the group a role in the newscast and one member will act as director and another as the camera person.

When it is completed, submit the video to your teacher.

## Appendix 5

### Graphic Organizer

Below the heading explain what happened in each step. Make sure to include how that event led to the next.



## Appendix 6

Useful vocabulary terms

Vocabulary terms:

Renaissance-The term Renaissance is derived from the French term for birth, *naissance*. The prefix re- is added to create the meaning “rebirth.” The Renaissance in Europe began in Italy in the 14<sup>th</sup> century C.E. and spread north throughout Western Europe and came to an end in the 16<sup>th</sup> century.

Reformation-The term Reformation refers to a period of attempted reform of the abuses in the Roman Catholic Church which resulted in the formation of the Protestant Churches in the 16<sup>th</sup> century C.E.

Middle Ages-This refers to the period of time in European history between the fall of the Roman Empire around 476 C.E. until the beginning of the Renaissance period in the 1500s C.E.

Bubonic Plague-*Yersinia Pestis* is a bacteria spread by rats. It is the cause of the most common form of the plague. The most obvious symptom of the disease is the formation of buboes in the neck, armpit and groin.

Buboes-An enlarged, inflammation of a lymph gland which would become the size of an orange or larger. The buboes would often burst when they got too large emitting a blackish liquid. The term Black Death came from the buboes on the afflicted.

Black Death-This was the spread of plague, believed to be bubonic plague, during the Middle Ages in Europe and Asia in the 14<sup>th</sup> century that killed one-third of the population of the Western Europe. There were other outbreaks of the plague later in history. Another very significant outbreak happened in England in the 1600s. This disease still appears in desert climates in modern times. There are between ten to fifteen cases in the United States each year.<sup>49</sup>

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## Notes

<sup>1</sup> David Herlihy, *The Black Death and the Transformation of the West*, Edited by Samuel K. Cohn, Jr, (Cambridge, MA: Harvard University Press, 1997), 23

<sup>2</sup> Michelle Snow, “Preparing for a plague outbreak,” *Nursing* 35, no. 12 (2005), 14.

<sup>3</sup> Gerald Harriss, *Shaping the Nation, England, 1360-1461*, (Oxford: Claridon: 2005): 212.

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- <sup>4</sup> Barbara W. Tuchman, *A Distant Mirror: The Calamitous 14<sup>th</sup> Century*, (New York: Alfred A. Knopf, 1978): 24-25.
- <sup>5</sup> Herlihy, 43.
- <sup>6</sup> William Manchester, *A World Lit Only by Fire: The Medieval Mind and the Renaissance, Portrait of an Age*, (Boston: Little, Brown and Company, 1992), 13.
- <sup>7</sup> *The Black Death*, translated and edited by Rosemary Horrox, (Manchester: Manchester University Press, 1994), 96.
- <sup>8</sup> *Ibid*, 50.
- <sup>9</sup> *Ibid*, 61-62.
- <sup>10</sup> *Ibid*, 62.
- <sup>11</sup> Herlihy, 42.
- <sup>12</sup> Tuchman, 105.
- <sup>13</sup> Sherwin B. Nuland, *Leonardo da Vinci*, (New York: Penguin, 2000), 123, Herlihy, 71, and Tuchman, 106.
- <sup>14</sup> Nuland, 123.
- <sup>15</sup> *Ibid*, 124.
- <sup>16</sup> Herlihy, 70.
- <sup>17</sup> Tuchman, 106.
- <sup>18</sup> *Ibid*, 106.
- <sup>19</sup> Herlihy, 46.
- <sup>20</sup> *Ibid*, 46.
- <sup>21</sup> Joseph P. Byrne, *Daily Life During the Black Death*, (Westport, CT: Greenwood Press, 2006), 217.
- <sup>22</sup> Norman Cantor, *In the Wake of the Plague: The Black Death the World It Created*, (New York: The Free Press: 2001), 203.
- <sup>23</sup> *Ibid*, 203.
- <sup>24</sup> *Ibid*, 49.
- <sup>25</sup> Nuland, 7.
- <sup>26</sup> Manchester, 93.
- <sup>27</sup> Martin Clayton, "Leonardo's Anatomy Years," *Nature* 484, no. 7394 (2012), 314.
- <sup>28</sup> Nuland, 162.
- <sup>29</sup> *Ibid*, 46.
- <sup>30</sup> *Ibid*, 46-47.
- <sup>31</sup> Paul R. Waibel, *Martin Luther: A Brief Introduction to His Life and Works*, (Wheeling, IL: Harlan Davidson, 2005), 47.
- <sup>32</sup> Manchester, 137.
- <sup>33</sup> *Ibid*, 137.
- <sup>34</sup> Waibel, 2.
- <sup>35</sup> *Ibid*, 137.
- <sup>36</sup> Waibel, 37.
- <sup>37</sup> Manchester, 140.
- <sup>38</sup> Waibel, 9.
- <sup>39</sup> *Ibid*, 9.
- <sup>40</sup> *Ibid*, 110-114.
- <sup>41</sup> *Ibid*, 10.
- <sup>42</sup> *Ibid*, 12.
- <sup>43</sup> *Ibid*, 16.
- <sup>44</sup> *Ibid*, 18.
- <sup>45</sup> *History Alive! The Medieval World and Beyond, Lesson Guide 1*. (Palo Alto, CA: Teachers Curriculum Institute, 2004), 121.
- <sup>46</sup> Cathy Allen Simmon, "Using the RAFT Writing Strategy," *ReadWriteThink*, accessed October 28, 2014,

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<http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>.

<sup>47</sup> “K-W-L (Know, Want to Know, Learned),” *National Education Association*, accessed October 28, 2014, <http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>.

<sup>48</sup> \*These questions were based off of questions found on “Teacher’s Guide: Analyzing Photographs and Prints,” *Library of Congress*, accessed on October 31, 2014,

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf).

<sup>49</sup> Snow, 14.