Appendix A

The Path of the Black Death in Europe

Student Name ____________________________________________________________
Date________________ Hour_______

Mapping the Black Death

Use the map of Europe attached at the end of this document showing the cities and regions affected by the Black Death. For reference, use the map titled “Plague Trade Routes” and another map titled “The Spread of the Black Death”, which shows the spread of the Black Death.

The Black Death is first reported in Messina, Italy, on the island of Sicily, in October, 1347, and then moves through Europe. Below are the likely dates of the arrival of the Black Death in a variety of cities:

— Genoa, Italy January, 1348
— Pisa, Italy February, 1348
— Marseilles, France February, 1348 Rome, Italy March, 1348
— Avignon, France March, 1348
— Valencia, Spain May, 1348
— Paris, France June, 1348
— London, England June, 1349
— Liege, Belgium June, 1349
— Hamburg, Germany, June 1350

Your task is to trace the path of the Black Death through Europe by locating these cities and looking for patterns. What can you learn about the source, spread, and extent of the disease?

Using the same map, place numbers—some duplicated—on the map.

Place a…

<table>
<thead>
<tr>
<th>1 on Messina</th>
<th>3 on Marseilles</th>
<th>5 on Valencia</th>
<th>7 on Liege</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 on Genoa</td>
<td>4 on Rome</td>
<td>6 on Paris</td>
<td>8 on Hamburg</td>
</tr>
</tbody>
</table>


| 3 on Pisa | 4 on Avignon | 7 on London |

The duplicate numbers indicate that the plague arrived in two cities at about the same time. Do you notice any patterns?

*Now draw a…*

1. red line connecting one set of numbers 1 to 4 from Messina to Rome.

2. blue line connecting one set of numbers 1 to 7 from Messina to Paris.

3. yellow line connecting one set of numbers 6 to 8 from Paris to Hamburg.

Go to the map titled “Medieval Trade Routes”. Using the information on your map and on Medieval Trade Routes, and consulting as necessary the arrival dates of the plague as listed above, what answers would you offer to the following:

1. Is it more likely that the plague originally entered Europe on the Venetian or Genoese trade route? Cite some evidence for your answer.

2. Did the plague seem to travel more quickly along the shipping routes or over land? Cite some evidence for your answer.
3. How do you believe the plague traveled to Paris, over land or along the shipping routes? Cite some evidence for your answer.

4. Why did the plague take so long to reach London, when it had arrived in nearby Paris a year earlier? Cite some evidence for your answer.

5. How do you believe the plague traveled to Hamburg, over land or along the shipping routes? Cite some evidence for your answer.
6. Is it possible, given the information you have, to tell if the plague traveled to Hamburg overland directly from Genoa or by way of Paris? Cite some evidence for your answer.
*This is the map you will mark up!"
Appendix B

*Source can be found at: "Big Era Five: Closeup Unit 5.5.1," World History for Us All, accessed December 22, 2015, http://worldhistoryforusall.sdsu.edu/units/five/closeup/Era05_closeup551.php, A project of the National Center for History in the Schools at UCLA.

Student Handout 2.3—Focus for Frustration: The Desperate Go to Extremes

Historical background

Self-punishment by flagellants and punishment of certain people by those intent on finding scapegoats for the pestilence also represented attempts to cope with the calamity. Flagellants, who flogged themselves with whips while marching in religious processions, were not new among Christian believers in the mid-fourteenth century. A flagellation movement had broken out in the eleventh century and again, on a huge scale, in the late thirteenth. The movement spread all over Europe, though it was most firmly rooted in Germany. These religious fanatics often lashed themselves for hours on end, using leather whips with iron spikes that drew blood. Spectators often sobbed, howled, and tore their hair. They treasured the blood that flowed, sopping it up with cloths which they carried home with them as miraculous and holy relics.

Jews were targets of accusations of poisoning wells, though not the only targets. Pilgrims, lepers, and foreigners were at various times and places accused of causing plague by adding poison to drinking water. Nor was this sort of paranoia about marginal groups or enemies restricted to the Middle Ages. During the 1950s, when the Cold War was intense, some Communist Chinese accused the American Air Force of deliberately causing outbreaks of disease in China by infecting parts of that country with the plague bacillus.

Persecution of Jews during the Black Death was particularly widespread and well documented. Large numbers of Jews are known to have been burnt alive or walled up to die of suffocation or starvation in 1348 and 1349. These atrocities occurred in Spain, France, Switzerland, and many German cities. By and large, rulers and other political authorities disapproved of these massacres, and the Pope condemned them. The king of Spain gave orders that Jews be protected and that those guilty of hurting them be punished. He posted armed guards at the gates to the ghettos. Leaders, however, had little control over the mobs. In Muslim lands, Jews did not experience persecution connected with the Black Death, perhaps because Muslims had much greater experience of living in harmony with people of different religions and a tradition of toleration for religious minorities in their midst.

Christian pogroms against Jews gradually waned as the first wave of the Black Death came to an end. By 1351, however, 60 large and 150 smaller communities of Jews are believed to have been exterminated. The centers of Jewish population shifted eastward to Poland, whose ruler seemed to have successfully prevented persecution. Nor did pogroms stop altogether in western Europe.

Jacob von Königshofen was a child when the events he describes in Document 2 took place. He grew up to become archivist of the city of Strasbourg, which had one of the largest Jewish colonies in Europe, even though its bishop was an anti-Semite. Von Königshofen included the account of his predecessor, who was probably an eyewitness of the tragedy in the history he
From what this epidemic came, all wise teachers and physicians could only say that it was God’s will. And as the plague was now here, so was it in other places, and lasted more than a whole year. This epidemic also came to Strasbourg in the summer of the above mentioned year [1349], and it is estimated that about sixteen thousand people died.

In the matter of this plague the Jews throughout the world were reviled and accused in all lands of having caused it through the poison which they are said to have put into the water and the wells—that is what they were accused of—and for this reason the Jews were burnt all the way from the Mediterranean into Germany, but not in Avignon, for the pope protected them there.

Nevertheless they tortured a number of Jews in Berne and Zofingen [Switzerland] who then admitted that they had put poison into many wells, and they also found the poison in the wells.

Thereupon they burnt the Jews in many towns and wrote of this affair to Strasbourg, Freiburg, and Basel in order that they too should burn their Jews. But the leaders in these three cities in whose hands the government lay did not believe that anything ought to be done to the Jews. However in Basel the citizens marched to the city-hall and compelled the council to take an oath that they would burn the Jews, and that they would allow no Jew to enter the city for the next two hundred years. Thereupon the Jews were arrested in all these places and a conference was arranged to meet at Benfled [Alsace, February 8, 1349]. The Bishop of Strasbourg [Berthold II], all the feudal lords of Alsace, and representatives of the three above mentioned cities came there. The deputies of the city of Strasbourg were asked what they were going to do with their Jews. They answered and said that they knew no evil of them. Then they asked the Strasbourgers why they had closed the wells and put away the buckets, and there was a great indignation and clamor against the deputies from Strasbourg. So finally the Bishop and the lords and the Imperial Cities agreed to do away with the Jews. The result was that they were burnt in many cities, and wherever they were expelled they were caught by the peasants and stabbed to death or drowned.

[The town-council of Strasbourg which wanted to save the Jews was deposed on the ninth or tenth of February, and the new council gave in to the mob, who then arrested the Jews on Friday, the thirteenth.]

On Saturday—that was St. Valentine’s Day—they burnt the Jews on a wooden platform in their cemetery. There were about two thousand people of them. Those who wanted to baptize themselves were spared. [Some say that about a thousand accepted baptism.] Many small children were taken out of the fire and baptized against the will of their fathers and mothers. And everything that was owed to the Jews was cancelled, and the Jews had to surrender all pledges and notes that they had taken for debts. The council, however, took the cash that the Jews possessed and divided it among the working-men proportionately. The money was indeed the thing that killed the Jews. If they had been poor and if the feudal lords had not been in debt to
them, they would not have been burnt. After this wealth was divided among the artisans some
gave their share to the Cathedral or to the Church on the advice of their confessors.

Thus were the Jews burnt at Strasbourg, and in the same year in all the cities of the Rhine,
whether Free Cities or Imperial Cities or cities belonging to the lords. In some towns they burnt
the Jews after a trial, in others, without a trial. In some cities the Jews themselves set fire to their
houses and cremated themselves.

Source: Qtd. in Jacob R. Marcus, The Jew in the Medieval World: A Sourcebook, 315-179 (New
Appendix C
*Handouts taken directly from: "Big Era Five: Closeup Unit 5.5.1," World History for Us All, accessed December 22, 2015, http://worldhistoryforusall.sdsu.edu/units/five/closeup/Era05_closeup551.php. A project of the National Center for History in the Schools at UCLA.
*Some discussion questions taken and/or modified from source above

Student Handout 1.2—Everyone Felt He Was Doomed to Die.

**Historical background**

Boccaccio was the illegitimate son of a merchant family. Although poetry was his love from an early age, his father made him serve an apprenticeship in commerce. He studied law for a while, and traveled on business in Italy and France. He was not in Florence in 1348 when the Black Death struck the city, though he described it in his masterpiece, the book called *The Decameron*. It is a book of stories in which seven young women and three young men of Florence leave the city for the hills. They are fleeing the plague which, according to Boccaccio, killed upwards of 100,000 people during its height from March to July. In the stories, the young people amuse themselves by taking turns telling tales. Many authors later borrowed the plots of these tales. Although Boccaccio’s vivid portrait of plague-infested Florence was not an eyewitness account, he certainly had plenty of opportunity to talk to those who were survivors of the epidemic.

In 1350, when he returned to Florence, he became a friend of the humanist man of letters, Petrarch. The two of them became important figures in the early Renaissance. As a humanist, Boccaccio bought and copied many neglected manuscripts of classical literature and history. He also promoted the study of Greek, so that the newly-collected books in this language could be read in Italy. Acclaimed as an author, he traveled as a diplomat in the service of the Republic of Florence. Therefore, his ideas could be widely influential.

Florence was an inland city, but located on the navigable Arno river. At the time of the Black Death, its records show about 100,000 inhabitants. It had 200 establishments producing high quality cloth which, along with customs dues and income from banking services, enriched the republic. It was a center of arts and letters, with many fine buildings, pictures, and libraries. It was not immune, however, to famine, which struck in 1340, followed by rioting of the poor against the wealthy, and civil war. Famine recurred in 1347. The following year, according to the reputable Florentine historian Villani, three-fifths of the city’s population died of the Black Death. In fact, it later killed Villani himself.

This mortality, however, was not for lack of people trying to cope with the disaster. A committee of eight was formed and given near-dictatorial powers. They refused entrance to the walled city to any who were sick, enforced stringent regulations against garbage in the streets, forbade large public gatherings at funerals, and arranged for the collection of corpses and their burial layered in trenches after graveyard space ran out. Their measures were unsuccessful, and lapsed when not enough personnel were left to enforce them. For five months, the plague continued to rage. Nevertheless, only three years later, Florence was able to make war on the lord of Milan who tried to dominate the city. Soon after, Florence expelled bands of mercenaries that had invaded its territory.
Primary Source

Into the distinguished city of Florence, more noble than any other Italian city, there came the deadly pestilence [or fatal epidemic disease]. It started in the East, either because of the influence of heavenly bodies or because of God’s just wrath as a punishment to mortals for our wicked deeds, and it killed an infinite [limitless] number of people. Without pause it spread from one place and it stretched its miserable length over the West. And against the pestilence no human wisdom or foresight was of any avail; quantities of filth were removed from the city by officials charged with this task; the entry of any sick person into the city was prohibited; and many directives were issued concerning the maintenance of good health. ...

[I]t began in both men and women with certain swellings either in the groin or under the armpits, some of which grew to the size of a normal apple and others to the size of an egg (more or less), and the people called them gavoccioli. And from the two parts of the body already mentioned, within a brief space of time, the said deadly gavoccioli began to spread indiscriminately over every part of the body; and after this, the symptoms of the illness changed to black or livid spots appearing on the arms and thighs, and on every part of the body, some large ones and sometimes many little ones scattered all around. ... Neither a doctor’s advice nor the strength of medicine could do anything to cure this illness; on the contrary, either the nature of the illness was such that if afforded no cure, or else the doctors were so ignorant that they did not recognize its cause and, as a result, could not prescribe the proper remedy (in fact, the number of doctors, other than the well-trained, was increased by a large number of men and women who had never had any medical training) at any rate, few of the sick were ever cured, and almost all died after the third day of the appearance of the previously described symptoms (some sooner, others later), and most of them died without fever or any other side-effects.

This pestilence was so powerful that it was communicated to the healthy by contact with the sick, the way a fire close to dry or oily things will set them aflame. And the evil of the plague went even further: not only did talking to or being around the sick bring infection and a common death, but also touching the clothes of the sick or anything touched or used by them seemed to communicate this very disease to the person involved. ...

Everyone felt he was doomed to die and, as a result, abandoned his property, so that most of the houses had become common property, and any stranger who came upon them used them as if he were their rightful owner. In addition to this bestial behavior, they always managed to avoid the sick as best they could. And in this great affliction and misery of our city the revered authority of the laws, both divine and human, had fallen and almost completely disappeared, for, like other men, the ministers and executors of the laws were either dead or sick or so short of help that it was impossible for them to fulfill their duties; as a result, everyone was free to do as he pleased. ...

Thus, for countless multitude of men and women who fell sick there remained no support except the charity of their friends (and these were few) or the avarice of servants, who worked for inflated salaries ... And since the sick were abandoned by their neighbors, their parents, and their friends and there was a scarcity of servants, a practice that was almost unheard of before spread through the city: when a woman fell sick, no matter how attractive or beautiful or noble she might be, she did not mind having a manservant (whoever he might be, no matter how young or
old he was), and she had no shame whatsoever in revealing any part of her body to him—the way she would have done to a woman—when the necessity of her sickness required her to do so. This practice was, perhaps, in the days that followed the pestilence, the cause of looser morals in the women who survived the plague. ...

![Doctors at the bedside of a plague victim](image)

Source: Hieronymus Brunschwig, Buch der Cirurgia (1497; reprinted Oberkirch, Germany: A. Köhler, 1971), 11. San Diego State University Library and Information Access, Special Collections and University Archives

The plight of the lower class and, perhaps, a large part of the middle class, was ... pathetic: most of them stayed in their homes or neighborhoods either because of their poverty or their hopes for remaining safe, and every day they fell sick by the thousands; and not having servants or attendants of any kind, they almost always died. Many ended their lives in the public streets, during the day or at night, while many others who died in their homes were discovered dead by their neighbors only by the smell of the decomposing bodies. The city was full of corpses. ...

In the scattered villages and in the fields the poor, miserable peasants and their families, without any medical assistance or aid of servants died on the roads and in the fields and in their homes, as many by day as by night, and they died not like men but more like wild animals. Because of this they, like the city dwellers, became careless in their ways and did not look after their possessions or their businesses; furthermore, when they saw that death was upon them, completely neglecting the future fruits of their past labors, their livestock, their property, they did
their best to consume what they already had at hand. So, it came about that oxen, donkeys, sheep, pigs, chickens, and even dogs, man’s most faithful companion, were driven from their homes into the fields, where the wheat was left not only unharvested but also unreaped, and they were allowed to roam where they wished. ...

Oh how many great palaces, beautiful homes, and noble dwellings, once filled with families, gentlemen, and ladies, were now emptied, down to the last servant! How many notable families, vast domains, and famous fortunes remained without legitimate heir! ...

Reflecting upon so many miseries makes me very sad. ...


**Student Handout 1.3—I Buried my Five Children with my Own Hands**

**Historical background**

Agnolo di Tura was a chronicler [someone who writes accounts of important or historical events] in Siena, a city of about 60,000 some 30 miles south of Florence. In 1348, it was a great banking center and wealthy enough to be building what the citizens intended to be the greatest church in Christendom. But in that year, Siena was hit very hard by the Black Death. Di Tura, who survived it though all his family died, claimed that after the plague had passed, only 10,000 people remained alive. The records do not allow us to know exact figures, but certainly there is evidence that the city suffered unusually high losses. Construction work on the cathedral was halted and never resumed. Both the university and the wool-processing industry closed down. Laymen filled posts usually reserved for clergymen because so many priests died. Many estates, left with no heirs at all, were taken over by a much-reduced city council. The civil courts ceased to meet. When recovery set in, the authorities acted quickly to identify the taxpayers that remained and to impose a new tax in order to pay much higher salaries that soldiers and government employees were demanding. This, however, led to poverty in the countryside, a wave of immigration to higher-paying jobs in the city, and increased tension between haves and have-nots, with an accompanying rise in crime and financial problems. Siena probably never fully recovered from the effects of the Black Death.
Photo by Jeanne Dunn

The Cathedral of Siena, Italy

The tall wall with the arches on the left side of the illustration was to be the façade of a much more magnificent church. A great nave, or main longitudinal area of the church, was to extend from the façade back to the tower and dome. The Black Death, however, killed so many people in Siena in 1348 that the work came to a halt and was never resumed.

**Primary Source**

The mortality in Siena began in May. It was a cruel and horrible thing; and I do not know where to begin to tell of the cruelty and the pitiless ways. It seemed that almost everyone became stupefied [astonished or shocked] by seeing the pain. And it is impossible for the human tongue to recount the awful truth. Indeed, one who did not see such horribleness can be called blessed. And the victims died almost immediately. They would swell beneath the armpits and in the groin and fall over while talking. Father abandoned child, wife husband, one brother another; for this illness seemed to strike through breath and sight. And so they died. And none could be found to bury the dead for money or friendship. Members of a household brought their dead to a ditch as best they could without priest, without divine offices. Nor did the death bell sound. And in many places in Siena great pits were dug and piled deep with the multitude of dead. And they died by the hundreds, both day and night and all were thrown in those ditches and covered with earth. And as soon as those ditches were filled, more were dug. And I Agnolo di Tura ... buried my five children with my own hands. ... And so many died that all believed it was the end of the world.


Name: ________________________________
No Escape From Death: The Plague Arrives

*Sourcing:
*Please read the “Historical Background” portion for each document. Fill out this portion BEFORE reading the actual primary source.

<table>
<thead>
<tr>
<th>Question</th>
<th>Primary Source #1</th>
<th>Primary Source #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who wrote this document?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) What do you know about this author?</td>
<td></td>
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</tr>
<tr>
<td>B) based on this, what might this tell us about their point of view?</td>
<td></td>
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</tr>
<tr>
<td>When was this document written? Where was it written?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What kind of document is this?</td>
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</table>

*Contextualizing:
1. After reading these documents more closely, for whom do you think each source was created for?

2. Why was this source produced when it was? What evidence within the source helps you know why it was written?

3. Using evidence from the Map Activity we did yesterday and these primary sources, what inferences could you make about the influence of geography on the spread of the plague? What about the influence of human activities on the spread of the plague? If you were a historian, what kinds of additional evidence would you try to find in order to support your inferences?

*Continue onto next page…

4. Given 14th century conditions, what additional actions could have been taken to cope with the plague besides those described by these contemporary observers?
Corroboration:

1. Besides the fact of death itself, what other problems caused by the Black Death did Boccaccio and di Tura identify?

2. What characteristics of the Black Death were emphasized by these contemporary observers?

3. In your reaction to Boccacio’s and di Tura’s accounts, what difference, if any does it make that the two authors’ outlook and purpose were different?

4. Considering Boccaccio’s account is part of book that is fiction and he did not speak from personal experience, while di Tura’s is a chronicle by an eyewitness… How reliable do you find each source? In other words, how reliable is fiction as historical evidence? What could novels reveal about the historical period in which they were written? In di Tura’s case, is hearsay reliable historical evidence? Please defend your stance on each source.
**Appendix D**


**Primary Source Rotation Activity: The Black Death**

**Overall Conditions Under the Plague**

**Document 4**

*MCCCX. penta miseranda ferox violenta*

*superest plebs pessima testis in fineque ventus validus*

*oc anno maurus in orbe tonat*

(1350. The people who remain are driven wild and miserable. They are wretched witnesses to the end. A strong wind is thundering over the whole earth. Written on St. Maurice's Day.)

**Source:** Etched into a wall of the Ashwell church tower, England.

**Document 7**

At this time there was such a great shortage of priests everywhere that many churches were abandoned. None of the normal services were held.

It was impossible to get a priest to come to take services unless he was paid up to £10 a year. Before the Plague, a priest would live in a village and take all the services for 3 a year—but now no one will do the job unless they are paid 20 a year.

Shortly after the Plague a large number of men whose wives had died became priests, although many of them could not even write. They could read a little, but did not understand what they were reading.

**Source:** Henry Knighton, Chronicler and Canon of St. Mary's Leicester, 1350s.

**Document 10**

Suddenly everything became very cheap, because no one was bothered about money or goods—they were all too frightened of dying . . . Sheep and oxen strayed through the fields and among the crops, because there was no one to drive them away, or collect them together. These animals
mostly died in ditches, or by getting tangled up in the hedges; there was no one to look after them and the lords of the manor did not know what to do . . .

Lords who had lent land in return for yearly labor service were forced to change these services. They either had to let the serfs off the services, or else accept money instead. Unless they did this the serfs ran away and left their houses and the land to go to ruin.

The laborers were so proud and hostile that they took no notice of the King's law. If anyone wanted to employ laborers, he had to pay them what they asked—or lose his fruit and crops.

Source: Henry Knighton, Chronicler and Canon of St. Mary's Leicester, 1350s.

Document 14

Neither physicians nor medicines were effective. Whether because these illnesses were previously unknown or because physicians had not previously studied them, there seemed to be no cure. There was such a fear that no one seemed to know what to do. When it took hold in a house it often happened that no one remained who had not died. And it was not just that men and women died, but even sentient animals died. Dogs, cats, chickens, oxen, donkeys, sheep showed the same symptoms and died of the same disease. And almost none, or very few, who showed these symptoms, were cured. The symptoms were the following: a bubo in the groin, where the thigh meets the trunk; or a small swelling under the armpit; sudden fever; spitting blood and saliva (and no one who spit blood survived it). It was such a frightful thing that when it got into a house, as was said, no one remained. Frightened people abandoned the house and fled to another.

Source: Marchione di Coppo Stefani, ca. 1370.

Document 15

Ring around the rosy
Pocket full of posies
   Ashes, Ashes!
   We all fall down!

Ring around the rosy: rosary beads give you God's help. A pocket full of posies: used to stop the odor of rotting bodies which was at one point thought to cause the plague, it was also used widely by doctors to protect them from the infected plague patients. Ashes, ashes: the church burned the dead when burying them became too laborious. We all fall down: dead. Not only were the children affected physically, but also mentally. Parents even abandoned their children, leaving them to the streets instead of risking the babies giving them the dreaded "pestilence." Children were especially unlucky if they were female. Baby girls would be left to die because parents would favor male children that could carry on the family name.
Response of Governments

Document 2
Whatever house the pestilence visited was immediately nailed up, and if a person died within, he had to be buried there. Many died of hunger in their own houses. Throughout the country, all the roads and highways were guarded so that a person could not pass from one place to another.

Source: Heinrich von Staden, Count of the Palatinate and traveler to Russia, The Land and Government of Muscovy, 1571.

Document 3
In the town of Florence, the authorities took every precaution against the Plague. The streets were cleaned; those with the Plague were prevented from coming into the town; and prayers were said to God. But the Plague came.

Both doctors and medicines seemed useless; almost everyone who got the Plague died. Those left alive behaved in different ways. Some got together in a house and cut themselves completely off from the rest of the town; they ate and drank very little and would not even talk about the Plague. Others drank a great deal, and went about in public and laughed about the Plague: they broke into houses and got drunk on the wine they found. Others carried bunches of flowers, herbs or spices and held these to their noses when they walked about; they felt that this was healthy and also it stopped them smelling the stink of the dead and dying. Others thought the best thing was to escape: they left their neighbors and families and fled to the country.

People avoided each other: neighbors and families kept apart. The Plague had the effect of making brothers leave each other and husbands leave wives.

Those who were dying of the Plague were left to die alone. Many died each night in the streets. Many others died in their houses and only the terrible smell of rotting bodies warned their neighbors what had happened. Then the neighbors would drag the bodies out with their own hands and leave them in the doorway. Anyone walking around in the morning could have seen more corpses than he could count. The whole town was like a graveyard.

Soon huge trenches had to be dug for the bodies, which were thrown in hundreds at a time—like cargo being chucked into a ship. The bodies were covered up with a little earth and stacked up until the trench was full.

Source: Giovanni Boccacio, author of The Decameron, 1348.
No poultry should be eaten, no waterfowl, no pig, no old beef, altogether no fat meat. . . . It is injurious to sleep during the daytime. . . . Fish should not be eaten, too much exercise may be injurious . . . and nothing should be cooked in rainwater. Olive oil with food is deadly. . . .

Source: Statement of the University of Paris Medical Faculty, 1348.

Response of Individuals at the Time

But even those wholesome reflections—which, rightly managed, would have most happily led the people to fall upon their knees, make confession of their sins, and look up to their merciful Saviour for pardon, imploring His compassion on them in such a time of their distress . . . had a quite contrary extreme in the common people, who, ignorant and stupid in their reflections as they were brutishly wicked and thoughtless before, were now led by their fright to extremes of folly; and, as I have said before, that they ran to conjurers and witches, and all sorts of deceivers, to know what should become of them (who fed their fears, and kept them always alarmed and awake on purpose to delude them and pick their pockets), so they were as mad upon their running after quacks and mountebanks, and every practising old woman, for medicines and remedies; storing themselves with such multitudes of pills, potions, and preservatives, as they were called, that they not only spent their money but even poisoned themselves beforehand for fear of the poison of the infection; and prepared their bodies for the plague, instead of preserving them against it.

Source: Daniel Defoe, Journal of the Plague Year, 1722.

That there were a great many robberies and wicked practices committed even in this dreadful time I do not deny. The power of avarice was so strong in some that they would run any hazard to steal and to plunder; and particularly in houses where all the families or inhabitants have been dead and carried out, they would break in at all hazards, and without regard to the danger of infection, take even the clothes off the dead bodies and the bed-clothes from others where they lay dead.
Document 6

In the year 1349, the Plague was still deadly and it was spreading from town to town. So men in Germany, Flanders, Hainault and Lorraine decided to found a new religious group.

They gathered together in large groups and marched in procession, with their backs bare. When they got to a crossroads, or the market squares of towns, they formed circles and beat their backs with weighted whips. They sung loudly and many of these hymns were completely new.

For thirty-three days they marched through many towns and villages, punishing themselves for their sins. The common people were amazed at this strange sight. For the flagellants lashed at their shoulders and arms with whips which had iron points at the end. They whipped themselves so hard that they drew blood.

They said that the blood that came from the whipping was mixed with the blood of Christ.

Many honorable women, both young and old, joined the flagellants. They beat themselves and sang through the towns and churches just as the men did.

But after a little time everyone stopped doing this.

Source: Jean de Venette, French friar, ca. 1359.

Document 8

Men ascribed the pestilence to infected air or water, because there was no famine or lack of food at that time but, on the contrary, a great abundance. One result of this interpretation was that the infection, and the sudden death which it brought, were blamed on the Jews, who were said to have poisoned wells and rivers and corrupted the air. Accordingly the whole world brutally rose against them, and in Germany and in other countries which had Jewish communities many thousands were indiscriminately butchered, slaughtered and burnt alive.

Source: Jean de Venette, French friar, 1359.

Document 9

Plague-stricken patients hang around their necks toads, either dead or alive, whose venom should within a few days draw out the poison of the disease.
Document 11

The doctor's robe. The nose of the sinister costume was supposed to act as a filter, being filled with materials imbued with perfumes and alleged disinfectants. The lenses were supposed to protect the eyes from the miasmas.

Source: Illustration from *Historiarum anatomicarum medicarum* (1661), by Thomas Bartholin.

Document 12

The Plague is a Divine action with no goal less than the extermination of mankind.

The few people who remained alive led wild and wicked lives. They did no work but spent their time eating vast meals. They drank and feasted on expensive foods. They gambled and were sexually immoral. They dressed in strange and indecent clothes.

Source: Matteo Villani, Florentine merchant and banker, 1348.
Appendix E
Name:_____________________________
Date:________________ Hour:_________

Rotation Activity Questions

Overall Conditions Under the Plague

Document 4 & 15
1. Provide an even shorter and more concise way to say what is described in this short source (Doc 4):

2. What is the true the meaning of this well-known children’s song (Doc 15)?

3. How does this song describe the conditions individuals affected by the Black Death experienced (Doc 15)?

Document 7
1. Briefly summarize what this document is describing:

2. What does this document tell us about the Black Death overall (as a global catastrophe)? Based on the details included in this document, what might it tell us about the state of the Christian religion? Or at least its members?

Document 10
1. In two sentences, explain what’s described in this document:
2. What segment of society is this document focused on? In other words what area of daily life has Henry Knighton described as being affected by the plague?

Document 14
1. What is described in this document?

2. What is the tone of this document? What emotions are expressed through Marchione di Coppo Stefani’s writing?

Response of Governments

Document 2 & 13
1. In three words, describe the claims made in this document (Doc 2):

2. How do these documents describe the response(s) of those in charge? How did they handle the plague? (Docs 2 & 13)

Document 3
1. How did individuals/groups of people respond to the plague in Florence?
2. What was the sentiment during this time? In other words, were people hopeful that they would survive the devastation that surrounded them?

Response of Individuals at the Time

Document 1
1. How did the individuals described in this document respond to the plague?

2. Why did they respond this way?

Document 5 & Document 9
1. How did the individuals described in this document react to the Black Death (Doc 5)?

2. Why do you think people did those things (Doc 5)?

3. The actions described in Doc 9 tell us what? Why would people go to such lengths?

Document 6 & 11
1. What is being described in this document (Doc 6)?
2. What was this group’s goal in performing these rituals/acts (Doc 6)?

3. What were the purposes for the actions described in both documents?

Document 8 & 12
1. What does this document tell us about the people living during the Black Death (Doc 8)?

2. Why might an explanation like this (for the plague) arise?

3. What does Doc 12 tell us about the ways in which entire societies responded to the plague?

4. What does Doc 12 tell us about how people may have viewed the plague? Or used the plague to support their own views/beliefs?
Appendix F

Bubonic Plague Writing Assignment

Directions: Over the course of the last four days, we looked at the bubonic plague and analyzed it’s global impact, as it originated in Central Asia, extended across the Middle East, to Northern parts of Africa, and all throughout Europe. We’ve looked at the ways in which the disease spread (e.g., rats and their fleas, via the Silk Road and water routes) and we’ve analyzed the biology of the plague bacterium itself. Using many different primary sources, we have analyzed the conditions in which people lived during the outbreak from 1346-1352. We’ve evaluated the different ways in which governments/influential people have responded to the disease. Lastly, we’ve looked at the various ways in which individuals responded to the Black Death.

Referring back to the historical problem we will be dealing with across this month long unit, I want you to take a minute to think about how you might answer this question, “To what degree has human beings’ response to disease, natural disaster, or human-made catastrophe been similar or different over the centuries?” Considering we’ve only made our way through one of the three investigations we will be working through for this unit, I’ve tailored our historical problem, making it specific to the content we’ve just learned.

Please complete a detailed outline of an essay you could write in response to our tailored historical problem (below). You will find a rubric with the elements you must include within your essay outline as well (following page). I am looking to see how you are able to step back and take a look at the “big picture” and larger changes that occurred across multiple regions as a result of the Black Death. I will also be looking at your ability to extract evidence from the documents we’ve analyzed to support your argument/claims in your essay outline.

You will be given all of class time today (75 minutes) to write this outline. You will turn in your final outline at the end of class today. This may be hand written or typed up.

How did people respond to disease (either similarly and/or differently) during the outbreak of the Black Death from 1346-1352?

Historical Problem:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Paragraph (give readers some context)</td>
<td>5 pts</td>
</tr>
<tr>
<td>Criteria</td>
<td>Points Earned</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Thesis Statement (outline claims to be made)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Three Body Paragraphs (strong topic sentence for each)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Concluding Paragraph (sum it up)</td>
<td>5 pts</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>30 pts</strong></td>
</tr>
</tbody>
</table>

*On the next page there is a graphic organizer to help you begin drafting your outline!"
Essay Outline Organizer

Introductory Paragraph: __________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________.

Thesis: ____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________.

Topic Sentence:
A. Claim _____________________________________________________________
   1) Evidence:

   2) Evidence:

B. Claim _____________________________________________________________
   1) Evidence:

   2) Evidence:

C. Claim _____________________________________________________________
   1) Evidence:

   2) Evidence:

Topic Sentence:
A. Claim _____________________________________________________________
   1) Evidence:
2) Evidence:
B. Claim
   1) Evidence:

2) Evidence:

C. Claim
   1) Evidence:

2) Evidence:

**Topic Sentence:**
A. Claim
   1) Evidence:

2) Evidence:

B. Claim
   1) Evidence:

2) Evidence:

C. Claim
   1) Evidence:

2) Evidence:
Conclusion:________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
                                                                                   .

** You should have at least two claims per paragraph, three would be even better!
Appendix G

Great Lisbon Earthquake Brochure

Over the last two days, we’ve learned about the theories of the continental drift and plate tectonics. We’ve learned about the different plates and their boundaries. We know that earthquakes emerge from plate boundaries that come into contact with one another. Depending on the kinds of plates (e.g., continental or oceanic) and the kinds of boundaries we’re dealing with (e.g., divergent, convergent, transform), we can get different geologic ramifications or consequences.

This assignment asks you to combine what we’ve learned about the theory of plate tectonics and the Great Lisbon Earthquake. Your job is to create a brochure for high school students in another state. They are interested in the Lisbon earthquake as a historical event, but also lack the background knowledge about the theory of plate tectonics to fully understand the origin and consequences of the 1755 earthquake. Please follow the criteria laid out below in creating your brochure. I will supply the paper and craft supplies needed to complete the assignment. Your brochures will be due in class first thing tomorrow. Include the information required below, but be creative!

Please Include...
1. Front Cover—3 points
   • Title that tells readers what is inside
   • A picture(s) that are relevant to the content inside

2. Inside (3 segments)—10 points
   • First: discuss the events of Nov. 1, 1775 in Lisbon
   • Second: detail the theory of plate tectonics and how it applies to the events in Lisbon/elsewhere (due to earthquake/tsunami)
   • Third: cover the consequences (negative and positive)

3. Back Cover—2 points
   • Name, date, and hour
Appendix H


Lisbon Earthquake: Document Analysis Questions

Please respond to these questions on a separate piece of paper. Each “source” corresponds with the documents provided.

**Source 1: Gabriel Malagrida, "An Opinion on the True Cause of the Earthquake," 1756**

What caused the Lisbon earthquake, according to Malagrida? Did he foresee further disaster overtaking the city? Can you find in his pamphlet possible remedies for the city's misery from which Lisbon residents might have derived comfort?

**Source 2: John Wesley, "Some Serious Thoughts Occasioned by the Late Earthquake at Lisbon," 1755**

Contrast Malagrida's view of the plight of Lisbon with that of John Wesley, bearing in mind, of course, the latter's Protestantism. What cause did Wesley ascribe to the earthquake? Did he see any way to avoid such disasters? Despite their obvious differences, do you find any similarity in outlook in Malagrida and Wesley?

**Source 3: Voltaire on Newtonian Physics, 1733**

Voltaire's distillation of Newton's physics in Source 3 is fundamental to understanding the Enlightenment because Newton's work provided the basis for the philosophy’s understanding of the world in which they lived. Through what method did Newton propose to understand the physical world? What relationships did he find governing the physical world? In what way did Newton's ideas provide a governing theory to explain much of that physical world? Why might you expect those influenced by Newton to describe the physical world as a machine?

**Source 4: From the Encyclopedia, Anonymous Entry on "Observation," ca 1765**

What view of reason does this article offer to its readers?

**Source 5: From Georges Louis Leclerc, Comte de Buffon, atural History, General and Specific, ca 1750**
How does Buffon attempt to apply this vision in his selection on earthquakes? What sort of causal pattern does he find for earthquakes? Despite his explanation of earthquakes, which is recognized today as incorrect, is there any room for a divine role in Buffon's explanation of these disasters? With whose view do you more closely identify, that of Buffon or Malagrida?

Source 7: From Voltaire, "Poem on the Lisbon Disaster, or An Examination of that Axiom 'All Is Well,'" 1755

Voltaire's "Poem on the Lisbon Disaster" is the reaction of the Enlightenment's most celebrated thinker to the earthquake. Contrast it with the account he had written earlier of Newton's science. How had Voltaire's point of view changed during this interval? How does Voltaire respond to the views of his friend Alexander Pope? What response does he have to the theological explanation of the quake? Do you detect a growing skepticism in the thought of the older Voltaire? If so, in what ways?

Source 8: From Jean-Jacques Rousseau's Letter to Voltaire Regarding the Poem on the Lisbon Earthquake, August 18, 1756

What response to Voltaire does Jean-Jacques Rousseau make in his letter? What similarities in thinking with earlier selections do you find in Rousseau?


Where have the principles of the Enlightenment led in Holbach's "System of nature?" As we noted earlier, some of Halbach's contemporaries called him an atheist. How else might you describe his thought?
Appendix I

Mini-Debate Activity

**Directions:** Today you will be participating in a new activity using the sources you analyzed in class yesterday. I will ask that you pair up with someone near you, then I will assign you a “side”. You and your partner will come up with an argument based on the question in the box below. You must use the sources from yesterday’s class to support any claims you make in response to this question. To help you organize your thoughts and make your presentation of evidence in (small groups later on) smoother, there is a graphic organizer which you will be asked to fill out. Considering we know much more about earthquakes and the tectonic plates that cover the Earth’s surface, I ask that you abandon that knowledge briefly to participate in this mini-debate. Using historical empathy, we will use the knowledge, beliefs and perceptions of those living during the eighteenth century to develop arguments in response to the question below.

| As an individual who was alive during the 1755 Great Lisbon Earthquake, was it an act of divine intervention or purely a result of natural causes? |

**Side A:** Yes, the Lisbon earthquake was an act of divine intervention  
**Side B:** No, the Lisbon earthquake was not an act of divine intervention

Today’s activity will progress like this:

I. **Partners Prepare (25 min)**

II. **Position Presentation (8 min each side)**
   - A. Side A presents their position using supporting evidence from the documents
     - 1. Side B restates to Side A’s satisfaction
   - A. Side B presents their position using supporting evidence from the documents
   - B. Side A restates to Side B’s satisfaction

I. **Consensus-Building (12 min)**
   - A. Abandon roles/sides
   - B. Build consensus regarding the question (or at least clarify where your differences lie), using supporting evidence
   - C. Consider the question: How should we judge the ideas of people from the past?

<table>
<thead>
<tr>
<th>Position A:</th>
<th>Position B:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Question here</em></td>
<td></td>
</tr>
<tr>
<td>Evidence 1:</td>
<td>Evidence 1:</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Evidence 2:</td>
<td>Evidence 2:</td>
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<td>Evidence 3:</td>
<td>Evidence 3:</td>
</tr>
<tr>
<td>Evidence 4:</td>
<td>Evidence 4:</td>
</tr>
<tr>
<td>Evidence 5:</td>
<td>Evidence 5:</td>
</tr>
</tbody>
</table>

Record Questions you have about sources below:

Consensus:
Appendix J

“The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators. The Nazis, who came to power in Germany in January 1933, believed that Germans were “racially superior” and that the Jews, deemed “inferior,” were an alien threat to the so-called German racial community. During the Holocaust, German authorities also targeted other groups for racial or biological reasons: Roma (Gypsies), people with disabilities, and some of the Slavic peoples (Poles, Russians, and others). Other groups were persecuted on political, ideological, and behavioral grounds, among them Communists, Socialists, Jehovah’s Witnesses, and homosexuals,” (‘Introduction to the holocaust — United States holocaust memorial museum’, n.d.).

Appendix K
*I will have a large timeline that runs across the front wall of my classroom (depicting the largest scale—the time frame in which my World History course is taught at). I have this large timeline in place to provide students with a large framework (the entire course) with which students can place the smaller time periods, historical events and phenomena within.

Scaled Down a Level: Time period which encompasses the Holocaust as a historical event.
Scaled Down a Level: Focusing on two specific phenomena within the time period of the Holocaust (scaled geographically = German legislation passed & Hitler’s rise within Germany… scale up for Hitler’s expansion of power)
Appendix L

*In reality, each law will be printed in large text with the title at the top, the body below it. On the back side, each will have (in very large font) the year in which that law was enacted. See the Enabling act as an example. The remainder of the laws are in paragraph form to save room.*

FRONT

Law to Remedy the Distress of the People and the Reich (The Enabling Act)

The Reichstag has enacted the following law, which has the agreement of the Reichsrat and meets the requirements for a constitutional amendment, which is hereby announced:

Article 1
In addition to the procedure prescribed by the Constitution, laws of the Reich may also be enacted by the Reich Government. This includes laws as referred to by Articles 85, Sentence 2, and Article 87 of the Constitution.

Article 2
Laws enacted by the Reich Government may deviate from the Constitution as long as they do not affect the institutions of the Reichstag and the Reichsrat. The rights of the President remain undisturbed.

Article 3
Laws enacted by the Reich Government shall be issued by the Chancellor and announced in the Reichsgesetzblatt. They shall take effect on the day following the announcement, unless they prescribe a different date. Articles 68 to 77 of the Constitution do not apply to laws enacted by the Reich Government.

Article 4
Reich treaties with foreign states that affect matters of Reich legislation shall not require the approval of the bodies concerned with legislation. The Reich Government shall issue the regulations required for the execution of such treaties.

Article 5
This law takes effect with the day of its proclamation. It loses force on April 1, 1937, or if the present Reich Government is replaced by another.

Berlin, March 24, 1933
The Reich President von Hindenburg
Reich Chancellor Adolf Hitler
Reich Minister of the Interior Frick
Reich Minister of Foreign Affairs Freiherr von Neurath
Reich Minister of Finance Graf Schwerin von Krosigk
March 24, 1933
3. **Economic Exclusion**

*Laws for the Restoration of the Professional Civil Service, April 7, 1933*

- “Civil Servants of non-Aryan descent must retire; as regards the honorary officials, they must be discharged. The above paragraph does not apply to officials who were already employed as Civil Servants on or before August 1, 1914, or who, during the World War, fought at the front for Germany or her allies, or whose fathers or sons were killed in action in the World War”

*First Decree with Reference to the Law for the Restoration of the Professional Civil Service, April 11, 1933*

- “A person is to be regarded as non-Aryan, who is descended from Jewish parents or grandparents. This holds true even if only one parent or grandparent is of non-Aryan descent...If the Aryan descent is doubtful, an opinion must be obtained from the expert on racial research commissioned by the Reich Minister of the Interior”

*Law Against Overcrowding of German Schools, Colleges and Universities, April 25, 1933*

- “The number of non-Aryan Germans...who may be admitted to Schools, Colleges and Universities, must not exceed a number proportionate to the Aryan students in each School, College or University compared to the percentage of non-Aryan within the entire German population.”

*Third Decree with Reference to the Law for the Restoration of the Professional Service, May 6, 1933*

- “Professors, instructors and lecturers in colleges and universities who have been retired or dismissed on the basis of this law automatically lose their license to teach or to lecture. Honorary professors and unsalaried instructors and lecturers equally lose their license to teach or to lecture.”

*Law Regarding Change of Provisions Concerning the Law on Officials, Salary and Insurance, June 30, 1933*

- “No person of non-Aryan descent or an Aryan married to a person of non-Aryan descent, may be appointed as an official of the Reich. Officials of the Reich who are of Aryan descent but who marry a person of non-Aryan descent are to be dismissed.”

*Direction of the Law on Officials of the Reich, August 9, 1933*

- Any person is to be regarded as non-Aryan, who is descended from non-Aryan parents, especially from Jewish parents. Whoever is to be appointed as an official of the Reich must prove that he and his consort are of Aryan descent. Every official of the Reich who is about to marry must prove that the person with whom he is about to contract the marriage is of Aryan descent.”


*Reich Citizenship Law of September 15, 1935*
Article 2
1. A Reich citizen is a subject of the state who is of German or related blood, and proves by his conduct that he is willing and fit to faithfully serve the German people and Reich.
2. Reich citizenship is acquired through the granting of a Reich citizenship certificate.
3. The Reich citizen is the sole bearer of full political rights in accordance with the law.

Article 3
The Reich Minister of the Interior, in coordination with the Deputy of the Führer, will issue the legal and administrative orders required to implement and complete this law.

Law for the Protection of German Blood and German Honor of September 15, 1935

Moved by the understanding that purity of German blood is the essential condition for the continued existence of the German people, and inspired by the inflexible determination to ensure the existence of the German nation for all time, the Reichstag has unanimously adopted the following law, which is promulgated herewith:

Article 1
1. Marriages between Jews and subjects of the state of German or related blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.
2. Annulment proceedings can be initiated only by the state prosecutor.

Article 2
Extramarital relations between Jews and subjects of the state of German or related blood are forbidden.

Article 3
Jews may not employ in their households female subjects of the state of German or related blood who are under 45 years old.

Article 4
1. Jews are forbidden to fly the Reich or national flag or display Reich colors.
2. They are, on the other hand, permitted to display the Jewish colors. The exercise of this right is protected by the state.

Article 5
1. Any person who violates the prohibition under Article 1 will be punished with a prison sentence.
2. A male who violates the prohibition under Article 2 will be punished with a jail term or a prison sentence.
3. Any person violating the provisions under Articles 3 or 4 will be punished with a jail term of up to one year and a fine, or with one or the other of these penalties.

Article 6
The Reich Minister of the Interior, in coordination with the Deputy of the Führer and the Reich Minister of Justice, will issue the legal and administrative regulations required to implement and complete this law.

5. Looting of Jewish Assets
Looting of Jewish Assets
• April 22, 1938: Decree against Camouflage of Jewish Firms forbids changing the names of Jewish-owned businesses
• April 26, 1938: Order for the Disclosure of Jewish Assets requires Jews to report all property in excess of 5000 Reichsmarks (1 R.M. = 4.2 U.S. Dollars, so about $21,000)\(^1\)
• October 3, 1938: Decree on the Confiscation of Jewish Property regulates the transfer of assets from Jews to non-Jewish Germans

6. **Legislating of Names**

*Legislating Names*
• Jan. 5, 1938: Law on the Alternation of Family and Personal Names forbids Jews from chaining their names
• Aug. 17, 1938: Executive Order on the Law on the Alteration of Family and Personal Names requires Jews to adopt an additional name: “Sarah” for women and “Israel” for men
• Oct. 5, 1938: Reich Interior Ministry invalidates all German passports held by Jews. Jews must surrender their old passports, which will become valid only after the letter “J” has been stamped on them

7. **Pogroms**

*Kristallnacht (“Night of Broken Glass”)*
• Nov. 9-10, 1938
• Wave of anti-Jewish pogroms throughout Greater Germany
• Rioters destroyed hundreds of synagogues and looted more than 7,000 Jewish-owned businesses
• Almost 100 Jewish residents lost their lives in the violence

8. **Ghettoization**

*Regulation for the Identification of Jewish Men and Women in the Government-General Nov. 23, 1939*
• “All Jews and Jewesses within the Government-General who are over ten years of age are required, beginning December 1, 1939, to wear on the right sleeve of their inner and outer garments a white band at least 10 cm wide, with the Star of David on it.”

\(^1\) https://en.wikipedia.org/wiki/Reichsmark
Appendix M
*Here I have included the events/steps that detail Hitler’s rise to power within Germany and Europe as a whole. Unlike the other laminated sheets (see Appendix D), these will have the name of the event and the date on the front. We will hang them up with the front facing the class so they can see it. The first event will be used as an example of this format (below).

Failed Beer Hall Putsch (1923)

1. *Mein Kampf* is Published (1925)
2. Nazi Party wins 37% in free election & holds 196 seats in the Reichstag (1932)
3. Hitler Offered Chancellorship (1933)
4. Dachau — the first concentration camp is built (1933)
5. Reunification of Germany and Austria (1938) & Sudetenland Crisis (1938)
6. Dismantling of Czechoslovakia (1938-1939)
7. Molotov-Ribbentrop Non-Aggression Pact (August 1939)
8. Nazi Invasion of Poland (Sept. 1, 1939)
9. Soviet Invasion of Eastern Poland (Sept. 17, 1939)
10. “Euthanasia” T4 Program is enacted (Oct. 1939)
11. Nazi Invasion of France (May 1940)
12. Chelmno the first killing center opens (Dec. 1941)
13. Beginning of 1942 = 75% of Jews who would be murdered in Holocaust are alive
14. Beginning of 1943 = 75% of Jews who would be murdered in Holocaust are dead
15. Death Marches (1944)
Appendix N

Online Exhibition: Some Were Neighbors…

As we begin to wrap up our investigation into the Holocaust as a historical event, we are going to work through an online exhibition provide by the United States Holocaust Memorial Museum website. The exhibition is called Some Were Neighbors. It details the experience of seven different groups of people who were alive during this human-made catastrophe. You will get the chance to listen to powerful oral histories from the victims and perpetrators themselves, along with video footage, images, journal entires, letters, and artifacts from individuals, their families, and the Nazi regime. Below is an excerpt from the homepage of the online exhibition:

You will be split into seven groups, each focusing your investigation on a different topic. These seven topics are listed below:
1. Neighbors
2. Workers
3. Teenagers
4. Policemen
5. Religious Leaders
6. Teachers
7. Friends

This packet will guide you through your groups’ investigation, with questions for you to answer and a detailed description of the presentation you will be asked to create and give to the class on Friday. Each group will be trying to answer the questions found on the exhibition website above, but you must also keep in mind our unit essential question: How was the Holocaust Possible? We will address all these questions as a class.

Agenda:
- Day 3: Online Exhibition & Group Outline Due (Library)
- Day 4: Finish Exhibition & Create Group Presentations (Library)
- Day 5: Group Presentations (Friday in class)

Group members names: ___________________________________________________________
Topic:__________________________________
Online Exhibition Question Sheet

As a group, I ask that you follow this link to the main page of the USHMM Online Exhibition called Some Were Neighbors... http://somewereneighbors.ushmm.org/#/exhibitions. Once each member of your group has made it to the homepage, click on the tab with your corresponding topic. Then, work through the primary sources provided for that topic. As you work through them, answer the questions below as a group. Each group member will turn in their responses to these questions on Friday, following their presentation. They will be a portion of your individual grade for this assignment.

*If you rather, you can write your responses on a separate piece of lined paper or type up your responses.

Every Group: Respond to questions 1-7

1. What kinds of images were included in your portion of the online exhibition? What did they show you?

2. What kinds of artifacts were provided in your portion of the online exhibition? What were they used for?

3. What did you learn from the oral histories the survivors, perpetrators, or collaborators told? Did you expect these stories to be told? Why or why not?

4. What video footage did you witness? In other words, what happened or what was being shown?
5. Considering we are doing the work of historians (sifting through all different kinds of primary sources stemming from the Holocaust), which sources do you believe to be most reliable? Why? Are there any considerations we must make when viewing this kind of source (be specific: what must we consider and why)?

6. As a viewer of these sources, which did you find to be most effective? Why?

7. What kinds of dilemmas did the group you were researching (e.g., neighbors, teachers, policemen, etc.) deal with during the Holocaust?
Answer the question(s) that correspond to your topic ONLY:

* Some questions modified from USHMM Online Exhibit ('United States holocaust memorial museum: Some were neighbors', n.d.)

Neighbors
8. Why do you think these individuals betrayed their personal loyalty to neighbors, classmates, co-workers, friends, etc.?

Workers
9. Would you consider the individuals who were doing their jobs (e.g., processing stolen Jewish property, producing materials used for killing operations, etc.) perpetrators of the Holocaust? Why or why not?
10. At what age should individuals be held responsible for their actions?

_Policemen_
11. How large of a role do you think local policemen played in the persecution and murder of million of Jews (and other groups targeted by the Nazis)? Why do you think this?

_Religious Leaders_
12. Why among religious leaders, were such drastically different choices made (e.g., supporting Nazism and the persecution of Jews vs. rescuing vulnerable neighbors)?
Teachers
13. What attitudes and circumstances influenced teachers actions? Why?

Friends
14. What motives might lead a trusted friend to abandon another?
Appendix O

Group Presentations

Once you have completed the online exhibition and answered all the corresponding questions in this packet (or on another sheet of paper), your group will create a presentation of the information you have compiled. Your group will transfer the necessary information about your topic into a organized visual aid, which will be made in the form of either a powerpoint presentation or Google Slides. The criteria for this presentation has been included below. Please read through the rubric I will use to grade these group presentations, so you know exactly what I am looking for. I encourage you to use the rubric as a check-list when putting your powerpoint slides together.

Presentation Progression:
• Title Slide with topic and group members’ names
• Introduce the class to your topic
  • What group of individuals were you looking at?
  • Briefly mention the kinds of sources you looked at (your top five?)
  • Briefly discuss some of the dilemmas this group faced
• Present two primary sources from your portion of the online exhibition
  • One must be an image
  • Have one of your group members describe what is going on in the image and explain why you chose to include it (in other words, what does this image say about your group of individuals/topic as a whole?)
  • Please source the image and your second source for the class (can be written on slide or verbally sourced)
  • Your second source may be whatever kind of source your group chooses
• Please include a slide or slides that detail your group’s conclusion to the question that was given to your group only (For example, the group researching “neighbors” will talk about their response to Question #8).
• Be sure to include a works cited slide/slides at the end of your presentation!

Presentation Day:
You are expected to know your topic well, considering you spent two days working through the online exhibition and creating your group presentation about your topic. No note cards will be available for your use during your group’s presentation. You may briefly look at your slides as a reference, but you will be graded on your ability to make eye contact with the class and refrain from reading straight from the slides. Therefore, it would be a good idea to practice your portion of the group presentation at home before doing it in class. After each presentation, the class will be asked if they have any questions regarding the content you just presented. Students are allowed to ask the presenting group questions, if any arise.
# Grading Rubric: Group Presentations

<table>
<thead>
<tr>
<th>50 Points Total</th>
<th>4 - Excellent</th>
<th>3 - Good</th>
<th>2 - Fair</th>
<th>1 - Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Style, Visual Aids, and Organization</strong></td>
<td>This presentation is free of grammatical and spelling errors, includes helpful and appropriate visual aids, and has a clear introduction, thesis with evidence, and conclusion.</td>
<td>This presentation may have a few grammatical and/or spelling errors, may contain slides with visual aids that are not always pertinent, and have an intro, thesis with evidence and conclusion that is appropriate, but lacks creativity.</td>
<td>This presentation has quite a few grammatical and/or spelling errors, and lacks appropriate visual aids, and is missing either an introduction, thesis with evidence, and/or conclusion or contains all parts, but that are underdeveloped or weak.</td>
<td>This presentation is full of grammatical errors, and is either free of visual aids or the visual aids are not helpful. The presentation is missing an introduction, thesis with evidence or a conclusion of these parts are completely off topic.</td>
</tr>
<tr>
<td><strong>15 points</strong></td>
<td>The presenters are articulate (explains the topic clearly and fluently) and accurate (uses the correct terminology). The presenters finish the presentation within the allotted five to seven minutes.</td>
<td>The presenters are mostly articulated accurate, but may stumble a few times or use a word inappropriately. The presenters finish within the allotted five to seven minutes, but has to rush to get to the ending.</td>
<td>The presenters are sometimes difficult to understand and stops frequently during the presentation. The presenters use slang and use words incorrectly. The presenters has a presentation that is less than five minutes or is not completed within the maximum seven minutes.</td>
<td>The presenters are inarticulate and are not very well prepared. The presenters use colloquial language. Presenters either use time poorly and do not finish at the seven-minute mark or their presentation is less than four minutes in duration.</td>
</tr>
<tr>
<td><strong>Articulation, Precision, and Time Management</strong></td>
<td>The presenters have done thorough research and clearly know a lot about the topic assigned. The presenters are able to effectively answer any questions asked by the teacher or their peers.</td>
<td>The presenters have done a good deal of research and while knowledgeable about the topic, is not yet an expert. The presenters answer their teacher or peers’ questions, but aren’t table to provide a lot of rationale.</td>
<td>The presenters have only done superficial research and only partially understand their group’s topic. The presenters are unable to answer some questions posed by their teacher or peers.</td>
<td>The presenters have done very little research and do not understand their group’s topic very well at all. The presenters cannot answer any questions posed by the teacher or their peers.</td>
</tr>
<tr>
<td><strong>25 points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Grading Rubric: Individual Work**

<table>
<thead>
<tr>
<th>25 Points Total</th>
<th>Completion Status</th>
<th>Quality Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Packet Questions 1-7</td>
<td>Yes  No</td>
<td>______/10 Points</td>
</tr>
<tr>
<td>Packet Question (topic specific)</td>
<td>Yes  No</td>
<td>______/10 Points</td>
</tr>
<tr>
<td>Presented Portion of Topic (verbally)</td>
<td>Yes  No</td>
<td>_____/5 Points</td>
</tr>
</tbody>
</table>
Appendix P

Summative Assessment: Essay

With our catastrophe unit coming to a close, it’s time for us to put it all together now. We investigated three different catastrophes. We looked at disease with the Black Death, natural disaster with the Great Lisbon Earthquake, and human-made catastrophe with the Holocaust. Within each investigation, we looked at the ways in which the individuals who experienced these historical events first-hand, responded to these catastrophes. These Black Death, Lisbon Earthquake and Holocaust not only stem from different “kinds” of catastrophes (e.g., disease, natural disaster, human-made), but they vary in both temporal and spacial scales as well. Each catastrophe took place at a different time in history (fourteenth century, eighteenth century, and twentieth century), while also differing in duration (1345-1352, 1775, and 1933-1945). However, each catastrophe—no matter which region/country/cities we zeroed in on—were global in consequence. The Black Death originated in Central Asia, spreading across the Middle East, Northern Africa and all throughout Europe. The Lisbon earthquake devastated the city, but its shocks and subsequent tsunamis damaged neighboring Portuguese cites/towns, the shores of Northern Africa, making an impact as north as England’s Cornwall. Furthermore, the Holocaust, although created and enacted by Adolf Hitler of Germany, encompassed a large portion of Europe and evolved into a Second World War.

Instead of an achievement test (e.g., multiple-choice, T/F, and/or short-answer questions), a better way to use the large amount of evidence we have compiled throughout these three smaller investigations would be through writing. This final assignment for our catastrophe unit is a 3-4 page essay, in which you will be asked to answer the historical problem we have referenced and tailored in various ways throughout our smaller investigations (e.g., essay outline for the Black Death, mini-debate for the Lisbon earthquake, and our online exhibition/group presentations for the Holocaust). To refresh your memory, the historical problem we were working with was:

To what degree has human beings’ response to disease, natural disaster, or human-made catastrophe been similar or different over the centuries?

The following pages of this packet will detail this final assignment and the ways in which we will spend class time preparing to write these essays and seeking peer feedback on our ideas regarding these essays.

Assignment Completion Agenda

Day 1:
1. Introduction to Summative Assessment
• In-Class Workshop (analysis of previous students’ essays)
• Whole-class & partner work

**Day 2:**
2. Peer Review Workshop (outline of essay due)

*Final Essay due **Monday** in class (you’ll have the weekend to work on your essays!)

**Room for Essay Writing Workshop Notes (below)**

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**Peer Review Workshop: Comments Sheet**

Using the rubric below, please grade your peer’s essay outline. Make sure to allocate points for each section. It’s never all or nothing! Remember, you can give partial points. Just be sure to justify the grade you give your peers in the “comments” section. Also, it helps if you can mark the place(s) in their paper that you mention in your comments (either “warm” or “cool”).
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Paragraph (give readers some context)</td>
<td>___/5 pts</td>
</tr>
<tr>
<td>Thesis Statement (outline claims to be made)</td>
<td>___/10 pts</td>
</tr>
<tr>
<td>Three Body Paragraphs (strong topic sentence for each)</td>
<td>___/10 pts</td>
</tr>
<tr>
<td>Concluding Paragraph (sum it up)</td>
<td>___/5 pts</td>
</tr>
<tr>
<td>Total</td>
<td>___/30 pts</td>
</tr>
</tbody>
</table>

* Remember, be *clear and concise!* Historians get to the point!

- **Warm Comments** (what did they do really well?):

- **Cool Comments** (what could they work on for their final draft?):
<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90-100)</td>
<td></td>
<td>The “A” argument essay is exceptional in every way. The essay is well organized and all claims are supported. It begins with a solid introduction that contains a clear thesis, is followed by body paragraphs that contain clear topic sentences with clear and detailed support, and ends with an effective conclusion. Content is thorough and lacking in no area. There are no (or few) errors in tone, format, mechanics, grammar, and content.</td>
</tr>
<tr>
<td>B (80-89)</td>
<td></td>
<td>The “B” essay is above adequate in most areas. In the areas where it is not above adequate, it is still entirely acceptable. The majority of the essay is clear, focused, and well detailed, but there may be a few areas requiring further development. While it may contain a few errors with tone, mechanics, grammar, and/or content, these errors are not egregious enough to detract from the overall point being made.</td>
</tr>
<tr>
<td>C (70-79)</td>
<td></td>
<td>The “C” essay is adequate in most areas, but exceptional in none. The thesis is clear although probably lacking in both control and command. Organization may be a slight problem but can be fixed. The paragraphs provide support but are generally underdeveloped. There may be multiple errors in tone, format, mechanics, grammar, and content, but these errors do not, for the most part, detract from the overall writing.</td>
</tr>
<tr>
<td>D (60-69)</td>
<td></td>
<td>The “D” essay is lacking in a majority of areas. It is generally unorganized and unfocused. The thesis is neither clear nor controls the entire essay. Most of the essay is underdeveloped. There are frequent errors in tone, format, mechanics, grammar, and/or content that distract from the content being provided. Its only saving grace is that, despite all of the errors, there appears to be a legitimate effort put forth by the writer.</td>
</tr>
<tr>
<td>F (0-59)</td>
<td></td>
<td>The “F” essay generally needs little explanation. There are significant problems throughout. The thesis is often lacking, and the argument, if there is one, wanders and is unorganized. The essay shows no understanding of basic essay structure, and there are significant errors in tone, format, mechanics, grammar, and/or content. The effort on the part of the writer is questionable, at best.</td>
</tr>
</tbody>
</table>

**Final Essay Rubric**

Comments:

Final Grade: _______