Expanding contacts

## Focus

The Black Death in Asia, Europe and Africa

## Overview

The causes and symptoms of the Black Death and the response of different groups in society to the spread of the disease and the effects of the Black Death on Asian, European and African societies

Duration – 2 lessons

## Content

Students

* describe the causes and symptoms of the Black Death.
* assess the impact of the Black Death on Asian, European and African societies.

### Stage 4 outcomes

A student:

* describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4‑3
* describes and explains the causes and effects of events and developments of past societies over time HT4‑4
* uses evidence from sources to support historical narratives and explanations HT4‑6
* selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4‑10

### Learning across the curriculum content

* Critical and creative thinking
* Information and communication technology capability
* Literacy

[History K-10 syllabus](https://syllabus.nesa.nsw.edu.au/hsie/history-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

## Learning progressions – literacy

### Writing

| Sub-element | Indicators |
| --- | --- |
| Creating texts (CrT) | CrT6, CrT7, CrT8, CrT9 |
| Grammar (GrA1)\* |  |
| Punctuation (PuN)\* |  |
| Spelling (SpG)\* |  |
| Handwriting and keyboarding (HwK)\* |  |

### Reading and viewing

| Sub-element | Indicators |
| --- | --- |
| Understanding texts (UnT) | UnT8, UnT9, UnT10 |
| Phonological awareness (PhA)Phonic knowledge and word recognition (PKW) | These are constrained skills gained in the early years of learning. There may be students who are identified as needing individual assistance with PhA and PKW in the secondary years. These students must be referred to the LaST for further intervention. |
| Fluency (FlY)\* |  |

### Speaking and listening

| Sub-element | Indicators |
| --- | --- |
| Listening (LiS) | LiS6, LiS7 |
| Interacting (InT) |  |
| Speaking (SpK) | SpK6, SpK7, SpK8 |

## Learning progressions – numeracy

### Number sense and algebra

| Sub-element | Indicators |
| --- | --- |
| Quantifying numbers (QuN) |  |
| Additive strategies (AdS) |  |
| Multiplicative strategies (MuS) |  |
| Operating with decimals (OpD) |  |
| Operating with percentages (OpP) |  |
| Understanding money (UnM) |  |
| Number patterns and algebraic thinking (NPA) |  |
| Interpreting fractions (InF) |  |
| Comparing units (CoU) |  |

### Measurement and geometry

| Sub-element | Indicators |
| --- | --- |
| Measuring time (MeT) |  |
| Positioning and locating (PoL) |  |
| Understanding geometric properties (UGP) |  |
| Understanding units of measurement (UUM) |  |

### Statistics and probability

| Sub-element | Indicators |
| --- | --- |
| Interpreting and representing data (IRD) |  |
| Understanding chance (UnC) |  |

Note – indicators for the sub-elements in red\* can be identified once work samples from students have been collected and analysed.

## Teaching and learning activities

* Take notes whilst listening to the historical source – podcast: [The bubonic plague, or: a flea’s worst nightmare.](https://www.cmpod.net/all-transcripts/a-fleas-worst-nightmare-on-the-plague-text/)
* Locate at least four historical sources to generate a 2-3-minute podcast which assesses the impacts of the Black Death on Asian, European and African societies
* Construct and annotate a bibliography including no fewer than four different historical sources used in the podcast. The annotation should outline the usefulness, validity, reliability and perspective of each source. Each annotation should be a minimum of 100 words.

### Evaluate

**Formative feedback**

* Teacher observation of the sources gathered for their podcast.
* Students’ ability to interact and contribute to the group dynamic and learning.
* Students use of ICT to create a podcast as a communicative tool.

**Summative feedback**

* Submitted podcast and annotated bibliography.

### Assessment task

The submission of a completed group podcast and the annotated bibliography list.

### Linking to the learning progression indicators (observable behaviours)

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Indicator | Where to next (indicator) | Suggested learning activity |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |