

The Effects of the Black Death in Europe

Student	NameDate
Group	o 1
in the m	orians generally agree that the bubonic plague caused the disease we call the Black Death. Only hid-19 th Century did scientists begin to have an understanding of the mechanism for the ssion of such diseases. But you may be surprised to find out that people in the Middle Ages good that good sanitation and similar precautions could help slow the progress of the plague.
<u>Mortalit</u>	esignment is to read and analyze the document <u>Pistoia, "Ordinances For Sanitation In A Time Of</u> <u>y</u> ", from the EDSITEment reviewed <u>Internet Medieval Sourcebook</u> . Approach your reading of rimary source using the following general questions as a guide:
1.	What does the document state?
2.	What elements within the document have likely connections to the plague and its effects? In what way?
3.	In what ways, if any, does the document differ from other first- or secondhand accounts the class has read?
4.	What possible sources of bias or unintentional inaccuracy should be taken into account?

II.	The	following specific questions should guide yourreading:
	1.	What do the ordinances say?
	2.	Which ordinances, if any, would likely have reduced deaths from the plague? Which, if any would not?
	3.	What do the ordinances suggest the council believed about how the plague spread?
	4.	Which occupations would be affected by the ordinances?
	5.	Which occupations would likely suffer as a result of theordinances?

worked.

and others you think would not be productive.

	6.	Which might actually prosper?
	7.	Which procedures required by ordinances XIV-XXII would you recommend be continued after the plague is gone, if you could advise the citizens of Pistoia (armed with our knowledge of sanitation and disease)?
	8.	Assuming ordinances XIV-XXII remained in effect after the plague, how would life have changed (compared to the years before the Black Death) for those to whom the ordinances apply?
the	lord	swering the questions about the ordinances should help you stage an "interview" with one of its Anziani and the Standardbearer of Justice and another with a member of the working class.
	•	Explain the purpose of the ordinances. Give examples of specific ordinances. Discuss how the ordinances were likely to change how tradesmen and/or craftsmen

changes for those who survived.

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• Showcase ordinances you think would prove productive during the plague and in the future

Make connections for the other students explaining how the Black Death resulted in



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Student N	ameDate
Group	2
Public Lik the end o <u>Ordinanc</u>	or background read In the Wake of the Black Death—a link from EDSITEment resource Internet brary—from paragraph 7, "Masters and merchants petitioned their governments to intervene" to of paragraph 9, "which denounced the corruption of officials and the clergy." Then read the e of Labourers and The Statute of Labourers (from EDSITEment resource Internet Medieval book). Approach your reading of each primary source using the following questions as a guide:
1. \	What does the document state?
	What elements within the document have likely connections to the plague and its effects? In what way?
	n what ways, if any, does the document differ from other first- or secondhand accounts the class has read?
	What possible sources of bias or unintentional inaccuracy should be taken into account?

II.	The	following specific questions should guide your reading:
	1.	The <u>Ordinance of Labourers</u> mentions the plague ('pestilence") in the first paragraph. What does the document say about the connection between the plague and the problems the ordinances are supposed to address?
	2.	Who is considered a laborer? Who is not?
	3.	In what ways do the ordinances attempt to regulate laborers?
	4.	In what ways do the ordinances attempt to regulatetradesmen?
	5.	In what ways do the ordinances attempt to regulate employers of laborers?
	6.	Who is responsible for enforcing the ordinances?

7.	How/Where are the ordinances supposed to be circulated?
8.	In what ways does the Ordinance of Labourers reflect changes in society? In what ways does the Ordinance of Labourers_attempt to prevent changes in society?
9.	How does the <u>The Statute of Labourers</u> attempt to enforce the Ordinance of Labourers?
10.	What does the The Statute of Labourers suggest about the attitude of commoners toward the nobility?
11.	What does the The Statute of Labourers suggest about the attitude of the nobility toward commoners?
12.	In what ways do the Ordinance of Labourers and The Statute of Labourers_suggest life is different in England as a result of the Black Death?

III. Answering the questions about the ordinances should help you stage an "interview" with the king and another with a laborer.

Your staged interview should provide the following information to the class:

- Explain the purpose of the <u>Ordinance of Labourers</u> and <u>The Statute of Labourers</u>.
- Give examples of specific ordinances and statutes.
- Discuss how the ordinances and statutes were intended to change the lives of laborers.
- Make clear the ways the ordinances and statutes were likely to be successful or to fail. How
 would laborers be likely to feel about the ordinances? Those who would employ laborers?
- Make connections for the other students explaining how the Black Death resulted in changes for those who survived.



The Effects of the Black Death

Student Nam	neDate
Group 3	
EDSITEmel inflation" in I. Your ass Peasants' F	a brief modern summary of the events, <u>In the Wake of the Black Death</u> —a link from nt resource Internet Public Library, starting with the words "the decline in populations and paragraph 9 and ending with "although the poll tax was abolished" in paragraph 19. Signment is to read accounts of the revolts known as the <u>The Jacquerie (1358)</u> and the <u>Revolt 1381</u> (both from <u>Internet Medieval Sourcebook</u>) each written by someone who lived at oproach your reading of each primary source using the following general questions as a guide:
1.	What does the document state?
2.	What elements within the document have likely connections to the plague and its effects? In what way?
3.	In what ways, if any, does the document differ from other first- or secondhand accounts the class has read?
4.	What possible sources of bias or unintentional inaccuracy should be taken into account?

II.

The	The following specific questions should guide yourreading:	
1.	What were the demands of Wat (Walter) Tyler?	
2.	What about Wat's behavior indicated a change in attitude toward the nobility?	
3.	What did the king promise?	
4.	What happened when Wat was arrested?	
5.	How did the king deal with his rebellious subjects?	
6.	Which of the king's promises did he keep?	

III. Answering the questions about the accounts should help you stage an "interview" with one of the leaders of each revolt and another with King Richard.

Your staged interview should provide the following information to the class:

- Explain what happened during The Jacquerie in France and the Peasants' Revolt in England.
- Make it clear to the class what the rebels were demanding.
- Discuss the difference in attitude the peasants had toward the nobility after the plague.
- Make connections for the other students as to how the Black Death related to the revolts that occurred in the years after itsubsided.