**The Black Death: The Medieval Plague Pandemic Through the Eyes of Ibn Battuta**

0.1 – Schedule at a Glance

| **THEME** | **Readings before the class** | **Key lessons** | **Assets** | **Discussions/assessments** |
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| **Before the module** | * 0.2 - About this Module for Students | * Explore what you already know | * 0.0 - Module Lesson Plan * 0.1 - Schedule at a Glance * 0.2 - About this Module (for students) * 0.3 - Primary Sources Cited | * Submit a statement (200 words or less) summarizing what you think the Black Death was |
| **Lesson 1: Ibn Battuta’s world** | * 1.1 - Reading 1: Ibn Battuta’s world | * Develop a working definition of “pandemic” * Articulate how our understanding of a historical event can change radically with the addition of new information * Get to know plague as an infectious disease | * 1.0 - Presentation * 1.1 - Reading 1: Ibn Battuta’s world * 1.2 - Lesson 1 instructor guide | * In-class writing of COVID timeline, what questions we have about the Second Plague Pandemic, and a plan to develop answers |
| **Lesson 2: What Ibn Battuta saw: Cairo and Damascus** | * 2.1 - Reading 2: What Ibn Battuta saw: Cairo and Damascus | * Reconstruct Ibn Battuta’s itinerary during the Second Plague Pandemic * Explore the ethics of studying the history of human diseases * Understand how and why people in Islamic societies responded to the Second Plague Pandemic the way they did | * 2.0 - Presentation * 2.1 - Reading 2: What Ibn Battuta saw: Cairo and Damascus * 2.2 - Lesson 2 instructor guide * 2.3 - Discussion Handout: Epidemic timelines | * In-class map and timeline exercise * Small group discussion of responses to the Second Plague Pandemic in Damascus |
| **Lesson 3: What Ibn Battuta didn’t see: Plague’s emergence and focalizations** | * 3.1 - Reading 3: What Ibn Battuta didn’t see: Plague’s emergence and focalizations | * Understanding how prevalent ideas about the Black Death were formed * Understanding how paleogenetics helps us understand the Second Plague Pandemic’s spread | * 3.0 - Presentation * 3.1 - Reading 3: What Ibn Battuta didn’t see: Plague’s emergence and focalizations * 3.2 - Lesson 3 instructor guide * 3.3 - Discussion Handout: The origin of the “Quick Transit Theory” | * In-class mapping exercise on the relationship between written sources and the Quick Transit Theory * In-class discussion of phylogenetic trees * In-class discussion of new genetic evidence from East Smithfield Cemetery (London) |
| **Lesson 4: Accusation and persecution: The fate of Europe’s minority populations** | * 4.1 - Reading 4: Accusation and persecution: The fate of Europe’s minority populations | * Compare evidence from archeological sites of the Second Plague Pandemic * Understand how and why some responses to the Second Plague Pandemic included violence toward minorities | * 4.0 - Presentation * 4.1 - Reading 4: Accusation and persecution: The fate of Europe’s minority populations * 4.2 - Lesson 4 instructor guide * 4.3 - Discussion Handout - Geographic patterns of persecution and Black Death timeline * 4.4a - Final Assessment 1 * 4.4b - Final Assessment 2 | * In-class discussion of three archeological sites * Small-group map activity comparing anti-Jewish violence from 1320s to anti-Jewish violence during the Second Plague Pandemic * Small-group discussion of what people living through Second Plague Pandemic in Central Europe experienced * Final assessment options reviewing responses to the plague and/or disciplinary approaches to studying plague |