



EXPEDITIONARY
LEARNING

Grade 6: Module 2B: Unit 1: Lesson 7

Expert Groups: Research 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can conduct short research projects to answer a question. (W.6.7)
- I can use several sources in my research. (W.6.7)
- I can refocus or refine my question when appropriate. (W.6.7)

Supporting Learning Targets

- I can identify details in a text that answer my research question.
- I can summarize the relevant details for my research.

Ongoing Assessment

- Researcher's notebook



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Jigsaw Part 1: Research (25 minutes)B. Jigsaw Part 2: Sharing Research with Expert Groups (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Finishing Researcher's Notebook (8 minutes)4. Homework<ol style="list-style-type: none">A. Finish completing your researcher's notebook.B. Read the three assessment research texts in preparation for the next lesson.	<ul style="list-style-type: none">• In this lesson, students continue the research they began in the previous lesson. This is their final research lesson, so encourage them to gather as much information as they can before the end of the lesson and to record it in their researcher's notebook.• Gauge student progress in this lesson. If you feel they need more time with the texts in their research folders to gather enough information to write an essay that describes three adversities faced by the specific group they are focused on, consider adding a lesson.• Remember that not all texts have glossaries. This is because not all require glossaries—some are aimed at children, so most of the words should be familiar. Any unfamiliar words should not impinge student understanding of the text.• In Lesson 8, students will take their Mid-Unit 1 Assessment, which gauges their growing research skills. Note that students are given the three assessment research texts (see supporting materials) to read for Lesson 7 homework, so they are familiar with the texts when they use them to research.• In advance: Prepare the assessment texts, one of each per student.• Post: Learning targets.



Lesson Vocabulary	Materials
specific to each group; see glossaries in research folders	<ul style="list-style-type: none">• Researcher's notebook (from Lesson 5; one per student)• Research folders (from Lesson 6; one per team)• Research task card (from Lesson 6; one per student)• Mid-Unit 1 Assessment Text 1: Dark Death (one per student; for homework)• Mid-Unit 1 Assessment Text 2: Life in the Time of the Black Death (one per student; for homework)• Mid-Unit 1 Assessment Text 3: Bubonic Plague (one per student; for homework)

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* "I can identify details in a text that answer my research question."* "I can summarize the relevant details for my research."• Remind students that they had similar learning targets in the previous lesson, because in this lesson they are continuing to research using the texts in the research folders distributed in the previous lesson.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Jigsaw Part 1: Research (25 minutes)</p> <ul style="list-style-type: none">• Invite students to reread their refined research question at the top of their researcher's notebook to remind themselves what they are looking for in their research.• Ask them to read any revised and refined questions they have may have written after reading texts in the previous lesson and remind them that as they are researching in this lesson, they should keep those questions in mind to see if they can find the answers in the texts they read.• Remind students that they are in expert groups so that they can divide and conquer the workload of researching. This means that different students can research from different texts at the same time and then share the information they have found with the rest of the group later on.• Invite students to take out their research folders and the research task card and reread Part A silently in their heads as you read it aloud.• Remind them that this task card will guide them in how to effectively research the answer to their refined research question.• Invite students to follow the directions on the task card to research using the texts in their research folders.• Circulate to support them in reading the texts and recording relevant information in their researcher's notebooks.	<ul style="list-style-type: none">• Refer students to the glossary for texts in the research folders to help them understand unfamiliar words.• Providing students with task cards ensures that expectations are consistently available.• Encourage students to choose a text from the research folder that is most appropriate for their reading level, but to challenge themselves within reason.• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.
<p>B. Jigsaw Part 2: Sharing Research with Expert Groups (10 minutes)</p> <ul style="list-style-type: none">• Ask students to reread Part B of the research task card silently in their heads as you read it aloud.• Invite them to share the research they have found with their expert groups. If working in a group of three, students can team up with another expert group to share their research.• Invite students to follow the directions on Part B of their task card to share the research they have collected and to record any new information in their researcher's notebook.	



Closing and Assessment	Meeting Students' Needs
<p>A. Finishing Researcher's Notebook (8 minutes)</p> <ul style="list-style-type: none">• Invite students to spend the rest of the lesson making sure their researcher's notebook has been completed as comprehensively as possible for as many of the texts in their research folder as possible.• Distribute the three texts students will use for their Mid-Unit 1 Assessment:<ul style="list-style-type: none">– Mid-Unit 1 Assessment Text 1: Dark Death– Mid-Unit 1 Assessment Text 2: Life in the Time of the Black Death.– Mid-Unit 1 Assessment Text 3: Bubonic Plague	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish completing your researcher's notebook.• Read the three assessment research texts in preparation for the next lesson.	



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Supporting Materials



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Mid-Unit 1 Assessment Text 1: Dark Death

In 1347, a terrible plague brought death and destruction to Europe.

It started in Sicily in 1347. Citizens in the small seaport of Messina began to get headaches. Then came fevers, chills, nausea, and pain. Soon, red blotches appeared on their skin, and the lymph **nodes** (clumps of tissue) in their armpits and groins swelled to the size of eggs.

(See picture, "Black Plague Doctors and Victims.")

The nodes grew hard until they turned black and oozed blood and pus. In most cases, death came soon afterward. "It was such a frightful thing," observed Giovanni Boccaccio (joh-VAHN-nee boh-KAH-chee-oh), an Italian writer, "that when it got into a house...no one remained. Frightened people abandoned the house and fled to another."



Black Plague Doctors and Victims

Families Torn Apart

What caused this killer disease? No one knew. But within five years, it would race north through Europe into Scandinavia and Russia, claiming the lives of 25 million people, nearly one third of Europe's population.

Never was an **epidemic** (a rapidly spreading disease) so deadly. At the plague's height, the Italian city of Pisa lost 500 people a day. Paris, France, lost 800.



Serre – "Plague in Marseilles," 1720

Across the continent, the sick were locked in airless buildings and left to suffocate. Corpses filled graveyards, trenches, and even streets. Stray dogs, who also caught the disease, dug up body parts and scattered them everywhere.

(See picture, "Serre, 'Plague in Marseilles,' 1720.")

Mid-Unit 1 Assessment Text 1: Dark Death

With so many people falling ill and dying, families were torn apart. Boccaccio described the physical and emotional toll:

"The fact was that one citizen avoided another, that almost no one cared for his neighbor, and relatives rarely or hardly ever visited each other--they stayed far apart. This disaster struck such fear into the hearts of men and women that brother abandoned brother and very often wife abandoned husband, and--even worse, almost unbelievable fathers and mothers neglected to tend and care for their children."

A Shaken Society

As families crumbled, so did the structure of European society. People lived in fear and panic, a state that led to much turmoil.

Many thought that this was the end of the world, and that God was punishing them for their sins. They prayed for deliverance from sickness, but it followed them everywhere.

(See picture, "Skeleton Figure on Horseback.")



Skeleton Figure on Horseback

For the first time, people questioned their faith in God and the hereafter. As a result, the once-powerful Catholic Church, whose priests died in record numbers, lost control over the spiritual lives of many followers.

Because of a growing labor shortage, **serfs** (peasants) no longer had to do what their lords commanded. Wages increased--but, with a shortage of goods and materials, prices skyrocketed. For many peasants, work lost its meaning. After a life of tough, brutal labor, they abandoned

fields, shuttered shops, and stayed at home, enjoying leisure for the first time. Others, headed to cities and villages in search of new opportunities.

As the plague raged, scientists desperately searched for a cause--and a cure. One group of French academics studied the matter and concluded that poison-spewing storms, triggered by earthquakes and planetary forces, had brought on the epidemic. Such far-flung theories only fueled the panic.



Mid-Unit 1 Assessment Text 1: Dark Death

Local leaders did what they could to impose order. In one small city near Florence, elders issued laws in a **futile** (useless) attempt to stop the disease. One law directed that the bodies of the dead be "placed in a wooden casket covered by a lid secured with nails, so that no **stench** (smell) can issue forth from it." Such odors, it was wrongly believed, further spread the disease.

Blaming Others

Growing hysteria led to an even worse kind of speculation. Lords blamed peasants for the disease; the healthy taunted the sick. And Christians began to blame Jews--even though the plague also reached towns where no Jews lived. Innocent people were slaughtered by the thousands. In Strasbourg, now a French city, Jews who refused to convert to Catholicism were tied to stakes and burned.

"We All Fall Down!"

In such a climate, community life all but dried up. Men raced silently through streets, their face covered with handkerchiefs. Women held bouquets of flowers to their noses, to mask the smell of death. Children watched, incorporating what they saw into new games. The chant of one of those games is still heard today:

Ring around the rosies
A pocket full of posies
Achoo! Achoo!
We all fall down!

"Rosies" were the skin blotches soon ringed in black. "Posies" were the flowers women carried, and "Achoo!" was the sneezing that accompanied fever.

A Mystery Solved

People called the disease by many names, including "the Great Mortality," "the Pestilence," and "Black Death." Later, it officially became known as the bubonic plague, after the buboes, or lumps that erupted on victims' skin.

In 1898, a French scientist finally solved the mystery. People got the disease from fleas that had fed on the blood of infected rats or other rodents. The germ probably originated in China, although no one knows for sure.



Mid-Unit 1 Assessment Text 1: Dark Death

The discovery came hundreds of years too late to help **medieval** Europeans (those who lived during the Middle Ages). They never would have guessed that death arrived on trading ships. Flea-ridden rats living on those ships would scurry onto land--drawn to the darkness of gutters, basements, and alleys.

The route of the disease followed trading patterns, traveling from Asia to Europe, north through Scandinavia, and east across Russia.

(See picture, "Map: Path of the Plague.")

A Rebirth, or Renaissance

It would take Europe centuries to replenish its population and recover from the upheaval and chaos brought on by the plague.



Map: Path of the Plague

Many changes fostered growth, as people thought in new ways about work, art, and leisure. Inventors developed labor-saving devices, and philosophers debated every aspect of civic life.

Questions about God and faith led to more thoughtfulness and skepticism. This helped draw Europeans out of the so-called Dark Ages and into the **Renaissance**--a rebirth of learning and ideas.

The plague **recurred** (came back) in later centuries, hitting London, England, hard in the 1600s and Asia in the late 1800s. Then, in the early 20th century, scientists finally found a cure.

To this day, the level of death and destruction remains unimaginable. As Boccaccio wrote: "If I and others had not witnessed it with our own eyes, I should not dare believe it."



Mid-Unit 1 Assessment: Life in the Time of the Black Death

Life in the Time of the Black Death

by Jayson Fleischer

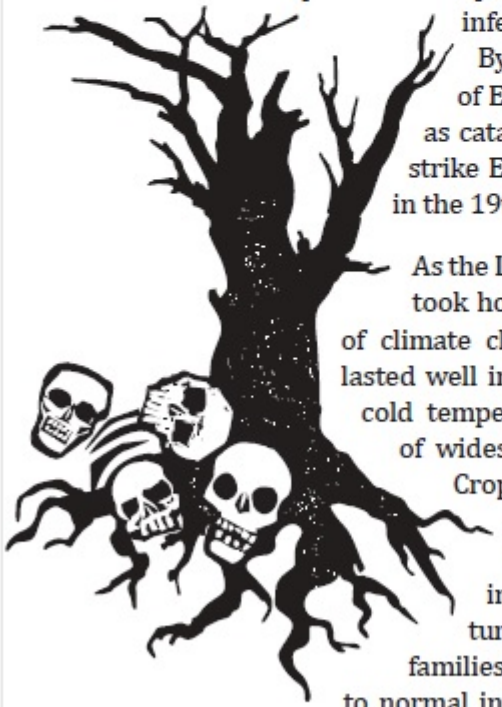
The Late Middle Ages (c. 1301-1500) began with a century of hardship. While the Black Death overshadowed all other events, life in the 14th century was difficult for many reasons. People were unprepared for the Black Death. Natural disasters and political unrest caused widespread suffering and left a weakened population.

The Bubonic plague spread like wildfire through medieval Europe between the years 1347 and 1350. Known today as the Black Death, medieval people called it the Great Plague, the Great Pestilence, or the Great Mortality. It was the worst epidemic Europe has ever seen. People of all classes were infected by the disease. Most died within days.

By the time it burned out in 1350, nearly half of Europe's population was dead. Although never as catastrophic as the first outbreak, plague would strike Europe many times until finally disappearing in the 19th century.

As the Late Middle Ages began, cooling temperatures took hold in the Northern Hemisphere. This period of climate change, known as the "Little Ice Age", also lasted well into the 19th century. In 1315, unseasonably cold temperatures and heavy rainfall led to a period of widespread hunger known as the Great Famine.

Crops failed, livestock died, and food prices spiked. Crime increased dramatically as well. While criminal activity was common in the Middle Ages, many desperate people turned to violence to feed themselves and their families. By the time weather patterns returned to normal in 1317, roughly 10% of Europe's population



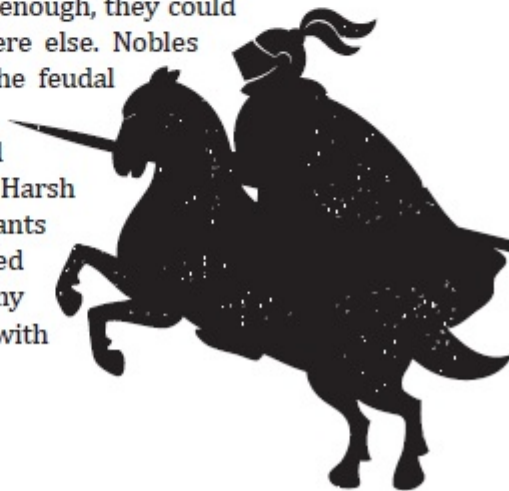


Mid-Unit 1 Assessment: Life in the Time of the Black Death

was dead. Many of the survivors suffered from extreme malnutrition. Scientists think this may have played a role in the high death rate during the Black Death. Lesser famines would continue to strike throughout the 14th century.

Political turmoil was common during the medieval period, and the 14th century was no exception. Scotland fought England for its independence until 1357. The Hundred Years' War broke out between France and England in 1337, with battles spilling over into Spain and the Netherlands. The Italian city-states of Genoa and Venice were also at war, and the Ottoman Empire was invading Europe from the East.

War was an expensive business; to pay for it, monarchs raised taxes, putting pressure on the already impoverished peasants. In many countries, peasant revolts broke out. The economy worsened with the arrival of the Black Death. As huge numbers of people died, nobles saw a rapid drop in their work force. The need for more workers became high. Peasants realized they could demand higher wages and more rights. If their lord would not pay them enough, they could ask for more money somewhere else. Nobles were afraid this would ruin the feudal system. In the past, peasants had been tied to the land and were not allowed to leave. Harsh laws were passed to keep peasants in their place. Europe suffered a further blow to its economy when China shut down trade with the West in 1368.





Mid-Unit 1 Assessment: Life in the Time of the Black Death



Unhealthy lifestyles left medieval people vulnerable to the Black Death. Plumbing had not been invented yet, so human waste was thrown out windows. Streets in medieval cities were often covered in waste. People had poor hygiene. They did not bathe often. Fleas, lice, bedbugs, and other pests were a constant problem. Medieval people didn't have balanced diets either. They thought eating raw vegetables was unhealthy. Most people only ate meat and bread. To make matters worse, medieval doctors used an outdated system of medicine. With a false understanding of human biology, doctors prescribed weak treatments that often did more harm than good. When doctors failed to stop the spread of the plague, people lost faith in their ability to heal. Unsanitary living conditions, poor nutrition, and confused medical practices only served to help the spread of the plague.

Many people also began to lose faith in religion during the time of the Black Death. The Catholic Church, which had been so powerful during the High Middle Ages, was experiencing its own political turmoil. In 1309, the pope moved the Church capitol from Rome to France. This caused even more conflict between the countries of Europe. The conflict worsened in 1378, when two different popes claimed to be the head of the Catholic Church.

When the Black Death struck in 1347, people thought the world was ending. For many, it did. People believed God had sent the plague to wipe out sinners. Others believed the plague was caused by outsiders. Jews, foreigners, lepers, cripples, women thought to be witches, and people with mental handicaps were all accused of causing the disease. Although the Catholic Church tried to stop the persecutions, many people were executed out of fear. While millions of people died because of disease and conflict during the 14th century, it was not the end of the world. In fact, it would be a turning point for those who survived, setting the stage for revolutionary changes in government, religion, art, and science.



Mid-Unit 1 Assessment: Text 3: Bubonic Plague

Bubonic plague

Around 1300, slight climate changes made weather in western Europe cooler and wetter. As a result, the agricultural practices that had developed in Europe could not sustain the increased population. Famines and floods caused widespread hardship. An outbreak of plague, later called the Black Death, began in 1347 and eventually killed a fourth to a half of Europe's people.

The reduction in population due to famines, disease, and the plague had various social and economic consequences. Because of a labor shortage, lords tried to enact strict laws to keep peasants on their land and subject to high rents and other traditional obligations. Peasants rose in bloody revolts. In the towns, workers fought the rich merchants who kept them poor and powerless.

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