# In this document, you will find the pacing for 7th Grade Social Studies Quarter 2. It is broken down by weeks/days. Please use this resource when you are planning your lessons. At the end of each week, I have included some online resources. You are NOT limited to these resources, however, they can come in handy when you are thinking about engagement. The table of contents is listed below. You can click the Week, and it will take you directly to that page.

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[**WEEK 1**](#_i53vkm2aql8j) **2**

[**WEEK 2**](#_uu1eveaurjh7) **4**

[**WEEK 3**](#_2jcjuy2odd82) **6**

[**WEEK 4**](#_b6kzrawe16hy) **9**

[**WEEK 5**](#_5r1d17qw5x68) **12**

[**WEEK 6**](#_73lms19llpqb) **16**

[**WEEK 7**](#_tznrpztr0uc7) **19**

[**WEEK 8**](#_u5trfoyyr6p) **23**

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# WEEK 1

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| **Day of the Week** | **Monday**  **10/18** | **Tuesday**  **10/19** | **Wednesday**  **10/20** | **Thursday**  **10/21** | **Friday**  **10/22** |
| **Standard** | 7.18 Summarize the contributions of the region’s scholars in the areas of: Art, Geography, Literature, Mathematics, Medicine, Philosophy, and Science. | | 7.19 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. | | 7.21 Identify and locate the geographical features of West Africa, including: Atlantic Ocean, Djenne, Gulf of Guinea, Niger River, The Sahara, Timbuktu. |
| **PBO** | 7.18 SWBAT synthesize data from multiple sources IOT summarize the contributions of the region’s scholars in the areas of: Art, Geography, Literature, Mathematics, Medicine, Philosophy, and Science. | | 7.19 SWBAT construct and communicate arguments citing evidence IOT explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. | | 7.21 SWBAT develop geographic awareness by analyzing locations IOT identify and locate the geographical features of West Africa, including: Atlantic Ocean, Djenne, Gulf of Guinea, Niger River, The Sahara, Timbuktu. |
| **Tier II & Tier III Vocabulary** | Tier II: Contributions  Tier III: scholars, art, geography, literature, mathematics, medicine, philosophy, science | | Tier II: Fall, establishment  Tier III: Mehmed II the Conqueror, Constantinople, Ottoman Empire | | Tier III: West Africa, Atlantic Ocean, Djenne, Gulf of Guinea, Niger River, Sahara, Timbuktu |
| **Big Ideas** | This unit will conclude with a one-week examination at the highlights of the regional achievements during its Golden Age and its expansion of the Ottomans into Constantinople.  Week one orients students in Western Africa and presents information to them on the geography, regional importance, and the relationship between the successive kingdoms of Ghana, Mali, and Songhai. | | | | |
| **Daily Learning Targets** | TSW identify the contributions of Muslim scholars.  TSW describe the emergency of calligraphy in Southwest Asia.  TSW describe the significance of the concept of zero.  TSW summarize the contributions to art, geography, math, medicine, philosophy, and science. | TSW identify medical advancements in Southwest Asia.  TSW describe the works of Rumi.  TSW explain the significance of One Thousand and One Nights (i.e., Arabian Nights).  TSW summarize the contributions to art, geography, math, medicine, philosophy, and science. | TSW locate the Ottoman Empire.  TSW explain the significance of Mehmed II.  TSW explain the fall of Constantinople.  TSW draw connections between the rise of the Ottoman Empire and the fall of the Byzantine Empire. | | TSW identify and locate the geographical features of West Africa, including:  • Atlantic Ocean  • Djenné  • Gulf of Guinea  • Niger River  • The Sahara  • Timbuktu  TSW create a map labeling the major geographic features of West Africa and the ancient cities of Djenné and Timbuktu.  TSW describe the impact of the geographical features of West Africa. |
| **Resources** | * [Interactive Map of Medieval Trade Routes](https://www.visualcapitalist.com/medieval-trade-route-map/) * Video: [TED Ed: The Complex Geometry of Islamic Design](https://ed.ted.com/lessons/the-complex-geometry-of-islamic-design-eric-broug) * [1001Inventions Youtube Channel](https://www.youtube.com/user/1001Inventions/featured) and [website](http://www.1001inventions.com/) * Ottoman Empire PPT: <https://www.crockettcavs.net/userfiles/105/Classes/470/7.21%20powerpoint%20-%20ottomanempire.pptx?id=611> * Another PPT: <https://mrswraysworldhistory.files.wordpress.com/2019/10/unit-4-islamic-civilizations-make-up-work.pdf> | | | | |

# WEEK 2

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| **Day of the Week** | **Monday**  **10/25** | **Tuesday**  **10/26** | **Wednesday**  **10/27** | **Thursday**  **10/28** | **Friday**  **10/29** |
| **Standard** | 7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning. | 7.22 Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. | | 7.25 Explain the importance of griots in the transmission of West African history and culture. | **CFA #1:**  **Standards**  **7.18 (4)**  **7.19 (4)**  **7.21 (4)**  **7.23 (4)**  **7.22 (4)**  **7.25 (4)** |
| **PBO** | 7.23 SWBAT synthesize data from multiple sources IOT analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning. | 7.22 SWBAT critically examine a source by extracting and paraphrasing significant ideas IOT explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities. | | 7.25 SWBAT construct and communicate arguments citing evidence IOT explain the importance of griots in the transmission of West African history and culture. |
| **Tier II & Tier III Vocabulary** | Tier III: kingdom of Ghana, kingdom of Mali, kingdom of Songhai | Tier III: indigenous African spiritual traditions, ancestor worship, animism, deities | | Tier II: transmission  Tier III: religious, cultural, griots; |
| **Big Ideas** | Week two focuses on culture, with an examination on West African indigenous spiritual traditions and the importance of griots in maintaining West African culture and history. | | | |
| **Daily Learning Targets** | TSW locate the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenné and Timbuktu on a map.  TSW analyze the impact of trade cities, such as Djenné and Timbuktu, on culture and learning in West African trading empires.  TSW explain how the trading empire of Ghana evolved into Mali and later Songhai. | TSW contrast spiritual differences and organized religions.  TSW explain the significance of ancestor worship.  TSW explain the significance of animism. | TSW contrast spiritual differences and organized religions.  TSW **analyze** the **relationship** between humans and deities in indigenous African spiritual  Traditions.  TSW **explain** the **significance** of the relationship between humans and deities in indigenous African spiritual traditions. | TSW describe the role of a griot.  TSW explain the significance of their role in teaching and preserving African history and culture through an  oral tradition. |
| **Resources** | * Lesson Plan: [Trekking to Timbuktu – Trade in Ancient West Africa](https://edsitement.neh.gov/lesson-plans/lesson-2-trekking-timbuktu-trade-ancient-west-africa-teacher-version), [Great West African Kingdoms](http://exploringafrica.matrix.msu.edu/activity-3-history-of-africa-during-the-time-of-the-great-west-african-kingdoms-expand/) * Nystorm Atlas of World History p. 60-1 * [Historical Maps of African Kingdoms Through Time](https://www.timemaps.com/history/africa-500ad/) * Videos: [Instructomania, Africa Geography and Medieval Ghana, Mali, and](https://www.youtube.com/watch?v=iDmwJx4nLrU&list=PLTy20U1mGXrUO7AHgwzrn_YNwfszoK56A&index=5) Songhai, [Mr. Nicky, ‘West African Empires’](https://www.youtube.com/watch?v=6Vnu8pL8KPs) * [Catalan Atlas 1375](https://upload.wikimedia.org/wikipedia/commons/3/35/1375_Atlas_Catalan_Abraham_Cresques.jpg) * [Video: TedxSydney – The Griot Traditions of West Africa](https://www.youtube.com/watch?v=QdrPmZwsXiM), [ImiuswiMusic – Prince Diabate, Modern Day Griot Explains Ancient Storytelling Tradition](https://www.youtube.com/watch?v=aF2287N0kAc) * Image: [West African Griot](https://www.metmuseum.org/toah/works-of-art/VRA.PC.AF.07/) | | | |

# WEEK 3

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| **Day of the Week** | **Monday**  **11/1** | **Tuesday**  **11/2** | **Wednesday**  **11/3** | **Thursday**  **11/4** | **Friday**  **11/5** |
| **Standard** | 7.24 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. | | 7.26 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. | | 7.27 Identify and locate geographical features of Europe, including: Alps, Atlantic Ocean, English Channel, Mediterranean Sea, Influence of the North Atlantic Drift, North European Plain, Ural Mountains. |
| **PBO** | 7.24 SWBAT construct and communicate arguments citing evidence IOT describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves. | | 7.26 SWBAT critically examine a source by drawing inferences and conclusions IOT explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. | | 7.27 SWBAT develop geographic awareness by analyzing locations IOT identify and locate geographical features of Europe, including: Alps, Atlantic Ocean, English Channel, Mediterranean Sea, Influence of the North Atlantic Drift, North European Plain, Ural Mountains. |
| **Tier II & Tier III Vocabulary** | Tier III: trans-Saharan, caravan trade | | Tier III: Malian king, Mansa Musa, pilgrimage, Mecca | | Tier III: Europe, Alps, English channel, North Atlantic Drift, North European Plain, Ural Mountains |
| **Big Ideas** | The unit closes out with an emphasis on importance of region trade and the monumental leaders from the region.  This unit continues conversations started in quarter one on the impacts of cultural diffusion and trade during the medieval period. | | | | |
| **Daily Learning Targets** | TSW define caravan.  TSW locate the Trans-Saharan caravan trade route.  TSW describe the role of the Trans-Saharan caravan trade route.  TSW identify the goods and ideas that were traded along the route.  TSW explain how the Trans-Saharan caravan led to the exchange of religious and cultural characteristics of West Africa. | | TSW identify Mansa Musa.  TSW explain the significance of Mansu Musa.  TSW locate Mecca on a map.  TSW describe how Mansu Musa impacted economies during his pilgrimage to Mecca. | | TSW locate geographical features of Europe, including:  • Alps  • Atlantic Ocean  • English Channel  • Mediterranean Sea  • influence of the North Atlantic Drift  • North European Plain  • Ural Mountains  TSW explain how the North Atlantic Drift impacts the weather in Western Europe and why.  TSW create a map locating major geographical features of Western Europe. |
| **Resources** | [SHEG Lesson: Mansa Musa](https://sheg.stanford.edu/history-lessons/mansa-musa)  Videos: PBS, [The Expansion of Islam and Trade in Africa](https://tn.pbslearningmedia.org/resource/a12a7d79-ca45-42db-8299-f009a9f3d0a0/the-expansion-of-islam-and-trade-in-africa/) (video is on eastern coast African kingdoms, but describes the impact of cultural diffusion with trade); [Ted Ed, Mansa Musa, One of the Wealthiest People Who Ever Lived](https://ed.ted.com/lessons/mansa-musa-one-of-the-wealthiest-people-who-ever-lived-jessica-smith);  [Historical Maps of Europe Through Time](https://www.timemaps.com/history/europe-200ad/)  [Medieval Europe Geography](https://www.youtube.com/watch?v=1rlZVQ2OtEo&list=PLTy20U1mGXrUO7AHgwzrn_YNwfszoK56A&index=2&t=0s) | | | | |

# WEEK 4

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| **Day of the Week** | **Monday**  **11/8** | **Tuesday**  **11/9** | **Wednesday**  **11/10** | **Thursday**  **11/11**  **NO SCHOOL** | **Friday**  **11/12** |
| **Standard** | 7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. | 7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire. | |  | **CFA #2**  **Standards:**  **7.24 (5)**  **7.26 (5)**  **7.27 (5)**  **7.28 (5)**  **7.29 (5)** |
| **PBO** | 7.28 SWBAT develop geographic awareness by analyzing locations IOT describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. | 7.29 SWBAT construct and communicate arguments citing evidence IOT explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire. | |
| **Tier II & Tier III Vocabulary** | Tier II: preservation, spread of  Tier III: monasteries, Catholic Church | Tier II: shaped, define  Tier III: Charlemagne, medieval Europe, feudalism, Holy Roman Empire, Christianity, religion, empire | |
| **Big Ideas** | The unit opens with an examination of the region’s geography and the development of feudalism as a social, political, and economic structure of the European middle ages. | | |
| **Daily Learning Targets** | TSW describe the role of monasteries in education, healthcare, and farming reform.  TSW describe how monasteries helped spread Christianity beyond the Alps.  TSW explain the connection between the Catholic Church and medieval universities | TSW identify Charlemagne.  TSW describe Charlemagne’s impact on feudalism.  TSW describe the creation of the Holy Roman Empire in Medieval Europe.  TSW describe the establishment of Christianity as the religion of the Empire.  TSW create a timeline of Charlemagne’s life, and explain how each event was significant to Europe at the time, including:  • the creation of the Holy Roman Empire  • the establishment of Christianity as the religion of the Empire  • his relationship to feudalism | |
| **Resources** | [Historical Maps of Europe Through Time](https://www.timemaps.com/history/europe-200ad/)  [SHEG Lesson: The Dark Ages](https://sheg.stanford.edu/history-lessons/dark-ages)  Videos: [Instructomania, Medieval Europe Geography](https://www.youtube.com/watch?v=1rlZVQ2OtEo&list=PLTy20U1mGXrUO7AHgwzrn_YNwfszoK56A&index=2&t=0s) [Historyteachers, ‘Illuminated Manuscripts’](https://www.youtube.com/watch?v=81tmuA2Dddk&list=PLA5NP5n9YwGU0CcIvGZWV7rWjOgf3c1Qs&index=2&t=0s) | | | | |

# WEEK 5

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| **Day of the Week** | **Monday**  **11/15** | **Tuesday**  **11/16** | **Wednesday**  **11/17** | **Thursday**  **11/18** | **Friday**  **11/19** |
| **Standard** | 7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). | | | 7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France | |
| **PBO** | 7.30 SWBAT construct and communicate arguments citing evidence IOT describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). | | | 7.31 SWBAT synthesize data from multiple sources IOT analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. | |
| **Tier II & Tier III Vocabulary** | Tier II: the way in which  Tier III: manorialism, economy, physical geography, manor | | | Tier III: Battle of Hastings, historical impact, William the Conqueror, England, Northern France | |
| **Big Ideas** | Students will analyze how feudalism is impacted by the development of burgeoning nation states, conflicts between religious leaders and monarchs, and the impacts the Crusades and bubonic plague had on its eventual demise. | | | | |
| **Daily Learning Targets** | TSW describe the impact of the mountainous geography on the government in Medieval Europe.  TSW explain the differences between manorialism and feudalism.  TSW identify the groups whose invasion affected the development of feudalism, such as the Vikings.  TSW explain how the growth of towns led to the decline of feudalism. | | | TSW locate Normandy as the site of the Battle of Hastings on a map.  TSW describe the causes and consequences of the Norman Invasion.  TSW identify William the Conqueror.  TSW explain the impact of the of the reign of William the Conqueror on England and Northern France | |
| **Resources** | * Videos: [Jedd Bloom, Feudalism](https://www.youtube.com/watch?v=tv1dbts2CYI), [Historyteachers, William the Conqueror](https://www.youtube.com/watch?v=bQ8A5gRe_Dw&list=PLA5NP5n9YwGU8-W_Ghthb7E9QTNdfWONS&index=2&t=0s) | | | | |

# WEEK 6

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| **Day of the Week** | **Monday**  **11/29** | **Tuesday**  **11/30** | **Wednesday**  **12/1** | **Thursday**  **12/2** | **Friday**  **12/3** |
| **Standard** | 7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France | 7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. | | 7.33 Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury. | |
| **PBO** | 7.31 SWBAT synthesize data from multiple sources IOT analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. | 7.32 SWBAT construct and communicate arguments citing evidence by comparing and contrasting viewpoints IOT describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. | | 7.33 SWBAT construct and communicate arguments citing evidence IOT analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury | |
| **Tier II & Tier III Vocabulary** | Tier III: Battle of Hastings, historical impact, William the Conqueror, England, Northern France | Tier II: fostered, led to, conflict  Tier III: political relationships, Papacy, European monarchs | | Tier II: right  Tier III: Magna Carta, monarch, rule of law, right to, trial by jury | |
| **Big Ideas** | Students will analyze how feudalism is impacted by the development of burgeoning nation states, conflicts between religious leaders and monarchs, and the impacts the Crusades and bubonic plague had on its eventual demise. | | | | |
| **Daily Learning Targets** | TSW identify William the Conqueror.  TSW describe the consequences of William the Conqueror's reign.  TSW analyze the impact that William the Conqueror had on England.  TSW analyze the impact that William the Conqueror had on Northern France. | TSW identify Pope Gregory VII, Henry IV, Pope Leo III, and Charlemagne.  TSW compare the relationships between Pope Gregory VII and Henry IV.  TSW compare the relationships between Pope Leo III and Charlemagne.  TSW describe how the political relationships led to conflict between the Papacy and European monarchs.  TSW create an argument based on the conflict between Pope Gregory VII and Henry IV for the power of medieval popes or kings in Northern Europe. | | TSW describe the purpose of the Magna Carta.  TSW explain common law.  TSW explain *habeas corpus*.  TSW explain how the Magna Carta limited monarchical power.  TSW explain rule of  Law.  TSW explain trial by jury.  TSW analyze the impact of the Magna Carta. | |
| **Resources** | [SHEG Lesson: First Crusade](https://sheg.stanford.edu/history-lessons/first-crusade)    [Video: Horrible Histories, ‘Epic Magna Carta Rap Battle’](https://www.youtube.com/watch?v=F_5My8XH-n0) or [‘Magna Carta 800 Years’](https://www.youtube.com/watch?v=XTWQzF1027I&list=PLk2uTpq_0-GXRDKCWiUAK6yM3A08yi8_R&index=30&t=0s) | | | | |

# WEEK 7

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| **Day of the Week** | **Monday**  **12/6** | **Tuesday**  **12/7** | **Wednesday**  **12/8** | **Thursday**  **12/9** | **Friday**  **12/10** |
| **Standard** | 7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I. | | | 7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe. | |
| **PBO** | 7.34 SWBAT construct and communicate arguments citing evidence by illustrating cause and effect IOT analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I. | | | 7.35 SWBAT construct and communicate arguments citing evidence by illustrating cause and effect IOT explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe. | |
| **Tier II & Tier III Vocabulary** | Tier II: causes, effects, key people  Tier III: crusades, Pope Urban II, Saladin, Richard I | | | Tier II: emphasis  Tier III: Christian, Muslim, Jewish | |
| **Big Ideas** | This unit continues in Quarter 3, with the transition from feudalism to a modern economy and the development of national cultures and modern states. | | | | |
| **Daily Learning Targets** | TSW identify Pope Urban II, Saladin, and Richard.  TSW describe the causes of the first three Crusades.  TSW describe the effects of the first three Crusades.  TSW create an outline of the first three Crusades, including major events, individuals, and outcomes in each including Pope Urban II, Saladin, and Richard the Lionheart. | | | TSW explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe  TSW assess the positive and negative impacts of the Crusades on Europe, the Middle East, and Jews.  TSW explain how the Crusades impacted the growth of trade between Europe and the Middle East. | |
| **Resources** | Video: Historyteachers, ‘Black Death’  [SHEG Lesson: Black Death in Florence](https://sheg.stanford.edu/history-lessons/black-death-florence)  [SHEG Lesson: Understanding the Black Death](https://sheg.stanford.edu/history-lessons/understanding-black-death)  First Crusade Sample Lesson: <https://sheg.stanford.edu/history-lessons/first-crusade> | | | | |

# WEEK 8

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| **Day of the Week** | **Monday**  **12/13** | **Tuesday**  **12/14** | **Wednesday**  **12/15** | **Thursday**  **12/16** | **Friday**  **12/17** |
| **Standard** | 7.36 Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. | | This is an extra day. It can be used for review or to extend a lesson. | CFA #3:  Standards  7.30 (4)  7.31 (4)  7.32 (4)  7.33 (4)  7.34 (4)  7.35 (4)  7.36 (4) | **This day can be used for make-up assignments.** |
| **PBO** | 7.36 SWBAT critically examine a source by extracting and paraphrasing significant ideas IOT describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. | |
| **Tier II & Tier III Vocabulary** | Tier III: Black Death, Bubonic Plague, Central Asia, Middle East, global | |
| **Big Ideas** | This unit continues in Quarter 3, with the transition from feudalism to a modern economy and the development of national cultures and modern states. | |
| **Daily Learning Targets** | TSW trace the spread of the Bubonic Plague from central Asia to China, the Middle East, and then to Europe.  TSW analyze a primary source document and cite evidence of the social and economic impacts of the Bubonic Plague in Central Asia to China, the Middle East, and Europe.  TSW analyze a chart to draw conclusions about the Bubonic Plague’s impact on the world’s population. | |
| **Resources** | Video: Historyteachers, ‘Black Death’  [SHEG Lesson: Black Death in Florence](https://sheg.stanford.edu/history-lessons/black-death-florence)  [SHEG Lesson: Understanding the Black Death](https://sheg.stanford.edu/history-lessons/understanding-black-death) | | | | |