



Ashes, Ashes, We All Fall Down (The Black Plague)

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Grade Level: 9-10

Time Allotment: Three 45 minute class periods



Overview: During 1346-1350, more than 25 million people died because of the “Black Death” or the “Black Plague”. This lesson traces the origins and spread of the pestilence, examines plague symptoms and treatments, and presents eyewitness accounts of the disease and its aftermath. The lesson also touches on sources of the plague in our modern world.

Subject Matter: Social Studies

Learning Objectives:

Students will be able to:

- Define what a plague is and identify the cause of the plague.
- Explain how the plague spread from its source.
- Determine the number of people who died.
- Describe symptoms of the plague.
- Describe both medieval and modern treatments of the plague.
- Describe the effect this had on England and on the world.
- Determine if the plague exists today and where.
- Play a plague simulation game.

Standards:

From the Montana State Standards for Social Studies:

(Available on-line at www.opi.state.mt.us)

Standard 1: Students access, synthesize and evaluate information to communicate and apply social studies knowledge to real world situations.

Standard 3: Apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Media Components:

VIDEO

Black Death. Ancient Mysteries. A&E Home Video. New York, 1996.

WEB SITES (in the order sites appear in the lesson)

CDC Plague Home Page. <http://www.cdc.gov/ncidod/dvbid/plague/index.htm>.

This site gives the definition of what a plague is and where it originated. In addition, there is a picture of an Oriental rat flea. It also has a current world map that identifies where plague exists in the world today.

Secrets of the Dead: Mystery of the Black Death. PBS.

http://www.pbs.org/wnet/secrets/case_plague/index.html.

This site details the history, origin, definition of, and symptoms of the plague. We will use the “Background” section of the site for this lesson.

The Black Death: An Interactive Journey to the 14th Century. Discovery Channel.

<http://media.dsc.discovery.com/anthology/momentsintime/blackdeath/blackdeath.html>.

This interactive site contains a map of the plague route, audio accounts from 14th century journals and letters, and narrative on the origins, symptoms, and aftermath of the plague. Flash 6 is required for this site, and a broadband connection is recommended. You can install Flash Player on the first page of this site. Click on the blue button. Your computers will need speakers for the audio portion of the site. I recommend headphones for the speakers to minimize noise distraction.

CBRNE-Plague. e-medicine. <http://www.emedicine.com/EMERG/topic428.htm>.

This medical site lists plague symptoms and modern treatments. It is full of medical jargon, so is most useful for its information on prairie dogs and the pictures of plague victims. I highly recommend that you preview this site, as the pictures are graphic. You may wish to skip the picture part of the lesson.

The Black Death. Ron Wild. <http://www.history-magazine.com/black.html>.

This site examines the worldwide devastation of populations caused by the bubonic plague.

Black Tailed Prairie Dog. U.S. Fish & Wildlife Service. <http://mountain-prairie.fws.gov/btprairiedog/plague.htm>.

This site discusses the basic facts of the plague, how it can be contracted by animals and people, how many plague cases have been reported in the U.S., and how the plague specifically affects black-tailed prairie dogs.

The Black Plague. Cory M. Wisnia.

http://www.mcn.org/ed/CUR/cw/Plague/Plague_Sim.html.

This site is a simulated pilgrimage during the time of the Black Plague. Students “travel” from town to town, finding out the chances of contracting the plague in different areas. A copy of the site’s instructions is attached to this lesson.

Materials:

For each student:

One *Symptoms and Treatments* worksheet.

One *Plague and Black Tailed Prairie Dogs* worksheet.

For the class simulation (see *The Black Plague* website):

Two pairs of dice

Copies of the skull on the simulation page (see website)

24 paper bags

Bags of white beans (enough for 200 per each of the 24 paper bags)

One bag of red beans

One bag of pinto beans

Large world map or 3 European maps, divided into regions (Spain, Portugal, Algeria/Italy, France, Med/France, England, Netherlands)

Graphs (see website)

Colored sticky dots for graphing

Prep for Teachers:

Prior to teaching this lesson, bookmark the sites used in the lesson on each computer in your classroom. Load Flash 6 after loading the Discovery Channel site.

Prep the video so that it is at the desired location for the video portion of the lesson.

Prepare the hands-on elements of the lesson by:

- Copying the *Symptoms and Treatments* and *Prairie Dog* worksheets
- Gathering materials for the plague simulation.
- Copying the skull on the simulation website.

When using media, provide students with a FOCUS FOR MEDIA INTERACTION, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

Introductory Activity:

Step 1. Ask your class if they remember the nursery rhyme “Ring Around the Rosy.” Have them recite it if they know it. (*Ring around the rosy, pocket full of posies, ashes, ashes, we all fall down.*)

Step 2. Tell the class the rhyme has its origins in the Black Plague. Ask the class to guess what each line means. (*Answers will vary.*) Tell the class the actual meanings are: “Ring around the rosy” indicates the rose colored ring around the plague sore on victims’ bodies; “pocket full of posies” stands for the sweet-smelling flowers that those tending the sick would carry to ward off the stench of the disease; “ashes, ashes” sounds like “a-

choo, a-choo”, the sneezing and coughing that signaled sickness from the pneumonic plague; “we all fall down” indicates death.

Step 3. Tell your class that the Black Plague is usually associated with Europe and the period 1346-1350, but it neither began nor ended then. It is sometimes called the Black Death, and its mortality rate was horrendous. It is estimated that in various parts of Europe, two-thirds to three-fourths of the population died; over 25 million people perished.

Learning Activity:

Step 1. Ask the students to log on to the *CDC Plague Home Page* at <http://www.cdc.gov/ncidod/dvbid/plague/index.htm> and read the introduction only. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to define what a plague is and tell how people can get infected. Check for comprehension by having them tell you what a plague and its causes are after reading. (Answer: *Plague is an infectious disease of animals and humans caused by a bacterium named yersinia pestis. People usually get plague from being bitten by a rodent flea that is carrying the plague bacterium or by handling an infected animal.*) While still at this site, tell the students to click under the picture of the flea on the left for an enlarged photo. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to tell you what kind of flea is pictured, whether both male and female fleas can transmit infection, and what size an actual flea is. (Answers: *Oriental rat flea, yes—both males and females can transmit, and the flea is actually about the size of a pin head, so it would be difficult to see.*) Ask the students what rodents they think the fleas were on. (Answers may vary. *The correct answer is rats. You should also tell the students that people killed lots of dogs during this period to try to stop the spread of the plague.*)

Step 2. Ask the students to log on to *Secrets of the Dead: Mystery of the Black Death* at http://www.pbs.org/wnet/secrets/case_plague/index.html. Tell them to read the first paragraph under “Background”. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking the students to find out where the plague originated, how it was spread to other countries, and to list the areas in order to which the plague spread. (Answers: *China’s Gobi desert; trading ships; on Oct. 1347 a Genoese ship fleet returned from the Black Sea, a key trade link with China, to Messina, Sicily, then to Italy, the European continent, England, and Ireland.*) Check for further comprehension by asking how many people died. (Answer: *25 million people, or 1/3 of the European population.*)

Step 3. Ask the students to log on to the Discovery Channel’s *The Black Death: An Interactive Journey to the 14th Century* at <http://media.dsc.discovery.com/anthology/momentsintime/blackdeath/blackdeath.html>. Tell the students to click “Continue” and read the introductory paragraph. They should then click the arrow after “Begin the Journey”. Tell the students the screen should be showing a map indicating the routes the plague took to Italy and across Europe. Starting with Caffa and Gabriele de Mussi (the screen should already be there), tell the students to put on their headphones, turn on the speakers, and click on the icon for the audio personal

accounts after reading the paragraph under the picture on the right. When finished, they should click on “Next Location” and repeat the steps. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to write down impressions of the Plague they get from the reading and personal accounts. (*For example, plague spread quickly, bodies were buried in mass graves, there was great fear, etc.*)
(*Answers should include: 10 out of 1000 survived, human contact spread disease, people died in 1-3 days, Florence was the first European to get hit with the plague, people died in the streets, the smell was terrible, bodies were everywhere, the healthy danced, ate, spent money, and promiscuity and drunkenness abounded, many ran away from the cities to the country to try to escape the plague, some treated it as a joke, some thought it was the end of the world, in Germany, the plague triggered anti-Semitism and Jews were tortured and burned at the stake, the plague killed 50% of London’s population, too many died for priests to bless, so people were allowed by the church to confess to laymen, including women.*) Check for comprehension by having the students take turns writing their phrases on the board. Ask the students if they were surprised by any of their findings and why. (*Answers will vary. They may wish to discuss the anti-Semitism and gruesome details they discover.*)

Step 4. Hand out the *Symptoms and Treatments* worksheet. Ask students to click on “The Pestilence” at this same site. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to identify the symptoms of the three different types of the plague. Students should fill out only the worksheet sections titled *bubonic, pneumonic,* and *septicemia*. They should then set the worksheet aside for a moment.

Step 5. Ask students to log on to *CBRNE-Plague* at <http://www.emedicine.com/EMERG/topic428.htm>. Provide your students with a FOCUS FOR MEDIA INTERACTION, telling the students to scroll to near the bottom of this site to “Pictures” to view the symptoms of the plague in actual photographs. (Again, this section is graphic, and after previewing, you may wish to skip this step.)

Step 6. Tell the students to log on to *The Black Death* at <http://www.history-magazine.com/black.html>. Tell them to retrieve their worksheets and look at the section titled “Symptoms of the Plague”. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to fill out the next section on the worksheet with further symptoms of the plague. Have the students keep this site on the computer until Step 8 after the video segment.

Step 7. Tell the students that improved sanitation practices and modern insecticides and antibiotics have reduced the threat of plague epidemics in developed countries like the United States. Have the students write those three treatments under “Modern Treatments” on their worksheets. Tell the students that in the 1300’s, people didn’t know what caused the plague or how to treat it. Physicians went to great lengths to avoid getting infected. Insert the video *Black Death* into the VCR. Provide your students with a FOCUS FOR MEDIA INTERACTION by asking them to fill out the medieval treatments section of the Symptoms and Treatments worksheet as they watch the video. They should also be prepared to describe the physicians’ costumes and functions after

watching the video. START the video right after the video shows the canals of Venice, and the narrator says, “But the law was enacted too late to save the doomed people of Venice. By mid-1349, half of its citizens perished.” STOP the tape when the video shows the sky through tree branches, and the narrator says, “To this day, the reason for the Pope’s seemingly miraculous survival remains a medical mystery.” Have the students hand in their worksheets when finished with this segment. Check for comprehension by asking them to describe the physicians’ costumes and special features in the costumes. Were they effective? (*Answer: They wore long robes with a bird-like hood. The eyes had red crystals through which they could look out and a long “beak” in which they placed herbs to keep out the smell and to try to avoid catching the plague. They were not effective, just as most of their “cures” for the plague were ineffective.*)

Step 8. Ask the students to predict what the aftereffects of the plague were. (*Answers will vary.*) Write their predictions on the board. Tell the students to return to *The Black Death* at <http://www.history-magazine.com/black.html>. (Their computers should still be at that site if they followed directions in Step 6.) Tell them to scroll down to “The After Effects”. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to check their predictions against the list. After they are finished reading, ask them to add to or change their predictions on the board with what they discovered. (*Answers should include over 1000 people died in one day in one city in France, hardly any friars survived, animals were cheap and sheep mortality was very high, there weren’t enough living to bury the dead, grain rotted in the fields, buildings collapsed, villages were deserted, there were no servants, laborers revolted and were arrested, necessities became very expensive, society was severely disordered, taxes were raised, ordinary routines and customary restraints broke down, there was an upsurge of mysticism, and the Protestant religions began to flourish.*)

Step 9. Ask students if they think the plague still exists today. (*The answer is obviously yes since they saw photographs of plague victims.*) Ask them if they think the plague exists where they live. (*Answers will vary.*) Tell the students to log on to *CDC Plague Homepage* at <http://www.cdc.gov/ncidod/dvbid/plague/index.htm>. Tell them to scroll down to the modern plague map. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to look at their state and tell you if plague exists there. (*Answer: Plague exists in Montana.*)

Step 10. Ask students to log on to *Black Tailed Prairie Dog* at <http://mountain-prairie.fws.gov/btprairiedog/plague.htm>. Hand out the *Plague and Black-Tailed Prairie Dogs* worksheet. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to fill out the sheet as they read through the site. When finished, ask them to hand their worksheets into you. (*See attached answer sheet.*)

Culminating Activity:

Using the directions from *The Black Plague* by Cory M. Wisnia at <http://www.mcn.org/ed/CUR/cw/Plague/Plague.Sim.html>, play the hands-on epidemic simulation game. Follow the directions at the site. A copy of the directions is attached to

this lesson plan. Provide your students with a FOCUS FOR MEDIA INTERACTION, asking them to chart their journeys on the world or European maps, and to graph their rate of contracting the plague and dying on a graph with the sticky dots.

Assessment:

Evaluate the students' worksheets, class discussion, and final maps and graph as an assessment of this lesson.

Cross-Curricular Extensions:

ART

Research medieval artwork depicting the plague, and evaluate symbolism that started to appear in this period.

ENGLISH

Read medieval letters and journals giving accounts of the plague and write your own fictional journal account about living in that time period.

BIOLOGY

Log on to *Black Death—A Biological Perspective* by Thomas Haren at http://www.accessexcellence.org/AE/AEPC/WWC/1991/black_death.html and examine bacteria, symptoms, treatments, and preventions of the plague. This site offers three activities with clear cut objectives for the science classroom.

Study the local population of prairie dogs or ground squirrels (if there are any in your area) and determine the probability of plague in your area.

HEALTH

Compare the plague to current epidemics such as AIDS or Ebola.

Community Connections:

- Ask an employee of Fish, Wildlife and Parks to visit your classroom and discuss prairie dogs and plague.
- Ask a physician to visit your classroom and discuss the plague and modern treatments.

The Black Plague: Symptoms and Treatments

Bubonic:

Pneumonic:

Septicemia:

Further symptoms of the plague:

Modern Treatments:



Medieval Treatments:

The Black Plague: Symptoms and Treatments (Answer Sheet)

Bubonic:

*Egg-sized swellings in armpits, groin, or neck from flea bites

*Agonizing pain

*Hemorrhaging under the skin causing purple blotches encircling the waist

*Died in 4-6 days

Pneumonic:

*Infection in lungs

*Spreads from person to person with a cough or sneeze

*Vomited blood

Septicemia:

*Bacilli enter blood-stream

*Victim's body explodes w/disease

*Rash

*Death in 1 day

Further symptoms of the plague:

Discoloration of skin, black tumors, convulsions, rise of temperature 101-107 degrees, vomiting, splitting headaches, giddiness, intolerance to light, pain in the lower abdomen, back, and limbs, sleeplessness, apathy, delirium, red eyes, swollen tongue covered in white fur except the tip (later fur turns dry and yellow or brown), constipation (or worse, diarrhea), acting dazed and stupid, staggering, slurred speech

Modern Treatments:

Improved sanitation practices

Modern insecticides

Antibiotics

Medieval Treatments:

Lancing, pigeons sucking blood, hot onions applied to wounds, carried posies to ward off stench, kept windows closed, took no naps, changed diets, gave up washing,



walled in afflicted and their families, burned wood and kept rooms very hot.

Plague and Black Tailed Prairie Dogs

Plague in wild animals is called:

How many species of mammals carry plague? _____

Plague in people is generally called:

Plague can be transmitted between humans and animals by _____.

Dogs are _____ to plague, but cats are _____, although cases are rare.

The chances of humans contracting plague from prairie dogs is extremely _____.

Prairie dog fleas prefer to bite _____.

Since 1959, _____ cases of plague in humans have been reported.

Of 240 cases identified, only _____ percent of cases were caused by prairie dogs.

From 1994-1998, there were _____ cases of human plague cases in the U.S.



The first case of plague documented in black-tailed prairie dogs was in _____ in the year of _____.

Recent plague losses in prairie dog colonies has occurred in the states of _____.

The only western state in the U.S. that does not have sylvatic plague in prairie dogs is _____.

A plague outbreak in a black-tailed prairie dog colony results in _____ percent mortality (death).

Plague and Black Tailed Prairie Dog Worksheet Answer Key

Begin with the box on the upper left, and go clock-wise around the page.

Box #1: Sylvatic plague; 76; bubonic plague

Box #2: Direct contact including coughing and sneezing; dogs are immune; cats are susceptible; rare; fleas prefer to bite other animal species.

Box #3: Lubbock, Texas in 1946; Montana, Wyoming, Colorado, Kansas, and Oklahoma; South Dakota; 100 percent.

Box #4: 393; 31; 40

The Black Plague

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A Hands-on Epidemic Simulation

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A Pilgrimage during the time of the Black Plague

Imagine that YOU are traveling to a variety of towns and villages on a pilgrimage or a trading voyage. It is the time of the **Pestis Puerorum** a form of the Black Plague which is particularly virulent among children and young people, during the mid 1300's. It is the second great plague to invade Europe. This Plague was so deadly that it took until the 1800s before the population again rose to the numbers before the Plague, about 500 years!!

The rules of the journey:

* You will be a traveler on one of 6 journeys to start, either a Pilgrimage mostly by land or as a trader, mostly by sea. The plague was spread by these trading and pilgrim routes, as travelers went from town to town.

* When you visit a town or village, you will roll ONE DIE to see **how many nights** you will spend in that particular place. Several of the villages will have just begun to show evidence of the plague. Draw out of the bag (representing the nights lodging & meals) **as many beans as the nights you are staying**. If you get a bean that is **red color**, you have contracted the **Plague** bacterium, which was a bacillus type bacteria. If you get a bean which is not a solid color but is mottled/pinto type, you have contracted **Cholera** from the water. Only a few towns are having outbreaks of Cholera, mostly those which are by rivers, but it is also very deadly.

* **If you DON'T contract either the plague or cholera**, continue on your journey after you have drawn your beans. You can also choose to stay at this town for one more role if

you wish. Replace the beans you have drawn into the container for the next traveler. You have a map. **Mark your journey on the map and list how many days you spent in each location.** * **If you DO contract the plague or cholera** before you continue to the next town, you need to: 1) get a skull to tape on yourself 2) mark on your map where you got the plague 3) put back all the beans into the bag 4) go to the next two towns. DON'T draw out any beans in this town. At the first town roll the die. If you roll a 1,2,3 get ONE plague or cholera bean from the teacher and put it into the bag. If you roll 4,5,6 get TWO plague or cholera beans from the teacher and put them into that town's bag. Go on to the second town. Get a skull to put onto the bag of the second town, if there isn't already one on that bag. This represents that you're likely to die in this second town.

Note: to understand what is happening, you can probably see that you will be a carrier of the plague or cholera and will be infecting others who come along after you. Historically, towns that carried the plague were marked for the disease, just like you've marked the bag. After visiting 2 towns after you have first contracted the plague, stop. At this point you have died, unless you can do the following: roll the die twice only; if and only if you roll two ones in a row, you have recovered and can go on your way. (it was very rare, but some people actually recovered from the plague. Some of these were then immune to the next plague, though not always). Otherwise you have died. Roll the dice in front of the teacher to have it count. Put a **red dot** on your own map where you died, and on the class map (green dot for cholera). Also put a red dot on the graph to show how many towns you were able to visit before dying.

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Writing Postcards About Your Journey:

Note: Postcard (or letter) writing may have begun around this time, helped by the caring scribes of the monasteries along the pilgrimage routes.

* After you have been traveling through a each new country for a while, and before you die, think of a "postcard" you can write back to your home, talking about your journey. If you contracted plague or there are plague warnings, note these in the postcard. Use the information sheets for more information on the town you have chosen. After the game is over, send a postcard back to your home town telling about your journey, by turning it in to the teacher (or sharing in a discussion).

* **If you die early on your journey**, (or finish your journey plague free), you can start over again and make another journey, trying another starting location, or going back home the way you came. You should first write some notes about your first trip in your journal. Keep all your data, since we will be using it to look at where people contracted the plague or cholera.

Bon Voyage~!

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Black Plague: Teacher Set-up

Pre-Simulation

Supplies: 24 paper bags; White beans (200 per bag); Red Beans (One Bag---should be as close to the size of the white beans as possible; Pinto Beans (One bag---white bean size); Large Map, or better, 3 European maps, divided into regions (Spain, Port, Algeria--Italy,France, Med--France, England, Netherlands); Graphs; colored sticky dots for graphing.

Run off enough skulls (class set), and place labels for towns on bags. Have students count out 200 white beans and place into bags. One idea is to have them count out 200, then use a scale to estimate 200 beans for one or two other bags in groups. A discussion about the pros and cons of this method would be worthwhile.

Add the proper number of red (Plague) beans to those bags which will have them (see key); likewise for pinto beans, add **one** pinto (Cholera) to **every bag** then put 4 more in the bag for Brussels, 2 more in Rotterdam. Students probably shouldn't know how many Plague beans are in the bags.

Plague Beans Key:

The following **start** with 5 red beans:

Bastia, Rome, Marsala

The Following **start** with 8 red beans:

Cagliari, Tunis

The Following **start** with 2 red beans:

Algiers, Marseille, Venice, Genoa

The Following have 1 red bean:

Barcelona, Lisbon

Ideas For Enrichment

Graphing various relationships can be an integral part of the simulation, but can also be used as an enrichment.

Questions can be raised before the lesson:

- 1. Which type of trip might be more dangerous & why?
- 2. What is the average number of days or towns a person will be traveling before becoming infected.
- 3. Is it better to spend more time in a less number of towns or be able to travel to many towns over a short time?
- 4. How could these ideas, questions be graphed? What are some other possibilities?

In this way students could set up graphs ahead of time. Different colored dots could represent whether they died of the plague, cholera, or survived the entire trip. Different colors could also represent voyages versus pilgrimages.

Other

In debriefing this activity, a discussion concerning how students might change the rules is appropriate. Is this a "fair" game. If not how would they change the rules to make it more real or fairer? Other enrichment can be to research the towns that are being visited, and look for special artistic highlights for postcard writing/pictures.

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Name:

Pilgrimage #1:

Liverpool, England to Rome, Italy

(via the Channel, Netherlands and overland)

Date: June, 1349 Anno Domini

LOG BOOK OF YOUR JOURNEY

Town/***/Number of Nights Sojourn/Comments**

First Town To Visit: Bristol, England

- **London**
- **Rotterdam, (Neth)**
- **Brussels**
- **Dijon**
- **Lyon**
- **Marseille**
- **Bastia (Corsica, Fr)**
- **Genoa (It)**
- **Milan (you try to go here but it has been closed to all travelers; historically, Milan was one of the few cities not plague inflected)**
- **Siena**
- **Florence**
- **Rome**

Number of days on your pilgramage:

Comments:

Trade Voyage #1:

Name:

**Florence, Italy to Liverpool, England
(via boat, through the Straits of Gibraltar)**

Date: June, 1349 Anno Domini

LOG BOOK OF YOUR JOURNEY

Town***Number of Nights Sojourn*****Comments**

First Town To Visit: Venice

- Marsala (Sicily, Italy)
- Tunis (Tunisia)
- Cagliari (Sardinia, It.)
- Rome
- Genoa
- Algiers (Algeria)
- Barcelona (Sp.)
- Lisbon (Port)
- Cherbourg (Fr.)
- Rotterdam (Neth.)
- London (Eng.)
- Maidstone
- Bristol
- Liverpool

Number of days on your Trading Voyage:

Comments:

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Pilgrimage #2:

Name:

**Dijon, France to Venice, Italy
(via boat through the Straits of Gibraltar)**

Date: June, 1349 Anno Domini

LOG BOOK OF YOUR JOURNEY

Town***Number of Nights Sojourn*****Comments**

First Town To Visit: Paris, France

- Calais
- Cherbourg
- Lisbon (Port.)

- Algiers (Algeria)
- Tunis (Tunisia)
- Cagliari (Sardinia, It.)
- Marsala (Sicily, It.)
- Rome
- Genoa
- Siena
- Milan (you try to go here but the city is closed to travelers; historically Milan was one of the few Italian cities not infected by the plague)
- Florence
- Venice

Number of days on your pilgrimage:

Comments:

Trade Voyage #2:

Name:

Milan, Italy to Rotterdam, Neth.

(via boat through the Straits of Gibraltar)

Date: June, 1349 Anno Domini

LOG BOOK OF YOUR JOURNEY

Town***Number of Nights Sojourn*****Comments**

First Town To Visit: Genoa (It.)

- Rome (It.)
- Marsala (Sicily, It)
- Tunis (Tunisia)
- Cagliari (Sardinia, It.)
- Algiers (Algeria)
- Barcelona (Sp)
- Lisbon (Port)
- Cherbourg (Fr.)
- Calais (Fr)
- Maidstone (Eng.)
- London (Eng.)
- Rotterdam (Neth.)

Number of days on your Trading Voyage:

Comments:

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Trading Voyage #3:

Name:

Marseille, France to Rotterdam, Bistol & Return

(via boat through the Straits of Gibraltar)

Date: June, 1349 Anno Domini

LOG BOOK OF YOUR JOURNEY

Town***Number of Nights Sojourn*****Comments**

First Town To Visit: Barcelona (Spain)

- **Algiers (Algeria)**
- **Lisbon (Portugal)**
- **Cherbourg (Fr)**
- **Calais**
- **Rotterdam (Neth)**
- **London (Eng)**
- **Maidstone**
- **Bristol**
- **Cherbourg (Fr)**
- **Algiers (Algeria)**
- **Cagliari (Sardinia, It)**
- **Bastia (Fr)**
- **Barcelona (Sp)**
- **Marseille (Fr)**

Number of days on your Trading Voyage:

Comments:

Pilgrimage #3:

Name:

Brussels, Neth. to Rome , Italy

(via Channel, through France & Italy)

Date: June, 1349 Anno Domini

LOG BOOK OF YOUR JOURNEY

Town***Number of Nights Sojourn*****Comments**

First Town To Visit: Rotterdam (Neth.)

- **London (Eng)**
- **Maidstone (Eng.)**
- **Bristol (Eng.)**
- **Cherbourg (Fr.)**
- **Calais (Fr)**

- **Paris**
- **Dijon**
- **Lyon**
- **Marseille**
- **Genoa (It.)**
- **Florence**
- **You try to go to Milan, but it is closed to all foreign travelers; historically, Milan was one of the few major Italian cities not infected with the plague**
- **Rome (It)**

Number of days on your Pilgrimage:

Comments:

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Town Key: Plague Simulation

England

- **1. Liverpool**
- **2. Bristol**
- **3. London**
- **4. Maidstone**

Netherlands

- **5. Rotterdam**
- **6. Brussels**

France

- **7. Calais**
- **8. Cherbourg**
- **9. Paris**
- **10. Dijon**
- **11. Lyon**
- **12. Marseilles**
- **13. Bastia (Corsica)**

Italy

- **14. Genoa**
- **15. Venice**
- **16. Siena**

- **17. Florence**
- **18. Rome**
- **19. Cagliari (Sardinia)**
- **20. Marsala (Sicily)**

Tunisia, Algeria, Spain & Portugal

- **21. Tunis (Tun)**
- **22. Algiers (Algeria)**
- **23. Barcelona (Sp)**
- **24. Lisbon (Port)**