**Newscast Culminating Activity Narrative**

Task - Students will be creating a newscast that highlights the different perspectives around the effects of the Black Death.

**Persistent Issue – What actions are justified in the interest and welfare of a society?**

**What role should authorities play in crisis?**

**Central Question –** **To what extent should the government or local authorities be involved in a pandemic?**

* To what extent did the Black Death serve as an analogy to COVID-19?
* Should we look to the past for solutions to our current problems?

Value Conflict – Liberty v General Welfare

**LESSON PURPOSES:**

1) Describe impact of Black Death on five areas of society: economic political, religious, cultural, medical.

2) Critique role of authorities in handling Black Death.

3) Determine which impact of the Black Death was most significant in medieval society.

4) Compare Black Death to Covid-19 pandemic and response of authorities.

5) Take a position on what role authorities should play in time of crisis.

**PowerPoint:** The teacher will provide an overview of the events of the Black Death and explain at a high level some of the impacts the Black Death had on the five expert groups the students will research in greater depth. (Black Death Group Vocab Breakdown)

**Assignment Details:**

Students will create a newscast, using iMovie, that analyzes the effects of the Black Death and addresses the central question. Students will be in groups of 5-6. They will be focusing on one of the perspectives related to economics, religion, political, medicine/science, and personal experiences.

**Step 1: Historical Document Investigation – How did my group experience the Black Death?**

Divide students into five heterogenous groups of 5-6 students based on multiple intelligences. Each group will read documents to find out the impact the Black Death had on medieval European society in five categories. The groups should be:

* Economics
* Medical
* Political
* Religious
* Social/Cultural

Students will be given a description sheet about their perspective with documents/excerpts to read (Folder BD Newscast Perspective Documents Final). Also, they will be given scaffolding questions (BD Document Questions Scaffold) to help them reach conclusions. Assign in the expert groups 1-2 students to read one document for deep analysis and then have them share their insights with their expert group.

Teacher will announce to groups to put all group members’ names at the top of their paper. Announce that you will collect one paper per group to grade. They need to collaborate on their answers and make sure everyone in the group writes down the answers, because the paper will be chosen at random and everyone gets that grade. (Make a big deal of this – have them fan their papers out upside down and dramatically choose!)

Groups should be ready to describe the factual events surrounding how their assigned group was experiencing the Black Death and then explain the impact the Black Death had on their group and how their group felt about the role the authorities were playing, which can be both positive and negative or both.

**Step 2: Newscast Creation: How was my group impacted by the BD?**

Using the information from their document set, they will create a news segment that presents facts about the Black Death, from their perspective. The teacher should hand out the project instructions (Black Death Newscast Project Student) and the rubric (BD Newscast Assessment Rubric) to explain the various roles and criteria for success in the newscast.

To get started on the newscast, students should be provided the checklist to self-assess their progress (BD Newscast Checklist) and the story board scaffold (BD Newscast Script Storyboard Scaffold).

In the prep, students will have one of the following roles:

* Newscaster
  + Writes opening set-up to the newscast explaining the factual events and actions occurring because of the Black Death.
  + Writes a transitional scene between two “on sight” reporting scenes.
  + Writes a concluding script to wrap up and reiterate the major impacts of the BD on assigned group.
  + Coordinates with the reporters and characters to be sure the set-up is consistent with the “on sight” segments.
* Reporter (1-2 students)
  + Writes 2 “on sight” interview with 1-2 characters/witnesses to describe:
    - Facts of what is happening to people, businesses, groups, institutions as appropriate (what is happening?)
    - Describes impacts BD is having on assigned societal component (why does this matter?)
* Historical Actor (1-2 students)
  + Develops a “character” (either real from documents or made up based on documents) that was experiencing the Black Death
  + Works with the reporter(s) to write a script that portrays:
    - how historical character experienced the Black Death (what is happening to you?)
    - impacts the BD is having on your (why does this matter?)
* Director
  + Works with all members of the group and coordinates the newscast
    - handles the staging and movement of actors.
    - Works with all members of the group to ensure the newscast is accurate, cohesive, and explores multiple perspectives on the group’s focus.

**Step 3: Filming the Newscast**

The newscast must include detailed information about the perspective, connected specifically to the Black Death. Students need to show all sides of the perspective and support their arguments with evidence. They are not stating their opinion, only presenting the arguments.

**Step 4: Presenting the Newscast – Learning from other news segments**

After filming is done, all of the newscasts will be shown as one presentation about the effects of the Black Death. Students will fill in a graphic organizer (BD Newscast Graphic Organizer and Questions) while watching the newscasts to help organize all of the facts.

Teacher should lead a short discussion on the impacts and pros/cons of authority actions to help students synthesize information. See if the students connect to Covid-19. Discuss similarities and differences.

Afterwards, they will come to their own conclusions about the central questions. This will be submitted for the individual component of the student’s grade.