Activity One: Mapping Pandemics

1. Using Gabriele de Musis’ description of how the plague spread, a map of medieval Europe and a pen or pencil, track the spread.

2. Then, using different color inks or highlighters for each year, shade in the locations using the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1346</td>
<td>Azov</td>
</tr>
<tr>
<td>1347</td>
<td>Feodosia, Constantinople, Dubrovnik, Venice, Genoa, Messina, Marseilles, Alexandria</td>
</tr>
<tr>
<td>1348</td>
<td>Rome, Naples, Belgrade, Bordeaux, Barcelona, London, Cairo, Damascus, Aleppo</td>
</tr>
<tr>
<td>1349</td>
<td>Baghdad, Munich, York, Seville, Almeria, Mainz</td>
</tr>
<tr>
<td>1350</td>
<td>Prague, Lubeck, Stockholm, Cologne</td>
</tr>
<tr>
<td>1351</td>
<td>Warsaw, Frankfurt, Krakow</td>
</tr>
<tr>
<td>1352</td>
<td>Moscow, Smolensk, Novgorod</td>
</tr>
<tr>
<td>1353</td>
<td>Belozersk, Novgorod, Ryazan</td>
</tr>
</tbody>
</table>

3. Finally, compare and contrast this map of the spread of the Black Death to this graphic depicting the spread of coronavirus.
   a. **NB:** The first map, which is static, focuses only on the date of the pathogen’s arrival, not numbers of infections. The second graphic, however, is animated, and demonstrates both the dates at which governments noted the first infection within the country [the date at which the country becomes highlighted in yellow] and numbers of infections within the given country [represented by red circles]. Why would these two representations of a pandemic differ, and how do these differences alter our understanding of the data?

1. Discussion Questions:
   a. How and why did medieval Europeans’ increased connectivity to societies outside their own, including Asia, Africa, and the Middle East, increase their susceptibility to disease outbreaks? How has the increasing interconnectedness of our globe increased or decreased our susceptibility to disease?
   b. How does the relationship between humans, animals, and insects lead to epidemics and pandemics? Compare and contrast the Black Death and COVID-19 through this lens specifically.
      i. **NB:** for an expanded unit or full class, for example on Disease and Western Civilization, these questions could be expanded to include the role of disease in the Columbian Exchange and the colonization of the Americas.

**NB:** Images are also available as a Google Slides Presentation
Activity 2 - Medieval Images of the “Other”

1. Look at the following images of individuals who might have been considered “other” in medieval Europe. As you look, consider
   a. Is this person treated as “other” in the image?
   b. If so, how?
   c. If not, what does this indicate about medieval Europeans’ idea of “other”?

I. Images of Jews:

Woodcut of Jews and Christians Debating, Johann von Armssheim, 1483
Circumcision of Christ, Austria, c. 1340
II. Images of Black Europeans

Illustration of John Blanke, a trumpeter at the court of Henry VII and Henry VIII

III. Images of Saracens

Illustration of Richard the Lionheart (L) dueling the Muslim Leader, Saladin (R), Lutrell Psalter, England, c. 1320-1345
IV. Images of Lepers

Marginal illustration of a leper, BL MS Lansdowne 451 f.127, England c.1474-1500
Image of Miriam (veiled, right) punished with leprosy (Numbers 12:10), Vatopedi Octateuch, fol. 136r, Byzantium, c.1200-1299
Map of Locations:

Round One:
Norfolk

Round Two:
Norfolk & Suffolk
1. Your instructor will assign you a role, either landlord or serf, at a ratio of roughly 1 landlord :10 laborers. (NB: The following activity is developed for a class of thirty, but it may be scaled up and down for different class sizes. The important thing is that laborers greatly outweigh landlords.) The landlords will come from different social groups, but all are landowners in a society in which many people are peasants who do not own land. The distribution of coins to pay laborers is as follows: the king (40 coins), the baron (30 coins), the knight (20 coins). You may have multiple barons and knights, but only one king. The laborers have no coins.
   a. Landlords: your goal is to get as many laborers as you can, for as cheaply as you can. Your laborers will farm your land, repair your buildings, and provide you with food and income. The king needs 10 laborers, the baron needs 6 laborers, and the knight needs 4. Without this number of laborers, you and your family will starve and die.
   b. Laborers: your goal is to get as much money as you can for your work. The money you gain through work will help you put away food for the winter, repair your farming equipment, and feed your animals. If you do not find employment, you and your family will starve and die. You need at least four coins to survive.

To sum up, at the beginning of round one you will have:

<table>
<thead>
<tr>
<th>Players</th>
<th>Coins</th>
<th>Laborers Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Landlords</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 King/Queen</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>2 Dukes/Duchesses</td>
<td>20 each</td>
<td>6 each</td>
</tr>
<tr>
<td>2 Earls/Ladies</td>
<td>10 each</td>
<td>4 each</td>
</tr>
<tr>
<td>25 Laborers</td>
<td>None</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Character IDs:
King - Edward III
Queen - Philippa of Hainault
Dukes: Edward, Duke of Cornwall and the Black Prince, Lionel of Antwerp, 1st Duke of Clarence
Duchesses: Mary, Duchess of Brittany, Isabella of England
Earls: William de Bohun, Henry of Grosmont
Ladies: Katherine Swynford, Elizabeth le Strange
Sample Peasant Names [Pick One Name from Category A and One Village from Category B, making “A de B” the name]

**Category A:** Adam, Alice, Benedict, Beatrice, Christopher, Christiana, Catherine, David, Douce, Edward, Edith, Hamo, Humphrey, Hawise, John, Joan, Johanna, Luke, Lucy, Matthew, Mary, Philip, Philippa, Petronilla, Robert, Rose, Simon, Sarah, Susan, Walter, William, Warin
**Category B:** Acle, Alethorpe, Ashby, Blakeney, Caister-on-Sea, Didlington, Eccles, Egmere, Foulness, Godwick, Harling Thorpe, Heckingham, Kimberly, Little Bittering, Norwich, Stalham, Trunch, Weybourne, or make up your own village name.
Round One:

It is 1340 in Norfolk. There are many more laborers than there are landlords.

1. Each landlord is placed into a breakout room with five peasants; each room is a “village” where the landlord owns land that he needs worked by the laborers who live there. They will negotiate with these peasants to reach an agreement for labor.

2. Laborers and landlords negotiate the price for work. Remember, laborers want as much money as possible, landlords want to keep as much money in their pockets as possible. If the landlord has fulfilled their quota (4 laborers for a knight, for example) the unattached laborers will move breakout rooms to another “village”.

3. Questions after Round One:
   a. If you are a landlord:
      i. How much did you pay your laborers?
      ii. Do you have any money left over?
   b. If you are a laborer:
      i. How much were you paid for your work?
      ii. Do you consider this amount fair?
   c. For everyone:
      i. Who is in the stronger bargaining position right now, before the arrival of the Black Death?

Between the Rounds:

If playing in person:
1. Each player rolls a dice.
2. If they score below a 3, they have died in the Black Death! If they score a 3 or above, they have survived!
3. Take a moment in class to consider the changes to the population. Though we are playing with only our class, imagine that mortality rate (~30% on the low end) in a group of 100, 1,000 or a million. Two things to consider:
   a. According to Johns Hopkins, the mortality rate of COVID-19 in the United States is currently 2.0%
   b. The mortality rate of the Black Death was even higher in the cities, reaching up to 50%.
   c. What do these factors have to say about the societal disruption of the Black Death when compared to COVID-19?

If playing remotely:
1. The rules remain the same, but use an online dice roller, like here

Round Two:
It is 1350. The Black Death has swept through the country, killing about one in every three people, up to one out of every two in the cities. Rich and poor, men and women, children and old people have died. We’re now looking at a larger area, twice the territory of the first round, but with all of the deaths, the total number of players remains the same.

1. Redistribute landlord and laborer roles. The new ratio of landlords to laborers is smaller, roughly 1 landlord for every 3 laborers. So, for a class of thirty students:

<table>
<thead>
<tr>
<th>Players</th>
<th>Coins</th>
<th>Laborers Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Landlords</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>1 King</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>3 Barons</td>
<td>20 each</td>
<td>6 each</td>
</tr>
<tr>
<td>6 Knights</td>
<td>10 each</td>
<td>4 each</td>
</tr>
<tr>
<td>20 Laborers</td>
<td>None</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. The goals remain the same: landlords, with their twenty coins, want to find as many laborers as possible and pay as little as possible. In contrast, laborers want to get as much money for their work as possible.

3. Landlords are assigned a breakout room to act as their “village”. Laborers will circulate between the rooms, seeking the highest price for their labor.

4. Questions after Round Two:
   a. If you are a landlord:
      ii. How much did you pay your laborers?
      iii. Do you have any money left over?
      iv. Did the amount of money change? Why?
   d. If you are a laborer:
      i. How much were you paid for your work?
      ii. Do you consider this amount fair?
   e. For everyone:
      i. Who is in the stronger bargaining position right now, after the Black Death?