

## Novel Resource #4

*Outbreak: Plagues that Changed History*

By Bryn Barnard

Published 2006

Random House

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### **Bryn Barnard's website:**

<http://www.brynbarnard.com/html/index.html>

### **Awards/Recognition Given to *Outbreak: Plagues that Changed History*:**

-Winner of *New York Public Library Books for the Teen Age*

-Listed as one of the best books of 2006 by the *New York Public Library*

-Cover chosen as "Cover of the Week" by *Publisher's Weekly*

### **Other books by Barnard:**

-*The Well of Sacrifice* by Chris Eboch and Bryn Barnard

-*The Look-It-Up Book of Explorers* by Elizabeth Cody Kimmel and Bryn Barnard

-*Dangerous Planet: Natural Disasters That Changed History*

by Bryn Barnard

-*Tentacles!* by Shirley Rave Redmond and Bryn Barnard

### **About the Author:**

Bryn Barnard is a graduate of University of California, Berkeley in studio art and Asian Studies. He started illustrating professionally in 1984. Most of his images are painted in oil on pastel. His work has appeared in *New York Times*, *National Geographic*, and *Scientific American* as well as covers of books and advertisements. The *Christian Science Monitor* has called him "one of the masters of science fiction art." His book *Dangerous Planet* was listed by the American Library Association as appropriate reading for children traumatized by Hurricane Katrina.

He lives in Washington with his wife, also a writer and artist. They have two children.

### **Genre:**

Non-fiction

Historical Non-Fiction

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**Point of View:**

Third Person

**Theme-**

Diseases

Plagues

Europe

History

Industrial Revolution

**Conflict**—A variety of diseases and plagues that caused millions of deaths and countless suffering are introduced and explained. Most of the conflict people faced because of these diseases was external conflict as they struggled to understand the disease, figure out how to treat it, and deal with obstacles as they lost people due to the illnesses.

**Conflict Resolution**—Most of the diseases and plagues have been identified and studied, though not all are extinct and many can reappear if conditions are right.

**Characters:****“The Invisible Hand: How Microbes Shape Civilization” p. 2-3**

1. Girolamo Fracastoro—Italian physician, guess in the early 1500s that tiny, unseen things might spread disease
2. Antoni van Leeuwenhoek—Dutch cloth merchant who became the first person to see and describe microbes in 1674
3. Louis Pasteur—French chemist who proved microbes cause infections in 1865

**“Smithereens: How the Black Death Smashed Feudal Europe” p. 4-9**

4. Alexander Yersin—a student of Louis Pasteur who discovered the bacterium that causes the plague

**“Empires of Infection: How Smallpox Conquered the World” p. 10-15**

5. Lady Mary Wortley Montague—a smallpox survivor in 1717 who learned about inoculation in Turkey. She had her children inoculated in Turkey and they were immune to the disease. British leaders and doctors resisted Wortley’s idea for years.

6. Edward Jenner—British doctor who proved inoculation with the harmless cowpox virus prevented infection with smallpox. This was called procedure vaccination.

**“The Cost of Doing Business: How Yellow Fever Stopped Slavery” p. 16-21**

7. Napoleon Bonaparte—the leader of France who tried to get control over Haiti and reestablish slavery in 1802. Only 50,000 French soldiers died, mostly of yellow fever.
8. Dr. Carlos Finlay—a doctor who suggested a type of mosquitoes could be what transmits yellow fever. His idea was ignored for years.
9. Major General William Crawford Gorgas—Worked to rid Cuba of mosquito vector—the mosquito that transmitted yellow fever. This was done in 1900 during the Spanish-American War. In 1904, he was sent to the Panama Canal and eradicated mosquitoes there too.

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**“Harsh Teacher: How Cholera Cleaned Up Cities” p. 22-27**

10. Edwin Chadwick—wrote Report on the Sanitary Condition of the Labouring Population of Great Britain in 1842. He compared the poor to slaves and found people in the country lived longer than those in cities.

11. Ignaz Semmelweis—a Hungarian obstetrician who realized women who gave birth at home were less likely to die than those who gave birth in hospitals. He realized doctors must be passing something on to their patients and ordered the doctors to wash their hands before entering the birthing areas.

12. Robert Koch—German biologist who discovered the microbe responsible for cholera.

**“Dying Hope: How Tuberculosis Changed From Chic to Shameful” p. 28-33**

13. Dr. Herman Biggs—Doctor on the Metropolitan Board of Health who developed procedures to control TB in 1900.

**“Purple Death Watch: How Influenza Influenced a War” p. 34-39**

14. Alexander Flemming—Scottish scientist who discovered the first antibiotic, penicillin in 1928.

**Setting:**

Primarily Europe, 1200’s-early 1900’s

**Interest Level and Reading Level:**

Interest Level: Grades 6-10

Reading Level 8.9 ([www.perma-bound.com](http://www.perma-bound.com))

**Booktalk**

What would you do if your friend suddenly felt sick, started vomiting, and within a few hours was dead—“a shriveled, blue-tinged corpse” (22)? In *Outbreak*, we learn about all sorts of plagues and diseases that devastated millions of people all over the world. From cholera and tuberculosis to black plague and influenza, you will read all about the illnesses: what causes them, their remedies, and how history was forever changed because of these outbreaks.

**Discussion Questions**

The book’s is divided into eight sections. The first section gives a basic introduction to microbes. The last section provides detail about illnesses today and how and why they are spread. The other six sections are each about a specific disease including its origin, symptoms, and treatment.

The book could be read from front to back or students could read a section of the book. Students could choose an illness or plague that interests them, they could be assigned a section, or they could each be responsible for reading a section and then teaching it to their fellow classmates. Because this is a “text heavy” book, it is advised to remind students to also look at the pictures in the book.

**“The Invisible Hand: How Microbes Shape Civilization” p. 2-3**

**Pre-Reading**

1. Brainstorm/cluster the word “plague.” What do you know about plagues?
2. List two things you don’t understand or don’t know about plagues.

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During Reading

3. How has the term “parasite” changed throughout the years?
4. What is significant about Dutch cloth merchant Antoni van Leeuwenhoek?

Post Reading

5. Name one thing you learned in this introduction that you didn’t know before.

**“Smithereens: How the Black Death Smashed Feudal Europe” p. 4-9**

Pre-Reading

1. What do you know about the black plague?

During Reading

2. What did the feudal aristocracy and Catholic Church govern and control?
3. Black death also had three other names. What were they?
4. How much of Europe’s population was destroyed by the plague?
5. How did the Black Plague change the ruling class?
6. During this time period, where did sewage go? Are there any places in the world today that do the same thing?
7. Why didn’t physicians know much about anatomy?
8. Give three reasons why Europeans believed the plague came.
9. What did Flagellants do? (In the movie and book *The DaVinci Code*, a character is a flagellant.)
10. How was the plague responsible for the rise of the merchant class?

Post Reading

11. Does it surprise you that “the third plague pandemic started in Hong Kong in 1894 and has yet to end” (9)? Why or why not?

**“Empires of Infection: How Smallpox Conquered the World” p. 10-15**

Pre-Reading

1. What is smallpox? Is it connected to chickenpox? Have you been vaccinated for chickenpox?

During Reading

2. How did Christopher Columbus’ journal to the Indies bring diseases?
3. List the symptoms of smallpox.
4. Why would King George III call smallpox “the Blessed Pox” (13)?
5. Smallpox is different from the Black Plague because it is only transferred through\_\_\_\_\_.
6. How did people in Asia and Africa prevent themselves from smallpox?

Post Reading

7. Smallpox does not exist in the world anymore. Do you think it will ever return? Why or why not?

**“The Cost of Doing Business: How Yellow Fever Stopped Slavery” p. 16-21**

Pre-Reading

1. In history classes, do you ever learn about medical issues or diseases? How can diseases impact history?

During Reading

2. Why was West Africa nicknamed “the white man’s grave” (16)?

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3. List the symptoms of yellow fever.
4. Explain what happened to Haiti (or Saint Domingue). How did it go from a wealthy colony to one of the world's poorest countries?
5. What was Dr. Carlos Finlay's hypothesis of how yellow fever was transmitted?
6. How did Major Walter Reed and Jesse Lazear and James Carroll prove Finlay's hypothesis twenty years later?
7. How did General William Crawford Gorgas work to obliterate mosquitoes in Cuba?

Post Reading

8. Have you ever thought about mosquitoes transferring diseases?

**“Harsh Teacher: How Cholera Cleaned Up Cities” p. 22-27**

Pre-Reading

1. Does reading about these illnesses make you rethink your own health or health practices? Why or why not?

During Reading

2. List the various names given to cholera.
3. How did cholera spread?
4. What was sanitation like in England in the 1800's?
5. How did the Window Tax help spread cholera?
6. Is cholera preventable and curable today?

Post Reading

7. Knowing that some countries around the world still suffer with cholera, what steps would you advise to wipe out the disease?
8. Why do you think your ideas from #7 haven't been implemented?

**“Dying Hope: How Tuberculosis Changed From Chic to Shameful” p. 28-33**

Pre-Reading

1. Do you know of anyone who has had or has tuberculosis, or TB?

During Reading

2. Why was Tuberculosis considered a “romantic” disease to have?
3. Explain why some romantics thought “TB was a badge of passion and genius” (30).
4. Name at least four writers who suffered from tuberculosis. Did you know this?
5. Is tuberculosis still around today? Explain.

Post Reading

6. Why did the appearance of people suffering from tuberculosis become a sought-after look?

**“Purple Death Watch: How Influenza Influenced a War” p. 34-39**

Pre-Reading

1. Brainstorm the term “World War I.” What comes to mind when thinking about that war?

During Reading

2. List the various names World War I was given.

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3. How did military leaders make an effort to curb disease and infection?
4. Why was the discovery of penicillin so important?

Post Reading

5. According to this book, “it is only a matter of time, not if, but when—until another lethal Spanish-style flu emerges” (39). Does this make you fearful or nervous? Do you feel that you personally can do anything about it?

**“Racing With the Red Queen: How Pathogens Regulate Life” p. 40-45**

Pre-Reading

1. This is the last section of the book. Are there any diseases that weren’t mentioned that you expected to be in this book?
2. What do you think this last section will be about?

During Reading

3. Why would physician Harold Neu say “Bacteria are cleverer than men” (40)? What does he mean by this?
4. How did the Asian tsunami in 2004 show the world what things would be like if we didn’t have the medical advances and technology?
5. Even though we have technology and antibiotics, what is one of the most effective ways of stopping the spread of microbes?
6. How are poverty and illnesses connected?
7. What is the “Red Queen hypothesis?”
8. Do you believe the idea in #7 is true? Why or why not?

Post Reading

9. What are two things you learned while reading this book that you will take away with you?

**Language (Spelling/Vocabulary)**

Definitions—found at <http://www.dictionary.com> and rewritten in more “accessible” language

Vocabulary Word	Definition	Page found
delectable	Adj-delicious, wonderful (the word is often used when discussing food or drinks)	2
convoluted	Adj-complicated, unclear	3
serfs	n-another word for “slave.” Often used in Middle Ages when people worked for lords or the person in charge of the town	4
unprecedented	Adj-something that has never happened before. (The Olympic gymnast scored an <u>unprecedented</u> five gold medals.)	4
degrade	v-to lower, disgrace, or dismiss	7
ruthless	Adj-behaving in a way without pity or concern for others, lacking compassion or care (The <u>ruthless</u> evil stepmother forced Cinderella to do all of the cooking,	8

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	cleaning, and laundry.)	
vigilance	n-on alert, watchful, on guard (The soldiers' <u>vigilance</u> was obvious as they stayed on guard all night, protecting the city.)	8
dictator	n-a person who has absolute power and control. This term is used when talking about a leader of a country or government.	9
regroup	v-to reorganize, come together again in order to make a new or fresh start (The new Girl Scout troupe #33 will <u>regroup</u> this summer and come back stronger than ever in the fall!)	12
invulnerable	Adj-cannot be hurt, wounded, or damaged	13
quarantine	n-a period of time where people must stay in one location and not leave. This was done in an attempt to prevent the spread of illness or sickness.	14
Eradicate	v-to completely remove or destroy (The bombs <u>eradicated</u> the town's courthouse.)	15
Susceptible	Adj-impressionable, gullible, easily influenced or convinced	16
Impervious	Adj-can't get through something or past something (The roofers made sure the roof was <u>impervious</u> to any moisture or leaks.)	18
Embezzle	v-to use money that isn't yours in a dishonest or inappropriate way	19
tinge	n-the color, shade, or tint of something	22
Inadequate	Adj-not appropriate or enough, unsuitable	25
Fetid	Adj-another word for "stink," a horrible smell or odor	26
Formidable	Adj-very intimidating or difficult (often because of size or intensity)	27
Inexorable	Adj-determined, refusing to give	28
Diligent	Adj-working hard and continuous, not giving up or goofing off	31
Proclaim	v-to announce something or declare something (often in a formal setting or formal manner)	33
Chivalry	n-behaving in a way that is polite, thoughtful, and showing respect to others	34
Epochal	Adj-extremely important or significant	34
Hubris	Showing excessive pride or self-confidence (being full of yourself)	40
Ubiquitous	Adj-seeming to be everywhere (I don't even notice the <u>ubiquitous</u> campaign yard signs after a few weeks.)	40
Negate	v-to be negative or cancel or demote something	44

## **Indiana Academic Standards**

### **Language Arts:**

6.1.5, 6.2.7, 6.3.2, 6.3.3, 6.3.5, 6.3.6

7.1.3, 7.2.4, 7.3.3, 7.3.4

8.1.3, 8.2.6, 8.3.2, 8.3.4, 8.3.5

### **Social Studies:**

6.1.7, 6.1.8, 6.1.9, 6.3.1, 7.1.20, 8.3.1

## **Anticipation Statements- Outbreak Plague**

1. I am a pretty healthy person.
2. I don't worry about diseases and sicknesses.
3. The bubonic plague and black plague were things that happened a long time ago and could never happen today.
4. As long as scientists have money for research, almost every disease can be cured.
5. Antibiotics have saved everyone's lives.
6. When washing your hands, you should wash them for at least two minutes to kill any germs.
7. Mosquitoes cannot transmit diseases.

## **Read-Aloud Pages/Passages**

p. 24-25 (Section titled "Drink Up")—

An explanation of the lives of the poor in England and their lack of sanitation.

p. 30-32 (Section titled "Consuming Passion")—

The Romantic view of tuberculosis is explained.

## **Read-Alikes:**

-*Guinea Pig Scientists: Bold Self-Experimenters in Science and Medicine* by Mel Boring

-*Invisible Enemies, Revised Edition: Stories of Infectious Disease* by Janet Farrell

-*When Plague Strikes: The Black Death, Smallpox, AIDS* by James Cross Giblin

-*An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793* (Newbery Honor Book) by Jim Murphy

-*Fever 1793* by Laurie Halse Anderson

-*A Time of Angels* by Karen Hess

-*Hole in the Sky* by Pete Hautman

## **Suggested books by Bryn Barnard:**

-*Dangerous Planet: Natural Disasters That Changed History* by Bryn Barnard

- *The Well of Sacrifice* by Chris Eboch and Bryn Barnard

## Across the Curriculum Connections:

### 1. Medieval Medicine

What would you do if you lived around 500-1500 and someone came to you for help because they were sick?

Go to <http://www.learner.org/interactives/middleages/healtact2.html>

Try being a doctor during this time period. Read about three patients and decide what to do. If you choose the wrong diagnosis, make sure to go back and figure out what the correct choice is. If you would like to go to other links through this web page, feel free.

Some other websites you might look at:

<http://library.thinkquest.org/15569/hist-6.html>

<http://www.mic.ki.se/West.html#West2> (Scroll down to Medieval Period)

<http://www.maggietron.com/med/index.php>

In a one page, typed, double spaced response, answer the following questions:

- How did you do as a doctor during this time period?
- Give three possible actions to the patients' problems. Explain why these actions were done.
- Give one possible action that you think people could still use today. Explain why.
- What surprised you while "diagnosing" patients?
- Think of your three patients. If they came to a doctor in the year 2008, what would the doctor do? Make a list of at least 10 possible things a doctor might do in order to diagnose the patient.

Resources to Use: Computer with Internet Access

Supplies Needed: Computer, paper for printing

#### **Social Studies Standards Covered:**

6.1.7, 6.1.8, 6.1.9, 6.3.1

7.1.20, 7.3.1, 7.3.2

8.3.1

#### **Technology Education Standards Covered:**

3-A, 3-B

### 2. Timeline of Diseases in *Outbreak!*

While reading *Outbreak!*, we learn about many diseases. It can be difficult to keep the diseases straight and remember which one came first. Making a timeline is an effective way to clearly illustrate the diseases and their approximate dates.

a. Go to <http://www.readwritethink.org/materials/timeline/> (It might take a minute to load.)

b. Make a title of your timeline. (Maybe something like "Diseases in Bryn Barnard's *Outbreak: Plagues that Changed History*")

c. Type in your name

c. Type in how you want your timeline arranged.

d. Next, you will create the "slides" that will then be made into your timeline. On the slides, include:

Name of disease

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Approximate Date, Years Around

Symptoms of the disease, how it was treated

e. When finished with your first disease, go to "Next" and make another slide. On this website, you can go back and edit slides, change the order, etc.

f. When finished typing all the diseases (make sure to check spelling), print your timeline.

Resources to Use: Computer, with Internet Access, *Outbreak: Plagues that Changed History Book*

Supplies Needed: Computer, paper for printing

**Social Studies Standards Covered:**

6.1.7, 6.1.8, 6.1.9, 6.3.1

7.3.1, 7.3.2

8.3.1

**Technology Education Standards Covered:**

3-A, 3-B

**Resources**

Resources are suggested materials that students could access if they have a particular interest in the book and its topics. Due to limited class time, movies are not meant to be shown in the classroom; rather they are suggestions for students and parents/guardians to watch at home. Film ratings are included. Explanations for the film ratings can be found at <http://www.filmratings.org>

Amistad. Dir. Steven Spielberg. Perf. Morgan Freeman, Anthony Hopkins. DVD.

Dreamworks, 1997. (Rated R)

*This movie is mentioned in Outbreak as an example of when slaves caused a mutiny aboard the ship Amistad. The mutiny was probably made possible by the presence of yellow fever, a disease Africans were immune to.*

Outbreak. Dir. Wolfgang Petersen. Perf. Dustin Hoffman, Rene Russo. Videocassette.

Warner Bros. Pictures, 1995. (Rated R)

*A movie about the outbreak of a mysterious deadly airborne virus. Though they share the same title, the movie is not based on the book, but the themes are similar.*

Philadelphia. Dir. Jonathan Demme. Perf. Tom Hanks, Denzel Washington. Tristar, 1993. (Rated PG-13)

*An example of two of the diseases, HIV and AIDS, mentioned in Outbreak. When this movie was released, it was the first example of a large Hollywood movie that cast a well-known heterosexual actor, Tom Hanks, to play a homosexual man. Hanks won an Oscar for his portrayal.*

Poe, Edgar Allan. "The Masque of the Red Death" 2007. 17 June 2008

<<http://www.classicshorts.com/stories/masque.html>>.

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*A short story about a prince who tries to avoid the mysterious plague by inviting all of his friends to live in his castle. Though they barricade themselves from the outside world, the plague somehow gets in.*

Sense and Sensibility. Dir. Ang Lee. Perf. Emma Thompson, Kate Winslet. Columbia, 1995. (Rated PG)

*This movie shows an example of bleeding, something done in order to “rebalance” the body.*

### **Book Activities**

1. This assignment could be done together as a class. Students could each also have their own KWL charts that they fill out individually.

Create a KWL chart. This will be started before reading the book and will be used while reading the book and when finished. The KWL chart should be a piece of paper (or poster board, etc.) divided into three columns. Label the columns:

<b>K</b>	<b>W</b>	<b>L</b>
<b>What I already <i>Know</i> (or think I know)</b>	<b>What I Want To Learn What I Wonder about What I think I Will learn</b>	<b>What I Have <i>Learned</i></b>

Under the K, students can brainstorm individually (or as a class) everything they know about diseases, plagues, illnesses, sicknesses, etc.

Under the W, students can brainstorm things they want to learn while reading the book. If there is nothing they want to learn, they might think of things they wonder about or that they imagine they will learn.

After the students have read the book, they will fill out the last column: What they Learned.

While filling out this chart, students do not have to write in complete sentences. They can use “bullets” or dashes. Because the book is divided into sections, one could revisit this chart at the beginning of each section.

### **Language Arts Standards Covered:**

6.4.6, 6.4.7, 6.6.4, 6.6.5

7.4.5, 7.4.7, 7.4.8, 7.4.9, 7.4.10, 7.6.8

8.4.7, 8.4.8, 8.4.9, 8.6.5, 8.6.6, 8.6.7

### 2. Creating a Postcard

You are going to write a postcard to a friend where you tell about the weird or mysterious illness that is affecting many people.

-Choose one of the diseases mentioned in the book.

-Find the page numbers in the book where the disease is mentioned and explained.

-On one side of the postcard, you will write your message. (You can use an exact address or make one up.)

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-On the other side of the postcard, you will draw or paint an image that fits with the time period.

-If you do not want to use your own art, go to <http://www.google.com> and click “Images.” Type in the time period, a place, etc. and look at the results.

-Choose an image that would be suitable for a postcard. (I doubt people would be sending postcards with giant cells on them!)

**Fine Arts Standards Covered:**

6.9.2, 6.10.1, 6.10.2, 6.10.3

7.8.1, 7.9.2, 7.10.1, 7.10.2, 7.10.3

8.8.1, 8.9

**Language Arts Standards covered:**

6.4.8, 6.4.9, 6.5.4, 6.5.6, 6.5.7, 6.6.4, 6.6.5

7.4.9, 7.5.2, 7.5.6, 7.5.7, 7.6.5, 7.6.8, 7.6.9

8.5.6, 8.5.7, 8.6.5, 8.6.6, 8.6.7, 8.5.2.2, 8.10.1, 8.10.2, 8.10.3

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<http://www.brynbarnard.com>

<http://www2.childrensillustrators.com/illustrator.cgi/muhibbah>

<http://biography.jrank.org/pages/2182/Barnard-Bryn-1956.html>

<http://www.amazon.com>

<http://www.imdb.com>

<http://www.perma-bound.com>

<http://www.pbs.org/wgbh/amex/influenza/>

<http://www.cdc.gov/>

<http://www.sciencedaily.com/releases/2008/05/080519165939.htm>

<http://www.who.int/topics/influenza/en/>

<http://virus.stanford.edu/uda/>

<http://www.medicalecology.org/diseases/influenza/influenza.htm>

[http://www.pbs.org/newshour/bb/health/march97/1918\\_3-24.html](http://www.pbs.org/newshour/bb/health/march97/1918_3-24.html)

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<http://www.history.navy.mil/library/online/influenza%20epid%201918.htm>

<http://www.medicalecology.org/diseases/influenza/influenza.htm>

<http://www.proteacher.com/cgi-bin/outside.cgi?id=12129&external=http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-S2000/Symons/bubonic.htm&original=http://www.proteacher.com/090074.shtml&title=Bubonic%20Plague%20Role%20Play> (A play about the black plague)

[http://www.proteacher.com/cgi-bin/outside.cgi?id=13366&external=http://www.mcn.org/ed/CUR/cw/Plague/Plague\\_Sim.html&original=http://www.proteacher.com/090074.shtml&title=Black%20Plague%20Simulation](http://www.proteacher.com/cgi-bin/outside.cgi?id=13366&external=http://www.mcn.org/ed/CUR/cw/Plague/Plague_Sim.html&original=http://www.proteacher.com/090074.shtml&title=Black%20Plague%20Simulation) (Web activities about plague)

[http://www.bbc.co.uk/radio4/history/sceptred\\_isle/page/73.shtml?question=73](http://www.bbc.co.uk/radio4/history/sceptred_isle/page/73.shtml?question=73)  
<http://www.britainexpress.com/History/plague.htm>

<http://www.amnh.org/exhibitions/epidemic/index.html>

<http://www.kidspast.com/world-history/0195-mideval-europe.php>

[http://www.amnh.org/exhibitions/epidemic/section\\_09/index.html](http://www.amnh.org/exhibitions/epidemic/section_09/index.html) (American museum of Natural History)

[http://www.brown.edu/Departments/Italian\\_Studies/dweb/plague/index.shtml](http://www.brown.edu/Departments/Italian_Studies/dweb/plague/index.shtml)

<http://www.learner.org/interactives/middleages/healtact2.html>

<http://www.readwritethink.org/materials/timeline/>