



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Crusade Perspective Lesson Plan

Author: Marie Clymer

School: R.M. Marrs Magnet Center, Omaha, NE

Lesson Grade Level: high school

--Published on the lesson plan website for the University of Arizona Center for Middle Eastern Studies (www.cmes.arizona.edu/outreach/lessons)

Overview

This lesson is meant to strengthen students' skills in historical analysis and understanding diverse perspectives. The writing prompts, class discussion, and use of art as well as text should provide students with a broad understanding of the events of the first crusade. In order to ensure that all students understand the material, this lesson should take place after the class has had at least a cursory overview of the Middle Ages, including the Byzantines, Islamic empires, European social structures, and the papacy.

Materials

- 1) copies of the primary source packet for the whole class
- 2) PowerPoint notes

Lesson Sequence

Est. time: 55 minutes

- 1) When students enter the room, have them begin answering the prompt on slide #2.
- 2) After students have had some time to write, ask for volunteers to share their responses with the class. Make sure students include the reasoning behind their answers.
- 3) If the class has not yet gone over the definition of primary and secondary sources, use the beginning of class to explain (slide #3).
- 4) Go over the background information on the first crusade (slide #4). Ideally, this will have been supplemented by outside reading in the students' textbook.
- 5) Have student view the map on slide #5. After they've had a moment to look at the image, ask them: What is this map showing us? Why were the Byzantines (Orthodox Christians) in a difficult position?
- 6) Go over the information on the capture of Jerusalem by crusader armies (slide #6).
- 7) This part of the lesson transitions to primary source analysis. Have your students view the image on slide #7. Give them time to think and process the image before asking questions. The students may respond in writing or verbally, but make sure to ask the class how they reached their conclusions.

- 8) Follow the same sequence for the image on slide #8.
- 9) Distribute the primary source packet. Separate students into three groups, with each group responsible for one of the sources. Make sure you give the students plenty of time to read their source individually and answer the questions.
- 10) Have students in each group pair off and compare their answers to the questions. They may add to their answers if their partner brings up a new point.
- 11) As a class, go over each group's answers. Compare and contrast the viewpoints of each author.
- 12) At the end of the period, ask students if their original answer to the starting question has changed after this lesson. Why or why not?

Nebraska State Standards: SS 12.4.2.a; SS 12.4.2.c; SS 12.4.3.a; SS 12.4.3.b; SS 12.4.4.a