****

Crusades: Crisis in the Holy Land

# Objective

Students will analyze a variety of perspectives concerning the Crusades; students will also evaluate the causes and effects of the Crusades on Europe and the Middle East.

# Engage

Introduce students to the acronym that we will use to analyze a writer’s perspective: CORNAPEG

C- Class

O- Occupation

R- Religion

N- Nationality

A- Age

P- Political Party

E- Ethnicity

G- Gender

Discuss with students that these are the elements, or the lenses, in which we view the world. Have students fill in their own responses for CORNAPEG and discuss how no one person in the room (likely) has the same CORNAPEG chart. Emphasize how things like social class, political party, ethnicity, gender, and religion often influence a person’s perspective and/or viewpoint. Perhaps share a personal story with the students of when you had a different perspective than someone else and why the difference of opinion may have derived from.

# Explore

Have students analyze the author’s perspective in the below documents. Students should consider the CORNAPEG acronym, but they may not be able to fill it out entirely each time.

Crusades: Newscast Project

# Objective

Our objective is to evaluate the significant causes and effects of the Crusades through both Christian and Muslim perspectives.

# Overview

1. Your group will put together a video news story (similar to *Dateline*, *20/20*, *60 Minutes,* etc.) of about 3-5 minutes demonstrating the European perspective with a specific focus on the first three Crusades (First Crusade: 1095-1101; Second Crusade: 1145-147; Third Crusade: 1188-1192). Your group can be as creative as possible. You should, however, support your perspectives and address the following issues:

a. The significance of Jerusalem;

b. Possible economic means;

c. The cause of the Crusades from the European perspective, attempting to consider

economic, religious, social forces;

d. The impact of the Crusades on **both** Europeans and Muslims;

e. An “interview” with **both** a Christian and Muslim crusader to determine their motivation, as well as their perceptions of other individuals or groups.

2. Your assessment will be based on the attached rubric, as well as a self and peer assessment when the project is complete. This project is worth one summative grade.

# Group

You may form a group of a maximum of six people from any of Ms. West’s classes. You will have plenty of class time to prepare for this project, but this may require some outside-class time to complete.

|  |  |
| --- | --- |
| Group Member Name | Contact Information |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Project Due Date:

|  |
| --- |
|  |

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Research** | Group researched the subject thoroughly and integrated sufficient facts from their research into their newscast. | Group mostly researched the subject and integrated a fair amount of facts from their research into their newscast. | Group somewhat researched the subject and integrated very little facts from their research into their newscast. | Either no research was done or it was not clear that the group used it in the newscast. |
| **Accuracy of Facts** | Final product hit ALL the requirements, A-F, as stated in the project requirements. | Final product hit most the requirements, A-F, as stated in the project requirements. | Final product hit some of the requirements, A-F, as stated in the project requirements. | Final product did not cover any of the requirements, A-F, as stated in the project requirements. |
| **Group Work** | The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task! | The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task! | The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task! | Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members. |
| **Length** | Final product was 3-5 minutes long. | Final product was 2-3 minutes long. | Final product was less than 1-2 minutes long. | Final product was less than 1 minute. |
| **Point of View/Purpose** | Establishes a purpose early on and maintains a clear focus throughout. | Establishes a purpose early on and maintains focus for most of the presentation. | There are a few lapses in focus, but the purpose is fairly clear. | It is difficult to figure out the purpose of the presentation. |