

Title: The Importance of Cyprus during the Crusades
Grade Levels: 9th and 10th World History
Instructor: Jeremy Church

Part I: TUSD and Arizona State Core Objectives.

A) Reading and Writing Objectives

R-E1 Decode using struct. analysis skills

R-E1 - PO1 Identify effect of pref./suff. on root words

R-E1 - PO2 Confirm meaning of figurative/idiom./tech. lang. using context clues

R-E2 Use strat.: infer./predict./summ./paraphrase/differ. fact-opinion/draw concl./auth. purp.

R-E2 - PO1 Identify: main idea/details/author's purp., feelings, pt. of view

R-E2 - PO2 Distinguish: fact/opinion

R-E2 - PO3 Summarize in own words

R-E2 - PO4 Compare/contrast text

R-E2 - PO5 Determine cause/effect

R-E2 - PO6 Summarize in chron./sequent./logical order

R-E2 - PO7 Predict outcome

R-E3 Analyze: identify plot/distinguish main, minor charact./describe motivation of charact./make inference about events, setting, style, tone, mood, meaning

R-E3 - PO1 Describe setting/relationship to selection

R-E3 - PO2 Describe charact. motivation

R-E3 - PO3 Draw conclusions

R-E3 - PO4 Differentiate: fiction/nonfiction/poetry

R-E3 - PO5 Identify themes

R-E6 Compare/contrast historical/cultural perspect.

R-E6 - PO1 Compare two authors' perspect.

R-E6 - PO2 Intro./discuss charact. in history to present similar charact.

R-E6 - PO3 Compare versions from differ. cultures

W-E1 Use correct conventions

W-E1 - PO1 Spell correctly

W-E1 - PO2 Punctuate correctly

W-E1 - PO3 Apply capitalization rules

W-E1 - PO4 Apply standard grammar/usage

W-E1 - PO5 Organize paragraphs w/variety of sent. struct.

W-E7 Write response to lit. selection

- W-E7 - PO1 State position: interpret./analytic/eval./reflect.
- W-E7 - PO2 Support conclusion w/examples/personal exp.
- W-E7 - PO3 Relate own ideas/supporting details
- W-E7 - PO4 Provide adequate support

B) History Objectives

- SS1-P1 Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.
- PO 1. compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned and analyze how change occurs.
- PO 3. use a variety of maps and documents to interpret human movement and the diffusion of ideas, technological innovations, and goods.

Materials:

- 1) Map of Cyprus—"A Visitor's Guide of Cyprus"
- 2) Map of Mediterranean Region and Middle East—"The Middle East and North Africa"
- 3) Blank student map of the Mediterranean Region including Cyprus
 - a) Overhead map for each
- 4) Selected Reading Material:
 - a) Cyprus: 10,000 Years of History and Civilization
 - b) Warriors of God—Richard the Lionheart and Saladin In the Third Crusade, Reston, James, 2001
 - c) Medieval Siege Warfare, Gravett, Christopher, 2001
 - d) History Channel Video Series—"Crusades," volumes I-IV
 - e) Teacher-made article entitled "The Crusades" and accompanying comprehension questions and vocabulary (at bottom of lesson plans)
- 5) Asset.unitedstreaming.org video: "Civilizations in Conflict" and "Religions of the World: Islam."

Instruction Time Background: Tucson High Magnet School uses a "block schedule" that enables teachers to teach for extended periods of time. Each class is approximately eighty-six minutes long. Each class only meets three times a week. This lesson, although only one submission, is the beginning of a month long unit on Cyprus and the Crusades. The lesson that follow is designed to use this time in structured manner in which the instructional

time is “chunked” into the following format (approximation of minutes, subject to change depending on each lesson:

Minutes 0-15: “Warm-ups”—preview and review of concepts and vocabulary.

Minutes 15-35: Introduction of new concepts and activities

Minutes 35-70: Group or individual work

Minutes 70-75: Clean-up

Minutes 75-86: Review of previously taught concepts

Lesson Plan Procedures
Cyprus and It’s Role in the Crusades

Day One:

- I. Objectives: Students will study the geography of the Mediterranean region with emphasis on Cyprus and its location, usage, and importance in the age of the Crusades. Furthermore, students will gain an understanding of the origins of conflict in the Middle East with regard to Christianity and Islam. Please note that many concepts have already been taught, or at least introduced and will be expanded upon in this lesson. Some of these concepts are, but not limited to the following: cartography of the Mediterranean, Christianity, and Islam.

- II. K-W-L activity to activate background schemata with regard to Cyprus, the Middle East, Christianity, Islam, and the Crusades. Via “warm-ups,” students will complete the “K” and the “W” of the aforementioned activity. Teacher writes the “T” chart below on the board and guides students through the activity verbally and in writing (multi-modal instruction, and answers will vary).

What we know learned	What we want to know	What we

- a) This activity will serve as both a pre-test and post test.

- II. Once the K-W-L has been completed, teacher introduces the geography of the Mediterranean region and Cyprus via the use of maps (see materials list). Students are to complete a map of the region.

- III. Once maps have been completed, teacher verbally poses the following questions (answers will vary):
 - a) Why do you think Cyprus is important to the eastern Mediterranean region?
 - b) Why do you think Crusades would view it as an important island
 - c) What religions do think are practiced in this region?
 - d) Why do you think western Europeans would want to attack Jerusalem?
 - e) How do you think they would get from England, France, and Germany to the Middle East?
 - f) Which route do think is more practical, land or water for each country?

End of day One

Day two:

After competing “warm-ups” using a close procedure that reviews previous taught concepts. Student will participate in the following:

- I. Viewing of Asset Streaming videos of the Crusades and Islam
 - a) Complete oral comprehension quiz and the end of each

- II. Classroom brainstorming activity for the answers to the abovementioned questions.
 - a) Students will then answer each question by following required classroom format—complete sentence, restating the question, and with proper spelling, punctuation and grammar.
 - b) Once completed, students share with the class their theories and answers.

- III. Teacher mini-lecture on primary characters and concepts of the Crusades
 - a) The Holy Land and its importance to all three major monotheistic religions.
 - b) Saladin
 - c) Richard the Lionheart
 - d) The island of Cyprus map (pg. 163 from Warrios of God)

1. Focus on the geographical importance of Limosol

- IV. Students use map of Mediterranean region to answer the cartography questions below:
- a) If a crusader were to travel by land from northern France to the Holy land, how far would they travel?
 - b) If a crusader were to travel from England to Cyprus, how far would they travel?
 - c) How many miles is Cyprus of the coast of Syria?
 - d) What city did Richard use as his “home away from home?”
 - e) Who was Saladin?
 - f) Why do you think the city of Limosol would be so important to someone like Richard?

End of Day Two

Day Three

- I. Via “warm-ups” review characters and concepts from days one and two.
- II. Students will then be broken-up into pairs to read via a ‘paired choral reading’ the article entitled “ The Crusades.” (methodology used to improve reading fluency and comprehension).
- III. Once article has been completed, student are to answer the following comprehension questions:
 - a) Which pope called for a crusade and why?
 - b) Which western European countries participated in the crusades?
 - c) Who else traveled with the crusaders and why?
 - d) What were some of the motivations of the crusaders?
 - e) Describe some the siege weapons used during the crusades?
 - f) What were some of the religious results of the crusades?
- IV. Orally review answers with students.
- V. Begin watching History Channel’s “The Crusades”
- VI. Complete the “L” from the K-W-L activity as post-test with regard to what students have learned about the Crusades a Cyprus.

Proud knights in the Crusades would march towards forgiveness of their sins, filled with greed. Bloodshed was worth it, dying was worth it. Marching towards Jerusalem with victory in their eyes, they would take anyone who stood in their way of victory. In Jerusalem they never stopped killing the Muslims. That was the Crusades of the Middle Ages.

In the year 1095, people were shocked in Western Europe by the words of Pope Urban II, "The Muslims have conquered Jerusalem". The Muslims forbade Christians and pilgrims to come to Jerusalem to pray. Pope Urban wanted the Christians to retake Jerusalem from the Muslims. People shouted, "God wills it". All over France these were the words of the Christians.

The French, German, English, and Italians were the European Christians that went on Crusades. The word Crusade meant "a war of the cross". During the first Crusade (1095-1097) most of the knights died of hunger, thirst or disease. When they got to Jerusalem they slaughtered anyone they could find. They took vows before going on a crusade. Sometimes during a crusade a knight would forget his vows and ride off or live in the village closest by.

In a Crusade there were pilgrims who were going to pray in Jerusalem, groomers that cleaned the horses, wives and children of the knights, and two kinds of knights: a mounted knight who rode on a horse and a foot soldier who walked on foot. Some of the

knights went on Crusades to get rich or to steal a new home from the people they were fighting, but most of the knights went to get healed of their sins.

Richard the Lion Heart (or Richard the I of England) was a famous general in the Crusades. He traveled from England by sea in order to re-take the Holy Land from the Muslims and their fierce leader, Saladin. He used the island of Cyprus and the city of Limosol as a home away from home. From there, he laid siege on the coastal city of Acre. Richard and Saladin battled for years with no one really winning. In the end, Richard got some land around the Holy Land, but not control of Jerusalem. He did manage to get pilgrim safe access to pray in the Holy Land.

The fourth Crusade (1199-1204) started off with a tournament against the Turks in France but the Crusade ended in tragedy. Pope Innocent III wanted the Christians to go and kill the Muslims. Most of the armies that went were already half destroyed by the Turks. They didn't reach Jerusalem. After the first Crusade (1095-1097) Godfrey, a general, ruled Jerusalem till he died in 1099. His brother Baldwin ruled starting Christmas day. All together there were six Crusades in a period of 176 years. The Crusades lasted from 1095 until 1271.

When the knights were attacked in a Crusade, they used huge siege weapons. The ballista was the simplest weapon. It was like a giant crossbow that could shoot arrows a distance of 350-450 yards in length. The Romans called the mangonel a "wild donkey". It was a medium range catapult. The trebuchet was the most powerful siege weapon. It was a catapult that could fling rocks long range. A battering ram was a log cut from a heavy tree. The battering ram got its name because the Romans said it looked like a ram. It was then tied onto a penthouse to protect the knight from arrows and it took twelve men to

swing it. The knights of the Crusades used all these siege weapons to get into Jerusalem. Other knights would try to dig under ground and then set fire to the wall supports underground in hopes that the wall would collapse.

Another way knights tried to get into Jerusalem was to put long ladders against the wall and trying to climb them without being pushed over or having boiling liquids poured onto them, or being killed by a knight on the wall. The knights also built huge staircases called siege towers that were pushed against the wall and the knights walked up the staircases. When they actually reached Jerusalem however, they waited awhile before attacking to starve their enemy, but it didn't work so they just attacked the Muslims. The knights captured towers built on the walls. When the knights got inside the walls of Jerusalem they killed any Muslim on the street, inside buildings, walking on the sidewalk, or just anywhere at all. Muslims rode ponies during war and they were in groups lead by an emir. Sometimes a feud or fight between the group members about who should attack first caused the groups to break up.

Religion was important to the knights in the Middle Ages. One of the results of the Crusades was the founding of new religious orders. Most of the monks were former knights who fought against each other in the Crusades. There were many castles built during the Crusades. The knights did capture Jerusalem for a short period of time, but the Muslims kept on re-taking Jerusalem. The knights gained power and confidence in themselves, but lost many people during the deadly Crusades. Out of the Crusades the idea of chivalry was created. Chivalry means that a knight had to be courteous to all people including enemies.