

Collin Libassi  
Tech Lesson Plan

**Context:**

10<sup>th</sup> grade world history

Topic: The Crusades

This lesson is designed to be used with a 10<sup>th</sup> grade world history class at Woodside High school. I have 2 sections of honors history and one of average; this lesson could be used for either of these classes, though the timing would be different because they are on completely different paces. The chosen topic is the Crusades, an extremely important topic to understand given how many times it is referred to in the context of today's conflicts in the Middle East. The textbook used in this class offers a very bare-bones coverage of the Crusades, meaning that if a teacher wants to go beyond the most basic knowledge of the crusades, they will have to use other sources. In order to expand on students' knowledge of these events, I will use a power point presentation and assign a newspaper project that uses additional power points linked to the original.

The power point is first of all designed for a lecture on the Crusades, but I plan on doing as little talking at the students as possible. The show will start with the critical background knowledge that students need to understand the causes of the Crusades. Some of this information they will have already received to some extent, such as knowledge of the Byzantine Empire and the growth of Islam. For these first few slides then, I will ask for class participation so that the students demonstrate what they already know about the world leading up to this clash of civilizations. From here, the slideshow will connect that prior knowledge with more information about what conditions were changing and how this contributed to the eventual launch of the Crusades. Also interspersed within the slides are various videos and audio files intended to hold the students' interest longer and to hopefully help the history come alive a little more. The show then proceeds through a history of the Crusades, providing more detail for the first few Crusades than the latter ones. Where students only need basic information I have tried not to go into unnecessarily complicated and potentially confusing detail.

The power point is secondly to be used towards a student newspaper project on the Crusades. For this newspaper students will break up into groups of 2-3 and choose from the 10 subtopics listed on the last slide. The groups will each research these topics and then produce a newspaper style article on the topic as if they were medieval journalists. The end result of each group will be combined into one newspaper. In order to facilitate research of these topics, I have used the power point shows somewhat like a web quest. Rather than creating a website to house all of the links they'll be using, I instead use different power points. Each slide has links to several documents, websites, and in some cases, videos on the subtopics. Furthermore, there primary sources on each slide, at least one of which they must reference in their article. The reasoning for providing them links to all of these sources is mostly because I wanted them to do genuine research without getting lost in cyberspace. The Crusades can be a hotly debated topic, and random websites can be inappropriate for the kind of research I want them to do. Also, some of these articles I have provided are ones that I'm not sure they have access to, because I accessed them through the Swem Library's electronic subscriptions. While William and Mary's library would have most of these primary sources, no library the students had access to would have them. They do exist on the web, but figuring out which ones are relevant and within their

reading ability could be a daunting task for these students; and since I have far more knowledge of sources on the Crusades than these students, I chose a few that they will hopefully be able to wade through.

**Objectives:**

By the end of this lesson students will:

Research a topic relating to the Crusades and produce a newspaper-style article on that topic

Identify key causes of the Crusades

Identify the general timeline in which the Crusades took place

Assess the overall effectiveness of the Crusades

SOL Objectives:

WHI.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by:

b) explaining conflicts among Eurasian powers, including the Crusades

NCSS Standards:

1: Social studies programs should include experiences that provide for the study of culture and cultural diversity

5: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions

**Resources:**

LCD Projector

Laptop computer

Power Point show on the Crusades

Computer speakers

Computer lab

**Content and Instructional Strategies:**

1. Show the power point presentation on The Crusades, asking for student input wherever they have background knowledge on the slides. Most of these slides have very minimal text and will only make sense as the teacher elaborates on each of the points/images on the slides. For each slide, inform the students that they should be writing down 2 important pieces of information related to the slide. A few of the slides are set up for students to guess the answers that will appear on the screen, so they should be encouraged at these points to participate.

2. Inform class that they will be creating a class newspaper on the Crusades. They will form groups of 2-3, depending on the size of the class. In order to determine who gets first choice of topics, the teacher may quiz the students on various parts of the Crusades. Whoever raises their hand first and answers the question correctly gets to decide which topic their group will do, until each topic is taken. The teacher will pass out an assignment guideline sheet to each student.

3. Students will get at least 90 minutes of in-class time to work on their part of the newspaper project. If there is enough time left in the period after showing the power point, then the class will head to the library to begin researching their topic. They will then have the full 90 minutes

of class the next time they meet in order to do their research on the library computers. Beyond these 90 minutes, the rest of the project will have to be completed on their own time. If they need extra time to do research, they will have to print off copies of the text in the provided documents and websites so that they can complete the rest of the research at home.

*Plan B:*

If the entire power point does not work for some reason, then the teacher would have to be prepared to cover the lesson in a lecture without the aid of power point, and a printout of the slides may be helpful to guide the teacher along. The second half of the lesson could still be completed by the students if the teacher prints off the sources for each subject that were linked to on the power point. This would be an incredible waste of paper, but would still allow the students to complete the assignment. Most likely the teacher will print off one copy of each source, and students can look through these while working on the project in class. If they do not finish and need to take it home, they would have to photo copy it in the library so that the teacher does not have to print off copies for each class.

**Assessment:**

The students will be assessed on their newspaper project with the following criteria

A	B	C	D
Formatted correctly	Formatted correctly	Format mostly correct	Poor organization
Sources cited	Sources cited	Poor citation	Poor/no citations
Article is well written and accurate	Moderately well written and mostly accurate	Sub-par writing	Poor/uninformative writing
Free of grammatical errors	A few errors	Several inaccuracies or lack of key facts	Many errors
Proper length	Roughly the correct length	Several errors	Requirements not met
		Length requirements not met	

**Differentiation:**

This lesson has several aspects that could appeal to different learners, including text, video, and audio files. If any student would like to use more sources that those linked to in the power point, they can be directed to the online crusades encyclopedia at <http://www.crusades-encyclopedia.com/tableofcontents.html>, or to the Internet Medieval Sourcebook at <http://www.fordham.edu/halsall/sbook1k.html>. Both of these databases have scores of useful documents on the Crusades.

**Adaptation:**

There are no serious IEP or 504 issues in this class, though one student has an IEP for a problem with reading comprehension. Because this lesson involves a lot of reading for the newspaper assignment, the teacher may make sure that this student is in a group with another student who has demonstrated high ability in reading comprehension.

## Assignment Guide

Your task is to create a section of a class newspaper covering one of the Crusades topics listed below. Your group must research the topic using the sources provided and write a 300-500 word article on the topic. The point of view for this article should be as if you are actually living during this time period. For instance, if you choose to report on Saladin, you will write the report as if you have actually interviewed the man or as if he has just recently died. The perspective of the article should also vary according to whether you as a reporter are pretending to be a Muslim, Jew, or Christian. Each of these people would have different views on a man like Saladin, and your chosen perspective must be clear in the article.

### Topics:

The First Crusade	Jewish Massacres	2 <sup>nd</sup> Crusade
Knights Templar	Children's Crusade	Editorials
Urban II	Richard Lionheart	Saladin
El Cid		

\*A note about the Editorials topic: your task for this is to articulate an argument for or against the Crusades, taking on either a Muslim or Christian perspective [keep in mind, even Christians in the medieval period sometimes condemned the Crusades]. Are the Crusaders' actions justified? Why or why not?

### Format:

Check a modern newspaper for guidance on how your article should look, but you must apply the following basic formats:

Font: Times New Roman

Size: 14 pt. Bold for heading, 12 pt. for text

Date: Your date must be appropriate to the time period on which you are reporting. For example, if I am reporting on the 9<sup>th</sup> Crusade, my date will be May 1270.

### Sources:

There are links to primary sources on all of these topics except for the editorial section. If your group is doing one of the other 9 topics, you must cite at least one of the provided primary sources. *Do not simply give me a summary of the encyclopedia article on your topic!*

You will do this citation in endnote format. For guidance on how to do this, use this website: <http://www.oberlin.edu/faculty/svolk/citation.htm>

There is also a link to this site on the topics powerpoint slide.

### Grading:

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