April C10 From the Crusades to New Muslim Empires

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **2-5 days**
Status: **Published**

Unit Overview

In an Experiential Exercise, students experience the challenges facing various groups as they compete to acquire and control the same territory, and compare their experience to the competition over Jerusalem during the Middle Ages.

Enduring Understandings

- Explain the causes of the religious Crusades
- Describe the course of the religious Crusades
- Evaluate the effects of the Crusades on Christian, Muslim, and Jewish populations
- Describe the larger effects and aftermath of the Crusades, including the Reconquista and the rise of the Ottoman Turks and other Muslim empires in the 1500s

Essential Questions

How did the Crusades affect the lives of Christians, Muslims, and Jews?

Instructional Strategies & Learning Activities

vocabulary worksheet/cards

Experiential Exercise OR Talk-It-Out

Integration of Career Readiness, Life Literacies and Key Skills

9.4.5.CI	Creativity and Innovation
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML	Information and Media Literacy
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Technology and Design Integration

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Interdisciplinary Connections

Literature Recommendations

The following books offer opportunities to extend the content in this chapter.

The Book of the Lion by Michael Cadnum (New York: Viking, 2001)

The Crusades by John Child (New York: McGraw Hill, 1996)

Rock: A Tale of Seventh-Century Jerusalem by Kanan Makiya (New York: Pantheon Books, 2001)

Islam Internet Connections (Internet Islamic History Sourcebook)

http://www.fordham.edu/halsall/islam/islamsbook.html

This site is a compilation of primary sources, articles, literature, and links on Islam and the history of Muslim empires. With sections on the pre-Islamic world, Muhammad, faith, expansion and empire, Persians, Turks, Ottomans, and the crusades, Islamic History Sourcebook is worth visiting when doing research on any topic in Islamic history. Most noteworthy is the selection of primary sources and excerpts from literature. Useful for all lessons, this site fits especially well with study of the prophet Muhammad

Internet Projects: The Rise of Islam

Pretend you are a museum curator and you have been asked to design an exhibit on the rise of Islam. Your exhibit should clearly address this question: How were people's lives affected by the spread of Islam? To gain the support of museum trustees, create a layout of your exhibit on a large piece of poster board for display. Your layout must include these elements:

A. An imaginative exhibit title that will attract museum visitors.

B. A written plaque that will be placed at the entrance of the exhibit to welcome museum visitors. Your written plaque must include:
• an introductory paragraph that engages the visitor, provides helpful background details, and states the purpose of your exhibit.
• one to two paragraphs outlining what visitors will learn in your exhibit about Muhammad and the revelation of Islam, the beliefs and practices of Islam, the contributions of Islamic civilization, Muslim empires, and the crusades.

C. A combination of at least three of the graphics listed below. A two- to three-sentence caption should accompany each.
• photograph
• symbol
• musical selection
• chart or table
• timeline
• computer-generated display
• collage
• map
• replication of art and artifacts

• important quotation
• copy of primary source documents
• illustration

D. An outline of notes from your Web sources.

E. A rough draft of your written plaque and captions.

F. A typed final draft with correct grammar, correct spelling, and a bibliography of your sources. If necessary, use footnotes where appropriate.

Refer to the Internet Connections for this unit to help you research your exhibit.

(Note: Teachers may want to make this a group project by requiring an exhibit layout for each of these five topics:

• Muhammad and the revelation of Islam
• the beliefs and practices of Islam
• the contributions of Islamic civilization
• Muslim empires
• the crusades

Additionally, teachers may want to expand the writing element of this project to include a "museum tour" script of at least 500-700 words.)

LA.RH.6-8	Reading History and Social Studies
	Key Ideas and Details
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

English Learners

Provide Support for Connecting the Reading and Activity Assist students with Step 3 of the Reading directions, as follows:

• Copy the chart in Information Master B and write out the correct answers for the T-chart under “Historic Competition Over Jerusalem and Holy Land.” Make copies and cut them into strips so that each student gets a strip with the three correct answers.

• Have students work together or independently to match the “Historic Competition” answer with each appropriate step on the “Classroom Competition” side of the T-chart.

Learners Reading and Writing Below Grade Level

Provide Support for the Processing Activity Give students additional support in the Processing activity by providing them with the interview questions listed below. You could allow students to use these as inspiration for writing their own questions or allow them to use these questions and require only that they provide the Muslim, Christian, and Jewish responses.

1. In your opinion, why did the Crusades happen?
2. Did the Crusades hurt or help the followers of your religion? How?
3. Do you think different religious groups will keep fighting over Jerusalem? Why or why not?

Learners with Special Education Needs

Assign a Scorekeeper for the Activity Assign students who may be uncomfortable with the game, or who might find it physically challenging, to keep score. Have them add up the actual points for each team and record the scores on Information Master A at the end of each round. If there are multiple students unable to do the activity, you may want to assign each student one team to monitor.

Advanced Learners

Have Students Create a Crusades Museum Assign each student to represent one medieval group aff ected by the Crusades: Christians, Jews, or Muslims. Have students do additional research on their group. Students should find out information such as:
• approximate number of people involved in or affected by the Crusades
• clothing, weapons, or supplies used by this group
• major events of the Crusades that involved or affected this group

Students should then create a museum exhibit that includes the following:
• wall plaque summarizing the effect of the Crusades on this group
• appropriate data demonstrating how this group was affected by the Crusades
• images/illustrations of clothing, weapons, or supplies used by this group
• timeline showing major events that involved or affected this group

Hang exhibits for each group on a different wall. The entire class can do a gallery walk to learn more about the impact of the Crusades.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

See accommodations spreadsheet

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

experiential exercise

reading notes

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

multiple choice assessment

online game

Processing Activity

Instructional Materials

textbook

Interactive Student Notebooks

Visual 10

Lesson Masters 10A

Student Handout 10A & B

red,blue, & green stickers (1 for every 3 students) optional

colored poster board or cardboard

white poster board or cardboard

Standards

6.2	World History/Global Studies
6.2.4	Expanding Exchanges and Encounters (500 CE–1450 CE)
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.2.8.HistoryCC.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.