

# The Crusades: A WebQuest for Level 5 History Students in Victoria

**Annabel Astbury**  
**HTAV**

This is the beginning stages of a WebQuest that the HTAV is developing. Please use the following pages as handouts though if you don't have ready access to IT facilities.

## Introduction

CNN, the illustrious news and current affairs source of the middle ages, Christendom News Network, has just decided that their next monthly newspaper will contain a fully guided view to the Third Crusade which has just wreaked havoc upon its Empire.

Unlike its competitors, CNN has an excellent reputation for living up to its reputation of 'presenting the whole picture', which is also the network's slogan.

As the staff of CNN, you will be responsible for putting together the next edition of CNN's flagship newspaper which will run the feature 'The Third Crusades – the ultimate guide'.

But apart from producing one of the features of the year, the editor-in-chief has decided that he would like to announce a series of awards for the best coverage and journalism of the Crusades. It is therefore essential that you keep a personal record of your work to be in the running for this prestigious prize! Awards will be in the categories for:

- news team
- journalists
- designers
- design teams
- profilers
- research team
- individual researcher

There is no doubt that this next edition is going to be a best-seller and the clock is ticking for you to meet your deadline ...!



# The Task

All journalists on the team will keep a record of their own work which covers the major tasks. These tasks will include:

A timeline of events for The Crusades from 1009 C.E. to 1197

An 'overview' section of the origins of the Crusades.

A detailed profile of one of the key figures in the Crusades.

\*A description of battle in the crusade from A Christian's perspective and a Muslim's perspective (creative?)

A 150 word sample of writing on the topic: Is it fair to say that the First Crusade be called the 'People's Crusade'?

Specific directions for these tasks will be given in the section of the webquest called '**details**'.

In addition to this record, all journalists will be required to be part of smaller news team, of which there will be four. Each team will be responsible for producing one section of the main feature. The four sections relate to:

1. The origins of the Christian Crusades (1009 – 1075)
2. Profiles of the key players in the lead-up to the Crusades.
3. An outline of the 'Council of Clermont'
4. Events of the First Crusade (1095 – 1099)

The specific responsibilities of each group are outlined in the section of the WebQuest called '**Group Responsibilities**'.

## Part One - Group Responsibilities

As part of the 'Essential Guide' that you will be presenting, the chief editor has clearly stated that he would like the guide to consist of four sections: to give an overview of the origins of the Crusades (including key events leading to the crusades, brief profiles on the key players, maps of the area).

### 1. The origins of the Christian Crusades (1009 – 1075):

- Destroying of the Holy Sepulchre
  - Battle of Manzikert
  - Map of Christendom
  - Map of The Byzantine Empire
- (The two team member responsible for the maps will also be responsible for presenting the final 'look' of the section)

### 2. Profiles:

- Pope Urban II
- Alexis I
- Seljuk Turks
- Mini Profile: Seljuk etc
- Graphic Designer

### 3. An outline of the 'Council of Clermont':

- What the 'Council' was.
- Who were the key participants?
- The significance of the discussion at the Council
- Mini-profile: Adhemar le Puy
- Graphic Designer

### 4. Events of the First Crusade (1095 – 1099):

- Mini-Profile: Peter the Hermit
- Mini Profile: Walter the Penniless
- Mini-Profile: Godfrey de Bouillon

#### The army commanders

- Mini-Profile: Raymond IV of St Gilles, Count of Toulouse
- Mini-Profile: Bohemond, Duke of Taranto
- Mini-Profile: Godfrey of Bouillon
- Mini-Profile: Hugh, Count of Vermandois
- Mini-Profile: Robert, Duke of Normandy
- Map of the First Crusade: Nicaea, Dorylaeum, Edessa (Armenia), siege of Antioch, Jerusalem
- Conditions for the crusaders: The journey, Life on the battlefield: conditions, clothing, warfare

## Part Two - Individual Responsibilities

To be in the running for the various awards that the editor in chief has made on offer you must complete the following individual assignments. You could be the next 'Individual researcher of the year' and enjoy the glory and accolades from the peers from around the world!

### 1. A timeline of events for The Crusades from 1009 C.E. to 1197

You may present this task either as a linear timeline which outlines the main events of the origins of the crusades and the events of significance for the First Crusade, or you may like to organise it as part of a geographical timeline, using a map to indicate the location and description of the event.

### 2. An 'overview' section of the origins of the Crusades

This section should be presented as a vertically oriented A3 page (just like a newspaper. It should include an overview of these events leading to the crusades:

- Destroying of the Holy Sepulchre. (at least 75 words)
- Battle of Marzikert (at least 75 words)
- Council of Clermont (at least 75 Words)

Of course, being an award-winning newspaper, you will have snappy titles, stylish layout and interesting graphics like illustrations and maps.

### 3. A profile of one of the key figures in the Crusades

This profile can be of any ONE person who played a significant role in either the lead-up to the Crusades or the 'First Crusade'. The profile should be at least 100 words long. Your profile should address these questions:

- What did the person do during the course of the crusade or the lead-up to it?
- What is the significance of their role? Why are they seen to be important when studying this area?
- When was the person born? When did they die?

Your profile should also include:

- A picture or illustration where possible.
- A quotation from a primary source which describes an aspect of the person or their actions.

#### 4. \*A description of battle in the crusade from A Christian's perspective and a Muslim's perspective (creative writing)

#### 5. A 150 word sample of writing on the topic: To what extent was the First Crusade really the 'People's Crusade'?

The first thing to remember in this task are the words 'to what extent' – in some ways this phrase is inviting you to look at both sides of the argument. So, your response may consider:

- Parts of the crusade that were really 'the people's'.
- Parts of the Crusades that weren't really 'the people's'
- Evidence to support each of these views
- Your conclusion: yes or no?

#### 6. The Crusades and the Twenty First Century: How do the Crusades help us understand aspects of the world today?

Aspects of the following article may help you understand some of the long-term issues. Summarise these in dot-point form.

## The Crusades: A history of conflict

Osama Bin Laden has released a new audio tape describing Western policy towards the Muslim world as a "Zionist-Crusader war against Islam".

Bin Laden's statement re-awakens a long-running and controversial historical debate. Ill-judged Western references to the 200-year struggle between Christians and Muslims for domination over the Holy Land in the Middle Ages have inflamed sensitivities in the Muslim world in the past.

But what exactly were the Crusades, and what do they mean to us now?

### THE HISTORY

The Crusades began in 1095 after Seljuk Turks took control of Jerusalem and began restricting access to Christian pilgrims. Pope Urban II called for a Christian army to retake the city from its Muslim rulers - sparking a 200-year period in which parts of the Holy Land repeatedly changed hands, until the last crusade ended in defeat for the Christians in 1291.

Urban II saw the Crusades not only as a way of freeing the Holy Land, but also of extending the influence of the Roman Church into the Byzantine Empire - today's Balkans and much of Turkey - through which the army would have to pass before reaching Jerusalem.

### Glory and redemption

The first Crusaders, who set off in 1096, were a motley, and ultimately unsuccessful, bunch - peasants, from France and Germany, spurred on by the prospect of more freedom. Having pillaged and killed their way across Europe, they were vanquished by the Turks.

Six months later a more professional army, comprising French and Norman knights, set off. They successfully stormed Jerusalem in July 1099, making it one of four "Crusader states" in Syria and Palestine.

Serious trouble flared again in the early 12th Century when the Muslims took one of the other Crusader states in 1144, prompting the Second Crusade. However, its armies were almost wiped out in Asia Minor.

Things stepped up apace when the Turkish armies came under the command of Saladin, a Kurd, considered the greatest Muslim leader of the time. He reconquered Jerusalem prompting the Third Crusade, jointly led by Britain's best-known Crusader, Richard I or Richard the Lionheart.

Although Richard and co failed in their prime goal - to snatch back Jerusalem - they defeated the Muslim forces at nearby Acre and reached a peace with Saladin over Christian access to the Holy City.

The Fourth Crusade, which started around the turn of the 13th Century, was a bit of a bungled affair, which ended with the warriors being excommunicated by Rome after they decimated the Catholic port of Zara on the

Adriatic and fought Christians in Constantinople in 1204, destroying valuable treasures.

Things reached another low with the Children's Crusade of 1212, led by 12-year-old French peasant boy, Stephen of Cloyes, and a 10-year-old German boy, Nicholas. They mobilised an estimated 50,000 children between them but both child armies were betrayed and taken into brothels before leaving Europe or sold as slaves at Alexandria.

Another failed Crusade - the Fifth - followed, before Christians decided to switch tactics and try negotiation rather than brute force. The peaceful Sixth Crusade in 1228 restored Jerusalem to the Latin world and a 10-year truce was signed. But things fell apart when Muslims later reoccupied the city, prompting yet another Crusade in 1248. It collapsed when its leader, Louis IX of France, was captured. Two later Crusades both failed and the Turks took the last Christian stronghold in the region, Acre, in 1291.

So how are these turbulent events viewed today, with the hindsight of several centuries?

#### MUSLIM PERSPECTIVE

Traditionally, Muslims have not singled out the Crusades as a defining moment in their history. The wars have generally been more of a Western obsession.

"For most Muslims the Crusades were something they won but just another invasion among many in their history," says Dr Jonathan Phillips, author of *The Fourth Crusade and the Sack of Constantinople*.

However, interest in the Crusades has been renewed in recent years, with Osama Bin Laden and his deputy Ayman al-Zawahiri repeatedly referring to them in taped messages.

The BBC's Islamic affairs analyst Roger Hardy says Osama Bin Laden and his associates probably believe a straight line links the Crusades with events of today.

"The basic idea is that these enemies have always sought to attack and despoil Muslim lands. In Bin Laden's eyes, this was true of the early Crusaders who invaded the Holy Land.

"It was true of the European colonial powers and the Zionists who settled in what became the state of Israel. And he sees today's latter-day crusaders, led by George Bush, as

doing essentially the same thing," says our analyst. Gaffes such as President Bush's use of the word "crusade" as he launched the war on terror in 2001 played badly in the Muslim world.

"What is clear is that Bin Laden is dealing here with imagined history rather than with the facts documented by historians," says Roger Hardy.

"He is appealing to a kind of Muslim folk-memory, sometimes with odd results. The Australians, for example, may feel that historically speaking they hardly qualify as crusaders.

"Nevertheless their role in helping East Timor gain independence from Indonesia was seen by al-Qaeda in that light - and used as one of the justifications for the Bali bombings in 2002."

#### JEWISH PERSPECTIVE

In northern Europe, the crusades crashed waves of violence upon the Jewish communities. Jewish people felt the brunt of the religious fervour that sent the Crusaders into the Holy Land, says Prof Anna Sapir Abulafia of the University of Cambridge.

Not only were they the most visible non-Christian community, says Prof Abulafia, but they also suffered because they generally weren't riding off on crusade themselves and weren't "part of all this non-Christian propaganda and hype".

In places like York, there was a massacre of the Jewish community in 1190.

"If you start preaching a Crusade and have accepted violence against non-Christians... that then evokes all kinds of violence against Jews."

The New Jewish Encyclopaedia calls the crusades a "prolonged and bitter ordeal" for the Jewish community, saying "thousands of Jews perished, and entire Jewish communities were wiped out. To this day, the Jewish liturgy contains prayers commemorating the martyrs of that dreadful period".

#### CHRISTIAN PERSPECTIVE

The crusades made the news in 2000 for a simple reason: Pope John Paul II apologised for them. Sort of.

The pontiff made a plea for forgiveness of the past sins of the Church, saying, "We are asking pardon for the divisions among Christians, for the use of violence that some have committed in the service of truth, and for attitudes of mistrust and hostility assumed toward followers of other religions."

It's a commonly held view amongst moderate Christians that the Crusades are a shameful part of the religion's history, experts say.

However, some more conservative Christians side with the belief that the Crusades were a series of defensive wars against Islamic aggression.

Former presidential candidate in the US Pat Buchanan has said: "Now, we must also be ashamed of Crusades launched to recapture, in the name of our Lord, the Holy Land seized from Christendom by the armies of Islam."

Story from BBC NEWS: [http://news.bbc.co.uk/go/pr/fr/-/2/hi/in\\_depth/4938202.stm](http://news.bbc.co.uk/go/pr/fr/-/2/hi/in_depth/4938202.stm)

Published: 2006/04/24 12:37:37 GMT

**Note to teacher: This article will need to be abridged and annotated for Year 8 students.**

### Web Links - FOR STUDENTS

#### Maps

##### Europe, Byzantine Empire etc.

The Crusades: A history compiled by Boise State University

<http://crusades.boisestate.edu/pics/maps/>

#### Detailed Timelines

The Crusades: A history compiled by Boise State University

<http://crusades.boisestate.edu/timeline/>

#### Images

The Crusades: A history compiled by Boise State University

<http://crusades.boisestate.edu/pics/>

#### Reading level: Beginning

##### Encarta

[http://encarta.msn.com/encyclopedia\\_761561210\\_1\\_\\_\\_8/Crusades.html#s8](http://encarta.msn.com/encyclopedia_761561210_1___8/Crusades.html#s8)

##### Timeline of the Crusades

<http://www.historylearningsite.co.uk/cru1.htm>

##### The First Crusade

<http://www.historylearningsite.co.uk/cru2.htm>

##### The First Crusade

<http://www.brighton73.freemove.co.uk/firstcrusade/Overview/Overview.htm>

##### Christian vs. Muslim View of the Crusades

<http://library.thinkquest.org/18110/content.htm?tqskip=1>

##### The Third Crusade

[http://www.historylearningsite.co.uk/third\\_crusade.htm](http://www.historylearningsite.co.uk/third_crusade.htm)

##### Richard the Lionheart and Saladin – The Third Crusade

<http://www.historylearningsite.co.uk/Saladin.htm>

##### What was gained from the Crusades?

<http://www.historylearningsite.co.uk/cru3.htm>

##### Concentric Castles: Legacy of the Crusades

[http://www.historylearningsite.co.uk/concentric\\_castles.htm](http://www.historylearningsite.co.uk/concentric_castles.htm)

##### Mr Dowling's Page on The Crusades

<http://www.mrdowling.com/606islam.html>

##### Women and the Crusades

<http://www.womeninworldhistory.com/heroine3.html>

##### Food of the Crusades

<http://www.snunit.k12.il/njeru/ef41.htm>

##### Costume of the Crusades

<http://www.snunit.k12.il/njeru/ef61.htm>

## **From Dr Helen Nicholson's 'FAQs' on the Crusades:**

### **How many people went on the crusades?**

<http://homepage.ntlworld.com/nigel.nicholson/hn/indexFAQ.html>

### **Why did people go on a crusade?**

<http://homepage.ntlworld.com/nigel.nicholson/hn/indexFAQ.html>

### **Did women fight in the crusades?**

<http://homepage.ntlworld.com/nigel.nicholson/hn/indexFAQ.html>

### **Chivalry during the Crusades**

#### **From the Catholic Encyclopaedia**

<http://www.newadvent.org/cathen/03691a.htm>

## **Primary Sources**

### **Letters from Crusaders**

<http://history.hanover.edu/project.html#ma>

### **Online Activity: Fill the gaps**

#### **The Crusades**

<http://www.schoolshistory.org.uk/islam1.htm>

### **Were the Arab armies successful?**

<http://www.schoolshistory.org.uk/arabianarmies.htm>

### **Reading Level: More challenging**

#### **Overview: History Guide of the Crusades**

<http://www.historyguide.org/ancient/lecture25b.html>

### **Internet Medieval Sourcebook**

#### **'The Crusades'**

<http://www.fordham.edu/halsall/sbook1k.html>

### **Online Reference Book for Medieval Studies**

[http://www.the-orb.net/encyclop/religion/crusades/crusade\\_intro.html](http://www.the-orb.net/encyclop/religion/crusades/crusade_intro.html)

### **A History of the Crusades**

#### **University of Wisconsin**

#### **A history written from 1969**

<http://digicoll.library.wisc.edu/cgi-bin/History/History-idx?type=browse&scope=History.HistCrusades>

### **Wikipedia: The First Crusade**

#### **Selected sources and Reading**

A list on online resources (primary and secondary) relating to The Crusades

[http://en.wikipedia.org/wiki/First\\_Crusade](http://en.wikipedia.org/wiki/First_Crusade)

### **BBC Radio Programme**

#### **"What If": The First Crusade**

[http://www.bbc.co.uk/radio4/history/what\\_if20020404.shtml](http://www.bbc.co.uk/radio4/history/what_if20020404.shtml)

### **The Crusades and the Present-Day**

Various News Articles Regarding parallels between The Christian Crusades and the events called 'The War on Terror'

#### **'The Crusades: A history of Conflict'**

<http://news.bbc.co.uk/2/hi/4938202.stm>

#### **Background to the Hollywood film "Kingdom of Heaven"**

<http://news.bbc.co.uk/2/hi/entertainment/4426133.stm>

#### **'A small matter of Crusader History'**

Discusses the Hollywood film 'Kingdom of Heaven'

[http://news.bbc.co.uk/2/hi/middle\\_east/4544173.stm](http://news.bbc.co.uk/2/hi/middle_east/4544173.stm)

#### **'Film-maker defends Crusades epic'**

Responses to the film "Kingdom of Heaven"

<http://news.bbc.co.uk/2/hi/entertainment/4492625.stm>

#### **'West is on a Crusade – Bin Laden'**

[http://news.bbc.co.uk/2/hi/middle\\_east/4936284.stm](http://news.bbc.co.uk/2/hi/middle_east/4936284.stm)

#### **'Crusades and Jihads in Post-colonial times'**

[http://www.bbc.co.uk/history/recent/sept\\_11/west\\_01.shtml](http://www.bbc.co.uk/history/recent/sept_11/west_01.shtml)

#### **Crusades and the "War on terror" – Reaction to President Bush's use of the word 'crusade'.**

<http://www.csmonitor.com/2001/0919/p12s2-woeu.html>

# Teachers' Guide

This quest is designed to comply with some of the learning outcomes for History Level 5 of the Victorian Essential Learning Standards curriculum design.

The tasks include individual and group work assignments.

The quest consists of two main themes:

- The origins of The Crusades
- The First Crusade

These questions are then dealt with at more length to allow closer scrutiny of the events and impact of the Crusades.

By the end of this quest, students should be able to answer the following questions:

- What were the origins of the Christian Crusades?
- What were the key events and elements of the First Crusade?
- How does the study of the Crusades help us understand the modern world?
- What was the significance of this Crusade in the development of the modern world?

It is expected that students will use a variety of resources and not just the ones presented here in this webquest but may include resources from their own textbook, if they have one, school and local libraries.

The tasks are designed here so that students are able to demonstrate achievement in aspects of these standards:

## LEVEL 5

Domain	Dimension	Aspects
History	Historical Knowledge and Understanding	Analysis and description of key events in Medieval Society Use sources to describe daily life Explain key features of society: religious beliefs, forms of cultural expression. How groups established and maintained power Describe roles of key individuals and evaluate contributions and legacies. Comparison with present societies Key concepts: governance, power, religion
History	Historical reasoning and interpretation	Frame research questions Use of primary and secondary sources Analysis of resources Evaluation of sources Report on findings
ICT	ICT for communicating	
Thinking	Reasoning, processing and inquiry	Locate and select relevant information Consideration of the points of view made on the topic





Communication	Listening, viewing and responding	At Level 5, students modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the contexts in which they are working. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.
Personal Learning	The Individual Learner	students monitor and describe their progress as learners, seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.
	Managing Personal Learning	They complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation, use criteria to evaluate their work, and use these criteria to make appropriate refinements
Interpersonal Development	Building social relationships	At Level 5, students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. They recognise and describe peer influence on their behaviour. Students select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes
	Working in teams	At Level 5, students accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe. They reflect on individual and team outcomes and act to improve their own and the team's performance.

## WebQuests

For more information on WebQuests please see these links:

Bernie Dodge: <http://edweb.sdsu.edu/webquest/necc98.htm>

Dr Alice Christie: <http://www.west.asu.edu/achristie/675.wq.resources.html>

Criteria	Very Good 	Good 	Satisfactory 	Needs significant improvement (Some knowledge or skills not shown) 
Knowledge of the origins of the crusades and the First Crusade	Congratulations! You have shown that you have a very detailed knowledge of the Crusades. You have shown this by including specific detail in your group and individual presentation. This would include accurate and detailed information about individuals and places involved with the crusades. You have also used all the correct terms related to the Crusades.	Good work! You have shown that you know a great deal about the Crusades. You have shown this by keeping your information accurate. Sometimes you might have needed a bit more detail in some parts or may have needed to use more relevant terms and concepts in your presentation of information.	A solid effort! You have understood some of the main causes of the crusades and have shown that you know some key aspects of the First Crusade. Your response needed more explanation to show that you had really understood these points though.	You need to revise some of the key points of this unit. Your response presented inaccurate facts and material. Sometimes you presented material that was not always relevant. Next time, you could try to cross-check all of your information. Try to practise writing longer responses so that you can include much more detail.
Use of resources to demonstrate knowledge and understanding of the crusades	Fantastic! You have used a wide variety of sources including reference books, the internet, sources written in the period. You have also used maps and visual sources to enhance your presentation. You have made accounts for why some sources differ from others. You are definitely on your way to be an historian!	Well done! You have used a variety of sources to support your knowledge and understanding and have included at least one primary source. You have also used at least one visual source to support your findings as well. Next time, when you use these pieces of evidence you might like to account for why some are different from the other.	Encouraging! You have started to show signs of becoming a good historian. You have used at least two resources to demonstrate your knowledge of the crusades. Next time you could try to include further comment on the sources you have used to demonstrate your understanding of the event.	Unfortunately you haven't used any resources to support your knowledge or understanding of the crusades. Primary and secondary sources are the tools that historians use to support their findings – so it's crucial that you use them.
Personal Learning & Teamwork	What a team player! You have worked very co-operatively with your team to produce a great presentation and have been a leading force bringing all the parts together. You have sought advice and input from others when it was needed and have acted on that advice when appropriate. You have kept up to date with all tasks and have submitted it in on time. Well done!	A good sport! You have worked well in a team environment, respecting others' points of view and have been co-operative with other team members. You have submitted the major tasks on time and have in most cases managed the smaller tasks in a timely manner. You have sought advice from the teacher when it was needed.	You have worked with your team with some success. Not all parts of your work were submitted on time maybe because you did not prioritise some parts of the task. You sought advice from the teacher some times – but not form your class mates.	It is important that you try to submit all parts of your task and submit them on time – which you haven't in this case. In the group situation you tended to work alone rather than as part of the team. Next time you could try to seek assistance from the teacher or others to guide you in your learning.
Communication & Presentation of Information	Your presentation is very comprehensive, well-written and conveys meaning clearly and is appropriate for the audience and task. You have presented your information in a visually stimulating way. You have used IT to its best advantage when planning the design of your presentation or have worked through a few drafts to record your ideas.	Your presentation is well-written and conveys meaning clearly and is mostly appropriate for the audience and task. You have presented your information in a visually stimulating way. You have used IT to create a basic plan for the design of your presentation or have worked through a few simple drafts to record your ideas.	Your presentation looks attractive and is mostly suitable for the audience and the task that was set. Sometimes meaning was lost because of the way you tried to present information. You included very basic plans to design and record your ideas but might have been advantaged if you had used a graphic organiser or more detailed written plan.	More care could have been taken when you were planning and carrying out the design of your presentation. The final product was not suitable for the intended audience nor did it follow the instructions given in the task.

**Teacher Comment:**

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## Student Evaluation

The parts of this task that I enjoyed most were:

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This was because:

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The parts of the task I had most difficulty were: (Choose as many as you like)

	This was because...
<input type="checkbox"/> Working with my group	
<input type="checkbox"/> Keeping to a deadline	
<input type="checkbox"/> Presenting to the class	
<input type="checkbox"/> Working on tasks by myself	
<input type="checkbox"/> Finding information	
<input type="checkbox"/> Other:	

To help me solve some of these problems, next time I could: (State three strategies only)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_