3/6/14

Grade Nine World History

Lesson: “The Crusades”

Essential Questions:

* What religious historical connections to Jews, Christians, and Muslims have to the “Holy Land”?
* What caused the religious fever that lead to the Crusades?
* What happened during the 1st-4th Crusades?
* What were the lasting effects of the Crusades for Jews, Christians, and Muslims?

Objectives:

* Students will use prior funds of knowledge to review the history of the three major world religions in the “Holy Land.”
* Students will practice reading comprehension and organization of key ideas

Standards:

* [CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
* [CCSS.ELA-Literacy.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Activities:

1. **Do Now (10 minutes):** When students enter the room they will make a chart in their notes with 3 columns: “See,” “Interpretation,” and “Questions.” On the Smart Board I will project a photograph of an archeological site in Jerusalem with evidence of Jewish, Christian, and Muslim settlement. Students will take notes in the chart while analyzing the photograph. We will then discuss students’ impressions of the photograph and then build into a conversation about the 3 major world religion’s root in Israel (students are very familiar with this topic from our religion unit).
2. **Brief Lecture (5 minutes):** I will present one slide about the basic facts and ideas behind the Crusades.
3. **Group Work (25 minutes):** Students will work in their letter groups to read secondary source material about the Crusades and fill out a graphic organizer to guide their understanding. Each person in the group will read a different section and fill out the designated part of the graphic organizer. When all group members have read their part, the group members will share what they learned with their group so everyone can complete the graphic organizer. We will then come back together as a class and students will share their findings to ensure everyone’s understanding of each section. As we go over the graphic organizer, I will project images of artwork related to the reading to enhance students’ understanding and pique their interests.
4. **Project Introduction (10 minutes):** I will introduce students to the group project on the Crusades. I will hand out the assignment sheet with the instructions and rubric for the project. After yesterday’s quiz students ranked “art,” “music,” and “drama” in order of preference and I assigned them groups of 3 based on their preference. If students chose “art” they will make a comic strip, if they chose “music” they will write and perform a song, and if they chose “drama” they will write and perform a skit. Finally I will inform students of their pre-assigned groups and they can confer for the last few minutes of class.

**COMMENTS:**

* The lesson supports core standards content.
* The lesson is appealing and your have provided for instructional flexibility.
* The lesson uses technology.
* How are you motivating the students to want to learn this material?
* How are you linking this material to your students’ prior knowledge?
* I saw no indication on the lesson plan for wrap up or closure.
* There is an educational objective stated for the lesson, but no reference to assessment.