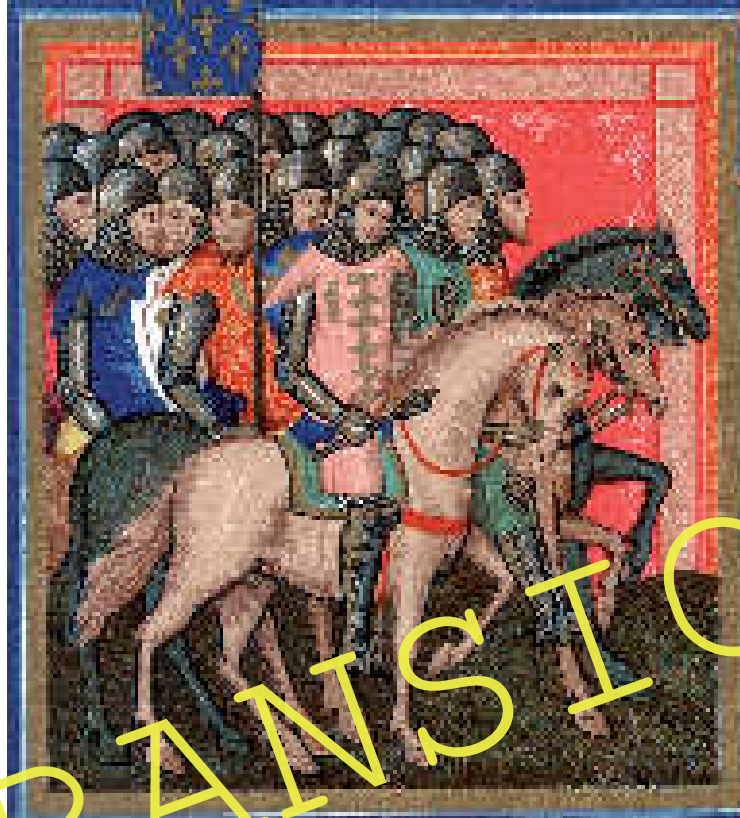


## Crescent versus Cross –The Crusades. Einen Überblick über die Kreuzzüge erhalten (Klasse 7)

Nadine Rosenberg, Essen



Western Christian knights during a Crusade. Picture in the statutes of the Order of the Holy Spirit (15<sup>th</sup> century)

Die Kreuzzüge erschrecken mit ihrer Brutalität die Menschen noch heute. Gleichzeitig geht von ihnen aber auch eine ungeheure Faszination aus: Welche Motive hatte der Papst, Gläubige derart anzuspornen, dass diese Jerusalem mit Gewalt zurückerobern wollten? Warum folgten seinem Aufruf so viele Zeitgenossen? Kann man neben den brutalen Kämpfen auch positive Aspekte der Kreuzzüge feststellen?

Die vorliegende Unterrichtsreihe geht diesen Fragen auf den Grund und ermöglicht durch kreative Aufgabenformate schüler- und produktorientiertes Arbeiten. Gleichzeitig schult sie das Leseverstehen und das kritische Denken der Schülerinnen und Schüler. Ein Rollenspiel und eine Fantasiereise in die Zeit der Kreuzzüge runden die Unterrichtsreihe ab.

**Klassenstufe:** 7

**Dauer:** 5 Stunden + 2 Stunden kreative Lernzielkontrolle

**Bereich:** Kreuzzüge, Geschichte des Mittelalters, Christentum, Islam

**Kompetenzen:**

- die Kreuzzüge in den historischen Kontext des Mittelalters einordnen
- die Motive Papst Urbans II. zum Aufruf zum ersten Kreuzzug verstehen
- Beweggründe für die Teilnahme an Kreuzzügen kennen
- Gefahren und Risiken während eines Kreuzzugs kennen
- eine Landkarte zum Thema beschreiben und analysieren

## Verlaufsübersicht zur Reihe

1. **Stunde:** Comparison between Christianity and Islam
2. **Stunde:** A first overview of the Crusades
3. **Stunde:** The motives of Pope Urban II and the crusaders
4. **Stunde:** The dangers of the Crusades
5. **Stunde:** Cultural contact between Christians and Muslims
- 6./7. **Stunde:** Creating a podcast for *BBC History for Kids* (LEK)

**Minimalplan:** Falls keine Zeit mehr für die Gruppenarbeit sein sollte, können die Leitfragen auf dem **task sheet (M 11)** auch in Form eines Kurztests schriftlich beantwortet werden.

## Verlaufsübersicht zu den Stunden

1. **Stunde:** Comparison between Christianity and Islam

Material	Verlauf
M 1	<b>Definition of the term „crusade“</b> / Sammeln der Assoziationen und Fragen zum Thema „Kreuzzüge“; Problematisieren des Begriffs „Kreuzzug“ anhand eines Infotexts
M 2	<b>Comparison between Christianity and Islam</b> / Vergleichen der beiden Religionen anhand einer Zuordnungsübung

2. **Stunde:** A first overview of the Crusades

Material	Verlauf
M 3	<b>Getting a first overview of the Crusades</b> / Erarbeiten wichtiger Fakten (Konfliktparteien, zeitliche Einordnung, Ursprung, religiöse Motive) zu den Kreuzzügen anhand eines Textpuzzles und Textverständnisfragen
M 4	<b>A map of the Crusades</b> / Erarbeiten weiterer Fakten (Anzahl der Kreuzzüge, Dauer, Routen, Anführer) anhand einer Landkarte des Mittelmeerraums

3. **Stunde:** The motives of Pope Urban II and the crusaders

Material	Verlauf
M 5	<b>The motives of Pope Urban II</b> / Erarbeiten der Motive Papst Urbans II. anhand eines Darstellungstexts
M 6	<b>The motives of the crusaders</b> / Herausarbeiten der Motive der Teilnehmer an den Kreuzzügen mittels zeitgenössischer Quellen; Diskutieren über die Motive; Begründen eines eigenen Urteils
M 7 (Ha)	<b>Explaining facts</b> / Notieren von Erklärungsansätzen zu bestimmten Fakten über die Kreuzzüge

4. **Stunde:** The dangers of the Crusades

Material	Verlauf
M 7	<b>Comparing answers</b> / Überprüfen der Hausaufgabe in Kleingruppen
M 8	<b>A role play about the dangers of the Crusades</b> / Verfassen eines historischen Streitgesprächs zwischen zwei Jugendlichen, von denen einer an einem Kreuzzug teilnehmen möchte; Präsentieren der Ergebnisse im Plenum

**5. Stunde:** Cultural contact between Christians and Muslims

Material	Verlauf
M 9	<b>Analysing a painting</b> / Beschreiben und Analysieren eines Gemäldes aus dem 13. Jahrhundert
M 10	<b>An imaginary journey</b> / Erarbeiten wichtiger Informationen zum Kulturkontakt zwischen Christentum und Islam zur Zeit der Kreuzzüge anhand einer Fantasiereise

**6./7. Stunde:** Creating a podcast for *BBC History for Kids* (LEK)

Material	Verlauf
M 11	<b>Creating a podcast</b> / Erstellen und Präsentieren eines Podcasts für Kinder zum Thema „Kreuzzüge“ in Gruppenarbeit
M 12	<b>Giving feedback</b> / Erteilen von Rückmeldungen zu den Podcasts anhand eines kriteriengestützten Fragebogens

**Materialübersicht****1. Stunde:****Comparison between Christianity and Islam**

M 1 (Ab)

Conflicts now and then – defining the term 'crusade'

M 2 (Ab)

Crescent or cross? – Comparison between Christianity and Islam

**2. Stunde:****A first overview of the Crusades**

M 3 (Ab)

A first overview of the Crusades – most important facts

M 4 (Fo)

The Crusades – a map

**3. Stunde:****The motives of Pope Urban II and the crusaders**

M 5 (Tx)

Why send so many people to the Holy Land? – The motives of Urban II

M 6 (Ab)

Why follow the Pope's call? – The crusaders' motives

**4. Stunde:****The dangers of the Crusades**

M 7 (Im/Ha)

Food for thought – discussing interesting facts about the Crusades

M 8 (Ab)

Joining a Crusade or not? – A role play

**5. Stunde:****Cultural contact between Christians and Muslims**

M 9 (Bi)

A game of chess – a painting from the 13<sup>th</sup> century

M 10 (Tx)

What Christians learned from the Muslims – an imaginary journey

**6./7. Stunde****Creating a podcast for *BBC History for Kids***

M 11 (Im/LEK)

A podcast for kids about the Crusades – task sheet

M 12 (Ab/LEK)

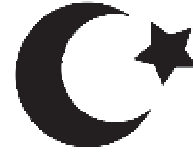
A podcast for kids about the Crusades – feedback sheet

**Ab:** Arbeitsblatt – **Bi:** Bildimpuls – **Fo:** Folie – **Ha:** Hausaufgabe – **Im:** (Gesprächs-/Handlungsimpuls) – **Tx:** Text

## M 2 Crescent or cross? – Comparison between Christianity and Islam

The two world religions played an important role in the Crusades. Compare them in the table below.

**Task:** Fill in the table with the expressions from the box below. One example is done for you.



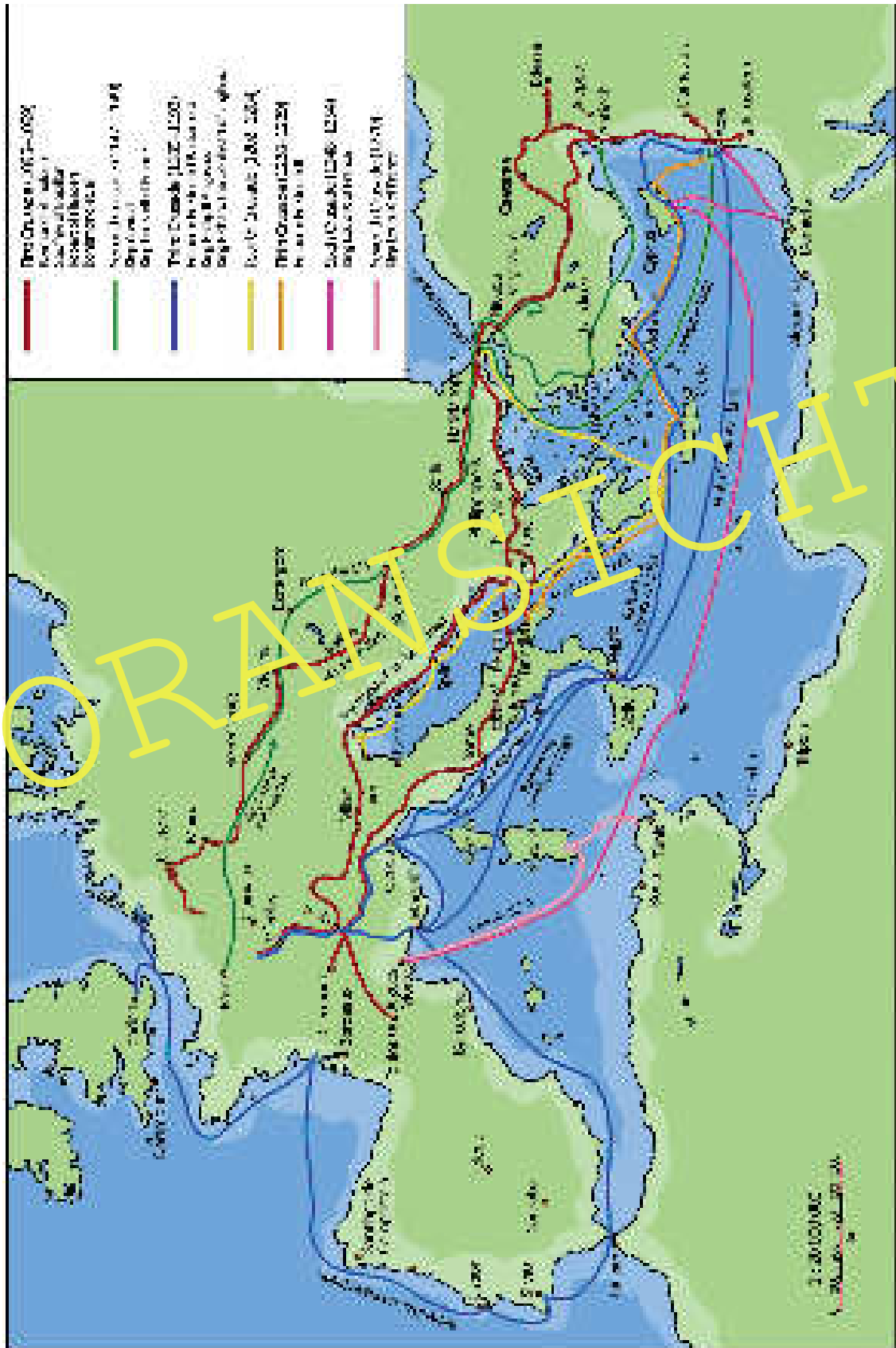
keyword	Christianity	Islam
Religion has existed ... :		
Total number of believers <sup>1</sup> :	2 billion	1.5 billion
Believers in Germany:		
Name of God (monotheism <sup>2</sup> ):		
Scripture <sup>3</sup> :		
House of prayer:		
Pilgrimage <sup>4</sup> :		
Religious sign:		
Importance <sup>6</sup> of Jerusalem:		

Father, Son (Jesus) and Holy Spirit • Jesus was crucified here. • Bible • 1.5-billion for 2,000 years • to Mecca • since 610 AD • 50 million • 10,000 places of pilgrimage 4 million • church • crescent<sup>6</sup> • 2-billion • cross • Mohammed ascended<sup>7</sup> to heaven. • Qur'an<sup>8</sup> Allah • mosque<sup>9</sup>

### Annotations

1 **believer:** Gläubige/r – 2 **monotheism:** Monotheismus (Glaube an einen einzigen Gott) – 3 **scripture:** Heilige Schrift – 4 **pilgrimage:** Pilgerfahrt – 5 **importance:** Bedeutung – 6 **crescent:** Halbmond – 7 **ascend:** hinaufsteigen, auffahren – 8 **Qur'an:** Koran – 9 **mosque:** Moschee

M 4 The Crusades – a map



Task: What can you learn from this map?

## M 5 Why send so many people to the Holy Land? – The motives of Urban II

Read the following text and find out why Pope Urban II wanted to send so many knights to Jerusalem. Learn about reasons for his appeal and also why so many people did what he asked of them.

In 1095 Pope Urban II asked Christians to wage war<sup>1</sup> against the Muslims. Thousands followed his call. Among them were pilgrims<sup>2</sup>, foot soldiers, knights and peasants<sup>3</sup>.

The Muslims had conquered<sup>4</sup> Jerusalem in 638 and had been living there for more than 400 years. During all these years, the relations between Christians and Muslims were peaceful. Pilgrims from Europe traveled to the Holy Land without being harassed<sup>5</sup>. Then, starting in the 1090s, the Seljuk Turks<sup>6</sup> made it more difficult for Christian pilgrims to get to Jerusalem. Pilgrims were attacked and churches were destroyed<sup>7</sup>. There were even rumors<sup>8</sup> that the Church of the Resurrection<sup>9</sup> had been destroyed, which wasn't true. This was a shock for the Christians because they believed that Jesus Christ was buried<sup>10</sup> there.

When the Byzantine Emperor<sup>11</sup> Alexios I Komnenos asked Urban II to help him fight the Seljuk Turks who were about to conquer Constantinople, Urban decided to act. He was probably proud that Alexios chose to direct the plea<sup>12</sup> at him and not at Clemens III, the antipope<sup>13</sup>. Urban had struggled<sup>14</sup> for power with the antipope and the German Emperor for a long time. Now he saw his chance to demonstrate his power over Eastern and Western Christianity.

Above all, Urban wanted to liberate the holy city of Jerusalem from Muslim rule. His aim<sup>15</sup> was to make the Holy Land again safe for pilgrims. He believed that the people would become more religious and willing to obey<sup>16</sup>

the church if they went on a Crusade. At that time, many rulers<sup>17</sup> in Europe fought against each other for different reasons. Urban thought that if the people fought together for a common cause<sup>18</sup>, they would no longer fight against each other.



Urban II calls for the first Crusade in Clermont, France, in 1095. Woodcut: Germany (1480)

© akg-images

Text: Nadine Rosenberg

### Tasks

1. Read the text and underline Pope Urban II's motives for a Crusade.
2. Look at the motives again. Which one seems the most important to you? Give reasons.

### Annotations

1 **to wage a war**: einen Krieg führen – 2 **pilgrim**: Pilger/-in – 3 **peasant**: (Klein-) Bauer – 4 **to conquer sth.**: etw. erobern – 5 **to harass so.**: jmdn. belästigen/schikanieren – 6 **Seljuk Turks**: Bewohner eines Perserreichs in Ost- und Zentralasien im 9. und 10. Jahrhundert – 7 **to destroy sth.**: etw. zerstören – 8 **rumor**: Gerücht – 9 **Church of the Resurrection**: Grabeskirche in Jerusalem – 10 **to be buried**: begraben werden – 11 **Emperor**: Kaiser – 12 **plea**: Bitte, Appell – 13 **antipope**: Gegenpapst – 14 **to struggle for sth.**: um etw. kämpfen – 15 **aim**: Ziel – 16 **to obey so.**: jmdm. gehorchen – 17 **ruler**: Fürst, Herrscher – 18 **common cause**: gemeinsame Sache

## M 6 Why follow the Pope's call? – The crusaders' motives

In 1095, Pope Urban II called for the first Crusade. In the following centuries, six more Crusades followed. Find out why people decided to join the Crusades.

1.

A French Crusader in a letter, 1098:

*My dear wife, I now have twice as much silver, gold and other riches as I had when I went on this Crusade.*

2.

From a French chronicle, 1204:

*People heard that the Pope would grant a pardon<sup>1</sup> to all who went on a Crusade. That is the only reason they went.*

3.

From a trial in England, 1291:

*You have been found guilty<sup>2</sup> of hitting a priest on the head with your sword. For this outrage<sup>3</sup> you must join a Crusade or pay a [...] soldier to go instead<sup>4</sup>.*

4.

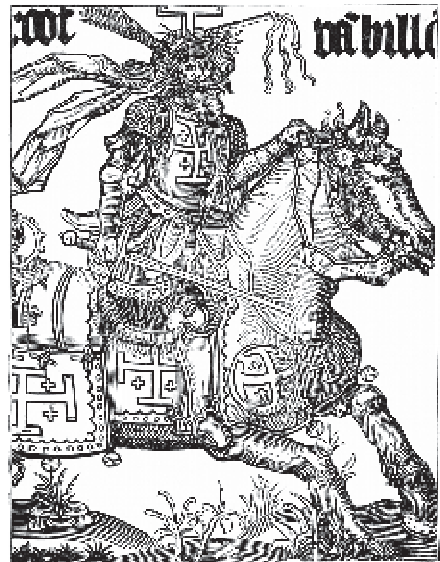
A French priest, 13<sup>th</sup> century:

*Many have gone on Crusades to escape from their own land. There are criminals, thieves<sup>6</sup>, robbers, pirates [...].*

Source: Byrom, Jamie / Counsell, Christine / Riley, Michael: Medieval Minds. Britain 1066–1500. Harlow 1997: Pearson Education Limited, p.118. © Addison Wesley Longman Limited

### Tasks

- Read the sources. Then match the headlines below to the sources and write them on the lines.
  - Financial reasons
  - Starting a new life
  - Absolution<sup>7</sup>
  - Conviction<sup>8</sup> of a criminal
- What can you learn about the motives of the crusaders? State your opinion.
  - What comes to your mind when you read about the reasons people had to go on a Crusade?



© Thinkstock/PHOTOS.com

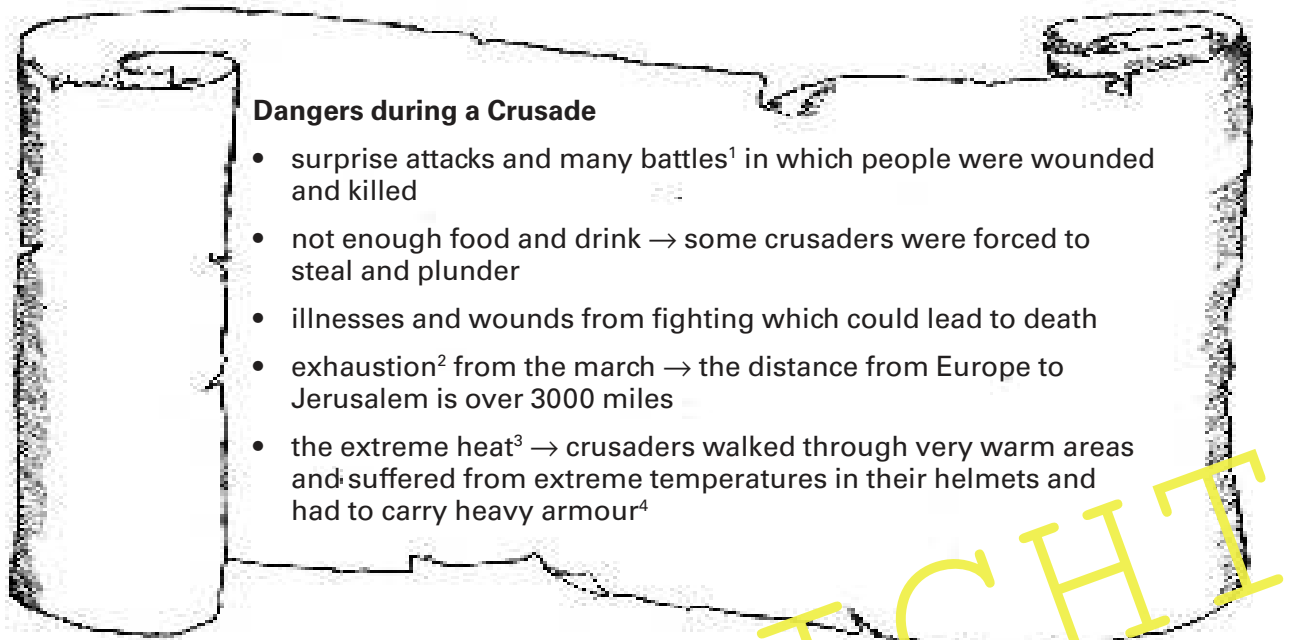
Godfrey de Bouillon (1060–1100) during the first Crusade. Woodcut (1450)

### Annotations

1 to grant so. a pardon: jmdn. begnadigen – 2 to be guilty: schuldig sein – 3 outrage: Schandtat – 4 instead of ...: anstelle von ... – 5 to escape: fliehen – 6 thief (plural: thieves): Dieb/-in – 7 absolution: Absolution, Sündenerlass – 8 conviction: Verurteilung

## M 8 Joining a Crusade or not? – A role play

Find out about the dangers crusaders were facing on their journeys.



**Task:** You live in the year 1202 and your friend Oliver wants to join a Crusade. You are very unhappy about that idea and want to convince<sup>5</sup> him not to go.

Write a dialogue between you and your friend in which you express your concerns<sup>6</sup>. Let your friend present his views, too. Use the information you get in the box above and the language support.

a) Get together with a partner and write the dialogue.

You can start your dialogue like this:

*You: Good morning, Oliver. I heard you're planning to join a Crusade? I don't want you to ...*

b) Practise the role play. Try out different ways of speaking.



### Helpful phrases

- |                           |                                   |
|---------------------------|-----------------------------------|
| • I'm afraid that ...     | • You don't have to be afraid ... |
| • I'm scared ...          | • You shouldn't be scared ...     |
| • I'm worried ...         | • You needn't be worried ...      |
| • I don't want you to ... | • That is nice of you, but ...    |

### Annotations

1 **battle:** Schlacht – 2 **exhaustion:** Erschöpfung – 3 **heat:** Hitze – 4 **armour:** Rüstung – 5 **convince:** überzeugen – 6 **concern:** Bedenken, Sorge



**M 9 A game of chess – a painting from the 13<sup>th</sup> century**



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**Tasks**

1. Describe the painting.
2. What does it tell the viewer?

## M 11 A podcast for kids about the Crusades – task sheet

*Sum up what you have learned about the Crusades in a podcast for kids.*

**Task:** You know that TV did not exist at the time of the Crusades. But imagine you are a reporter in our times. There are many podcasts about the Crusades because people are interested in this topic. Today your task is to create a podcast for *BBC History for Kids*.

You should answer the following questions in your podcast. Feel free to add further interesting information:

- What is a Crusade?
- When and where did the Crusades take place?
- Who fought against whom?
- What were the Pope's and the crusaders' motives to start and take part in a Crusade?
- What problems and difficulties did crusaders have on their way to the Holy Land?
- What did the Europeans learn from the Muslims at that time?



You can start your podcast like this:

*"Welcome to BBC History for Kids. We've got a very exciting topic today ..."*

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