Crusading For A Cause
A Learning Center For Upper Elementary Students

An Honors Thesis (ID 499)

by

Karen R. Musser

Dr. Donavon D. Lumpkin

Ball State University
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The numbers in the bottom right hand corner of the pages indicate the page number. The numbers in the upper right hand corner of the pages indicte the number of that specific activity. Activities are numbered only on the first page of the activity.
Learning Centers: what are they and how do they work? Numerous people refuse to even consider them, much less implement them in their classrooms. This attitude is taken by those people who have absolutely no inkling as to what a learning center may be and what its purpose is in the classroom.

A learning center is an individualized instructional area of study that is set up for use within a classroom. One method of its use is to have students work at a learning center after completing their daily assignments. Another way of utilizing learning centers is to have them function as an integral part of the daily classroom requirements in which each student works at his own pace. Materials included within these learning centers include audio visual aids, books, manipulatives, games, and even people.¹

There are several general goals that a teacher needs to keep in mind when designing a learning center. The students should experience delight in learning, and develop or broaden their academic and aesthetic interests while working at the learning center. Learning centers should encourage self-acceptance and develop self-reliance, independence, and self-awareness within the students. Above all, any learning center used in the classroom should fit the needs and interests of the group for which it is being used.²

Learning centers may be single subject oriented, be used for enrichment, for remediation, or they may be geared toward independent study. To implement these four basic ideas, any of the following types of learning centers may be implemented.³

1. Inventory - This type of learning center is often used at the beginning of the year to provide an opportunity for assessing the development of each child.

2. Prescriptive - This is often used as a daily follow-up to the inventory center.
3. Project - The project center involves one major topic with numerous smaller problems which have open-ended solutions. The project utilizes multi-level activities and student contracts.

4. Programmed - This method uses commercially prepared materials.

5. Programmed-Project - The teacher adapts commercially manufactured materials in order to fit his specific purpose for the center, and to meet the needs of the students.

6. Unit - This method follows the organizational elements of the instructional unit.

7. Cooperative - The topic of the learning center is chosen by the students and the teacher.

8. Student - The learning center is designed by the student without aid and then presented to the class for use.

9. Skill Development - This method develops simple or complex motor skills.

10. Fun - The students work for enjoyment rather than on specific skills.

11. Combination - Two or more of the types of centers listed above are combined to develop the learning center.

Once a teacher has chosen an idea and decided which method of implementation to use, he needs to research the topic and develop learning center activities. Encyclopedias and textbooks provide an excellent base on which to build and expand ideas. An effective, well-balanced learning center should include activities from all the curriculum areas. Integrated learning aids students in seeing the connections between subjects, providing variety to their learning.

The final step in the pre-implementation process is to design the learning center. The title should be eyecatching to the students, realia and pictures that suggest concepts and related generalizations must be included, and guiding questions should be open-ended. The directions must be clear and integral to the overall design of the center, further activities and references should grow
out of the students' work on the project, and finally, evaluation of students' work must be conducted on a regular basis. 5

Record keeping of a student's completed activities must be extremely precise in order to insure smooth continuation of the learning center. Teachers may keep a checklist of completed activities in their grade books, use a classroom wall chart to record activities, or place a checklist at each learning center. Weekly progress reports may be sent home to the student's parents describing the activities within the learning center, the student's progress on these activities, and the method by which the activities are evaluated.

The most common method of record keeping is to provide each student with his own folder and checklist. The student checks off all completed activities and places his folder in a specified area when he completes any new activities. This method allows the students to feel independent, yet it permits the teacher to monitor the student's progress. 6

Evaluation of work completed at a learning center may take several different forms. Some activities facilitate self-grading and provide the student with instant gratification. These activities are then graded on a percentage scale. Other activities must be evaluated upon specified criteria within the activity instructions. The grade awarded on these activities often hinges upon each student's ability and his subsequent performance. The teacher must remember to allow room for creativity and variety on assignments completed at any learning center.

Each teacher who makes use of learning centers in his classroom must choose a location and style for building the center. In classes with little floor
space, fold away, four-sided, and bulletin board learning centers are the most efficient types to use. The former two can be easily constructed utilizing poster board and tape. Large classrooms invite the use of semipermanent centers which often encompass an entire corner of the room. Any items found within the classroom and the school can provide unique objects with which to construct a learning center.

Although the process for producing learning centers appears to be lengthy and complicated, the adherence to the correct procedures will aid in producing an interest arousing center in any classroom. Learning centers can provide a delightful option to routine learning.
Introduction

The learning center included on the following pages is ready for use within the classroom. The activities must merely be copied and placed in clearly marked envelopes or folders at the learning center.

The display area for the learning center can be decorated with information about the Crusades, both in pictorial and written form, along with information about other historical events in the eleventh to the thirteenth centuries. Students' work can also be displayed near the learning center as an inspiration to others.

A film, such as The Medieval Crusades which is listed in the bibliography, can be shown to the entire class as an introduction to the learning center. This type of an activity aids the students in forming a mental picture of the Crusader and his land.

The above ideas are but a few of the ones available to the teacher for use in introducing this learning center. Each teacher must select the one that will best motivate his class.
Generalizations

1. The Crusades were a series of religious wars between Christians and Muslims during the 11th through the 13th centuries.
2. New trade routes, products, and customs were introduced during the Crusades.
3. The Crusades involved people from all classes of society, and from most of the European countries.

Objectives

The students will be able to:

1. read five short selections about the crusades and answer 85% of the questions on the worksheets correctly.
2. use the reading assignment and/or a dictionary to define new vocabulary words.
3. use these new words in their daily language.
4. use a check-list to record their daily progress at the learning center.
5. state the reasons behind the start of the crusades.
6. list the four city states of Outremer.
7. design a shield for a knight and draw a picture of it.
8. draw a picture of a crusader's banner.
9. locate and circle names hidden in a word search.
10. record on a map the path that each crusade followed on its way to the Holy Land.
11. make an accurate key for the map.
12. use correct grammar and spelling in the writing activities.

13. use correct capitalization and punctuation in all the activities that involve writing.

14. place themselves in a situation that occurred to another person and decide how it may have turned out.

15. work with two other children to simulate a designated experience.

16. decide how others may feel in a specific situation and act out their reactions and feelings.

17. behave in a sportsmanlike manner while participating in a game.

18. record events and the dates on which they occurred on a time line.

19. match the name of a leader with the crusade in which he participated.

20. use Encyclopedias or other reference tools to find information on a given topic.

21. use information to make an educated guess about how something was done in the Middle Ages.

22. research and write a report on a famous leader during the crusades.

23. write a one week journal about the events in a knight's life.

24. record journal entries in standard format.

25. compile a list of the objects a knight may have needed in order to embark on a crusade.

26. deduce whether or not the crusades were a success and give a reason for their answer.

27. judge how many activities they must complete in one day in order to finish all of them by the required due date.

28. select an activity from the learning center and begin on it without disturbing others working nearby.
List of Activities

0. Student instruction letter and check-list
1. The Beginning
2. The Second Crusade
3. The Third Crusade
4. The Fourth Crusade & the Children's Crusade
5. The Ending
6. Armoring Up
7. Flying Banners
8. Famous Names
9. Path Finding
10. Dreams
11. Simulation: Who are you?
12. Crusading to Victory
13. Time Line
14. Which Crusade?
15. New Products
16. Healing City
17. Crusading for Words
18. Who Was He?
19. Journal in Time
20. What do You Need?
21. Crusades Quiz

- reading and comprehension
- "
- "
- "
- drawing and creativity
- "
- word search
- mapping skills
- writing
- simulation (small group)
- game (small group)
- chronological order
- matching
- research - science
- writing
- cross word puzzle
- research
- writing
- thinking, logic
Hello my friends,

I am Doctor Eduard Enjoy. I happen to be a professor of history at Abberdale University in Crabtree, Vermont. I have been doing extensive research and have come to the conclusion that studying the same subjects in exactly the same way year after year can be harmful to the way in which you enjoy your free time. So today, I wish to introduce you to the world of the Crusaders.

I have included many activities in this learning center for you to complete. Some of them will involve you and your friends, and others are for you to work on individually. All of the activities are in numbered folders at the learning center. The instructions for each activity are written at the top of the page. Completed activities are to be placed in the In Box. On the next page you will find a checklist for the activities at the learning center. As you finish an activity, check it off on your list. You do not have to complete the activities in the order that they are given. The numbers are to help you find each activity in a short amount of time.

Have fun and "Enjoy" yourself!

Sincerely,

Doctor Eduard Enjoy

[Signature]
Checklist

As you complete each activity place a check mark in the space provided. Also record the date on which you complete the activity. Work at your own pace.

**Numbers 1 to 5 must be completed in order. The other activities can be completed in any order. Number 21 is a final quiz over the entire learning center's activities.**

1. The Beginning
2. The Second Crusade
3. The Third Crusade
4. The Fourth Crusade & the Children's Crusade
5. The Ending
6. Armoring Up
7. Flying Banners
8. Famous Names
9. Path Finding
10. Dreams
11. Simulation: Who are you?
12. Crusading to Victory
13. Time Line
14. Which Crusade?
15. New Products
16. Healing City
17. Crusading for Words
18. Who Was He?
19. Journal in Time
20. What do You Need?
21. Crusades Quiz

Date Completed
The Beginning

The Crusades were a series of religious wars during the Eleventh to the Thirteenth Centuries. This time period is generally referred to as the Middle Ages or the Medieval Period of history. The European world was beginning to emerge from a period of time in which life had been very rigid. This time period was called the Dark Ages. During the Dark Ages very little writing, singing, or painting was done. When the countries emerged from the Dark Ages they realized that the rest of the world had been changing. These changes were one of the reasons for the Crusades to begin.

The second reason involved the system of government. Europe had a feudal system of government in the Middle Ages. This system gave most of the land and authority to royalty and rich land owners. Most of the people had very little land, and the peasants owned none at all.

In the 11th Century a religious reform was begun at a monastery in England. After this event people began to make more religious pilgrimages to the Holy Land. Luckily, the Arabs who ruled this area allowed the Europeans to travel freely. But this did not last very long. A swiftly growing nation conquered Jerusalem in 1071. Pilgrims to Jerusalem were tortured and sometimes killed by the Turks. The Turkish people were excellent warriors and their power soon began to threaten the Byzantine Empire, which was one of the largest and most powerful in Europe. This was the most important reason for the Crusades to begin.
The Byzantine Emperor, Alexius Comnenus, asked the pope for help in fighting the Turks. Pope Urban II decided to help the emperor because he felt it would lessen the fighting among neighboring knights. By helping the emperor, Pope Urban II thought he might be able to defeat the Turks and convert them to Christianity. This was the major goal of the Crusades.

In the Autumn of 1095 the pope gathered a large assembly of people together at Clermont, France. This was to become known as the Council of Clermont. During the assembly, Urban told the people about the idea of the Crusades. The crowds were so enthused that they began chanting "Deus Volt" ("God wills it"). This was the cry that was heard in every place that the crusade was preached about. The First Crusade was to begin in 1096.

A religious leader named Peter the Hermit began preaching to the peasants. He promised land and forgiveness of sins to anyone who would help him fight the Turks. After a long, dangerous journey, during which many people starved, this group arrived in Constantinople, the capital of the Byzantine Empire. The emperor was disappointed with this group of Crusaders and quickly sent them on their way. The group was attacked by Turks who killed most of them. A similar crusade was led by Walter the Penniless.

The First Crusade officially began in the Fall of 1096. There were four different groups of Crusaders who met at Constantinople to form a huge army. The knights journeyed by land and sea, robbing the countryside for food when they needed it. These groups were led by Count Robert of Flanders, Count Raymond of Toulouse, Godfrey of Bouillon, and Bohemund of Normandy.
When the knights arrived in Constantinople the emperor forced them to sign an oath of loyalty. The oath stated that all conquered land would be returned to his power. Alexius Comnenus was suspicious of the Crusaders and he feared that they would capture his land for themselves. In turn, the Crusaders suspected that the guides supplied by the emperor were leading them directly into the traps set by the Turks.

The Crusaders travelled southward through Asia Minor toward Jerusalem. The Crusaders captured many cities and defeated the Turks as they went south. The city of Antioch was the most difficult to capture and the lengthy siege ended only with the discovery of the holy lance. The Crusaders reached Jerusalem in the Summer of 1099. They captured the city after six weeks of gruesome fighting. After this victory most of the Crusaders returned to their homes. The First Crusade, which lasted from 1096 to 1099, had been successful.
Several words with which you need to be familiar were introduced in this reading section. Define each of the words listed below.

Dark Ages -

Middle Ages -

monastery -

pilgrim -

Crusade -

knight -

peasant -

loyalty -

siege -

Give three reasons that the Europeans had for beginning the Crusades.
The Second Crusade

The Crusaders who remained in the Holy Land settled down to the task of governing their cities. Godfrey of Bouillon was named the Defender of the Holy Sepulcher (a religious monument in Jerusalem). The Crusaders named their country Outremer. Outremer was made up of four city states: the County of Edessa, the Principality of Antioch, the County of Tripoli, and the Kingdom of Jerusalem. As the years passed, Outremer expanded to include twelve port cities. Some of these cities were Beirut, Acre, Tyre, Sidon, and Jaffa. By 1124 Outremer extended along the Mediterranean from Egypt to the Euphrates River.

The people living in these captured cities were allowed to keep their religions and native customs. The Crusaders made pacts with the Muslims (Turks) in order to trade goods, and gave the Genoese, Pisans, and Venetians territorial rights to their cities in exchange for shipping services.

Too few people remained in the Holy Land to safely protect it, so, less than fifty years after the Crusaders invaded it the Turks conquered Edessa. This was the start of the Second Crusade which lasted from 1147 to 1149.

Saint Bernard preached to the people of Europe to stir them up. He gained the services of King Louis VII of France and Emperor Conrad III of Germany. These men did not agree with each other and they fought among themselves before they ever reached Edessa. The crusade ended in failure when the army was defeated by the Turks. The Turks were encouraged by their victory and renewed their efforts to regain the other Christian strongholds in the Holy Land.
The Second Crusade - Worksheet

Answer the questions about the Second Crusade that are listed below.

1. The name of one of the port cities was _____.
   a. Goshen  c. Clermont
   b. Beruit    d. Constantinople

2. _____ preached to the people of Europe.
   a. St. Bernard  c. Peter the Penniless
   b. St. George    d. St. Louis

3. List the four city states of Outremer.
The Third Crusade

The Muslim Empire was steadily growing under the leadership of Saladin, the Sultan of Egypt. His Empire reached from Bagdad, in the modern country of Iraq, all the way to Egypt. The Muslim people reconquered most of the Holy Land leaving only Tyre, Tripoli, and Antioch in Christian leadership. Saladin captured Jerusalem in 1187. The Third Crusade began in 1187 and lasted until 1192.

The Crusaders were led by three extremely important leaders. They were Frederick I (Barbarossa), Emperor of Germany; Richard I (Lion-Hearted) of England; and King Philip IV of France. Barbarossa drowned in a mountain stream before reaching the Holy Land and many of his knights returned to their homes. King Philip went home soon after arriving in the Holy Land. He claimed to be ill, but he really planned to plot against Richard I.

Richard I recaptured Acre, but he failed in his attempt to recapture Jerusalem. Richard gained a three year truce from Saladin in exchange for some prisoners. Christian pilgrims would be allowed to freely enter Jerusalem. The Third Crusade was not totally successful due to the arguments among its leaders.
The Third Crusade - Worksheet

Fill in the blanks with the correct answer.

1. The Sultan of Egypt was ________.
2. Frederick I was called ________.
3. King ______ wanted to plot against Richard I.
4. Richard made a ________ truce.
5. ________ made the Third Crusade less of a victory.
6. The Third Crusade lasted from ___ to ___.
The Fourth Crusade  
The Children's Crusade

The Fourth Crusade, lasting from 1201 to 1204, was the last serious crusade against the Muslims. The crusade began in response to a plea by Pope Innocent III. French noblemen set out for the Holy Land. Upon reaching Venice they found that they had no money with which to pay for the ship passage to the Holy Land. The Crusaders agreed to help the Venetians attack the city of Zara. The Crusaders and Venetians then journeyed to Constantinople after conquering Zara. They attacked the city and installed one of their leaders as the ruler. This brought the great Byzantine Empire to an end.

The Crusaders never reached the Holy Land. They were excommunicated by the pope because of their failure to obey his commands. The noblemen were ruled by political and commercial greed rather than a religious desire to free the Holy Land.

In the Spring of 1212 a peasant boy of France had a vision. Stephan said that God had given him a letter to King Philip asking for permission to take an army of children to the Holy Land. Although the king refused his permission, Stephan was able to gather 30,000 children together with the encouragement of parents and parish priests. Few of the children managed to survive the journey across Europe. Upon reaching the port city of Marseilles the children waited for the water to part and make a path for them, but it never parted. Slave traders disguised as merchants offered to take the children to the Holy Land. None of the children ever reached the Holy Land.
Another Children's Crusade was led by Nicholas of Germany. As with the other crusade the children were mostly under the age of thirteen and they carried no weapons. They believed their innocence would change the minds of the Muslims. These children also failed to reach the Holy Land, either dying of starvation or cold, or being sold as slaves.
Define:
passage -
excommunicate -

Answer the questions below using complete sentences.

1. Who were the leaders of the Children's Crusade?

2. How did the French noblemen bring about the end of the Byzantine Empire?

3. Who began the Fourth Crusade?

4. What did the children believe would help them win their crusade?
The Ending

In 1217 a Christian became king of Jerusalem. He wished to conquer all of Egypt in the Fifth Crusade. The Christians captured the city of Damietta at the mouth of the Nile River in 1219. In 1221 the Christians surrendered the city to the Sultan of Egypt in exchange for their freedom.

The Sixth Crusade was led by Emperor Frederick II of the Holy Roman Empire. Known as the Diplomatic Crusade, it lasted from 1228 to 1229. Frederick bargained with the Muslims and succeeded in acquiring Jerusalem and some territory reaching from Jerusalem to Damietta. In 1228 Frederick became King of Jerusalem. The land remained under Christian leadership until 1244.

The Seventh and Eighth Crusades were both fought by King Louis IX (St. Louis) of France. During the Seventh Crusade King Louis gained control of Damietta. He was surrounded by the Turks who refused to release him until a huge ransom was paid. The crusade lasted from 1248 to 1254.

In 1270 King Louis led a crusade in revenge against the Turks. He was old and ill, and died in the city of Carthage. His men were overcome by sickness and heat. In this manner the crusades drew to a close.

The Turks captured Antioch in 1268 and in 1291 the last Christian city, Acre, fell to the Turks. Some weak crusades were launched in the 1300's and 1400's but Europe lost all interest in conquering the Holy Land once America was discovered in the 1400's. This new land offered religious freedom and unclaimed property to the people of Europe.
Ending - Worksheet

Match up each problem with the correct answer. Then place the events in the order in which they happened.

1. Sixth Crusade
2. Nile River
3. King Louis of France
4. Acre
5. ransome

   a. Damietta
   b. two crusades
   c. last Christian city
   d. King Louis
   e. Diplomatic Crusade
Armoring Up

Roger De Falvey has decided to take up the cause of the crusades. You have the post of head metal smith. Roger De Falvey has asked you to design a shield with his family coat of arms on it. He would also like for you to include the cross of the crusades on it. This cross is a symmetrical red cross on a white background.

On a piece of paper draw a picture of the completed shield. Show the correct colors of your shield. What sort of shape will the shield have? Will it provide good protection for your lord? What kind of metal will you need to use?
Famous Names

The names of many important crusaders are hidden in the word search below. They are written horizontally, vertically, and diagonally. Circle each word as you find it and cross it off on the list.

Peter the Hermit  Pope Urban  Innocent  Frederick
Philip of France  Stephan  King Louis  Alexius Comnenus
Godfrey  Nicholas  Robert  Richard
Saladin  Baldwin  Raymond  Walter

F R E D E R I C K  B O S U A S
C U N V S S H O A A A T Z T U
T P D U I T W Z G L S R Y F N
T E H N U Z R K O D R I X R E
R T M I O B W H Z W E C D E N
J E L P L M C Y M I Z H P N M
B R K R G I Y W Z N P A O I O
O T T E N A P A G A C R P C C
R H L Y I I I O R N O D E H S
V E A I K I D H F B M Y U J U
F H B Q R F J A G F B X R R I
D E C S R P O P L T R E I X
O R R E T L A W A A M A A L E
G N Y B J T U F C O S R N W L
E I T N O I N I F E L L A
S T E P H A N K V O D E A H O E
On the map below, record the path that each crusade followed on the way to the Holy Land. Use a different color to map each crusade. Make a key for the map showing which colors you used for each crusade.
Read the following story. Then complete the story by adding your own ending to it. Write at least three paragraphs explaining what happens to Peter.

I am Peter, a poor peasant who lives in Antioch. It is the year 1098. The Christians have been under siege for several months by the Muslims. They are running out of food and their spirits are steadily and rapidly falling. The other night I dreamt that Saint Andrew told me to go to a church in the city and begin to dig a hole in the floor. He said that the lance that pierced Jesus' side is buried under the floor of St. Peter's Cathedral. This morning I am going to tell my story to the leaders of the city, although I don't think they will believe me.

What will happen next? Will Peter's story be believed? As you write, be sure to check for capitalization and punctuation errors.
Simulation: Who are you?

Find two friends and an empty spot in the room. Two of you are Christians from Europe. The other person is a Muslim from Jerusalem. How do you feel about meeting a person from your enemy country? How will you treat them? How does it feel to meet someone with a totally different set of customs?

Act out what you would do in this situation. Think about the similarities and differences between the Christians and the Muslims.
## Crusading to Victory

The game on the following page is intended for two to four players. The object of the game is to be the first to reach Jerusalem. Playing pieces (buttons) and a dice are needed to play. The players move the number of spaces indicated on the dice. If they land on a space marked Crusade they must take a Crusade card and do what it tells them to. Happy Crusading!

Cut out the Crusade cards below and place them face down on a pile.

<table>
<thead>
<tr>
<th>Frederick Barbarossa drowns in a stream. Go back 2 spaces.</th>
<th>Diplomatic Crusade is a success in 1220. Go forward 1 space.</th>
</tr>
</thead>
<tbody>
<tr>
<td>King Louis held for ransom by the Turks in 1254. Go back 2 spaces.</td>
<td>The leaders of the Second Crusade quarrel among themselves. Go back 1 space.</td>
</tr>
<tr>
<td>The Dark Ages draw to a close. Go forward 2 spaces.</td>
<td>The Children's Crusade ends in 1212 when the children are sold into slavery. Go back 2 spaces.</td>
</tr>
<tr>
<td>The 1st Crusade is victorious in 1099. Go forward 3 spaces.</td>
<td>New trade routes are opened by the Crusades. Go forward 2 spaces.</td>
</tr>
</tbody>
</table>
Time Line

Place these events in the correct order along the time line. Make sure to include the dates on which they occurred.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Council of Clermont</td>
<td>1090</td>
</tr>
<tr>
<td>First Crusade</td>
<td></td>
</tr>
<tr>
<td>Fourth Crusade</td>
<td></td>
</tr>
<tr>
<td>Children's Crusade</td>
<td></td>
</tr>
<tr>
<td>Weak Crusades</td>
<td></td>
</tr>
<tr>
<td>Sixth Crusade</td>
<td></td>
</tr>
<tr>
<td>Eighth Crusade</td>
<td></td>
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<tr>
<td>Seventh Crusade</td>
<td></td>
</tr>
<tr>
<td>Third Crusade</td>
<td></td>
</tr>
<tr>
<td>Last Christian city falls</td>
<td></td>
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<tr>
<td>Second Crusade</td>
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1090 -- 1300
Which Crusade?

Match the famous leader with the letter of the crusade in which he was involved. Some letters will be used more than once.

1. Alexius Comnenus  
2. Pope Innocent III  
3. Pope Urban II  
4. Peter the Hermit  
5. Godfrey of Bouillon  
6. Richard I  
7. St. Bernard  
8. King Philip of France  
9. Nicholas  
10. Barbarossa  
11. Raymond of Toulouse  
12. St. Louis  
13. Frederick II  
14. Saladin

a. First Crusade  
b. Second Crusade  
c. Third Crusade  
d. Fourth Crusade  
e. Fifth Crusade  
f. Sixth Crusade  
g. Seventh and Eighth Crusades  
h. Children's Crusade
New Products

The Crusades opened up new trade routes to Europe. Below is a list of some of the products the traders brought. Choose five items from the list and answer the questions for each of them. You may need to do some research to find the answers.

1. How is the product grown or made?

2. What would have been the best method of transporting the goods to Europe from the Holy Land?

3. What might the Europeans have used this product for?

<table>
<thead>
<tr>
<th>Products</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>-cane sugar</td>
<td>-wood</td>
<td>-watermelons</td>
<td>-cotton</td>
<td></td>
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<tr>
<td>-spices</td>
<td>-buckwheat</td>
<td>-oranges</td>
<td>-damask</td>
<td></td>
</tr>
<tr>
<td>-silk</td>
<td>-rice</td>
<td>-limes</td>
<td>-satin</td>
<td></td>
</tr>
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<td>-precious stones</td>
<td>-apricots</td>
<td>-lemons</td>
<td></td>
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Healing City

After many months of weary travelling you and your family have finally reached Jerusalem. Your parents have made the journey hoping that a visit to the Holy Sepulcher will make your sister walk again. She has been crippled since birth, and many tales have been told of miraculous cures received by a visit to Jerusalem.

What has the journey been like? How do you think your sister will be cured? Or will your family return home disappointed? What is your first impression of Jerusalem? Write several paragraphs describing your feelings.
Crusading For Words

Across
1. Capital of Byzantine Empire
2. People who ruled the Holy Land
7. Nickname for Frederick I
9. Holy City
11. Richard the
12. Pope during 1st crusade
13. A fighter in the crusades

Down
1. Meeting that started the crusades
2. Child crusader
3. Religious leader
5. Cry of the crusaders
6. Symbol on crusaders' clothes
8. Sultan of Egypt
10. System of government in the Middle Ages
Who Was He?

Choose one of the following people to research. Write a report about him. The report should be about one page long, and should include the answers to the five questions below.

1. What country was he from? and how long was he in power?
2. Which crusade was he in?
3. Was the crusader fighting for a good reason?
4. What kind of hardships did the crusader suffer on his journey?
5. What was the most outstanding accomplishment of his life?

People
- Peter the Hermit
- Pope Urban II
- Godfrey of Bouillon
- Frederick I (Holy Roman Emperor)
- King Phillip II of France
- Saladin
- Frederick II (Holy Roman Emperor)
- Richard I of England
- King Louis IX
- Stephan
Journal in Time

You, Lord Humphry of Frankfort, are a knight in Emperor Conrad's army. All of the people with you are in the process of journeying from Germany to the Holy Land. Your goal is to win the Second Crusade and permanently gain control of Jerusalem and the Holy Land.

Write a one week journal of the events that occur as you travel. Are there any battles? adventures? scares?
What do You Need?

Lady Marta Tourmond has just been told by her two sons that they are joining the 3rd Crusade. They will meet King Philip's army and journey southward with them to free the Holy Land. Each knight is to have two horses and his provisions. He may also take along a squire if he wishes.

Make a list of the things that Lady Marta will need to pack for her sons. They need only the most essential and useful items for it will be a long, strenuous journey. Include at least fifteen items the knights will need to take with them.
Crusades Quiz

Define the following words.

1. crusade -
2. knight -
3. excommunicate -
4. siege -

Place the letter of the correct answer in the blank.

1. Saladin
   a. religious monument
2. Crusades
   b. weapon used to protect oneself
3. Holy Sepulcher
   c. Turkish sultan
4. armor
   d. protective clothing
5. shield
   e. 11th to the 13th century

Short Answer

1. Name three reasons that the crusades were begun.

2. Name four crusade leaders. In which crusade did they fight?
3. Were the crusades a success or a failure? Why or why not?

Draw a picture of what the crusaders cross looked like.
Expansion

Any learning center may be expanded through the use of students' ideas and contributions. The teacher's attitude toward the contributions of his students will influence any further efforts on their part. If the ideas are scoffed at, the student will become reluctant to contribute any other items to the learning center. The most productive ways in which to facilitate student suggestions are to have all contributions remain anonymous, or to discuss ideas with contributors providing valid and just methods for acceptance or rejection. The teacher may also propose variations that may make an activity acceptable for use at the learning center.

Within this specific learning center the character of Dr. Enjoy may be expanded into a daily feature in the classroom for both the learning center and the regular activities. Challenge questions and/or directions could be given by using the Dr. Enjoy character. This learning center could also be employed as an introduction to a larger unit focusing on a study of modern crusades, such as freedom, and those areas of history related to them.
Beginning - Worksheet

Several words with which you need to be familiar were introduced in this reading section. Define each of the words listed below.

Dark Ages - Period of time from 476 to 1000. Little promotion of the arts; rigid time of life.

Middle Ages - feudal system of government. Lasted from the 5th century to 1350.

monastery - A dwelling or house in which a community of monks live.

pilgrim - A person who journeys a long distance to visit a sacred place as an act of devotion.

Crusade - A military expedition undertaken by Christians of Europe in the 11th, 12th, and 13th centuries.

knight - Mounted soldier who served a feudal lord.

peasant - A lower class of farm laborers in the Middle Ages.

loyalty - being faithful to commitments or promises

siege - The act of surrounding a fortified place in a way to isolate it from supplies and aid. A siege makes capture possible.

Give three reasons that the Europeans had for beginning the Crusades.

- power of the Turkish people began to threaten the Byzantine Empire
- feudal system of government
- changes in the world during the Dark Ages
The Second Crusade - Worksheet

Answer the questions about the Second Crusade that are listed below.

1. The name of one of the port cities was ______.
   a. Goshen          c. Clermont
   b. Beruit          d. Constantinople

2. ______ preached to the people of Europe.
   a. St. Bernard     c. Peter the Penniless
   b. St. George      d. St. Louis

3. List the four city states of Outremer.
   County of Odessa
   Principality of Antioch
   County of Tripoli
   Kingdom of Jerusalem
The Third Crusade - Worksheet

Fill in the blanks with the correct answer.

1. The Sultan of Egypt was Saladin.
2. Frederick I was called Barbarosa.
3. King Philip wanted to plot against Richard I.
4. Richard made a three year truce.
5. Arguments made the Third Crusade less of a victory.
6. The Third Crusade lasted from 1187 to 1192.
The Fourth Crusade - Worksheet

Define:
- passage - The amount of money charged to reserve a room on a ship during a voyage.
- excommunicate - To cut off membership in a church.

Answer the questions below using complete sentences.

1. Who were the leaders of the Children's Crusade?
   The leaders of the Children's Crusade were Stephan of France and Nicholas of Germany.

2. How did the French noblemen bring about the end of the Byzantine Empire?
   The noblemen attacked the city of Constantinople and installed one of their leaders as the ruler of the city.

3. Who began the Fourth Crusade?
   Pope Innocent III began the Fourth Crusade.

4. What did the children believe would help them win their crusade?
   The children believed that their innocence would help them to win their crusade.
Ending - Worksheet

Match up each problem with the correct answer. Then place the events in the order in which they happened.

1. Sixth Crusade
2. Nile River
3. King Louis of France
4. Acre
5. ransom

a. Damietta
b. two crusades
c. last Christian city
d. King Louis
e. Diplomatic Crusade

2-a Nile River, Damietta
1-e Sixth Crusade, Diplomatic Crusade
3-b King Louis of France, two crusades
5-d ransom, King Louis
4-c Acre, last Christian city
Famous Names

The names of many important crusaders are hidden in the word search below. They are written horizontally, vertically, and diagonally. Circle each word as you find it and cross it off on the list.

Peter the Hermit  Pope Urban  Innocent  Frederick
Philip of France  Stephan  King Louis  Alexius Comnenus
Godfrey  Nicholas  Robert  Richard
Saladin  Baldwin  Raymond  Walter
Time Line

Place these events in the correct order along the time line. Make sure to include the dates on which they occurred.

- Council of Clermont
- First Crusade
- Third Crusade
- Fourth Crusade
- Children's Crusade
- Last Christian city falls
- Weak Crusades
- Sixth Crusade
- Second Crusade
- Eighth Crusade
- Seventh Crusade

Council of Clermont - 1095
1st Crusade - 1096-99
2nd Crusade - 1144-49
3rd Crusade - 1187-92
4th Crusade - 1201-04
Children's Crusade - 1212
6th Crusade - 1228-29
7th Crusade - 1248-54
8th Crusade - 1270
Last city falls - 1291
Which Crusade?

Match the famous leader with the letter of the crusade in which he was involved. Some letters will be used more than once.

a_1. Alexius Comnenus  
a_2. Pope Innocent III  
a_3. Pope Urban II  
a_4. Peter the Hermit  
a_5. Godfrey of Bouillon  
c_6. Richard I  
h_7. St. Bernard  
c_8. King Philip of France  
h_9. Nicholas  
c_10. Barbarossa  
a_11. Raymond of Toulouse  
g_12. St. Louis  
f_13. Frederick II  
c_14. Saladin

a. First Crusade  
b. Second Crusade  
c. Third Crusade  
d. Fourth Crusade  
e. Fifth Crusade  
f. Sixth Crusade  
g. Seventh and Eighth Crusades  
h. Children's Crusade
Crusading For Words

Across
1. Capital of Byzantine Empire
4. People who ruled the Holy Land
7. Nickname for Frederick I
9. Holy City
11. Richard the _____
12. Pope during 1st crusade
13. A fighter in the crusades

Down
1. Meeting that started the crusades
2. Child crusader
3. Religious leader
5. Cry of the crusaders
6. Symbol on crusaders' clothes
8. Sultan of Egypt
10. System of government in the Middle Ages
Crusades Quiz

Define the following words.

1. crusade - A military expedition undertaken by Christians of Europe in the 11th, 12th, and 13th centuries.
2. knight - Mounted soldier who served a feudal lord.
3. excommunicate - To cut off membership in a church.
4. siege - The act of surrounding a fortified place in a way to isolate it from supplies and aid. A siege makes capture possible.

Place the letter of the correct answer in the blank.

1. Saladin: a. religious monument
   b. weapon used to protect oneself
   c. Turkish sultan
   d. protective clothing
   e. 11th to the 13th century

2. Crusades: a. religious monument
   b. weapon used to protect oneself
   c. Turkish sultan
   d. protective clothing
   e. 11th to the 13th century

3. Holy Sepulcher: a. religious monument
   b. weapon used to protect oneself
   c. Turkish sultan
   d. protective clothing
   e. 11th to the 13th century

4. armor: a. religious monument
   b. weapon used to protect oneself
   c. Turkish sultan
   d. protective clothing
   e. 11th to the 13th century

5. shield: a. religious monument
   b. weapon used to protect oneself
   c. Turkish sultan
   d. protective clothing
   e. 11th to the 13th century

Short Answer

1. Name three reasons that the crusades were begun.
   The power of the Turkish people began to threaten the Byzantine Empire.
   The feudal system of government left people with very little wealth or land.
   The changes in the world during the Dark Ages

2. Name four crusade leaders. In which crusade did they fight?
   1st Peter the Hermit
   Walter the Penniless
   Count Robert of Flanders
   Count Raymond of Toulouse
   Bohumird of Normandy
   2nd King Louis VII of France
   Emperor Conrad III of Germany
   3rd Frederick I (Barbarossa)Emp. of Germany
   Richard I (Lionhearted) of England
   King Philip IV of France
   4th French noblemen
   Children's Stephan
   Nicholas
   5th Emp. Frederick II Holy Roman Empire
   6th King Louis IX
3. Were the crusades a success or a failure? Why or why not?

This question is an opinion question and should be counted correct as long as the answer is supported by the student.

Draw a picture of what the crusaders cross looked like.

The cross should be red in color.
Footnotes

5. Ibid. Pages 18-19.
Bibliography


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The Crusades: Saints and Sinners. Learning Corp. of America. Film. 28 minutes.

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