

# **THE CRUSADES**

## ***Arab Culture and the West***

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## **The Crusades: Lesson 1**

### **Objectives:**

Students will, in groups:

1. Work cooperatively in small groups to read and answer basic introductory questions.
2. Write a speech.
3. Analyze a speech of Pope Urban II.

### **Materials Needed:**

1. A variety of history textbooks; translation of a Jordanian textbook provided (Item G)
2. Copy Item A: Speech of Pope Urban II at Clermont

### **Procedures and Tasks: Part 1 -- Introduction**

1. Divide the class into small groups.
2. Give each group a variety of history textbooks equal to the number of students in the group.
3. Have each student find the pages in the text that relate to the Crusades.
4. Assign each student to read silently the section on the Crusades until they have answered the following questions that have been written on the board (the questions are not to be answered in writing at this time):
  - a. Who was Urban II and why was he important?
  - b. Where is Clermont and what is its significance?
  - c. What is the significance of the year 1095?
  - d. What were the reasons for the Crusades? (Compare the Jordanian and U. S. texts.)
5. Within each group, students select a recorder and each student contributes what he/she has read. As they do this, the groups will develop composite answers for the above questions.
6. Each group selects a reporter who reports to the entire class the group's findings.
7. Write on the board the answers being given by the student reporters. Note the differences (if any) in what each group reports.
8. As you write the answers on the board, each student should be recording the questions and the answers in his/her notes.
9. Repeat the questions and answers. To make sure that students understand, ask them if anything needs to be clarified.

### **Procedures and Tasks: Part 2 – Developing a Speech**

1. Ask student what they think Urban II said at Clermont and attempt to list student responses on the board.
2. Ask students to focus on how Urban II said what he said in his speech at Clermont. The idea is to get students to be dramatic and to use descriptive phrases in describing what the Pope may have said. Display your own talents.
3. Have each group reconvene and select a new recorder.
4. Assign each group to write a short speech that they think the Pope would have given at Clermont.
5. Each group selects a student to deliver the group's speech. To make it more challenging, give an award for the best speech.
6. Distribute Pope Urban II's speech (Cope Item A). Read, analyze, and compare to student speeches. Ask questions such as:
  - a. Would the Pope's speech have convinced you to participate in a Crusade?
  - b. According to the Pope, why is a crusade needed?
  - c. How does the Pope describe the Muslims who are in control of Jerusalem?
  - d. What arguments does the Pope use to convince people to participate in a crusade?

### **Procedure and Tasks: Part 3 – Ending**

1. Orally review what has been learned today and/or have students write a brief paragraph or make a list of learned material in notes.

### Speech of Pope Urban II at Clermont

"O race of Franks! Race beloved and chosen by God! ... From the confines of Jerusalem and Constantinople a grievous report has gone forth that an accursed race, wholly alienated from God, has violently invaded the lands of these Christians, and has depopulated them by pillage and fire. They have led away a part of the captives into their own country, and a part they have killed by cruel tortures. They destroy the alters, after having defiled them with their uncleanness. The kingdom of the Greeks is now dismembered by them, and has been deprived of territory so vast in extent that it could not be traversed in two months' time.

On whom, then, rests the labor of avenging these wrongs, and of recovering this territory, if not upon you -- you upon whom, above all others, God has conferred remarkable glory in arms, great bravery, and strength to humble the head of those who resist you? Let the deeds of your ancestors encourage you -- the glory and the grandeur of Charlemagne and your other monarchs. Let the Holy Sepulcher of Our Lord and Saviour, now held by unclean nations, arouse you, and the holy places that are now stained with pollution .... Let none of your possessions keep you back, nor anxiety for your family affairs. For this land which you now inhabit, shut in on all sides by the sea and the mountain peaks, is too narrow for your large population; it scarcely furnishes food enough for its cultivators. Hence it is that you murder and devour one another, that you wage wars, and that many of you perish in civil strife.

Let hatred, therefore, depart among you; let your quarrels end. Enter upon the road to the Holy Sepulcher; wrest that land from a wicked race, and subject it to yourselves. Jerusalem is a land fruitful above all others, a paradise of delights. That royal city, situated at the center of the earth, implores you to come to her aid. Undertake this journey eagerly for the remission of your sins, and be assured of the reward and imperishable glory in the Kingdom of Heaven."

*The Age of Faith* by Will and Ariel Durant

## **The Crusades: Lesson 2**

### **Objectives:**

#### **Students will:**

1. Complete and demonstrate knowledge of the Mediterranean World at the time of the Crusades.
2. Use math skills to figure distances.

#### **Materials Needed:**

1. History textbooks.
2. Copy Item B -- outline map and two page worksheet -- enough for each student in the class.
3. Wall map of the Mediterranean World, a grease pen and rulers.

#### **Procedures and Tasks: Part 1 -- Map Work**

1. Each student should have a text open to a map relating to the Crusades. Additional texts should also be available.
2. Distribute outline map and work sheet -- Copy Item B
3. Give students directions for the completion of the map and worksheet.
4. Allow class time for the completion of the map and worksheet.

#### **Procedures and Tasks: Part 2 -- Map Follow-up**

1. Upon completion of the maps, students should demonstrate knowledge of their work through an oral question and answer period.
2. Trace the route of the First Crusade on a wall map with a grease pencil.
3. Using the wall map and/or textbooks, rulers, and a scale of miles, calculate the approximate distance from the point of departure to Palestine.
4. Briefly lecture any information relating to the First Crusade up to the Crusaders' arrival in Palestine.

#### **Procedures and Tasks: Part 3 -- Ending**

1. Have students summarize today's lesson in their notes with three important facts learned.
2. Compare student lists.

Name: \_\_\_\_\_

**The Crusades**

Directions: Listed below are places that you are to locate on your map. You will be graded on accuracy, correct spelling, and neatness of your work.

<u>Cities:</u>		<u>Water:</u>	<u>Geographic Areas:</u>
Rome	Marseilles	Black Sea	France
Genoa	Venice	Mediterranean Sea	Palestine
Antioch	Clermont	Aegean Sea	Byzantine Empire
Jerusalem	Constantinople	Red Sea	Sicily
Acre	Damascus		Greece
Nicæa			Italy

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1. Look on a current map of the Mediterranean World and answer the following questions:

- a. \_\_\_\_\_ and \_\_\_\_\_ are two current countries that were once part of the Byzantine Empire.
- b. \_\_\_\_\_ is now the name of Constantinople.
- c. The \_\_\_\_\_ Straits was the important waterway on which Constantinople was located.
- d. \_\_\_\_\_ is a current country located in the geographic area of Palestine.
- e. \_\_\_\_\_ and \_\_\_\_\_ are two current countries that border the eastern end of the Mediterranean Sea.
- f. List five current countries you would travel through if you traveled by land from Clermont to Jerusalem.

- |          |          |
|----------|----------|
| 1) _____ | 4) _____ |
| 2) _____ | 5) _____ |
| 3) _____ | 6) _____ |

2. The following questions are related to the previous reading about the Crusades and the map.

a. The First Crusade began in the year \_\_\_\_\_.

b. Pope \_\_\_\_\_ called upon Christians to begin the Crusades in a speech he delivered at \_\_\_\_\_ in the current country of \_\_\_\_\_.

c. Look at your map and name two seaports from which you could have sailed in getting from Europe to Palestine.

\_\_\_\_\_ and \_\_\_\_\_

d. If you reached Palestine by sailing the length of the Mediterranean Sea from France, what are two major islands you would have passed?

\_\_\_\_\_ and \_\_\_\_\_

e. \_\_\_\_\_ was the capital of the Byzantine Empire.

f. Palestine was called the \_\_\_\_\_ by the Christians.

## **The Crusades: Lesson 3**

### **Objectives:**

#### **Students will:**

1. Demonstrate creative thinking skills.
2. Work cooperatively in small groups to read and answer text questions.

### **Materials Needed:**

1. History textbooks
2. Eyewitness Account to the Capture of Jerusalem -- Copy Item C

### **Procedures and Tasks: Part 1 -- Capture of Jerusalem**

1. Summarize and review the events of the route and travel of the Crusaders to Palestine.
2. Have students think of themselves as having been a Crusader and ask how it felt as they reached Jerusalem.
3. List responses on the board.
4. Have students think of themselves as Muslims, Jews or Eastern Christians in Jerusalem and how it felt knowing that the Crusaders were outside the city walls.
5. Briefly lecture about the siege and surrender of Jerusalem.
6. Drawing upon their knowledge of the Crusaders, ask students how they think the Crusaders reacted toward the city and its people once they were insider the city gates.
7. List responses on the board.
8. Distribute and read Eyewitness Account to the Capture of Jerusalem -- Copy Item C.
9. Compare eyewitness account with student responses.

### **Procedures and Tasks: Part 2 -- Beyond the First Crusade**

1. Briefly explain what occurred as a result of the First Crusade.
2. State the fact that there were additional Crusades and ask the following two questions:
  - a. Why do you think these additional Crusades happened?
  - b. What do you think occurred during these Crusades?
3. List responses on the board.
4. Divide students into their small groups to read additional material on the Crusades.

5. Give each group a variety of history textbooks equal to the number of students in the group. Have each student use a different text than in the first lesson.
  
6. Assign each student to read silently the material in their text beginning with the end of the First Crusade through the end of the material and find the answers to each of the following questions written on the board:
  - a. Why did the additional Crusades occur?
  - b. How many additional Crusades occurred?
  - c. What were some specific events that happened during these Crusades?
  - d. Who was Richard I or Richard the Lion-Hearted?
  - e. Who was Saladin?
  - f. What were the results of the Third Crusade?
  
7. Within each group, student select a recorder and each student contributes what he/she has read. Their answers are recorded, and as they do this, the groups will develop composite answers for the above questions.

**Procedures and Tasks: Part 3 -- Ending**

1. Each group selects a reporter who will report to the entire class the group's findings during the next class session.

### **Eyewitness Account to the Capture of Jerusalem**

"...One of our knights, named Lethold, clambered up the wall of the city .... Our men followed, killing and slaying even to the Temple of Solomon, where the slaughter was so great that our men waded in blood up to their ankles.... When the pagans had been overcome, our men seized great numbers, either killing them or keeping them captive, as they wished.... Afterward the army scattered throughout the city and took possession of the gold and silver, the horses and mules, and the houses filled with goods of all kinds. Later all our people went to the Sepulchre of the Lord, rejoicing and weeping for joy...."

"...The amount of blood that they shed on that day was incredible.... Piles of heads, hands and feet were to be seen in the streets of the city.... The city was filled with corpses and blood."

*Universal History of the World: The West in the Middle Ages*  
by Ann Bailey and Seymour Reit

## **The Crusades: Lesson 4**

### **Objectives:**

Students will:

1. Use creative skills
2. Work cooperatively in small groups
3. Improve their ability to view people objectively.

### **Materials Needed:**

1. History textbooks and reference materials
2. A picture of Richard the Lion-Hearted – Copy Item D
3. A picture of Saladin – Copy Item E
4. "Saladin" – Copy Item F

### **Procedures and Tasks: Part 1 – The Third Crusade**

1. Inform students that this lesson will concentrate on the Third Crusade.
2. Write on the board the questions from the previous lesson and solicit answers from student reporters to the questions.
3. Write the answers on the board, and as the answers are written, each student should record questions and answers in his/her notes.

### **Procedures and Tasks: Part 2 – Comparing Richard and Saladin**

1. Give students some brief background information in Richard.
2. Ask students to imagine his physical appearance and character.
3. Record their responses on the board.
4. Repeat procedures 1, 2, and 4 for Saladin.
5. Divide class into their small groups.
6. Give each group several reference books for the purpose of research.
7. Assign each group to find information of either Richard or Saladin.
8. Have each group select a recorder to record what each student has read.
9. Each group selects a reporter who reports to the entire class the group's findings.

### **Procedures and Tasks: Part 2 -- Developing a Speech**

1. Ask student what they think Urban II said at Clermont and attempt to list student responses on the board.
2. Ask students to focus on how Urban II said what he said in his speech at Clermont. The idea is to get students to be dramatic and to use descriptive phrases in describing what the Pope may have said. Display your own talents.
3. Have each group reconvene and select a new recorder.
4. Assign each group to write a short speech that they think the Pope would have given at Clermont.
5. Each group selects a student to deliver the group's speech. To make it more challenging, give an award for the best speech.
6. Distribute Pope Urban II's speech (Cope Item A). Read, analyze, and compare to student speeches. Ask questions such as:
  - a. Would the Pope's speech have convinced you to participate in a Crusade?
  - b. According to the Pope, why is a crusade needed?
  - c. How does the Pope describe the Muslims who are in control of Jerusalem?
  - d. What arguments does the Pope use to convince people to participate in a crusade?

### **Procedure and Tasks: Part 3 -- Ending**

1. Read the account from the Jordanian textbook (Item G). How would a Middle Easterners respond to Pope Urban's address? Does the Pope show any awareness that Christians are then living in Jerusalem?
2. Orally review what has been learned today and/or have students write a brief paragraph or make a list of learned material in notes.

## **The Crusades: Lesson 5**

### **Objectives:**

#### **Students will:**

1. Review and demonstrate knowledge of what has been learned.
2. Work cooperatively in small groups.
3. Complete their study of the Crusades.

#### **Materials Needed:**

1. History textbooks and reference materials.

#### **Procedures and Tasks: Part 1 – the Final Crusades**

1. Divide into small groups and distribute textbooks and reference materials.
2. Assign groups to read and find the important results of the Crusades which influenced both Europe and the Middle East.
3. Within each group, students select a recorder and each student contributes what he/she has found.
4. Each group selects a reporter who reports to the entire class the group's findings.
5. Draw two columns on the board. One column should have "Europe" as its heading, and the second should have "Middle East" as its heading.
6. In these columns record the results of the Crusades as they influenced each area and discuss findings.
7. If no result for either area are found, have students hypothesize why this is so.

#### **Procedures and Tasks: Part 3 -- Ending**

1. Have each group make a list of the ten most important points learned in this unit.
2. Have each group cut their list to five and rank order the five items.
3. List on the board what each group believes to be the most important points.
4. Discuss each group's list and reach a class consensus on the five most important.



Richard I  
Copy Item D



Saladin  
Copy Item E

### Saladin

"...It is true that the greatness of Saladin lay also in his modesty.... (for example).... One day when Saladin was tired and was trying to rest, one of his mamluks came to him and handed him a paper to sign. 'I am exhausted,' said the sultan, 'come back in an hour.' But the man insisted. He fairly stuck the page in Saladin's face, saying, 'Let the master sign!' The sultan replied, 'But I have no inkwell here.' He was seated at the entrance to his tent, and the mamluk remarked that there was an inkwell inside. 'There is an inkwell, at the back of the tent,' he cried, which meant, in effect, that he was ordering Saladin to go and get the inkwell himself, no less. The sultan turned, saw the inkwell, and said, 'By God, you're right.' He reached back, bracing himself with his left hand, and grasped the inkwell in his right. Then he signed the paper....

The (latter) incident, ... is a striking illustration of what made him so different from the monarchs of his time, indeed of all times; he was able to remain humble with the humble, even after he had become the most powerful of the powerful. The chroniclers, of course, evoke his courage, his sense of justice, and his zeal for the jihad, but through their writings a much more touching, more human, image always transpires.... (for example).... One day, ... in the midst of (the) campaign against the Franks, Saladin summoned his close companions. In his hand was a letter he had just finished reading, and when he tried to speak, he broke down.... Finally, his voice choked with tears, he said, '... my nephew is dead.' Then his warm tears began to flow again ... and he added, 'Let no one know what has happened!' The he had rose water brought to wash his eyes.

The tears of Saladin flowed on other occasions besides the deaths of those closest to him.... (for example) ... Once ... and army scout came ... with a sobbing woman beating her breast. 'She came from the Frank camp,' the scout explained, 'and wants to see the master. We brought her here.' Saladin asked his interpreter to question her. She said, 'Yesterday some Muslim thieves entered my tent and stole my little girl. I cried all night, and our commanders told me: the king of the Muslims is merciful; we will let you go to him and you can ask for your daughter back. Thus have I come, and I place all my hopes in you.' Saladin was touched, and tears came to his eyes. He sent someone to the slave market to look for the girl, and less than an hour later a horseman arrived bearing the child on his shoulders. As soon as she saw them, the girl's mother threw herself on the ground and smeared her face with sand. All those present wept with emotion. She looked heavenward and began to mutter incomprehensible words. Thus was her daughter returned to her, and she was escorted back to the camp of the Franks.

Those who knew Saladin say little about his physical appearance: he was small and frail, with a short, neat beard. They prefer to speak of pensive and somewhat melancholy face, which would suddenly light up with a comforting smile that would put anyone talking to him at ease. He was always affable with visitors, insisting that they stay to eat, treating them with full honors, and satisfying all their requests. He could not bear to let someone who had come to him depart disappointed, and there were those who did not hesitate to take advantage of this quality....

1. Al Rouba, to the north of Aleppo,
2. Antioch, north-west of Aleppo,
3. Tripoli.

These princedoms became the bases for later confrontations with Islamic cities, achieving rapid success because of the internal divisions and conflicts among Islamic rulers.

### **The Islamic Jihad under the Zangi Monarchy:**

In the first stage of the war, the Mosel area undertook the burden of defending the Islamic world. The Zangi Monarchy, princes of Mosel, started gathering Islamic forces to confront the Franks. This Jihad movement was the basis of the Islamic Jihad that confronted the Franks and drove them out of Islamic land.

When Imad Eddin Zangi became prince of Mosel, he started strengthening his princedom military and economically, uniting Islamic countries, and establishing a united Islamic front against the Franks. He added many princedoms (like Aleppo, Hama, and Baalback) to his princedom, making Aleppo the new princedom capital, the residence of the Zangi monarchy. Of his most famous accomplishments is the liberation of the city of Ruha from the Franks in 1144.

Taking power after their father, the sons of Imad Eddin were successful confronting the Franks who were trying to invade some Islamic cities. Noor Eddin Zangi worked on enlarging the Islamic front to confront the Franks, included Damascus to the princedom and made it the capital. He then looked into including Egypt to his princedom since it was weak militarily and economically, and ravaged by internal conflicts during the rule of the Fatimids. He succeeded in this task through Salah Eddin Al Ayyoubi.

### **The Islamic Jihad under the Ayyoubid Leadership:**

Salah Eddin Al Ayyoubi founded a new state in Egypt that adopted the Jihad against the Franks, then included Mosel and Aleppo to the Ayyoubid state thus accomplishing a unity between Egypt and Damascus, and moved from a state of weakness and division to a state of unity and strength.

After completing unity, he moved to prepare himself to confront the Franks. When the Crusader's governor of Al Karak, Aranta, stopped an Islamic convoy coming from Egypt, killing its guards and seizing its wealth, Salah Eddin took the opportunity to invade the Al Karak fort, then moved

towards successfully invading the Galilee region. He thereby freed the road connecting Damascus to Egypt.

### **The Battle of Hittin:**

The Franks gathered a large army to face the Muslims in the plain of Hittin, west of the sea of Galilee, north of Palestine, in 1187. The Muslims won ; their success is attributed to their unity, their faith, and their military tactics. There, in a site chosen by the Muslims, they pushed the Franks from the sources of water, and large numbers of Franks surrendered. Salah Eddin pardoned them, but ordered the execution of Aranta for his strong animosity toward Islam and aggression against Muslims and traders.

After his success, Salah Eddin gained control of many coastal cities in the Damascus principality like Haifa, Akka, Jaffa, Ousklan, except Tyre where most of the Franks sought refuge.

Then he advanced towards Jerusalem, and took control of the city after a tight blockade and the surrender of the Franks. Salah Eddin granted amnesty to all of them, treated them well, and allowed them to leave the city with all their wealth; he did not take revenge for their aggressions and killings of Muslims and seizure of their properties. The Muslims had now liberated the Islamic Holy sites. The first project of Salah Eddin was the restoration of the Aqsa Mosque and the Dome of the Rock.

The Europeans sent Richard the Lion Hearted, King of England, to Akka. He surrounded the city from land and sea to cut any assistance from reaching the city's defendants. He was successful in occupying the city in 1191 despite the help the Muslims offered to the city's defendants.

Salah Eddin and Richard the Lion Hearted reached an agreement known as Al Ramlah agreement, which was a strategic step on the part of Salah Eddin to gain time in order to reassemble his troops; However, Salah Eddin died in 1192 and was buried in Damascus. The Franks realized the importance of Egypt and its threat against them. They waged three unsuccessful battles to invade Egypt, in Demyatta and Al Mansoura, and were able to capture King Louis IX of France the commander of one of the battles. These losses put an end to the European coveting of Egypt.

### **The Jihad led by the Mamluks:**

The Mamluks continued the Jihad against the Franks, and gained back the remaining of the Damascus principality still under the Franks rule;

Then Zaher Bibars gained Safad, Antioch, Al Kaissaria, and Jaffa, and Al Mansour Kalawun gained Damascus and Latakia.

Khalil Bin Kalawun gained back the last city under Frank's rule, Akka, after 43 days of blockade, in 1291.

The Mamluks did not satisfy themselves with finishing with the Frankish presence in the Damascus principality area, but started looking at Mediterranean islands like Cyprus and Rhodes that the Franks used as a base to attack Islamic shores. They were successful in driving the Franks out of these islands and made them part of the Islamic nation.

### **Reasons for the Islamic Successes:**

1. The unity of Muslims, the Arabs and the Turks and Saljuks and the Kurds, and unifying their resources to combat their common enemy the Franks.
2. Islamic leaders that adopted the Jihad against the Franks, like Imad Eddin Zangi, Salah Eddin Al Ayyoubi, and Zaher Bibars.
3. Internal competition and personal ambitions among Frankish (European) leaders, that lead to the fragmentation of their pricedom into small princedoms incapable of defending themselves.
4. The confidence of the Muslims in their rights and their will to defend their land and to undertake a defensive war for God (Jihad).