

**Standard 6-3** The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states.

**6.3.3** Summarize the course of the Crusades and explain their effects, including their role in spreading Christianity and in introducing Asian and African ideas and products to Europe. (H, G, E)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

This is the first time students have been taught about the Crusades.

In Global Studies, students will explain the rise and growth of Christianity during the classical era, including patterns of expansion across continents, the effects of diffusion on religious beliefs and traditions, and the influence of Christianity on culture and politics (GS-1.3). Students will also analyze the social, political, and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the predominance of religion and the impact of the Crusades (GS-2.6).

**It is essential for students to understand** the nature of the Crusades. It's crucial to realize that the Crusades took place over several centuries and their purpose and disposition changed over time. Students should understand that the Crusades originated as a way of recapturing the recently seized Holy Land (Palestine) by the Turks, of freeing it from Muslim rule, and as a preventative measure to avert a Turkish conquest of the Byzantine Empire. The Crusades evolved into a series of wars which lasted over several centuries and actually took place in several different regions. It's vital for students to be able to use maps to identify or illustrate the key routes taken during the Crusades and to understand how differing people and ideas came into contact with one another.

Ultimately, from a political and military standpoint, the Crusades should be viewed as having mixed success. While the Crusaders did not permanently re-conquer the Holy Land, they did control it for a while, and when coupled with the *Reconquista* (retaining of Spain from the Muslims), it did largely succeed with neutralizing Muslim advances in mainland Europe. Equally important, the interaction of people and ideas during this time allowed parts of Europe (particularly the Italian peninsula) to develop cities of trade and commerce that would serve as the basis of an expanding, trade-based European economy. The Crusades also served to build an interest in overseas land and develop the nature of exploration that would propel Europeans to the Western Hemisphere.

**It is not essential for students to know** specific products or ideas that were introduced into Europe though it is important for them to understand the cultural and economic exchange which took place. It also is not essential for students to know the dates and location of specific Crusades or battles though they should be able to utilize maps to interpret the execution of the Crusades.

**Assessment guidelines:** In order to measure understanding of the Crusades, appropriate assessments should require students to **exemplify** the effects of the Crusades, especially as these effects relate to the spread of Christianity and/or the introduction of ideas and products into Europe from Asia and Africa. It would be useful to have students use maps to **identify, interpret,** and/or **detail** the execution of the Crusades. It would also be appropriate for assessments to require students to utilize maps in explaining the interaction of ideas and products during the Crusades. It would be suitable for students to **hypothesize** and **defend** ideas on the economic changes that took place in Europe due to the Crusades.

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