



## Christendom and the Crusades: Holy Warfare

**Learning Objective:** To explore how battles were fought during the Crusades

**Success Criteria:**

- To examine the differences between Christian and Muslim warriors.
- To compare the strengths and weaknesses of each force.
- To analyse written sources from the Crusades.

**Context:** This is the fourth lesson in scheme of work but can be used as a stand-alone lesson. It fits under the National Curriculum theme of 'Christendom, the importance of religion and the Crusades'. This lesson focuses on the differences between Crusader knights and Muslim warriors and develops skills in written source analysis.

### Starter

I See, I Hear, I Feel.

In pairs, students should discuss what they would see, hear and feel if they were in the position of the photographer in the Syrian desert. If you choose, students could guess where the photo was taken, as the location will come in on a click. Use this later to help students understand what it may have been like for the combatants at the time.

### Main Activities

#### Crusader Knight

Use this slide to present the idea of knights. Students should use the [Holy Warfare – Warrior Annotations Higher Ability](#) or [Holy Warfare – Warrior Annotations Lower Ability](#) to annotate the image of a Knight Hospitaller using the text in boxes to do so. Students are also given a space to write down two disadvantages and two advantages this warrior may have when fighting in the desert we saw in the starter activity. In the lower ability version of the activity sheet, examples of advantages and disadvantages are given and students only need to provide one of each.

#### Muslim Warrior

Use this slide to present the idea of the Muslim warriors. Students should use the [Holy Warfare – Warrior Annotations Higher Ability](#) or [Holy Warfare – Warrior Annotations Lower Ability](#) to annotate the image of a Muslim warrior using the text in boxes to do so. Students are also given a space to write down two disadvantages and two advantages this warrior may have when fighting in the desert we saw in the starter activity.

#### Letters from the Front Lines

Use this slide to introduce the [Holy Warfare – Source Analysis Higher Ability](#) or [Holy Warfare – Source Analysis Lower Ability](#). You may wish to let students jump straight into reading and answering the comprehension questions on the sheet or you may prefer to read through each letter as a class, completing the questions as you go.

## Feedback

Use feedback time to discuss what has been learnt from reading the letters. You may wish to develop the discussion beyond the questions on the activity sheet by asking what we may learn from reading Muslim letters, what the attitude of Christians towards Muslims seems to have been at this time and whether these letters show the Crusaders being successful or not.

## Who Should Win?

In pairs, students discuss which side they think would be the most successful in war based on the information from today's lesson. Encourage students to discuss the four bullet points on the board and come to a joint conclusion as to which side is better equipped for victory. It should be noted that this activity is not intended to focus on religious debate, but rather the tactical advantages of either side.

You may wish to take a class poll on which side is seen to be most effective.

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## Plenary

### Pigeon Post from the Front Lines

Students imagine that they are a Crusader knights, going into battle in the area of Syria shown in the starter. They must write a quick message home explaining their emotions. They may only use 140 characters, as time is short!

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