

Title A.D. 1095 and All That

Project Idea: In order for students to grasp the roots of conflict in the world today, they should have a good understanding of the history of war. The pop culture of today has a fascination with cinema and television that either changes events, or role plays decisions that have been made in the past successfully. In this lesson, students will be sent back in time to a particular event explained in the entry document.

Student must predict the effects of their actions in this unit where they plan how to keep Europe out of religious wars. They may also decide that these wars were important enough in history that they shouldn't prevent them. Students must also report back to a panel of social studies teachers and/or administrators as to their findings and suggestions. By combining knowledge of their past and a strong tie to present events, students will use higher order thinking skills in preparing a presentation that investigates a period long ago that has strong ties to the wars of the 21<sup>st</sup> Century.

Entry Event: Recently, you and your friends have become interested in examining the seemingly endless wars in the region known as the Middle East. In your history class, the teacher mentioned something about how the 20<sup>th</sup> Century had given rebirth to bad feelings between Judeo-Christians and Muslims with the establishment of Israel. Also, you've been curious about how much of an impact individuals have had in forging the modern era of human history and reasons for recent American military involvement in the region. You know that there are problems between Israel and Palestine and that the places where there is involvement of American troops, the region is predominantly Muslim. Still, you have a difficult time understanding it all.

While discussing a possible trip to a local Holocaust exhibit that may have given you more insight, strange things began to happen. In some kind of cosmic wind storm, you and your friends are swept away from the exhibit to the city of Clermont, France in the year A.D. 1095.

There is a man giving a speech at the local church, in a strange language that sounds kind of like what you heard in your Spanish class, but it's not Spanish. Although no script was used by the man, others have been taking notes of the speech in a variety of languages <<http://www.fordham.edu/halsall/source/urban2-5vers.html>>, including English. Because of your background in World History and having solve numerous dilemmas in history, you and your friends try to decipher the speech based on the notes of others in attendance. Also, in some kind of interesting twist, you didn't lose your Internet access when you were transported back in time. So, you at least have your computer, its software, and the Internet to help you predict a way to sustain peace so that when you arrive back at school, the world may be a more peaceful place.

Knowing that you will eventually return to the present, you have given yourselves ten days to research this event using any links in this lesson and independent group research and will report back to the faculty of your school as to what just happened and what you did to create the better world. You and your team may wish to utilize Internet Search engines as well as library resources to gather information. You should also develop questions for faculty members and community members such as clergy and politicians to help you gain a better understanding of the present causes of wars before you went back in time.

Your prediction of future may be necessary in order to plan pre-emptive peace following the speech. Include an action plan in your presentation and possible changes in history that will incur following your plan. You may, if time permits, look at wars beyond the ones that are taking place in A.D. 1095. You may wish to see if the changes that you made in A.D. 1095 drastically change wars after that.

You are required to keep individual journals in order to document progress throughout this process. Your group will have no more than fifteen minutes to present your findings through a presentation using any technology available to you. A packet of materials with documents and plans will be used throughout this project.

You have been told that if you can preemptively preserve peace, you will be offered a commission to solve other problems faced by world populations throughout other periods in History. The world thanks you for your efforts ahead of time. Good Luck and we await your successful return to the present.

Content Standards & Objectives:	Objectives Directly Taught or Learned Through Discovery	Identified Learning Target	Evidence of Success in Achieving Identified Learning Target
	<b>SS.O.09.01.03</b> analyze the causes of conflict and propose resolutions	Use information about conflict to plan possible solutions to each problem.	Groups will analyze causes of the Crusades and plan a pre-emptive peace plan. <a href="#">Individual Reflection Journal Entries</a> Knowledge Chart ( <a href="#">KWHL Chart</a> ) <a href="#">Presentation Rubric</a> <a href="#">PBL Observation Evaluation</a> <a href="#">Student Self Assessment</a>
	<b>SS.O.09.05.10</b> identify and evaluate the political and economic roles and the cultural contributions of religious institutions in medieval society	Using a variety of sources identify the role(s) of the Church in the Middle Ages.	Groups will identify and evaluate the political and economic roles of churches leading into the Crusades. <a href="#">Individual Reflection Journal Entries</a> Knowledge Chart ( <a href="#">KWHL Chart</a> ) <a href="#">Presentation Rubric</a> <a href="#">PBL Observation Evaluation</a> <a href="#">Student Self Assessment</a>
	<b>SS.O.09.05.16</b> analyze the cause of the Crusades and the effects on regions involved	Explain what factors lead to and the results of the Crusades.  Explain how the world would have been different had the Crusades not happened.	Students will analyze causes and effects of the Crusades. Groups will predict how their action plans will change history. <a href="#">Individual Reflection Journal Entries</a> Knowledge Charts ( <a href="#">KWHL Chart</a> ) <a href="#">PBL Observation Evaluation</a> <a href="#">Presentation Rubric</a> <a href="#">Student Self Assessment</a>

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	21C.O.9-12.1.TT4 - Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents and other files to collaborate for the creation of electronic products that inform multiple audiences both inside and outside the school environment.	Show examples of model products that have been produced using Movie Maker, PowerPoint, Webpage editors, or other multimedia programs.	Groups will build a presentation utilizing technology tools that will showcase their product to multiple audiences. <a href="#">Culminating Product Rubric</a> <a href="#">PBL Observation Evaluation</a>
Thinking and Reasoning Skills:	21C.O.9-12.2.LS1 - Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria.  21C.O.9-12.2.TT4 - Student uses technology tools and multiple media sources to analyze a real-world problem,	Go over with students the <a href="#">PBL Process Guide</a> , emphasizing the process is more important the product initially.  Show students how to use concept mapping software using the <a href="#">KWHL Chart</a> .  Model for students the proper use of project checklists and the <a href="#">PBL Process</a> .	Students will use the Problem-Based Learning Process to explore and evaluate solutions to a complex problem. <a href="#">Culminating Product Rubric</a> <a href="#">Cover Sheet Project Checklist</a> <a href="#">PBL Observation Evaluation</a>  Groups will research and assess information gathered through technology tools. <a href="#">Culminating Product Rubric</a>

	<p>design and implement a process to assess the information, and chart and evaluate progress toward the solution.</p>		<p>Knowledge Chart (<a href="#">KWHL Chart</a>)  <a href="#">Cover Sheet Project Checklist</a>  <a href="#">PBL Observation Evaluation</a></p>
<p>Personal and Workplace Skills:</p>	<p>21C.O.9-12.3.LS5 - Student exhibits positive leadership through interpersonal and problem-solving skills that contribute to achieving the goal. He/she helps others stay focused, distributes tasks and responsibilities effectively, and monitors group progress toward the goal without undermining the efforts of others.</p> <p>21C.O.9-12.3.TT6 - Student evaluates and applies technology tools for research, information analysis, problem solving, content learning, decision making, and lifelong learning.</p>	<p>Review the <a href="#">PBL Observation Checklist</a> as a tool for students to construct contracts based on what the teacher will be assessing during the group meetings.</p> <p>Work with students on <a href="#">Rules for Brainstorming</a> and discussing with them about the importance of gathering information.</p> <p>Go over with students the importance of developing rich questions with the coaching student questioning document as the teacher guide.</p>	<p>Students will assign roles in their group and develop group contracts.  <a href="#">Culminating Product Rubric</a>  <a href="#">PBL Observation Evaluation</a></p> <p>Groups will brainstorm the meaning of information gathered in utilizing critical thinking skills.  <a href="#">Culminating Product Rubric</a>  <a href="#">PBL Observation Evaluation</a></p> <p>Students will practice questioning strategies that encourage exploration of content.  <a href="#">Culminating Product Rubric</a>  <a href="#">PBL Observation Evaluation</a>  <a href="#">KWHL Chart</a></p>

Performance Objectives:

**Know:**  
Vocabulary Terms pertinent for the Crusades and present day Middle East  
Benchmarks in the history of wars in Europe and the Middle East  
Locations of key places influenced by these wars  
Factors leading to wars including religion, trade, empire building, etc  
Effects of wars in certain periods of the post classical world  
Current problems in the Middle East  
Role of the United States in the Middle East

**Do:**  
Reflect on their role in the world in the years to come through journals, checklists, and self-assessment  
Organize research both in small groups and individually  
Ask questions through inquiry that elicits thoughtful responses in their interviews  
Develop technology-rich projects that present solutions to problems  
Use collaborative problem-solving process to arrive at a group consensus  
Use collaborative problem-solving process to arrive at an individual decision about future predictions  
Use media literacy skills in predicting the future based on their knowledge of the past

Driving Question:

How can your knowledge of the causes of conflict in the past, lead to an understanding of how to avoid present and future conflicts?

**Assessment Plan:** There are multiple assessment strategies utilized in this PBL unit. A mixture of individual assessments holding individual students responsible to work and group presentation rubrics will determine both individual and group grades.

Individual Assessments include:

- [Individual Reflection Journals](#)
- Knowledge Charts ([KWHL Charts](#))
- [Cover Sheet Project Checklist](#)
- [Individual and Group Checklist to be given with Rubric](#)
- [Student Self-Assessment](#)
- Student Artifacts in Folders/Portfolios

Group Assessments mainly involve assessing group performance with the following assessment:

- [Culminating Product Rubric](#)
- [PBL Observation Evaluation](#)
- Essential Questions and raising inquiry in students through questioning will occur throughout the unit
- Discussions

<b>Major Group Products</b>	<p>Team products for assessment may include the following:</p> <ul style="list-style-type: none"> <li>Movie Maker, I-Movies, Multi-product presentations</li> <li>Video tapes (commercial / creative drama / editorial / documentary)</li> <li>Computer presentations ( Power Point / Astound / HyperCard / Web page)</li> <li>Team portfolios/scrapbooks – non-linear Powerpoint</li> <li>Oral presentations (debates / games / interviews / panel discussions / plays or skits / simulations / songs or raps)</li> </ul>
<b>Major Individual Projects</b>	<p>Individual products for assessment may include the following:</p> <p><b>Knowledge Charts (KWHL)</b>          Knowledge charts combine what the students already knew about a topic, with what they learned from an activity, with what they still need to know. Key questions would include:</p> <ul style="list-style-type: none"> <li>What do I already <b>Know</b>?</li> <li>What do I <b>Need</b> to know in order to solve this?</li> <li><b>How</b> will we plan to solve the problem?</li> <li>What did we <b>Learn</b> from the project?</li> </ul> <p><b>Research materials</b>          Includes:          Sample of work found, cited, and archived (if used in group presentation)          Cross section of points of view addressing bias (can also be in reflection journals)</p> <p><b><a href="#">Reflection Journals</a> to be completed each day and at the end of the project</b>          Includes:</p> <ul style="list-style-type: none"> <li>Date of work</li> <li>Documented Accomplishments</li> <li>Update of challenges faced by the group/individuals</li> <li>Reflection of learning</li> </ul>

**Assessment and Reflection:**

<b>Rubric(s) I Will Use:</b>	Collaboration		Written Communication	
	Critical Thinking & Problem Solving		Content Knowledge <a href="#">Culminating Product Rubric</a>	X
	Oral Communication		<a href="#">Presentation</a>	X
<b>Other Classroom Assessments For Learning:</b>	Quizzes/Tests		Practice Presentations	
	<a href="#">Self-Evaluation</a>	X	Notes	
	<a href="#">Peer Evaluation</a>	X	<a href="#">Checklists/Observations</a>	X

	Online Tests and Exams		<a href="#">Concept Maps</a>	X
<b>Reflections:</b>	Survey	X	Focus Group	
	Discussion	X	<a href="#">Task Management Chart</a>	X
	<a href="#">Journal Writing/Learning Log</a>	X	Other	

**Map The Product:**

This project is implemented at the end of preliminary instruction of post classical Europe, the description of the Rise of Islam, and the Frankish Empire. Special vocabulary will have been reviewed going into this project. As a project-based learning unit, review all materials before doing this project. The [PBL process](#) should be well understood by teachers and students. It is recommended that this be a PBL that is done late in the year that brings together many concepts that have been mastered throughout the world history course.

Since this has a technology-rich product component, it is recommended that student choice be considered when assigning the project. The variety of technology choices enhances student curiosity, attentiveness on presentation days, and 21<sup>st</sup> Century skill development. Providing students with many options, such as presenting using Movie Maker, PowerPoint, or Web Page editors adds to the total class skill set. The technology skills in concert with critical thinking skills, making decisions, collaboration, oral communication, and problem-solving strengthen student innovation and creativity.

The following product description is measured with a [Culminating Product Rubric](#) that measures all of the skills mentioned.

**Product: Culminating Product Rubric**

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	
1. Locations of Major World Religions		X	
2. Vocabulary of Crusades		X	
3. Problem-Solving Skills	X	X	
4. Collaboration Skills	X	X	
5. PBL Process	X	X	
6. Technology / Internet Skills	X	X	

**Resources:**

**School-based Individuals:** Social studies teachers, business teachers, and administrators for interviews and helping assess presentations.

**Technology:** Cooperative learning labs, computer labs, media centers, Inspiration software or other free concept mapping software, USB ready cameras for interviews, Windows Movie Maker for student produced movies, Microsoft® Office Suite software for documents, spreadsheets, Microsoft PowerPoint™ (non-linear possibly for scrapbooking), digital cameras, presentation projection/screen or interactive whiteboard. Internet resources such as student Wikis and Google Sites can be utilized. Researching the Internet is highly recommended.

**Community:** Students are encouraged to generate questions for the business community, including their insurance agents, banking institutions, and employers who may have some level of understanding of the global business community. College professors and other academic sources may be available in the area.

**Materials:** folders, [project checklist for folder cover](#), [scenario/driving question handout](#), [project checklist handed out with rubric](#), [project rubric](#), [KWHL Chart](#), [student self-assessment handout](#), [teacher PBL observation evaluation](#), [PBL Process handout](#) for scenario driven PBL units, [brainstorming rules](#), [coaching student questioning handout](#), and [digital journal template](#).

Manage the  
Process:

This unit follows a thorough discussion of the world following the collapse of the Roman Empire and the role of the church in post classical Europe. It also follows earlier investigations into the spread of Islam.

1) **Grouping of students** should be determined by individual teachers. Some groups require varied grouping strategies, but special consideration should be taken concerning:

Individual technology skills

Learning styles of individuals within a group

Previous conflicts that have occurred with people in the class

2) **Encouraging Creativity through 21<sup>st</sup> Century Skills** is important in PBL. This unit does not limit students to a single product, but offers students choices in developing their PBL.

3) **Differentiated Instruction is embedded in PBL** in many ways.

Strategies that take into account special needs and differentiation include:

Concept Mapping

Essential and Driving Questioning that stimulates higher order thinking in all students

Problem-Based, Project-Based, Inquiry-Based Learning (all Constructivist approaches)

Providing switch strategies in a technology-rich environment (daily)

Research strategies

Writing non-fiction / journaling events in the classroom



Students will be given preliminary handouts in order to do the project:

Folders for Journals and Artifacts

[Driving Question and Scenario Handout](#)

[PBL process](#) sheets for students to follow during the project

[Project Checklist](#) – To be taped or stapled to the front cover of the folder.

[KWHL Charts](#) – for brainstorming and gathering information.

[Individual and Group Checklists for Project to be handed out with Product Rubric](#)

[Culminating Product Rubric](#)

[Student Self-Assessment](#)

[Brainstorming Rules](#) handout

[Coaching Student Questioning](#) handout

[Digital Double Sided Journal](#) for PBL

Following preliminary handouts, the driving question will be displayed on appropriate formats (interactive white boards, chalkboards, and on a handout to be placed in the individual folders.

Mention to students that they should be able to discuss this answer thoroughly upon completion of the project. Students will be engaged through the scenario / entry document at the beginning of the unit.

Once these handouts and engagement documents are distributed, students are sent into groups to begin brainstorming and discussing the scenario using the following process. At any point in the process, students may (and are encouraged to) revisit any and all parts of this process given new data and other information.

The teacher facilitates this process but does not dictate completely where students go initially. The teacher reads journal entries whenever it is deemed fit and to assist students with resources as needed. Teacher feedback in journals, supplying new resources when needed and keeping students focused on the scenario and the student-generated problem-statement are all highly encouraged.

Project Based Learning mapping depends on student progress and follows a loose guideline of activities that has students visiting, revisiting, revising and the process daily. The teacher observes and then facilitates focus on the scenario and the driving question. In PBL, the process is far more important than the product in the long run.

**Day One:** Have all folders ready to be handed out with rubrics, scenarios, checklists, concept maps, and driving questions inserted. An option for students who've done PBLs before might be the option to help develop the rubric based on past experiences with projects previously done. The driving question and the scenario are completely understood by all, as well as rubric components by the end of the class period.

Another option for the entry event would be for a fellow teacher on their preparation period to come in and present the scenario to students, introducing you as an expert. Give the students a few minutes to come up with preliminary questions with the teacher answering them before turning back into a facilitator, at which point, students will have to research their own answers.

Students should reflect daily and document accomplishments and concerns with the project. Folders are to stay in the classroom for teachers to evaluate when needed.

Whenever students begin faculty and community interviews, coaching students how to frame appropriate questions can be facilitated by the [Coaching Student Questioning](#) handout. This activity should occur early in the research process.

Distribute the [PBL Observation Evaluation](#) tool to students so that they can use it for a guide for developing group contracts. The group contract should reflect the criteria being used by the teacher in the assessment tool. Student can produce a broad range of contracts, but all of them should be reviewed by the teacher so that the contract reflects assessment criteria.

**Following Introduction on Day Two:** The following process is introduced as well as how to record activities on the [KWHL Chart](#). Students should be encouraged to revisit the scenario and driving questions whenever they run into a wall in their thinking. Students are encouraged to use the computers in the classroom, the media center, the Internet,

and school staff members during the day and relatives and community members in the evenings as additional resources.

## **Problem/Project-Based Learning Process in Managing Group Collaboration**

### **1. Read and discuss the scenario.**

The situation described in the scenario should be understood by all members of the class. After reading the scenario on the screen (if projected) and on the paper (if used as a handout), students will then break into small groups to begin to brainstorm using the [KWHL Chart](#). Once brainstorming begins, students should individually and in groups revisit the scenario when they feel as though they may be “off track”. The instructor should facilitate this revisiting of the scenario occasionally through observation and feedback in the journals.

### **2. Brainstorm known facts.**

Students will list what they bring to the situation given materials presented in the scenario and any prior knowledge they may have concerning the task on the [KWHL](#) concept map either in Inspiration® software or on a handout. All students bring something special to the group. During this process, students should be encouraged to list as many things as they know about the situation reserving criticism to the group at-large and accepting wild, seemingly irrelevant items. There will be a time when those items may make sense to the group.

### **3. Develop a problem statement.**

After careful review of the scenario and the “knowns”, students should write a brief statement about what it is they are attempting to do. All groups will interpret this differently. Clues to helping to create this statement are in the last statement in the scenario and the mixture of “knowns”. As new information is found, this statement will change. Students should be encouraged to edit, revise, renew the problem statement as many times as is needed to come up with a solution.

### **4. Brainstorm what is needed to be known in order to solve the problem.**

List what is needed to be known in questions form in order to solve the problem on the concept map. At this point each member should identify a role to play and gather information on the listed topics in order to move forward. Students should be encouraged to revisit the problem statement and the scenario in order to reaffirm that the process should move forward at this point.

### **5. Gather information and propose possible solutions.**

Information gathering continues. Students should generate 5-10 properly constructed questions for research and begin seeking out expertise, meaningful internet searches that result in obtaining valid web resources, and should use the school library/media center in investigating the global economy issue. Interviewing social studies teachers, business teachers, parents, and other members of the community is encouraged. Students may find other sources of information that they can bring into their investigation.

### **6. Revisiting Solutions.**

As time permits, the group may entertain revisiting their problem, view optional alternatives to the ones examined, or move toward reporting to the group.

### **7. Offer solutions through Presentations.**

Report to the whole class and selected faculty an action plan that seems viable given all the options entertained by the group. Students should be encouraged to present in ways that show uniqueness, but are encouraged to refer to the teacher rubric. These presentations can be posted to the course Wiki as an option. Journaling to the course Wiki is encouraged as well. Wikis offer the opportunity for multiple classes to collaborate in the project.

Ideally, this PBL should lead to more PBLs that take learning even further. The teacher may see the opportunity (or more content) that can be built based on student presentations. If you use a Wiki, a multiple class collaborative presentation can be brainstormed and built as a result of the multiple presentations given at the end of this unit.

### **8. Student Journals (Electronic, Hard Copy, Wikis as options)**

Individuals will complete an individual journal with artifacts of research and a self assessment of their work on the cover of a folder to be distributed to all team members. This is the major individual assessment of



the project. The [Cover Sheet Project Checklist](#) management chart will be distributed to all team members; and individuals will be accountable for recording their roles in the project, collect artifacts, and organize them in their individual folders.

**Project Evaluation:** Students will complete a final [reflective journal](#) entry that allows them to write about their experiences. Also, a [student self assessment sheet](#) allows students to comment on their experience, document accomplishments and disappointments, as well assess their own performances based on project criteria.

**Resource Files  
Uploaded**

**Resource Files**

- [UP3331WS2.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS2.doc)  
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS2.doc>)
- [UP3331WS3.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS3.doc)  
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS3.doc>)
- [UP3331WS4.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS4.doc)  
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- [UP3331WS5.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS5.doc)  
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- [UP3331WS6.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS6.doc)  
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- [UP3331WS7.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS7.doc)  
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- [UP3331WS8.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS8.doc)  
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- [UP3331WS9.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3331WS9.doc)  
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