

HISTORY

Crusades

Before

The teacher shows a clip from the film *Crusade in Jeans* and then explains what crusades are, and why they were undertaken. Next, the pupils do assignments from the textbook.

After reversal and omission

Whole task first

The teacher shows a clip about the crusaders' hardships from the film *Crusade in Jeans* or reads a passage from the book of the same title by Thea Beckman. The teacher asks pupils to think about the people they saw, and what motives they may have had to deal with so much hardship. (Chances are, the pupils come up with this question already.) Next, they are instructed to find as many possible explanations as they can for why these people organized crusades and/or embarked on them.

Adaptive support

They can choose from:

- A. Hardly any instruction: finding out independently (or in twos or threes) by using the text book and primary sources who organized and took part in the crusades and why, and presenting this to the rest of the class, possibly grouped into religious, political, social or economic motives.
- B. A little instruction: finding out independently (or in twos or threes) by using a worksheet from the text book and primary sources who organized and took part in the crusades and why.
- C. A lot of instruction: studying the textbook and primary sources to find out, with instruction from the teacher and under his or her guidance, who organized and took part in the crusades and why, and filling in the findings on the worksheet.

After this, groups A present their findings, and groups B and C give feedback by using their own worksheets. The class ends with a discussion of what motives were most important to whom, which motives were mutually reinforcing or opposing, or to what extent this can be compared to motives to fight along with IS.