



#3623

KNIGHTS TEMPLAR

Grade Levels: 8-13+

26 minutes

AMBROSE VIDEO PUBLISHING 1998

DESCRIPTION

In 1118 A.D., the Pope called for a holy army to retake Jerusalem, and the Knights Templar were formed. "Warrior monks fighting for God," the Templars became not only fierce warriors, but also diplomats and merchants. Addresses their history, clothing, philosophy, physical appearance, and code. The siege for Tyre illustrates their battle strategy and dress.

ACADEMIC STANDARDS

Subject Area: World History

- ◆ Standard: Understands the maturation of an interregional system of communication, trade, and cultural exchange during a period of Chinese economic power and Islamic expansion
 - Benchmark: Understands how different religious movements influenced various cultures between the 11th and 13th centuries (e.g., the origins and growth of the North African Islamic reform movements; the impact of Christian campaigns of the Crusades on the societies and Muslim populations of Cairo, Damascus, and Sicily)
- ◆ Standard: Understands the redefinition of European society and culture from 1000 to 1300 CE
 - Benchmark: Understands the influence of Christianity in Medieval Europe (e.g., how successful the Christian states were in overthrowing Muslim powers in central and southern Iberia, the reasons for and consequences of the European Crusades against Syria and Palestine)
 - Benchmark: Understands the roles and motivations of squires, saints, and soldiers in Christian Europe (e.g., aspects of training, rights, and responsibilities required of young men from noble families wishing to become squires; the role played by saints in the spread of Christianity; why Muslim and Christian soldiers may have joined the Crusades)
 - Benchmark: Understands the influence of religious beliefs on various regions (e.g., the presence and motivation behind anti-Semitism in western Europe during the Crusades; the correlations between commercial and naval domination by Latin Christian states over Muslim states in the Mediterranean and Black Sea basins and an increase in Christian political strength between the 11th and 13th centuries)

INSTRUCTIONAL GOALS

1. To present the history of the Knights Templar.
2. To depict the life of a Templar, Gerard de Ridfort.
3. To present the conflicts of the Templars at Acre.
4. To examine the reasons for the rise and fall of the Templars.

VOCABULARY

- | | |
|--------------------------|---------------------------|
| 1. saw the light | 10. crusade |
| 2. pilgrims | 11. beacon |
| 3. granted them quarters | 12. interlocking ringlets |
| 4. monasteries | 13. coats of mail |
| 5. betrothed | 14. probity |
| 6. austerity | 15. comrade |
| 7. chastity | 16. mantle |
| 8. sheepskin drawers | 17. undermined |
| 9. outpost | 18. siege machines |



BEFORE SHOWING

1. Discuss the crusades.
 - a. What was the purpose for these holy wars?
 - b. What did they accomplish?
 - c. Why was the Holy Land disputed territory?
2. Find the following locations on maps of Africa, Europe and Asia. Indicate which places are found on historic or modern maps. Label as a body of water, city or country.
 - a. Jerusalem
 - b. Mediterranean
 - c. Holy Land
 - d. Acre
 - e. Ashqelon
 - f. Egypt
 - g. Palestine

AFTER SHOWING

Discussion Items and Questions

1. Discuss the origins of the Templars.
 - a. What was the original intent of the eight knights who became Knights Templar?
 - b. What vow did Hugues de Payens and Godfrey de Saint-Omer lead their comrades in taking?

- c. Why did the Christian king of Jerusalem grant the original eight knights quarters in his palace?
- d. Where does the name "Templars" originate?
2. Discuss the history of the Templars.
 - a. How did the Templars flourish?
 - b. Why were the Knights Templar referred to as "warrior monks"?
 - c. What were the differences between the Templars and other knights?
 - d. Why did the Templars build a chain of forts?
 - e. Why were some Templars made to eat their meals seated on the floor for a year?
 - f. How did the Knights Templar survive and even thrive after their defeat at Acre?
3. Evaluate the rules the Templars abided.
 - a. Too much talk is not without sin. We altogether prohibit idle words and wicked outbursts of laughter.
 - b. No brother should swear when angry or calm.
 - c. Nor should he ever say an ugly or vile word.
 - d. Unlike other knights, hair is kept short and beards are grown.
 - e. We take a vow of absolute chastity.
 - f. We pledge never to bathe.
 - g. We pledge never to change our sheepskin drawers.
 - h. None of you may presume to kiss a woman, be it widow, young girl, mother, sister, aunt, or any other.
 - i. The knighthood should avoid at all costs the embrace of women, by which men have perished many times.
 - j. Ransom is forbidden. In battle the only honor lies in victory or death.
 - k. Victory or death...or disgrace on the battlefield.
4. Discuss the life of Gerard de Ridfort.
 - a. What was Ridfort's original purpose in traveling to the Holy Land?
 - b. How did he distinguish himself?
 - c. What were the circumstances of his death?
5. Discuss the Templars' conflicts at Acre.
 - a. Why was the Palestinian port of Acre both desirable and formidable?
 - b. How did the Knights Templar handle war waged at them on two fronts?
 - c. Why was the Psalm of David read prior to the battle?
 - d. Why did the Muslim general Salah al-Din show the Templars no mercy?
 - e. What were the similarities and differences between the Templars and the Muslim people they fought?
 - f. How were roles reversed in the Knights Templars' final battle at Acre?
 - g. Why did the dogs in Acre eat well?



6. Discuss the ending of the Knights Templar.
 - a. How did the church betray the Templars?
 - b. How did the post-Acre skills of diplomacy and trade lead to the Knights Templars' demise?
 - c. Why did Philip IV, king of France, oppose the Templars?
 - d. How did Jacques de Molay vow revenge on the pope and king for destroying the Knights Templar?

Applications and Activities

1. Research arranged marriages.
 - a. Where is arranged marriage common both historically and currently?
 - b. What are the pros and cons of arranged marriages?
2. Compare the Templars to other ancient warriors. Consider the Romans, the Aztecs, the Incas, the Huns, the Janissaries, the Spartans, the Macedonians and the Vikings.
 - a. What common vows do the Templars and Janissaries have?
 - b. What is similar about the armor of the Huns, the Romans and the Knights Templar?
 - c. Which ancient tribes fought as a unit or solo?
3. Compare the chain of forts built by the Templars to the forts built by the Portuguese to find the Spice Route and modern-day space stations.
4. Imagine the perceptions of the residents in the Holy Land of the Crusaders. Write a letter or diary entry describing the actions of the Templars.
5. Create and dramatize a possible ceremony initiating a Templar.
6. The Templars' lives were ruled by two books: the Holy Bible and the Templar Manual. Survey the local community concerning what rules individual lives.
7. Sketch or re-create the Templar armor. Label each part. Include: quilted jacket, mail, armor, surcoat, hood of mail, helmet, and white mantle.
8. Debate the following statements from the video.
 - a. "... the battle between good and evil they were called to fight."
 - b. "Not for ourselves, but for God."
 - c. "... a crusade, a time when God takes sides."
9. Re-create models of siege machines used by the Knights Templar. Consider battering rams and siege towers.

RELATED RESOURCES

Captioned Media Program

- The Castle #3348
- Holy Land (Judaism, Christianity and Islam in Middle East) #1982
- Israel #3145
- The Siege of Constantinople #3516



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **A HISTORY AND MYTHOS OF THE KNIGHTS TEMPLAR**

<http://www.intranet.ca/~magicworks/knights/>

Includes historic information regarding the warrior monks with additional information regarding myths of the Templars and the Knights Templar today.

- **THE KNIGHTS TEMPLAR OF ENGLAND AND WALES**

<http://www.templars.org.uk/>

Not only includes historical information but links to related Templar sites around the world.

- **EUROPEAN TEMPLAR HERITAGE RESEARCH NETWORK**

<http://www.euroknightstemplar.org/>

Includes historical information including photographs of related historic sites.