

**Decoding Primary Sources and Historical Arguments:
Defining what Students Have to Do
History Learning Project
Oxford, April 1, 2009
Appendix 3**

Transcript of Student Discussion Video

The students had a one-hour discussion as preparation for writing a paper together on the following topic: **How did the experience of the First Crusade shape the experience of the second crusade for the participants (willing or unwilling?)**

Clip One

(Students have been discussing the topic for more than more twenty minutes.)

Male Student 1: Not only does that fuel more Islamics, but it's definitely going to fuel more Christians to come over as well.

Female Student 1: I feel like we have a bunch of really good ideas and stuff, but we don't have a direct (pause)

Female Student 2: (off camera) Yeah, a direct idea.

Female Student 1: We need to figure out how to condense all this to write a paper, I feel with so many sporadic...

Male Student 1: You mean how do we tie all of them together?

Female Student 1. Yeah. Like how do we make this all one?

Male Student 1. We feel as a group, we've decided that these are most important factors at the end of the first and the second, I mean the end of the first that affected the second. They don't even necessarily have to tie in individually, just so long as we have that umbrella effect, I mean, it'll be fine.

Clip Two

(A student has just recapped the topics that the students have discussed already. They have now been talking for just under forty minutes.)

Instructor: (off camera): The thesis doesn't really definitively have to be contained in one sentence.

Male Student 2. Yeah, well in a few sentences. I vote something like the lack of a unifying goal, I mean the first crusade had a unified goal, but the second crusade, from what it seems to me, doesn't have a unified goal, it's more chaotic, so a lack of vision for the second crusade caused it to be a lot more disorganized or something like that or (pause).

Female Student 2. Something like a lack of unified belief among the actual participants of the crusades.

Male Student 2: Yeah

Female Student 2: Some are more religious, some are more wanting to benefit themselves.

Male Student 2: Well, although the first one was mob-related...

Male Student 3: (Interrupted) But that's not necessarily true, I mean the first one you had guys taking over cities just so they can take them over and then they don't care about continuing.

Female Student 1: (off camera) And other people were there to renounce their sins.

Male Student 3: I think you're going to find the same amount of corruption and actual seeking of benediction on both crusades no matter how you want to look at it.

Clip 3

(Students have been discussing the question for 48 minutes.)

Male Student 1: Ok (pause and sigh). So how did--just to throw it out there--how did social and religious relationships affect the perception (pause), how did social and religious events between, in the interim of the two crusades affect the (pause)—what did I say? (students all laugh including the speaker)--how did social and religious events affect, in between the two crusades, the perception of and events of the second crusade? Something along those lines?