

Ottoman Empire Unit Lesson Plan:

Grades:

9-12 (standard to advanced levels)

Time:

Teacher discretion (at least one but up to 2-3 weeks)

National Standards:

Era 4 Expanding Zones of Exchange and Encounter, 300-1000 CE

STANDARD 2: Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.

- STANDARD 2A : The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe. (Grades 7-12)
 - Explain how Muslim forces overthrew the Byzantines in Syria and Egypt and the Sassanids in Persia and Iraq. [Interrogate historical data] (Grades 5-12)
 - Analyze how Islam spread in Southwest Asia and the Mediterranean region. [Analyze the influence of ideas] (Grades 9-12)
 - Analyze how the Arab Caliphate became transformed into a Southwest Asian and Mediterranean empire under the Umayyad dynasty and explain how the Muslim community became divided into Sunnis and Shi'ites. [Reconstruct patterns of historical succession and duration] (Grades 7-12)
 - Analyze Arab Muslim success in founding an empire stretching from western Europe to India and China and describe the diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule. [Analyze cause-and-effect relationships] (Grades 7-12)

World History Across the Eras

STANDARD 1: Long-term changes and recurring patterns in world history. (Grades 5-12)

- Trace major patterns of long-distance trade from ancient times to the present and analyze ways in which trade has contributed to economic and cultural change in particular societies or civilizations.
- Analyze the development of the nation-state and how nation-states differ from empires or other forms of political organization.

Goals & Objectives:

- Students will learn the basic history of the Ottoman Empire
- Students will learn the culture of the Ottoman Empire
- Students analyze and understand the connection between history and modern events and culture (specifically how the history of the Ottoman Empire has an impact and influence on modern events and culture in Turkey and the Balkans. Specifically,,
 - Students will analyze how a nomadic way of life could influence the culture and values of a people
Ex: The constant change of environment and struggle to survive could inspire continual conquest, and promotes values such as loyalty, courage, military prowess and horsemanship (and this how this influenced the Ottoman empire), how nomadic shamanistic beliefs would later lead to a wider acceptance of the Sufi order of Islam, ect.
 - students will understand the concept of Empire and will analyze the pros and cons of assimilation versus autonomy within an Empire
Ex: The effects of the millet system on the current culture of Turkey (general acceptance & tolerance for diversity) and the influence it has had on modern events in the Balkans (because the Ottomans never practiced a policy of large scale assimilation, and thus the differences between various groups in the Balkans were allowed exist and grow and how that contributed to later conflict), students will analyze the idea of janissaries and tax payments in the millet system and whether or not the Ottoman Empire did practice some policies of assimilation on a smaller/more religious scale (and how this affected the spread of Islam and the commonality of Islam as the dominate religion in many parts of the former Ottoman empire)
- Students will analyze the impact of international trade and the culture of the Ottoman Empire was affected by the fact that it was the center of trade of Europe to Asia

Ex: Students will explore how international trade and profiting from relations with foreigners might encourage values of tolerance and acceptance (and how that might also influence the current values of hospitality and friendliness in current Turkish culture)

The Process:

Introduction:

-have students answer the journal question on their own (either use it as a pre-emptive homework assignment or as a class warm up activity). Discuss the journal in class and discuss issues of freedom and toleration versus conformity/assimilation, nationalism and unity. How long the class spends discussing the topic is up to teacher discretion and class time available.

-Introduce the final project and give students the list of suggested topics so that they can be thinking and begin working on their projects during the days that the historical and cultural presentation is presented. It is suggested that the teacher give the students 1-2 days to think about the topics and do some pre-emptive research about topics that they might be interested in. After the students have had a couple of days to think about the topic to turn in a project proposal to the teacher stating what topic they plan to do and what they are planning to create as a visual aide. The teacher can then check to see that students are on the right track and that also make sure that there are no overlapping projects in the same period. *If a teacher has multiple periods, teacher might want to consider creating a "market" and "mosque" group that includes at least 1-2 students from each class, so that the "final culminating event" can be complete for each class, without students having to reconstruct a different mosque and market for each period.

-Go through power point to give students background information on the history and current culture. Make sure to walk through examples in the power point about how to see the historical influence in current Turkish/Balkan culture so that students will gain the analytical and critical thinking skills to be able to apply this type of thought to their own project. Implement class discussions and additional journal topics as necessary to check for student understanding. How fast the power point is covered is up the discretion of the teacher and variable depending on the amount of time the teacher allows for class discussion topics that are included in the power point.

Extension Assignment, Independent Practice:

Have students do an extension assignment based on one of the Ottoman or Modern Turkish/Balkan topics below. Each student will have to do outside research on the topic they chose. Two options:

1. *Ottoman topic:* If the student researches a topic from Ottoman history they will need to connect that topic with the current culture of Turkey or the Balkans (they might need to do additional research on the modern history of the Balkans or Turkey).
2. *Modern Turkish/Balkan topic:* If they choose a modern topic, they should also look for the historical or cultural basis of their topic.

For both options, each student will need to complete a 1-2 pg. write up recording their findings. At the end of the summary of their findings each student must write an analytical paragraph.

1. If the student choose an *Ottoman Topic* (option 1), their paragraph should explain how their Ottoman Topic contributes to the current culture/modern events in Turkey or the Balkans (see Evil Eye or Hagia Sophia example from the power point)
2. If students choose a *Modern Turkish/Balkan topic* (option 2), their paragraph should explain how events or aspects of the Ottoman Empire might have influenced their topic.

Each student will also need to create a "visual aid" to go along with their additional research. For their visual aide, they may create either an "Iznik Tile" or an artifact to be "for sale" (or display) for the Grand Bazaar. It is suggested that students have at least one week (preferably 2) and 2 weekends to complete the final project.

Iznik Tile:

-Have students create their own "Iznik" tile that is reflective of their research topic (they may not use animals or people in their titles but they are encouraged to use calligraphy and symbolism. Remind the students if they use symbolism they will need to explain it). Use these later to decorate the "walls" of the mosque area you create in class. Students will also need to turn in a notecard or ½ page write up explaining how their tile is reflective of their research to be on display during their final culminating event.

*The mosque area in the class should include prayer rugs, prayer beads, a minbar, a mithrab, as well as an area for ablutions and to remove your shoes (this should be set up by the pair or group of students in charge of setting up the mosque (see topics below). The mosque should also have one section that is more accurate about how the interior of tiled mosques looked (so that students don't misunderstand and think that the collection individual and unconnected student samples of Iznik tiles are how mosques are really looked). All of the tiles in this section should be connected to create an overall pattern. Students creating the mosques may choose to use a projector or poster to create this effect. It would also be good for the mosque to include actual pictures of interior and exterior of different mosques in different areas of the Ottoman Empire (past and present).

Cultural Artifact ("goods"):

Instead of creating an Iznik tile, students may also create "a cultural artifact" or "good" that is 3-D representation that is reflective of their topic (for example a model of a Harem, a painting of the Battle of Kosovo, model of a Janissary costume, an artifact reflective of a nomadic way of life, ect). Students should do a brief write up explaining their good and research (either on a note card or ½ page excerpt) so that other students can learn about their good even if they are not at their stand. If students have researched an entertainment topic, they may prepare a short skit or performance to perform in a section of the bazaar. If any student chose a topic that does not easily lend itself to an artifact or tile, especially someone that chose a modern topic, could bring in a traditional Turkish dish for the "Final Culminating Event." Bringing in a traditional Ottoman or Balkan dish could also be offered as extra credit. Extra credit could also be offered to students to dress in traditional Ottoman dress (if it is not a part of their visual aid that accompanies their research).

The Final Culminating Event:

Bazaar Tour:

Have an Ottoman Empire culture day in class. Students in charge of the Mosque and market setup should arrange with the teacher to come in before school to set up the Mosque and market (of stay after the day before)*. As the class comes in the students should be given 5-10 minutes to set up their visual aide. After everything has been set up, students will be given a brief tour of the market by the teacher or the students that set up the market. It should be explained that often markets or bazaars are organized by districts/categories. Students should also receive a demonstration of how prices are set (bargaining). Students should also be told during the tour that street performers are common in bazaars. (This would also be a good time for any skits/performances to present their skit/performance to ensure that the entire class can see their presentation. Skits/performances should give a brief introduction to their performance, since they will not be creating a notecard/1/2 page explanation).

*Students that chose to create an Iznik tile for their visual aid the day before so that the "walls of the Mosque can be decorate with the Iznik tiles. The students bringing in "artifacts" or goods that represent their research should turn in a list to the students setting up the market so that they can divide the market in districts based on similar "goods"

Mosque Tour:

After students are given a brief tour of the bazaar, they should also be given a brief tour of the mosque. Students should be shown the proper way to enter the mosque (ablutions, removing their shoes and, for girls, covering their heads (when explaining the practice of women covering their heads, teachers should encourage their students to not be ethnocentric and to try and understand the practice and why it is done). The key features of the mosques should be pointed out to the students and well as the importance of the mosques to the Ottoman community should be explained by the students who chose mosques as their research topic.

Time to "mill about":

After students have been given a tour of the Bazaar and the Mosque students are free to mill around and look at the different goods in the bazaar and return to the Mosque to examine the individual student created Iznik tiles. In order to have "vendors" in the market place and "imams" in the mosques to be there to explain the different "goods" or answer questions about mosques, students should take turns between monitoring their booth/mosque. In order to do this, have the class number off into twos. During the first round, ones stay with their research and twos "mill about." After ten minutes, the groups switch. After ones have gotten a chance to look around, the remaining time left in class can be used as a "free for all" so that ones can ask questions of other ones and twos can ask questions of other twos. In addition to having a notecard or ½ sheet for paper explaining their artifact, each student should bring a copy of their research in case other students want to know more about the topic they researched.

The Assignment:

The day before the "Final Culminating Event", the teacher should explain the assignment they will need to complete in class the next day. During the Ottoman Culture day, students will be required to keep a "travel log." In this log they will need to record 5 interesting facts about the bazaar and 5 interesting facts about mosque from the brief tours they are given. They will also need to write down 10 facts that they learned about the Ottoman Empire from the different artifacts/"goods" and the Iznik tiles. The following day the project can be wrapped by having a class discussion where students can share the things they learned from the Ottoman culture day and their fellow classmates projects. After this discussion, revisit the journal question asked at the beginning of the unit. Ask the students if they have changed their mind and why or why not?

****Creating the mood for Ottoman Culture day:**

In order to create an "authentic atmosphere the teacher could bring in a CD of Ottoman military music, or Turkish/Balkan traditional or modern music to play during the class period. The teacher could also help add to the experience by bringing in Apple Tea or Turkish coffee and baklava or Turkish delight. Then the students could enjoy the music and have snacks as they "mill around" the bazaar in addition to the different dishes that are brought by students.

Assessments:

- Journals
- Participation in class discussion
- Class Notes
- Test over historical and cultural content of the Ottoman Empire (for individual teacher to create based on the level or available class time to spend on the unit)
- Final Project (paper and artifact)
- Participation in "final culminating event"
- write up to the final culminating event

Suggested Research Ideas:

This list is only a suggestions to get the students thinking, students may chose another topic not listed with teacher approval

*** make sure these topics are chosen if you are going to the 'final culminating event'**

Ottoman Topics:

- *-Mosques (have 2-3 students work on this and they will be in charge of setting up the Mosque section of the classroom (and will be in charge of giving the class a tour of the Mosque and make sure that students enter the mosque (taking off shoes and women cover their heads as they enter the Mosque). Students may also choose to research a specific mosque or compare and contrast mosques throughout different areas in the Ottoman Empire.
- *-Trade/Bazaar (have 1-2 students research this, one of the Grand Bazaar and one on Silk Bazaar these students will be in charge of setting up the markets before class and regulating the markets during class
- Nomadic culture
- Harems (address the European stereotypes about them versus the reality)
- Sufism (Whirling Dervishes)
- Traditional Entertainment (music, dance, drama, art)
- traditional dress during the Ottoman Empire
- Ottoman style houses
- folklore (Hoja)
- Battle of Kosovo (address its influence on the Balkan perspectives of the Ottomans and its influence on the assassination of Franz Ferdinand)
- The Jewish immigration during the Spanish Inquisition
- military history and Janissaries (address Balkan hostility and desire towards the system)

Modern Topics (WWI- today):

- Ataturk
- Turkish or Balkan Food
- Religion in Turkey/Balkans today
- The rise of the Turkish nation
- The foundation of any nation in the Balkans
- The Armenian Genocide (address the Turkish denial or diminishing of this event)
- The Bosnian War (address how the lack of encouraged or forced assimilation in the Balkans allowed the differences in culture to continue and how this later could lead to conflict)
- The issue of head scarves in Modern Turkey

Examples of elements of history they could connect their cultural study to:

- nomadic past
- the importance of religion (Islamic tradition)
- The influence of Byzantine/Roman/Christian
- the absorption of the different cultures and peoples from the conquests and trade (Byzantine, Persian, Arabic, Jewish, Greek, Armenian) and influence in art, culture, religion, music or dance
- importance of trade (address how this would affect relationships and attitudes towards foreigners)
- the millet system and tolerance towards other minorities in the empire
- Timar system (address how assimilation wasn't a goal and how this will later affect Ottoman territories in the Balkans)
- Ataturk and/or the formation of the modern nation of Turkey (address the desire to create a secular versus a religious state, what evidence is there still of how important religion was to their past)