

CMES: Teach Ottoman Empire

Grade: 10th&11th
Grade

Subject: World History (AP)

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<p>Overview & Purpose</p> <p>The purpose of this unit is to give the world history student an overview of the Ottoman Empire.</p>	<p>Education Standards Addressed</p> <p>Nebraska state standards:</p> <ul style="list-style-type: none"> • 12.2.2 Students will analyze the patterns of social, economic, political change, and cultural achievement in the late medieval period. • 12.2.7 Students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries. • 12.2.11 Students will demonstrate historical research and geographical skills. <p>APWH (1450-1750):</p> <ul style="list-style-type: none"> ▪ Changes in trade, technology, and global interactions ▪ Knowledge of major empires and other political units and social systems <ul style="list-style-type: none"> ○ Aztec, Inca, Ottoman, China, Portugal, Spain, Russia, France, Britain, Tokugawa, Mughal ○ Gender and empire (including the role of women in households and in politics) ▪ Slave systems and slave trade ▪ Demographic and environmental changes: diseases, animals, new crops, and comparative population trends ▪ Cultural and intellectual developments
<p>Summary of the Ottoman Empire</p> <ul style="list-style-type: none"> ▪ “Islamic civilization was the third major tradition to evolve after the collapse of the Roman Empire in the fourth and fifth centuries. From the seventh through fifteenth centuries, it was arguably the most dynamic and expansive culture in the world. Indeed, some scholars have described it as the world’s first truly global civilization. Islamic society borrowed much from the Greek, Roman, Persian, and Indian traditions and spread them as it extended its reach.”* ▪ The Ottoman Turkish Empire originated in the 14th century in western Anatolia and rose to a world power (major empire) with their defeat of the Byzantine Empire. ▪ The Imperial phase of the Ottoman Empire began with the conquest of the city of Constantinople in 1453. ▪ The Ottoman Empire reaches its zenith (politically and culturally) under Sultan Suleiman I (aka the Magnificent) from 1520-1566; during this time there were great literary and artistic achievements that rivaled the achievements of the European Renaissance. ▪ Ottoman social structure was based on the Islamic social structure and did not become feudalistic. Slavery was common and slaves had the opportunity for social/political advancement. Women’s roles remain consistent and secluded. ▪ A turning point in Ottoman history was the Treaty of Karlowitz (where the Ottomans had to give up some claims to Hungary and Transylvania) which ushered in a long period of decline. Factors that influenced the Ottoman decline were the growth of European Empires, new trade routes that bypassed the old Middle Eastern trade routes, and capitulations with European powers. By 1800 the Ottoman Empire was known as the “Sick Man of Europe.” <p>Source: McKay, et al. 2004. <i>A History of World Societies</i> (6th edition). *http://college.cengage.com/history/world/mckay/world_societies/5e/students/index.html</p>	<p>Student prior knowledge:</p> <ul style="list-style-type: none"> ▪ Byzantine Empire and the geography of the city of Constantinople ▪ Islam as a religion and governmental structure ▪ The social structure of Islamic society in the early/mid-middle ages

Teacher Guide

<p>Objectives (Specify skills/information that will be learned.)</p>	<p>(SWBAT) Students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks. ▪ Explain the advancements in philosophy, medicine, and science. ▪ Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas. ▪ Discuss the influence of religious beliefs on art, politics, science, and commerce. ▪ Identify, analyze, and interpret primary and secondary sources and artifacts. ▪ Validate sources as to their authenticity, authority, credibility, and possible bias. 	<p>Materials Needed</p> <ul style="list-style-type: none"> ▪ Handouts ▪ Library/Computer access (4 Days) ▪ LCD Projector ▪ Markers/Colored pencils ▪ Note cards (4x5ish) ▪ Small Poster paper ▪ Coffee and coffee accoutrements <p>Other Resources</p>
<p>Unit Planning (40 minute periods)</p>	<p>Day 1: Introduction to the Ottoman Empire and Illustrated Notes Day 2: Ottoman Expansion Policies, the Devshirme, and Read Aloud Activity Day 3&4: Coffeehouse Activity Explanation and Research Day(s) Day 5: Women's roles, the Harem, and Read Aloud Activity Day 6 : The Challenges faced by the Ottoman Empire and the Decline of the Ottoman Empire Day 7: Coffeehouse Day Day 8&9: Ottoman Museum Research Days (group/pair activity) Day 10: Ottoman Walking Tour and Unit Summary Day 11: The End of the Ottoman Empire and the Formation of Modern Turkey</p>	<p>Text: McKay, et al. 2004. <i>A History of World Societies (6th edition)</i>.</p>
<p>Verification (Steps to check for student understanding)</p>	<p>Daily Essential Questions Day 2: Student analysis of a primary document Day 5: Student analysis of a primary document Day 10: Student analysis and presentation of a cultural element of the Ottoman Empire</p>	
<p>Additional Attached Documents:</p> <ul style="list-style-type: none"> ▪ Read Aloud: Turkish Smallpox Vaccine ▪ Handout: What is a Read Aloud and Why we do them. 		

Day 1: Introduction to the Ottoman Empire and Illustrated Notes

A+ <i>Anticipatory set</i>	<p>Essential Question: How was the Byzantine Empire able to last for over a thousand years? And what was the significance of the Byzantine Empire to world history?</p>
P	<ul style="list-style-type: none"> ▪ Essential Questions (see above) ▪ Go over PowerPoint of notes. Explain/Discuss slides with students; students should fill in the blanks. <p><u>Notes/slides:</u></p> <ol style="list-style-type: none"> 1. <i>Essential questions</i> 2. <i>Where did the Ottomans come from?</i> <ol style="list-style-type: none"> a. <i>Name came from "Osman," a leader of a western Anatolian nomadic group who began expansionistic moves in the 14th century.</i> b. <i>Gradually these nomads took over Anatolia and became the border between Islam and Byzantine Christian</i> 3. <i>Evolving Ottoman State</i> <ol style="list-style-type: none"> a. <i>Built their empire by absorbing the Muslims of Anatolia (most Ottomans became Muslims) and by protecting the Greek Christians in Anatolia.</i> <ul style="list-style-type: none"> ▪ <i>On the promise of obedience and payment of the jizya, Muslims guaranteed the lives and property of Jews and Christians.</i> ▪ <i>The Ottomans came to rule:</i> <ul style="list-style-type: none"> • <i>Serbs</i> • <i>Bosnians</i> • <i>Croats</i> • <i>other Orthodox peoples</i> ▪ <i>The people who submitted to Ottoman domination (voluntarily) were treated well, but those who opposed and fought the Ottomans...the Ottomans were ruthless.</i> b. <i>The Ottoman empire became a "frontier empire" composed of many ethnicities and religions</i> 4. <i>Sultan Mehmet II (1451-1481)</i> <ol style="list-style-type: none"> a. <i>Was one of the greatest Sultans</i> b. <i>Called the Fatih (the Conqueror)</i> c. <i>Under his rule all of Turkey/Anatolia was brought under his control and the Byzantine Empire was defeated</i> 5. <i>1453: The Siege and Capture of the City of Constantinople</i> <ol style="list-style-type: none"> a. <i>Six week siege of the city</i> b. <i>The Golden Horn was thoroughly fortified and protected</i> <ul style="list-style-type: none"> ▪ <i>City walls</i> ▪ <i>Chain across the harbor</i> c. <u>BUT</u> <i>the Byzantine Emperor could not compete with the ingenuity of the Ottomans and the western technology they used</i> <ul style="list-style-type: none"> ▪ <i>The Turks carried their boats over steep hills to come behind the chain across the harbor</i> ▪ <i>Cast one of the largest cannons in history and bombarded the city from behind</i> d. <i>Cannon shots shattered the city gate and the victorious Turks looted the city for three days</i> 6. <i>The Conquest of Constantinople = the Imperial phase of the Ottomans</i> <ol style="list-style-type: none"> a. <i>Constantinople was renamed Istanbul</i> b. <i>Mehmet II cleaned up the city and began many building mosques, markets, water fountains, baths, and other public facilities</i>

	<p>7. <i>Mehmet II encourages people to move to Istanbul</i></p> <ul style="list-style-type: none">a. <i>Bribes people from the Ottoman territories with homes and jobs</i>b. <i>Many Jewish people, who were cruelly oppressed in Western Europe (aka Reconquista), moved to Istanbul and found Turkey to be a “haven” = a mass migration of Jewish people soon followed</i> <ul style="list-style-type: none">▪ Students will go back over notes and illustrate the events/people (see notes sheet)<ul style="list-style-type: none">○ Students will need: markers and/or colored pencils▪ Ask summary questions and answer student questions.
S	Summary question: How did the Ottomans keep the heritage of the Byzantine Empire alive? How were the Ottoman and Byzantine empires alike?

Where did the Ottomans come from?

- Name came from "_____," a leader of a western Anatolian nomadic group who began expansionistic moves in the 14th century.
- Gradually these nomads took over Anatolia and became the border between Islam and Byzantine Christian

Evolving Ottoman State

- Built their empire by absorbing the Muslims of Anatolia (most Ottomans became Muslims) and by protecting the Greek Christians in Anatolia.
- On the promise of obedience and payment of the _____, Muslims guaranteed the lives and property of Jews and Christians.

The people who submitted to Ottoman domination (voluntarily) were treated well, but those who opposed and fought the Ottomans...the Ottomans were ruthless.

The Ottoman empire became a "_____" composed of many ethnicities and religions

Sultan Mehmet II (1451-1481)

- Was one of the greatest Sultans
- Called the Fatih (_____)
- Under his rule all of Turkey/Anatolia was brought under his control and the Byzantine Empire was defeated

1453: The Siege and Capture of the City of Constantinople

- Six week siege of the city
- The Golden Horn was thoroughly fortified and protected
 - City walls
 - Chain across the harbor
- **BUT** the Byzantine Emperor could not compete with the ingenuity of the Ottomans and the western technology they used
 - The Turks carried their boats over steep hills to come behind the chain across the harbor
 - Cast one of the largest cannons in history and bombarded the city from behind
- Cannon shots shattered the city gate and the victorious Turks looted the city for _____ days

The Siege and Capture of Constantinople

The Conquest of Constantinople = the Imperial phase of the Ottomans

- Constantinople was renamed _____
- Mehmet II cleaned up the city and began many building mosques, markets, water fountains, baths, and other public facilities

Mehmet II encourages people to move to Istanbul

- Bribes people from the Ottoman territories with homes and jobs
- Many Jewish people, who were cruelly oppressed in Western Europe (ie. _____), moved to Istanbul and found Turkey to be a “haven” = a mass migration of Jewish people soon followed

Summary questions:

How did the Ottomans keep the heritage of the Byzantine Empire alive?

How were the Ottoman and Byzantine empires alike?

Day 2: Ottoman Expansion Policies, the Devshirme, and Read Aloud Activity

A+	<i>Anticipatory set:</i> What happened in 1453 to make it a turning point in world history?
P	<ul style="list-style-type: none">▪ Essential Question▪ Class notes <p><u>Notes/slides:</u></p> <ol style="list-style-type: none">1. <i>For the next 200 years the Ottomans will be a significant power in the Middle East</i><ul style="list-style-type: none">• <i>The Empire will continually expand: (show series of maps showing the growth of the Ottoman Empire.</i>2. <i>Some achievements of the Ottoman Sultans:</i><ol style="list-style-type: none">a. <i>Bayezid II – gained control of the Eastern Mediterranean trade routes, eliminated the Portuguese from the Red Sea and the Persian Gulf.</i>b. <i>Selim I (aka Selim the Grim) – The Ottomans defeated the Safavids and marks the beginning of four centuries of Ottoman domination of Arab lands.</i>c. <i>The greatest Sultan was Suleiman I (aka Suleiman the Magnificent)</i><ul style="list-style-type: none">• <i>Experienced administrator and soldier</i>• <i>Extended the empire to its widest extent (gunpowder played a key role; as did the disunity of their opponents)</i>• <i>Fell in love with and married a slave girl – Hürrem/Roxelena</i>3. <i>Suleiman the “Lawgiver”</i><ol style="list-style-type: none">a. <i>Sultanic law codes</i>b. <i>Reformed the government</i>c. <i>Balanced the budget</i>d. <i>Reinforced Islamic law</i>4. <i>Suleiman the “Magnificent”</i><ol style="list-style-type: none">a. <i>Grandeur of his court</i>b. <i>Built palaces, mosques, schools, libraries, hospitals, roads, bridges, etc.</i>c. <i>Cultural explosion (pax Ottomanica) – literary, artistic, and scientific achievements</i>d. <i>Pasha Sinan – Suleiman’s Architect</i>5. <i>Ottoman expansion policies</i><ol style="list-style-type: none">a. <i>Fight the Ottomans and suffer (like the Mongol policy)</i>b. <i>Accept Ottoman domination</i><ul style="list-style-type: none">• <i>Conversion to Islam</i>• <i>Millet system (non-Muslims formed small communities and were allowed to keep their faith (Jewish or Christian) as long as they paid the jizya (a tax).</i>• <i>Local officials were replaced by Ottoman government officials</i>• <i>Ottoman infrastructure</i><ul style="list-style-type: none">○ <i>Built roads and bridges</i>○ <i>Encouraged education and conversion to Islam</i>6. <i>Timar</i><ol style="list-style-type: none">a. <i>Landed estates were given (for life, but they were not hereditary) to the Ottoman ruling class.</i>b. <i>Given to those who were committed to the Islamic faith, loyal to the Sultan, well versed in the Turkish language and the culture of the Imperial court</i>7. <i>Devshirme</i><ol style="list-style-type: none">a. <i>Christian youths captured (sometimes given) by the Ottoman agents and recruited for the Imperial civil service and standing army</i><ul style="list-style-type: none">• <i>Converted to Islam</i>

	<ul style="list-style-type: none">• <i>The brightest 10% entered the Palace school and were trained for civil service</i>• <i>The others were sent to Turkish farms and were trained for toughness = Janissaries</i>• <i>Janissaries were the elite army corps who were absolutely loyal to the Sultan</i> <p>8. <i>Devshirme Read Aloud Activity</i></p> <ul style="list-style-type: none">a. <i>Read with a partner</i>b. <i>Answer the summary question on the bottom of the sheet</i>
S	Students working with a partner will read and analyze the primary document of the practice of Devshirme. When finished, students will answer the summary question.

Directions: Read the text below ALOUD with a partner. Read the document segment by segment. After each segment note, what you thought as you read the text, what the author was trying to convey, and what the segment was about. Underline and note words/phrases you find significant/interesting.

[Tappan Introduction] ABOUT a century before the capture of Constantinople, when Amurath I was on the throne, his vizier suggested to him that he had a right not only to one-fifth of the spoils of battle, but also to one-fifth of the captives. "Let officers be stationed at Gallipoli," he said, "and as the Christians pass by, let them choose the fairest and strongest of the Christian boys to become your soldiers." Thus was formed the famous corps of the Janizaries. To keep it up, the agents of the sultan went once in four years to all the Christian villages under Turkish control. Every boy between six and nine years of age must be brought before them, and the agents carried away one-fifth of the number, carefully selecting the strongest and most intelligent.

THE advice of the vizier was followed; the edict was proclaimed; many thousands of the European captives were educated in the Mohammedan religion and arms, and the new militia was consecrated and named by a celebrated dervish. Standing in the front of their ranks, he stretched the sleeve of his gown over the head of the foremost soldier, and his blessing was delivered in the following words "Let them be called Janizaries [*yingi-cheri*--or "new soldiers"]; may their countenances be ever bright; their hand victorious; their swords keen; may their spear always hang over the heads of their enemies; and, wheresoever they go, may they return with a white face." White and black face are common and proverbial expressions of praise and reproach in the Turkish language. Such was the origin of these haughty troops, the terror of the nations.

They are kept up by continual additions from the sultan's share of the captives, and by recruits, raised every five years, from the children of the Christian subjects. Small parties of soldiers, each under a leader, and each provided with a particular firman, go from place to place. Wherever they come, the *protogeros* assembled the inhabitants with their sons. The leader of the soldiers have the right to take away all the youth who are distinguished by beauty or strength, activity or talent, above the age of seven. He carries them to the court of the grand seignior, a tithe, as it is, of the subjects. The captives taken in war by the pashas, and presented by them to the sultan, include Poles, Bohemians, Russians, Italians, and Germans.

These recruits are divided into two classes. Those who compose the one, are sent to Anatolia, where they are trained to agricultural labor, and instructed in the Mussulman faith; or they are retained about the seraglio, where they carry wood and water, and are employed in the gardens, in the boats, or upon the public buildings, always under the direction of an

Notes

overseer, who with a stick compels them to work. The others, in whom traces of a higher character are discernible, are placed in one of the four seraglios of Adrianople or Galata, or the old or new one at Constantinople. Here they are lightly clad in linen or in cloth of Saloniki, with caps of Prusa cloth. Teachers come every morning, who remain with them until evening, and teach them to read and write. Those who have performed hard labor are made Janizaries. Those who are educated in the seraglios become *spahis* or higher officers of state.

Both classes are kept under a strict discipline. The former especially are accustomed to privation of food, drink, and comfortable clothing and to hard labor. They are exercised in shooting with the bow and arquebuse by day, and spend the night in a long, lighted hall, with an overseer, who walks up and down, and permits no one to stir. When they are received into the corps of the Janizaries, they are placed in cloister-like barracks, in which the different *odas* or *ortas* live so entirely in common that the military dignitaries are called from their soups and kitchens. Here not only the younger continue to obey the elders in silence and submission, but all are governed with such strictness that no one is permitted to spend the night abroad, and whoever is punished is compelled to kiss the hand of him who inflicts the punishment.

The younger portion, in the seraglios, are kept not less strictly, every ten being committed to the care of an inexorable attendant. They are employed in similar exercises, but likewise in study. The grand seignior permitted them to leave the seraglio every three years. Those who choose to remain, ascend, according to their age in the immediate service of their master, from chamber to chamber, and to constantly greater pay, till they attain, perhaps, to one of the four great posts of the innermost chamber, from which the way to the dignity of a *beglerbeg*, or a *capitan deiri* (that is, an admiral), or even of a vizier, is open. Those, on the contrary, who take advantage of this permission, enters, each one according to his previous rank, into the four first corps of the paid *spahis*, who are in the immediate service of the sultan, and in whom he confides more than in his other bodyguards.

Source

From: Eva March Tappan, ed., *The World's Story: A History of the World in Story, Song and Art*, (Boston: Houghton Mifflin, 1914), Vol. VI: *Russia, Austria-Hungary, The Balkan States, and Turkey*, pp. 491-494.

What was the benefit or significance of becoming a janissary?

Day 3&4: Coffeehouse Activity Explanation and Research Day(s)

A+	<i>Anticipatory set:</i> Have you ever been to a coffeehouse? What did you do there?
R	Rationale: Activity gives students the opportunity to research key figures of the Ottoman Empire, create a tangible representation of the significant figure and they share their information and what they have learned with their peers.
P	<p>Technology: Access to the Internet and also to library resources</p> <p>Background: This lesson would most likely be useful as a review project after students have been introduced to people and concepts that were influential during the Ottoman Empire.</p> <p>Temporal Limits: Two days (40 minute periods) for research [in my Honors/AP classes I only give students one day to research and assign the note card as homework].</p> <p>Materials: Index cards, glue, scissors, colored pencils, markers, etc... This assignment can be used with any unit that has an abundance of people. It is best used in the middle of the unit when the students have a basic understanding of the major concepts of the unit.</p> <p>Procedure: This lesson will take approximately 2-3 hours to act out. Students should be assigned a role 1-2 days before the in-class simulation. Students should use this time to research and get into character. This should be assigned as homework.</p> <p>Before the in-class simulation tell the students that they are to research and “become” their person from the past. Students must come to class in character with a name tag that they have designed for this special occasion and also their “Calling Card” (a note card with their person’s picture, vital statistics and role during the Ottoman Empire).</p>
	<p>Day 1</p> <p>EQ: Have you ever been to a coffeehouse? What did you do there?</p> <ul style="list-style-type: none"> ▪ Explain to the class that later this week we will be going to a Turkish coffeehouse to discuss the decline of the Ottoman Empire and that they will be going in character as a person who lived in the Ottoman Empire. ▪ Present and Discuss the Coffeehouse Information: <i>During Ottoman times coffeehouses were places where men would come together and form public opinion. They first opened as a place for people to wait before going into the mosques for prayer and soon became a place where men would meet outside of the home. Professional groups started having “their” own coffeehouse; where people in their society would go to discuss important decisions and ideas (stress the importance of “ideas” in history; ideas have changed the world – give examples). Coffee’s history in Turkey began in the 16th century and is traditionally made by boiling very fine coffee powder in a cezve (see picture). Traditionally served in small cups and drunk in one gulp (see picture).</i> ▪ Relate the significance of coffeehouses as gathering places where many people could meet and discuss ideas to the students life (example my students often hang out at Taco Bell after school – I ask them what they talk about while hanging out)

- **Explain** to the class that later this week we will be going to a Turkish coffeehouse to discuss the decline of the Ottoman Empire and that it will be a chance for them to see if they can change the destiny/fate of the Ottoman Empire. The year that the class will be meeting in is 1900; the Ottoman Empire has been in existence for about 450 years and has recently been losing a lot of territory, wealth, and power – How can we turn things around.
- Every student will be given a person/role and will need to find out what that person did, their history, their beliefs, and their significance to Ottoman history. Each student also needs to come up with a plan/"idea" to make the Ottoman Empire great once again.
- **Handout** *Trading Cards* worksheet – prior to class highlight one character per sheet and then randomly handout character assignments.

Teacher note: *you will need to lead the students to dig deeper into what their character believed/did. The four people assigned to be Janissaries/Young Turks will need to create a background story, but will still need to focus on what they added to Turkish history and that their ideals were.*

Day 2 (or for homework)

- Students will create their calling cards. Give each student an index card. Student will place the picture, name, dates of their person on the front of the card and on the back they will place the questions from the worksheet. **I recommend that you have the students handwrite the information, as this cuts down on plagiarism/cut-and-pasting of answers.** If time permits, students will decorate their cards. Cards are due at the end of the period.
- Homework: Encourage students to bring cookies to class on the day of the coffeehouse to munch on while they chat with figures from the Ottoman Empire. This is an easy way to have a food day (which all students get excited about) and I also prepare coffee/tea/hot chocolate for my students to sip on while they are milling about chatting about their role and plan for the Ottoman Empire.

Turkish Coffeehouse: Trading Cards

- Mehmet II
- Roxalena (Hürrem Sultana)
- Suleiman I
- Osman I
- Murad I
- Sinan
- Beyazid II
- Ali Kuşçu
- Mîrîm Çelebi
- Musa b. Hamun
- Pîrî Reis
- Janissary (#1)
- Janissary (#2)
- Saladin
- Kösem
- Aimee Debucq de Riveiy (Nakshedil Sultana)
- Selim I
- Ahmed III
- a “Young Ottoman” (#1)
- a “Young Ottoman” (#2)
- Mustafa Kemal
- Hungarian engineer Orban
- Ismail Enver
- Mehmed V
- Abdülaziz I
- Mahmud Dramali Pasha
- Hagop Kazazian Pasha
- Ahmed Köprülü
- Selim III
- Osman II (the young)

Research:

Vital Statistics (born-died): _____

Place of Origin: _____

Why is this person significant to the Ottoman Empire? What was their “claim to fame”?

What was the significance of their life/actions on the Ottoman Empire? (Why was it important?)

What was going on during the Ottoman Empire during this person’s life?

How could your person improve/save the Ottoman Empire? What is your plan?

Prepare a picture of your person, no bigger than 3X5 for the front of your trading card. If your person invented something, prepare a small picture (about the size of a quarter) to go on the front of the trading card with the picture. Your person’s name and the years of their life should also be on the front of the trading card.

Day 5: Women's roles, the Harem, and Read Aloud Activity

A+	<i>Anticipatory set: What do you think a harem is? What is the role of women in Muslim society?</i>
O	Students will be able to discuss and analyze the roles of women and the harem in Ottoman society; also, to they will confront the myth of the harem created by westerners.
P	<p>EQs: What do you think a harem is? What is the role of women in Muslim society?</p> <p><u>Notes/slides:</u></p> <ol style="list-style-type: none"> 1. <i>Islam and Modesty</i> <ol style="list-style-type: none"> a. <i>Women resided in seclusion in the harem</i> b. <i>Purdah</i> 2. <i>The Harem</i> <ol style="list-style-type: none"> a. <i>Sacred place, sanctuary, place of honor, respect, and religious purity</i> b. <i>Private quarters of the family – not visited by non-family members (female visitors were allowed, but not common)</i> c. <i>Boys remained with their mothers in the harem until the ages of 10-11</i> 3. <i>The Roles of Women</i> <ol style="list-style-type: none"> a. <i>Self-worth tied to the production of children</i> b. <i>A child held the legal status of its father = advancement for the mother</i> c. <i>Little is known about ordinary women, but we know a fair amount about royal and wealthy women</i> 4. <i>Lady Mary Wortley Montague</i> <ol style="list-style-type: none"> a. <i>Arrived in Istanbul in 1717 with her husband the British ambassador to the Ottoman court</i> b. <i>She wrote voluminously of her travels and seems to be mostly unbiased and appreciative of the cultures her travels to with her husband</i> 5. <i>Rights of Women</i> <ol style="list-style-type: none"> a. <i>Liberty through Purdah (covered while in public)</i> b. <i>Ability to hold and control money/property acquired through dowries, inheritance, gifts, salaries, and divorce</i> c. <i>Wealthy women were great patrons of the arts and of charitable foundations (most of the money they donated went to organizations that helped women)</i> 6. <i>Class Read Aloud and Analysis of life in the harem</i>
S	Show the class pictures of the harem by western artists and compare them to Ottoman artists. Ask the class what are the differences between the two perspectives? Why do you think that the westerners viewed the harem this way?

NAME _____

READ ALOUD: Dining with the Sultana (Lady Mary Wortley Montagu), c. 1718

Directions: Read the text below ALOUD with a partner. Read the document segment by segment. After each segment note, what you thought as you read the text, what the author was trying to convey, and what the segment was about. Underline and note words/phrases you find significant/interesting.

I was led into a large room, with a sofa the whole length of it, adorned with white marble pillars like a ruelle, covered with pale-blue figured velvet on a silver ground, with cushions of the same, where I was desired to repose till the Sultana appeared, who had contrived this manner of reception to avoid rising up at my entrance, though she made me an inclination of her head when I rose up to her. I was very glad to observe a lady that had been distinguished by the favor of an emperor, to whom beauties were every day presented from all parts of the world. But she did not seem to me to have ever been half so beautiful as the fair Fatima I saw at Adrianople; though she had the remains of a fine face, more decayed by sorrow than by time. But her dress was something so surprisingly rich, I cannot forbear describing it to you. She wore a vest called donalma, and which differs from a caftan by longer sleeves, and folding over at the bottom. It was of purple cloth, straight to her shape, and thick-set, on each side, down to her feet, and round the sleeves, with pearls of the best water, of the same size as their buttons commonly are. You must not suppose I mean as large as those of my Lord _____, but about the bigness of a pea; and to these buttons large loops of diamonds, in the form of those gold loops so common upon birthday coats. This habit was tied at the waist with two large tassels of smaller pearl, and round the arms embroidered with large diamonds: her shift fastened at the bottom with a great diamond, shaped like a lozenge; her girdle as broad as the broadest English ribbon, entirely covered with diamonds. Round her neck she wore three chains, which reached to her knees: one of large pearl, at the bottom of which hung a fine colored emerald, as big as a turkey-egg; another, consisting of two hundred emeralds, close joined together of the most lively green, perfectly matched, every one as large as a half-crown piece, and as thick as three crown pieces; and another of small emeralds, perfectly round. But her earrings eclipsed all the rest. They were two diamonds, shaped exactly like pears, as large as a big hazelnut. Round her talpoche she had four strings of pearl, the whitest and most perfect in the world, at least enough to make four necklaces, every one as large as the Duchess of Marlborough's, and of the same size, fastened with two roses, consisting of a large ruby for the middle stone, and round them twenty drops of clean diamonds to each. Beside this, her headdress was covered with bodkins of emeralds and diamonds. She wore large diamond bracelets, and had five rings on her fingers, all single diamonds, (except Mr. Pitt's) the largest I ever saw in my life. It is for jewelers to compute the value of these things; but, according to the common estimation of jewels in our part of the world, her whole dress must be worth above a hundred thousand pounds sterling. This I am very sure of, that no European queen has half the quantity; and the Empress' jewels, though very fine, would look very mean near hers.

She gave me a dinner of fifty dishes of meat, which (after their fashion) were placed on the table, but one at a time, and thus extremely tedious. But the magnificence of her table answered very well to that of her dress. The knives were of gold, the hafts set with diamonds but the piece of luxury that

Notes

gripped my eyes was the tablecloth and napkins, which were all tiffany, embroidered with silks and gold, in the finest manner, in natural flowers. It was with the utmost regret that I made use of these costly napkins, as finely wrought as the finest handkerchiefs that ever came out of this country. You may be sure that they were entirely spoiled before dinner was over. The sherbet (which is the liquor they drink at meals) was served in china bowls; but the covers and salvers were massy gold. After dinner, water was brought in a gold basin, and towels of the same kind as the napkins, which I very unwillingly wiped my hands upon; and coffee was served in china, with gold sou-coupes.

The Sultana seemed in very good humor, and talked to me with the utmost civility. I did not omit this opportunity of learning all that I possibly could of the seraglio, which is so entirely unknown among us. She never mentioned her husband without tears in her eyes, yet she seemed very fond of the discourse. "My past happiness," said she, "appears a dream to me. Yet I cannot forget that I was beloved by the greatest and most lovely of mankind. I was chosen from all the rest, to make all his campaigns with him; I would not survive him, if I was not passionately fond of my daughter. Yet all my tenderness for her was hardly enough to make me preserve my life. When I lost him, I passed a whole twelvemonth without seeing the light. Time has softened my despair; yet I now pass some days every week in tears, devoted to the memory of my husband."

There was no affectation in these words. It was easy to see she was in a deep melancholy, though her good humor made her willing to divert me. She asked me to walk in her garden, and one of her slaves immediately brought her a pellice of rich brocade lined with sables. I waited on her into the garden, which had nothing in it remarkable but the fountains; and from thence she showed me all her apartments. In her bed chamber her toilet was displayed, consisting of two looking-glasses, the frames covered with pearls, and her night talpoc1te set with bodkins of jewels, and near it three vests of fine sables, every one of which is, at least, worth a thousand dollars (two hundred pounds English money). I don't doubt these rich habits were purposely placed in sight, but they seemed negligently thrown on the sofa. When I took my leave of her, I was complimented with perfumes, as at the grand vizier's, and presented with a very fine embroidered handkerchief. Her slaves were to the number of thirty, besides ten little ones, the eldest not above seven years old. These were the most beautiful girls I ever saw, all richly dressed; and I observed that the Sultana took a great deal of pleasure in these lovely children, which is a vast expense; for there is not a handsome girl of that age to be bought under a hundred pounds sterling. They wore little garlands of flowers, and their own hair, braided, which was all their headdress; but their habits all of gold stuffs. These served her coffee, kneeling; brought water when she washed, etc. It is a great part of the business of the older slaves to take care of these girls, to teach them to embroider and serve them as carefully as if they were children of the family.

Source: From: Eva March Tappan, ed., *The World's Story: A History of the World in Story, Song, and Art*, (Boston: Houghton Mifflin, 1914), Vol. VI: *Russia, Austria-Hungary, The Balkan States, and Turkey*, pp. 511-515.

Day 6: The Decline of the Ottoman Empire
(Illustrated Notes)

A+	<i>Anticipatory set: What challenges do all large empires face? What challenges do you think the Ottomans might have face?</i>
P	<ul style="list-style-type: none"> ▪ Essential Questions (see above) ▪ Go over PowerPoint of notes. Explain/Discuss slides with students; students should fill in the blanks. <p><i>Notes/slides:</i></p> <ol style="list-style-type: none"> 1. <i>Ottoman history (1566-1792) has been called “the Era of Decline in Faith and State”</i> <ol style="list-style-type: none"> a. <i>The Decline is relative to</i> <ol style="list-style-type: none"> i. <i>The Ottoman Golden Age</i> ii. <i>European Expansion and Advancements</i> b. <i>And the decline was slow, gradual, interrupted by periods of growth, and lasted for more than three centuries</i> 2. <i>Ottoman Decline was caused by</i> <ol style="list-style-type: none"> a. <i>Weak leadership</i> b. <i>Corrupt government officials</i> c. <i>Powerful janissaries and janissary revolts</i> d. <i>Heavy taxes = revolts and unhappy peasantry</i> e. <i>The Ottoman Empire was very diverse ethnically + nationalism = many groups wanting their freedom</i> f. <i>New World silver flooding the market and causing silver to inflate = inflation</i> g. <i>Trade routes changing to bypass the Middle East in favor of water routes</i> h. <i>The Ottomans signed capitulations with the European countries = loss of revenue</i> i. <i>Loss of intellectualism = loss of innovation = fall behind the Europeans in technology</i> <ul style="list-style-type: none"> ▪ Students will go back over notes and illustrate the events/people (see notes sheet) <ul style="list-style-type: none"> ○ Students will need: markers and/or colored pencils <ul style="list-style-type: none"> • Ask summary questions and answer student questions. •
S	Ask the students to hypothesize how the fall of the Ottoman Empire might affect the rest of the Middle East and the World.

The Decline of the Ottoman Empire Name _____

Ottoman history (1566-1792) has been called
 “ _____ ”

The Decline is relative to

And the decline was slow, gradual, interrupted by periods of growth, and lasted for more than three centuries

Ottoman Decline was caused by

<p>Weak leadership</p>	<p>Corrupt government officials</p>	<p>Powerful janissaries and janissary revolts</p>
<p>Heavy taxes = revolts and unhappy peasantry</p>	<p>Diverse cultural/ethnic groups wanting _____</p>	<p>New World silver flooding the market and causing silver to inflate = inflation</p>
<p>Trade routes changing to bypass the Middle East in favor of water routes</p>	<p>The Ottomans signed capitulations with the European countries = loss of revenue</p>	<p>Loss of intellectualism = loss of innovation = fall behind the Europeans in technology</p>

Day 7: Coffeehouse Day

A+	<i>Anticipatory set: Tell students that they need to quickly get into character (Name tags and trading cards) and that they should place any cookies that they have brought on a centrally located table.</i>
O	Students will be able to discuss their characters role in the Ottoman Empire and come up with a plan to bring the Ottomans back to their glory days.
P	<ol style="list-style-type: none">1. Students should place their cookies on a centrally located table as they enter the room, get out their name tags and trading cards. **One of the factors of having a successful coffeehouse day is the organization of the room and having an active host (you) who continually fosters discussion**2. Start the coffeehouse by welcoming the attendees and explaining to them the dire situation that the Ottoman Empire currently is in (review from the previous day). The year is 1900 and the Ottoman Empire is feeling the pressure from European Empires, declining revenues, corrupt government officials, and is need of reform or it might collapse under the pressure.3. Let the students know they are all significant in the current political and social environment and that you have invited them to the Royal Coffeehouse in hopes that they can share their ideas on how the Ottoman Empire can be helped in this tough time.4. That being said, the class still needs to be reminded of the coffeehouse “rules of discussion”5. Remind students that they must engage in conversation with eighteen classmates and complete the summary portion of their worksheet when finished. Worksheets are due at the end of the period. <p>*I have found that the library or the cafeteria is the best places to host a coffeehouse, because of the space required.</p> <p>*In this activity, the teacher needs to constantly wander about ad check to make sure your students are on topic, exchanging information, and encouraging them to move out of their normal cliques. This activity requires a lot of work, but is always one that my students remember fondly and want to do again.</p>
S	Go over the bottom portion of the student worksheet. What conclusions did the students come up with?

Name: Claim to fame: Plan to save the Empire:	Name: Claim to fame: Plan to save the Empire:
Name: Claim to fame: Plan to save the Empire:	Name: Claim to fame: Plan to save the Empire:
Name: Claim to fame: Plan to save the Empire:	Name: Claim to fame: Plan to save the Empire:
Name: Claim to fame: Plan to save the Empire:	Name: Claim to fame: Plan to save the Empire:
Summary: Who do you think had the best plan? What was their plan? What conclusions did you come up with about the fate of the Ottoman Empire after today's activity?	

Day 8: WWI and the End of the Ottoman Empire

A+	<p><i>Anticipatory set: Was the class able to come up with a plan to save the Ottoman Empire? What was it?</i></p>
P	<p>1. Essential questions (see above)</p> <p>2. notes/slides: <i>In the 18th Century more wars and losses resulted in reform attempts:</i></p> <ul style="list-style-type: none"> • <i>The Tulip Period (1718-1730) = first borrowing of European art and culture</i> • <i>Ottomans continued to lose territory to the Russians and the Europeans</i> • <i>Tanzimat Period (1839-76)</i> <ul style="list-style-type: none"> i. <i>Reforms around a new concept of justice</i> <ul style="list-style-type: none"> 1. <i>Equality before the law</i> 2. <i>Ottomanism = patriotism, but not yet nationalism</i> 3. <i>Constitution and a Parliament formed</i> ii. <i>The reforms failed; Sultan Abdulahemid put an end to the reforms while putting down rebellions</i> • <i>Young Turks</i> <ul style="list-style-type: none"> i. <i>Constitutional, parliamentary government established</i> ii. <i>Growing sense of nationalism</i> iii. <i>Ottomans entered WWI on the side of Germany = lost</i> • <i>Treaty of Versailles</i> <ul style="list-style-type: none"> i. <i>Empire partitioned</i> ii. <i>Kemal Ataturk (and others) fought for Independence = new Republic of Turkey and an end to the Ottoman Empire (1923).</i> • <i>The New Republic of Turkey</i> <ul style="list-style-type: none"> i. <i>Secularism</i> ii. <i>Ataturk's reforms</i> <p>3. Read Aloud: Young Turks</p> <p>4. Summary Question</p>
S	<p>Although the Ottoman Empire ended in the early 1900's its effects on the region/world can still be seen today. What is the Ottoman legacy?</p>

READ ALOUD: The Young Turks: Proclamation for the Ottoman Empire, 1908 NAME _____

Directions: Read the text below ALOUD with a partner. Read the document segment by segment. After each segment note, what you thought as you read the text, what the author was trying to convey, and what the segment was about. Underline and note words/phrases you find significant/interesting.

1. The basis for the Constitution will be respect for the predominance of the national will. One of the consequences of this principle will be to require without delay the responsibility of the minister before the Chamber, and, consequently, to consider the minister as having resigned, when he does not have a majority of the votes of the Chamber.

2. Provided that the number of senators does not exceed one-third the number of deputies, the Senate will be named as follows: one-third by the Sultan and two-thirds by the nation, and the term of senators will be of limited duration.

3. It will be demanded that all Ottoman subjects having completed their twentieth year, regardless of whether they possess property or fortune, shall have the right to vote. Those who have lost their civil rights will naturally be deprived of this right....

7. The Turkish tongue will remain the official state language. Official correspondence and discussion will take place in Turkish.

9. Every citizen will enjoy complete liberty and equality, regardless of nationality or religion, and be submitted to the same obligations. All Ottomans, being equal before the law as regards rights and duties relative to the State, are eligible for government posts, according to their individual capacity and their education. Non-Muslims will be equally liable to the military law.

10. The free exercise of the religious privileges which have been accorded to different nationalities will remain intact. ...

14. Provided that the property rights of landholders are not infringed ... it will be proposed that peasants be permitted to acquire land, and they will be accorded means to borrow money at a moderate rate.

16. Education will be free. Every Ottoman citizen, within the limits of the prescriptions of the Constitution, may operate a private school in accordance with the special laws.

17. All schools will operate under the surveillance of the state. In order to obtain for Ottoman citizens an education of a homogenous and uniform character, the official schools will be open, their instruction will be free, and all nationalities will be admitted. Instruction in Turkish will be obligatory in public schools. In official schools, public instruction will be free. ... Schools of commerce, agriculture, and industry will be opened with the goal of developing the resources of the country.

18. Steps shall also be taken for the formation of roads and railways and canals to increase the facilities of communication and increase the sources of the wealth of the country. Everything that can impede commerce or agriculture shall be abolished.

Source. : From: "The Young Turks," trans. A. Sarrou, in *Civilization since Waterloo*, Rondo Cameron, ed. (Paris, 1912), pp. 40-42

Scanned by Jerome S. Arkenberg, Cal. State Fullerton. The text has been modernized by Prof. Arkenberg.

Day 9&10: Ottoman Museum Research Days (group/pair activity)

A+	<i>Anticipatory set: When was the last time you visited a museum? What did you see?</i>
P	<ol style="list-style-type: none">1. Essential questions2. Go over assignment sheet and answer any questions3. Divide students into groups and give them their assigned cultural aspect<ol style="list-style-type: none">a. 10-15 display windowsb. 10 = groups of 3c. 15 = pairs4. Students will research and prepare a visual display of the following achievement or aspect of the Ottoman Empire and explain how this aspect of Ottoman culture has had a lasting impact of world history<ul style="list-style-type: none">• Ottoman Medicine• Ottoman Law codes• Ottoman architecture• Ottoman mathematics• Ottoman science• Tulip and Tulipmania• Turkish hospitality and customs• Ottoman tiles and mosaics• Ottoman/ Turkish carpets• Ottoman religious policies (esp. towards Christians and Jews)• Calligraphy• Ottoman Geography and Geographers• The Empire: Conquest and Decline though maps• Ottoman Marching/War bands and music• Ottoman Foods <p>Supplies needed: access to computers and reference materials, poster paper, markers, glue, etc.</p>

Ottoman Empire Museum Display Project



Your assigned Cultural Aspect:

You and your partner have been hired as curators at the Burkstonian Museum and have been charged with researching and designing a new exhibit for the “Ottoman Empire” Wing.

You are assigned one part of the Ottoman Empire’s culture to research and present to the Board of Directors (the rest of the class and me). In the roles of historian/archeologist and curator/docent, you need to research the culture and design a layout for the museum display; choose five artifacts for the culture display and have a separately written identification card explaining each of the artifacts.

You will need to create a display window (poster) for you aspect of Ottoman culture and might also be asked to give a short “guided tour” of your display.

Assessment criteria:

- Written information (50pts): do the identification cards reveal careful research? Do they include specific, accurate information? Do they appropriately explain artifacts, its uses, and what it represents?
- Artifacts (100 pts): Does your artifact reveal thought, preparation, and creativity? Do they accurately reflect your assigned cultural aspect?
- Overall Design (50pts): Is the overall design creative and thoughtful? Is the display visually appealing?
- Bibliography (25 pts): properly formatted and a good variation of sources

Day 11: Ottoman Walking Tour

A+	<i>Anticipatory set: Hand out visitation cards as students enter the room. Welcome students to the Ottoman wing of the Burkstonian Museum, "Thank you all for joining me today here in our newest wing of the museum.....as you have noticed we have quite a few displays....today you will be journalists previewing our museum for your newspaper "the Burkstonian Beat" and will be writing an article detailing the culture and accomplishments of the Ottoman Empire.</i>
O	Students will be able to view, discuss, and write about the cultural, scientific, and diplomatic accomplishments of the Ottoman Empire.
P	<ol style="list-style-type: none">1. Invite students (anticipatory)<ul style="list-style-type: none">• Explain to students the museum rules<ul style="list-style-type: none">• Partners travel together and never more than 2 groups in front of a display• Museums are quiet/soft whispers are okay• Handout visitation. Reflection Card2. 20-30 minutes of students wandering from display to display taking notes3. Students should complete their visitation card and write out their short article for the "Burkstonian Beat."4. Collect visitation cards
S	Ask students what they thought the most interesting display was or what they thought was the most significant accomplishment of the Ottomans.

Burkstonian Museum -- Press Pass

Name of Reviewer _____

10 Intriguing Aspects of Ottoman Culture (one from each display window)

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What do you think was the most significant cultural innovation/aspect of the Ottoman Empire and Why?

What surprised you about Ottoman/Turkish Culture?

What aspects of Ottoman culture are still used today? Give a specific example.

Review of the Ottoman Wing of the Burkstonian Museum for the *Burkstonian Beat*

(Must be a complete article; 3 paragraphs+, catch the reader's attention and hold it, and also, discuss the lasting impact of the Ottoman Empire).

Sources

McKay, John P., et al. *A History of World Societies*. 6th ed. Boston: Houghton Mifflin Company, 2004. Print.

Oguz, M. Ocal. *Turkey's Intangible Cultural Heritage*. 2nd ed. Ankara: Ministry of Culture and Tourism of the Republic of Turkey Publications, 2008. Print.

"Ottoman." *The Ottomans*. Web. 11 Sept. 2009.

<http://www.theottomans.org/english/art_culture/science_2.asp>.

Additional Documents

Read Alouds: Teaching Students to Think Historically

Idea Source: Wineburg, Sam. 2001. *Historical Thinking and Other Unnatural Acts: charting the future of teaching the past* (255).

Read Alouds are just what they look like primary documents that one reads aloud. This teaching method begins as a lesson in modeling, as the teacher models that a lot goes on in his/her brain – drawing connections – when reading historical texts, and eventually moves into a partner/small group activity as students begin to read and analyzing primary documents on their own.

Lesson plan:

1. Mini-lecture, read aloud, and closing summary of student's thoughts/questions on the document (if done with students in groups/pairs)
2. Pre-reading (lesson follow-up), longer primary document reading (1st read silently and 2nd reading aloud as a class), open questions/summary

Evaluating Historical Evidence (*from Wineburg*)

Sourcing

- o Before reading the document ask yourself:
 - Who wrote this?
 - Why was it written?
 - When was it written? (a long time or short time after the event)
 - Is this source believable? Why? Or why not?

Cross-Checking

- o What do other pieces of evidence say?
- o Am I finding the same information everywhere?
- o Am I finding different versions of the story? (If yes, why might that be?)
- o Where could I look to find out about this?
- o What pieces of evidence are most believable?

Imagining the Setting

- o What was it like to be alive during this time?
- o What things were different? What was the same?
- o What would it look like to see this event through the eyes of someone who lived back then?

Go beyond the textbook: read a passage from the textbook, ask your students who textbooks are written by and who for – will that determine what history is presented? Find a primary document that tells a different side than the “acceptable” history. Which one is more correct? Why?

Excellent Sources for Primary documents:

<http://avalon.law.yale.edu/> - law, history, diplomacy

<http://www.fordham.edu/halsall/> - amazing source for primary documents in every subject through all of time.

<http://www.loc.gov/rr/program/bib/ourdocs/PrimDocsHome.html> - American government and history

<http://memory.loc.gov/ammem/index.html> - Library of Congress (pictures and texts)

****Remember –** If you do not find the document interesting – neither will your students. Pick a historical document that might enflame emotions and might be a little scandalous – your students will be more apt to discuss and argue about the intentions of the author (Little caveat: use your good judgment - nothing more than PG-13).

READ ALOUD: Lady Mary Wortley Montagu (1689-1762): Smallpox Vaccination in Turkey

NAME _____

Directions: Read the text below ALOUD with a partner. Read the document segment by segment. After each segment note, what you thought as you read the text, what the author was trying to convey, and what the segment was about. Underline and note words/phrases you find significant/interesting.

In 1717 Lady Montague arrived with her husband, the British ambassador, at the court of the Ottoman Empire. She wrote voluminously of her travels. In this selection she noted that the local practice of deliberately stimulating a mild form of the disease through inoculation conferred immunity. She had the procedure performed on both her children. By the end of the eighteenth century, the English physician Edward Jenner was able to cultivate a serum in cattle, which, when used in human vaccination, eventually led to the worldwide eradication of the illness.

*A propos of distempers, I am going to tell you a thing, that will make you wish yourself here. The small-pox, so fatal, and so general amongst us, is here entirely harmless, by the invention of engrafting, which is the term they give it. There is a set of old women, who make it their business to perform the operation, every autumn, in the month of September, when the great heat is abated. People send to one another to know if any of their family has a mind to have the small-pox; they make parties for this purpose, and when they are met (commonly fifteen or sixteen together) the old woman comes with a nut-shell full of the matter of the best sort of small-pox, and asks what vein you please to have opened. She immediately rips open that you offer to her, with a large needle (which gives you no more pain than a common scratch) and puts into the vein as much matter as can lie upon the head of her needle, and after that, binds up the little wound with a hollow bit of shell, and in this manner opens four or five veins. The Grecians have commonly the superstition of opening one in the middle of the forehead, one in each arm, and one on the breast, to mark the sign of the Cross; but this has a very ill effect, all these wounds leaving little scars, and is not done by those that are not superstitious, who chuse to have them in the legs, or that part of the arm that is concealed. The children or young patients play together all the rest of the day, and are in perfect health to the eighth. Then the fever begins to seize them, and they keep their beds two days, very seldom three. They have very rarely above twenty or thirty in their faces, which never mark, and in eight days time they are as well as before their illness. Where they are wounded, there remains running sores during the distemper, which I don't doubt is a great relief to it. Every year, thousands undergo this operation, and the French Ambassador says pleasantly, that they take the small-pox here by way of diversion, as they take the waters in other countries. There is no example of any one that has died in it, and you may believe I am well satisfied of the safety of this experiment, since I intend to try it on my dear little son. I am patriot enough to take the pains to bring this useful invention into fashion in England, and I should not fail to write to some of our doctors very particularly about it, if I knew any one of them that I thought had virtue enough to destroy such a considerable branch of their revenue, for the good of mankind. But that distemper is too beneficial to them, not to expose to all their resentment, the hardy wight that should undertake to put an end to it. Perhaps if I live to return, I may, however, have courage to war with them. Upon this occasion, admire the heroism in the heart of
Your friend, etc. etc.*

Source: From Lady Mary Wortley Montagu, *Letters of the Right Honourable Lady M--y W--y M--e: Written During her Travels in Europe, Asia and Africa. . .*, vol. 1 (Aix: Anthony Henricy, 1796), pp. 167-69; letter 36, to Mrs. S. C. from Adrianople, n.d.