



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

# Center for Middle Eastern Studies

## *"All Roads Lead to Istanbul"*

*World History Unit*

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1550 World's Fair Simulation

Istanbul, Turkey

A special celebration sponsored by

Suleiman the Magnificent



## Unit Purpose:

To understand the Middle Ages period of history from a global perspective.

## Goals:

- Students will demonstrate a knowledge of the Ottoman Empire, 1300's to 1500's, specifically in the areas of geography, social structure, religion, agriculture, foods, arts and literature, conquest, governance, medicine, trade, and architecture.
- Students will work together in whole class and cooperative groups to simulate an Ottoman Style World's Fair that might have taken place in 1550; they will create backdrops and material to demonstrate their knowledge and create a setting for the World's Fair event.
- Students will then research a non-Ottoman culture (groups of 2-4)
- Students will collect or make items representative of the Late Renaissance/Early Modern nation they are studying and put together a display or presentation.
- Students will work with each other and the teacher to create a "World's Fair" presentation to display their work and share their learnings with other students and parents.
- Students will demonstrate their knowledge of Late Renaissance/Early Modern history across the continents through a "Fair" type of simulation project.
- Students will be able to place major world events and significant people of the Late Renaissance/Early Modern period on a time line and by continent/country.

Procedures:

### ***Lesson 1: Overview***

“The Ottoman Empire – 1300-1500”. Read handout and discuss. Students will highlight key terms and then create a Graphic Organizer of the information by theme (i.e. geography, social structure, religion, agriculture, foods, arts and literature, conquest, governance, medicine, trade, and architecture).

### ***Lesson 2: Map Study***

Using a blank outline map of the Middle East (enough area to include the Ottoman lands of Europe, Asia and Africa) and historical map copies, students will draw in boundaries of the Ottoman Empire in the year 1550. Older students can add colors for conquests of specific Sultans or add major battle sites and dates. Include a key and clear labeling. Indication of present-day boundaries also would be a plus.

### ***Lesson 3: Timeline***

Using the essay from lesson 1 and internet and book sources, students create a timeline of major events in the Ottoman Empire from 1299 to 1599 (or whatever end date the teacher wishes. This is a good time to teach students to create timelines using Excel Spreadsheets (see Microsoft Office Help). Require dates, events, and leaders at a minimum and encourage appropriate picture use as well.

### ***Lesson 4: Ottoman contributions***

Have students explore the important contributions made by the Ottomans, especially in the area of “cultural diffusion”. Examples include tulips (and other bulb flowers, coffee, pilaf, shish-kabobs, silk, spice trade, horsemanship (esp. military skills), knotted carpets and weavings, backgammon, eggplant, hazelnuts, pistachios, Turkish Delight (food), religious tolerance, harems, mosque architecture (supported domes), millet system of feudalism.

### ***Lesson 5: The rest of the world in 1550 - timeline***

Introduce the project by displaying the Timeline of World History page for 1300 - 1700 (late Medieval and Renaissance). Go through the major lines/nations (see attachment) and then assign (or have student groups choose) the “nations” or “empires” to be researched (minimum – England, Spain, Holy Roman Empire - France , Ming - China, Moghul - India, Papal States, Russia, Poland, Germany, Habsburg - AustriaHungary, Flemish – Netherlands, Florence, Aztec – MesoAmerica, Inca – South America). Have them research the up to 100 years prior to 1550, so they can decide the most important aspects of their country/ state to represent.

### **Simulation and Assessment: World’s Fair 1550**

Students will use teacher provided fact sheet blanks, textbook, and internet to create a folder of information for their “empire” (included). The information will be used to create a “travel” brochure, highlighting their civilizations most interesting aspects They will also find and print a map of their civilization from the approximate time period as well as 4x6 “portraits” of leaders and famous people from their civilization during the time period 1450-1550. Additionally, they will choose one of those people to represent and introduce to the audience by creating a “life-sizer”. Lastly they will put their folders, pictures, and brochures together on a tri-fold (or similar display format) and be prepared to tell about their civilization to small groups of “tourists” as they view the World’s Fair.

# Folder for 1550 World's Fair

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## *Ottoman Empire Linda Waagen*

1. Map of your continent showing your civilization around the mid 1500's
  2. Portrait of leader(s)
  3. Coat of Arms and or Flag/banner , if you can find this from the 1500's
  4. Facts sheets (see directions from teacher) - keep them simple, complete at least 5
  5. Travel Brochure or Travel Poster for your Civilization
  6. Create a "Life Sizer" of one of your famous people OR a representative person from your culture. Trace yourself on roll paper, decorate (dress) as your person, and be prepared to introduce them at the World's Fair with key facts about their life and their importance.
  7. Cultural "artifacts" identification sheets – optional if you have any "artifacts"
  8. CD/DVD with music, art, photographs of major sites of the civilization (optional)
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## World's Fair Displays for "World's Fair"!!!!

- ❖ All items in Folder (see above) creatively displayed
- ❖ At least 3 cultural "artifacts" including but not limited to:
  - Religious icon/object
  - Daily use object – pottery, farming implement, hunting object
  - Article of clothing or fabric – rug, tapestry, etc.
  - Decorative "art" object
  - Musical instrument
  - Food ONLY if it is specific to the 1500's!!!!
- ❖ A "Life Sizer" cut-out (or yourself in costume) portraying a famous person or representative person of your civilization. Be creative! Could be a worker, a wife of a leader, or a truly famous and well-known person or his/her friend.

# Fact Sheet for Defense/War

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## **Civilization:**

WHAT WAS THE MAKE-UP OF THE ARMY?

DID THEY HAVE A DRAFT OR VOLUNTEERS OR CAPTIVES?

WHAT WERE SOME OF THEIR TACTICS IN FIGHTING?

DID THEY DEVELOP ANY SPECIAL WEAPONS?

Include a map of their territory in EITHER 1500 or 1550.

# Fact Sheet for Famous People

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**Civilization:**

<u>NAME</u>	<u>WHEN LIVED</u>	<u>FAMOUS FOR:</u>	<u>BRIEF BIOGRAPHY</u>
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# Fact Sheet for Legal System

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## **Civilization:**

HOW WAS THE CIVILIZATION GOVERNED?

HOW WAS "CITIZENSHIP" DEFINED?

WHAT WERE THE RIGHTS OF CITIZENS?

WHAT WERE THE RIGHTS OF CONQUERED PEOPLES?

WHAT ROLE DID WOMEN HAVE IN SOCIETY?

DESCRIBE THE SOCIETAL HEIRARCHY OF THE CIVILIZATION.

DID THEY OBSERVE A "CODE OF LAW"?



# Fact Sheet for Cultural Developments

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**Civilization:**

WHAT                      WHEN                      HOW IT CHANGED LIFE IN THIS TIME

# Fact Sheet for Cultural Diffusion

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**Civilization:**

IN WHAT WAYS DID THIS CIVILIZATION AFFECT THOSE THEY TRADED WITH OR CONQUERED?

IN WHAT WAYS WAS THE CIVILIZATION IMPACTED/CHANGED BY TRADE OR EXPANSION?

## World's Fair Cultural Introduction Items

Inca – Potatoes, llama fiber

Aztec – chocolate, corn, tobacco, beans

Ethiopia – Coffee

Ghana – salt, peanuts

Ottoman – coffee, water pipes, shish-kabobs (?), Medrasa, pistachio, tulips, apricots, hazelnuts, cherry

Africa – squash, pumpkins, watermelon

India/Moghul - Tandoori chicken is a Mughal dish (16th century invaders thought to be Persian in origin). Many Punjabi dishes especially Mughal recipes have their origins in Persia. The tandoor (high heat clay oven) was introduced by the Mughals to India, as well as, many tandoori dishes & kebabs. The name "tandoor" itself is derived from the Persian "tanūr" (clay oven).

Rice

Pasta/noodles

Horses

Cotton

Silk

Mortarless building

Websites to explore for Ottoman History 1550

<http://travelro.wordpress.com/2009/09/30/tighina-moldova/>

Moldova as part of Ottomans

<http://en.academic.ru/dic.nsf/enwiki/1334937>

The Ottomans wiki

<http://www.balkantravellers.com/en/read/article/682>

Ottoman bridge in Bulgaria

[http://www.tourism-rhodes.com/web/en/rodi/moschea\\_di\\_solimano.html](http://www.tourism-rhodes.com/web/en/rodi/moschea_di_solimano.html)

Suleiman mosque from 1522 in Rhodes

<http://www.jewishvirtuallibrary.org/jsource/Judaism/expulsion.html>

1492 expulsion of Jews from Spain

[http://www.metmuseum.org/toah/hd/otto1/hd\\_otto1.htm](http://www.metmuseum.org/toah/hd/otto1/hd_otto1.htm)

Ottoman Art collection Met Museum of Art