

#1 – “What’s In a Name” By Brenda Bonine

(with apologies to Shakespeare...) WHAT'S IN A NAME? DOES A ROSE BY ANY OTHER NAME SMELL AS SWEET?: SIGNIFICANCE OF PLACE NAME CHANGES IN OTTOMAN AREAS

Overview

Place names serve as a record of historical events, changing perspectives and power shifts through time. They can also demonstrate the five geographic themes of location, place, region, movement, and human/environmental interaction. This lesson will help students identify the impact of cultures and power shifts which occurred through time in the Ottoman Empire. It will also help students recognize the impact of changing Ottoman boundaries over time. In the process, students will also recognize instances of cultural diffusion.

Correspondence to Curriculum:

Geography/World History

Potential Connection to Arizona State Standards:

Geography: SS10/11/12: S4: C1: PO 2, 3, 4; C3: PO 1,2,3,4,5,6; C4: PO 2, 3, 5, 7,8; C6: PO 2,3

World History: SS10: S2: C1: PO1, 3, 5, 6,7; C3: PO 3, 4; C7: PO5; C8: PO 1,3

Time allotted: 1 hour, 48 minutes (one class period in 9 week block system)

Grade Levels: 9-12

Materials Required:

- Lyrics to "İstanbul was Constantinople" as sung by either the Four Lads (1953) or They Must Be Giants"(1990). Try: [www.dailymotion.com/videoxj1d_istanbul_not Constantinople](http://www.dailymotion.com/videoxj1d_istanbul_not_Constantinople) **or**

http://www.last.fm/music/They+Might+Be_Giants/_/Istanbul **or**

http://www.dailymotion.com/videoxj1d_istanbul_not_constantinople **or**

http://www.last.fm/music/They+Might+Be+Giants/_/Istanbul **or**

http://www.metrolyrics.com/istanbul_not_cons_lyrics_trevor_horn_orchestra.html

- printed out, blank outline map of eastern Mediterranean with Ottoman boundaries at greatest extent and map with current political boundaries shown. Suggest:

<http://www.theottomans.org/english/history/index.asp>

<http://fordham.edu/halsall/maps/ottomans1566map.gif>

<http://naqshbandi.org/ottomans/maps>

(or similar)

- Colored pencils or pens
- list of place names -Greek/Turkish/other
- access to either the web or a comprehensive Atlas for general reference
- brief text readings on Byzantine empire, Ottoman rise and decline; 1923 Lausanne peace treaty: population exchanges. For example:

<http://www.sephardicstudies.org/placenames.html> (This has a very thorough but simple to use chart)

<http://www.accessmylibrary.com/article-1G1-143919314/1923-population-exchange-refugees.html>

http://www.newworldencyclopedia.org/entry/Treaty_of_Lausanne

http://en.wikipedia.org/wiki/Treaty_of_Lausanne

<http://geography.about.com/od/specificplacesofinterest/a/istanbul.htm?p=1>

<http://depts.washington.edu/silkroad/cities/turkey/istanbul/istanbul.html>

<http://www.alevibektasi.org/xabiva.htm>

http://images.google.com/imgres?imgurl=http://mideastweb.org/middle-east-encyclopedia/ottoman.gif&imgrefurl=http://www.mideastweb.org/Middle-East-Encyclopedia/ottoman.htm&usq=__YnIIKbFwcGwmDCQdtzKt1NsxTo=&h=472&w=533&sz=42&hl=en&start=6&um=1&tbnid=fhaJVCITuHJsIM:&tbnh=117&tbnw=132&prev=/images%3Fq%3Dmap%2Bof%2Bethnic%2Bgroups%2Bin%2BOttoman%2BEmpire%26hl%3Den%26sa%3DN%26um%3D1

http://en.wikipedia.org/wiki/Territorial_changes_of_the_Ottoman_Empire

Objectives:

SWBAT (Students Will Be Able To) locate on a map Istanbul and five other strategic cities of the Near East/ eastern Mediterranean region using current names.

SWBAT know specific name changes which occurred when places came under Greek (Byzantine or earlier), Ottoman and other control as power shifts in the region occurred through time.

Suggested Procedure:

Opening

Tell students that : Although a location of a place (town, village, region, etc.) may remain through time, it is sometimes known and identified by different names through time or by the various peoples who come into contact with the place. A place may have more than one name, even if only one is considered 'official'. It may be a nickname ('Big Apple' for New York City, 'Windy City' for Chicago, etc.) or be ethnically or linguistically linked ('Navajo' in English = 'Dene' in Navajo; 'Hottentots' in Afrikaans or English = 'Khoi khoi' in San). Sometimes name changes occur because of power shifts. For example, 'Nieuw Amsterdam' became 'New York' once the Dutch lost control of Manhattan and surroundings. Remember what we've been studying regarding the eastern Mediterranean region and the Ottoman

Empire in particular. Listen to the following song and see if you can think of in which category (nickname, linguistic change, power change or some combination) one or more of the five standard Geographic themes and /or the five key Geographic questions he name difference referred to might fall.

Play version of "Istanbul, not Constantinople" for students. Give students copies of the lyrics if you wish. (see below for sites with sound and lyrics)

http://www.dailymotion.com/video/xj1d_istanbul_not_constantinople or
http://www.last.fm/music/They+Might+Be+Giants/_/Istanbul or
http://www.metrolyrics.com/istanbul_not_cons_lyrics_trevor_horn_orchestra.html

After the song is finished, ask:

- What is the dilemma in the singer's view? Why do you think there was a name change as indicated?
- What do place names imply?
- For what reasons do place names change?
- What does a name change imply?
- What might be the consequences (good, bad, otherwise) of such a change?
- What reactions might people who favored the old name have? What about those who choose or favor the new name?

Development

Have students individually or in pairs look at a list of Ottoman-era place names to identify five sites in Turkey and the Balkans by their Ottoman-era names. This is done by students creating a list of the Greek or other language place names beside the matching Ottoman-era Turkish names in Turkey and the Balkans. Students use their previous class knowledge, the internet and/or an atlas to carry out this task. In the process of doing this, students will find that some names which were Greek or another language in the Ottoman era become Turkish in the modern era, and vice versa. Ask students if they have noticed that some place names have had several changes (e.g., Philippopolis to Filibe to Plovdiv, in Bulgaria). Ask them to share any examples they've noticed and have them suggest a reason for this. Weaker students may need to be actually given a list and then given only the responsibility for finding the places on the map.

Examples of relevant place name changes for students to work with:

Constantinople	-	Istanbul
Bourghaz	-	Burgas
Smyrna	-	Izmir
Nicea	-	Iznic

Ujvidek	-	Novi Sad
Uskub	-	Skopje
Gallipoli	-	Gelibolu
Adrianople	-	Edirne
Sart	-	Sardis
Pergamum	-	Bergama
Salonika	-	Thessaloniki
Edessa	-	Vodina
Filibe	-	Plovdiv
Ephesus	-	Efes
Ragusa	-	Dubrovnik (although the earlier name is Italian, it is still relevant to place name changes during the Ottoman period)
Rumeli (Rum)	-	Bulgaria [Thrace], Macedonia, Albania

A number of others are possible, both in Turkey and in the Balkans. See especially <http://www.sephardicstudies.org/placenames.html> (This has a thorough but simple chart)

Having completed this task, have students:

- suggest reasons for the name changes.
- Consider why name changes occurred only from certain languages to certain others.

Student discussion should play a large role in this exercise. If some students prove reluctant to participate, use the 'popsicle method' to ensure chances to participate. "I don't know" is not a response. Neither is "I don't care." Encourage logical responses but allow a role for imagination. (Popsicle method: Each student's name is written on two popsicles. These are kept in a bundle and names are pulled at random for participation if needed. By having each name in twice, a student isn't automatically off the hook and apt to stop paying attention if his/her name has already been called once.)

Closing:

So what does this really say about a place over time? What do name changes signify? What is the 'subtext'? Why does it matter? Or does it? What does it infer about power? Why do new power brokers often insist in name changes?

Can students think of more recent examples? (e.g., Belgian Congo to Congo to Zaire to Republic of Congo; Matabeleland/Mashonaland/Manicaland to Southern Rhodesia to Rhodesia to Zimbabwe), Tanganyika and Zanzibar to Tanzania, part of French Indo-China to Campuchia to Cambodia; Southwest Africa to Namibia, Burma to Myanmar; East Pakistan to Bangladesh, etc.) Ask them why many examples seem to abound in the Third World. What has happened there historically over the

past century or recent decades that could explain this? Even if students don't have factual knowledge, guide them in using logic and inference skills to come up with reasonable explanations or suggestions.

Assessment:

- Degree of accuracy and number of examples completed in map exercise; determine percentage that will be acceptable. It is not necessary to have 100% on this particular exercise, but students should have made an attempt to correctly label at least, for example, 6 out of 10 place names possible on the map.

- participation in class discussion and online work - task focus

Extension: Student research and offer additional examples that reflect migration/movement or power shifts. - Possibilities: impact of Hapsburg Empire and post World War I changes; Pre-Communist, Communist era, post-Communist era name changes in E. Europe, Russia and Central Asia; Native American name changes or adaptations by dominant Anglo culture; street, town, provincial name and surname changes (consider the mandatory legislation regarding this last instance in Bulgaria), as well as national name changes. In their research report-back students should state why they believe such changes occurred in specific cases and what they think the significance is. (i.e., consider: ok, so what?) Information should be summarized and presented in typed Six Trait-based form.

#2 – “Eye of the Beholder” Brenda Bonine

Overview:

Students can have difficulty recognizing how differences in one geographic location, place or region can be linked to aspects of their own lives or society. This exercise will enable students to interact with photographic materials to recognize both similarities and differences between their own society and that of the former Ottoman empire territories.

Students will also recognize how visual aids can help them better understand the characteristics of a place or region. To do this, they will build on what they have already read and discussed regarding the geography and history of the former Ottoman lands by examining a series of photographs. Although the photos are modern, they reflect the impact of the Ottoman time period on the region. Additional readings (or websites) are also suggested. By justifying their selection of specific photos to reflect the five Geographic themes and the major Geographic questions, students will develop logical thinking, inference and analysis skills.

Students will also consider ways in which visuals can be misleading or lead to stereotyping and will consider how this drawback can be mitigated.

Correspondence to Curriculum:

Geography/World History

Potential Connection to Arizona State Standards:

Geography: SS10/11/12: S4-C1: PO2, 3, 4; C2 PO1, 4,5,6; C4: PO2, 3, 4, 5, 8; C6: PO2,3

World History: SS10: S2-C1: PO 5,6,7; C2: PO2,3; C3: PO1, 3,4; C5: PO 1; C6: PO5; C7: PO 3,5; C8: PO 1, 3

Time Allotted: 1 hr, 48 minutes (one class period in a 9 week block system) up to two periods if the class participates fully in the discussion questions (see below)

Grade Levels: 9-12

Materials Required:

- series of approximately 20 photographs/photocopies of scenes and activities in Turkey and the Balkans, chosen by instructor to reflect cultural and geo-political aspects of the territory which once comprised the Ottoman Empire. These may be

either personal photos, postcards, on-line printouts or similar. If students have access to computers and internet, visuals or photos may be on line. Otherwise, printouts can be made of the specific visuals chosen.

- internet access

- background readings and websites

Objectives:

SWBAT (Students Will Be Able To) identify Geographic themes (location, place, region, movement, human/environmental interaction) as applicable by working in small groups to select five specific photos or visuals from a field of approximately twenty.

SWBAT to identify one or more of the five standard Geographic themes and /or the five key Geographic questions by analyzing the selected photos to give a verbal and written rationale for their choices. (Where are things located? Why there? What is their significance? What is a particular location/region like? How/why are some places on earth alike or different from others?)

Opening:

Tell students that: Geographic themes provide a framework which enables us to approach large amounts of information systematically. This can be for purposes of analysis or simply to gain a basic understanding of the area or geographic aspect being examined. Examining the historical context of a region allows us to better understand how it came to be the way it is. We may also be able to infer possible future situations based on what we know has occurred in the past.

Gaining a comprehensive understanding of the geography of a region is a little like piecing together a puzzle from many parts. This lesson will help you do this by giving you practice in identifying geographic themes relevant to the Ottoman Empire as they appear in modern photographic and visual information (location, place, region, movement, human/environment interaction) . The activity will also help you answer the five key geographic questions which let us better understand a region. (Where are things located? Why there? What is their significance? What is a particular location/region like? How/why are some places on earth alike or different from others?)

Development:

Take things from the local known to the more exotic. For example, have students look at specific photos of aspects of their local environment. e.g., show them rodeo

pictures, Sonoran desert, Southwestern region, etc. pictures. (See flash drive or choose your own personal or web photos and visuals.) Have students comment on what the pictures show, what inferences might be made and also what misinterpretations might occur from limited photo evidence. Ask what geographic themes(s) or questions might be reflected or answered by the photos.

Divide students into groups of three to four, based on whichever grouping system you prefer. Students will work in their groups to select ten of 20-30 photos or other visuals made available which they feel reflect geographic themes or answer key geographic questions. Their rationale for their choices will be written down in a group paper to be both presented to the class and handed in.

Next have students consider and orally (this should take at least 15 minutes of the class period):

- What are the limitations in gaining information from specific photos?
- Which photos caused you to have a reaction? (negative or positive). Why?
- What did you notice in the visuals which reflected how that region meets a specific cultural need or role? (e.g., rites of passage, food, clothing, gender relations, shelter, transportation, education, leisure, commemoration of key beliefs or events through monuments or similar, etc.) How were these cultural needs handled differently or similarly to those from your own culture? Why do you feel these similarities or differences might have occurred?
- What questions are raised from students' analysis of either specific photos or of the photo/visual group as a whole? What things can they observe or presume? What else would they like to know or feel they *should* know before being able to make an analysis?
- What things do the pictures make students more curious about? What issues do the pictures raise, if any?

Closing:

For a written activity after the discussion outlined above, students will individually relate something observed in the visuals to a memory of one of their own experiences. This can be positive or negative, but students should write at least one full descriptive paragraph, describing the picture, linking it to their experience, and explaining why the connection was made. (example: photo of Greek rural cafe's preserves and bottled herbs might trigger a memory or experience a student had of some family member bottling fruit...or conversely, may cause them to think of how this contrasts with their own grocery shopping in a large supermarket.)

Assessment:

- written group rationale for picture/visual choices and their analysis.
- logical, individual responses and participation to discussion section of the lesson.
- written response in Closing section, using Six Traits Rubric

#3 – “People and Places” by Brenda Bonine

Overview:

At its height, the Ottoman Empire comprised a number of ethnic groups. For historic reasons these ethnic groups were associated with specific religions, each of which had its own traditions and culture associated with it. Over time, with Ottoman geographic advances and due to certain Ottoman policies, some ethnic groups altered their beliefs and converted to Islam, adopting Turkish and Islamic cultural practices to a lesser or greater extent. Others retained their earlier religion.

This lesson will help students know who these groups were (and are), their historic niche within the Ottoman empire, how this changed over time and what their specific roles are today in the eastern Mediterranean region. In addition, students will note the interactive role each of the associated cultures had on Turkish culture and vice versa.

Correspondence to Curriculum:

Geography/World History

Connection to Arizona State Standards:

Geography: SS10-11: S4: C1-PO 2,3,4; C2-PO 1, 2, 3, 4,5,6; C4-PO1,2,3,4,5,6,7,8; C5-PO 1,4; C6-PO1, 2,3

History: SS10-S2: C1-PO1,4,5,6,7; C2: PO2; C3: PO1,3,4; C5: PO 1; C6: PO5, 7; C7: PO3, 5; C8: PO 1, 3

Time Allotted: 3 hr, 30+ minutes (two class periods in a 9 week block system)

Grade Levels: 9-12

Materials Required:

- Map showing ethnic groups in empire. For example:

<http://staff.lib.msu.edu/sowards/balkan/map02.htm> for Balkans area

http://www.lib.utexas.edu/maps/europe/ethnic_groups_eastern_europe.jpg

http://images.google.com/imgres?imgurl=http://www.draculas.info/img/gallery/otoman_empire_wallachia_transylvania_11.jpg

http://www.stormfront.org/forum/showthread.php%3Ft%3D514109%26page%3D3&usg=__OPbSLPxSW0ml9zsBNExykHXL7MM=&h=375&w=500&sz=47&hl=en&start=13&um=1&tbnid=OnF6qNiikUsIMM:&tbnh=98&tbnw=130&prev=/images%3Fq%3

[Dmap%2Bof%2Bethnic%2Bgroups%2Bin%2BOttoman%2BEmpire%26hl%3Den%26sa%3DN%26um%3D](http://images.google.com/images?hl=en&source=hp&q=map%20of%20ethnic%20groups%20in%20Ottoman%20Empire&um=1&ie=UTF-8&sa=N&tab=wi)

<http://images.google.com/images?hl=en&source=hp&q=map%20of%20ethnic%20groups%20in%20Ottoman%20Empire&um=1&ie=UTF-8&sa=N&tab=wi>

- readings on specific ethnic groups and events within the Ottoman Empire.
Suggestions include but are not to be limited to:

General Background:

http://en.wikipedia.org/wiki/Timeline_of_the_Ottoman

http://www.metmuseum.org/toah/hd/grot/hd_grot.htm

<http://www.answers.com/topic/ottoman-empire-overview>

http://atheism.about.com/library/FAQs/christian/blchron_xian_crusades12.htm Empire

<http://geography.about.com/od/specificplacesofinterest/a/istanbul.htm?p=1>

<http://depts.washington.edu/silkroad/cities/turkey/istanbul/istanbul.html>

<http://staff.lib.msu.edu/sowards/balkan/lecture1.html>

http://images.google.com/imgres?imgurl=https://historyfacebook.wikispaces.com/file/view/40629371_ottoman_map416.gif&imgrefurl=

https://historyfacebook.wikispaces.com/Ottomans%3Ff%3Dprint&usq=__OQ5i9rx27zChMQVjPYmPY9GAVU0=&h=300&w=416&sz=20&hl=en&start=22&um=1&tbnid=Y7j4o26BmahtMM:&tbnh=90&tbnw=125&prev=/images%3Fq%3Dmap%2Bof%2Bethnic%2Bgroups%2Bin%2BOttoman%2BEmpire%26ndsp%3D20%26hl%3Den%26sa%3DN%26start%3D20%26um%3D1 (interesting approach - might be adapted further as an additional tangent to lesson)

Armenians:

<http://armenianow.com/?action=viewArticle&AID=4054&CID=3849&IID=1250&lng=en>

<http://www.alevibektasi.org/xabiva.htm>

<http://www.faqs.org/minorities/Middle-East-and-North-Africa/Armenians-of-Turkey-and-the-Mid>

http://en.wikipedia.org/wiki/Armenian_Genocidedle-East.html

Greeks:

http://en.wikipedia.org/wiki/Culture_of_the_Ottoman_Empire

<http://www.ahistoryofgreece.com/turkish.htm> Empire

[http://www.reference.com/browse/wiki/Millet_\(Ottoman_Empire\)](http://www.reference.com/browse/wiki/Millet_(Ottoman_Empire))

Jews:

http://en.wikipedia.org/wiki/History_of_the_Jews_in_Turkey

<http://coursesa.matrix.msu.edu/~fisher/hst373/readings/levy.html>

http://www.mersina.com/lib/turkish_jews/history/life.htmgs/levy.html

<http://www.science.co.il/hi/Turkish/>

<http://www.globaled.org/nyworld/materials/ottoman/turkish.html>

Albanians:

http://en.wikipedia.org/wiki/History_of_Ottoman_Albania

<http://historymedren.about.com/library/text/blttxalbania6.htm>[wiki/History_of Ottoman Albania](http://www.wikipedia.org/wiki/History_of_Ottoman_Albania)

<http://countrystudies.us/albania/150.htm>

<http://www.economicexpert.com/a/History:of:Ottoman:Albania.htm>[mia/16.htm](http://www.wikipedia.org/wiki/Albania/16.htm)

Serbs:

http://www.novelguide.com/a/discover/eemw_05/eemw_05_01029.html

<http://www.srpska-mreza.com/bookstore/kosovo/kosovo3.htm>

Bosnians:

http://en.wikipedia.org/wiki/Bosnia_Province,_Ottoman_Empire

http://en.wikipedia.org/wiki/History_of_Bosnia_and_Herzegovina

<http://www.lycos.com/info/bosnia--high-representative.html>

Bulgarians/Pomaks:

<http://www.reference.com/browse/wiki/Pomaks>

<http://www.islamweb.net/ver2%20/archive/article.php?lang=E&id=136011>

http://en.wikipedia.org/wiki/Turks_in_Bulgaria

<http://en.wikipedia.org/wiki/Pomaks>

<http://everything2.com/title/The+Bulgarian+People+Under+Ottoman+Rule>

Gypsies:

<http://www.marston.co.uk/RSPP/LUPRSV014P02A00117>

<http://www.angelfire.com/mac/egmatthews/worldinfo/europe/bosnia-Herzegovina.html.pdf>

<http://www.geocities.com/~Patrin/bulgaria-hstry.htm>

- Internet access

Objectives:

SWBAT identify various ethnic groups within the Ottoman Empire.

SWBAT assess the significance of each group's role within the Ottoman Empire and how each both influenced and was influenced by the empire.

SWBAT infer or suggest logical possible future scenarios regarding the ethnic groups which remain in the region.

Suggested Procedure

Opening:

Hand out a hard copy of a map (see suggested sources, above) or have students find same on line. Have students examine this. Remind students of the standard definition of an empire - Say, for example: An empire is a group of territories or nations ruled by a single powerful authority. The Ottoman Empire, which controlled an vast area of 613,000 square miles at its height, was comprised of many different ethnic groups. Several of these groups were quite significant and both influenced and were influenced by the Ottoman Turks and Islam. In some cases, religious conversion was involved (e.g., There were many Christian Bosnian Slavs and Albanians who became Muslims). In other cases, most of an ethnic group retained the religious belief system earlier associated with it (Sephardic Jews, Armenian and Greek Christians).

The various ethnic groups often occupied specific economic niches. For example, Greek and Armenian Christians were often merchants of considerable power. In addition, historic events affected the location and movement of these groups, in some cases increasing their impact in the region; in others, diminishing it. For this lesson you will work in pairs to find out more about several of the major ethnic groups that lived in the Ottoman Empire. You will also discover whether these groups are still in the region today. If so, you will try to see if their distribution or numbers have changed and if so, to what effect.

Development:

Students are told to pair up using whichever technique you prefer. Each pair will then select one ethnic group to examine. The instructor will ensure that each major ethnic group is covered by at least one pair.

Students are then referred to a list of sites, from which they may select relevant material to review. They may also find their own sites, but the instructor should approve any additional site a student wishes to utilize. Students will create a one to two page typed summary report to present to the class, discussing *at least four* of the following aspects for their ethnic group:

- origins and early location
- changes in their location during or because of the Ottoman Empire and reasons for this movement, whether permanent or temporary
- population numbers for the ethnic group during Ottoman Empire (since this involves several hundred years, the population cited will need at least a general date connected to it.)
- The role the group played in the empire

- any significant events affecting the group within the empire or on the part of the group or its individual members which was important to the empire itself
- current status of the group within the territories of the former empire, and whether the area concerned is still considered Turkish territory OR culturally 'Turkish'.
- impact of the group on Ottoman Empire history (its rise, development, fall or whether the group's impact was inconsequential)

Student pairs will then present the information they have found to the class in a brief (5-10 minute) presentation, finally submitting their written one to two page typed report to the instructor. Students are to be encouraged to 'get into' their ethnic group as much as possible. Examples for presentations: wear their own version of the group's national costume, assume personal identities of a prominent member or typical class member for their group, prepare or present foods characteristic of the group, display a national flag or symbol if such exists, use maps and artifacts as props, play music, sing, etc. Other student pairs are required to write down at least five useful pieces of information in bulleted note form which they feel they get from each pair's presentation. These will be turned in at the end of all the presentations.

Closure:

After the presentations, the entire class will discuss which groups they feel had the most impact on the Ottoman Empire, OR, conversely, were most affected by the dominant Turkish Muslim ethnic group. Which groups seemed the least significant OR least affected? Why? They should give logical reasons for their assessments and comments.

Connection to Now: Ask students if this has had any modern day impact on regional politics, economics, history and culture. If so (YES!), why? What have been some of the results that are current today? How do they see this continuing to play a role in the future? Or do they?

Extension Suggestions:

- Based on discussions above, students can create a role play committee comprised of relevant group representatives and external observers (e.g., UN, NATO, WHO, UNHCR) to suggest ways in which any future issues regarding the borders and various ethnic groups in the region could be resolved. Suggestions could be written down and further discussed by the class as a whole as to their practicality and likelihood for success.

- Ask students if they can think of any American situation where different ethnic groups have either impacted on the dominant (Anglo-European) culture or have been impacted upon by that same culture. There are numerous examples possible; students should cite specific, logical reasons why they consider a particular case to fit this description. (Think past and present immigrant groups, current documented and undocumented immigrant issues; Native American cultural and population issues; African- and Asian-American cultural interaction with Anglo culture, etc.)

- Discuss with students the impact of stereotyping specific ethnic groups and whether this could impact those groups' roles in an area. Beginning with information they have looked at within the Ottoman Empire, have students consider the case in the United States and help them see the connections and dangers of stereotyping, as well as why such occur in the first place and to what extent any such characteristics might have accuracy. What impact could stereotyping have here?

Assessment:

- participation and focus during pairs research time

- oral presentation based on standard Language Arts rubric focusing on level of preparedness, validity and amount of relevant information. Extra points for 'bells and whistles' in presentations

- typed up pair-submitted findings evaluated using Six Traits rubric.

- individual notes submitted from students on other pairs' presentations (5 bulleted notations per ethnic group, minimum)