



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Ottoman Travel Brochure

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World History

Level: 7-12

Objective: Following a series of lectures on the Ottoman Empire, the learner will demonstrate an understanding of the cultures of different regions within the Ottoman Empire by writing and illustrating a six-panel travel brochure that is historically accurate.

Overview:

Rationale: By the end of this unit, you will know about and be able to describe the unique but interconnected cultures that the Ottoman Empire was composed of.

Establish set with a brainstorming/writing prompt (example: "If you could go anywhere in the world for vacation or to live, where would it be? Why would you want to go there? What is it like there – food, climate, activities? What kind of souvenirs would you get there? How do you know what it is like there?")

Day 1: Overview of Ottoman history – focusing on major figures (Osman, Mehmed II, Suleyman the Magnificent, Selim I, Murad, Sinan, etc), major events (Fall of Constantinople, Battle of Kosovo, Expansion into Arab lands) & geographic expansion.

Closure: On slates, students draw and explain three pictures: their favorite personality, event & a map of the empire.

Day 2: Culture of Anatolia/Istanbul – focusing on four overall themes: Economy (trade, raw materials, connection to Empire), Religion (who, what, how), Geography (topography, agriculture, travel routes) and Customs (food, dress, traditions).

Closure: On slates, students draw and explain symbols for each of the four themes of Anatolian culture/life that was covered in class that day.

Day 3: Culture of the Balkans & Arab Lands -- – focusing on four overall themes: Economy (trade, raw materials, connection to Empire), Religion (who, what, how), Geography (topography, agriculture, travel routes) and Customs (food, dress, traditions). This is where the ideas of the millet system and Janissaries are explored.

Closure: Students choose their favorite region (Anatolia, Balkans, Arab Lands) & on slates, draw a symbol for and explain how it represents that region)

Day 4: Travel Brochures: Students choose their favorite region from the Ottoman Empire & create 6-panelled travel brochures. The rationale is that each student represents a travel agency that is based in a country outside of the Ottoman Empire during the reign of Suleyman the Magnificent (Golden Age). Their job is to get foreigners interested in visiting the region that they represent. Remind students what they wrote about at the beginning of this unit: their dream vacation/living destination – what makes a region attractive? What sort of things appeal to people?

The brochure:

Each panel must be richly illustrated (minimum of three pictures) and historically accurate (minimum of three historical/cultural facts).

The 1st (front) panel will identify & depict the chosen region. It must include an original slogan that reflects the cultural mindset of the inhabitants!

The 2nd panel will depict the geography (landscape, topography, agriculture, etc) of the region.

The 3rd panel will depict the religious nature of the region.

The 4th panel will depict the customs (food, dress, traditions) of the region.

The 5th panel will depict the economy (trade goods, raw materials, trade routes, connection to the Empire, etc) of the region.

The 6th panel will be a creative way to advertise their “travel agency” (this includes the student’s name and class period).

Day 5: Students will present their travel brochures to each other in heterogeneous groups of three-five. Each student will fill out a “peer analysis” feedback form for each of their peers’ brochures, which will be attached to the brochure that is turned in for evaluation. The students will then divide by region to discuss the merits of their part of the Empire. They will devise a brief list of their most compelling arguments, slogans and pictures to present to the whole class.