

The Ottoman Empire: Welcome to the Cultural Flowering Conference

This lesson is written as a conference. I like to incorporate as much real life into my class as possible because it helps the students to wrap their brain around what we are studying in the past.

National Social Studies Themes Addressed in this lesson (by number):

1. Culture
3. People, Places, Environment
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority and Governance
7. Production, Distribution and Consumption
9. Global Connections

Objectives:

1. Students will analyze how the Ottoman Empire encouraged cultural blending in order to explain why they were tolerant of the people conquered.
2. Students will identify the achievements under Suleyman the Lawgiver in order to appreciate the 623 years success of the Ottoman Empire.
3. Students will locate and place the Ottoman Empire in order to understand the historical context (influence) of its global impacts.
4. Students will explain how the Ottoman Empire was considered a unique place in order to explain its human geography.

Materials Needed for this Lesson:

- ✓ Stick on Badges for the entire class. As I have door duty in between classes, I had the students a badge for their name as they walk into class.
- ✓ Computer and screen to show the PowerPoint for lessons.
- ✓ Computer and screen to show the Google Slides (Virtual Exhibit Hall)
- ✓ Paint Chip Exit Card (suggestion: copy onto page 10 of student interactive notebook / program)
- ✓ Each will need a copy of the interactive notebook or what is called the Conference Program. I copy front to back. I also upload to my Google Classroom for absent students and those who lose the program will need to copy it themselves (natural consequence).

- ✓ Upon request: My scrapbooking pages from Istanbul to motivate. A student favorite is my 'evil eye' safety pin which is worn to ward off evil. This may be found on a search engine.

I tell the students: "The 2020 virtual conference will bring more than 4 content sessions right to you. Attendees (students) can view conference presentation on demand until December 31, 2020 (for example)." The stage is set for a real-life conference.

- Experience 4.5 hours (3-90 block class periods) of world history content to increase your academic growth.
- Get the latest on the cultural flowering of the Ottoman Empire from a "prominent keynote speaker".
- Explore the virtual exhibit hall (Google Slides) highlighting the latest Ottoman Empire products and services.
- Earn valuable grades on 2-3 assignments and an assessment.

PowerPoint: It is written at a high school level. Secondary History Teachers will be able to read through the PowerPoint content and be knowledgeable about what their students will need in order to be successful with the lesson.

Slide 1: The photo is of Istanbul's Havalimani Airport.

Slide 2: Schedule Overview for Students: Welcome!

1. Pick up your badges (interactive notebook p. 11) and program (also called interactive notebook).
2. Special Sessions: Ottoman Empire Cartography. (Breakout Sessions 1 and 2)
3. Keynote Speaker: A Conversation with Suleyman the Lawgiver. Teacher will decide where to insert this into the class / conference schedule. When I run this mini unit / conference, I insert right after the geography.

Slide 3: This is vocabulary that students will need in order to understand the mapping activities.

Slides 4-5: Introduces mini lesson #1. It is the causes and effects of cultural blending. The slide also guides students to the page in their interactive notebook to complete the causes and effects.

Slides 7-9 and 10-11: Introduces Photograph Analysis using the National Archives Photo Analysis Document. This is considered a breakout session and is part of the "special session" on cartography. I use the Photograph Analysis Document that the students complete as a grade.

Slide 12-13: Introduces mini lesson #2. Students will learn the difference between geography and history as the lesson is about both. And describes how a place is unique.

Slide 14: Breakout session #3 for students to complete on a walk about in Istanbul. Students need to look at the photos to determine where in Istanbul they are visiting. Page numbers in interactive notebook are on the slide.

Slide 15: Breakout session #4 for students is to determine the nature of the Turkish carpets. Even today these carpets are globally known for the geometric shapes, tightly woven threads, and the overall beauty. Students will be doing a reading and an analysis using a 2-column chart. Learning about symbols is important to everyday life in driving for example. The crescent is given to get students started, but other symbols like the flag, crest, and tulips were important during Suleyman the Lawgiver's reign and helped outsiders to identify the Ottoman Empire.

Slide 16 is a culmination of learning about the Ottoman Empire. Breakout Session #5 leads students to consider the magnificent culture that Suleyman the Lawgiver let as a legacy to Turkey. The activity will allow students to use their research skills as they delve into a school approved search engine. SPICE is an acronym that stands for Social, Political, Interaction with the Environment, Culture and Economy. (I always point out the corresponding geographic themes of movement, location, place, region, human-environmental interaction. The acronym I use for that is Ask MR. HeLP.) I use the SPICE chart for a grade.

Slide 17: Students are now able to answer the closure question about Suleyman's the Lawgiver's achievements. To help students connect to history, I show them how to personalize it by asking what they have accomplished in their young lives.

Slide 18 allows the teacher to consider what lesson will be forthcoming and to insert that into the slide.

Slide 19: To assist students to connect to geography further, I ask them to consider what their human geography is in the homework assignment. I use that for a grade.

Assessment: Brief Constructed Response

Pretend that you, the student, were funded to attend the Istanbul conference by your school. In return, your Principal would like for you to prepare an article for the school newspaper about your experience in Istanbul and what you learned. 1 page please.

1. Describe in the article what was learned about how Turkish carpets were made.
2. Explain the geography of Turkey for other students to appreciate.
3. The Principal is particularly interested in hearing about the value of Suleyman the Lawgiver treating conquered peoples in a way that does not oppress them. What did you learn from your walk about Istanbul how people were treated? (Teacher: cultural blending)
4. Infer how the conquest of new territories contributed to the growth of the Ottoman Empire (Teacher: SPICE).