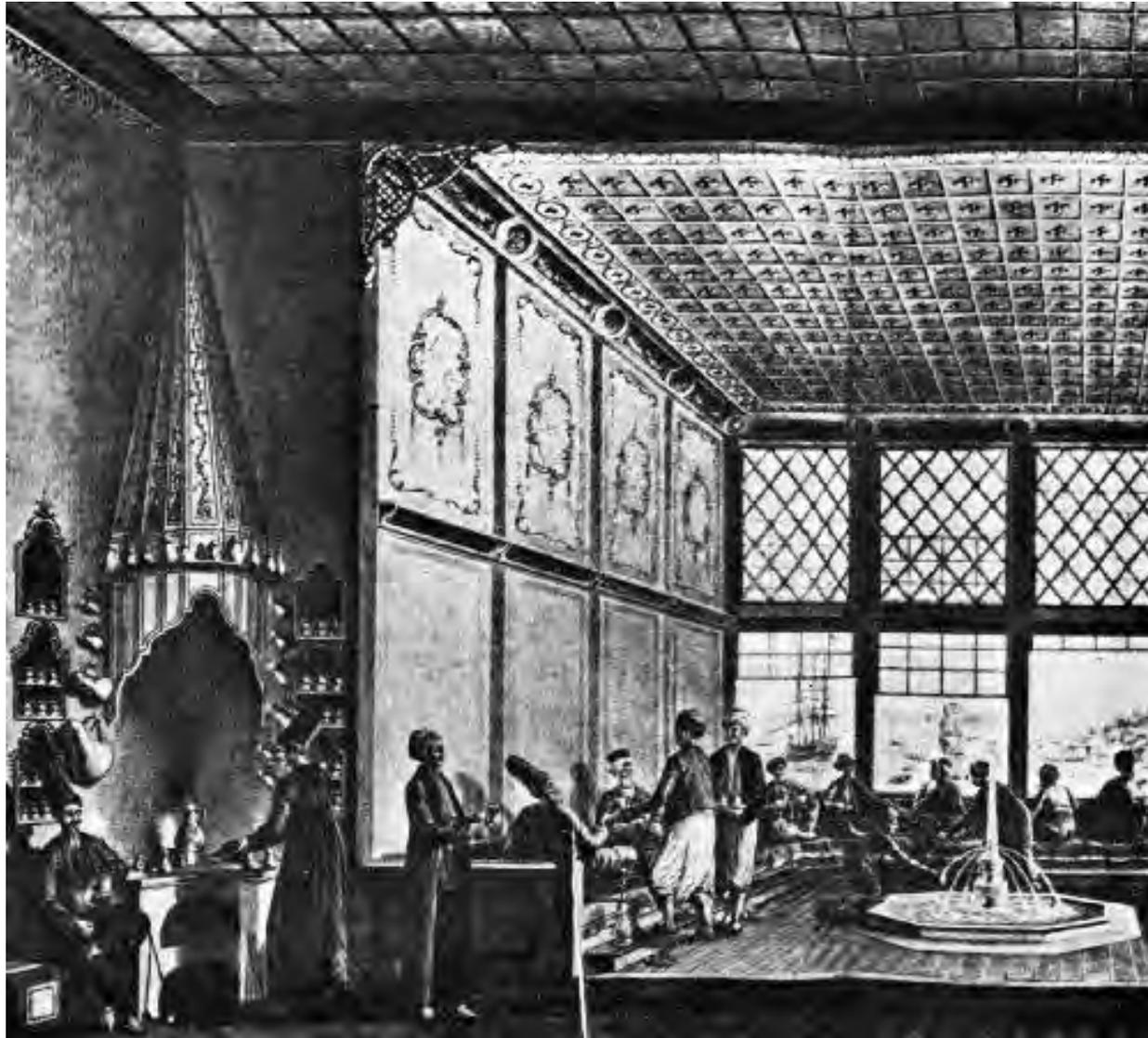


# Days Three and Four



# Coffeehouse Research Days



Essential  
Question:  
Have you ever  
been to a  
coffeehouse?  
What did you  
do there?

# Turkish Coffeehouses

- *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.*



- Coffee's history in Turkey began in the 16<sup>th</sup> century and is traditionally made by boiling very fine coffee powder in a **cezve**.
- Traditionally served in small cups and drunk in one gulp.



# Assignment

- You will be researching a historical figure from the Ottoman period.
- For that person you will create a “trading card” and also, you will be taking on this person’s persona on \_\_\_\_\_ for our coffeehouse.
- The rest of the period you will need to research your person, fill out the handout, and then create your trading card.

# Trading Card Example (only yours will be historical)



## **JACK-JACK**

**HT: 30" WT: 25 lbs**

Jack-Jack is the black sheep of the family. The most unusual thing about him is how there is *nothing* unusual about him. But who knows? Like all babies...he has "Incredible" potential.

**Powers:  
Unknown**

FROM THE ACADEMY AWARD-WINNING CREATORS OF NEMO

Disney PRESENTS A PIXAR FILM

# **THE INCREDIBLES**

**SAVE THE DAY • NOVEMBER 5**

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Day Five



# Ottoman Women's Roles and the Harem

- Essential Question: What do you think a harem is? What is the role of women in Muslim society?

# *Islam and Modesty*

- Women resided in seclusion in the harem*
- Purdah*



- Sacred place, sanctuary, place of honor, respect, and religious purity
- Private quarters of the family – not visited by non-family members (female visitors were allowed, but not common)
- Boys remained with their mothers in the harem until the ages of 10-11

## The Harem



# The Roles of Women

- *Self-worth tied to the production of children*
- *A child held the legal status of its father = advancement for the mother*
- *Little is known about ordinary women, but we know a fair amount about royal and wealthy women*

# Lady Mary Wortley Montagu



- Arrived in Istanbul in 1717 with her husband the British ambassador to the Ottoman court
- She wrote voluminously of her travels and seems to be mostly unbiased and appreciative of the cultures her travels to with her husband

# Rights of Women

- *Liberty through Purdah (covered while in public)*
- *Ability to hold and control money/property acquired through dowries, inheritance, gifts, salaries, and divorce*
- *Wealthy women were great patrons of the arts and of charitable foundations (most of the money they donated went to organizations that helped women)*

- *Class Read Aloud and Analysis of life in the harem*

# Day Six

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
مَدِينَةُ الْمَدِينَةِ  
مَدِينَةُ الْمَدِينَةِ



# Decline of the Ottoman Empire

- Essential Question: *What challenges do all large empires face? What challenges do you think the Ottomans might have face?*

- *Ottoman history (1566-1792) has been called “the Era of Decline in Faith and State”*
  - *The Decline is relative to*
    - *The Ottoman Golden Age*
    - *European Expansion and Advancements*
  - *And the decline was slow, gradual, interrupted by periods of growth, and lasted for more than three centuries*

*Ottoman Decline was caused by*

– *Weak leadership*



Selim II  
(aka the Sloth)

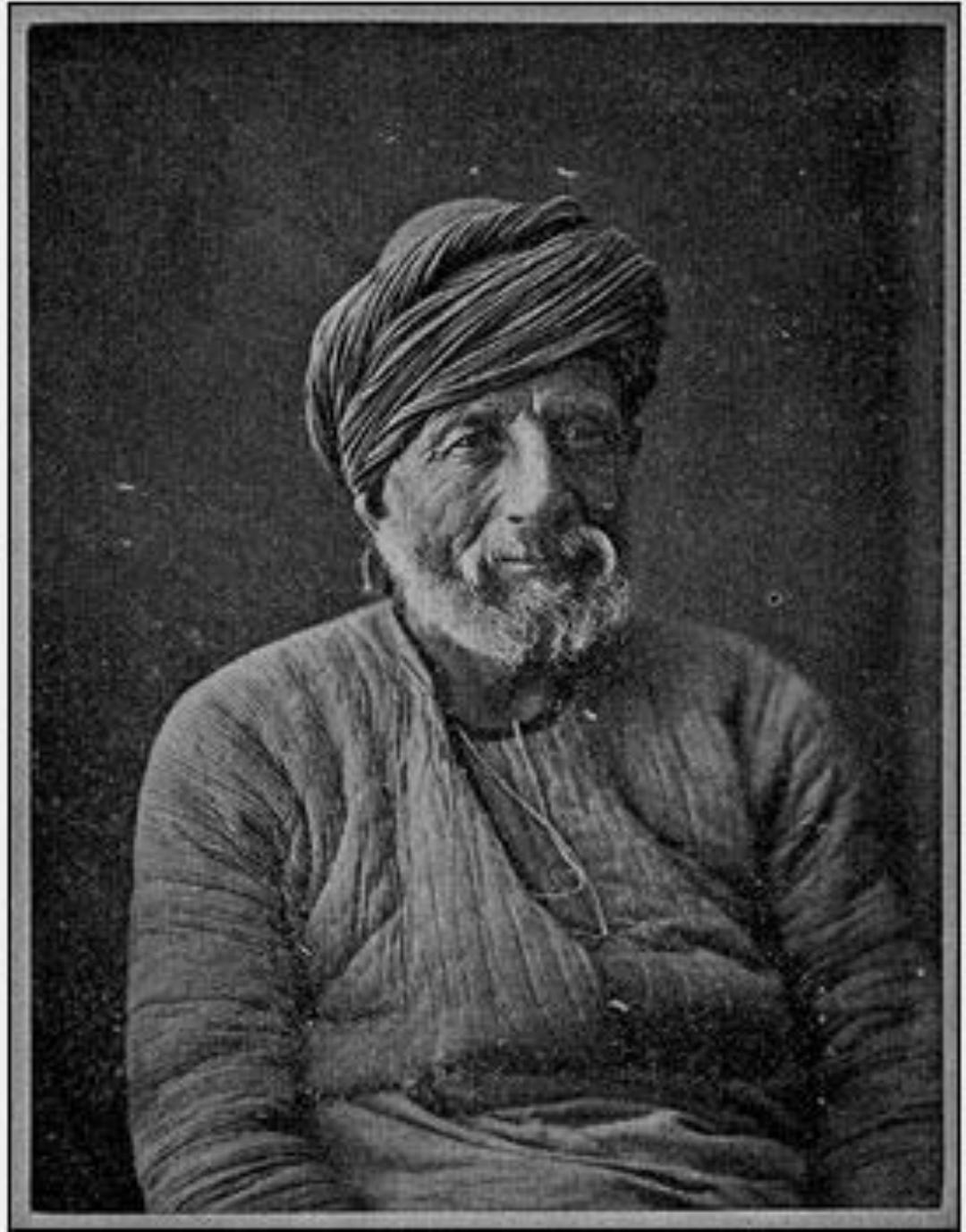


**Corrupt  
government  
officials**

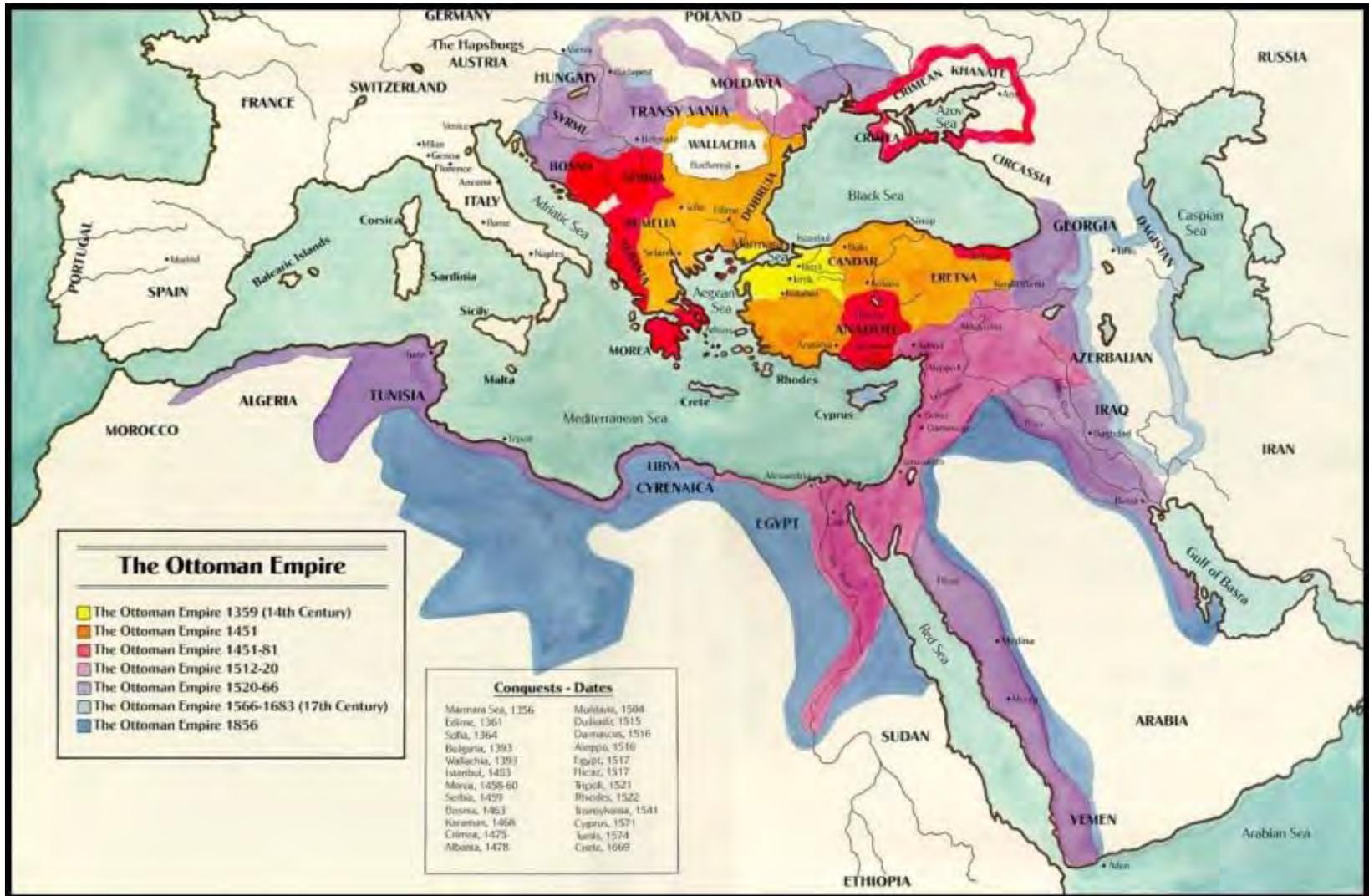


– Powerful janissaries and janissary revolts

– *Heavy taxes =  
revolts and  
unhappy  
peasantry*



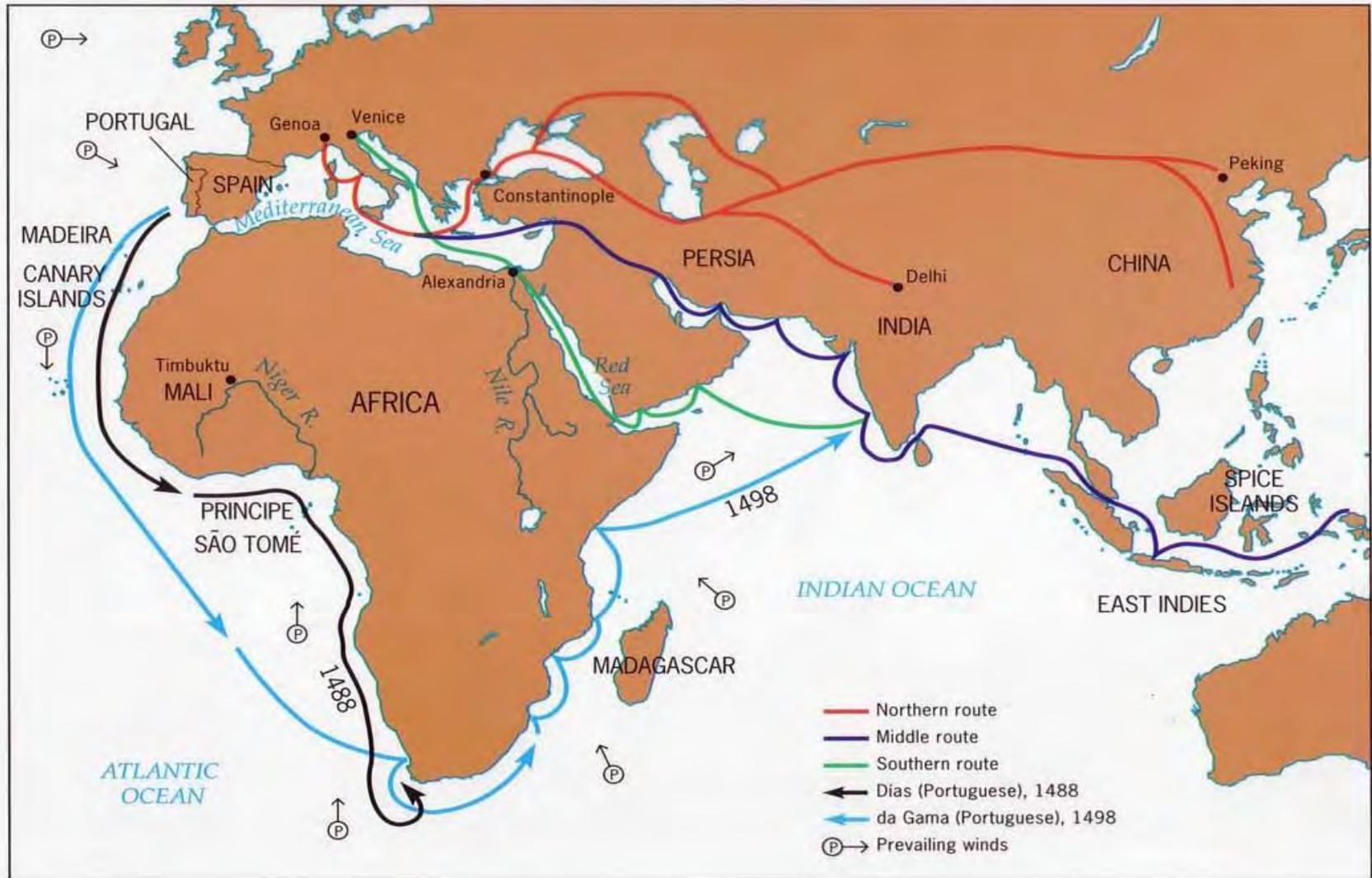
The Ottoman Empire was very diverse ethnically  
 + nationalism = many groups wanting their  
 freedom

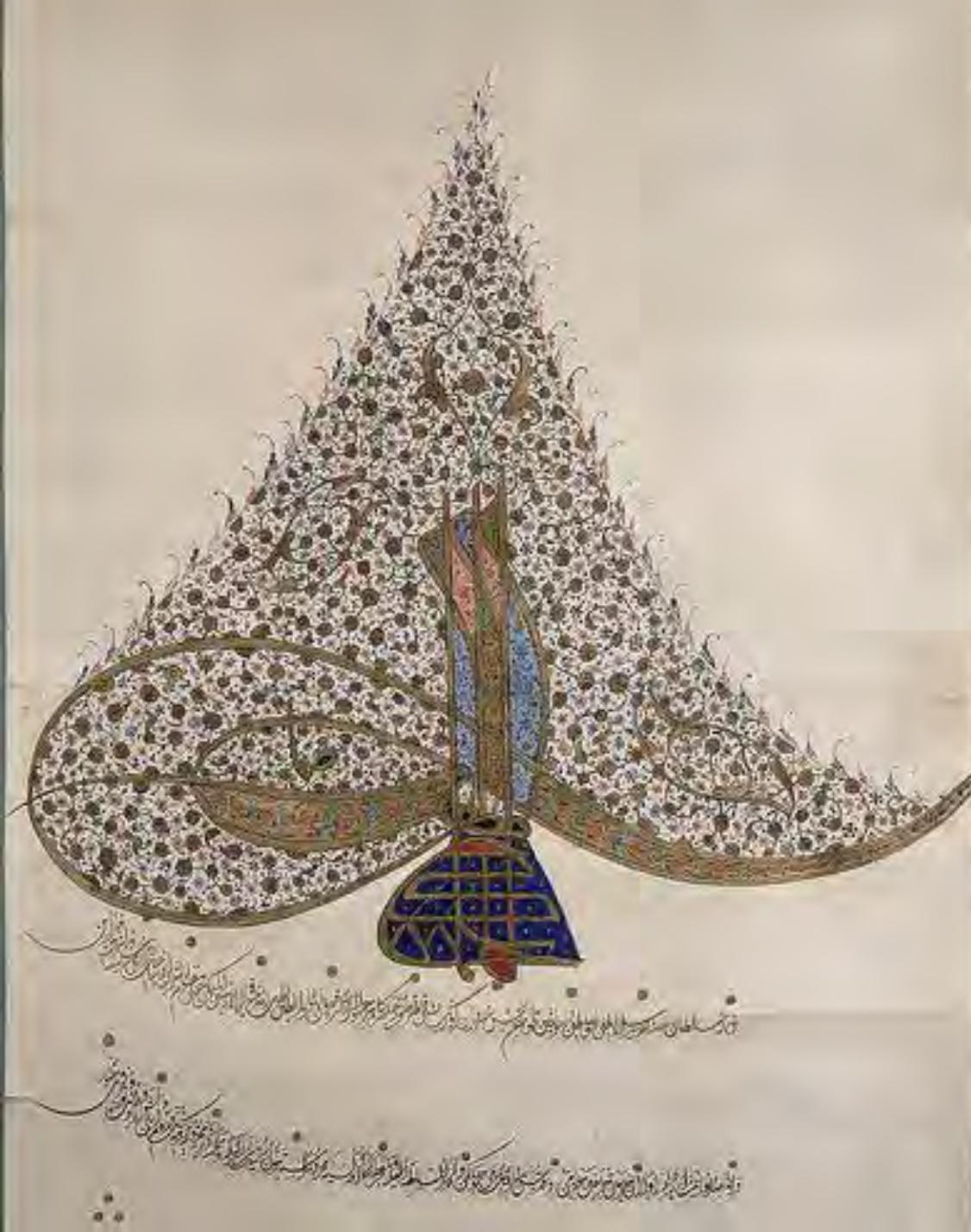


- *New World silver flooding the market and causing silver to inflate = inflation*



– Trade routes changing to bypass the Middle East in favor of water routes





The Ottomans  
signed  
capitulations  
with the  
European  
countries = loss  
of revenue

– Loss of intellectualism = loss of innovation = fall behind the Europeans in technology



Illustrate your notes

# Day Seven



# Turkish Coffee House

- Take out your trading cards and name tags
- Place your cookies on the middle table
  
- Today's Rules:
  - Talk to as many people as possible, that being said stay on topic
  - The purpose of this coffeehouse is to discuss ideas (not to eat as many cookies as possible).
    - Be polite
    - Share
    - And clean up after yourself!

# Summary

- Who do you think had the best plan?
- Can the Empire be saved?

# Day Eight



# WWI and the End of the Ottoman Empire

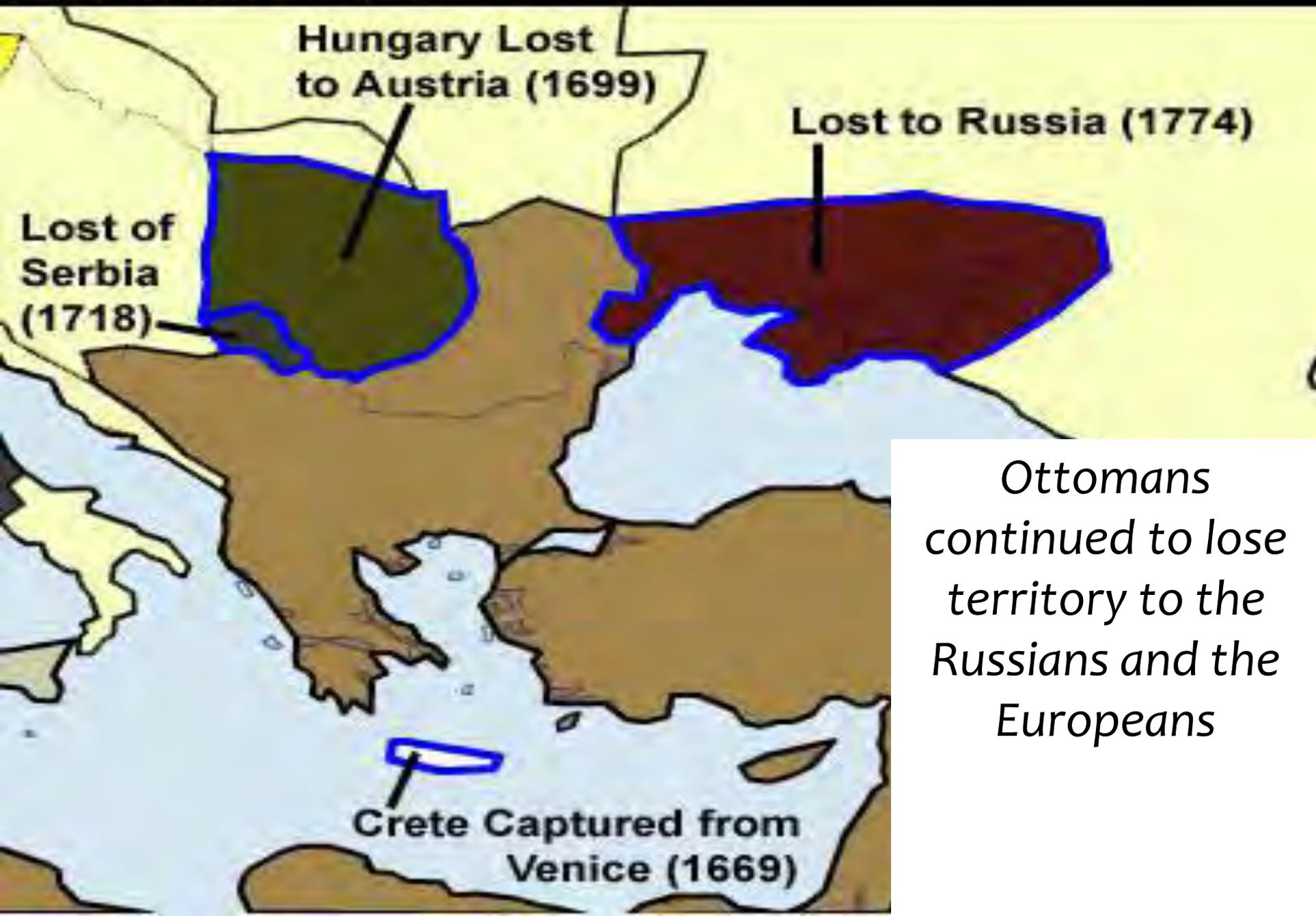
- Essential Question: *Was the class able to come up with a plan to save the Ottoman Empire? What was it?*

- *In the 18<sup>th</sup> Century more wars and losses resulted in reform attempts:*
  - *The Tulip Period (1718-1730) = first borrowing of European art and culture*

**DURING 17th  
CENTURY'S  
TULIPMANIA  
ONE BULB  
COULD REACH  
THE PRIZE  
OF AN AMSTERDAM  
TOWN HOUSE**



# Ottoman Empire



*Ottomans continued to lose territory to the Russians and the Europeans*

## – *Tanzimat Period (1839-76)*

- *Reforms around a new concept of justice*
  - *Equality before the law*
  - *Ottomanism = patriotism, but not yet nationalism*
  - *Constitution and a Parliament formed*
- *The reforms failed; Sultan Abdulahemid put an end to the reforms while putting down rebellions*

Departure of Mehmed VI, last Sultan of the Ottoman Empire, 1922.





## – Young Turks

- Constitutional, parliamentary government established
- Growing sense of nationalism
- Ottomans entered WWI on the side of Germany = lost

– *Treaty of Versailles*

- *Empire partitioned*
- *Kemal Ataturk (and others) fought for Independence = new Republic of Turkey and an end to the Ottoman Empire (1923).*



– *The New Republic  
of Turkey*

- *Secularism*
- *Ataturk's reforms*



- Read Aloud: Young Turks

# Summary Question

- 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?

# Day Nine



# The Burkstonian Museum

- *When was the last time you visited a museum? What did you see?*

- 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.



# Grading

- 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