



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Middle East Lesson Plan Competition

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Name: Kelsey Hudson

Title: Westernization: Reforms in the Ottoman Empire in the 1800s

Grade-level: 10-12

Subject Area: European/World History

Topic: Reforms in the Ottoman Empire from the late 1700s – 1800s.

Standards: Iowa Core Standards for Social Studies in Grade 9-12:

[SS.9-12.H.8](#)

Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

National Council for the Social Studies Standards (C3 Framework):

[D2.His.1.9-12.](#)

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

[D2.His.2.9-12.](#)

Analyze change and continuity in historical eras.

[D2.His.5.9-12.](#)

Analyze how historical contexts shaped and continue to shape people's perspectives.

Compelling Question: "Why would the Ottoman Empire reform to be more like Western countries?"

Learning Objectives: "I will understand why the Ottoman Empire attempted to reform, and what those reforms did for the nation."

Materials:

- Projector in order for students to view the images/google slides presentation
- Google Slides Presentation:
https://docs.google.com/a/wdmcs.org/presentation/d/1hjk7GmtwRnwPk-JtPtYmgVQCxVicla-0tDS_AFOg7lQ/edit?usp=sharing
- Assignment Handout:
<https://docs.google.com/a/wdmcs.org/document/d/1hnVag3pRV7rIRI3b3o6hwClpSdYKLAcydIChmAiH3To/edit?usp=sharing>

(Can be done through Google Classroom/electronically on a common drive or printed in hard copy format)

- List of Ottoman Reforms: https://docs.google.com/a/wdmcs.org/document/d/1cpT2w4V6l-IDpQIVlt5dgO1zB0ZI_iqQmbVmBCmmrmM/edit?usp=sharing
- Primary Document: Ottoman Constitution 1876: <https://docs.google.com/document/d/1j8nPYeU3aEN5zp2x9G6spV5l0qaLkTtMOCFeAyeBajQ/edit?usp=sharing>
 - Original Document Source: <http://www.anayasa.gen.tr/1876constitution.htm>

Procedure: One 45-55 minute class.

- I. Review Prior Learning (3-5 minutes): This lesson is meant for students who already have a prior knowledge about the Ottoman Empire as well as European political and cultural advancement in the 1700s and 800s. The teacher opens the google slides presentation. S/he leads the students through the first slide of questions:
 - a. What is “Westernization?” What is “Modernization?”
 - b. Why would people within a nation want to reform its culture and policies to reflect a more “Western” model? What is already similar about the Ottoman Empire and European countries?
 - c. Why would people within a nation want to keep their nation status quo? What is fundamentally different about the Ottoman Empire and the West?

- II. Anticipatory Set (5 minutes): Images of Mikhail Romanov and Peter the Great
 - a. If this is a World or European History class, students will already have studied Peter the Great and his Westernization policies. Start out the day with two paintings (below). One of Mikhail Romanov next to one of Peter the Great (both sourced from Wikimedia Commons). Have the students compare the sources critically. They are both from Russia, but what is different about them, even though they’re only 100 years apart? Have the students give observations about the differences in appearance of these men in their portraits. What do they remember about Peter the Great and his ambitions for Russia?



(Mikhail Romanov, r. 1613-1645)



(Peter I, “The Great” r. 1682-1725)

- III. Main Activity (30 minutes):
 - a. Students should be utilizing their graphic organizer to follow the presentation, stay engaged, and to gain important information from the presentation.
 - b. As a large group, the teacher guides students through what is causing the reforms in the 1800s in the Ottoman Empire through the google slides presentation. Students and teacher have interactive discussion about the decline (politically, militarily, and economically) of the Ottoman Empire. The

discussion continues with the rise of the “west,” and the impact of western ways, ideas, etc. (even Napoleon) on the Ottomans.

- c. Analysis Activity with Tanzimat Reforms, Constitution of 1876 Excerpt
 - i. Students look at the list of Tanzimat Reforms and link it to Westernization. They answer the question “How did interaction with the “west” impact the Ottomans?” on their graphic organizer.
 - ii. Students read the excerpt of the Constitution of 1876. They analyze what seems to be “western” and what seems to still be “Ottoman” in the constitution. They answer the questions on their graphic organizer.
- d. The teacher continues to guide students through the Young Turk movement, and what it represents about the Ottoman Empire, its reforms, and the influence of western ideas on the youth, etc.
- e. Students analyze the visual source of the Young Turks Postcard, which is the last slide of the Google Slides Presentation. They determine what represents the “West” in the postcard. Student should be able to point out some of the imagery that is “western-centric” in the postcard. The teacher may have to coax some of the thinking in this department, especially if students struggle with symbolism or pictorial sources.

IV. Extension: If students (or the teacher!) get done early, they could...

- a. Compare the Young Turk Movement to other “student protest” movements, depending on their prior knowledge. Or perhaps compare them to other reform movements like the French Revolution, or the American Revolution. In what ways were these revolutions led by similar groups or people, or different groups of people? Why were each of these people hoping for change?

V. Closing/Wrap Up (5 Minutes): Students can either quick write (utilize an exit slip strategy, for example), or participate verbally, depending upon the teacher preference.

- a. Why did the Ottoman Empire reform its nation under Western principles?
- b. Do you believe they were successful in their westernization/modernization?

VI. Optional differentiation/extension for Gifted Learners:

- a. Student compares the Ottoman reforms to those of the Russian Empire of the 1800s. Perhaps give the student the ability to research both on their own.
- b. Student could also read a longer/more challenging excerpt of the Ottoman Constitution of 1876.

Assessment: Students could answer the following essay questions as either formative or summative assessments.

1. Analyze the cause of the differences in the depiction of these two different sultans.



Sultan Selim III (r. 1789-1807)



Sultan Mahmud II (r. 1808-1839)

2. Analyze the impact of both Western and Traditional Ottoman values on the Ottoman Constitution of 1876.
3. Describe the Young Turk movement. In what ways was it caused by Western ideas?