



OTTOMAN EMPIRE MINI-UNIT: Lesson 2
News Broadcast-Live from the Palace and on the Streets
Overview: Looking at the roles of leaders and the common people of the Ottoman Empire
World History-Secondary Level



Lesson: News Broadcast-Live from the Palace and on the Streets **Educator:** Jennifer Turner **Length:** +/- 7 class periods

NATIONAL STANDARD: NSS-WH.5-12.6 ERA 6: THE EMERGENCE OF THE FIRST GLOBAL AGE, 1450-1770
 how large territorial empires dominated much of Eurasia between the 16th and 18th centuries.

ARIZONA STATE STANDARDS:
STRAND 2 CONCEPT 1: RESEARCH SKILLS FOR HISTORY
PO 4. Construct graphs, tables, timelines, charts, and narratives to interpret historical data
CONCEPT 3 WORLD IN TRANSITION
PO 3. Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman) throughout the world

Key Vocabulary: Sultan, ghazi, emir, devshirme, vizier, janissary, Osman, Orkhan, Mehmed I, Murad II, Mehmed II, Selim the Grim, Suleyman I, TImur the Lame

Visuals/Resources:
 Directions for making paper microphones (http://www.ehow.com/how_2259215_make-head-microphone-kids.html), PowerPoint of images provided for Day 1 Warm-Up, Access to computer lab, Recommended website for student research (<http://www.theottomans.org/english/index.asp>), Debrief PowerPoint, Topic Sheet, News Broadcast Directions, Group Presentation Critique (<http://www.usm.edu/speakingcenter/handout/Group%20Presentation%20critique.pdf>)

Warm-Up (Connections to Prior Knowledge/Anticipatory Set):
Day 1: Have students share with the class what they learned the previous day about the Ottoman Empire. Show a map of the Ottoman Empire and ask in what general ways the Ottoman Empire could influence the areas it occupied (examples for answers: food, religion, clothing...). Provide students with samples of baklava and share how some believe baklava was developed in the palace of the sultan and then spread throughout the empire. Show also examples of Ottoman mosques and other architecture throughout the empire. (10 minutes)

Day 2/3/4/5: In groups, students discuss the direction of their research and project. (5 minutes)

Day 6: Prepare for presentation (3 minutes)

Day 7: Ask students to write down one thing they thought their group did well on during the presentation and one thing they would do to make their presentation even better.

Objectives:
 Students conduct research on a topic related to the Ottoman Empire and synthesize it into a script to be used for a news broadcast-style presentation.

 Students will incorporate contrasting viewpoints on the policies and actions of sultans and others in the Ottoman Empire within this presentation.

 Students will exhibit teambuilding skills in the

Meaningful Activities:
Day 1:
 1. Explain to students that they will be doing a news broadcast live from the sultan’s palace and on the streets. Group students into 4 and provide them with a topic and directions. Go over directions and clarify. Ask students to start by gathering basic information from their textbooks about their topic. Students will each take on a role for the team as listed in the directions. Two students will be interviewers (reporters) and two

Review/Assessment:
 Students research and create a news broadcast relating to important Ottoman leaders and others from various perspectives.

 Check for daily progress (teacher and self-assessment)

 Students will debrief using a folded note format

 Students will critique others’ projects and discuss



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creation of a clear and cohesive presentation.

Students will practice critiquing in assessing important aspects of others' presentations.

will be interviewees (a sultan and a common person on the streets of the empire). (25-30 minutes).

2. Have students make two microphones for their team using the directions provided on the website listed in resources. (15 minutes)

Days 2/3:

1. Students will access information and images about their topics from the Internet (Alternative: If you don't have access to a computer lab this could be a homework assignment or you could print out information for the students). (50-60 minutes/day)

Days 4/5:

1. Students meet in their groups to assess data gathered, write their scripts, and practice. (50-60 minutes/day)

Day 6:

1. News broadcasts presented in chronological order. Partner student groups up during the presentation, so they can critique each other. Use the group presentation critique. (50-60 minutes)

Day 7:

1. Use the PowerPoint provided to debrief the presentations and assess learning. Ask students to fold a piece of paper in half, long ways. On the front flap they will write the question and then take notes based upon student/teacher input. (35 minutes)

2. Ask students to meet with the group they critiqued and discuss their thoughts about the presentations. (10-15 minutes)



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Wrap-up:

Day 1: Clarify any questions the students may have about directions, confirm that each student has a role picked for the project. (5 minutes)

Days 2/3: Ask one student rep from each group to provide one thing the group accomplished and one thing they need to continue working on the next day. (5 minutes)

Day 4: Ask students to assess how far along they are in the project percentage-wise. (3 minutes)

Day 5: Have students write down the most interesting thing they have learned about their topic on a card to exit the class. (5 minutes)

Day 6: Short informal discussion about the highlights of the presentations. (5 minutes)

Day 7: Ask students to write down why they think it is important to learn about the Ottoman Civilization. (5 minutes)

Homework:

Days 2/3: Have students do any extra research as they feel necessary.

Days 4/5: Ask that students try to meet and practice their broadcasts.

Accommodations/Modifications: Assign a strong peer group for the project