

Welcome to Turkey: Left Side Europe; Right Side Asia

**Keynote Address: Suleyman the Lawgiver.** Quick Write: brief summary of what you learned (2 minutes).


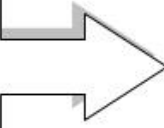


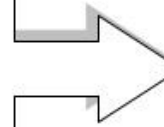
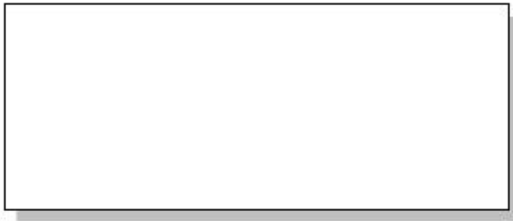

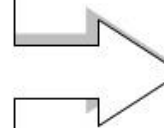


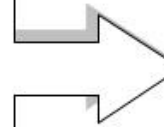

**Lesson Session #1: Causes and Effects of Cultural Blending**

Predict: What value might there be in treating conquered peoples as though they belonged with the Empire?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the cause and effect charts to identify main points from the story. Be sure to provide the page number, a brief description of what happened, and the effect it has on the character.

# Cause      Effects

Reference: <https://www.slideshare.net/sglar226/cause-and-effect-graphic-organizer>

**Turn and Talk:** How do you think the location of the Ottoman Empire contributed to the cultural blending within it?

### **Breakout Session #1: Geography of Turkey**

Here is the Photo Analysis Document (from the National Archives):

*Materials created by the National Archives and Records Administration are in the public domain.*

- **Meet the photo.**

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- ☐ Portrait ☐ Landscape ☐ Aerial/Satellite ☐ Action ☐ Architectural  
☐ Event ☐ Family ☐ Panoramic ☐ Posed ☐ Candid  
☐ Documentary ☐ Selfie ☐ Other

Is there a caption? ☐ yes ☐ no

- **Observe its parts.**

*List the people, objects and activities you see.*

PEOPLE OBJECTS ACTIVITIES – make into a 3 column chart

Write one sentence summarizing this photo.

- **Try to make sense of it.**

*Answer as best you can. The caption, if available, may help.*

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? *List evidence from the photo or your knowledge about the photographer that led you to your conclusion.*

### **Use it as historical evidence.**

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



Now you get to do your own photo analysis. This is an aerial view of Turkey. You'll note the crack in the land mass creating 2 sides – 2 continents - with water flowing between. The entry to the waterway is known as the Dardanelles strait and it flows 38 miles into the Bosphorus strait. At the top of this image is the water called the Black Sea. At the bottom of the image is the water called the Mediterranean Sea. The 4 islands seen at the bottom of the land mass belong to Greece, not Turkey.

Geography Questions:

1. Please label Istanbul on the above map.
2. Give the Coordinates of Istanbul. Latitude first, Longitude second.
3. Name the landform of Turkey on the Asia side.
4. What type of map is this and what information can we glean from it?
5. What 2 seas does the Dardanelles strait connect?

## **Breakout Session #2: Ottoman Empire Mapping**

Directions: Here's what you get to do! Below is a map of the Ottoman Empire circa 1450.

1. Find a map of the world circa 1450 through a school approved search engine.
2. Compare the 2 maps by answering the questions below.
3. Place the answers in a Venn's diagram for future analysis.





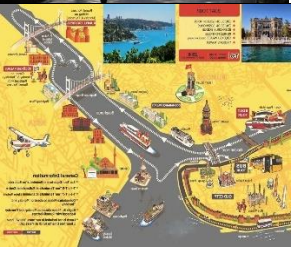


1. How does the region of the Ottoman Empire compare with that location on the world map?
2. Name the 2 types of maps: what kind of map is the above map and what kind of map is the one you found? (Hint: Mercator, Robinson, etc.)
3. Note the various color-coded empires labeled on the map above. Are they labeled the same on the world map or do they have different names? What accounts for the difference in the naming of places?
4. Choose one of the color-coded Empires and describe it as a “unique place”. In doing so, be sure to include toponym, site and situation. What characteristic makes these places interrelated?



### **Breakout Session #3: Taking a Walk-About through the Imperial City of Istanbul**

**Directions:** Istanbul was a prominent city even before the Ottoman Turks took it over and the Byzantine Empire fell. Imagine you are a on a walking tour of the city. You are taking notes on what the tour guide tells you, the average visitor to this city for the conference. During this tour you are getting to see the major sights and attractions. Using the chart below, please complete it following the directions of the title of each column.

Photo	Name of Sight	Function	2 Interesting Facts
			
			
			
			
			

**Short Response:** Could you tell a difference between a born Ottoman citizen and one who is conquered during your walk about? (look up Suleyman the Lawgiver's policy).

## **Breakout Session #4: The Carpets of the Ottoman Empire**

Directions: Here's what you get to read! After you have practiced close reading using the white margins, then complete the chart below about the carpets of the Ottoman Empire.

What's so special about the carpets of the Ottoman Empire? The motto of the Ottoman Empire was "eternal State". During your walk about you visited the Grand Bazaar and saw many colorful and exquisitely designed carpets. When Suleyman the Lawgiver became the 10th ruler of the Ottoman Empire, this time period brought a Golden Age in the arts and culture of the empire. He strongly supported the the arts and under his domain, he established the Ehl-I Hiref which is a community of craftsmen. These craftsmen worked from the Imperial seat at the Tokapi Palace, which you saw on your walk-about, and there was a type of apprenticeship whereby the artists could advance in rank as their skills got better. They were paid commensurate with their skill level in quarterly installments – that's like being paid 4 times a year.

The carpet weavers were assigned the task of creating beautiful carpets for Suleyman the Lawgiver's royal court and the "eternal state". The men of the royal scriptorium designed the patterns for carpets, tiles, and textiles being produced in the imperial-funded workrooms. It was important to maintain a level of homogeneity throughout the empire despite being cross-cultural. As the empire's citizens practiced Islam, the carpets had the intricate geometric shapes and motifs associated with the Islamic art and architecture of that time period. Tulips were favored in the gardens. Suleyman the Lawgiver had also forged a strong relationship with the French against the Hapsburg Empire, so the art also reflected that of the French. What is particularly remarkable is that the weavers used what is known today as the S-spun loop, not the Persian or Chinese Z-spun loop in constructing the wool carpets.

Where's what you get to do!

Directions: Below is carpet found in the Tokapi Palace museum. Analyze the design of the carpet and see what symbols of the Ottoman Empire you can match it to.



(Tile image is from Metmuseum.org)

Draw your Design (in the boxes below)	Ottoman Empire Symbol and Meaning
	crescent



**S.P.I.C.E. Chart**

Culture/Civilization: \_\_\_\_\_

Time Period: \_\_\_\_\_

<b>SOCIAL</b> <input type="checkbox"/> Family & kinship <input type="checkbox"/> Gender Roles and Relations <input type="checkbox"/> Hierarchies <input type="checkbox"/> Social and Economic Classes <input type="checkbox"/> Racial & Ethnic Constructions <input type="checkbox"/> Life Styles	
<b>POLITICAL</b> <input type="checkbox"/> Political Structures & Forms of Governance <input type="checkbox"/> Empires <input type="checkbox"/> Nations & Nationalism <input type="checkbox"/> War, revolts and revolutions <input type="checkbox"/> Courts, Laws, Treaties <input type="checkbox"/> Regional, Transregional, Global Structures & Organizations	
<b>INTERACTION/ENVIRONMENT</b> <input type="checkbox"/> Physical (location, region, climate, natural barriers) <input type="checkbox"/> Demography and Disease <input type="checkbox"/> Movement/Migration <input type="checkbox"/> Patterns of Settlement <input type="checkbox"/> Technology impact	
<b>CULTURAL</b> <input type="checkbox"/> Religions <input type="checkbox"/> Belief Systems, Philosophies, and Ideologies <input type="checkbox"/> Education <input type="checkbox"/> Math, Science & Technology <input type="checkbox"/> Art, Music, Writing, Literature, Architecture	
<b>ECONOMIC</b> <input type="checkbox"/> Agricultural & Pastoral Production <input type="checkbox"/> Labor Systems <input type="checkbox"/> Industrialization <input type="checkbox"/> Trade, Commerce <input type="checkbox"/> Capital/Money <input type="checkbox"/> Capitalism, Socialism, Communism	

**NOTES:**

Paint Chip Exit Card gets copied here.