



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

## Center for Middle Eastern Studies

### **The Geography of the Great Empires: Holy Roman and Ottoman**

Barbara S. Williams, TC Arizona Geographic Alliance

**Purpose:** The lesson provides a way to lead students to understand a comparison of Holy Roman Empire and the Ottoman Empire and to understand their interconnections

**Overview of Main Ideas :** The 16th century Ottoman and Holy Roman Empires shared many characteristics in common and their combined impact led to many of the developments of the modern world not only in both western Europe and the Middle East, but in the outlying areas of their empires.

**Connection to the Curriculum:** Fits in a World History, World Studies, or AP Human Geography course

**Grade Level:** 9-12

Connections to the National/Arizona Social Studies Standards:

**World History:**

#### **Concept 3: World in Transition**

**PO 3.** Compare the development of empires (e.g., Roman, Han, Mali, Incan/Incan, Ottoman)

**PO 4.** Describe the interaction of European and Asian civilizations from the 12<sup>th</sup> to the 16<sup>th</sup> centuries:

#### **Geography**

#### **Concept 2: Places and Regions**

**PO 1.** Identify the characteristics that define a region:

a. physical processes such as climate, terrain, and resources. human processes such as religion, political organization, economy, and demographics **PO 2.** Describe the factors systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.

**Concept 6: Geographic Applications PO 3.** Analyze how geography influences historical events and movements

**Time:** 2-3 class periods with extensions possible

**Materials:** Lecture materials, texts and other reference materials; internet connection if possible.

**Objectives :** Students are expected to be able to describe major characteristics of the 16th century Holy Roman Empire and the Ottoman Empires. Students will be able to compare and contrast those Empires. Students will be able to draw inferences about the significant contributions of the empires on subsequent eras up to the present day.

### **Suggested Procedures**

**Preparation for the Lesson:** Students will hear lectures or see videos and engage in discussion about the Holy Roman and Ottoman Empires of the periods leading to the 16th century.

**Opening the Lesson :** Map work to review the areas involved. The instructor will review basic instruction and assign roles for class members.

**Developing the Lesson:** Students will break into half. Each group will represent one of the empires. Within the larger group, smaller groups will assume responsibility for some facet of the empire to fill in the attached graphic organizer.

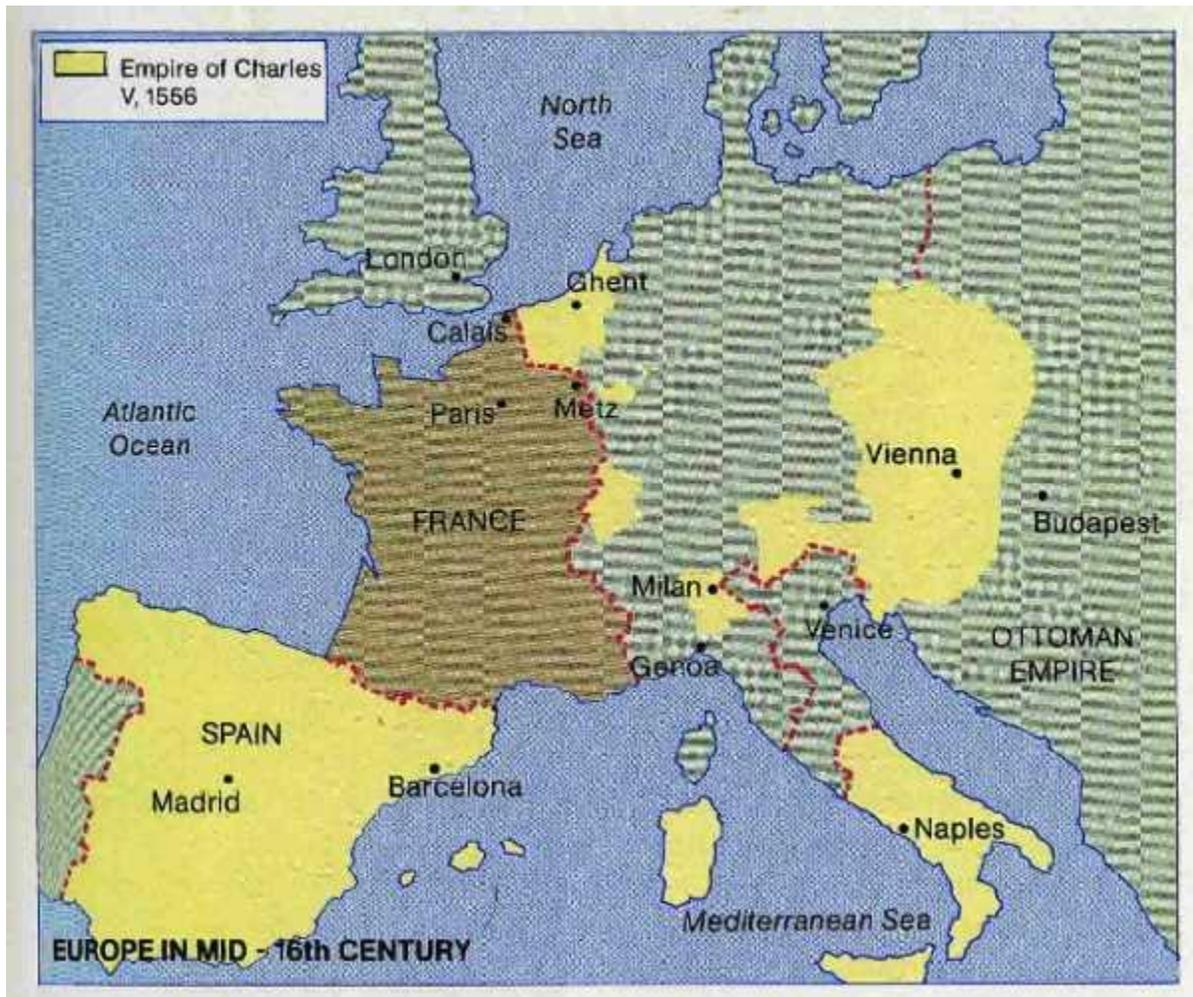
**Concluding the Lesson :** Students will report back on their particular areas. They will do this in character as representatives of whatever empire they were assigned to research.

**Assessing Student Learning:** Assessment will be in the form of the completed graphic organizer and the unit test.

**Extending the Lesson:** Students may extend the study to art, music, literature, or architecture forms of the empires. They may be assigned writing tasks such as creating a newspaper or a travel brochure. They may prepare a debate on the differing perceptions of their empires. They may also be asked to research current events in their areas and see what connections may be made to the empires that once controlled those areas.

Ruler		
Birthdate/death		
Years of rule		
Capital/Seat of Empire		
How he came to power		
Political Role		
Religious Role		
Expansion/Geographic Changes of Empire		
Biggest challenges to his rule		
Greatest successes		





The Holy Roman Empire in 1556

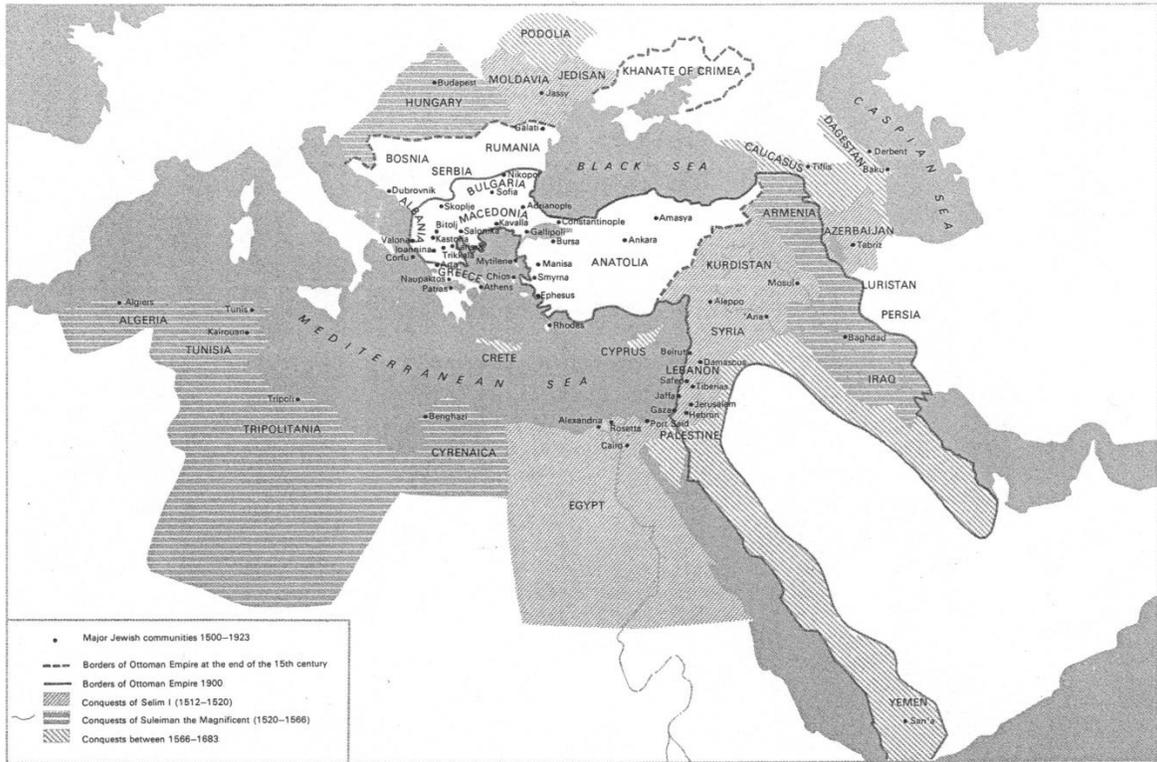


The Holy Roman Empire at the start of Charles V's reign

The



The Holy Roman Empire as Charles left the throne



Map 2. Decline of the Ottoman Empire from the conquests of the 16-17th centuries until the end of the 19th century. from: Ottoman Empire; In: Encyclopaedia Judaica 1971, Vol. 16, col. 1533-1534