



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

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Aim: Did the Ottomans rely more on force or powers of attraction to control such a vast and diverse empire?

Objectives:

Content based. Students will gain an understanding of the:

- a. Size and extent of Ottoman power (surrounding regions and cities)
- b. Religious and ethnic diversity of Ottoman imperial subjects
- c. Time frame of Ottoman control (high points and low)
- d. Key elements enabling Ottomans to build and maintain its power and influence

Skills based. Students will:

- a. Sharpen their map reading skills noticing how maps change over time
- b. Understand the different elements that enable empires to exert power and influence using Joseph Nye's concept of soft versus hard power?
- c. Distill key ideas from reading
- d. Represent and support their opinions through iconography and debate

Materials: Overhead projector, poster paper, markers

Sources:

1. Maps of the Ottoman Empire: <http://i-cias.com/e.o/atlas/h-ottomans.htm>
2. Short readings/worksheets from
Who Are the Turks: A Manual for Teachers by Justin and Caroline McCarthy
<http://www.globaled.org/WhoAreTheTurksebook.pdf>
3. Chart: "Keys to Ottoman Expansion" attached below
4. HW article: "The Benefits to Soft Power" by Joseph Nye
<http://hbswk.hbs.edu/archive/4290.html>

OPENING ACTIVITY:

Project electronic maps depicting Ottoman expansion in space and time.

<http://i-cias.com/e.o/atlas/h-ottomans.htm>

Step 1. Project most current map marked as "today" Ask students questions to establish a baseline of info.

1. In which region/continent is Turkey located? (introduce them to Asia minor, Antatolia), Balkans, Middle East)

2. Which countries surround modern day Turkey?
3. What languages and religions are widely practiced in these countries?
(make a special note on Eastern Orthodox Christianity, Islam, Kurds, Arabs, Slavs, Turks)
4. What language(s) and religion is practiced in Turkey?

Step 2. Project the series of maps beginning in 1300 through today.

Using differentiated instruction, give the following different assignments to students in different sections of the room

- Section 1 Jot down the regions/cardinal directions in which the Ottomans expanded
- Section 2 Jot down the major cities it gained
- Section 3 Jot down the high points of Ottoman expansion (timeframe)
- Section 4 Make a list of modern countries that the Ottomans gained control over

Give students a few moments to pool their observations in groups and notes. Ask representatives from each group to share with class.

Step 3. Debrief Point out and ask students to take notes on Ottoman Imperial Expansion

1. Began in Anatolia in 1300s, initially spread westward into Southeastern Europe
2. By 1520 spreads to Arab Muslim Middle East (major cities of Mecca, Medina, Jerusalem, Cairo, Damascus).
3. By 1683 dominates much of Mediterranean basin
4. Contained Turkish, Slavic, Greek, Arabic, Berber speaking peoples
5. Also contained Muslims, Eastern Orthodox Christian and Jewish religious groups

MAIN ACTIVITY:

Pose the lesson's key question (or ask for predictions):

What enabled the Ottomans to become so powerful?

[How were the Ottomans able to control so many lands, regions and diverse peoples?]

Step 1 Break class into six groups, each corresponding with a different worksheet downloaded from, *Who Are the Turks: A Manual for Teachers* by Justin and Caroline McCarthy
<http://www.globaled.org/WhoAreTheTurksebook.pdf>

- Worksheet 1. System of Government (p22-24)
- Worksheet 2. The Military (pp25-26)
- Worksheet 3. Mehmet the Conqueror and Suleyman the Magnificent (27-31)
- Worksheet 4: Rule of an empire (32-33)
- Worksheet 5: International Trade (35-36)
- Worksheet 6: Toleration (39-41)

Assignment: For worksheet, students should answer first individually and then as a group in 2-3 bullet point notes,

What made the Ottomans effective or appealing to its royal subjects and why?

Option: Have each group create a large scale (poster size) design of a coin depicting their written answer.

Step 2: Each group presents their analysis to class. As students listen to their peers' presentations, they should take brief notes charts, **Keys to Ottoman Imperial Expansion (SEE ATTACHMENT)**

LESSON CLOSING:

Why would you want to live in the Ottoman Empire? (Which elements would be attractive?)

Why wouldn't you? (Which elements would not be attractive?)

Which elements do you think were most important to Ottoman imperial control and why?

HOMEWORK:

Read article "The Benefits of Soft Power" by Joseph Nye.

<http://hbswk.hbs.edu/archive/4290.html>

Answer questions

1. What is the difference between soft and hard power according to Nye?

2. What is the clearest example he provides of soft power? Hard power/

2. Highlight on today's worksheet in one color, examples of Ottoman use of soft power and in another color, examples of hard power.

OPTIONAL LESSON PLAN EXTENSION:

Class debate: Did the Ottomans rely more on soft or hard power to expand and maintain its empire?

- a. Go over HW specifically the difference/examples of soft and hard power using examples of the US
- b. Re-divide students into heterogeneous groups of six so that each individual will have read a different reading.
- c. Ask each group to make a decision on whether or not they feel that the Ottoman relied more on soft or hard power.
- d. Ask each group to write down three strong pieces of evidence from the readings to support their opinion
- e. Based on their answer, ask them to sit on the side of the room that is arguing soft or hard power. Encourage students to populate both sides of room.
- f. Allow the two sides group time to discuss their evidence prioritizing their strongest arguments.
- g. Provide time for debate.

DEBATE DEBRIEF: To what extent are the US and the Ottomans similar in projecting soft versus hard power. (Create a venn diagram.)

THE KEYS TO EMPIRE

OTTOMAN IMPERIAL EXPANSION

GOVERNMENT

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MILITARY

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SULTANS/CONQUERERS

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RULING THE EMPIRE

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INTERNATIONAL TRADE

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TOLERATION

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