

## **"Ottoman Exposition": 1550**

A World History Lesson

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**"Being an exhibition of the marvelous accomplishments of the glorious Ottoman Empire, sponsored by Sultan Suleiman Kanuni, the son of Sultan Selim Vavus, son of Sultan Bayezid-i-Veli, the sultan of the lands and the emperor of the seas, the shadow of God extending over men and djinn, the deputy of God in the East and the West, the champion of the water and the land, Sovereign of the House of Osman, Sultan of Sultans, Khan of Khans, Commander of the Faithful and Successor of the Prophet of the Lord of the Universe, Protector of the Holy Cities of Mecca, Medina and Jerusalem...and "judged" by Haseki Hürrem Sultan"**



16th-century Latin [oil painting](#) of Hürrem Sultan titled *Rossa Solymanni uxor*

**Common Core Literacy and Social Studies Standards (Grades 11-12) addressed:**

**Reading:**

*Key Ideas and Details*

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine central ideas of primary or secondary sources and provide an accurate summary

*Craft and Structure*

3. Evaluate authors' differing points of view

*Integration of Knowledge and Ideas:*

4. Integrate and evaluate multiple sources of information presented in diverse formats and media
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.

**Writing:**

*Text Types and Purposes:*

1. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences

*Production and Distribution of Writing:*

2. Use technology, including the internet to produce and publish writing and to interact and collaborate with others

*Research to Build and Present Knowledge*

3. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
4. Draw evidence from literary or informational texts to support analysis, reflection and research.

This lesson is designed for use in 11<sup>th</sup> grade World History. It may be adapted for use in grades 6-12 by using grade appropriate questions and resources.

### Lesson Objectives:

To understand the cultural, economic, political, social, geographic and artistic achievements and challenges of the Ottoman Empire.

**Goals:** In Jefferson County Schools in Colorado, the following are stated goals within our “Empires” Unit of Study—one of four major unifying themes of our World History Course.

#### Established Goals (Grade Level Expectations):

Standard	GLE	Description
1	1	Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
1	2	The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
1	3	The significance of ideas as powerful forces throughout history
5	1	Readers critically analyze the structures of texts, evaluate claims and perspectives, synthesize information, and make meaning of complex concepts. (Social Studies)
7	1	Writers demonstrate and expand their understanding by researching, engaging in the writing process, and crafting authentic argumentative and informative texts.

- This lesson plan will integrate all of these various goals within our study of the Ottoman Empire, and will demonstrate them through their projects in this lesson, collaboratively working within groups of 2-3.
- The time expectation for this lesson is over the course of three to four weeks. Students will be reading and discussing the Ottoman Empire during class time throughout this period. Block Days will be used for Library Research. Depending on the topic chosen by the teams of students, various amounts of time outside of class will also be required. If the school does not have Block or modified Block days, then the research will have to be arranged at the discretion and convenience of the teacher, and must consider the availability of computer and library resources.
- Prior activities, or simultaneous class activities will include familiarizing students with maps of the Ottoman Empire at this time and creating a timeline of important achievements of the Empire from 1299 to 1600.

- An introductory power point will be utilized to familiarize students to the era and the Empire, utilizing TCF (Turkish Cultural Foundation) sources, as well as this teacher's personal photographs from the TCF Teacher Tour of Turkey in 2014.

### Introduction and Background:



web.itu.edu.tr



californiaauctioneers.com

This lesson is designed to integrate knowledge about various aspects of the Ottoman Empire and to have students demonstrate their knowledge by producing creative “exhibits” to display and present at a class “Expo”. The students will choose from various cultural, political, social and artistic topics to research, illustrate and present. Examples are listed:

- Food and food sources
- Textiles and sources (silk trade and other sources)
- Military endeavors, exploits and structure (janissaries, weaponry, battles, armor)
- The Palace and administration of the Sultan
- The Harem
- Clothing of various classes of people
- Ceramics, Ebru Paper Marbling, Shadow Puppetry, Jewelry Making
- Ottoman economics and trade partnerships
- Architecture
- Religion
- Caravansarai and trade route usage
- Minorities and/or slavery
- Geography and its challenges and benefits
- Literature and Poetry
- Cultural diffusion contributions to world: tulips, coffee, backgammon, pistachios etc.

In order to insure that subjects important to the political and social components of society are completed, it may be best to have students draw the topics randomly and then for the teacher to offer ONE “trade” so that those students enthusiastic about a topic may have a chance to research it.

At Wheat Ridge High School, I teach 3 regular level (non-AP) classes of World History. They are all fairly large, numbering from 25 to 32 students. I think this lesson is best suited to larger classes, so that more topics and levels of research and more varied products are produced and shared. My students come from a variety of ethnic groups and backgrounds. From a random survey of students in all three classes, I have found that their familiarity with the Ottoman Empire is minimal, and generally attached to the late era, nearing WWI. This is to be expected, as they studied the Great War last year in U.S. History.

I expect to present introductory information prior to completing this lesson, and to continue to utilize class time throughout the three week work period to expand students’ basic knowledge of the people, place and historic details. The unit will be presented during second semester so all resources are not yet assembled by the teacher. One resource will be my travel blog from the Teacher Tour of Turkey 2014:

<https://teetcheerlaydee.wordpress.com/author/yekdeli/>

Other extensive resources and student research sources will come from the following:

[www.turkishculturalfoundation.org](http://www.turkishculturalfoundation.org)

[www.turkishculture.org](http://www.turkishculture.org)

<http://www.cornucopia.net/>

The CD-ROM and PDF file of Turkey and the Turks by Justin McCarthy and Carolyn McCarthy are particularly helpful and will be available to students in our school library.

<http://www.tc-america.org/files/news/pdf/who-are-turks.pdf>

Student work should include an explanatory essay, no matter the “product” type. In addition, dioramas, charts, graphs, pamphlets, artwork, photography and models may all be used by students to demonstrate and display knowledge of their topic. I will also allow food in my classroom, though I will try to keep it to a minimum of one or two items, and ask students to merely illustrate or display recipes for other foods.

Final student displays must include one essay, 3-5 “products”, and an artfully designed and well executed display of their information. Students must be prepared to tell about their subject of research to “tourists” (fellow students) and the “Sultana/Judge” (the teacher, me!)

I plan to participate wholeheartedly in my role as “judge” by making a costume and dressing up for the day of presentations. I will forgo extensive veiling (an anachronism to be sure) in order freely move about and participate, but I may use a “screen” to sit behind for effect.

Sources on Ottoman women’s clothing follow:

<http://www.turkishculture.org/textile-arts/clothing/womens-garments-1065.htm>

And beyond TCF sources

<http://home.earthlink.net/~al-qurtubiyya/16/kultur-16.html>

<http://www.allaboutturkey.com/woman.htm>

<http://wiesenfeuer.ansteorra.org/links/artsandsciences/compilations/kajiracamber/Women%20and%20Dancers%20of%20the%2016th%20Century%20Ottoman%20Empire.pdf>

<http://www.katjaorlova.com/FemaleTurkishGarb.pdf>

<http://home.earthlink.net/~lilinah/Rashid/salwar.gif>

The list is not exhaustive and I continue to work and research this element of the lesson plan.

### **Procedures:**

1. **Introductory Power Point**
2. **Ottoman Map Exercise**  
Using a blank outline map of the Middle East and Asia, and larger maps of “Asia Minor” specifically, students will draw the boundaries of the Ottoman Empire at its height during the reign of Suleiman the Magnificent. Landforms and bodies of water as well as important cities extant at the time will also be labeled. At teacher discretion, the Map Legend may include important battles, religious sites, important enemies and allies, or whatever the teacher deems important.
3. **Schedule research** days to coincide with Block scheduling or when most convenient to teacher, keeping in mind school day scheduling and activities
4. **Students choose, or teacher assigns topics.**  
Keep in mind that you don’t want 5 groups doing “food” and none doing the palace and government!
5. **Insure that students have copies of the rubric and directions** for completing their products
6. **Hand out resource lists**
7. **Monitor student research**
8. **Enlist help of teacher/librarian** to compile database or resource list on “reserve” in library website or computers
9. **Supply a place for students to store larger items** for display, such as cardboard models, pictures, posters, et.al.
10. On “Expo” day (or days) set up classroom in appropriate manner for display of student work. It may be best to use a fourth block day in order to hold the exposition and not be rushed.
11. Supply students with “Peer Observation” forms to write down their impressions of their fellow “exhibitors”. Collect these as a participation grade.
12. Use rubric DURING exhibition to grade displays and artifacts.
13. Collect written team summaries for each subject.

14. GRADE Work!

Pacing may vary for teachers. A block schedule helps with a lesson plan like this because of the need to shuffle students to and from the library for research days, as well as the logistics of setting up and cleaning up after the expos themselves. I would love to have the presentations AFTER school in the future, and invite other teachers, administrators and parents to see the work. This is optimistic, but if the lesson goes well, eventually, this is a hope I have. That way, all classes could hold their expo at the same time, and parents and others could see what they have done.

