

Fulbright-Hayes: Teach Ottoman Empire, Turkey and the Balkans through The Center for Middle Eastern Studies, University of Arizona Lesson Plan

Lesson: Compare and contrast the empires of Rome, China and The Ottoman Empire.

The following lesson was developed for the Gateway World History and Cultures course at Stillwater Area High School and is designed for grades 10-12.

Periods: 10 ten class periods. Each period being 52 minutes in length.

Textbook: World History Patterns of Interaction- The book is just used for an overview of each empire so any readings or textbook will work.

Purpose: Students will compare and contrast the great empires of The Ottoman Empire, Rome, and China learning similarities and differences between the empires.

Objectives:

- A. Students will be able to identify and explain common factors empires share
- B. Students will be able to identify and explain differences in empires.
- C. Students will be able to compare and contrast and understand the 3 empires of Rome, China and the Ottoman Empire through the concept of EGG RACER.
- D. Students will be able to identify and explain characteristics of why empires rise and fall.

Egg Racer Concept: The term stands for the eight areas of study that the World History and Cultures Team concentrate on throughout the school year when looking at events covered throughout the course of study.

Egg Racer stands for:

E = Education

G = Geography

G = Government

R = Religion

A = Arts and Architecture

C = Culture

E = Education

R = Rise and Fall

Period 1

Opener: Start by having students name empires that they know. Put these on the board as students name them. Next ask students to brainstorm what things empires have in common. Students should take ideas down in their notes as you put them on the board. When this idea has played out ask students to brainstorm why empires start and why they fall. Again as student brainstorm have them write the answers down as you put them on the board. Tell the students they will be looking at three great empires and their task will be to learn various aspects of those empires through EGG RACER looking for information to back up the ideas they just came up with.

Procedure:

- A. Break students up into 3 equal groups and have each group randomly choose which empire they will study or assign each group an empire.
- B. Homework: Give each student in the group the reading that corresponds to the empire they will be researching.
Rome: Pages 152-182 World History and Cultures.
China: Pages 200-207 & 322-329 World History and Cultures.
Ottoman: Pages 504-515 World History and Cultures.

Period 2

Procedure:

- A. Have students organize there group with each student in the group taking one of the roles.

Foreman: Keeps the group organized and moving forward. Is responsible for organizing the over all ideas of the research into a workable presentation. Introduces the Empire and the members of the group, gives the final conclusions on the empire at the end of the presentation.

Technician: Develops and makes sure the technology being used by the group is working in a central file and ready to be used during the presentation. Has the responsibility for assisting the leader of the group in organizing the ideas and materials of the group into a workable presentation. Also runs equipment, computer, proxima etc. during the presentation.

Other members of the group will each take one of the eight EGG RACER categories to explore research and contribute to the group's presentation on their specific empire. Before they get there subject area it is helpful to review the aspects of each subject.

Economy

Geography

Government

Religion

Arts & Architecture

Culture

Education

Rise and Fall

Each group will be given 30 - 35 minutes to present their empire which will leave 8 minutes at the beginning of the period for the group to get set up and organized and 8 minutes at the end of the period for questions.

Periods 3, 4,5

Procedure:

Students research their assigned EGG RACER category within their empire. Make sure each member of the group understands they are not only looking for information but visuals like maps, pictures, artifacts, also audio materials like music, short video pieces etc. that that can be used during the presentation. These materials should be given to the foreman.

Students can use any number of sources for research, internet, books, interviews, music, videos, costumes, artifacts, and materials teachers have gathered.

Note: The Stillwater World History and Culture team has gathered a wealth of information for student use, from trips to the areas were these empires existed. This includes music, informational videos, slides, artifacts, written materials including stories and legends. In many cases these will be uploaded onto the schools computer system for easy access by all students. Items such as artifacts and material examples of the empires will be in a central location for group and student use.

Each group should be given the opportunity to set-up their presentation the way they feel will work best. Make it clear however that all eight of the EGG RACER categories must be covered in the presentation. Ideas for set-up might include interviews with famous leaders or people of the empire, the acting out of legends or stories, doing part of the presentation as play etc.

Period 6

Procedure: Putting it all together and practice, practice, practice.

This period should be used by groups to take care of any last minutes details that need to be taken care of before the presentation. Making sure all the equipment both technical and non technical is working and ready to go for the presentation. Groups should also be given a place were they can run through and practice there presentation. Making sure everyone in the group has what they need and is ready for their part of the presentation. Any problems should be brought to the attention of the group foreman who can then if necessary bring them to the attention of the teacher. Make sure each group has what it needs to present and is ready.

Period 7, 8, and 9

Procedure: Group presentations

Each empire group will have a period to present their findings on their empire. You can have each empire go in an order from earliest to latest or ask for volunteers as to which group wants to go first. Students from the non-presenting groups will sent up their notebooks to take notes. Students should set up their notebooks according to EGG RACER having a section in their notebook for each EGG RACER category. During the presentations students will take notes on the information presented. Students will look for similarities and differences between their empire and the empire being presented. At the end of each presentation there should be around 8 minutes for questions and discussion.

Period 9

Procedure: Round table discussion on similarities and differences of the 3 empires.

First half of period.

Have each member of the group meet with their counterpart from the other empires in their EGG RACER category, i.e. the people that had Economy should meet together Geography etc. The leaders of each group should meet together and discuss these ideas by looking at the empires as a whole rather than in just one category. You can either have the tech people meet with the leaders or allow them to meet separately to discuss and critic how they used technology in the presentations and what could have worked better. In groups students should discuss the following questions.

1. How are the three empires similar to one another? {Be sure to include examples.}
2. Why do these similarities exist?
3. How are the three empires different from one another? {Be sure to include examples.}
4. Why do you think the empires developed differently in these areas?
5. What conclusions can you make from looking at the similarities and differences between the empires?
6. How did your area of study contribute to the rise, and fall of your empire?
7. Are there ideas that are the same in your empires?

Second half of Period.

Have the students arrange the room into a circle so everyone is facing each other. Students will then discuss what things they found similar, and what areas differed between the three empires. Make sure to get students to think about and discuss reasons why the empires were the same, and why they were different. Have the students discuss and come up with a list of characteristics that are common to all empires. For example a powerful army could be one. Rule by a single powerful leader etc.

Period: 10

Procedure: Drawing conclusions

Have students review the brain storming notes from the beginning of the unit and compare them with the conclusions that were drawn from the round table discussion. Discuss what conclusions can we draw about empires? How have their thoughts and ideas changed about empires? What did they find out about empires that differed from the first brain storming session? What do they feel is the greatest of the three empires? What are the characteristics that all empires share? Discuss with students what makes an empire and what causes them to fall.