Teach Ottoman Empire Unit

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Unit Information

• Full lesson plans are in the attached Document package
• All sources are cited in the notes portion of the ppt.
• All pictures not cited were taken by the author
• Any questions that you might have can be emailed to Abbey R. McNair at abbey.mcnair@ops.org
Introduction to the Ottoman Empire

• Essential Question: How was the Byzantine Empire able to last for over a thousand years? And what was the significance of the Byzantine Empire to world history?
Where did the Ottomans come from?

- Name came from “Osman,” a leader of a western Anatolian nomadic group who began expansionistic moves in the 14th century.
- Gradually these nomads took over Anatolia and became the border between Islam and Byzantine Christian.
Evolving Ottoman State

• Built their empire by absorbing the Muslims of Anatolia (most Ottomans became Muslims) and by protecting the Greek Christians in Anatolia.
  – On the promise of obedience and payment of the jitza, Muslims guaranteed the lives and property of Jews and Christians.
  – The Ottomans came to rule:
    • Serbs
    • Bosnians
    • Croats
    • other Orthodox peoples
  – The people who submitted to Ottoman domination (voluntarily) were treated well, but those who opposed and fought the Ottomans... the Ottomans were ruthless.

• The Ottoman empire became a “frontier empire” composed of many ethnicities and religions
Battle of Mohacs
Sultan Mehmet II (1451-1481)

• Was one of the greatest Sultans
• Called the Fatih (the Conqueror)
• During his rule all of Turkey/Anatolia was brought under his control and the Byzantine Empire was defeated
- 1453: The Siege and Capture of the City of Constantinople
  - Six week siege of the city
  - The Golden Horn was thoroughly fortified and protected
• City walls
• Chain across the harbor
BUT the Byzantine Emperor could not compete with the ingenuity of the Ottomans and the western technology they used

• The Turks carried their boats over steep hills to come behind the chain across the harbor

• Cast one of the largest cannons in history and bombarded the city from behind
  – Cannon shots shattered the city gate and the victorious Turks looted the city for three days
BIZ SANA BİR
FETH-I MÜBIN AÇDIR

HİCRETİN 20
857 VE MILADIN 29
MAYIS 1453 SALI
SABAHİ BU ÇİVARDA
AÇILAN GEDİKDEN
FATIHİN ORDUSU
İSTANBUL'A
GİRİMSİDİR.
• The Conquest of Constantinople = the Imperial phase of the Ottomans
  – Constantinople was renamed Istanbul
  – Mehmet II cleaned up the city and began many building mosques, markets, water fountains, baths, and other public facilities
Topkapi Palace
The Sultan’s Bedchamber
Haman
• Mehmet II encouraged people to move to Istanbul
  – Bribed people from the Ottoman territories with homes and jobs

The Grand Bazzar
• Many Jewish people, who were cruelly oppressed in Western Europe (aka Reconquista), moved to Istanbul and found Turkey to be a “haven” = a mass migration of Jewish people soon followed
Illustrate your notes
Summary question

- How did the Ottomans keep the heritage of the Byzantine Empire alive? How were the Ottoman and Byzantine empires alike?
Day Two
Ottoman Expansion

• Essential Question: What happened in 1453 to make it a turning point in world history?
• For the next 200 years the Ottomans will be a significant power in the Middle East
  – The Empire will continually expand
Ottoman War College in Istanbul
Some achievements of the Ottoman Sultans:

• Bayezid II – gained control of the Eastern Mediterranean trade routes, eliminated the Portuguese form the Red Sea and the Persian Gulf.

• Selim I (aka Selim the Grim) – The Ottomans defeated the Safavids and marks the beginning of four centuries of Ottoman domination of Arab lands.

• The greatest Sultan was Suleiman I (aka Suleiman the Magnificent)
  – Experienced administrator and soldier
  – Extended the empire to its widest extent (gunpowder played a key role; as did the disunity of their opponents)
  – Fell in love with and married a slave girl – Hürrem/Roxalena
• Suleiman the “Lawgiver”
  – Sultanic law codes
  – Reformed the government
  – Balanced the budget
  – Reinforced Islamic law
• Suleiman the “Magnificent”
  – Grandeur of his court
  – Built palaces, mosques, schools, libraries, hospitals, roads, bridges, etc.
  – Cultural explosion (pax Ottomanica) – literary, artistic, and scientific achievements
  – Pasha Sinan – Suleiman’s Architect
“Blue” Mosque
Bridge on the Drina (Bosnia)
Ottoman expansion policies

– Fight the Ottomans and suffer (like the Mongol policy)
– Accept Ottoman domination
• Conversion to Islam
• Millet system (non-Muslims formed small communities and were allowed to keep their faith (Jewish or Christian) as long as they paid the jitza (a tax).
• Local officials were replaced by Ottoman government officials
• **Ottoman infrastructure**
  – Built roads and bridges
• **Timar**
  
  – Landed estates were given (for life, but they were not hereditary) to the Ottoman ruling class.
  
  – Given to those who were committed to the Islamic faith, loyal to the Sultan, well versed in the Turkish language and the culture of the Imperial court
• Devshirme
  – Christian youths captured (sometimes given) by the Ottoman agents and recruited for the Imperial civil service and standing army
    • Converted to Islam
    • The brightest 10% entered the Palace school and were trained for civil service
    • The others were sent to Turkish farms and were trained for toughness = Janissaries
    • Janissaries were the elite army corps who were absolutely loyal to the Sultan
• Devshirme Read Aloud Activity
  – Read with a partner
  – Answer the summary question on the bottom of the sheet
Days Three and Four
Coffeehouse Research Days

Essential Question: Have you ever been to a coffeehouse? What did you do there?
Turkish Coffeehouses

- During Ottoman times coffeehouses were places where men would come together and form public opinion. They first opened as a place for people to wait before going into the mosques for prayer and soon became a place where men would meet outside of the home.
Professional groups started having “their” own coffeehouse; where people in their society would go to discuss important decisions and ideas.
Coffee’s history in Turkey began in the 16\textsuperscript{th} century and is traditionally made by boiling very fine coffee powder in a \textit{cezve}.

Traditionally served in small cups and drunk in one gulp.
Assignment

• You will be researching a historical figure from the Ottoman period.
• For that person you will create a “trading card” and also, you will be taking on this person’s persona on ________________ for our coffeehouse.
• The rest of the period you will need to research your person, fill out the handout, and then create your trading card.
Trading Card Example
(only yours will be historical)

JACK-JACK
HT: 30"    WT: 25 lbs

Jack-Jack is the black sheep of the family. The most unusual thing about him is how there is nothing unusual about him. But who knows? Like all babies...he has “Incredible” potential.

Powers:
Unknown

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SAVE THE DAY • NOVEMBER 5
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Day Five
Ottoman Women’s Roles and the Harem

• Essential Question: What do you think a harem is? What is the role of women in Muslim society?
Islam and Modesty

- Women resided in seclusion in the harem
- Purdah
The Harem

- Sacred place, sanctuary, place of honor, respect, and religious purity
- Private quarters of the family – not visited by non-family members (female visitors were allowed, but not common)
- Boys remained with their mothers in the harem until the ages of 10-11
The Roles of Women

– Self-worth tied to the production of children
– A child held the legal status of its father = advancement for the mother
– Little is known about ordinary women, but we know a fair amount about royal and wealthy women
Lady Mary Wortley Montagu

– Arrived in Istanbul in 1717 with her husband the British ambassador to the Ottoman court

– She wrote voluminously of her travels and seems to be mostly unbiased and appreciative of the cultures her travels to with her husband
Rights of Women

– Liberty through Purdah (covered while in public)

– Ability to hold and control money/property acquired through dowries, inheritance, gifts, salaries, and divorce

– Wealthy women were great patrons of the arts and of charitable foundations (most of the money they donated went to organizations that helped women)
• Class Read Aloud and Analysis of life in the harem
Day Six
Decline of the Ottoman Empire

• Essential Question: What challenges do all large empires face? What challenges do you think the Ottomans might have face?
Ottoman history (1566-1792) has been called “the Era of Decline in Faith and State”

- The Decline is relative to
  - The Ottoman Golden Age
  - European Expansion and Advancements
- And the decline was slow, gradual, interrupted by periods of growth, and lasted for more than three centuries
Ottoman Decline was caused by
– Weak leadership

Selim II
(aka the Sloth)
Corrupt government officials
– Powerful janissaries and janissary revolts
– Heavy taxes = revolts and unhappy peasantry
The Ottoman Empire was very diverse ethnically + nationalism = many groups wanting their freedom
– New World silver flooding the market and causing silver to inflate = inflation
– Trade routes changing to bypass the Middle East in favor of water routes
The Ottomans signed capitulations with the European countries = loss of revenue
– Loss of intellectualism = loss of innovation = fall behind the Europeans in technology
Illustrate your notes
Turkish Coffee House

• Take out your trading cards and name tags
• Place your cookies on the middle table

• Today’s Rules:
  – Talk to as many people as possible, that being said stay on topic
  – The purpose of this coffeehouse is to discuss ideas (not to eat as many cookies as possible).
    • Be polite
    • Share
    • And clean up after yourself!
Summary

• Who do you think had the best plan?
• Can the Empire be saved?
Day Eight
WWI and the End of the Ottoman Empire

• Essential Question: Was the class able to come up with a plan to save the Ottoman Empire? What was it?
• In the 18th Century more wars and losses resulted in reform attempts:
  – The Tulip Period (1718-1730) = first borrowing of European art and culture
Ottomans continued to lose territory to the Russians and the Europeans.
—Tanzimat Period (1839-76)
  • Reforms around a new concept of justice
    — Equality before the law
    — Ottomanism = patriotism, but not yet nationalism
    — Constitution and a Parliament formed
  • The reforms failed; Sultan Abdulahemid put an end to the reforms while putting down rebellions
Departure of Mehmed VI, last Sultan of the Ottoman Empire, 1922.
- Young Turks
  - Constitutional, parliamentary government established
  - Growing sense of nationalism
  - Ottomans entered WWI on the side of Germany = lost
– Treaty of Versailles
  • Empire partitioned
  • Kemal Ataturk (and others) fought for Independence = new Republic of Turkey and an end to the Ottoman Empire (1923).
– The New Republic of Turkey
  • Secularism
  • Ataturk’s reforms
• Read Aloud: Young Turks
Summary Question

• Although the Ottoman Empire ended in the early 1900’s its effects on the region/world can still be seen today. What is the Ottoman legacy?
Day Nine
The Burkstonian Museum

• When was the last time you visited a museum? What did you see?
You and your partner have been hired as curators at the Burkstonian Museum and have been charged with researching and designing a new exhibit for the “Ottoman Empire” Wing.
• You are assigned one part of the Ottoman Empire’s culture to research and present to the Board of Directors (the rest of the class and me).
• In the roles of historian/archeologist and curator/docent, you need to
  – research the culture and design a layout for the museum display;
  – choose five artifacts for the culture display and have a separately written identification card explaining each of the artifacts.
• You will need to create a display window (poster) for your aspect of Ottoman culture and might also be asked to give a short “guided tour” of your display.
Grading

• Written information (50pts): do the identification cards reveal careful research? Do they include specific, accurate information? Do they appropriately explain artifacts, its uses, and what it represents?

• Artifacts (100 pts): Does your artifact reveal thought, preparation, and creativity? Do they accurately reflect your assigned cultural aspect?

• Overall Design (50pts): Is the overall design creative and thoughtful? Is the display visually appealing?

• Bibliography (25 pts): properly formatted and a good variation of sources