

# 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.mcnaair@ops.org](mailto:abbey.mcnaair@ops.org)



A dense collection of ornate, colorful lanterns and decorative objects. The lanterns feature various patterns, including mosaic, geometric, and floral designs. Some are illuminated from within, casting a warm glow. The colors range from vibrant purple and pink to warm orange and yellow. The objects are arranged in a cluster, with some hanging and others resting on a surface. The overall aesthetic is traditional and artistic.

Day One



# 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 14<sup>th</sup> century.
- Gradually these nomads took over Anatolia and became the border between Islam and Byzantine Christian

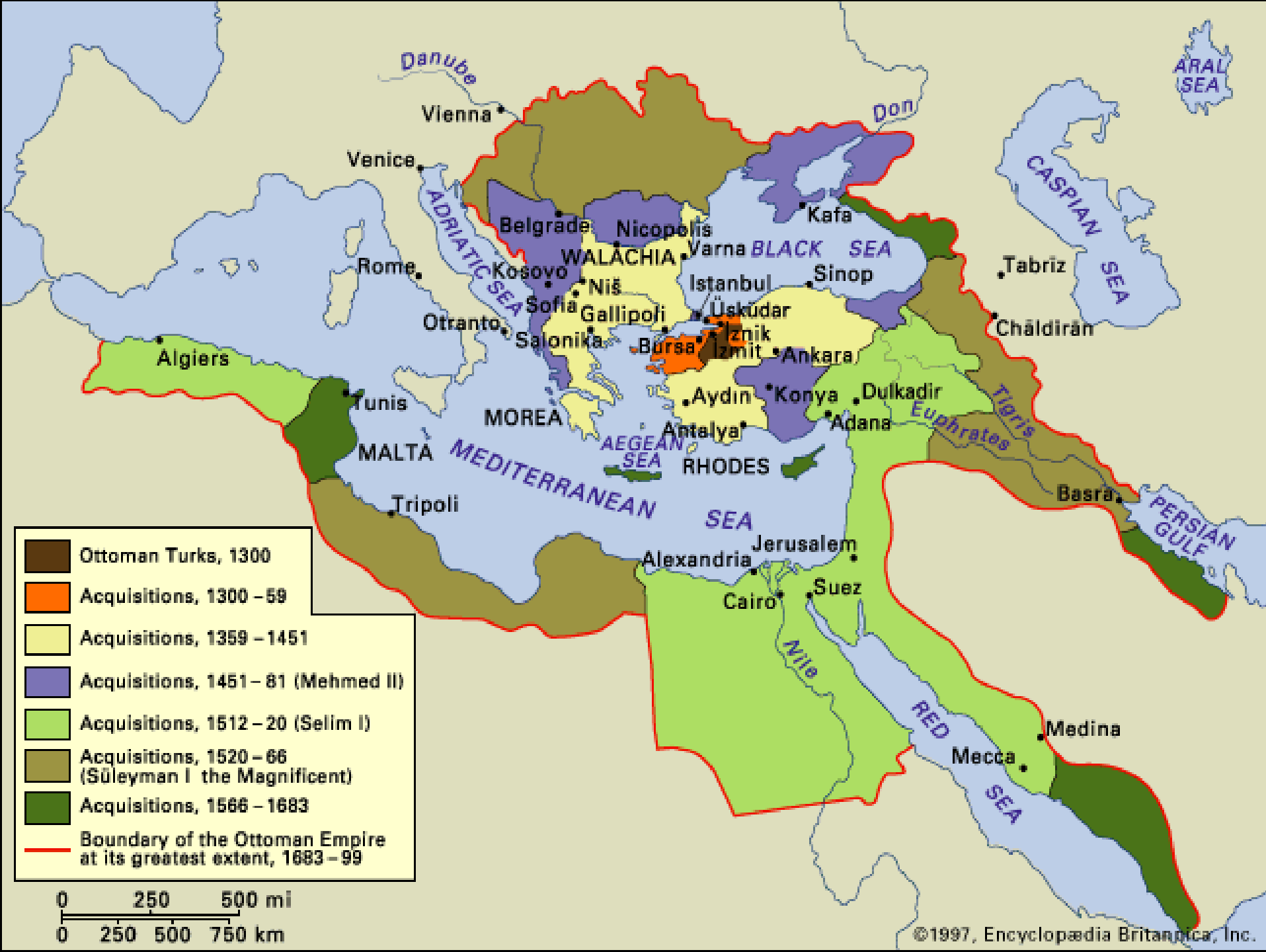




0 250 500 mi  
0 250 500 750 km

# 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 jizya, 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)

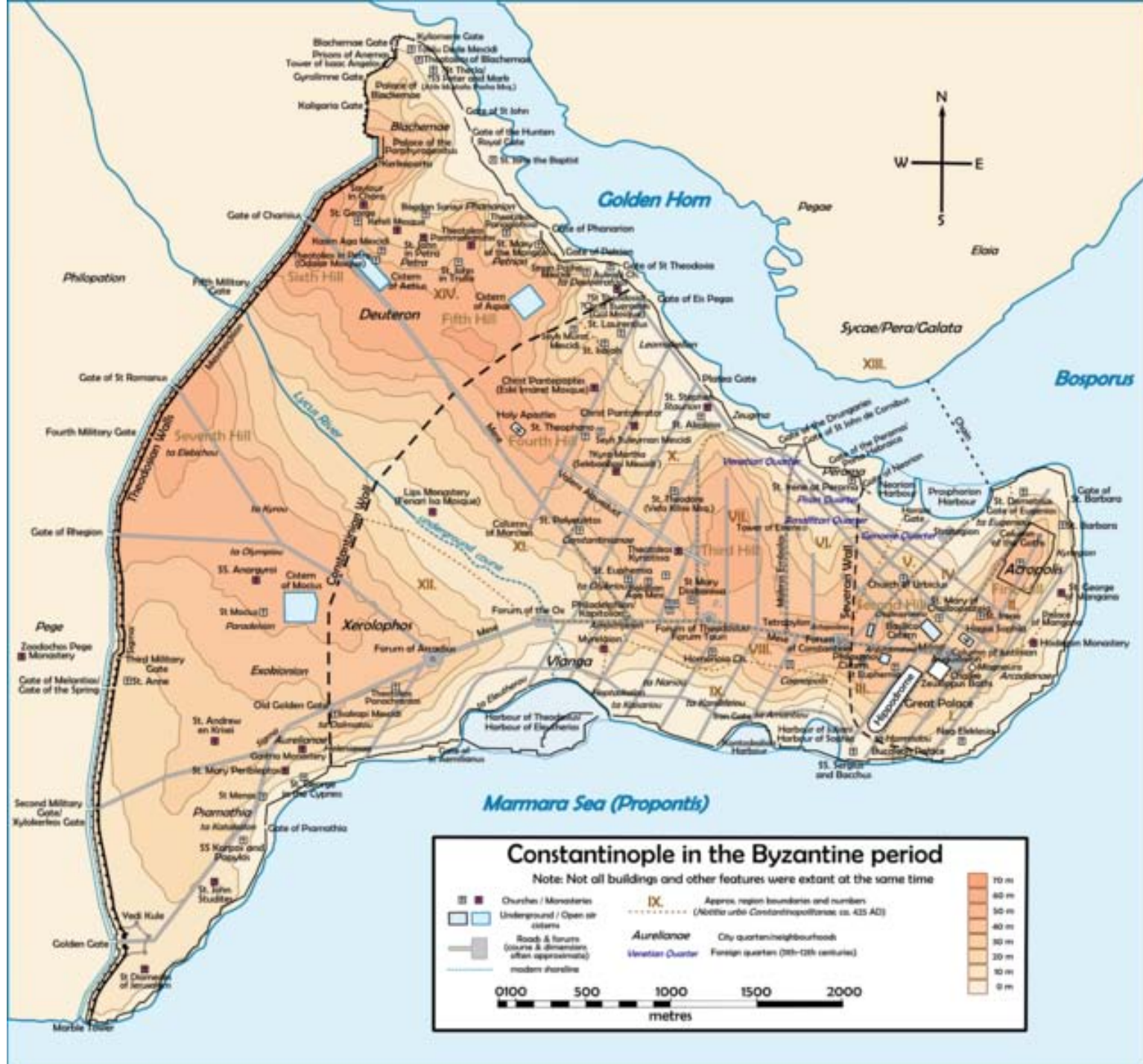
- Was one of the greatest Sultans
- Called the Fatih (the Conqueror)
- During his rule all of Turkey/Anatolia was brought under his control and the Byzantine Empire was defeated





- 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



İSTANBUL'UN FETHİNDE  
HALIÇ'E GERİLEN ZİNCİR  
THE CHAIN PLACED TO THE  
ENTRANCE OF THE GOLDEN  
HORN DURING THE CONQUEST  
OF İSTANBUL

**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









اِنَّا فَتَحْنَا لَكَ فَتْحًا مُبِينًا

BİZ SANA BİR  
FETH-İ MÜBİN AÇDIK

HİCRETİN 20 <sup>سنة</sup>  
857 VE MİLADIN 29  
MAYIS 1453 SALI  
SABAHI BU CIVARDA  
AÇILAN GEDİKDEN  
FATİHİN ORDUSU  
İSTANBUL'A  
GİRMİŞDİR.

İSTANBUL FETHİ DERNEĞİ 1955





- 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  
Bazaar



- 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

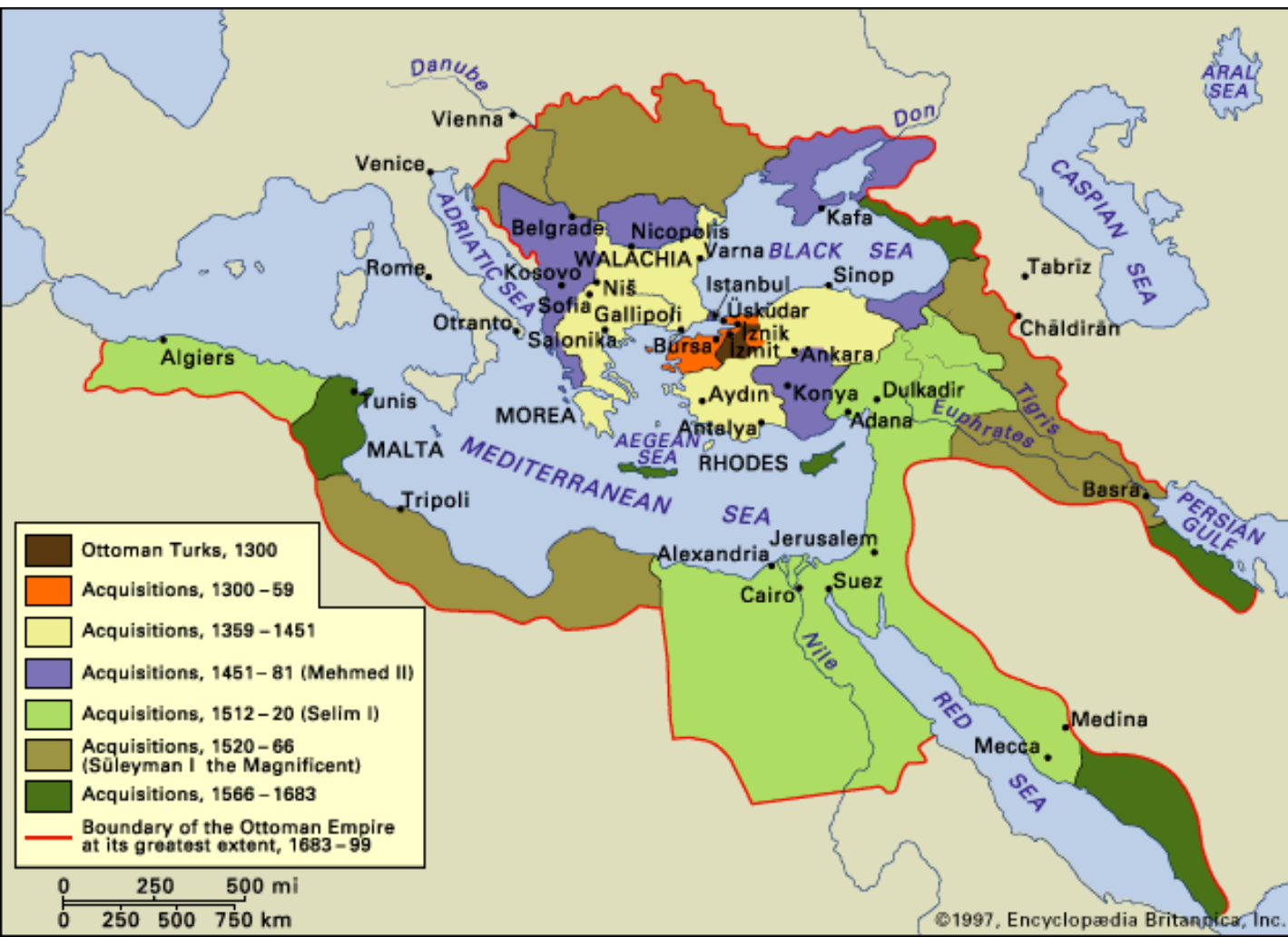


# Ottoman Expansion

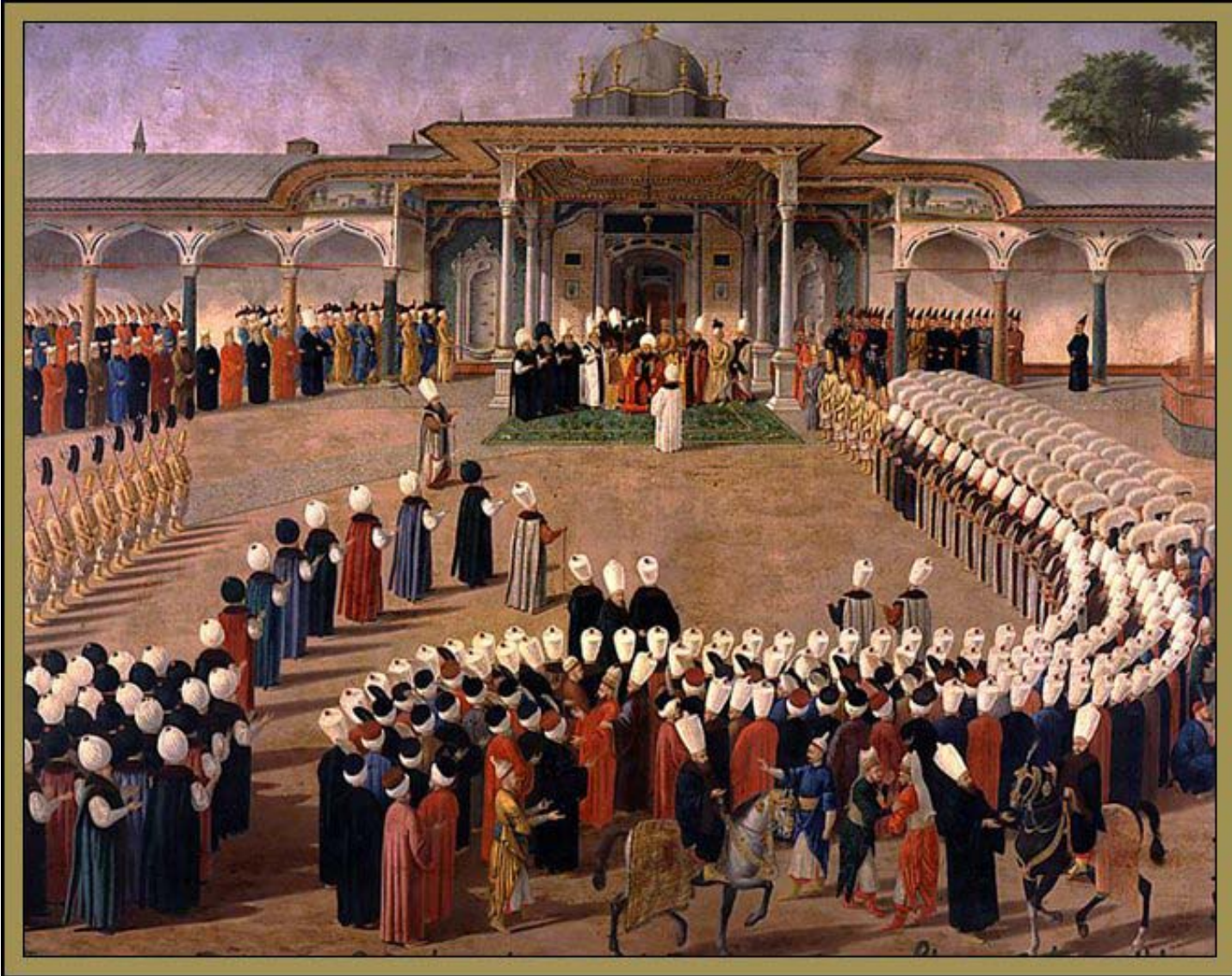
- Essential Question: What happened in 1453 to make it a turning point in world history?



- For the next 200 years the Ottomans will be a significant power in the Middle East
  - The Empire will continually expand

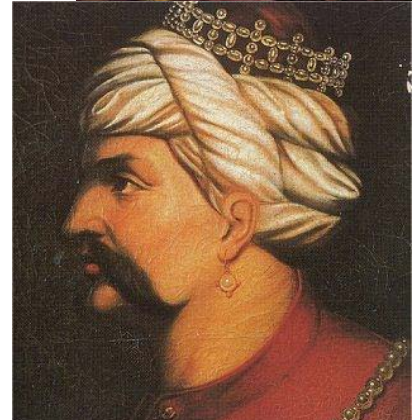


# Ottoman War College in Istanbul



# Some achievements of the Ottoman Sultans:

- Bayezid II – gained control of the Eastern Mediterranean trade routes, eliminated the Portuguese from 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



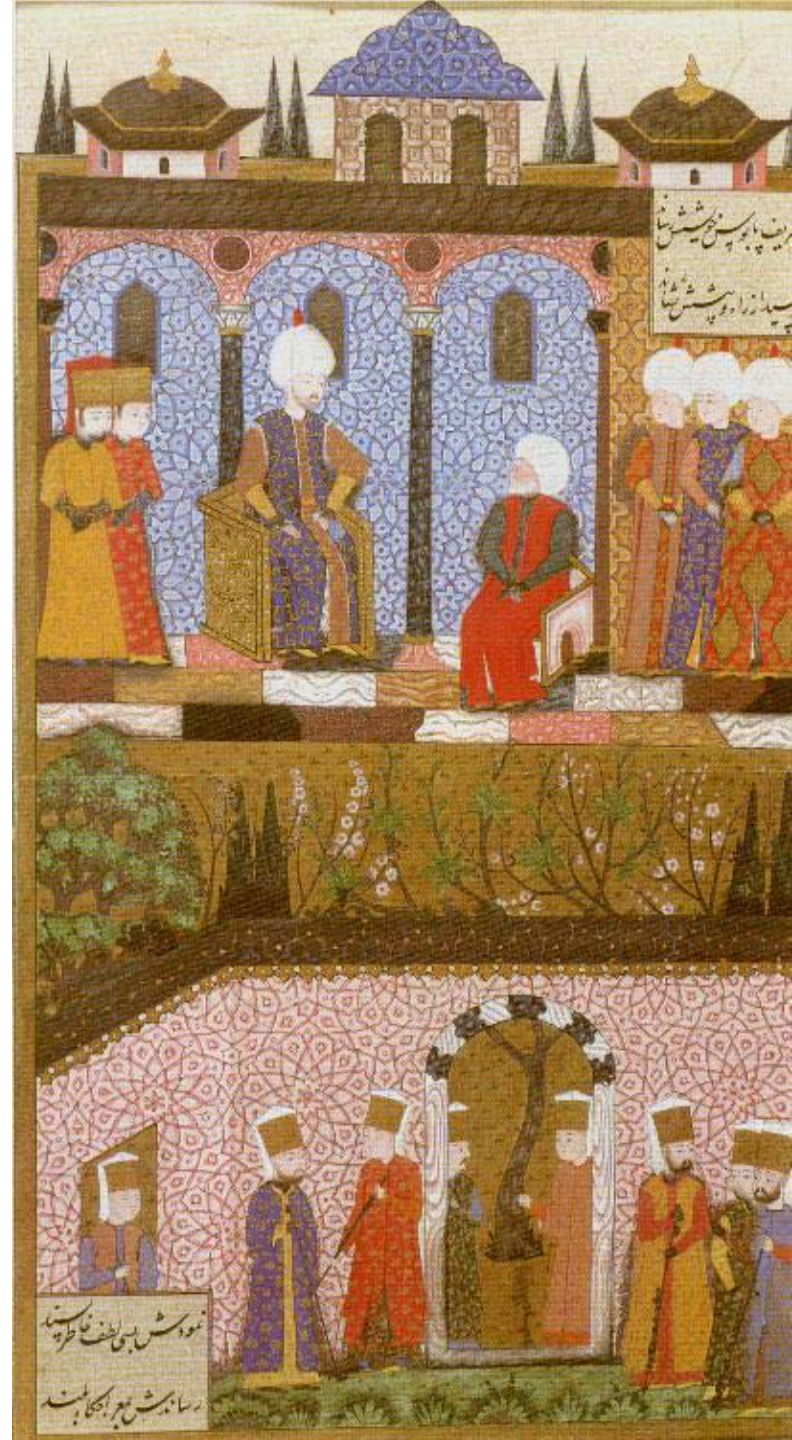


- Suleiman the “Lawgiver”
  - Sultanic law codes
  - Reformed the government
  - Balanced the budget
  - Reinforced Islamic law





- 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)





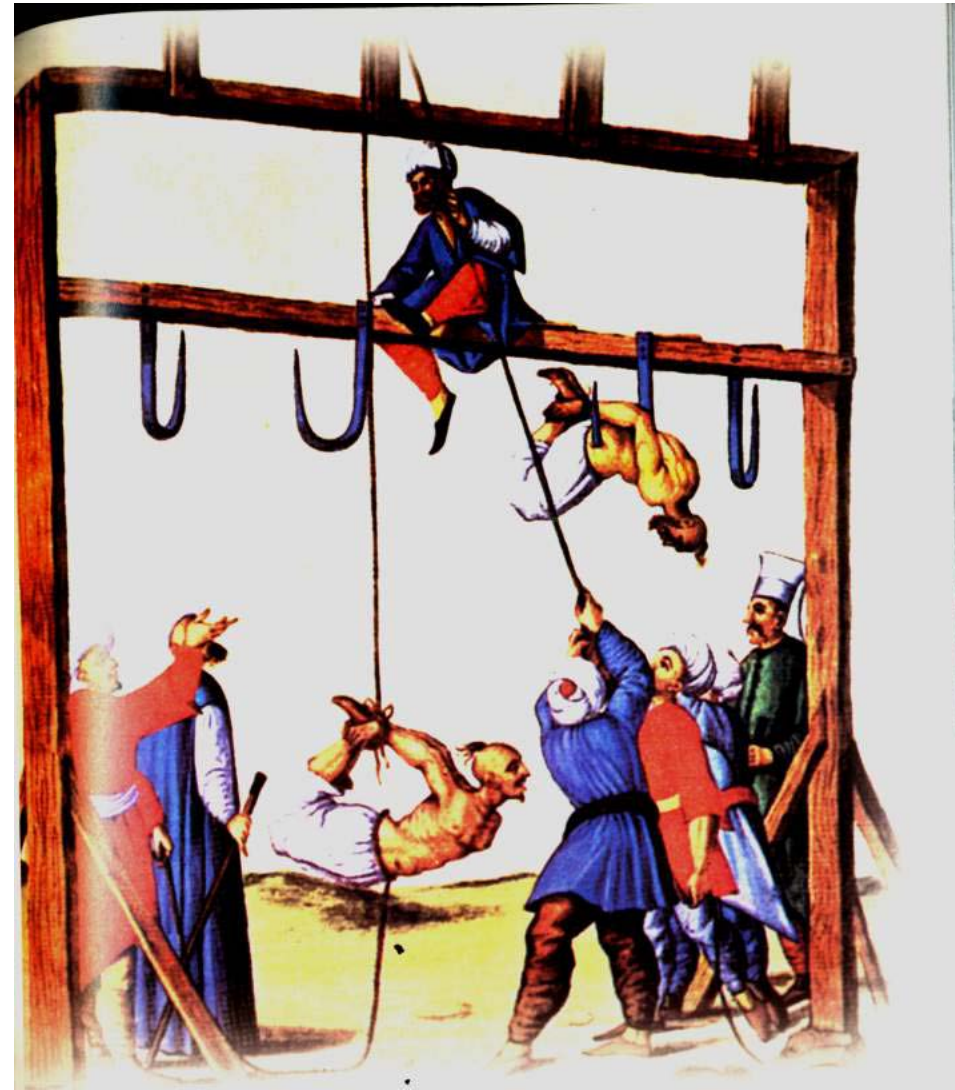
Mostar, BH





# Ottoman expansion policies

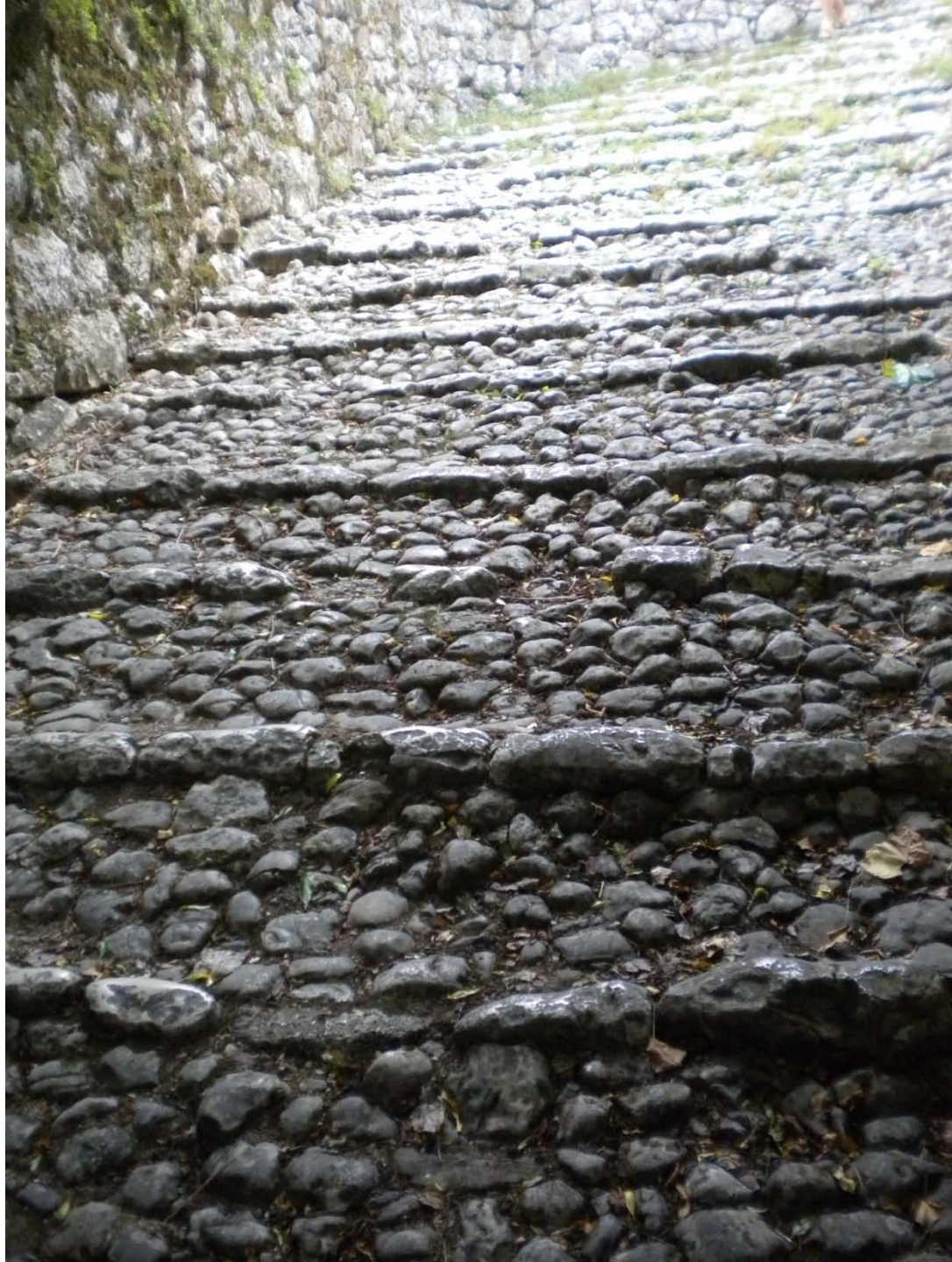
- Fight the Ottomans and suffer (like the Mongol policy)
- Accept Ottoman domination





- *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 **jizya** (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



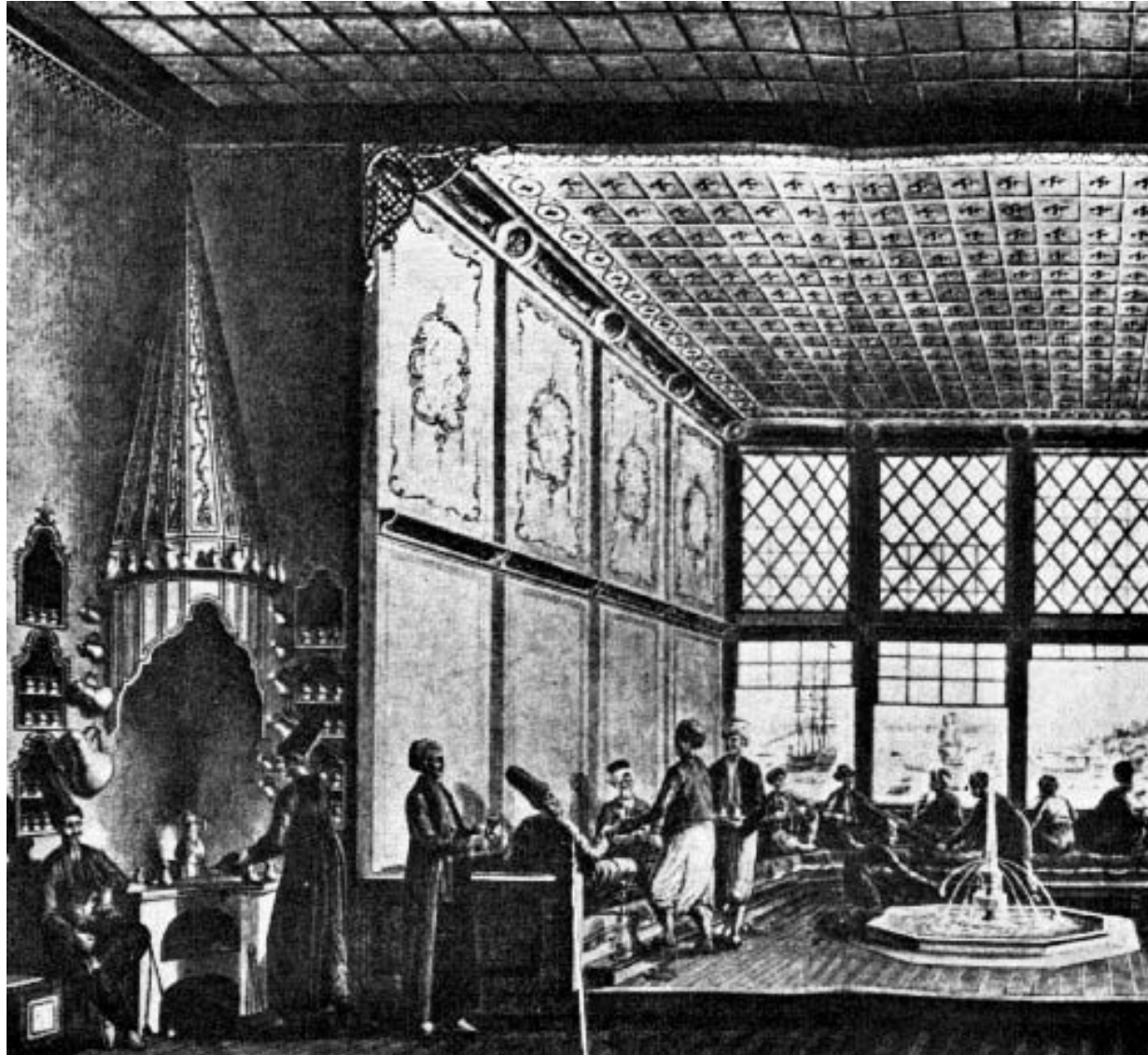
- *Devshirme Read Aloud Activity*
  - *Read with a partner*
  - *Answer the summary question on the bottom of the sheet*

# 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.





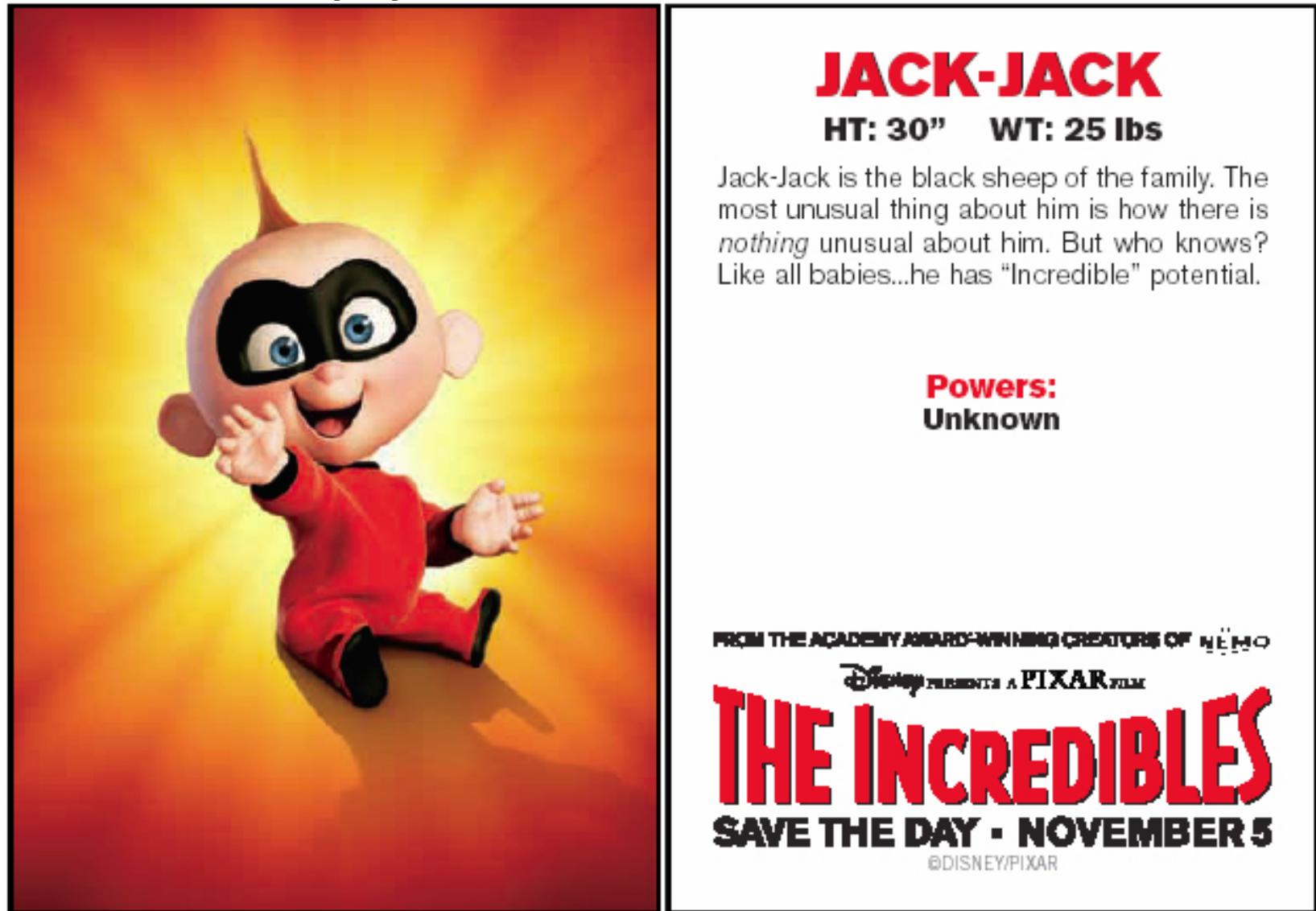
- Coffee's history in Turkey began in the 16<sup>th</sup> century and is traditionally made by boiling very fine coffee powder in a **cezve**.
- Traditionally served in small cups and drunk in one gulp.



# 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)





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*





- 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 Harem



# *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

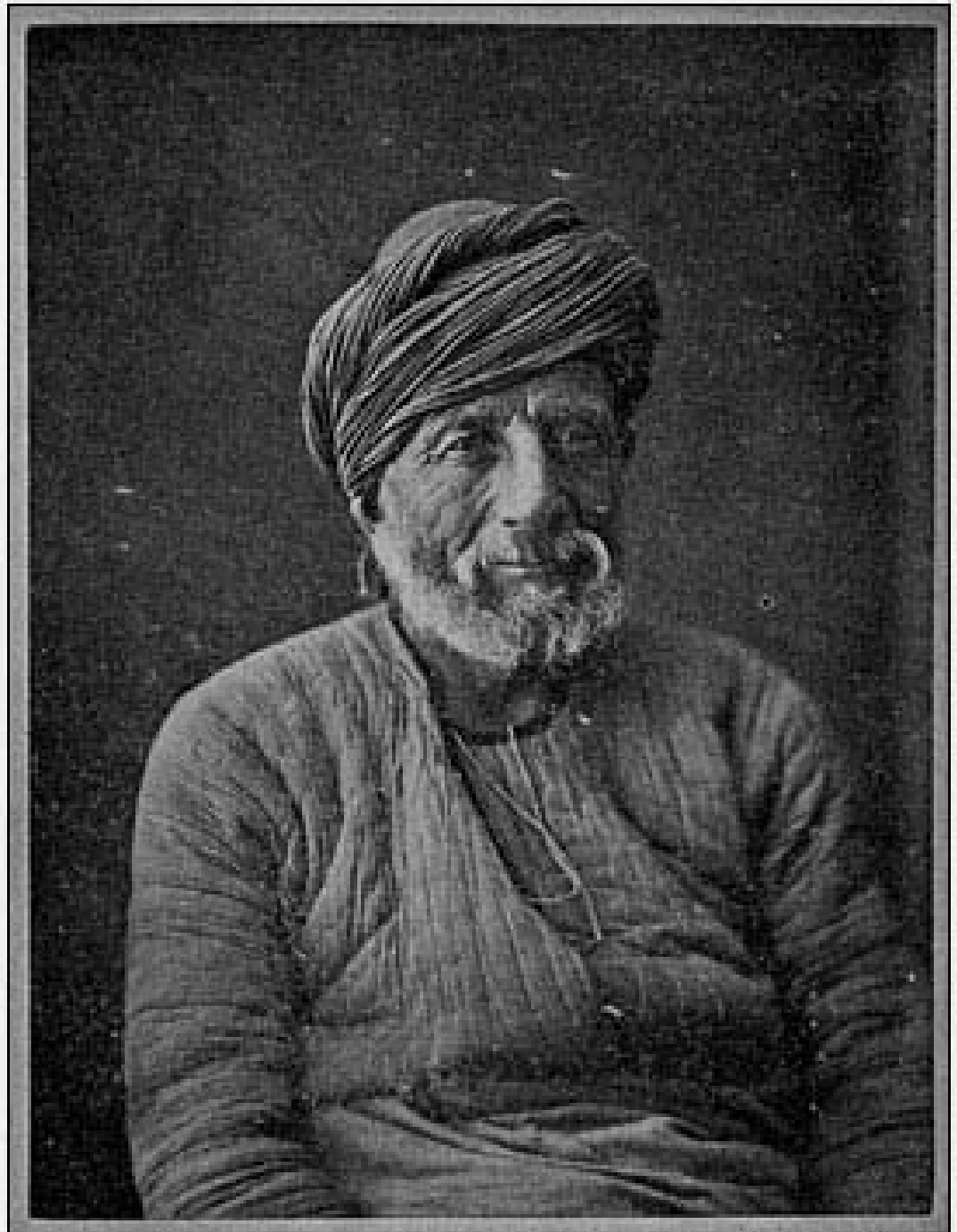


– Powerful janissaries and janissary revolts

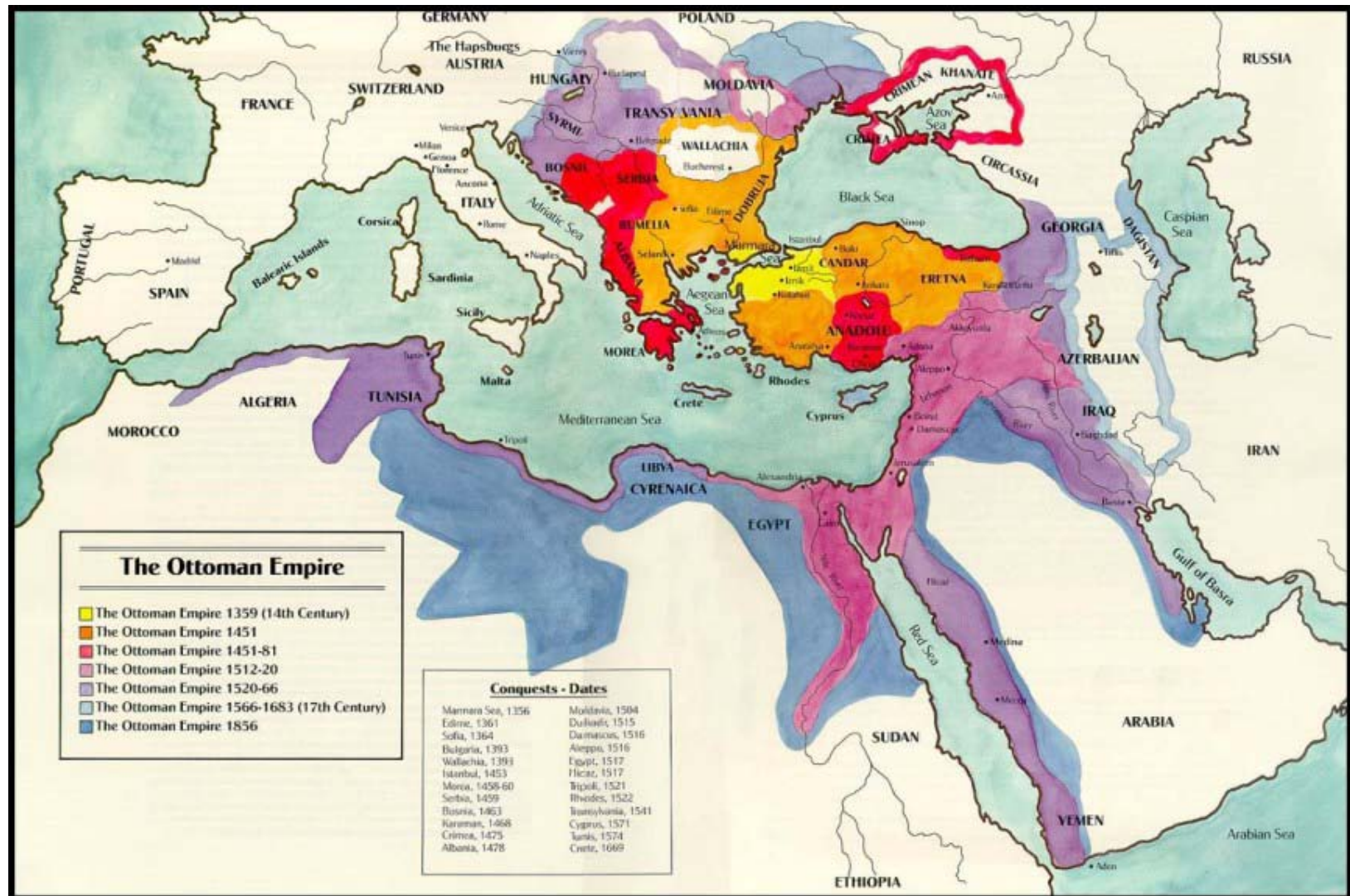




– *Heavy taxes =  
revolts and  
unhappy  
peasantry*



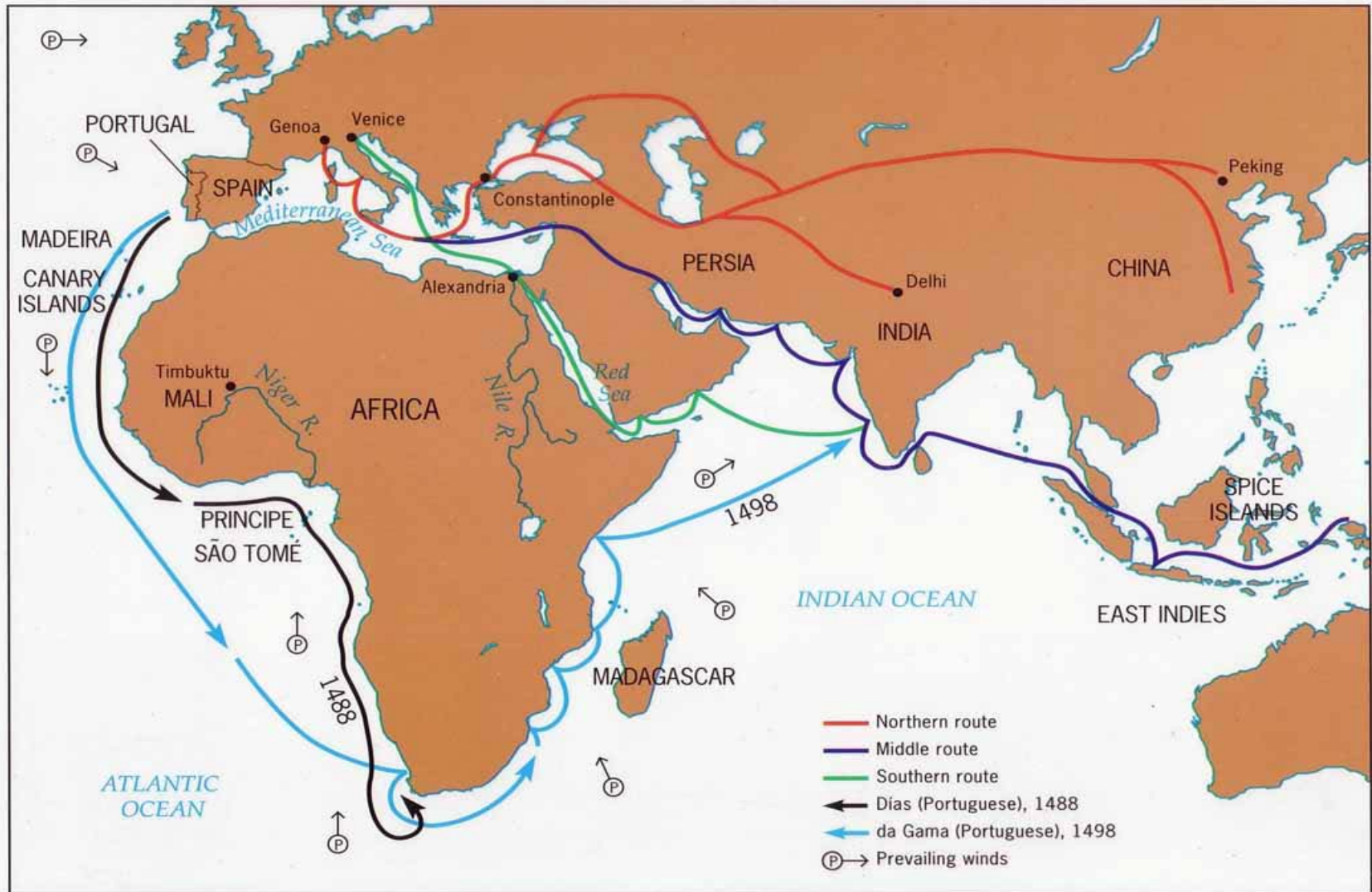
The Ottoman Empire was very diverse ethnically  
+ nationalism = many groups wanting their  
freedom

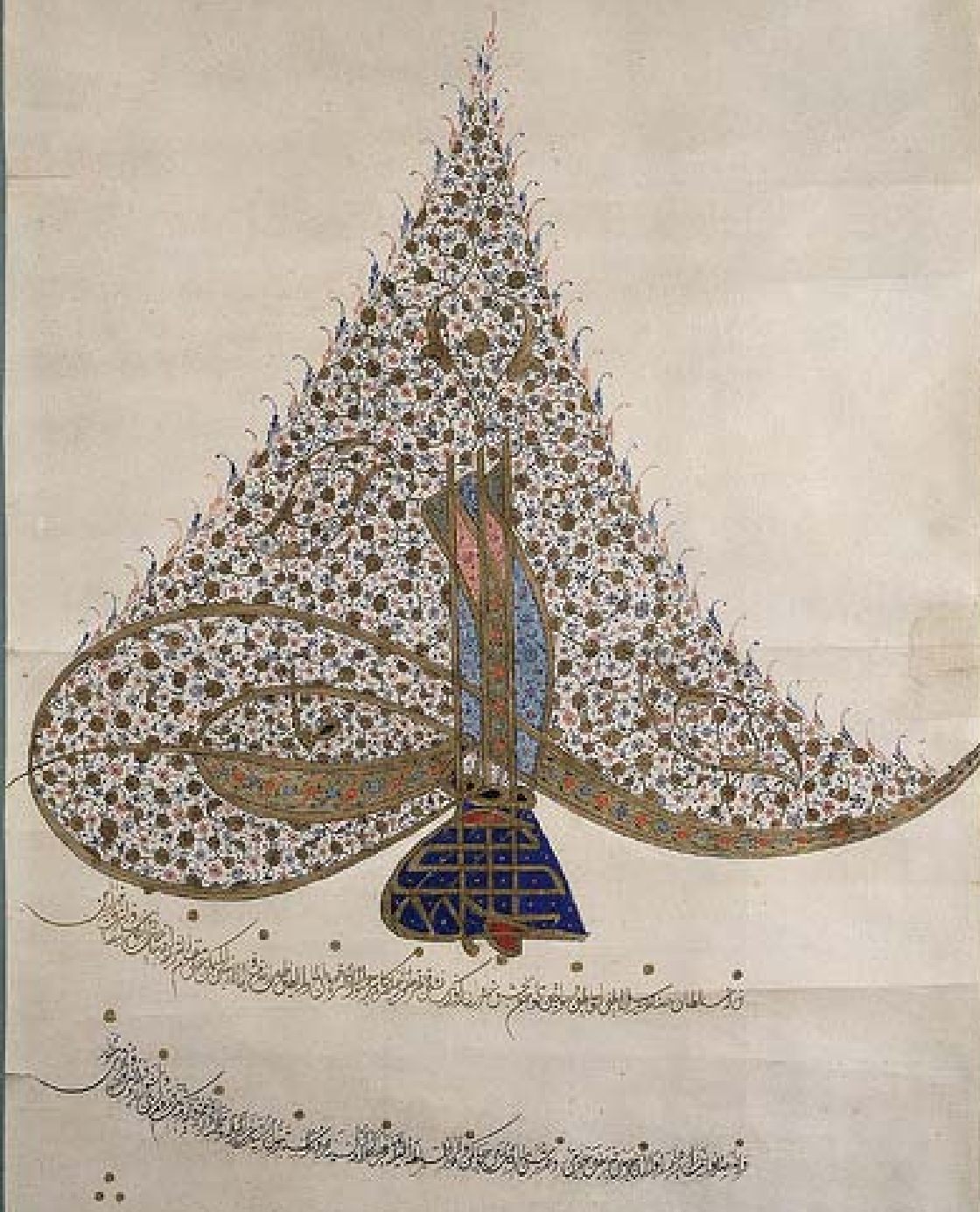






- Trade routes changing to bypass the Middle East in favor of water routes





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

# Day Seven



# 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?*

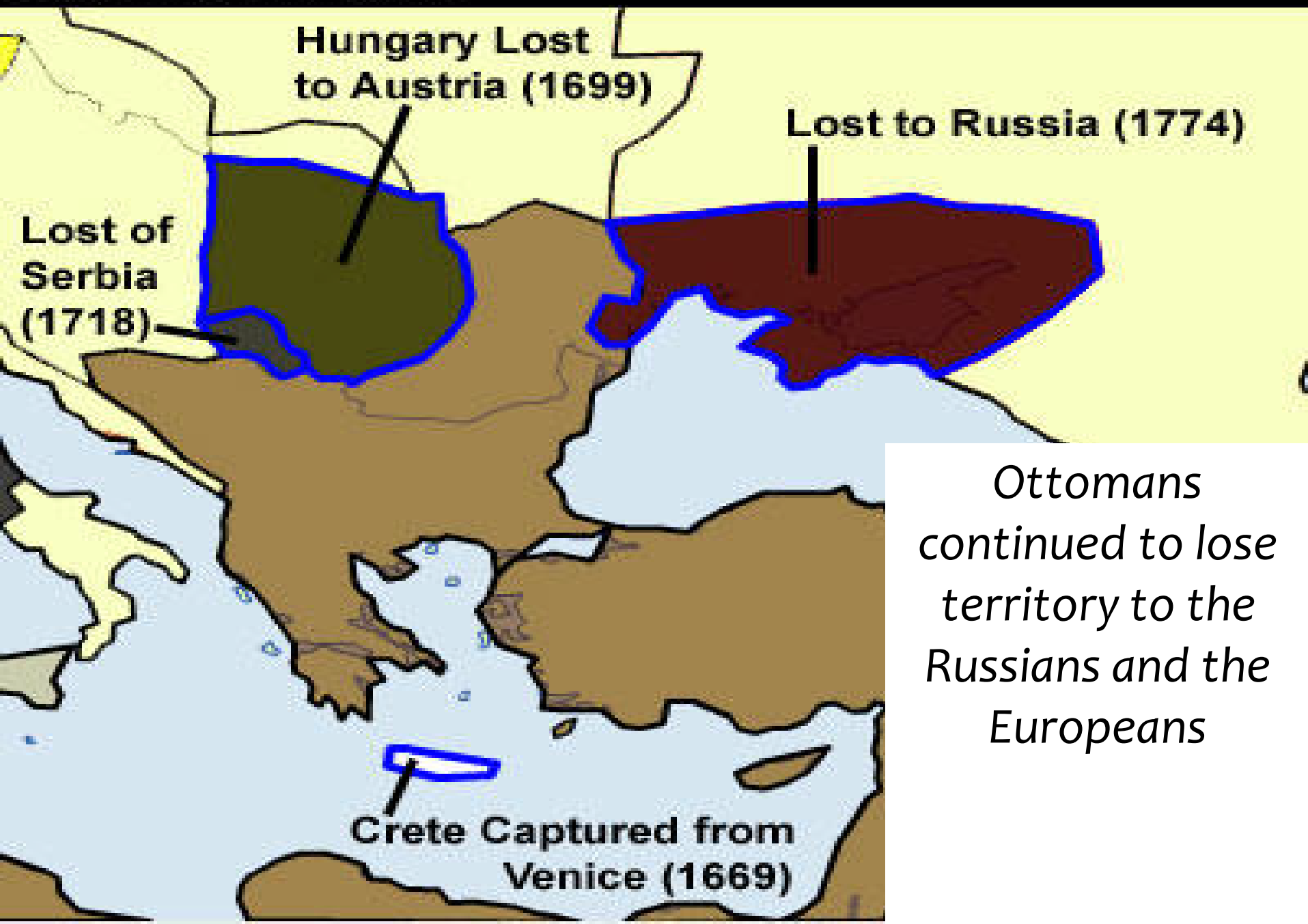


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- In the 18<sup>th</sup> Century more wars and losses resulted in reform attempts:
    - The Tulip Period (1718-1730) = first borrowing of European art and culture

**DURING 17th  
CENTURY'S  
TULIPMANIA  
ONE BULB  
COULD REACH  
THE PRIZE  
OF AN AMSTERDAM  
TOWN HOUSE**



# Ottoman Empire



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 you 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