History sample unit	The Ottoman Empire (Depth Study 4: The Western and Islamic World)	Stage 4	**Duration:** 5–6 weeks
			Detail: 15 hours/18 lessons
	The overview may be programmed separately or integrated, where relevant, within this unit of work		

Key inquiry questions	Skills
• How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? • Which significant people, groups and ideas from this period have influenced the world today?	• Comprehension: chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations • Empathetic understanding • Research • Explanation and communication

Outcomes	Historical concepts
A student: 〉 describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3 〉 identifies the meaning, purpose and context of historical sources HT4-5 〉 identifies and describes different contexts, perspectives and interpretations of the past HT4-7 〉 locates, selects and organises information from sources to develop an historical inquiry HT4-8 〉 uses a range of historical terms and concepts when communicating an understanding of the past HT4-9 〉 selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10 Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-7, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13	The following **historical concepts** are integrated into the lesson sequences: **Continuity and change:** changes and continuities in the Ottoman Empire during this period **Cause and effect:** what may have influenced changes in the Ottoman Empire during this period **Perspectives:** different points of view about the Ottoman Empire held by people from the past and today **Significance:** the significance/importance of the Ottoman Empire **Empathetic understanding:** why people from the era of the Ottoman Empire lived and thought as they did

Content	Teaching, learning and assessment	Adjustments and/or extensions

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in AD 1453, art and architecture (ACDSEH053)
 	
• identify and describe the development of the Ottoman Empire
 	
• explain significant developments in extending the strength and influence of the Ottoman Empire in the Middle East and Europe, such as the Battle of Kosovo, the fall of Constantinople, the fall of Athens and the Siege of Vienna
	• Teachers introduce students to the topic through studying a series of images. These could include various artefacts and objects from the Metropolitan Museum collection: www.metmuseum.org/toah/hd/suly/hd_suly.htm and www.metmuseum.org/toah/hd/otto1/hd_otto1.htm.
	• Use **Think/Pair/Share** to analyse the objects. Think – make a list of their observations about each of the objects. Students form groups of two, share their observations with another student and then write a conclusion about what the objects reveal about the Ottomans in the sixteenth century. Students share their conclusions with the class.
	• Use blank maps of Europe and the website www.naqshbandi.org/ottomans/maps/ to label two maps on the development of the Ottoman Empire:
	   – Map 1 – rise of the Ottoman Empire (1299–1453)
	   – Map 2 – growth of the Ottoman Empire (1453–1683).
	Copy and paste maps into Presentation or word processing software and add labels.
	• Watch *Ottomans vs Christians* episode 1, 'Empire Builders', and episode 2, 'Masters of the Mediterranean', and then complete a timeline of the significant developments in the extension of the Ottoman Empire, eg 1299 the reign of Osman I begins, 1326 capture of Bursa, 1354 European base established in Gallipoli, 1389 Battle of Kosovo, 1453 fall of Constantinople, 1458 capture of Athens, 1522 fall of Rhodes, 1529 Siege of Vienna, 1565 Siege of Malta, 1683 Battle of Vienna.
	Timeliner or other software programs can be used.
	• Watch the documentary on the fall of Constantinople from the series *History's Turning Points,* episode 6, 'The Siege of Constantinople'. This is available for viewing at www.youtube.com/watch?v=Gw66_DkuIyM&feature=related.
	• After viewing the documentary, students write an explanation of how the Ottoman Turks captured Constantinople. Class discussion follows on why this event is regarded as such a significant historical event.
	• In groups, students research one of the significant developments in the extension of the Ottoman Empire and provide a summary for the class (either written or visual). They use the Newspaper Clipping Generator from the website www.fodey.com/generators/newspaper/snippet.asp to create the front page of a newspaper describing the event.
		Adjustment: Students find one image from the period from any source. Give the students an opportunity to verbally describe the image before think/pair/share.
		
		Adjustment: Each student brings an object to the group and shares their prepared description.
		
		Adjustment: Students are presented with a map of the world today and use the 'Expansion of the Ottoman Empire' map to label/colour some countries that were part of the Ottoman Empire.
		
		Adjustment: Students identify three events that they recall from the video and the dates of these events. Teachers may provide dates if required. Provide a prepared timeline with

• identify and describe significant developments and/or cultural achievements of the Ottoman Empire in art and architecture	• Identify the problems the Ottomans faced in their contest for control of the Mediterranean Sea. Students assess how well the Ottomans dealt with such problems.
	• Students study the art and architecture of:
	  – the early Ottoman period up to the fall of Constantinople
	  – developments under Mehmed II and Selim I
	  – the reign of Suleiman the Magnificent.
	The following websites are useful:
	www.discoverislamicart.org/exhibitions/ISL/the_ottomans/index.php
	www.3dmekanlar.com/en/topkapi-palace.html (virtual tour of Topkapi Palace)
	www.3dmekanlar.com/en/suleymaniye-mosque.html (virtual tour of Suleiman Mosque in Istanbul)
	www.3dmekanlar.com/en/selimiye-mosque.html (virtual tour Selimiye Mosque in Edirne)
	http://videovisionone.com/tokapi-harem-istanbul-turkey-bbc-world-wonders/ (Topkapi Palace)
	www.theottomans.org/english/art_culture/index.asp.
	
	• Students construct a table, eg:
		relevant dates marked and have students plot the three events on the timeline.
		
		Adjustment: Provide a scaffold to guide students' responses. Paragraph could be based solely on the documentary rather than additional research, if required (see 'The Siege of Constantinople').
		
		Adjustment: Match sources to students' abilities. Provide questions to guide analysis of the source, eg What is the source? When was it created? Who created it? Is it a primary or secondary source?
		
		Adjustment: Provide some images relating to a significant development. Students develop headings and subheadings for the images.
		OR
		Provide a scaffold to guide students' writing of a news story.
		OR
		Provide a scaffold that allows students to develop the front page of a newspaper outlining two or three significant developments.
		
		Adjustment: Students are provided with two images of different structures that were built during the Ottoman Empire and complete the worksheet

Cultural developments and achievements:

	Early period	**Mehmed II and Selim I**	**Reign of Suleiman the Magnificent**
Architecture			
Calligraphy			
Ceramics			
Manuscript painting			
Textiles			

• Students research the art and architecture of each period, write a brief description in each box, and/or include an example of each type of art.
• Students write a paragraph or paragraphs describing in more detail the development of one of the art forms over time.
• After locating examples of Iznik tiles, students create their own tile. They may not

	use animals or people in their tiles, but they are encouraged to use appropriate calligraphy and symbolism. • A glossary of important terms for the Ottoman Empire could be collated and added to throughout the unit.	'Architecture'. **Adjustment:** Students complete a matching activity using five key terms and definitions.
The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009) • identify key sites and the extent of the Ottoman Empire during this period • describe how men, women and children lived and worked in the Ottoman Empire	• Annotate a map of the Ottoman Empire in 1683. Label Constantinople, Cairo, Baghdad, Mecca, Medina and Vienna. • A travel brochure is prepared for a tourist who wants to visit the key sites of the Ottoman Empire. Students write an itinerary, describe each of these sites, and include an appropriate image from the site. This can be completed using ICT, eg on a brochure template available on Microsoft Word. (A website could be used here, perhaps as an alternative.) • As a European visitor to Constantinople during the reign of Suleiman the Magnificent, students write a letter to their family at home describing Hagia Sophia, the Grand Bazaar, Topkapi Palace, Mehmediye Mosque and the Sultan Suleiman Mosque. Alternatively, students prepare a poster for a real estate agent advertising one of these buildings for sale. • Working in pairs or groups, students write either an interview or the script for a role-play about how men, women and children lived and worked. • Students blog their interview for others to read and annotate, eg using http://Edublogs.org/Edmodo.com. • The documentary on the Janissaries from the TV series *Ancient Warriors* could be viewed here. • Students use the following website and other research to write a diary entry for a member of one of the units in the Ottoman army: www.irazoo.com/ViewSite.aspx?q=military+history+of+the+ottoman+empire%2fselected+picture&Page=&irp=&Site=. • Using the Wikipedia reference at http://en.wikipedia.org/wiki/Military_of_the_Ottoman_Empire, students could evaluate the website using the approach suggested in the History support material. • Students read the letter c. 1550 describing a visit to the wife of Suleiman the Magnificent at www.fordham.edu/halsall/mod/1550sultanavisit.asp. • What does the visitor observe? What surprises the visitor during his visit? How valuable and reliable is this source for a study of royal life? • Using the painting of the guard of a Sultan (or similar image), students discuss the value of paintings in historical research. How might this image be used in writing	**Adjustment:** Identify one site from the Ottoman Empire. Students develop a one-day itinerary for a school excursion to this site. They develop a brochure that could be used on the school excursion to explore the site. The brochure should include questions that students could work on as they move through the site on the excursion eg name something that surprised you about the site; what was the most interesting thing you saw on your trip? **Adjustment:** Provide directions for the whole class that promote inclusion of students in group work, eg each person in the group has a specific role. Scaffold and explain these roles to students. Provide a specific scenario for the interview or role-play. If the group is doing a role-play, have the group storyboard the actions before writing the script as this will allow contribution from all students. **Adjustment:** Guide students' research or provide a summary of information that can be used

• outline key cultural, economic and political features of the Ottoman Empire	a history of the Ottoman Empire? http://collections.vam.ac.uk/item/O916996/watercolour-a-solak-or-kulkethudagasi/ • Define the term Grand Vizier and students then write a job advertisement for the position of Grand Vizier during the reign of Mehmet II the Conqueror, Selim I or Suleiman the Magnificent. • Introduce the concept of *fratricide*. Examine the policy of fratricide introduced by Selim I and write two lists, one listing the advantages of this policy, the other listing the disadvantages. As Selim I, write a letter to the Valide Sultan explaining your decision to introduce fratricide. • Using ICT such as www.3dmekanlar.com/en/topkapi-palace.html, choose, label and record the activities that would have occurred in each of the chosen rooms, halls, courtyards and pavilions in the Ottoman Sultan's Topkapi Palace. • Create a poster titled 'Topkapi: Life of an Ottoman Sultan'*.* This could be completed using ICT such as www.glogster.com/ to create a 'Glog' (a digital poster). Students use a range of sources, both written and visual. They should then write a reflective statement explaining their choice of sources. Historical perspective could be considered here. • The teacher provides an overview of the development of science and technology under Mehmet II and Suleiman the Magnificent. Students write a paragraph justifying their choice of the most important scientific or technological development. • Students investigate Ottoman trade using websites such as www.ottoman-traders.com/trademap.html and http://ottomanempire.info/economy.htm. • As a merchant from the time, students write a set of instructions for their apprentice on what is traded by the Ottomans and their trading partners and the organisation of trade.	in the diary entry rather than have the students undertake the research. **Adjustment:** Students create a table to outline who a Grand Vizier is and what a Grand Vizier does. Provide a cloze passage of a job advertisement for students to complete in relation to the position of Grand Vizier. **Adjustment:** Provide students with a definition of fratricide and have them complete a PMI. Provide an annotated model of a letter and/or a scaffold to guide students' responses. Students write a letter to the Valide Sultan explaining why the policy of fratricide is positive or negative. **Adjustment:** Choose one aspect of science or technology for students to explore. Have students create a mindmap describing the development and why it was important. **Adjustment:** Students write a shopping list of goods they would be able to buy during this time.

Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054) • explain how the Ottomans maintained relationships with subject peoples, both Muslims and non-Muslims • using ICT and other sources, outline what these sources reveal about different perspectives on the Ottoman Empire	These websites can assist research on the following activities: www.globaled.org/nyworld/materials/ottoman/turkish.html http://staff.lib.msu.edu/sowards/balkan/lecture3.html. • The teacher explains the *millet* system and the *devshirme* system. • Students complete a mindmap. They use the Inspiration mindmap software or contribute to a whole class mindmap constructed by the teacher on the Ottomans' relationships with different peoples. • The teacher introduces different perspectives and attitudes towards the Ottoman Empire, such as those of Christian groups, Jewish merchants or dissenting parts of the empire.	**Adjustment:** Choose one system for students to focus on and have the students construct a mindmap on how that system affected the Ottomans' relationship with one other culture.
The role of significant individuals in maintaining the strength and influence of the Ottoman Empire (ACDSEH055) • investigate and assess the importance of significant individuals, such as Mehmet II the Conqueror, Selim I, or Suleiman the Magnificent, in extending and maintaining the strength and influence of the Ottoman Empire • use sources to identify different perspectives on the chosen individuals	• Working in pairs, students research the life and achievements of Mehmet II the Conqueror, or Selim I or Suleiman the Magnificent. For each, they write a one-page biography and describe his most significant achievement(s), including a brief explanation of why they are considered 'significant'. • Students work in pairs to create a fake Facebook page for either Mehmet II the Conqueror, Selim I or Suleiman the Magnificent, using the website http://classtools.net/fb/home/page. • Students complete a source study of at least two sources from different perspectives on the individual they researched. They complete a table for both sources on at least four similarities and/or differences. Sources could include for example the painting of Mehmet II by Gentile Bellini, a Turkish miniature of Mehmet II and the painting *Sultan Mehmed II's entry into Constantinople* by Fausto Zonaro. Students explain the perspectives of at least two of the sources.	Provide a scaffold for the biography. **Adjustment:** Students use previous biography to create a bookpage using the website. **Adjustment:** Students compare two images or short written quotes (preferably primary sources) and compare how the sources are similar and/or different using a Venn diagram.

Resources

Websites

www.bbc.co.uk/religion/religions/islam/history/ottomanempire_1.shtml

http://web.cocc.edu/cagatucci/classes/hum213/Maps/Maps1.htm

www.naqshbandi.org/ottomans/maps/

www.teachmideast.org/essays/28-history/82-ottoman-history-new-questions-new-answers

www.discoverislamicart.org/exhibitions/ISL/the_ottomans/index.php

www.historytoday.com/geoffrey-woodward/ottomans-europe

www.shsu.edu/~his_ncp/Turkey2.html

www.encyclopedia.com/topic/Ottoman_Empire.aspx

www.metmuseum.org/toah/hd/otto1/hd_otto1.htm

www.metmuseum.org/toah/hd/grot/hd_grot.htm (essay on art and architecture)

www.metmuseum.org/toah/hd/haso/hd_haso.htm

www.greatbuildings.com/buildings/Hagia_Sophia.html

www.theottomans.org/english/campaigns_army/index.asp

www.britannica.com/EBchecked/topic/434996/Ottoman-Empire/

http://ottomanempire.info/economy.htm

http://byu.academia.edu/EricDursteler/Papers/113729/Women_in_the_Ottoman_Empire

Clips/Video series

www.youtube.com/watch?v=iI7Qkcyz3tM&feature=related' (part 3 of the PBS documentary *Islam: Empire of Faith,* 2000)

http://musefilm.org/ucart/suleyman-the-magnificent

History's Turning Points, episode 6, 'The Siege of Constantinople', www.youtube.com/watch?v=Gw66_DkuIyM&feature=related

East to West, episode 6, 'Rise of the Ottomans', SBS TV Turkish Production, www.sbs.com.au/documentary/program/911/

Ottomans versus Christians: Battle for the Mediterranean, Pilot Film and TV Productions, 2010, www.pilotguides.com/tv_shows/globe_trekker/shows/europe/ottomans-vs-christians.php

Books and articles

Faroqhi, S, *Subjects of the Sultan: Culture and Daily Life in the Ottoman Empire,* 2005

Goodwin J, *Lords of the Horizons: A History of the Ottoman Empire,* 2003

Kunt, M and Woodhead, C, *Suleyman the Magnificent and His Age,* Addison-Wesley, 1995

Lapidus, I, *A History of Islamic Societies*, CUP, 2002

Robinson, F (ed), *Islamic World,* Cambridge Illustrated History, 1996