



CBA Lesson Packet

THE GOLDEN AGE OF THE OTTOMAN EMPIRE: SULEIMAN THE MAGNIFICENT

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CBA TOPIC: Dig Deep - Analyze Artifacts

LEVEL: Middle School

This document is intended to assist teachers who are implementing the Dig Deep: Analyze Artifacts CBA for middle school students, but may also be useful to anyone teaching about world history and geography.

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WASHINGTON STATE CBA (CLASSROOM-BASED ASSESSMENT): DIG DEEP

What does the CBA require students to do?

1. Select a time period and describe the time period using specific primary sources. (*Note:* students are required to use at least three primary sources.)
2. Provide an interpretation of why a particular historical event (or related events) happened within this time period using specific primary sources.
3. Explain the relationship between the geography of the time period and both how people lived and why events occurred.

For more information please see the OSPI website under social studies assessments:

<http://www.k12.wa.us/assessment/WASL/SocialStudies/default.aspx>

The scoring rubric for this CBA appears at the end of this document and is also available at the OSPI website.

NOTE TO TEACHERS

The Dig Deep CBA asks students to select and describe a time period using specific primary sources. Resources listed here will help students begin to examine the Golden Age of the Ottoman Empire under Suleiman the Magnificent (1520-1566). There are many directions that students may take when they begin writing their historical interpretation.

Some suggestions include:

- Focus on a person other than Suleiman who played an important role during Suleiman's reign:
 - Hurrem, aka Roxelana, member of Suleiman's harem who became his politically influential wife
Historical events: Hurrem's marriage to Suleiman; banishment of Mahidevran and Mustafa
 - Pargali Ibrahim Pasha, Suleiman's first Grand Vizier
Historical event: his death
 - Sinan, chief Ottoman architect
Historical event: building of Suleymaniye Mosque
 - Hayreddin Barbarossa, Fleet Admiral of the Ottoman Navy
Historical events: Peñón in 1531, Battle of Preveza in 1538, and Algiers in 1541
Geography: Ottoman supremacy in the Mediterranean
- Draw comparisons between Suleiman and one of his contemporaries, such as Francis I, Charles V, Henry VIII, or Akbar the Great.
- Focus on one aspect of what made Suleiman and his era "magnificent," such as art, architecture, or urban planning.
- Examine one military conquest or diplomatic relationship.
Historical events: military conquests in Belgrade, Buda, Rhodes, Mohács, Vienna, or Baghdad; treaties with Ferdinand and Charles V

The students' historical interpretations may take any or a variety of forms, e.g., essay, letter from or to a historical character, journal entries, newspaper article.

HISTORICAL BACKGROUND

Many American students remember the Ottoman Empire as the “sick man of Europe” prior to World War I, rather than as a major player in world politics for over 600 years (1299 to 1922). In the 15th and 16th centuries, the Ottoman Empire reached its “Golden Age” of political and cultural influence.

In 1520, Suleiman I became the tenth sultan of the Ottoman Empire, inheriting a vast, wealthy, and relatively stable territory. Suleiman's father, Selim, had conquered Egypt and Syria, stabilized relations with Iran (Persia), and executed all of Suleiman's potential rivals. During Suleiman's reign from 1520-66, he continued his father's legacy by expanding Ottoman territory to the “gates of Vienna” and to Baghdad. Muslim artists, craftsmen, intellectuals, and writers moved to Constantinople/Istanbul, and Suleiman's numerous architectural projects revitalized the city.

The Europeans named Suleiman “The Magnificent” in response to the lavish lifestyle of the sultan's court. Suleiman's own people called him “The Lawgiver” because he codified laws governing the organization of government and the military, as well as laws governing the taxation and treatment of peasants.

KEY QUESTIONS

- What are primary sources and how do they reveal how people lived in a particular era?
- What social, economic, political, and geographic circumstances allowed Suleiman I to expand the geographic, administrative, and cultural reach of the Ottoman Empire?
- What can we learn about Suleiman's leadership and personal life from written accounts, art and architecture, poetry, and other artifacts?

ACTIVITY 1: HOW DO WE USE PRIMARY SOURCES TO DESCRIBE A TIME PERIOD?

Overview of activity: This initial activity will help students define the term “primary source” and the materials that qualify. It will personalize the concept by helping them identify primary sources in their own lives. Students will consider the influence of the U.S. in the 21st century, in terms of culture, politics, military, and trade. After they learn about the Ottoman Empire in the 16th century, you may ask students to discuss its global influence relative to the U.S. today.

1. Visit the following websites on defining, finding, and using primary sources:

- Using Primary Sources on the Web
<http://www.lib.washington.edu/subject/History/RUSA/>
- Using Primary Sources in the Classroom
<http://lcweb2.loc.gov/learn/lessons/primary.html>

2. Ask the class:

What is a primary source?

Combine students’ answers to form one classroom definition.

What could be considered a primary source?

Create a list on the board. When students get stumped, add any items they have missed.

Primary sources:

- are original records created at the time historical events occurred or well after events in the form of memoirs and oral histories.
- serve as the raw material to interpret the past, and when they are used along with previous interpretations by historians, they provide the resources necessary for historical research.
- may include letters, manuscripts, diaries, journals, newspapers, speeches, interviews, memoirs, documents produced by government agencies such as Congress or the Office of the President, photographs, audio recordings, moving pictures or video recordings, research data, and objects or artifacts such as works of art or ancient roads, buildings, tools, and weapons. <http://www.lib.washington.edu/subject/History/RUSA/>

3. Pass out **Handout 1**. Ask students to form small groups and answer the following questions:

- 1) Four hundred years from now, students and scholars may wonder what life was like in the U.S. during the 21st century. If you created a time capsule for future students to open, what primary sources would you include to help explain the 21st century?
- 2) In the 21st century, is the U.S. influential in the world in terms of culture, politics, military, and trade? How do you know? What primary sources could you use to support your answer?
Continue on your own at home:
- 3) Find a small “primary source” in your home that describes how you live. Write a paragraph explaining what the item says about your lifestyle. Bring the item to class.

ACTIVITY 2: GETTING TO KNOW SULEIMAN

Overview of activity: This activity will introduce students to Suleiman as an individual and a ruler. Students will watch a reenactment of Suleiman’s life on video to begin visualizing the time period. After the video, students will “get to know” Suleiman by learning about his poetry and his wife.

PART 1

1. In class, show students Video Three from the PBS series “Islam: Empire of Faith.” The entire section on Suleiman’s life begins at time cue 19:25 and runs for approximately 25 minutes. Ask students to take notes on the people, places, and events they find interesting, and jot down ideas for their historical interpretation.

2. After the video, ask students what they learned and what questions the video raised for them about Suleiman and the Ottoman Empire.

Note: The video is available on DVD or VHS from several Seattle and King County Public Library branches. If the video is unavailable, ask students to briefly research the Ottoman Empire and the reign of Suleiman the Magnificent (1520-66) in class or at home. They may want to begin with the following sites:

- BBC: Religion & Ethics—Islam (Ottoman Empire)
http://www.bbc.co.uk/religion/religions/islam/history/ottomanempire_1.shtml
- The Ottomans
<http://www.wsu.edu/~dee/OTTOMAN/SULEYMAN.HTM>
- Ottoman Website: Kanuni Sultan Suleyman
<http://www.osmanli700.gen.tr/english/sultans/10index.html>

PART 2

Option 1

Walk students through PBS’s Renaissance Man Comparison Poster curriculum, designed for grades 6-12, which asks them to compare Suleiman to a famous western European Renaissance man: <http://www.pbs.org/empires/islam/lesson5.html>

Option 2 (Poetry, Historical Events):

1. Have students read an excerpt from Suleiman’s poem and answer questions about his wife Hurrem (aka Roxelana) by using the activity found at <http://www.womeninworldhistory.com/sample-10.html>.

Note: For a more extensive lesson on Ottoman poetry, download the Ottoman Lyric Poetry curriculum by Tennessee high school teacher, Danita Dodson:

<http://www.cmes.arizona.edu/outreach/Danita%20Dodson.pdf>.

Page 17 contains Suleiman’s poem entitled “My Very Own Queen” and page 8 contains instructor’s notes on the poem).

2. Pass out **Handout 2** on Getting to Know Suleiman’s Wife. Have students work in pairs or small groups to answer the questions.

- 1) What can you learn about Roxelana from these two images? Point to specific items in the images. (Students may want to point out her skin color, facial features, and ethnicity; her clothing, jewelry, and headdress; the writing in the background; the elaborate wood and tile work and doors in her tomb)
- 2) Where was Roxelana born and how did she become part of Suleiman's harem? (Ukraine. She was captured by Crimean Tatars and sold in the slave trade. In Istanbul, she was chosen for Suleiman's harem.)
- 3) Roxelana had many different names and nicknames. List four of them here.
Name at birth: Aleksandra (or Anastasia) Lisovska
Name in Europe: Roxelana
Name in Istanbul: Rossa
Nickname in Turkish: Hürrem (or Khourrem or Karima), "The Laughing One"
- 4) Who was Roxelana's primary competition in Suleiman's harem? What happened to her? (Mahidevran, aka Gulfem or "Gul Bahar," the senior woman in Suleiman's harem before Roxelana. She and her son, Mustafa, were banished in 1534. Years later, Mustafa was strangled.)
- 5) Who was Roxelana's primary critic in Suleiman's court? What happened to him? (Grand Vizier Ibrahim Pasha. He was assassinated in 1536.)
- 6) To what position(s) did Roxelana rise in Suleiman's court? (Chief consort in the harem, as well as chief minister to the sultan.)
- 7) Why was Roxelana's marriage to Suleiman an important event? (Suleiman's marriage to Roxelana was momentous in Europe and in the Ottoman Empire. Historically, Ottoman sultans had relations with numerous women, but never married. This meant that the sultan's firstborn son was not guaranteed the empire, which led to disputes and to the execution of rivals. When Roxelana married Suleiman, her son Selim became heir apparent to the Ottoman throne. In this case, the previous front-runner, Mustafa, had already been banished).

ACTIVITY 3: PRIMARY SOURCE FROM AN OBSERVER'S

Overview of activity: This activity will allow students to closely examine a written primary source from an outsider's perspective. The excerpts focus on the Ottoman infantry, treatment of religious minorities, and Suleiman's practice of meritocracy. You may ask students to work in pairs to answer the questions in class, and complete the "going further" activities at home.

PERSPECTIVE - JANISSARIES & MERITOCRACY

Pass out **Handout 3** with excerpts from *The Turkish Letters* (1555-1562) by Ogier Ghiselin de Busbecq, ambassador of the Holy Roman Emperor.

Source: <http://www.fordham.edu/halsall/mod/1555busbecq.html>

Note: The Turkish Letters would be an excellent primary source for other topics as well. Busbecq wrote about politics, religion, history, geography, technology, military, daily life, medicine, social classes, ethnic groups, women, slavery, art and architecture, and flora and fauna.

Have students work in pairs to read and comprehend the excerpts and answer the questions.

On Janissaries:

"At Buda I made my first acquaintance with the Janissaries; this is the name by which the Turks call the infantry of the royal guard. The Turkish state has 12,000 of these troops when the corps is at its full strength. They are scattered through every part of the empire, either to garrison the forts against the enemy, or to protect the Christians and Jews from the violence of the mob. There is no district with any considerable amount of population, no borough or city, which has not a detachment of Janissaries to protect the Christians, Jews, and other helpless people from outrage and wrong.

A garrison of Janissaries is always stationed in the citadel of Buda. The dress of these men consists of a robe reaching down to the ankles, while, to cover their heads, they employ a cowl which, by their account, was originally a cloak sleeve, part of which contains the head, while the remainder hangs down and flaps against the neck. On their forehead is placed a silver gilt cone of considerable height, studded with stones of no great value."

Discuss as a class.

Questions

- 1) Underline any words or phrases you do not understand.
- 2) Where is Buda? (Budapest, Hungary)
- 3) What are Janissaries, based on what you can learn in the letter?
- 4) Sketch a picture of a Janissary, based on Busbecq's description. When you are done, search the internet for images of Janissaries from the 16th century.
- 5) Would you want to live in this place? Why or why not?
- 6) Is this a dangerous or orderly place? How do you know?

Going further...

- 7) How were Janissaries recruited? What role did they play in the Ottoman Empire? (Janissaries were recruited from non-Muslim, usually Christian, Balkan boys taken from their villages, converted to Islam, and trained as soldiers. Janissary troops participated in all major military campaigns. Upon reaching adulthood, the best Janissaries served in the Sultan's palace, and some even rose to the position of Grand Vizier.)
- 8) Why did they "protect the Christians and Jews?" What is the millet system? (The millet system is linked to Islamic rules on the treatment of non-Muslim minorities. Under the

On meritocracy:

"In making his appointments the Sultan pays no regard to any pretensions on the score of wealth or rank, nor does he take into consideration recommendations or popularity. He considers each case on its own merits, and examines carefully into the character, ability, and disposition of the man whose promotion is in question. It is by merit that men rise in the service, a system which ensures that posts should only be assigned to the competent. Each man in Turkey carries in his own hand his ancestry and his position in life, which he may make or mar as he will. Those who receive the highest offices from the Sultan are for the most part the sons of shepherds or herdsmen, and so far from being ashamed of their parentage, they actually glory in it.... Among the Turks, therefore, honours, high posts, and judgeships are the rewards of great ability and good service. If a man be dishonest, or lazy, or careless, he remains at the bottom of the ladder, an object of contempt; for such qualities there are no honours in Turkey!"

Ottoman government, religious minority groups had separate courts governing personal law, collected their own taxes, and enjoyed a degree of self-rule).

Questions

- 9) Underline any words or phrases you do not understand
- 10) Based on the letter, define meritocracy. Consult a dictionary to check your answer.
- 11) According to Busbecq, what criteria did Sultan Suleiman use (and not use) when promoting men to higher positions?
- 12) Does Busbecq seem impressed or unimpressed by Suleiman's method of making appointments? What might you infer about the Holy Roman Empire by comparison?
- 12) Who was Ogier Ghiselin de Busbecq? To whom was he writing? Do you believe his account is reliable? Why or why not? (He was the illegitimate son of a seigneur in western Flanders; he received a "patent of legitimacy" from Emperor Charles V in 1540. He was a highly educated, multilingual writer and herbalist. At age 32, he became a diplomat for the Holy Roman Empire. He was writing to his friend, and fellow Hungarian diplomat, Nicholas Michault)

Going further...

- 14) Do you think there is meritocracy in the U.S. today? Why or why not?
- 15) Identify one important person who began as Suleiman's slave and write a paragraph describing how he or she moved "up the ladder" in Suleiman's court. (Ibrahim Pasha and Hurrem are good examples)

Overview of activity: This activity will help students visualize Constantinople/Istanbul during Suleiman's reign by exploring important architectural and geographic sites. Students will use photos of existing structures as primary sources to learn more about life in Constantinople/Istanbul. Placing items on the map of Constantinople will increase students' knowledge of Constantinople/Istanbul geography.

ACTIVITY 4: CONSTANTINOPLE/ISTANBUL - A LIVING PRIMARY SOURCE

Pass out **Handout 4** on Constantinople/Istanbul: A Living Primary Source

Using the web resources on Istanbul and Ottoman art listed below, along with general web searching, send students on "a scavenger hunt" around Constantinople/Istanbul. Students may identify each item's location on the map of Constantinople and/or create a photo album with captions. You might also ask students to research Istanbul's various names throughout history.

Answers to scavenger hunt:

- 1) This residence contains four courtyards, a section for the harem, and numerous small buildings. Suleiman and other sultans called it home. (Topkapi Palace)
- 2) Designed by Sinan, this mosque is as magnificent as its namesake. (Suleymaniye Mosque)
- 3) Constructed between 1455 and 1461 by the order of Sultan Mehmed the Conqueror, it was vastly enlarged during Sultan Suleiman's reign. Now it includes 58 streets and 4,000 shops. (The Covered (Grand) Bazaar)
- 4) This *hamam* was commissioned by Roxelana and constructed by Sinan. It is near the famous Hagia Sophia mosque. (Haseki Hürrem complex)
- 5) This building used to house Suleiman's Grand Vizier of 13 years; now it houses Turkish and Islamic art. (Ibrahim Pasha mosque)
- 6) This strait forms the boundary between Europe and Asia. (Bosporus River)
- 7) Designed by Sinan, this octagonal mosque was built for Suleiman's son-in-law and Grand Vizier. (Rustem Pasha mosque)

Overview of activity: In this activity, students will learn the chronology and geography of Ottoman conquests. They will gain an understanding of the Ottoman Empire's vastness and learn about present-day borders. Students will focus on one historical event (a battle) that might later be the basis for their historical interpretation.

ACTIVITY 5: MILITARY CONQUESTS UNDER SULEIMAN

Pass out **Handout 5** on Military Conquests under Suleiman.

Note: It will be difficult for students to distinguish the map's colors when printed in black and white. You may want to print this handout in color or project the map. The map was scanned by the University of Texas Libraries and is in the public domain. No permissions are needed to copy it. You may download it and use it as you wish:

http://www.lib.utexas.edu/maps/historical/shepherd/ottoman_empire_1481-1683.jpg

Ask students to work in pairs or independently to answer the following questions:

- 1) Using a marker, draw a line around Ottoman territory during Suleiman's reign (1520-1566).
- 2) During Suleiman's reign, how many present-day countries were partly or fully included in the Ottoman Empire? List them below.
(Thirty-four: Albania, Algeria, Armenia, Austria, Azerbaijan, Bosnia and Herzegovina, Bulgaria, Egypt, Georgia, Greece, Hungary, Iraq, Iran, Israel, Jordan, Kuwait, Lebanon, Libya, Republic of Macedonia, Moldova, Montenegro, Morocco, Oman, Palestinian territories, Romania, Saudi Arabia, Serbia, Republic of Somaliland, Sudan, Syria, Tunisia, Turkey, Ukraine, Yemen)
- 3) On the map above, mark at least five sites of major battles led by Suleiman or another Ottoman officer.
(Some major battles are Belgrade, Buda, Rhodes, Mohács, Vienna, Baghdad, Preveza in Greece, Algiers)
- 4) Choose one battle that you find interesting. Write a brief explanation of why the Ottoman army was successful in that battle. If possible, use primary sources to support your writing.

WRITING THE HISTORICAL INTERPRETATION

Brainstorming:

Now it is time for students to sift through what they have learned about life, significant events, and geography in the era of Suleiman the Magnificent. They need to choose one topic that will enable them to describe the time period using at least three specific primary sources, provide an interpretation of why a particular historical event (or related events) happened, and explain the relationship between the geography of the time period and both how people lived and why events occurred. By now, students should have an idea of what they would like to choose. Have students consider the most effective way to compile their research, including at least three primary sources.

Independent Research & Analysis

Here you may incorporate whichever research methods your school/district teaches (Big Six, QUEST, etc.). Your school librarian may be able to support you and your students in this section.

- Students who choose similar topics could work in small groups to develop an annotated bibliography of articles, websites, and photos related to their topics. Students may want to use some of the resources in this packet. For additional resources, encourage your students to visit the World Affairs Council website: Select “Turkish Culture and Society: Where East Meets West” from “Links to Descriptions: New in 2007-2008” and follow the first link to access the PDF document.
- If students are independently finding their own resources, remind them to consider the reliability of the sources they are consulting. Review criteria for evaluating websites. The following site from Valparaiso University provides a helpful list of criteria (note particularly the section on “purpose/point of view”) as well as links to more information on analyzing websites. <http://www.valpo.edu/library/user/evaluation.html#criteria>
- In the middle of the research process, allow some time for groups to share some of their best resources with other groups, to ensure that every group will be successful in finding relevant documents.
- Students work independently or in their groups to analyze the information they have found. Some students may discover that they lack information for one piece or another. You might allow more time in class for research or ask students to do this for homework.

Culmination

Students should begin their individual writing work. The historical interpretation may take any or a variety of forms, e.g., essay, letter from or to a historical character, journal entries, newspaper article. As they write, students should refer to the Rubric below and to the Student Checklist in OSPI’s Dig Deep Training and Implementation Booklet, found at <http://www.k12.wa.us/assessment/WASL/SocialStudies/default.aspx>.

Note: The Writing section of the Student Checklist is also listed on the following page.

Student Checklist: Writing

- I wrote a draft of my historical account.
 - ✓ I developed an historical interpretation of why an historical event(s) occurred.
 - ✓ I supported my arguments with evidence from at least three artifacts and primary sources.
 - ✓ I made connections between the artifacts and primary sources and the event or time period.
 - ✓ I described how people lived based on what I learned from the artifacts and sources.
 - ✓ I described what caused particular events or characteristics of the time period using what I learned from the artifacts and sources.
 - ✓ I made connections between the map, the event, or time period, and how people lived.
 - ✓ I presented a conclusion with references to the meaning and placement of the artifacts and primary sources within the historical context.
 - ✓ I cited sources using APA or MLA style.
 - ✓ I used appropriate voice, word choice, and ideas.
 - ✓ I used my own words.
 - ✓ I made clear transitions between ideas.
 - ✓ I used language and formats appropriate to the purpose and audience.
- I revised and edited my work.

HANDOUT #1

How Do We Use Primary Sources to Describe a Time Period?

In your small group, answer the following questions:

- 1) Four hundred years from now, students and scholars may wonder what life was like in the U.S. during the 21st century. If you created a time capsule for future students to open, what primary sources would you include to help explain the 21st century?

- 2) In the 21st century, is the U.S. influential in the world in terms of culture, politics, military, and trade? How do you know? What primary sources could you use to support your answer?

Continue on your own at home:

- 3) Find a small “primary source” in your home that describes how you live. Write a paragraph explaining what the item says about your lifestyle. Bring the item to class.

HANDOUT #2 Getting to Know Suleiman's Wife



Rossa Solymanni uxor, unknown artist (public domain)

Portrait of Roxelana (left)
Roxelana's tomb in Istanbul (below)
Source: Wikimedia Commons



La türbe (cappella funeraria) di Roxellana nel cimitero della Moschea di Solimano il Magnifico ad Istanbul. Photo by: Giovanni Dall'Orto, 5-26-2006. Creative Commons license: <http://creativecommons.org/licenses/by-sa/2.5/>

- 1) What can you learn about Roxelana from these two images? Point to specific items in the images.
- 2) Where was Roxelana born and how did she become part of Suleiman's harem?
- 3) Roxelana had many different names and nicknames. List four of them here.
Name at birth: _____
Name in Europe: _____
Name in Istanbul: _____
Nickname in Turkish: _____
- 4) Who was Roxelana's primary competition in Suleiman's harem? What happened to her?
- 5) Who was Roxelana's primary critic in Suleiman's court? What happened to him?
- 6) To what position(s) did Roxelana rise in Suleiman's court?
- 7) Why was Roxelana's marriage to Suleiman an important event?

HANDOUT #3

Primary Source from an Observer's Perspective

The Turkish Letters (1555-1562) by Ogier Ghiselin de Busbecq, ambassador of the Holy Roman Emperor. (<http://www.fordham.edu/halsall/mod/1555busbecq.html>)

On Janissaries:

“At Buda I made my first acquaintance with the Janissaries; this is the name by which the Turks call the infantry of the royal guard. The Turkish state has 12,000 of these troops when the corps is at its full strength. They are scattered through every part of the empire, either to garrison the forts against the enemy, or to protect the Christians and Jews from the violence of the mob. There is no district with any considerable amount of population, no borough or city, which has not a detachment of Janissaries to protect the Christians, Jews, and other helpless people from outrage and wrong.

A garrison of Janissaries is always stationed in the citadel of Buda. The dress of these men consists of a robe reaching down to the ankles, while, to cover their heads, they employ a cowl which, by their account, was originally a cloak sleeve, part of which contains the head, while the remainder hangs down and flaps against the neck. On their forehead is placed a silver gilt cone of considerable height, studded with stones of no great value.”

Questions

- 1) Underline any words or phrases you do not understand.
- 2) Where is Buda?
- 3) What are Janissaries, based on what you can learn in the letter?
- 4) Sketch a picture of a Janissary, based on Busbecq's description. When you are done, search the internet for images of Janissaries from the 16th century.
- 5) Would you want to live in this place? Why or why not?
- 6) Is this a dangerous or orderly place? How do you know?

Going further...

- 7) How were Janissaries recruited? What role did they play in the Ottoman Empire?
- 8) Why did they “protect the Christians and Jews?” What is the millet system?

On meritocracy:

“In making his appointments the Sultan pays no regard to any pretensions on the score of wealth or rank, nor does he take into consideration recommendations or popularity, he considers each case on its own merits, and examines carefully into the character, ability, and disposition of the man whose promotion is in question. It is by merit that men rise in the service, a system which ensures that posts should only be assigned to the competent. Each man in Turkey carries in his own hand his ancestry and his position in life, which he may make or mar as he will. Those who receive the highest offices from the Sultan are for the most part the sons of shepherds or herdsmen, and so far from being ashamed of their parentage, they actually glory in it.... Among the Turks, therefore, honours, high posts, and judgeships are the rewards of great ability and good service. If a man be dishonest, or lazy, or careless, he remains at the bottom of the ladder, an object of contempt; for such qualities there are no honours in Turkey!”

Questions

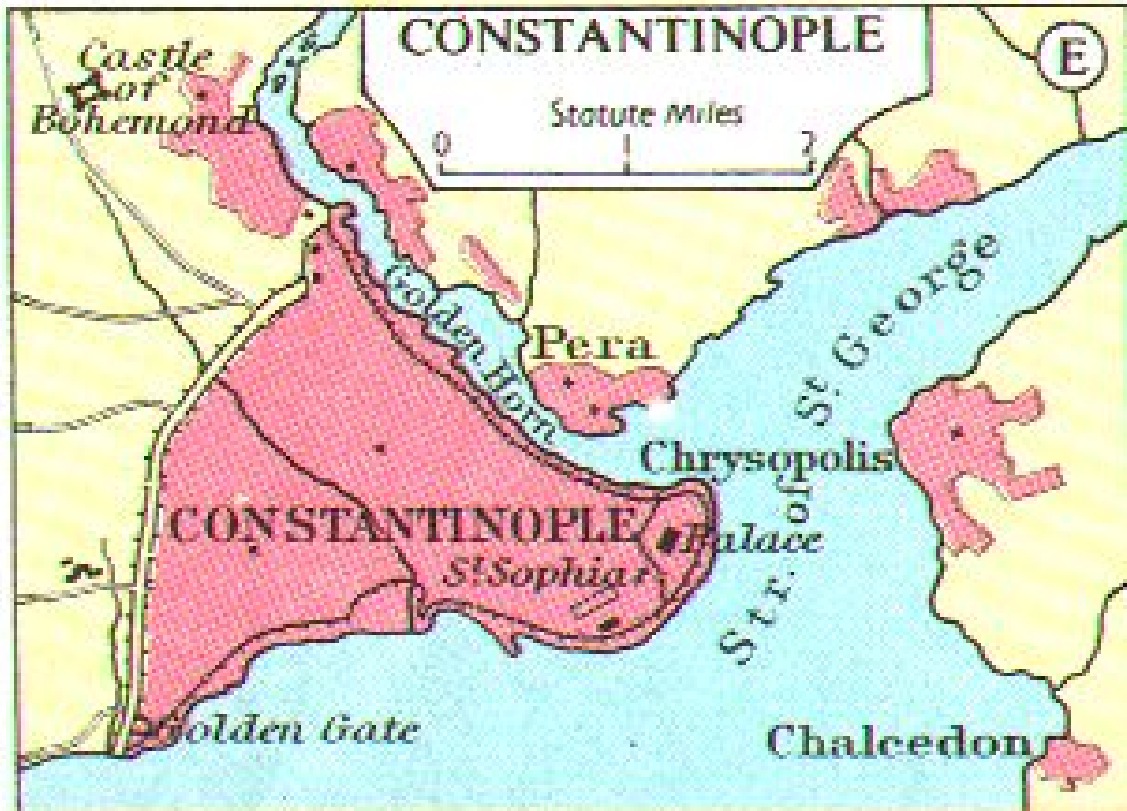
- 9) Underline any words or phrases you do not understand.
- 10) Based on the letter, define meritocracy. Consult a dictionary to check your answer.
- 11) According to Busbecq, what criteria did Sultan Suleiman use (and not use) when promoting men to higher positions?
- 12) Does Busbecq seem impressed or unimpressed by Suleiman’s method of making appointments? What might you infer about the Holy Roman Empire by comparison?
- 13) Who was Ogier Ghiselin de Busbecq? To whom was he writing? Do you believe his account is reliable? Why or why not?

Going further...

- 14) Do you think there is meritocracy in the U.S. today? Why or why not?
- 15) Identify one important person who began as Suleiman’s slave and write a paragraph describing how he or she moved “up the ladder” in Suleiman’s court.

HANDOUT # 4

Constantinople/Istanbul - A Living Primary Source



Source: Internet Medieval Sourcebook, Map of Constantinople, adapted from Muir's Historical Atlas, 1911.
<http://www.fordham.edu/halsall/maps/cople-col.jpg>.

Go on a web scavenger hunt around Constantinople/Istanbul!

- Draw a number on the map to indicate where each item is located.
 - Create a photo album using images from the web.
- 1) This residence contains four courtyards, a section for the harem, and numerous small buildings. Suleiman and other sultans called it home. _____
 - 2) Designed by Sinan, this mosque is as magnificent as its namesake. _____
 - 3) Constructed between 1455 and 1461 by the order of Sultan Mehmed the Conqueror, it was vastly enlarged during Sultan Suleiman's reign. Now it includes over 58 streets and 4,000 shops. _____
 - 4) This *hamam* was commissioned by Roxelana and constructed by Sinan. It is near the famous Hagia Sophia. _____
 - 5) This building used to house Suleiman Grand Vizier of 13 years; now it houses Turkish and Islamic art. _____
 - 6) This strait forms the boundary between Europe and Asia. _____
 - 7) Designed by Sinan, this octagonal mosque was built for Suleiman's son-in-law and Grand Vizier. _____

HANDOUT #5 Military Conquests Under Suleiman



Source: Perry-Castañeda Library Map Collection, University of Texas at Austin, from *The Historical Atlas* by William R. Shepherd, 1923.
http://www.lib.utexas.edu/maps/historical/shepherd/ottoman_empire_1481-1683.jpg (public domain)

- 1) Using a marker, draw a line around Ottoman territory during Suleiman's reign (1520-1566).
- 2) During Suleiman's reign, how many present-day countries were partly or fully included in the Ottoman Empire? List them below.
- 3) On the map above, mark at least five sites of major battles led by Suleiman or another Ottoman officer.
- 4) Choose one battle that you find interesting. Write a brief explanation of why the Ottoman army was successful in that battle. If possible, use primary sources to support your writing.

RESOURCES

Note: some descriptions were excerpted directly from the organizations' website.

☑ Indicates resources referenced in the CBA Lesson Packet

USING PRIMARY SOURCES

- ☑ **USING PRIMARY SOURCES ON THE WEB (UW Library)**
<http://www.lib.washington.edu/subject/History/RUSA/>
- ☑ **USING PRIMARY SOURCES IN THE CLASSROOM (Library of Congress)**
<http://lcweb2.loc.gov/learn/lessons/primary.html>

TEACHER GUIDES & LESSON PLANS

TEACHING OTTOMAN HISTORY: A PRIMER

http://cmes.hmdc.harvard.edu/files/Teaching_Ottoman_History.pdf

This resource introduces brief background information and resources on the often-misunderstood Ottoman Empire as well as a few innovative curriculum possibilities.

WHO ARE THE TURKS?

<http://www.globaled.org/WhoAreTheTurksebook.pdf>

This educator's guide to Turkey was published by the American Forum for Global Education in partnership with several Turkish organizations. It is extremely comprehensive and split into two parts: one covering history, society, and politics, and the other covering literature and art. Each unit consists of lesson plans, handouts, maps, and pictures. (Note: this is a 284-page PDF document).

☑ **PBS ISLAM: EMPIRE OF FAITH: RENAISSANCE MAN**

<http://www.pbs.org/empires/islam/lesson5.html>

This lesson plan asks students to create a poster comparing Sultan Suleiman with another "Renaissance Man" (such as Suleiman's contemporary Leonardo da Vinci) and share their posters with their classmates. (Designed for grades 6-12)

THE WORLD IN THE 15th CENTURY

Growth of the Ottoman Empire:

http://www.montgomeryschoolsmd.org/curriculum/Socialstd/MWH/11013_2.html

Suleiman the Magnificent, Suleiman the Lawgiver, Suleiman the Man:

http://www.montgomeryschoolsmd.org/curriculum/Socialstd/MWH/11013_3.html

These two activities are part of "Modern World History A, Unit I - The World in the Fifteenth Century" developed by Montgomery County Public Schools in Rockville, Maryland. The first activity asks students to explore "the possible factors that made the Ottoman Empire powerful." The second prompts students to "explain why Suleiman was considered a great leader" and to "identify the human elements present in a great leader and empire."

MIGHTIER THAN THE SWORD: CALLIGRAPHY OF THE 16th CENTURY IMPERIAL COURTS

<http://www.thejerusalemfund.org/gallery/callig/intro.html>

On this interactive website, students will assume a new identity and “travel” to eight courts on behalf of Suleiman the Magnificent to determine which court valued calligraphy and the arts more than any other court at this time. (Designed for grades 9-12)

MEMPHIS CELEBRATES THE REPUBLIC OF TURKEY

<http://memphisinmay.org/documents/2008TurkeyGuide.pdf>

“Each year, the Memphis in May International Festival develops this Curriculum Guide for use by elementary, middle and high school teachers as a teaching tool to explore the history, culture, geography, politics and lifestyle of the festival’s annual honored country.” This is a comprehensive guide with practical and useful lesson plans, activities, and worksheets. Pages 62-63 include an Ottoman Empire map activity, discussion questions about Suleiman, and additional resources. (Ottoman activities designed for grades 9-12)

OTTOMAN EMPIRE OVERVIEW

BBC: RELIGION & ETHICS – ISLAM (OTTOMAN EMPIRE)

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

This seven-page overview asks “why was the Empire successful?” and also covers Constantinople, status of other religions, sultans and the court, Suleiman, and the empire’s decline.

TURKISH ODYSSEY: THE OTTOMAN PERIOD

<http://www.turkishodyssey.com/turkey/history/history3.htm#OTTOMAN>

This site takes a look at Turkey’s history beginning with the very early ages. Each chapter covers a certain period of history, making the site easy to navigate. It also links to images of Turkey and to other information concerning the composition of Turkish society.

TURKEY VISION

<http://www.turkeyvision.com/turkeyinformation-en/history7.htm>

This Turkey travel guide website includes the history of the Ottoman Empire with portraits, other artwork, and maps interspersed.

MODERN HISTORY SOURCEBOOK: TURKISH LETTERS (1555-1562)

<http://www.fordham.edu/halsall/mod/1555busbecq.html>

The Internet Modern History Sourcebook compiled at Fordham University is “a collection of public domain and copy-permitted texts for introductory level classes in modern European and World history.” This link contains excerpts from Ogier Ghiselin de Busbecq’s *Turkish Letters*. Busbecq was the ambassador of the Holy Roman Emperor at the Sultan’s court.

GETTING TO KNOW SULEIMAN

SAUDI ARAMCO WORLD: SULEIMAN THE LAWGIVER

<http://www.saudiaramcoworld.com/issue/196402/.suleiman.the.lawgiver..htm>

This overview of Suleiman’s territorial expansion and administrative accomplishments, written by the editors, appeared in the March/April 1964 print edition of Saudi Aramco World.

ALL ABOUT TURKEY: HISTORY- SULEYMAN THE MAGNIFICENT*

<http://allaboutturkey.com/suleyman.htm>

This site was developed by a Turkish tour guide and is meant to introduce visitors to the basics of Turkish history, culture, politics, regions, and to Turkey's tourist destinations. Suleyman the Magnificent's page includes an overview of his reign, sections on his wife and daughter, and links to many other related topics.

OTTOMAN WEBSITE: KANUNI SULTAN SULEYMAN*

<http://www.osmanli700.gen.tr/english/sultans/10index.html>

Here you can read extensive profiles of key sultans and leaders from the Ottoman Empire, including Kanuni Sultan Suleyman. Includes information on military campaigns, foreign relations, arts and architecture, and maps.

THE OTTOMANS

<http://www.wsu.edu/~dee/OTTOMAN/SULEYMAN.HTM>*

This site is a comprehensive slide show covering the foundations and the history of the Ottoman Empire. The page covering Suleyman's rule highlights his various roles in sections entitled Suleyman the Just, the Lawgiver, the Conqueror, and the Builder.

ISTANBUL

ISTANBUL OFFICIAL WEBSITE

<http://www1.ibb.gov.tr/en-US/KenteBakis/TheCity/OttomanEra/>

This website has information specifically on the city of Istanbul. Under the tab "The City," the section entitled "Ottoman Era" presents a history of Istanbul from an urban planning, architectural, and art history perspective.

ISTANBUL: PORTRAIT OF A CITY

<http://www.humanities-interactive.org/cultures/istanbul/index.html>

Humanities Interactive is a project of the Texas Council for the Humanities Resource Center. Scroll through the gallery on the left-hand side of the page to view scanned images of portraits, other artwork, and maps, including many from the Ottoman era.

GOVERNORSHIP OF ISTANBUL: ISTANBUL THROUGH THE AGES

<http://english.istanbul.gov.tr/Default.aspx?pid=309>

This Istanbul Portal is presented by Istanbul's Governor's office, the highest state office of the province, and it aims at being a source for the public to learn more about Istanbul. It contains information about the history of the city, including significant architecture such as the Suleymaniye Mosque and the Rustem Pasa Mosque, built during Suleiman's reign.

TOPKAPI PALACE WEBSITE

<http://www.ee.bilkent.edu.tr/%7Ehistory/topkapi.html>

The official website of Topkapi Palace, home to several Ottoman sultans including Suleiman, includes history, photos, art, and a detailed floor plan (<http://www.ee.bilkent.edu.tr/%7Ehistory/topkapi.html>).

CULTURE, ART, AND LEISURE

TURKISH CULTURAL FOUNDATION

<http://www.turkishculturalfoundation.org/>

The Turkish Cultural Foundation website contains a wealth of information concerning Turkish cuisine, lifestyle, philosophy, art, music, military, culture, and more.

REPUBLIC OF TURKEY: MINISTRY OF CULTURE AND TOURISM

[http://www.kultur.gov.tr/EN/BelgeGoster.aspx?
17A16AE30572D313E603BF9486D4371DE28888CAE96CDD28](http://www.kultur.gov.tr/EN/BelgeGoster.aspx?17A16AE30572D313E603BF9486D4371DE28888CAE96CDD28)

Website created by the Turkish government to inform the public about the importance of culture in Turkey. Ottoman Empire section contains images and information on coins, flags, embroidery, fountains, engravings, stamps, architecture inside and outside Turkey, cuisine, and women's costumes.

THE LIVING PAST

<http://livingpast.com/europ.html>
<http://livingpast.com/turkp.html>
<http://www.livingpast.com/gtc.html>

This site contains “information for historic reenactors and recreationists interested in life in 16th century Constantinople/Istanbul.” The links above include photos of period clothing and selections on food, drink, and other social customs from *The Order of The Great Turkes Court* by Antoine Geuffroy.

SAUDI ARAMCO WORLD: OTTOMAN ART

<http://www.saudiaramcoworld.com/issue/198704/the.golden.age.of.ottoman.art.htm>

This thorough article was written by Esin Atil, the former curator of the Freer Gallery of Art in Washington, D.C. who assembled the exhibition “The Age of Sultan Süleyman the Magnificent”* in 1987. The article describes the *Ehl-i Hiref* (Community of the Talented), Süleyman's patronage of the arts, and the many decorative styles of the era.

TIMELINE OF ART HISTORY

http://www.metmuseum.org/toah/hd/suly/hd_suly.htm (Age of Suleyman “the Magnificent”*)
http://www.metmuseum.org/toah/hd/otto1/hd_otto1.htm (Art of the Ottomans before 1600)

The *Timeline of Art History* is a chronological, geographical, and thematic exploration of the history of art from around the world, as illustrated especially by the Metropolitan Museum of Art's collection.

LESSON PLAN TO OTTOMAN LYRIC POETRY

<http://www.cmes.arizona.edu/outreach/Danita%20Dodson.pdf>

This unit exposes students to a necessary but little-known body of literature, involving them in the examination of selected aspects of Turkish culture and history. Much of what we most often identify as “Islamic” or “Middle Eastern” (in terms of music, food, architecture, dress, art) is a product of the Ottoman synthesis of a vast array of multicultural elements that coexisted under the canopy of Ottoman rule. Understanding both that students have varied learning styles and that literary imagery is multi-sensory, this unit is interdisciplinary, integrating Ottoman literature with art, music, and history. Full poems on pages 17-28.

❑ **WOMEN IN WORLD HISTORY: A MESSAGE FOR THE SULTAN**

<http://www.womeninworldhistory.com/sample-10.html>

Activity entitled “A 400 Year Old Love Poem.” One of Sultan Suleiman’s most famous poems was written to Hurrem, the famous slave in his harem whom he later married. He signed it “Muhibbi,” meaning “lover” or “sweetheart.” Shown on this site in Ottoman Turkish, and partially translated.

TRADITIONAL TURKISH PUPPET SHADOW PLAY

<http://www.karagoz.net/english/shadowplay.htm>

Puppet shadow play had an important place in Turkey as well as throughout the larger area of the Ottoman Empire. This site looks at the different traditions of puppet shadow play in Turkey, including a chance to hear the music, see the main characters, and learn about the technique of this art form.

A HISTORY OF COFFEE

<http://eh.net/XIIICongress/cd/papers/64Kafadar16.pdf>

A brief paper by Ottoman historian Cemal Kafadar on the history of coffee and the Ottoman origins of coffeehouses.

BOOKS & VIDEOS

- ❑ C. T. Forster and F. H. B. Daniel, eds., *The Life and Letters of Ogier Ghiselin de Busbecq, vol. I*. London: Kegan Paul, 1881.

Ottoman Lyric Poetry: An Anthology. Edited and translated by Walter Andrews, Najaat Black, Mehmet Kalpakli. Austin: University of Texas Press, 1997.

Andrews, Walter G., and Mehmet Kalpakli. *The Age of the Beloveds: Love and the Beloved in Early-Modern Ottoman and European Culture and Society*. Chapel Hill: Duke University Press, 2005.

Atil, Esin. *Süleymanname: The Illustrated History of Süleyman the Magnificent**. Washington, D.C./New York: National Gallery of Art/Abrams, 1986.

- ❑ *Islam, Empire of Faith (PBS Empires Series)*. Dir. Robert Gardner. PBS Home Video, 2000.

Note: Different sources have used different spellings or transliterations of the name Suleiman, including Suleyman and Süleyman. For consistency, we have used Suleiman in our writing, but when titles of works are included, we have used the spelling found in those titles.

DIG DEEP *Rubric*

| | 4 Excellent | 3 Proficient | 2 Partial | 1 Minimal |
|---|--|---|--|--|
| <p>History EALR 1.2.2 <i>Identify and analyze major issues, people, and events in Washington State, U.S., and World History.</i></p> | <p>Historical account is a plausible description of the time period that is well supported by explicit references to three or more specific artifacts and/or primary sources. Account contains no inaccuracies.</p> | <p>Historical account is a plausible description of the time period that is well supported by explicit references to two specific artifacts and/or primary sources. Account contains few or no inaccuracies.</p> | <p>Historical account is a plausible description of the time period that is supported by explicit references to one specific artifact and/or primary source. Account contains few or no inaccuracies.</p> | <p>Historical account was attempted and describes events or presents ideas about how people lived during this time period without any explicit references to artifacts or primary sources OR the account just lists artifacts. Account contains many inaccuracies.</p> |
| <p>History EALR 1.1.2b <i>Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events</i></p> | <p>Presents a plausible interpretation of two or more causes of a particular historical event (or related events) that is explicitly related to a central question/thesis and is well supported by artifacts and/or primary sources</p> | <p>Presents a plausible interpretation of one cause of a particular historical event (or related events) that is explicitly related to a central question/thesis and is well supported by artifacts and/or primary sources</p> | <p>Presents a plausible interpretation of one cause or causes of a particular historical event (or related events) without a clear reference to a central question/thesis and is supported by artifacts and/or primary sources OR with only factual support or insufficient references to primary sources or artifacts.</p> | <p>States a cause of a particular historical event (or related events) without support or references OR with largely irrelevant, inaccurate, or minimal support.</p> |
| <p>Geography EALR 1.2.2b <i>Analyze how human spatial patterns emerge from natural processes and human activities</i></p> | <p>Provides a plausible and explicitly supported explanation about the relationship between the geography and both how people lived and why events occurred.</p> | <p>Provides a plausible and explicitly supported explanation about the relationship between the geography and the time period or events being discussed.</p> | <p>Provides a description of the geography of where people lived with no connection to how people lived OR Provides an explanation about the relationship between the geography and the time period or events being discussed that is only partially supported.</p> | <p>Names places and/or geographic features with no description of the geography or discussion of relationship between the geography and how people lived.</p> |

