

Mapping the Scope and Influence of the Ottoman Empire under Suleyman the Magnificent

Lesson Plan

Grade Level: 9-12

Curriculum Focus: Geography Skills

Lesson Duration: Two class periods

Student Objectives

- Discuss the role of Suleyman and the Ottoman Empire in trade and culture between Europe and Asia
- Trace the change in Suleyman's personality from the time he came to power until his death
- Draw a map of the Ottoman Empire as it existed under Suleyman

Materials

- Video on *unitedstreaming: Conquerors: Suleyman the Magnificent*
Search for this video by using the video title (or a portion of it) as the keyword.

Selected clips that support this lesson plan:

- Suleyman: A Lamb Becomes a Lion
 - The Ottoman Sultan Suleyman Fights Both Enemies and His Conscience
 - Suleyman Succeeds His Ruthless Father
- Suleyman's Advisers and Army
 - Slavery Forms the Foundation of Suleyman's Power and Military Might
 - Suleyman the Lawgiver and Poet Allows Religious Freedom and Equality among His Subjects
- Suleyman's Legacy: Triumph and Tragedy
 - Suleyman's Impatient Sons: Mustafa Is Murdered
 - Suleyman's Tragic Last Years and Grand Legacy
- Resources about the territories of the Ottoman Empire
- Outline maps of the Ottoman Empire
- Markers and/or colored pencils

Procedures

1. After a general introduction to the Ottoman Empire, give students a single outline map of Europe, Asia, Africa, and the Mediterranean Sea. Explain that their assignment will be to draw the extent and the details of the Ottoman Empire at the apex of Suleyman the Magnificent's reign.
2. Provide necessary resources about the Ottoman Empire and its territories. Tell students to use symbols or colors on the map to represent geographic features such as mountains and bodies of water.
3. Have students research the resources and products of the different parts of the empire and keep lists.
4. Students should then draw on the map the trade routes between parts of the Ottoman Empire and between the Ottoman Empire and lands outside the empire. The map should illustrate which resources and products from a given location were shipped to another location.
5. Students must include a legend that explains the symbols on the map.
6. Students should then tell in writing how their maps prove the statement: "The Ottoman Empire was a crossroads of trade and culture between Europe and Asia."

Discussion Questions

1. Hypothesize about how Suleyman, who was reputed to be wise, religious, and gentle, could have had two people he loved, Ibrahim and Mustafa, killed?
2. In what ways was Suleyman like his namesake Solomon and in what ways was he different?
3. Discuss the role of women in the culture of the Ottoman Empire. How has Roxellana been portrayed? What else would you like to know about her? What is meant by the observation that "Mustafa had the wrong mother"?
4. Considering the vastness and diversity of Suleyman's domain, evaluate the quality of the laws and the system he developed for its government.
5. Suppose your family lived in a region conquered by Suleyman. Would you have wanted to be a janissary? Why or why not?
6. It's not often that a ruler is called "the Magnificent." Why do you think Suleyman got this honor in history? List several reasons and compare him to other rulers you've studied.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Student's map includes significant amount of information shown clearly by symbols and labels positioned correctly; coherent and unified written passage; error-free grammar, usage, and mechanics.

- 2 points: Student's map includes adequate amount of information shown by symbols and labels positioned mostly correctly; coherent and unified written passage; some errors in grammar, usage, and mechanics.
- 1 point: Student's map includes inadequate amount of information; some symbols and labels not positioned correctly; passage needs coherence and unity; many errors in grammar, usage, and mechanics.

Vocabulary

accession

Definition: The act of coming to high office or a position of honor or power.

Context: The world held its breath at Suleyman's accession to the throne.

flogging

Definition: Whipping or beating with a rod.

Context: A dishonest shopkeeper risked public flogging.

harem

Definition: A usually secluded house or part of a house allotted to women in a Muslim household or the wives, concubines, female relatives, and servants occupying a harem.

Context: Roxellana was a slave in Suleyman's harem.

janissary

Definition: A soldier of an elite corps of Turkish troops organized in the 14th century and abolished in 1826.

Context: Janissaries were Christian boys who learned to be soldiers.

paradox

Definition: A statement that is seemingly contradictory or opposed to common sense and yet is perhaps true.

Context: It was a paradox that would confound the world: most of those who wielded power in the sultan's name were slaves.

rituals

Definition: The established forms for ceremonies.

Context: Suleyman abandoned the trappings of court for the rituals of Islam.

sultan

Definition: A king or sovereign, especially of a Muslim state.

Context: The conscience belonged not to a mere king but to the great Ottoman sultan, Suleyman the Magnificent.

vizier

Definition: A high executive officer of the Ottoman Empire.

Context: Ibrahim became Suleyman's grand vizier or prime minister.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>.

This lesson plan addresses the following national standards:

- World History – Global Expansion and Encounter: Understands how large territorial empires dominated much of Eurasia between the 16th and 18th centuries.
- Geography – Human Systems: Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.
- Geography – Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.
- Historical Understanding: Understands the historical perspective.

The National Council for the Social Studies (NCSS)

The National Council for the Social Studies (NCSS) has developed national standards to provide guidelines for teaching social studies. To view the standards online, go to

<http://www.socialstudies.org/standards/strands/>.

This lesson plan addresses the following thematic standards:

- Time, Continuity, and Change

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>

