

RETHINKING THE REGION:

New Approaches to 9-12 U.S. Curriculum on the Middle East and North Africa

UNIT: PLURAL IDENTITIES

TOPIC	
Late Ottoman Life: A Tale of Three Cities: Salonika, Jerusalem, and Istanbul	
LESSON OVERVIEW	Over the course of three days, students will use demographic data, texts, poems, images, songs, cartoons, and/or timelines to learn about three cities during the late Ottoman Empire: Salonika, Jerusalem, and Istanbul. On Day 1, students will analyze how the map of the Ottoman Empire changed over time. They will then use texts and images to create a web to organize new information about the Ottoman Empire. On Day 2, students will read a text about their focus city and then they will use poems, images, biographies, demographic data and other forms of media to gather more information about their city. On Day 3, students will present their information about an Ottoman city to the class.
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • How did people live during the late Ottoman Empire? • How were Salonika, Jerusalem, and Istanbul similar? How were they different? • Why have the demographics of these places shifted over time?
LESSON OBJECTIVES	<p><u>Learners will be able to:</u></p> <ul style="list-style-type: none"> • Understand the diversity and plurality of these cities under the Ottoman Empire • Analyze historical primary and secondary sources • Analyze demographic data as a means to deepen historical knowledge • Work collaboratively in making meaning of sources
STANDARDS	<p><u>Common Core Standards</u></p> <p><i>Common Core Grade 9-10:</i></p> <p>CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis</p>

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Lesson: Late Ottoman Life: A Tale of Three Cities: Salonika, Jerusalem, and Istanbul

of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Common Core Grade 11-12:

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

New York State Standards

Performance Indicators Students will:

Standard 2, Key Idea 1

- Analyze historic events from around the world by examining accounts written from different perspectives
- Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras

- Analyze changing and competing interpretations of issues, events, and developments throughout world history

Standard 2, Key Idea 2

- Explain the importance of analyzing narratives drawn from different times and places to understand historical events
- Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes

Standard 2, Key Idea 3

- Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world

Standard 2, Key Idea 4

- Interpret and analyze documents and artifacts related to significant developments and events in world history

Standard 3, Key Idea 1

- Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions
- Investigate the characteristics, distribution, and migration of human populations on the Earth's surface (Taken from National Geography Standards, 1994)
- Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world
- Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface (Taken from National Geography Standards, 1994)

Standard 3, Key Idea 2

- Locate and gather geographic information from a variety of primary and secondary sources (Taken from National Geography Standards, 1994)
- Analyze geographic information by developing and testing inferences and

	<p>hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations (Adapted from National Geography Standards, 1994)</p>
MATERIALS	<p><u>Day 1</u></p> <ul style="list-style-type: none"> • “Mystery Piece”: Image from Late Ottoman Empire: Map of Ottoman expansion: http://www.ottomansouvenir.com/img/Maps/Ottoman_Empire_Map_1359-1856.jpg • Excerpts from text about Ottoman Empire: Kafadar, Cemal. “The Ottomans and Europe, 1450-1600.” In <i>Handbook of European History, 1400-1600</i>, Vol. 2, edited by Thomas Brady, Heiko Augustinus Oberman and James D. Tracy, 589-636. Grand Rapids: Wm. B. Eerdmans Publishing Company. <p><u>Day 2</u></p> <ul style="list-style-type: none"> • Map of Ottoman Empire with cities: http://commons.wikimedia.org/wiki/File:OttomanEmpireIn1683.png • Graphic Organizer: Comparing Three Ottoman Cities • Students will work on the group packets on Day 2. Have packets for each group prepared on Day 1, in preparation for Round 4 activity: <ul style="list-style-type: none"> ○ Salonika packet (1-2 images; poem or song; chapter on subject) ○ Jerusalem packet (1-2 images; poem or song; chapter on subject) ○ Istanbul packet (1-2 images; poem or song; chapter on subject)
NOTE TO TEACHER	<p>This is a three-day lesson that you can choose to modify. You could focus on one city, or, as explained here, jigsaw these three. For this activity, rather than focus on set texts, the teacher can select from the attached compendium of sources. Each “city packet” has many sources from which you can choose; for example, you can choose to read parts of a text, use 5 pictures, and one graph – it is up to you.</p>
PROCEDURE DAY 1	<p>1. <u>Pre-Task</u></p> <ul style="list-style-type: none"> • Divide class into subgroups so that there are no more than 5 students in a group. • Assign each subgroup a city. One group will have Istanbul, another Salonika,

and another will have Jerusalem.

2. **Round 1: Mystery Piece (10 minutes)**

- Share the selected “Mystery Piece” image with the group. The entire class will look at the same piece. While there is some text on the map, the teacher can choose to block some of the text. As the map shows expansion over time, it tells a story.
- Individually, students write down what they think the piece is about and/or reveals. They should draw a line after all of their thoughts are jotted down.
- In the groups, students share what they think about this piece.
- At the end of the sharing, the topic surrounding the picture should have emerged. If it does not from the group, the teacher can draw it out or just make it explicit.

3. **Round 2: Enacting background knowledge (10 minutes)**

- In subgroups, students first individually write down all their background knowledge about the topic: the Late Ottoman Empire.
- Students share what they know with their group.
- Students create a collective web of what they know on a piece of chart paper using just one color marker.

4. **Round 3: Common Text (20 minutes)**

- Students read a common text about diversity in the late Ottoman Empire silently and individually.
- Students then individually code the text for new information, marking it with an “n” to distinguish what is new to them.
- Ask participants to add their new knowledge to their web about the Ottoman Empire, using a different color of marker from the first brainstorm.

5. **Round 4: Images (10 minutes)**

- The teacher chooses one image from each city’s packet to distribute to each group. Distribute one Salonika image to the Salonika group, one Jerusalem image to the Jerusalem image, and one Istanbul image to the Istanbul group.

	<p>The teacher could give a different image to each student.</p> <ul style="list-style-type: none"> • Students then text code the image for new information. • Ask participants to add their new knowledge to their web about the Ottoman Empire, and their particular city, using a marker color different from the first brainstorm. <p>6. <u>Round 5: Revisiting the Mystery Piece (5 minutes)</u></p> <ul style="list-style-type: none"> • Re-show the mystery piece for each city. • Students should also go back to what they first wrote, and then write about the mystery piece again underneath the line. <p>7. <u>Debrief the experience (5 minutes)</u></p> <ul style="list-style-type: none"> • Compare and contrast the first and second reading of the mystery pieces. <p>Possible questions:</p> <ol style="list-style-type: none"> a. What was it like to see/hear the mystery piece for the second time? b. What made the experience so different? <ul style="list-style-type: none"> • Ask a general question about what it was like to read the successive articles. Did they know much about the topic before? Had they been curious about the topic? What inspired their curiosity?
<p>PROCEDURE DAY 2</p>	<p>Building Background Knowledge on Each City</p> <p>1. <u>Whole Class Activity (5 minutes)</u></p> <ul style="list-style-type: none"> • Screen the second map of the Ottoman Empire. • Point out the cities of Istanbul, Salonika, and Jerusalem. • Ask students where they think these cities are, and then tell them that they are now part of the nation-states Turkey, Greece, and Israel. Explain that they were once Ottoman and that they will now delve into these cities in their groups.

	<p>2. <u>Main Text (25 minutes)</u></p> <ul style="list-style-type: none"> • Give each group the MAIN text from their packet on their respective city (Salonika, Istanbul, or Jerusalem), chosen from the packet list. • Students in the same some group read text silently and individually. • Students then individually text code the article for new information. • Ask participants to add their new knowledge to their web about the Ottoman Empire, and their particular city, using a different color of marker from the first brainstorm. <p>3. <u>Jigsaw (30 minutes)</u></p> <ul style="list-style-type: none"> • Hand out a different item on the city to each member of the group for a text jigsaw. • This will include demographic data, a poem, an image, another image, and a song. (May also include a variety of formats or media here: timelines, photos, short biographies, editorial cartoons, letters to the editor, narratives, portions of a novel... at different reading levels.) • Again, ask participants to text code the article for new information. • After everyone has read, share new knowledge on chart paper in yet another different-colored marker. • Have on hand extra articles, drawings, maps, or photos for those who finish early. • Everyone should examine at least two sources here, but more sources can be added if so desired.
<p>PROCEDURE DAY 3</p>	<p>1. <u>Regroup and Task Prep (30 minutes)</u></p> <ul style="list-style-type: none"> • Students get back into their groups, as they will work on presenting information about their city to the class (Salonika; Istanbul; Jerusalem). • Depending on the size of the class, if they are in subgroups, there will be two groups representing each city. • Students will have to come up with a creative way of sharing what they know

	<p>about that city at that time, with the class.</p> <ul style="list-style-type: none"> • Possible ideas (though not limited to these): <ul style="list-style-type: none"> ○ Re-enact a street scene that may have happened in that city at that time. ○ Recite poetry and music to contextualize what has been learned. ○ Create a museum of the city, curated for prospective visitors. ○ Create a commercial to advertise the city for others and perform it. • In order to structure their time and be sure that they cover what is most important, they should first generate a list of the 10 most important things they need to convey about their city. After that, they can choose a format for the presentation. • Students should spend the rest of the time drafting and/or creating what they will do for the presentations. These should be no more than 5 minutes each. <p>2. <u>Presentations (20 minutes)</u></p> <ul style="list-style-type: none"> • Each group performs the piece. • The rest of the class watches and takes notes, jotting down anything new they may have gleaned about the city based on the presentations. • They can fill this information out on the accompanying graphic organizer. <p>3. <u>Re-grouping (10 minutes)</u></p> <ul style="list-style-type: none"> • After everyone has presented, go back to the original groups and fill out the graphic organizer together, exchanging notes.
<p>PROCEDURE DAY 4</p>	<p>1. <u>Debriefing the Whole Experience (15 minutes)</u></p> <ul style="list-style-type: none"> • As a class, discuss the following: <ul style="list-style-type: none"> a. What did you learn about your individual cities? b. What does this tell us about the Ottoman Empire as a whole?

	<p>c. How did the activities help you synthesize information?</p> <p>d. What would you like to know more about? What remaining questions do you have?</p> <ul style="list-style-type: none"> For the remainder of the class, you could choose to work on the following activities (below), or answer any remaining questions. <p>2. <u>Questions for Further Reflections/Possible Assessments/Connection to Today:</u></p> <ul style="list-style-type: none"> Demographic Comparison: Present students with demographics of cities today and have them compare and contrast what has shifted. They could juxtapose this with a timeline of the 20th century and try to identify key events that led to this. This, in turn, could lead to a larger project about the emergence of modern nation-states and the effects of this on local populations. Based on all of the texts and sources, students could create a larger museum gallery for other classes and/or the rest of the school that requires them to curate and explain. Students should be charged with finding more sources, and students can take on different roles at the museum.
<p>ADDITIONAL RESOURCES</p>	<ul style="list-style-type: none"> Kafadar, C. <i>Between Two Worlds: The Construction of the Ottoman State</i>. Berkeley: University of California Press, 1995. Goffman, D. <i>The Ottoman Empire and Early Modern Europe</i>. Cambridge, U.K: Cambridge University Press, 2002. Faroqhi, S. <i>The Ottoman Empire and the World Around It</i>. London: I.B. Tauris, 2004. Arin, S. Documentary. <i>Topkapi Sarayi: Topkapi Palace</i>. Istanbul, Turkey: MTV, Inc. 2007. Eldem, E., Goffman D., & Masters B. A. <i>The Ottoman City between East and West: Aleppo, Izmir, and Istanbul</i>. New York: Cambridge University Press, 1999. Quataert, D. <i>The Ottoman Empire, 1700-1922</i>. New York: Cambridge University Press, 2000. Barkey, K. <i>Empire of Difference: The Ottomans in Comparative Perspective</i>.

Cambridge: Cambridge University Press, 2008.

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- Mazower, Mark. *Salonica, City of Ghosts: Christians, Muslims and Jews, 1430-1950*. New York: Vintage Books, 2004.
- McCarthy, J. *The Ottoman Peoples and the End of Empire*. London: Arnold, 2001.
- Çelik, Z. *The Remaking of Istanbul: Portrait of an Ottoman City in the Nineteenth Century*. Berkeley, Calif., & Los Angeles: University of California Press, 1993.