

Summer 2019 - IB Diploma Programme Rising Grade 11 Summer Assignment - The Ottoman Empire

Part 1: Your task is to go to the websites listed on this page, play with the maps, study the Ottoman Rise PPT, watch the videos and answer the following questions. Type the answers and submit to Mr. DeManss on the first day of History. It's that simple! If for some reason you cannot find an answer on one of these sites, feel free to do your own research on the Ottoman Empire. Make sure you answer each question as comprehensively as possible and write the question preceding the answer you provide. It is strongly recommended that you view each of the resources in full first. This will provide you the needed perspective and context essential to sound analysis and evaluation. Then craft your answers in accordance to the Summer Assignment Rubric.

Resources:

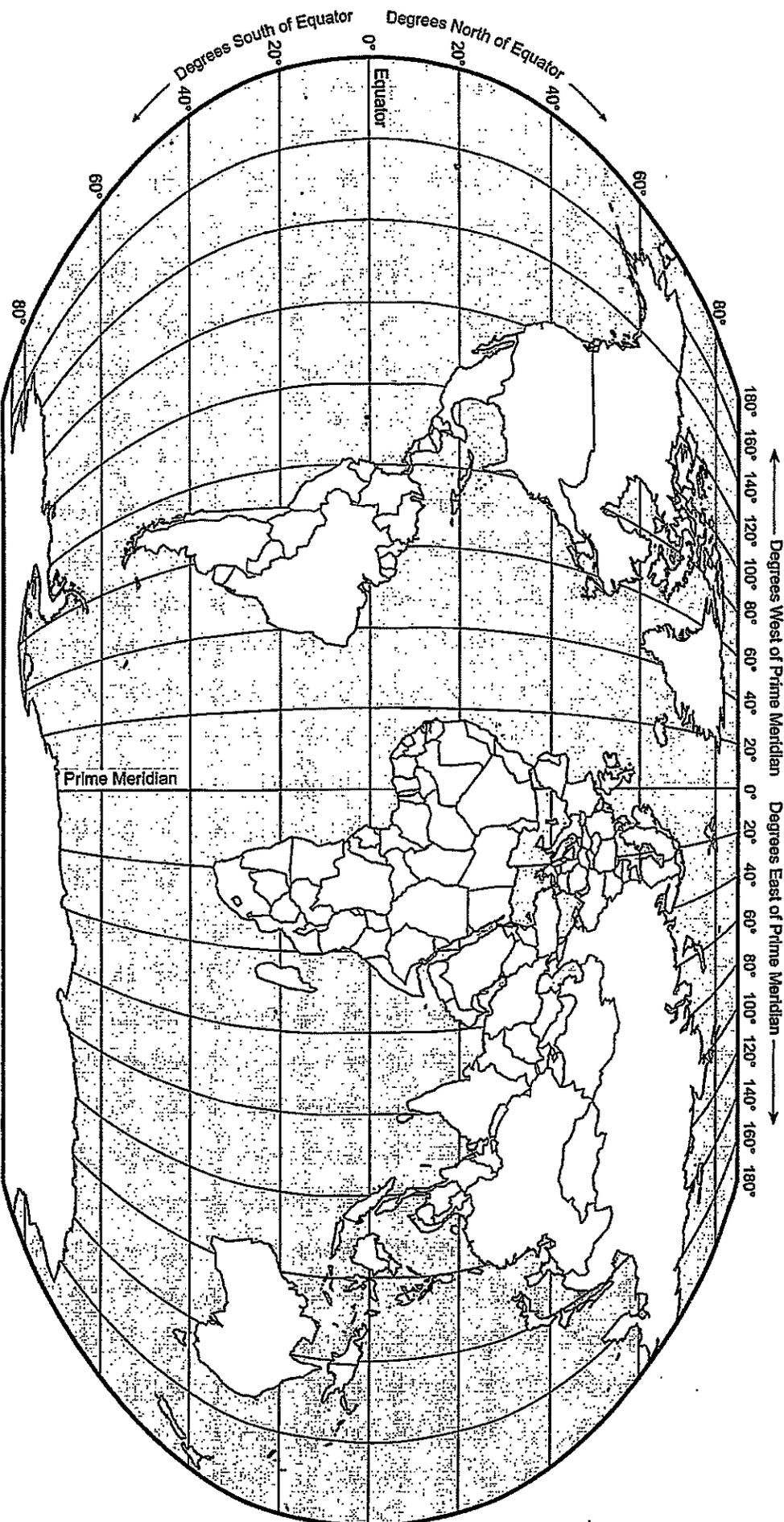
- Rise of the Ottomans overview video: <https://www.youtube.com/watch?v=YMpfdpHPNDE>
- BBC Documentary: Ottoman Empire – The War Machine: <https://www.youtube.com/watch?v=GwJyfOlqnSk>
- Crash Course in History-Venice and Ottoman Empire https://www.youtube.com/watch?v=UN-II_jBzzo
- Encyclopedia of the Middle East: Ottoman Empire <http://www.mideastweb.org/Middle-East-Encyclopedia/ottoman.htm>
- Cool map that demonstrates expansion and contraction of the Ottoman Empire over the centuries: <https://www.youtube.com/watch?v=KuwAnQyGKHw>
- Ottoman Rise PowerPoint – See Meade Summer Assignment website

Questions

1. What is the geographic origin of the Turks?
2. What empire will the Ottoman's sack in order to expand into Europe?
3. After examining the Rise and Fall of the Ottoman Empire, what part of the world did the Ottomans control? How did the map change from 1280 to 1923? Be specific.
4. The Ottoman Empire bordered which bodies of water?
5. Analyze the geography of the Ottoman Empire throughout its reign. How was the location of the Ottoman Empire an advantage to the Ottoman Turks? What advantages were afforded them given their location? Make sure to provide evidence based analysis.
6. What type of government was Venice and what was the title of their rulers?
7. What were the Venetians experts at and what was their relationship to the Ottomans? Why did their relationship work?
8. How long did the Ottoman Empire last? What time period were they the greatest?
9. How did the Ottomans become so wealthy?
10. What is a Eunuch and how/why were they used in the Ottoman Empire?
11. Who were Janissaries? How does one become a Janissary?
12. How did the Janissaries both benefit *and* threaten Sultan rule?
13. How did the relationship between the Venetians and the Ottomans pave the way for the Renaissance?
14. How did this relationship between the Muslim and European worlds firm up ideas that would lead to world exploration?
15. What is the significance of the Bosphorus and Dardanelles Straits?
16. How did the Ottomans use gunpowder?
17. Who was Mehmet II and why is he significant to the rise of the Ottoman Empire? Essentially, what did he do that greatly benefitted the rise of the Ottomans?
18. What was the significance of the Hagia Sophia?
19. Define the term Sultan.
20. Describe Sultan Suleiman I (1520-1566). Why is he so legendary? What different names did he go by?
21. Provide a comprehensive list of the factors that contributed to the rise of Ottoman strength.
22. What is a harem and what does it mean? How is it the center of dynastic power?
23. Who is Roxelana? How can you describe the women of the harem?
24. Who were Shiites and who were the Sunnis?
25. Make an inference; based on what you now know about the Ottoman and the Saffavid empires, why do you think the Shiites and the Sunnis are currently struggling for power in Iraq?

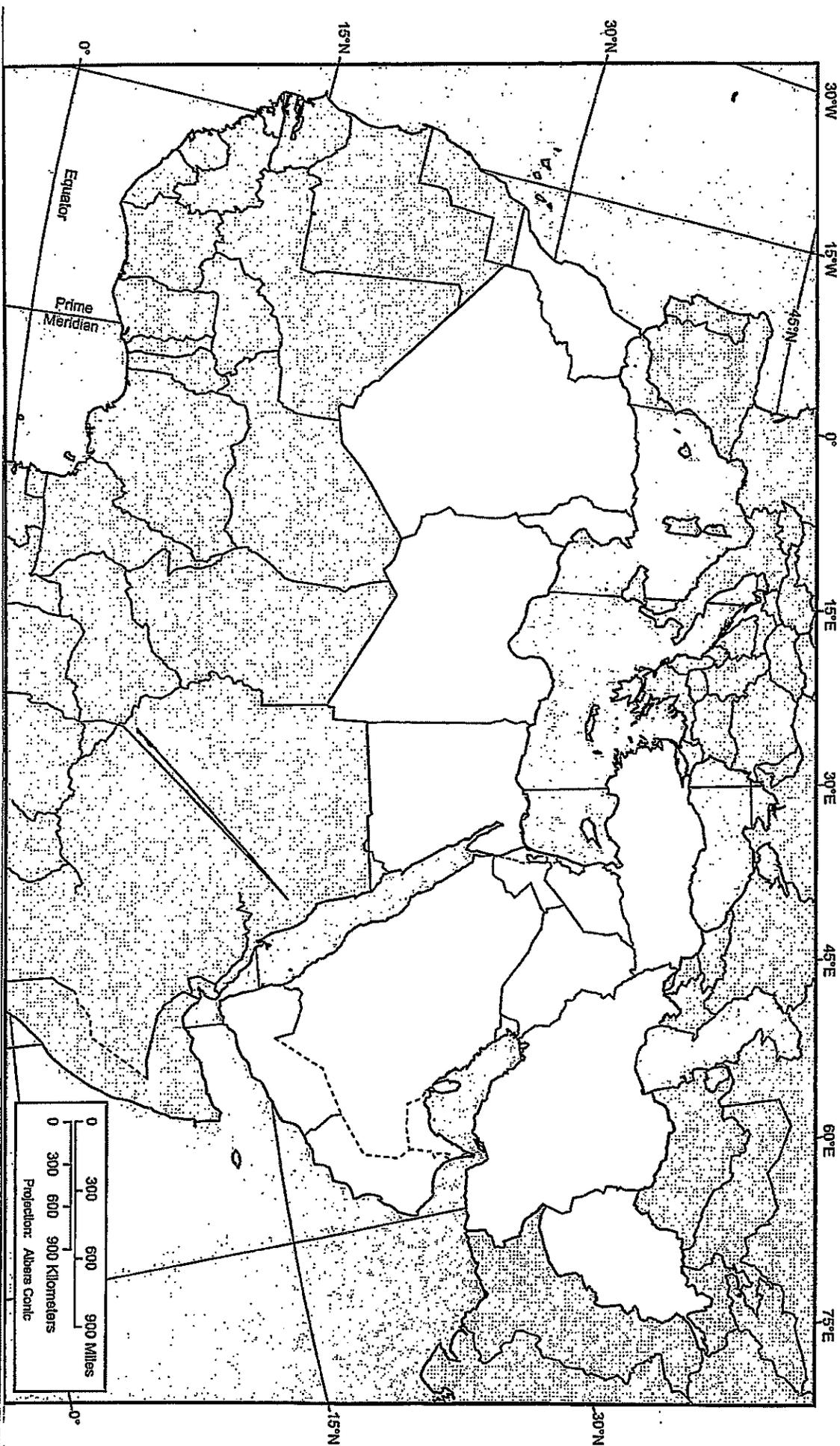
Part 2: Middle East and North Africa Geography Supplement. Follow the directions for the three maps of the geography supplement. They are designed to better acquaint you with the geography of the region you will be studying in IB World History 11. Geography knowledge is key to properly understanding the strengths and weaknesses of the Ottoman Empire. Expect a geography quiz among the first classes upon your return to school.

World

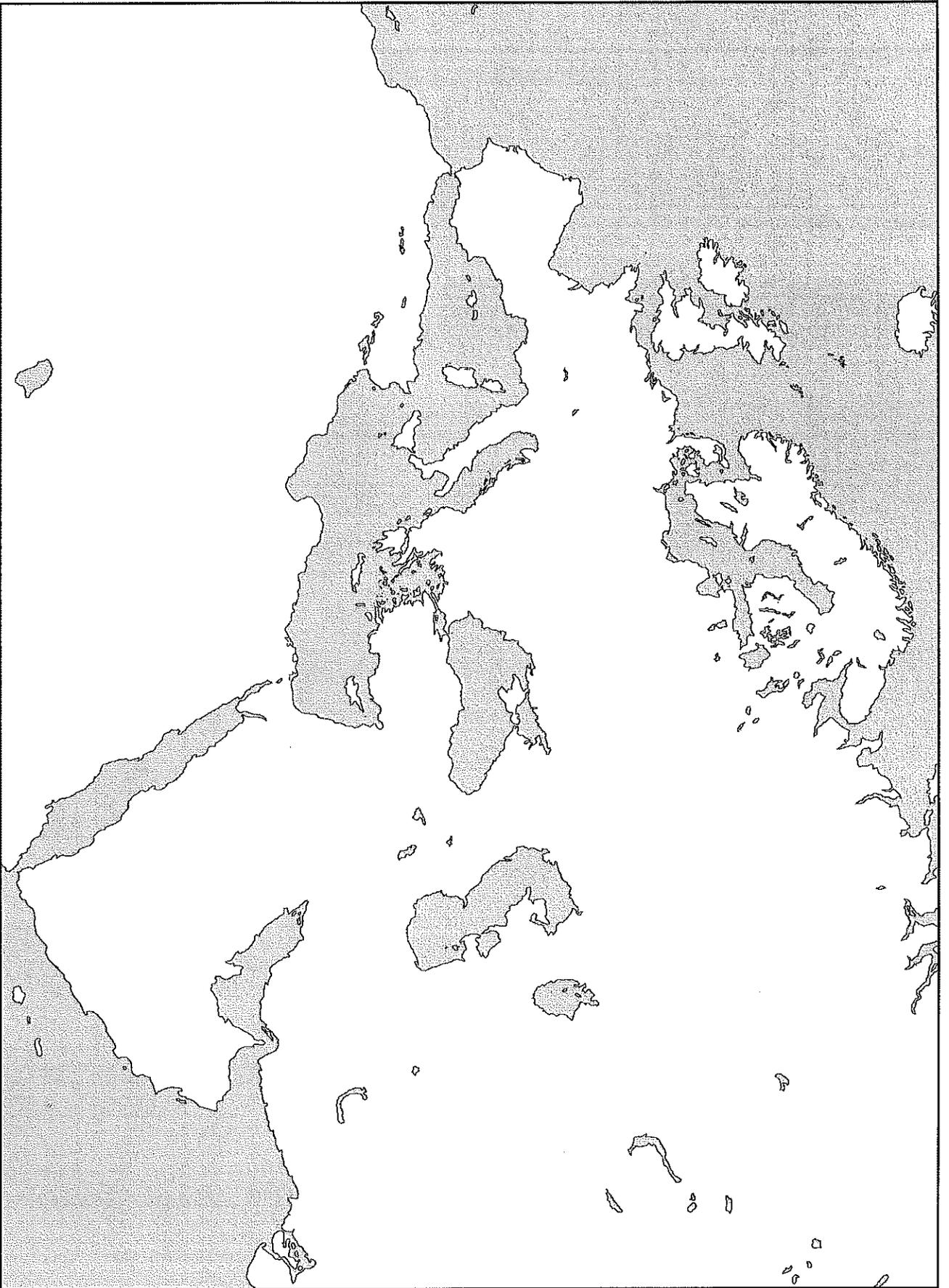


Directions: Label the continents of Africa, Asia, Europe, North America, Oceania, South America, & Antarctica. Then, either circle or highlight the region known as the Middle East. You may have to do some of your own research to complete.

Southwest Asia / North Africa



Directions: Label the unshaded nations. You will have to do some of your own research to complete.



Directions: Based on your own research, outline and color in the borders of the Ottoman Empire at the end of the 17th century. Label it as the Ottoman Empire. Next, draw an arrow pointing directly at the Dardanelles Strait, and a second arrow pointing at the Bosphorus Strait. Label each. Finally, answer the following question: On which continents does the Ottoman Empire have territory? Please list below.

SUMMER ASSIGNMENT RUBRIC IB HISTORY 11 – 2019-2020

Score	Standard 2: Application & Interpretation	Score	Standard 3: Synthesis & Evaluation
1-2	<ul style="list-style-type: none"> -History has been misinterpreted and/or misapplied -Application of concepts is inappropriate. -The student may demonstrate some conceptual awareness and understanding by recognizing basic connections to the subject matter. -No if A, then B type claims are made. - Evidence in defense for claims missing 	1-2	<ul style="list-style-type: none"> -The student uses minimal content details -The student displays minimal analytical skills. -The student's arguments, decisions or judgments are not always relevant or may be absent. -The student's attempts to carry out investigations, demonstrating few skills. -No evidence based judgements made
3	<ul style="list-style-type: none"> - History has been interpreted at an elementary level. -Application of concepts is appropriate but superficial. -The student demonstrates conceptual awareness and understanding by describing connections to the subject matter; however, remain vague. -Little to no if A, then B claims made. - Evidence in defense of claims minimal. 	3	<ul style="list-style-type: none"> - The student uses some content details -Work shows satisfactory though wanton evidence of analysis. -Arguments, decisions and judgments are supported and balanced but superficial. -The student demonstrates somewhat adequate investigative skills. -Little to know evidence based judgments made.
4-5	<ul style="list-style-type: none"> - History has been interpreted at an intermediate level -Application of concepts is appropriate and shows some depth. -The student demonstrates conceptual awareness and understanding by explaining connections to the subject matter. -if A, then B claims used to show understanding. - Evidence provided in defense of claims. 	4-5	<ul style="list-style-type: none"> - The student uses adequate content details -Work shows a good level of critical analysis. -Arguments, decisions and judgments are supported and balanced. -The student demonstrates effective investigative skills. -Judgements are defended using relevant evidence.
6-7	<ul style="list-style-type: none"> - History has been interpreted at an advanced level -Application of concepts is appropriate and sophisticated. -The student demonstrates conceptual awareness and understanding by explaining, in detail, connections to the subject matter. -if A, then B claims show advanced analytical ability - Expansive evidence in defense of claims used. 	6-7	<ul style="list-style-type: none"> - The student uses an expanse of content details -Work shows a high level of critical analysis. -Arguments, decision and judgments are fully supported and well balanced. -The student demonstrates sophisticated investigative skills. -Judgements are defended using detailed and relevant evidence.