

SECTION 5



▲ Constantinople under attack by Ottoman Turks



◀ Mehmet II

WITNESS HISTORY AUDIO

Constantinople Falls

When Mehmet II became Ottoman sultan in 1451, his goal was to conquer Constantinople, which was all that was left of the once mighty Byzantine empire. The Ottoman fleet was anchored near the city walls. The Byzantines sought help from the pope and European princes as Mehmet's grip tightened. In 1453, Mehmet began a 54-day siege of Constantinople. He used every means to break through the ancient walls of the city, including commissioning a 27-foot cannon hauled overland by oxen. As the walls were bombarded, the defenders quickly repaired them. Time, however, was running out. Constantinople fell to the Ottomans, who made the city their capital.

Focus Question What were the main characteristics of the Ottoman and Safavid empires?

The Ottoman and Safavid Empires

Objectives

- Analyze how the Ottoman empire expanded.
- Describe the characteristics of Ottoman culture.
- Explain how Abbas the Great strengthened the Safavid empire.

Terms, People, and Places

Ottomans	shah
Istanbul	Shah Abbas
Suleiman	Isfahan
janizary	Qajars
Safavid	Tehran

Note Taking

Reading Skill: Synthesize Information Copy this table. As you read, fill in key characteristics of the Ottoman and Safavid empires.

Characteristics	Ottomans	Safavids
Capital		
Dates		
Strongest ruler		
Extent of empire		
Type of Islam		
Relationship with Europe		

While the Mughals ruled India, two other dynasties—the Ottomans and Safavids—dominated the Middle East and parts of Eastern Europe. All three empires owed much of their success to new weapons that changed warfare. Cannons, and later, muskets, gave greater firepower to ordinary foot soldiers, thus reducing the importance of mounted warriors. The new military technology helped the Ottomans and Safavids create strong central governments. As a result, this period from about 1450 to 1650 is sometimes called “the age of gunpowder empires.”

The Ottoman Empire Expands

Like the Seljuks, the **Ottomans** were a Turkish-speaking nomadic people who had migrated from Central Asia into northwestern Asia Minor. In the 1300s, they spread across Asia Minor and into Eastern Europe's Balkan Peninsula.

Constantinople Falls to the Ottomans Ottoman expansion threatened the crumbling Byzantine empire. After several failed attempts to capture Constantinople, Mehmet II finally succeeded in 1453. In a surprise move, the Ottomans hauled ships overland and launched them into the harbor outside Constantinople. After a nearly two-month siege, Ottoman cannons finally blasted gaps in the great defensive walls of the city, and it became the new capital of the Ottoman empire. From Constantinople (renamed **Istanbul**), the Ottoman Turks continued their conquests for the next 200 years.

SECTION 5 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Analyze how the Ottoman empire expanded.
- Describe the characteristics of Ottoman culture.
- Explain how Abbas the Great strengthened the Safavid empire.

Prepare to Read

Build Background Knowledge L3

Ask students to recall what they know about Constantinople and the Byzantine empire. Also ask where most invaders came from during this period. Ask students to predict where the next Muslim empire would arise.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

WITNESS HISTORY Audio CD, Constantinople Falls

Ask **Why was the fall of Constantinople a powerful symbol?** (*It meant capture by Muslims of a major Christian city—once capital of the Eastern Roman empire—in a strategic location at the doorway to Europe.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 5 Assessment answers.*)

- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.

- **Note Taking** Have students read the section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the table listing characteristics of the Ottoman and Safavid empires.

Reading and Note Taking Study Guide, p. 96

Vocabulary Builder

Use the information below and the following resource to teach the high-use words from this section.

Teaching Resources, Unit 2, p. 66; Teaching Resources, Skills Handbook, p. 3

High-Use Words

Definitions and Sample Sentences

edict, p. 330

n. an order or command having the force of law
The queen's **edict** banished nonbelievers from the kingdom.

sagacious, p. 333

adj. having good judgment
The judge was **sagacious** in his decisions, listening to both sides and applying the law equally to the rich and the poor.

Teach

The Ottoman Empire Expands

L3

Instruct

- **Introduce** Have students turn to the paintings in the previous section. Ask what weapons and methods of warfare are portrayed. Ask students how cannons and muskets would change warfare. (*Bows and arrows, horses, and walled cities became less effective.*)
- **Teach** Ask **Where did the Ottoman Turks come from?** (*Central Asia*) **What city did they seize, and what did they call it?** (*Constantinople, Istanbul*) **Why did Suleiman think he was the heir of the Abbasids?** (*He ruled a Muslim empire as large and powerful as theirs had been.*) **How did Suleiman gain control of Hungary?** (*through war and diplomacy*)
- **Quick Activity** Display **Color Transparency 62: Constantinople During the Ottoman Empire**. Ask students to study the map and explain why Constantinople was such an important city to capture. Point out Hagia Sophia and the minarets added to make the Christian church a mosque. Discuss why one religion would take over another religion's sacred place.
 **Color Transparencies, 62**

Independent Practice

Show students *Suleiman the Magnificent* from the **Witness History Discovery School™** video program. Ask students to list Suleiman's accomplishments and write them on the board.

Monitor Progress

- To check students understanding, ask them to explain why Europe feared the Ottomans. (*They were at Europe's door; they were more powerful than any European state; they were Muslim.*)
- As students fill in their tables, circulate to make sure they have listed Suleiman as the Ottoman empire's strongest ruler. For a completed version of the table, see
 **Note Taking Transparencies, 91**

Answer

- ✓ modernized the army, used cannons and muskets, and used both warfare and diplomacy to extend Ottoman rule



Suleiman the Magnificent
The picture above shows the sultan Suleiman and his viziers, or advisors.

Vocabulary Builder

edict—(EE dikt) *n.* an order or command having the force of law

Suleiman the Magnificent The Ottoman empire enjoyed a golden age under the sultan **Suleiman** (soo lay MAHN), who ruled from 1520 to 1566. His people called him “the Lawgiver,” while Europeans called him Suleiman the Magnificent. A brilliant general, Suleiman modernized the army and conquered many new lands. He extended Ottoman rule eastward into the Middle East, and also into Kurdistan and Georgia in the Caucasus Mountain region. In the west, Suleiman advanced deeper into Europe through diplomacy and warfare. In 1529, his armies besieged the Austrian city of Vienna, sending fear through Western Europe.

Although they failed to take Vienna, the Ottomans ruled the largest, most powerful empire in both Europe and the Middle East for centuries. At its height, the empire stretched from Hungary to Arabia and Mesopotamia and across North Africa. Suleiman felt justified in claiming to be the rightful heir of the Abbasids and caliph of all Muslims. To the title of “Emperor,” he added the symbolic name of “Protector of the Sacred Places” (Mecca and Medina).

- ✓ **Checkpoint** What technology and techniques enabled Suleiman to extend Ottoman rule?

Ottoman Culture

Suleiman was a wise and capable ruler. He strengthened the government of the rapidly growing empire and improved its system of justice. As sultan, Suleiman had absolute power, but he ruled with the help of a grand vizier and a council. A huge bureaucracy supervised the business of government, and the powerful military kept the peace. Ottoman law was based on the Sharia, supplemented by royal edicts. Government officials worked closely with religious scholars who interpreted the law.

Society Is Organized Into Classes Ottoman society was divided into classes, each with its appointed role. At the top were “men of the sword”—soldiers who guarded the sultan and defended the state—and “men of the pen”—scientists, lawyers, judges, and poets. Below them were “men of negotiation,” such as merchants, tax collectors, and artisans who carried out trade and production. Finally, there were “men of husbandry,” or farmers and herders who produced food for the community.

The Ottomans ruled diverse peoples of many religions. The men of the sword and men of the pen were almost all Muslims, but the other classes included non-Muslims. The people were organized into millets, or religious communities. These included Muslims, Greek Christians, Armenian Christians, and Jews. Each millet had its own leaders who were responsible for education and some legal matters. The Jewish millets included many Jews who had been expelled from Spain in 1492. They brought international banking connections with them, plus a new technology for making cloth that helped the Ottoman empire finance its expansion.

Janizaries—The Elite Force Like earlier Muslim empires, the Ottomans recruited officers for the army and government from among the huge populations of conquered peoples in their empire. The Ottomans levied a “tax” on Christian families in the Balkans, requiring them to turn over their young sons for government service.

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Have students work in pairs. Ask one student to explain the expansion of the Ottoman empire under Suleiman, as described in the text, while the other student identifies the locations on the map. Then have the pairs switch roles. Then have students study the map and list countries that were threatened by Ottoman expansion.

L2 English Language Learners

Use the following resources to help students acquire basic skills:

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 96
- Adapted Section Summary, p. 97

Instruct

- **Introduce: Vocabulary Builder**
Have students read the Vocabulary Builder term and definition. Ask students to think of examples of laws that would come from royal edicts rather than Sharia. (*laws regarding specifics about administration, taxes, the military, etc.*) Ask **Why was Suleiman known as “Lawgiver”?** (*He improved the system of justice.*) Tell students that Suleiman was named after Solomon.
- **Teach** Ask **What groups formed millets?** (*Muslims, Greek Christians, Armenian Christians, Jews*) Discuss why millets were important for non-Muslims. Ask **Why would trained slaves make good officials?** (*They were loyal, had no other ties, were selected for their abilities and trained for their work.*) **What arts thrived under Suleiman?** (*poetry, painting, architecture*) **How did the Ottoman government change under Selim II?** (*It became corrupt.*)
- **Quick Activity** Have students help create a chart on the board of the four Ottoman social classes, including sample occupations in each class.

Independent Practice

Biography To help students better understand the system of bringing Christian children from Europe to serve the Ottomans, have them read the biography of Sinan and complete the worksheet.

All in One Teaching Resources, Unit 2, p. 72

Monitor Progress

Using the Numbered Heads strategy (TE, p. T23), ask students to discuss which factors led to the decline of the Ottomans. (*government corruption, inferiority to European commerce and technology, loss of land to other powers*)

Answer

- ✓ men of the sword (soldiers), of the pen (scientists, lawyers, judges, poets), of negotiation (merchants, tax collectors, artisans), and of husbandry (farmers, herders)

The boys were converted to Islam and put into rigorous military training at the palace school. The best soldiers won a prized place in the **janizaries** (JAN ih sehr eez), the elite force of the Ottoman army. The brightest students received special education to become government officials. They might serve as judges, poets, or even grand vizier.

Like the boys, non-Muslim girls from eastern Europe served as slaves in wealthy Muslim households. There, they might be accepted as members of the household. Some of the enslaved girls were freed after the death of their masters.

Literature and the Arts The arts blossomed under Suleiman. Ottoman poets adapted Persian and Arab models to produce works in Turkish. Influenced by Persian artistic styles, Ottoman painters produced detailed miniatures and illuminated manuscripts.

The royal architect Sinan, a janizary military engineer, designed hundreds of mosques and palaces. He compared his most famous building, the Selimiye Mosque at Edirne, to the greatest church of the Byzantine empire. “With God’s help and the Sultan’s mercy,” Sinan wrote, “I have succeeded in building a dome for the mosque which is greater in diameter and higher than that of Hagia Sophia.”

Decline of the Ottomans After Suleiman’s death in 1566, the Ottoman empire began a slow decline. Suleiman had killed two of his most able sons because he suspected them of treason. His son and successor Selim II left most of the governing to his ministers, and government bureaucracy became corrupt.

By the 1700s, European advances in both commerce and military technology were leaving the Ottomans behind. Russia and other European powers captured Ottoman lands, while local rulers in North Africa and elsewhere broke away from Ottoman control. Able sultans tried to revive Ottoman power with limited success.

✓ **Checkpoint** What were the four divisions of Ottoman society?



An Ottoman soldier on horseback

WITNESS HISTORY VIDEO

Watch *Suleiman the Magnificent* on the **Witness History Discovery School**™ video program to learn more about the golden age of the Ottoman empire.



The Janizary Corps

The soldiers below wear the dress of the sultan’s soldiers.



History Background

Elite Slaves It was an Abbasid ruler, al-Mutasim, who in the 800s first recruited young non-Muslims, converted them to Islam, and made them slave-soldiers. These *ghulams* were Turks who were skilled archers on horseback. They became soldiers, generals, and governors, often wealthy and powerful, but forbidden to marry. In Egypt in the 1200s a sultan created a similar corps of Turkish and Kurdish slaves called *Mamluks*.

Mamluks seized power in Egypt in 1250, ruled until the 1500s, then continued to govern under the Ottomans. The Ottomans brought elite slaves, or *devshirme*, from the Balkans to serve as government officials or janizaries. Shah Abbas in Persia also adopted the practice, importing more than 130,000 slaves from Georgia. Men served in the military and government; women, in households.

The Safavid Empire

Instruct

- Introduce** Ask students to look at the map on this page to locate the extent of the Safavid empire. Ask **Which present-day country was part of this empire?** (*Iran*)
- Teach** Ask **How did religion divide the Muslim empires?** (*The Safavids were Shiites; the Ottomans were Sunnis.*) Then read aloud the Primary Source selection or play the accompanying audio. Discuss the leadership of Shah Abbas. Then ask **How did Shah Abbas treat non-Muslims?** (*He tolerated them and valued their economic contributions.*) **What aspects of culture flowered under Abbas?** (*art, poetry, porcelains, clothes, rugs, silk*) **How did Shiite scholars undermine the empire?** (*by challenging the shah's authority and persecuting religious minorities*) **Who seized power from the Safavids?** (*Qajars*) **What was their capital?** (*Tehran*)
-  **AUDIO** Witness History Audio CD, Shah Abbas

- Analyzing the Visuals** Have students point out Islamic elements in the photo of Isfahan, the magnificent city of mosques, palaces, gardens, and pools designed by Shah Abbas.

Independent Practice

- Have students write a letter from an English carpet merchant to his wife describing his visit to Isfahan during the reign of Shah Abbas.
- Have students access **Web Code nap-1051** to take the **Geography Interactive Audio Guided Tour** and answer the map skills questions in the text.

Monitor Progress

- Check Reading and Note Taking Study Guide entries for student understanding.
- After students complete their Note Taking Study Guide entries, hold a discussion comparing the Ottoman and Safavid empires.

Answers

Map Skills

- Review locations with students.
- Tripoli, Algeria, Hungary, and lands bordering Persia
- The Russians probably feared Ottoman or Safavid expansion into Russian territory and may have resented Ottoman control of the Black Sea, which kept Russia landlocked.

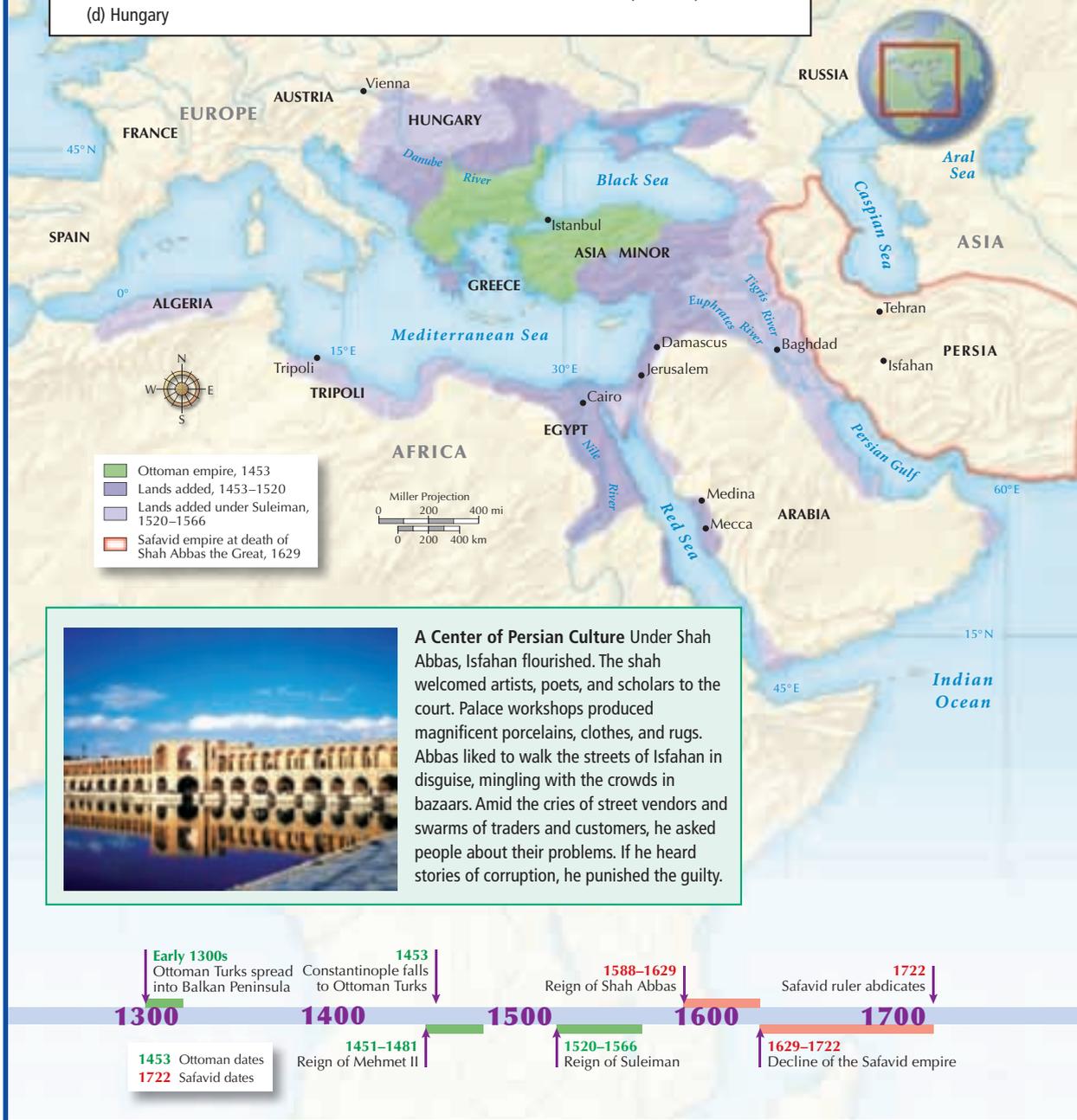
Ottoman and Safavid Empires, 1453–1629

Geography Interactive
For: Audio guided tour
Web Code: nap-1051

Map Skills At its greatest extent, the Ottoman empire stretched across three continents. At about the same period, the Safavid empire controlled most of what is today Iran.

- Locate** (a) Istanbul (b) Black Sea (c) Isfahan (d) Hungary

- Movement** Into what regions did the Ottoman empire expand under Suleiman?
- Recognize Point of View** How do you think Russians felt about the expansion of the Ottoman and Safavid empires? Explain.



A Center of Persian Culture Under Shah Abbas Isfahan flourished. The shah welcomed artists, poets, and scholars to the court. Palace workshops produced magnificent porcelains, clothes, and rugs. Abbas liked to walk the streets of Isfahan in disguise, mingling with the crowds in bazaars. Amid the cries of street vendors and swarms of traders and customers, he asked people about their problems. If he heard stories of corruption, he punished the guilty.

Link to Art

Persian Carpets Shah Abbas is largely responsible for the fame of Persian carpets. Carpets had long been woven by regional tribes as protection from winter winds and as trade items. Shah Abbas set up royal workshops in Isfahan and other cities to make carpet weaving a national industry. Professional artists painted the designs. Royal carpets used luxury materi-

als such as silk, gold, and silver threads. Fine carpets were also traded to Europe, where they graced walls or furniture because they were considered too precious for use on floors. Shah Abbas bypassed Portuguese traders and invited European merchants to Persia to trade directly. Thus, Persia benefited from European commercial expansion.

The Safavid Empire

By the early 1500s, the **Safavid** (sah FAH vid) dynasty had united an empire in Persia (present-day Iran). Sandwiched between two expansionist powers—Mughal India and the Ottoman empire—the Safavids often engaged in warfare. Religion played a role in the conflict. The Safavids were Shiite Muslims who enforced their beliefs in their empire. The Ottomans were Sunni Muslims who despised the Shiites as heretics.

Abbas the Great The Safavid king was called the **shah**. The best-known, **Shah Abbas** the Great, revived the glory of ancient Persia. From 1588 to 1629, he centralized the government and created a powerful military force modeled on the Ottoman janizaries. Abbas used a mixture of force and diplomacy against the Ottomans. He also sought alliances with European states that had reason to fear Ottoman power.

To strengthen the economy, Abbas reduced taxes on farmers and herders and encouraged the growth of industry. Unlike earlier Safavids, Abbas tolerated non-Muslims and valued their economic contributions. He built a new capital at **Isfahan** (is fah HAHN), which became a center of the international silk trade. Armenians controlled the trade, so Abbas brought thousands of Armenians to Isfahan. He had a settlement built for these Christians just outside the capital, where they governed themselves.

The Safavid Empire Declines Safavid glory slowly faded after the death of Shah Abbas and under continuing pressure from Ottoman armies. Shiite scholars also challenged the authority of the shah by stressing their own authority to interpret law and determine government policy. They encouraged persecution of religious minorities, pushing Sunni Afghans to rebel. The rebels defeated imperial armies, captured Isfahan, and forced the last Safavid ruler to abdicate in 1722.

In the late 1700s, a new dynasty, the **Qajars** (kuh JAHZR), won control of Iran. They made **Tehran** their capital and ruled until 1925. Still, the Safavids left a lasting legacy. They established Shiism firmly in Iran and gave Persians a strong sense of their own identity.

 **Checkpoint** How did Shah Abbas revive the glory of ancient Persia?

Vocabulary Builder

sagacious—(suh GAY shus) *adj.* having good judgment

In 1604, a Carmelite missionary visited the Persian court. The monk recorded his observations of Shah Abbas the Great. According to Abbas, how does his style of leadership differ from that of Christian rulers?

Primary Source

“He is **sagacious** in mind, likes fame and to be esteemed: he is courteous in dealing with everyone and at the same time very serious. For he will go through the public streets, eat from what they are selling there and . . . speak at ease freely with the lower classes . . . or will sit down beside this man or that. He says that is how to be a king, and that the king of Spain and other Christians do not get any pleasure out of ruling, because they are obliged to comport themselves with so much pomp and majesty.”

—*A Chronicle of the Carmelites in Persia*  AUDIO

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-1051

Assess and Reteach

Assess Progress

L3

■ Have students complete the Section Assessment.

■ Administer the Section Quiz.

 **Teaching Resources, Unit 2, p. 65**

■ To further assess student understanding, use

 **Progress Monitoring Transparencies, 43**

Reteach

L1 L2

If students need more instruction, have them read the section summary.

 **Reading and Note Taking Study Guide, p. 97**

L3

 **Adapted Reading and Note Taking Study Guide, p. 97**

L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 97**

L2

Extend

L4

Muslim caliphs held both secular and religious authority, but the caliphates fragmented. Shiite religious scholars undermined the authority of Safavid shahs. Have students discuss in groups how a Muslim empire could most effectively balance secular and religious authority, and then present their results to the class.

Answers

 He centralized the government, created a powerful military, strengthened the economy, and supported artists, poets, and scholars.

PRIMARY SOURCE Shah Abbas is more casual and comports himself with less pomp and majesty.

Writing About History

Responses should show understanding of the contributions of Suleiman and Shah Abbas. They should include verbs and adjectives that highlight similarities or differences. For

additional assessment, have students access **Progress Monitoring Online** at Web Code **naa-1051**.

Section 5 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Synthesize Information** Use your completed table to answer the Focus Question: What were the main characteristics of the Ottoman and Safavid empires?

Comprehension and Critical Thinking

3. **Summarize** Describe the extent of the Ottoman empire at its height.
4. **Analyze Information** How did Suleiman govern the Ottoman empire?
5. **Explain** What policies did Abbas the Great use to strengthen the Safavid empire?
6. **Draw Conclusions** Why do you think Ottoman and Safavid rulers allowed some religious toleration?

Writing About History

Quick Write: Revise Word Choice Compare and contrast Suleiman the Magnificent with Shah Abbas the Great by examining their contributions and the effects they had on their respective empires. As you write, choose specific verbs and adjectives that highlight similarities or differences. For example, *flourished* contrasts with *grew* to emphasize the extent to which a particular culture or location developed.

Section 5 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. With new military technology, the Sunni Ottomans and Shiite Safavids expanded their empires under strong rulers and Islamic law and created strong societies and flourishing cultures in which non-Muslims participated.

3. It stretched from Hungary to Arabia and Mesopotamia and across North Africa.
4. ruled with the help of a vizier, council, and a huge bureaucracy of elite slaves
5. centralized government, strengthened the military, formed alliances, reduced taxes, encouraged industry, built a new capital, and supported culture
6. Sample: Ottoman and Safavid rulers recognized that non-Muslims made important economic and cultural contributions to their empires.