Teacher Overview

Go directly to student-facing materials!

10.1 Unit Opener

SQ 1. What are the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies?

SQ 2. How did the Tokugawa Shogunate gain, consolidate, and maintain power in Japan?

Unit Essential Question(s): How do empires consolidate their power? How do these empires respond to increased diversity and interconnectedness? Link to Unit

Supporting Question(s):
- What are the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) governed their diverse societies?

Objective(s):
- Describe how the Ottoman Empire (1299-1922) gained, consolidated, and maintained power in their diverse society.
- Describe how the Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse society.
- Describe the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) governed their diverse societies.

Vocabulary

The following words are introduced or reinforced in this lesson. Reference the unit vocabulary tracker for more information. Click here for the New Visions Global History glossary.

<table>
<thead>
<tr>
<th>Word/Phrase (part of speech)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>conquer (v.)</td>
<td>to take over by force</td>
</tr>
<tr>
<td>conquest (n.)</td>
<td>the act of taking something or place by force</td>
</tr>
<tr>
<td>Devshirme System (n.)</td>
<td>a system that required conquered Christian communities to give their sons to the Ottoman government as a form of tax</td>
</tr>
<tr>
<td>diverse (adj.)</td>
<td>very different</td>
</tr>
</tbody>
</table>
empire (n.) a group of once separate areas ruled by a single person or government

Janissary (n.) a well trained soldier who was taken from his family at a young age and trained to fight for the sultan of the Ottoman Empire and serve him in the government

millet (n.) self-governing non-Muslim (Jewish and Christian) communities within the Ottoman Empire that had the power to regulate their own communities, collect taxes, set up their own schools, and organize their own laws

Ottoman Empire (n.) a Muslim empire that ruled over parts of Asia, Africa, and Europe from 1299 to 1922

Formative Assessment Possible Responses
These responses represent possible answers to the formative assessment tasks in this lesson. They are not the only correct answers. Create your own list of possible responses before using this resource with students to anticipate student misconceptions and adjust your instruction.

Task 1
Using one of the conjunctions above, describe the differences between how the Tokugawa Shogunate (1600-1868) and Mughal Empire (1526-1857) responded to “outsiders” in the late 16th and early 17th centuries. The Tokugawa Shogunate banned “outsiders” from Japan in 1635, but the Mughal Empire welcomed “outsiders” into their community.

Task 2
Explain why the Tokugawa Shogunate (1600-1868) and Mughal Empire (1526-1857) had different responses to “outsiders.” The Tokugawa Shogunate was fearful of the influence that Christian missionaries could have on Japanese society. However, the Mughal Empire was excited to trade with Europeans to gain access to finished goods.

NYS Social Studies Framework

<table>
<thead>
<tr>
<th>Key Idea</th>
<th>Conceptual Understandings</th>
<th>Content Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks. (Standards: 2, 3, 5; Themes: ID, GEO, GOV, EXCH)</td>
<td>10.1a Powerful Eurasian states and empires faced and responded to challenges ca. 1750. 10.1b Students will compare and contrast the Tokugawa and Mughal responses to outsiders, with attention to the impacts of those decisions.</td>
<td>Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance and political organization.</td>
</tr>
</tbody>
</table>

Social Studies Practices

<table>
<thead>
<tr>
<th>NYS Social Studies Practices</th>
<th>New Visions Student Social Studies Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison and Contextualization (C3)</td>
<td>[Diagram: Compare]</td>
</tr>
</tbody>
</table>
### NYS Common Core Learning Standards

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and Listening</th>
</tr>
</thead>
</table>
| **Craft and Structure:**  
CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. | **Text Types & Purposes:**  
CCSS.ELA-LITERACY.WHST.9-10.1: Write arguments focused on discipline-specific content. | **Comprehension and Collaboration:**  
CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| **Integration of Knowledge and Ideas:**  
CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | **Integration of Knowledge and Ideas:**  
CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources. | |

### Associated Classroom Posters

[Student Social Studies Practices Poster](#)
Objective: What are the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies?

- **Describe** how the Ottoman Empire gained, consolidated, and maintained power in their diverse society.
- **Describe** how the Mughal Empire gained, consolidated, and maintained power in their diverse society.
- **Describe** the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) governed their diverse societies.

**Introduction:** Defining Key Terms

**Directions:** Complete the circle charts below.

**What have I learned that connects to the word empire?**

**WORDS ASSOCIATED WITH EMPIRE**

**EMPIRE**

UNIT 10.1 | The World in 1750 C.E. | SQ 1. What are the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies?
UNIT 10.1 | The World in 1750 C.E. | SQ 1. What are the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies?
Territorial Evolution of the Ottoman Empire

Directions: Using the Rise and Fall of the Ottoman Empire 1300 - 1923 video and the images below, observe how the Ottoman Empire’s territory changed over time.

1. Using the maps above and video, describe how the extent of the Ottoman Empire changed from the 15th century to the 18th century.

2. At the height of its power in the late 16th to early 17th centuries, to which three continents did the Ottoman Empire expand? ________________________, ________________________, and ________________________.

3. Make a Prediction: How might leaders of the Ottoman Empire gained, maintained, and consolidated power?
Ottoman Empire: Gaining, Consolidating, and Maintaining Power in a Diverse Empire

Directions: Read the text below, then respond to the questions.

Overview
The Ottomans were a Muslim Empire that ruled over parts of Asia, Africa, and Europe from 1299 until 1922. They were Turkish-speaking nomadic people who migrated from Central Asia in northwestern Asia Minor. They quickly conquered other societies and expanded their empire, establishing a society organized around Islam and Islamic institutions. As the Ottoman Empire grew, non-Muslim people became part of the empire. The Ottoman Empire was diverse and composed of three major religious groups that contained many different ethnic groups. The major religious groups were three monotheistic Abrahamic religions: Islam, Christianity, and Judaism. The Ottoman Empire developed strategies to govern their diverse empire.

1. Which religion was the foundation of the Ottoman Empire?
2. Which other religions were practiced in the Ottoman Empire?
3. What challenges might a diverse empire like the Ottoman Empire face? Why would these be challenges?

Directions: Examine the images and read the text below. Then, describe how each example helped the Ottoman Empire gain, consolidate, and maintain power in their diverse society.

GAIN
Gaining power is the process of getting it and expanding it.

CONSOLIDATE
Consolidating power is the process of taking control from other people who also have power.

MAINTAIN
Maintaining power is the process of keeping one's power.

Millets
In the Ottoman Empire, non-Muslims were not required to convert to Islam. Instead, the Ottoman Empire developed millets. Millets were self-governing non-Muslim (Jewish and Christian) communities within the Ottoman Empire that had the power to regulate their own communities, collect taxes, set up their own schools, and organize their own laws. The millets were run by a religious leader who was responsible for maintaining peace within the millet. In return for religious freedom, non-Muslims within the millets owed absolute loyalty to the Ottoman Empire. Additionally, non-Muslims were barred from high government positions in the Ottoman Empire.

3. What was a millet?
4. Why was the millet system established?

Photograph taken by well-known Ottoman photographer, Pascal Sébah. The photograph was commissioned by the Ottoman government for the 1873 Vienna World's Fair. The purpose of this photograph was to show the world the diversity of ethnic groups in the Ottoman Empire. From right to left: a married Muslim woman, a married Jewish woman, and a Bulgarian woman. Image is courtesy of the World Digital Library

UNIT 10.1 | The World in 1750 C.E. | SQ 1. What are the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies?
Devshirme System

Illustration of the registration of Christian boys for the devşirme. Ottoman miniature painting, 1558.

Beginning in the 14th century and ending in the late 17th century, the Ottoman Empire created a system called the Devshirme system. The Devshirme system required conquered Christian communities to give their sons to the Ottoman government as a form of tax. These Christian boys were forced to convert to Islam and served as state slaves. Some of the young Christian boys trained to work in the government. They had to take a series of exams to identify their skills and they also took special classes in languages, math, calligraphy, Islamic studies, and weaponry. These Christian boys owed the sultan complete loyalty and gained positions as guards, scribes, and gatekeepers. This proximity to the sultan helped the devshirme gain some wealth and power; however, their children were not allowed to inherit their wealth. The other Devshirme served in the military corps, the Janissaries. These Janissaries, who were mostly forced Muslim converts, helped the Ottoman Empire to expand its territory.

5. What was the Devshirme system?

6. Why was the Devshirme system established?

Janissaries

The Janissaries were the elite army of the Ottoman Empire until 1826. The Ottoman Empire used Janissaries in all its military conquests such as the 1453 capture of Constantinople. The janissaries were mostly made up of young Christian boys from the Devshirme system. They owed complete loyalty to the sultan and were required to follow strict rules such as celibacy and no marriage until they left active duty.

7. Who were the janissaries?

8. Why were the janissaries formed?
Sultan Leadership
Text Adapted From: [Source], [Source]

Image is courtesy of wikimedia commons and is in the public domain

Mehmed the Conqueror
(1444–1446) & (1451–1481)
● Conquered Constantinople and brought an end to the Byzantine Empire
● Reunification of Southeast Europe as far west as Bosnia.

Bayezid II
(1481–1512)
● Consolidated the Ottoman Empire
● Prevented Safavid rebellion
● Rescued Jews expelled from Spain and allowed them to resettle in Ottoman Empire

Selim I
(1512–1520)
● Conquered modern-day Iran
● Expanded empire to conquer the entire Mamluk Sultanate of Egypt
● Extended power over holy cities of Mecca and Medina

Suleiman the Magnificent
(1520–1566)
● Ruled over Ottoman Empire at height of power
● Expanded empire to conquered more of North Africa and Europe
● Built strong fortresses to defend the places he conquered
● Adorned the cities with mosques, bridges, aqueducts, and other public works

9. What is one similar action taken by all four sultans? Why would all the sultans take this type of action?

10. Identify three examples of how the Ottoman Empire gained, consolidated, and maintained power in their diverse society. Then, explain how this helped them to gain, consolidate, and/or maintain power.

<table>
<thead>
<tr>
<th>Action</th>
<th>How did the action helped the Ottoman Empire gain, consolidate, and maintain power in their diverse society?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNIT 10.1 | The World in 1750 C.E. | SQ 1. What are the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies?
Territorial Evolution of the Mughal Empire

Directions: Using the map below, observe how the Mughal Empire’s territory changed over time.

1. Using the map to your left, describe how the extent of the Mughal empire changed from the reign of Babur to the reign of Aurangzeb.

2. What geographic feature prevented the Mughal Empire from expanding further to the north?

3. Make a Prediction: How might leaders of the Mughal Empire have gained, maintained, and consolidated power?

Mughal Empire: Gaining, Consolidating, and Maintaining Power in a Diverse Empire

Directions: Read the text below, then respond to the questions.

Overview
The Mughal empire was a Muslim dynasty that ruled parts of modern-day India and Pakistan from 1526 to 1857. The Mughal Empire was of Turkic-Mongol, or Central Asian origin. The Mughal Empire conquered areas that included two major religious groups: Hindus and Muslims.

1. Which religion was the foundation of the Mughal Empire?

2. Which other religions were practiced in the Mughal Empire?

3. What challenges might a diverse empire like the Mughal Empire face? Why would these be challenges?

Directions: Examine the images and read the text below. Then, describe how each example helped the Ottoman Empire gain, consolidate, and maintain power in their diverse society.

GAIN

Gaining power is the process of getting it and expanding it.

CONSOLIDATE

Consolidating power is the process of taking control from other people who also have power.

MAINTAIN

Maintaining power is the process of keeping one's power.

Text Adapted From: Source, Source
4. Identify three examples of how the Mughal Empire gained, consolidated, and maintained power in their diverse society. Then, explain how this helped them to gain, consolidate, and/or maintain power.

<table>
<thead>
<tr>
<th>Action</th>
<th>How did the action helped the Mughal Empire gain, consolidate, and maintain power in their diverse society?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNIT 10.1 | The World in 1750 C.E. | SQ 1. What are the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies?
SQ 1: What are the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies?

Directions: Based on what you have learned, complete the task below to describe how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies.

**Task 1**
With your partner, complete the comparison venn diagram below.

**Task 2**
Using one of the conjunctions below, describe the similarities and differences between how the Ottoman Empire (1299-1922) and Mughal Empire (1526-1857) gained, consolidated, and maintained power in their diverse societies.

Conjunctions Bank

<table>
<thead>
<tr>
<th>But</th>
<th>While</th>
<th>However</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even though</td>
<td>Likewise</td>
<td>Similarly</td>
</tr>
</tbody>
</table>

Examples:
- Mark chose to join the basketball team, but Jacob chose to join the soccer team.
- While Mark chose to join the basketball team, Jacob chose to join the soccer team.
- Mark chose to join the basketball team, however, Jacob chose to join the soccer team.
- Even though Mark chose to join the basketball team, Jacob chose to join the soccer team.
- Mark joined the basketball team. Likewise, Mike decided that he wanted to pursue school sports.
- Mark joined the basketball team. Similarly, Mike decided that he wanted to pursue school sports.