

Global Studies I & II (9th & 10th Grade)

Where was the Ottoman Empire? How interconnected was it to other regions?

Objective:

- Describe where the Ottoman Empire is located and their interconnectedness to other regions.

Introduction

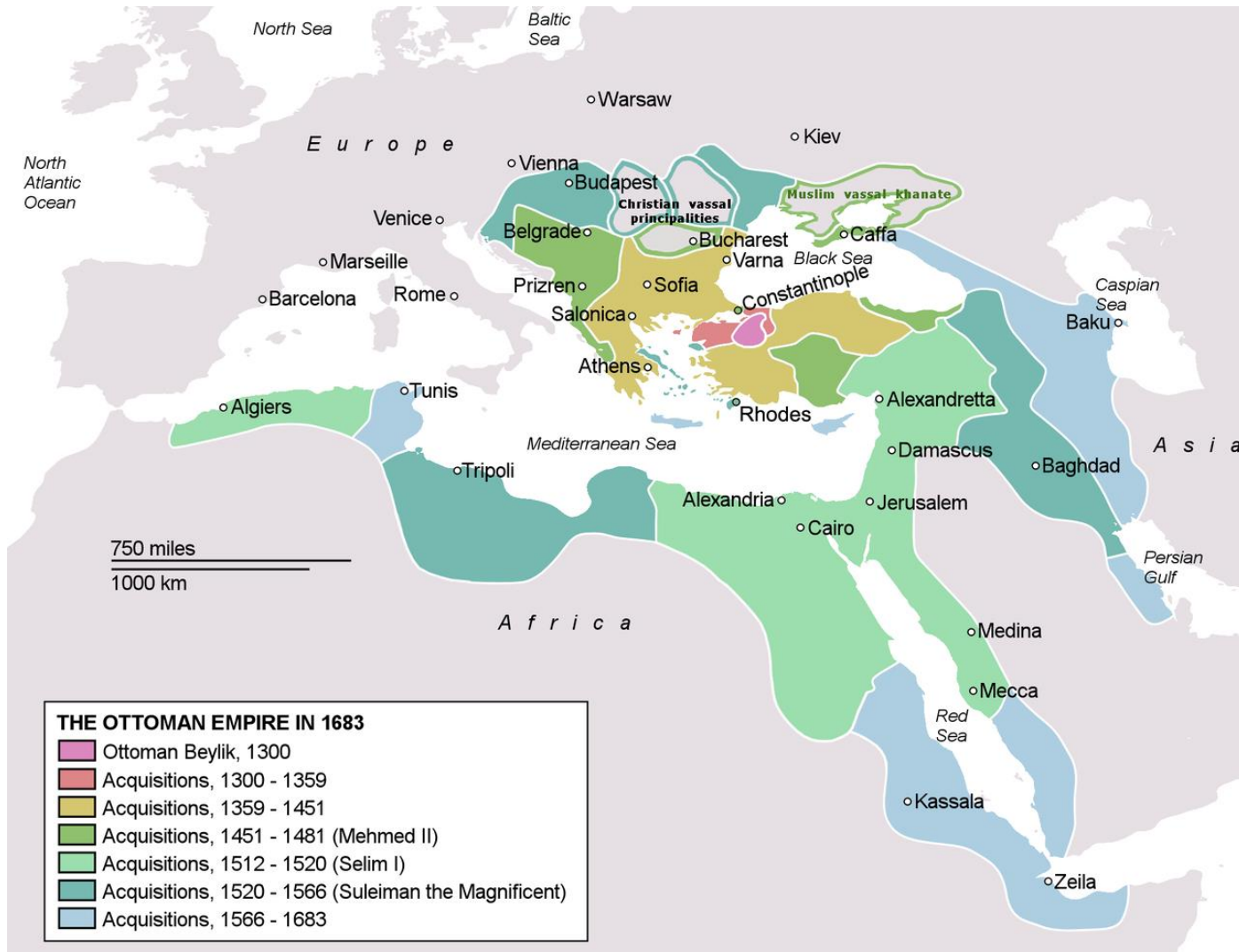
➡ **Directions:** Label the continents, regions, and bodies of water listed on the map below.

Continents		Regions		Bodies of Water	
Asia	Africa	Middle East	North Africa	Mediterranean Sea	Indian Ocean
Europe		Southern Europe		Black Sea	



Where was the Ottoman Empire (1683 CE)? How interconnected was the Ottoman Empire?

➡ **Directions:** Examine the maps of the Ottoman Empire, then answer the questions that follow.



Relative location is a description of where a place is in relation to how a place is related to other places. For example, Canada is *north of* the state of New York.

North	East	West	South	West	South	Northeast	Northwest
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Using the map and directional words above, complete the tasks below.

1. Identify the **three continents** on which the the Ottoman Empire existed.

2. Describe the location of the the Ottoman Empire to **two regions**.

3. Describe the location of the Ottoman Empire relative to **one ocean**.

4. Describe the location of the Ottoman Empire relative to **two other bodies of water**.

5. **Based on your knowledge of previous empires, how do you predict the Ottoman empire was able to gain control of large territories across three continents?**

Regents Prep CRQ Practice #1

Document 1

The excerpt of the letter below was written by the Cloth Merchants of Leeds, England in 1791. The letter was published in two local newspapers.

In the Manufacture of Woollens, the Scribbling Mill, the Spinning Frame, and the Fly Shuttle, have reduced manual Labour nearly One third, and each of them at its – first Introduction carried an Alarm to the Work People, yet each has contributed to advance the Wages and to increase the Trade, so that if an Attempt was now made to deprive us of the Use of them, there is no Doubt, but every Person engaged in the Business, would exert himself to defend them.

From these Premises, we the undersigned Merchants, think it a Duty we owe to ourselves, to the Town of Leeds, and to the Nation at large, to declare that we will protect and support the free Use of the proposed Improvements in Cloth-Dressing, by every legal Means in our Power; and if after all, contrary to our Expectations, the Introduction of Machinery should for a Time occasion a Scarcity of Work in the Cloth Dressing Trade, we have unanimously agreed to give a Preference to such Workmen as are now settled Inhabitants of this Parish, and who give no Opposition to the present Scheme.

Appleby & Sawyer
Bernard Bischoff & Sons
[and 59 other names]

Source: Letter from Leeds Cloth Merchants, 1791. From J. F. C. Harrison, *Society and Politics in England, 1780-1960* (New York: Harper & Row, 1965), pp. 72-74 and the Fordham Modern History Sourcebook. <https://sourcebooks.fordham.edu/mod/1791machines.asp>

Historical Context- refers to the historical circumstances that led to this event/idea/historical development

1. Explain the historical circumstances that led to the use of the use of machines described in the letter. [1]

Document 2

The petition below was written by the Leeds Woollen Workers. It was published in a local newspaper in 1786.

...The number of Scribbling-Machines extending about seventeen miles south-west of LEEDS, exceed all belief, being no less than *one hundred and seventy!* and as each machine will do as much work in twelve hours, as ten men can in that time do by hand, (speaking within bounds) and they working night-and day, one machine will do as much work in one day as would otherwise employ twenty men....twelve men are thrown out of employ for every single machine used in scribbling...[as a result] eight thousand hands are deprived of the opportunity of getting a livelihood.

We therefore hope, that the feelings of humanity will lead those who I, have it in their power to prevent the use of those machines, to give every discouragement they can to what has a tendency so prejudicial to their fellow-creatures...

Men of common sense must know, that so many machines in use, take the work from the hands employed in Scribbling, - and who did that business before machines were invented...

...How are those men, thus thrown out of employ to provide for their families; - and what are they to put their children apprentice to, that the rising generation may have something to keep them at work, in order that they may not be like vagabonds strolling about in idleness? Some say, Begin and learn some other business. - Suppose we do; who will maintain our families, whilst we undertake the arduous task [?]

But what are our children to do; are they to be brought up in idleness? Indeed as things are, it is no wonder to hear of so many executions;...bringing children up to industry, and keeping them employed, is the way to keep them from falling into those crimes, which an idle habit naturally leads to.

Signed, in behalf of THOUSANDS, by
Joseph Hepworth Thomas Lobley
Robert Wood Thos. Blackburn

From Leeds Woollen Workers Petition, 1786. From J. F. C. Harrison, *Society and Politics in England, 1780-1960* (New York: Harper & Row, 1965), pp. 71-72 and the Fordham Modern History Sourcebook. <https://sourcebooks.fordham.edu/mod/1786machines.asp>

2. Using document 2, explain how audience affects the way the Leeds Woollen Workers presents their ideas. [1]

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Similarity- tells how something is alike or the same as something else.

Difference- tells how something is not alike or not the same as something else.

3a. Identify a similarity **or** a difference between the events, ideas, or historical developments presented in documents 1 and 2. [1]

3b. Explain a similarity ***or*** a difference in the events, ideas, or historical developments presented in these documents. Be sure to use evidence from ***both*** documents 1 and 2 in your response. [1]

Regents Prep CRQ Practice #2
Document 1

Growth of the Japanese Empire, 1931–41



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted) from NYS Global History and Geography II Regents Exam Prototype.

Geographic Context- refers to where this historical development/event is taking place and why it is taking place there.

1. Explain the geographic context for the historical development shown on this map. [1]

Document 2

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

There was a blinding white flash of light, and the next moment – Bang! Crack! A huge impact like a gigantic blow smote [struck] down upon our bodies, our heads and our hospital. I lay flat I didn't know whether or not of my own volitions choice]. Then down came piles of debris, slamming into my back....

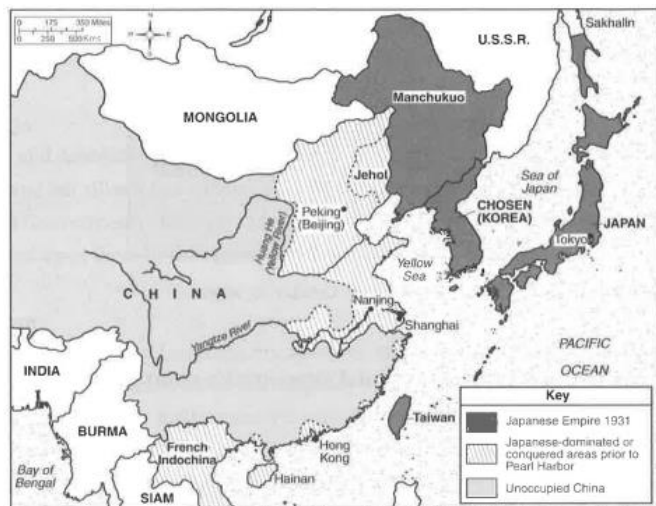
All the buildings I could see were on fire: large ones and small ones and those with straw- .. thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed [sic] wooden building, was on fire, as : were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like ! So many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour – black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world....

Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982 from NYS Global History and Geography II Regents Exam Prototype.

2. Based on this excerpt, explain Dr. Tatsuichiro Akizuki's purpose for writing about what occurred in Nagasaki on August 9, 1945. [1]

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Turning point- is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

3a. Identify a ***turning point*** associated with the events, ideas, or historical developments related to ***both*** documents 1 and 2. [1]

3b. Explain why the events, ideas, or historical developments associated with these documents are considered a turning point. Be sure to use evidence from ***both*** documents 1 and 2 in your response. [1]