



e future **HANDS ON**

# HISTORY

**AGE OF DISCOVERY**

Stephen Pow & Han Chae



**Volume 3**

© future HANDS ON

# HISTORY

---

**Publisher**

Patrick Hwang

**Project Director**

Casey Kim

---

**Editorial Manager**

Jayne Lee

**Editors**

Lewis Thompson

Jason Wilburn

Ian Bosiak

**Scholarly Review**

Dr. M.Mark Stolarik

---

**Cover Illustration**

Junghoon Yeon

**Main Illustration**


Hyunbin Yeo

**Illustrations**

Sooyeon Kim / Sangchul Park

---

**Cover / Interior Design**

Hongdangmoo Creative Design 

Changsu Woo   Sooyoun Park   Ji-na Song

---

Copyright © 2011 e-future

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

  
www.e-future.co.kr

4/5F LK Bldg. 196-8 Jamsil-dong, Songpa-gu, Seoul, Korea 138-862  
TEL: 82.2.3400.0509   FAX: 82.2.591.7626

## Authors' Note

Thank you for joining us on this adventure through world history. We intend to take you on a wild ride from the dawn of civilization to the modern age. The ride is sometimes frightening, as we see empires fall, tyrants rise, and brutal wars of conquest. Yet we also see, in the story of civilization, how humans create masterpieces of art, how their dreams of freedom become reality, and breathtaking achievements in the world of science and technology.

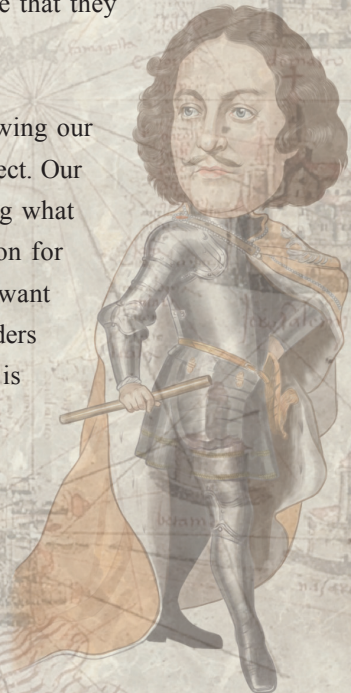
It is an unfortunate fact that sometimes history lectures can remove all the magic and wonder from the stories of the past. When we wrote *Hands on History*, we wanted history to be easily accessible and relevant to readers. We wanted them to see and feel how our history has shaped our present day. Moreover, we kept in mind that history consists of the stories of the past, and the explanation of history should really be the telling of stories. And, if a story is told well, who doesn't like to hear it?

With *Hands-on History*, we did our very best to avoid complications and generalizations. We show history flowing with each passing lesson closer to the present. We don't divide the series along geographical or thematic lines, instead we recognized and focused on where and when the world changed. We use simple language, and we explain not just which events are important, but also WHY they are important. Most of all, we remember that a good story needs good character development. We deal with the motivations and traits of historical figures, so that they come alive on the pages. Readers will get a sense that they actually know the people of the past.

We would like to express our gratitude to M. Mark Stolarik for reviewing our work, as well as to the many editors and illustrators involved in this project. Our goal is not that readers memorize every historical event. Understanding what went on is more important. We hope this series might kindle a passion for history in students. As well, for those who already enjoy history, we want to provide a basis so that it can be pondered even more. Hopefully readers use these books mostly for their own enjoyment. We are confident this is possible with *Hands on History*.

**Stephen Pow & Han Chae**

Authors



# CONTENTS

Authors' Note	.....	3
Unit Breakdown	.....	6
Professor's Review	.....	9



## Unit 1

### A New Islamic Empire

Lesson 1	The Ottoman Empire	.....	10	CD Track 1
	MAP ▶ The Ottoman Empire under Suleiman the Magnificent		13	
Lesson 2	Constantinople to Istanbul	.....	17	CD Track 2



## Unit 2

### Europe After the Middle Ages

Lesson 1	The Renaissance	.....	20	CD Track 3
	MAP ▶ Renaissance Italy 1450		23	
Lesson 2	The Rebirth of Europe	.....	27	CD Track 4



## Unit 3

### The Age of Discovery

Lesson 1	The New World	.....	30	CD Track 5
	MAP ▶ The Discovery of the Americas 1492		33	
Lesson 2	Civilizations of the Americas	.....	37	CD Track 6



## Unit 4

### Religious Reform in Europe

Lesson 1	The Reformation	.....	40	CD Track 7
	MAP ▶ The Reformation 1570		43	
Lesson 2	Martin Luther	.....	47	CD Track 8



## Unit 5

### The Spanish Golden Age

Lesson 1	The House of Habsburg	.....	50	CD Track 9
	MAP ▶ The Spanish Armada 1588		53	
Lesson 2	The Invincible Armada	.....	57	CD Track 10



**Unit 6**      **The Start of the British Empire**

<b>Lesson 1</b>	<b>The Rise of England</b> .....	60	<b>CD Track 11</b>
	MAP ▶ Britain in 1600	63	
<b>Lesson 2</b>	<b>Good Queen Bess</b> .....	67	<b>CD Track 12</b>



**Unit 7**      **The Growth of Russia**

<b>Lesson 1</b>	<b>The Russian Empire</b> .....	70	<b>CD Track 13</b>
	MAP ▶ Russia under Ivan the Terrible	73	
<b>Lesson 2</b>	<b>The Biggest Country in the World</b> .....	77	<b>CD Track 14</b>



**Unit 8**      **The Unification of Japan**

<b>Lesson 1</b>	<b>Toyotomi Hideyoshi</b> .....	80	<b>CD Track 15</b>
	MAP ▶ The Unification of Japan in the 16th Century	83	
<b>Lesson 2</b>	<b>The Way of the Warrior</b> .....	87	<b>CD Track 16</b>



**Unit 9**      **Trouble on the Korean Peninsula**

<b>Lesson 1</b>	<b>The Japanese Invasions</b> .....	90	<b>CD Track 17</b>
	MAP ▶ Japanese invasion of Korea 1592	93	
<b>Lesson 2</b>	<b>A Different Kind of War</b> .....	97	<b>CD Track 18</b>



**Unit 10**      **The Scientific Revolution**

<b>Lesson 1</b>	<b>Early Scientists</b> .....	100	<b>CD Track 19</b>
	MAP ▶ Copernicus' view of the Universe	103	
<b>Lesson 2</b>	<b>Changes in Europe</b> .....	107	<b>CD Track 20</b>

# Unit Breakdown

## General overview

The textbook is divided into ten units. Each unit has two lessons. The first lesson gives the readers basic knowledge of a historical topic. The second lesson is a topic journal that will help the readers reflect and express opinions on the topic.

### Make Connections

Each unit has a question that helps readers to form an opinion about a subject that is related to the unit's topic.

**Unit 9 Trouble on the Korean Peninsula**

Lesson 1 The Japanese Invasions  
Lesson 2 A Different Kind of War

**Key Vocabulary**  
Choose and write the word next to its definition.

arrest	ban	betray	cause	confident
emroy	isolated	oppose	revolution	veteran

- being certain of something; having no doubts
- to bring about; to be the reason for
- to capture somebody; to put somebody in jail
- to not be loyal to someone; to deceive someone
- a government messenger to other countries
- a sudden, important change
- separated from other persons or things
- to fight against something; to argue with someone
- a soldier who has lots of experience in war
- to not allow; to forbid

**Make Connections**  
Do you listen to other people's advice when you make a decision?

**Timeline**

1543	1592	1603 - 1608	1598	1644
Columbus publishes a book that explains how the Earth revolves around the Sun.	The start of the Japanese invasion of Korea.	The Edo Period.	Tokugawa Iyeyasu unites Japan.	The Qing Dynasty of China is conquered by Manchurian nomads.

**Exploring Events** Describe the pictures below and fill in the dates from the timeline.

### Timeline

The timeline shows the period when the events in the unit took place. It also includes events of previous and subsequent units, helping the readers to better understand this unit's place in world history.

### Key Vocabulary

Each unit introduces a new set of vocabulary terms. The newly introduced words will constantly appear in both later units and subsequent volumes of the *Hands on History* series.

## Lesson 1

Each lesson passage is divided into three sections.

The first section provides background material. It also informs readers about previous events which acted as a catalyst to the major events of that time.

The second section introduces the major events or people of that time. This section provides an engaging storyline about events that profoundly influenced the course of world history.

The third section shows the effects and consequences of those events. It also hints at what is to come in the next unit.

**LESSON 1 The Japanese Invasions**

**The Two Invasions**

Toyotomi Hideyoshi unified Japan in 1590. The islands were full of samurai **veterans** after the long wars for unification. A long period of peace was uncertain, and there was a possibility that the samurai might **betray** Hideyoshi. The new ruler of Japan decided to use them to conquer an empire in Asia.

In 1592, the Japanese invaded Korea. Hideyoshi was **confident** of victory. His samurai warriors had modern guns, and Korea's soldiers were not experienced. The Japanese quickly won many battles and took Seoul, the capital city. Ming Chinese armies came to help Korea, and neither side could win the war. In 1597, Hideyoshi sent another large army to conquer Korea.

**War on the Sea**

During the invasions, Korea was almost completely conquered by the Japanese invasion forces on land. However, the small navy of Korea was effective in stopping the Japanese at sea. The Korean navy was led by a brilliant commander named Admiral Yi Sun-sin. At the Battle of Myeongnyang in 1597, he destroyed over a hundred Japanese ships with only 13 of his own. Overall, he fought more than 20 battles against the large Japanese navy. Amazingly, he never lost a single one.

**Unit 1 Trouble on the Korean Peninsula**

**Japanese invasion of Korea 1592**

In 1598, Hideyoshi died suddenly after ordering his soldiers to leave Korea. As the Japanese navy tried to return to Japan, it was attacked by Yi Sun-sin's navy. Around 300 Japanese ships were sunk or captured. However, at the moment of his victory, Admiral Yi was killed by a Japanese gun.

### Unit Map

Each unit map provides vital information about where the described events took place as well as improves the reader's geographical knowledge.

**LESSON 1 The Japanese Invasions**

**The Aftermath**

The Japanese invasions lasted for seven years and **caused** enormous damage to Korea as well as China. Korea's farmland was ruined and a great number of people died. Much of Korea's wealth was **destroyed** or stolen during this time. The Ming Dynasty of China was also damaged by the long war, and it slowly declined. Only 50 years later, a tribe of nomads called Manchus came into power and started a new dynasty in China.

In Japan, the dream of a Japanese empire expanding into Asia ended with Hideyoshi's defeat. After his death, a new ruler, Tokugawa, took over the country and started the Edo Period. He wanted peace in Japan, so he did not allow people to use guns or build fortresses. The peaceful Edo Period lasted for the next 250 years. Tokugawa **banned** European traders and Christian missionaries. The Japanese people were **not** allowed to visit other countries either. While Japan was **isolated** from the world, many important developments in science were happening in Europe. They led to the **Scientific Revolution**.

**Unit 1 Trouble on the Korean Peninsula**

**Comprehension Check**

**A Read and choose the answer.**

- What is a reason that Hideyoshi invaded Korea?
  - He wanted to trade with India.
  - Korea refused to trade with Japan.
  - He wanted to make an empire in Asia.
- What is **NOT** true about Yi Sun-sin?
  - He was a very skilled commander.
  - He won more than twenty battles.
  - He only lost a single battle against Japan.
- Why was Japan **NOT** able to conquer Korea?
  - The Japanese army had no guns.
  - The Japanese soldiers were mostly new and untrained.
  - The Japanese navy could not defeat the Korean navy.
- What did Tokugawa do to make Japan peaceful?
  - He invaded Korea and China.
  - He invited European traders and missionaries to live in Japan.
  - He banned the use of guns in Japan.

**B Number the sentences from 1 to 5 to show the correct order of events.**

- Hideyoshi unified Japan.
- Yi Sun-sin won the great battle at the Battle of Myeongnyang.
- The Japanese invaded Korea for the first time.
- Japanese people were banned from traveling.
- Yi Sun-sin was killed.

### Comprehension Check

The comprehension check provides the reader with activities to review the unit topic. This section moves from simple comprehension questions to organizing statements in order to show the correct sequence of events covered in the lesson.

**Unit 1 Trouble on the Korean Peninsula**

**Comprehension Check**

**C Read the sentence and write true (T) or false (F).**

- The Janissaries were an army of volunteers.
- The Ottoman sultans wanted to conquer Rome.
- Suleiman the Magnificent conquered Vienna in 1529.
- The Ottoman Empire did not have slaves.
- Constantinople was conquered by Osman I.

**Facts to Remember**

Complete the graphic organizer by filling in the blanks.

**The Ottoman Empire**

- It was founded by \_\_\_\_\_ in 1299.
- The leader of the Ottoman Empire was called the \_\_\_\_\_.
- The religion of the Ottoman Empire was \_\_\_\_\_.
- The Ottomans conquered the \_\_\_\_\_ Empire and expanded their territory into \_\_\_\_\_.

**Sultan Mehmet II**

- He captured \_\_\_\_\_ in 1453.
- The city was renamed \_\_\_\_\_ and it became the capital city of the Ottoman Empire.

**Sultan Suleiman the Magnificent**

- He expanded the Ottoman Empire into \_\_\_\_\_ Europe.
- In 1529, his army tried to conquer \_\_\_\_\_ Austria, but they didn't succeed.

### Facts to Remember


The first lesson ends with a graphic organizer in which readers must organize their newly acquired knowledge into different types of charts.

## Lesson 2

The second lesson is presented as a student's journal which is designed to help the readers personally connect with the previous lesson. It also provides additional vital information which will expand the reader's understanding of the unit.

**LESSON 2 A Different Kind of War**

*"Do not weep, do not tell my men of my death... We are still fighting, finish the enemy to the last one."*  
— Yi Sun-sin (1494–1500)



**Fill in the blanks with the correct words as you read.**

betray confident envy opposed arrested

Today in class, we learned about the Joseon Dynasty. It ruled Korea during the Japanese invasions which started in 1592. My teacher said that Korea was peaceful before the invasions, without any major wars with other countries. However, the Korean government had big problems because two factions were always arguing. They were the two major political groups known as the East Faction and the West Faction. They always clashed and \_\_\_\_\_ each other. This conflict meant Korea's kings were never \_\_\_\_\_ about making the correct decisions for the country.

Before the first Japanese invasion, the king sent two \_\_\_\_\_ to Japan. Unfortunately, they belonged to different factions. When they arrived back in Korea, the West Faction told the king that Japan was going to invade and they were going to use guns. The East Faction opposed this idea and told the king that Japan was not ready to invade. The king didn't know which faction to listen to. So, by the time the Japanese arrived, Korea was not prepared to fight and therefore suffered in battle.

During the Japanese invasions, the famous Korean admiral Yi Sun-sin was almost killed because of the conflict between the factions. Another Korean commander told the king that Yi Sun-sin was going to \_\_\_\_\_ him. It was only because Yi Sun-sin was supported by the other faction that this happened. The admiral was \_\_\_\_\_ for a short time between the two invasions.

One of the war was over and Yi Sun-sin was dead, the wars between the factions continued.

**LESSON 2 A Different Kind of War**

**Comprehension Check**

**Context Clue**

What do the three words in bold in the passage refer to?

- They \_\_\_\_\_
- they \_\_\_\_\_
- him \_\_\_\_\_

**Critical Thinking**

**A Think about the following questions and write the answers.**

- What is a faction?
- What problems did the factions of the Korean government cause?
- Why was Korea not prepared for the first Japanese invasion?
- Why was Yi Sun-sin arrested during the war?

**B Share your answers with the class.**

**Journal Writing**

Write a paragraph in your journal about one of the topics below.

- What did you learn about the Japanese invasion of Korea?
- Do you listen to other people's advice when you make a decision?

94 Age of Discovery

### Comprehension Check

The comprehension check for the second lesson focuses on developing the reader's composition skills and critical thinking.

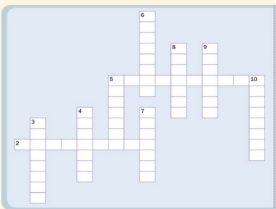
### Vocabulary Review

Vocabulary Review provides exciting activities to help readers retain the unit vocabulary, and it also provides an activity to reinforce the previous units' vocabulary.

**Unit 3 A New Islamic Empire**

**Vocabulary Review**

Complete the crossword puzzle with the correct words.



**Across**

- My school soccer team has never lost a game. It is **invincible**.
- The building was built by a famous \_\_\_\_\_.

**Down**

- This school looks like a \_\_\_\_\_ Look at the size of it.
- Mr. Chang was an \_\_\_\_\_ to the president for nine years.
- This movie is good. It will \_\_\_\_\_ many people.
- Our teacher never says anything negative. She is always so \_\_\_\_\_.
- The police tried to \_\_\_\_\_ the bank robber.
- My dad is the \_\_\_\_\_ of the company. He started it 15 years ago.
- Mehmet II wanted to \_\_\_\_\_ Rome, just like Constantine.
- Look at that huge statue! It is \_\_\_\_\_!

adviser  
architect  
besiege  
capture  
enormous  
fortress  
founder  
inspire  
invincible  
positive

15

**Unit 3 Trouble on the Korean Peninsula**

**Vocabulary Review**

**A Fill in the blank with the correct word.**

- My grandfather is a war \_\_\_\_\_. He fought in the Korean War.
- My school \_\_\_\_\_ junk food at lunch.
- It rained for five days. The rain \_\_\_\_\_ a flood in my neighborhood.
- The police \_\_\_\_\_ the man for stealing a car.
- It was such a good idea that nobody \_\_\_\_\_ it.
- The island is \_\_\_\_\_ and the animals there are very unique.
- Don't \_\_\_\_\_ your friends! It's a terrible thing to do.
- The internet was a \_\_\_\_\_ it changed our world.
- The country sent an \_\_\_\_\_ to the United Nations.
- I am \_\_\_\_\_ that I will get an A on my history test.

**B Write T (true) or F (false).**

- Wars are **constant** in history.
- When the Titanic sank, most of the people on it **drowned**.
- Some people are more **disciplined** than others.
- If you **unite** with other people, you can usually get a job done faster.
- Many people **realize** the internet is an important part of life.
- Students feel **giddy** when they study hard.
- It is considered bad to **spy** on someone else.
- If you **insult** someone, that means you like them.
- A **throne** is found in the house of ordinary people.
- If someone gets **promoted**, they usually earn more money.

veteran  
betray  
confident  
caused  
isolated  
banned  
revolution  
opposed  
envoy  
arrested

95



## Professor's Review

The *Hands on History* series is a very good, chronological, summary of the rise of civilizations, whether in the Middle East, Europe, India or Asia. The first volume covers the earliest civilizations of the Sumerians, Egyptians, Assyrians, Babylonians, Persians, Greeks, Indians and Chinese and ends with the Punic Wars between Carthage and Rome (approximately the 3,000 years before Christ). Volume two covers the Roman Empire, the rise of Christianity, the barbarian invasions of Europe, and the rise of Islam. It continues with the development of feudalism in Europe, with the European Crusades against Islam, with the Mongol conquests, including a section on Korea, and then returns to Joan of Arc and the Hundred Years War in Europe (approximately 1,300 years after Christ). Volume three details the rise of the Ottoman Empire in the fifteenth century, the European Renaissance, the European discovery of North America, the division of European Christianity with the Reformation of the 17th century, the rise of Spain based upon wealth obtained from the New World, the challenge of England to Spanish hegemony, the rise of Russia, and feudalism in Japan. It ends with the European Scientific Revolution of the 16th and 17th centuries. Volume four continues the story with the theory of the “divine right” of Kings and illustrates it with Louis XVI of France. It then deals with the American Revolution, the French Revolution, Napoleon Bonaparte, American slavery, the war against the North American natives, the British Empire in India, the European colonization of Africa, the “opening up of Japan” by the United States and, the rise and decline of China in the 19th century.

The *Hands on History* series contains very useful texts for students of English who are learning world history for the first time. In forty concise units of the series, the authors tell the story of human beings from the very first civilization to the early 19th century while taking the readers on a lively and exciting journey across the centuries. The passages are written in clear, understandable English and are very well illustrated with colorful pictures and maps to help the student comprehend and remember certain events.

**M. Mark Stolarik**  
Full Professor, Department of History  
University of Ottawa



# Unit 1

# A New Islamic Empire

Lesson 1 The Ottoman Empire CD Track 1

Lesson 2 Constantinople to Istanbul CD Track 2



## Make Connections

What makes one culture different from another culture?

## Timeline

1300

1400

1500

1600

1299

Osman I starts the Ottoman Empire.



1453

Mehmet II captures Constantinople.



1529

The Ottoman Empire attempts to conquer Austria.



1466

Leonardo da Vinci begins making art in Florence.



1520 ~ 1566

Reign of Suleiman the Magnificent





### Key Vocabulary

Choose and write the word next to its definition.

- |          |           |         |            |          |
|----------|-----------|---------|------------|----------|
| advisor  | architect | besiege | capture    | enormous |
| fortress | founder   | inspire | invincible | positive |

- 1 a person who establishes a group
- 2 to take by force
- 3 a person who designs a building
- 4 a person who gives advice
- 5 a strongly protected place from enemies
- 6 unable to be conquered or defeated
- 7 to surround with armed forces
- 8 to give someone new ideas and feeling of excitement
- 9 having a good effect
- 10 very large

### Exploring Events

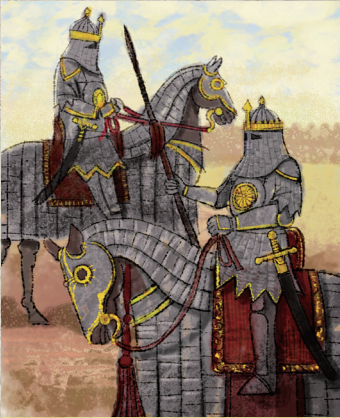
Describe the pictures below and fill in the dates from the timeline.



\_\_\_\_\_

# LESSON 1

# The Ottoman Empire



The Ottoman Empire grew at first because of skilled horsemen from many Turkish tribes.



Before it was conquered by the Turks, Constantinople was the capital of the Byzantine Empire for a thousand years.



Mehmet II used large cannons to destroy the walls of Constantinople. He was known as "the Conqueror."

## The Rise of the Ottoman Empire

In the 11<sup>th</sup> century, Turkish nomad tribes began moving into Anatolia on the border of the Byzantine Empire. They were stopped from moving further west by the Byzantine Empire for centuries. However, this changed in 1299. Osman I became the **founder** of a powerful state of Turkish nomads, known as the Ottomans. The Ottoman Empire began conquering most of Anatolia.

In the middle of the 1300s, the Ottomans crossed over into Europe, and started conquering countries in the Balkans. They believed that they were fighting a holy war against the people of Europe. In 1453, Sultan (king) Mehmet II, **besieged** Constantinople, the Byzantine Empire's capital city. With their **enormous** cannons, the Ottomans conquered the city by breaking down the walls that protected it. The city was renamed Istanbul and became the new capital of the Ottoman Empire.

## An Army of Slaves

Constantinople was the last territory of the Byzantine Empire. After capturing the city, Sultan Mehmet II believed that it was his destiny to rule all of Europe. This alarmed the pope, European monarchs and ordinary Christians. They did not want to be ruled by an Islamic empire.



The Ottomans were successful in their conquests of Europe. They took a lot of prisoners who became their slaves. However, in the Ottoman Empire, slaves could often become powerful and successful. Some even became **advisors** to the sultan.

Every year, the Ottomans took Christian boys away from their families in Eastern Europe. These boys were trained to be the sultan's personal army called the Janissaries. For about two centuries, they were almost **invincible** on the battlefield.



## LESSON 1 The Ottoman Empire



Istanbul became the capital of the Ottoman Empire and an important city for Europe and Asia.



The Suleymaniye Mosque was started in 1550 and completed in 1558. It is the tomb of Suleiman the Magnificent.



The Janissaries were an army made of slaves from Christian families. They were brave and well-trained.

### Suleiman the Magnificent

After the death of Mehmet II, the Ottoman sultans wanted to continue trying to conquer Europe. Their goal was to **capture** Rome and become rulers of the continent. Rome had symbolic importance, and it was where the pope lived. An Ottoman sultan named Suleiman the Magnificent continued to expand the Ottoman Empire into central Europe. In 1529, his army besieged Austria's capital city, Vienna. However, the city didn't fall, and the Ottomans were stopped from conquering any more of Europe.

Though the Ottoman invasions were very frightening for people in Europe, they had a **positive** influence on the people of Italy. When the Byzantine Empire was conquered, many Greek scholars fled to Italy with their books. They helped start a new period of culture and learning in Europe, known as the Renaissance.

**Comprehension Check****A Read and choose the answer.**

- 1. What made it possible for the Ottomans to conquer Constantinople?**
  - a) The Ottomans paid the Byzantine Empire to surrender.
  - b) Constantinople had no walls to protect it.
  - c) The Ottomans had enormous cannons.
  
- 2. What is NOT true about the Janissaries?**
  - a) They were slaves of the sultan.
  - b) They were the sultan's personal army.
  - c) Only Turks were trained to be Janissaries.
  
- 3. Why did the Ottoman sultans want to capture Rome?**
  - a) It was the only city in Europe.
  - b) It was where the pope lived, and it was a symbol of European culture.
  - c) The people of Italy did not want to trade with the Ottoman Empire.
  
- 4. What was an important result of the Ottoman Empire conquering Constantinople?**
  - a) The people of Europe all converted to Islam.
  - b) Many scholars fled to Italy and helped start a period called the Renaissance.
  - c) Europeans were no longer afraid of the Ottomans.

**B Number the sentences from 1 to 5 to show the correct order of events.**

- Suleiman the Magnificent besieged Vienna.
- Osman I started the Ottoman Empire.
- The Ottomans conquered Constantinople.
- The Byzantine Empire stopped Turkish tribes from crossing over into Europe.
- Turkish nomad tribes moved into Anatolia.



**C** Read the sentence and write true (T) or false (F).

- The Janissaries were an army of volunteers.
- The Ottoman sultans wanted to conquer Rome.
- Suleiman the Magnificent conquered Vienna in 1529.
- The Ottoman Empire did not have slaves.
- Constantinople was conquered by Osman I.

## Facts to Remember

Complete the graphic organizer by filling in the blanks.

### The Ottoman Empire

- It was founded by \_\_\_\_\_ in 1299.
- The leader of the Ottoman Empire was called the \_\_\_\_\_.
- The religion of the Ottoman Empire was \_\_\_\_\_.
- The Ottomans conquered the \_\_\_\_\_ Empire and expanded their territory into \_\_\_\_\_.

#### Sultan Mehmet II

- He captured \_\_\_\_\_ in 1453.
- The city was renamed \_\_\_\_\_, and it became the capital city of the Ottoman Empire.

#### Sultan Suleiman the Magnificent

- He expanded the Ottoman Empire into \_\_\_\_\_ Europe.
- In 1529, his army tried to conquer \_\_\_\_\_, Austria, but they didn't succeed.



# LESSON 2 Constantinople to Istanbul



"I am the sultan of sultans, and the strongest ruler, the highest king who defeats the kingdoms of the world.."

- Suleiman the Magnificent (1494 ~ 1566)

Fill in the blanks with the correct words as you read.

besieged    advisors    inspire    fortress    architect

Today in class, we learned about the Ottomans, and how they conquered the capital city of the Byzantine Empire. The Byzantine Emperors had lived there for about a thousand years.

My teacher told us that, the city of Istanbul was called Constantinople, up until 1453 and many Greeks lived there. Constantinople looked like a \_\_\_\_\_ because **it** was protected by strong walls. The Ottomans arrived in 1453 and \_\_\_\_\_ the city. **They** fired cannons at the walls day and night for over a month. When the walls finally fell, the Byzantine Empire was conquered.

Many Greeks fled the city, but the Ottoman leaders were tolerant of other cultures and religions. They built colleges and libraries, and they invited scholars to study and teach. There were so many people from other countries that a separate city was built for them.

The Ottomans took many prisoners during their conquests. The prisoners became slaves. However, the Ottomans treated their slaves a little differently from other conquerors. Some slaves could have powerful jobs like \_\_\_\_\_ to the sultans. The Ottomans also took young boys from Christian families and trained **them** to be soldiers. They became the sultan's personal army, called the Janissaries.

My teacher said that the most famous slave was Sinan. He was an \_\_\_\_\_ who created many buildings. He is the one who built the Suleymaniye Mosque in the 1500s. It was for Sultan Suleiman the Magnificent. At the end of class today, my teacher showed us a picture of the Sulymaniye Mosque. It is a huge and impressive building. I think it must \_\_\_\_\_ anybody who visits Istanbul.



## Comprehension Check

### Context Clue

What do the three words in bold in the passage refer to?

1. **it** → \_\_\_\_\_
2. **They** → \_\_\_\_\_
3. **them** → \_\_\_\_\_

### Critical Thinking

**A** Think about the following questions and write the answers.

1. How did the Ottomans conquer Constantinople?  
\_\_\_\_\_
2. What happened to Constantinople after the Ottomans conquered it?  
\_\_\_\_\_
3. Why do you think the Ottoman Empire gave important jobs to slaves?  
\_\_\_\_\_
4. Do you think the young boys from Christian families wanted to be Janissaries?  
\_\_\_\_\_

**B** Share your answers with the class.

### Journal Writing

Write a paragraph in your journal about one of the topics below.

1. What did you learn about the Ottoman Empire?
2. What makes one culture different from another culture?



Vocabulary Review

Complete the crossword puzzle with the correct words.

advisor

architect

besiege

capture

enormous

fortress

founder

inspire

invincible

positive

- Across**
- ① Look at that huge statue! It is \_\_\_\_\_!
  - ② This movie is good. It will \_\_\_\_\_ many people.
  - ③ Our teacher never says anything negative. She is always so \_\_\_\_\_.
  - ④ Mehmet II wanted to \_\_\_\_\_ Rome, just like Constantinople.
  - ⑤ The police tried to \_\_\_\_\_ the bank robber.

- Down**
- ⑥ My school soccer team has never lost a game. It is \_\_\_\_\_.
  - ⑦ Mr. Chang was an \_\_\_\_\_ to the president for nine years.
  - ⑧ This school looks like a \_\_\_\_\_. Look at the size of it.
  - ⑨ The building was built by a famous \_\_\_\_\_.
  - ⑩ My dad is the \_\_\_\_\_ of the company.  
He started it 15 years ago.

