

9th Grade Suleiman Inquiry

How “Magnificent” Was Suleiman?

Staging the Question: Students read an excerpt from the *National Geographic* (2014) article “After 450 Years, Archaeologists Still Hunting for Magnificent Sultan’s Heart.” Discuss what reasons might explain the fascination with finding Suleiman’s remains.

Social Studies Practices			
🔍 Gathering, Using, and Interpreting Evidence 🔄 Comparison and Contextualization			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How was Suleiman characterized during his reign?	How did Suleiman expand the Ottoman Empire?	What changes did Suleiman make to the governance of the Ottoman Empire?	To what extent did Suleiman promote tolerance in the Ottoman Empire?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List reasons why Suleiman would be perceived as “magnificent.”	Write a paragraph describing how Suleiman was able to conquer territories and expand the Ottoman Empire.	Write a summary of the laws and reforms passed by Suleiman to stabilize his control of the Ottoman Empire.	Develop a claim with evidence about the extent to which religious and ethnic tolerance was promoted during Suleiman’s reign.
Integration of Inquiry Process and Skills			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: Uses sources to acquire background information and brainstorms ideas for further inquiry by reading an excerpted article from <i>National Geographic</i> and discussing why there is such a fascination with finding Suleiman’s remains. Graphic Organizer: Connect#11	Connect: Reads background information to discover the complexities of the problem or question and brainstorms ideas for further inquiry about the Ottoman Empire. 	Connect:	Connect: Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest. Graphic Organizer: Connect#20
Wonder: Focuses the purpose of the research by formulating specific questions to be answered. Graphic Organizer:	Wonder: Analyzes and evaluates what is known, observed, or experienced to form tentative thesis or hypothesis about how Suleiman expanded the Ottoman Empire. Graphic Organizer: Wonder#12	Wonder: Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important about changes made to the governance of the Ottoman Empire.	Wonder: Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important about the extent to which Suleiman promoted tolerance in the Ottoman Empire.
Investigate: Takes notes using one or more of a variety of notetaking strategies, including reflecting on the information, while reading an inscription in which Suleiman describes himself and examining excerpts from two books on Suleiman that provide context for the label of “magnificent.” Graphic Organizer: Investigate#85	Investigate: Uses different formats as sources of information by examining a map illustrating the expansion of the Ottoman Empire, reading an excerpted article discussing the conditions in Europe, and reading an excerpt from a secondary account about the barbarism of Suleiman’s soldiers. Graphic Organizer: Investigate#75	Investigate: Recognizes the effect of different perspectives and points of view on information while reading a description of the governing structure in the Ottoman Empire and a description of the Ottoman governing system from the perspective of a Holy Roman Empire ambassador. Graphic Organizer: Investigate#76	Investigate: Seeks and uses many different sources in a variety of formats to obtain balanced and complex information about the topic and to fill information needs successfully by reading an excerpt from <i>Owning the Earth</i> about the advancement of Islam, examining a map of the main non-Islamic religious groups, and an excerpt from <i>On the Ottoman Empire</i> . C3 Resources
Construct: Lists reasons why Suleiman would be perceived as “magnificent.”	Construct: Draws conclusions based on explicit and implied information about Suleiman. Graphic Organizer: Construct#30 and Construct#31	Construct: Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered. Graphic Organizer: Construct#36 and Construct#37	Construct: Combines ideas and information to develop and demonstrate new understanding.
Express:	Express: Writes a paragraph describing how Suleiman was able to conquer territories and expand the Ottoman Empire.	Express: Writes a summary of the laws and reforms passed by Suleiman to stabilize his control of the Ottoman Empire.	Express: Develops a claim with evidence about the extent to which religious and ethnic tolerance was promoted during Suleiman’s reign.
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#20 and Reflect#21
Summative Performance Task: Argument: How “magnificent” was Suleiman? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. Extension: Research the recent debate concerning the depiction of Suleiman in the Turkish soap opera <i>The Magnificent Century</i> . Have a class discussion on how Suleiman’s story should be told.			