Lesson Title

WHAT TO THINK ABOUT THE BALKAN SITUATION IN THE 1800S AND 1900S

Class and Grade level(s)
High School World History Classes or Western Civilization Classes

Goals and Objectives
The student will be able to:
• Read and view materials that provide multiple views of the Balkan situation in the 1800 and 1900 AD.
• After reading the selections, students will determine the geographic relevance of the activities that occurred in the Balkans and the political entities involved.
• Students will then decide if geography played a critical part in the decision they made and the decisions made in the past. They will verify their answers.
• Students will analyze the different forces pulling at and within the Balkans and determine if there were any other ways the end could have changed and how.

Curriculum standards addressed:
Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.
The student:
1. ▲(K) locates major political and physical features of Earth from memory and compares the relative locations of those features. Locations will be included in indicator at each grade level (e.g., ▲Beijing, ▲English Channel, ▲India, ▲Iraq, ▲Moscow, ▲Sahara Desert, ▲South Africa, ▲Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosporus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River).

World History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points of the Global Age of Exploration (1400-1750).
6. (K) explains the significance of the Ottoman, Safavid, and Mogul Empires (e.g., the Fall of Constantinople and the establishment of Ottoman dominance in the Balkans and Southwest Asia; The spread of Shi’ism in Persia, the establishment of Islamic rule in India).

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.
Benchmark 5: The student engages in historical thinking skills.

High School Knowledge and/or Application Indicators

The student:
1. (A) analyzes a theme in world history to explain patterns of continuity and change over time.
2. (A) develops historical questions on a specific topic in world history and analyzes the evidence in primary source documents to speculate on the answers.
3. (A) uses primary and secondary sources about an event in world history to develop a credible interpretation of the event, forming conclusions about its meaning (e.g., use provided primary and secondary sources to interpret a historical-based conclusion).
4. (A) compares competing historical narratives in world history by contrasting different historians’ choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Time required/class periods needed –

Two 45 minute classes

Primary source bibliography (and some secondary)
Maps for Balkans  http://www.lib.utexas.edu/maps/historical/history_balkans.html
25 lectures over the Balkans  http://www.lib.msu.edu/sowards/balkan/
BBC introduction to the Balkans  http://news.bbc.co.uk/hi/english/static/map/yugoslavia/
History of the Balkans  http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ac79

Other resources used

Sources from the textbook:
Holt World History Book: The Human Journey, Chapter 25.5
Guided Reading Strategy 25.5
Teaching Transparencies “Geography and History” and Ethnic Groups in Austria-Hungary, 1867”
Online Maps, Charts, and Graphs: The Ottoman Empire, 1800 – 1914
Text quizzes and test

Background information for the teacher:
Notes from Holt text “The Balkan region has often been at the center of conflict over the centuries because it is strategically located at the southern crossroads of Europe and Asia, just across the Adriatic Sea east of Italy. From the 300BCs until modern times, the Balkans have been invaded and conquered or contested by the Roman, Byzantine, Slav, Bulgar, Venetian, Ottoman, and Austro-Hungarian Empires.”

Notes from “The Ottoman Empire 1700-1922” by Donald Quataert

“Until the 1878 Treaty of Berlin stripped away all but fragments of its Balkan holdings, the Ottoman empire was a European power and was seen as such by its contemporaries, being deeply involved in European military and political affairs. Throughout nearly all of its 600-year history, the Ottoman state was as much a part of the European political order as were its French or Habsburg rivals.” P. 2
“Because the Ottomans, by chance, were physically the most proximate to the west European states that came to dominate the globe in the modern era, they long bore the brunt of Europe’s military, political, and ideological expansion. This proximity had a profound impact on the formation of identity, both of the Ottomans and of the Europeans. On each side proximity structured a complex identity formation process of repulsion and attraction. After all, a people comes to perceive of itself as distinct and separate, with particular and unique characteristics, often through using the ‘other’ as a means of defining what it is and, equally, what it is not. Confronting the Byzantine, Balkan, east, and west European states, the Ottomans sometimes emphasized (perhaps like the Moghuls facing a Hindu enemy) their identity as Muslim warriors for the faith. This did not prevent the Ottoman rulers from simultaneously admiring and employing Byzantine, Bulgarian, Serb, west European, and other Christians as soldiers, artists, and technicians.” Pp. 6-7

Notes from “Imperial Legacy: The Ottoman Imprint on the Balkans and the Middle East” Edited by L. Carl Brown

Agrarian social structure of family farms (p. 20)
Central monarchy (p. 20)
Music
Art
Diet
Position of women
Emigration and assimilation

Muslim and non-Muslim communities living together

Focus on the Balkans…
“It is, therefore, preposterous to look for an Ottoman legacy in the Balkans. The Balkans are the Ottoman legacy” (p. 46)

“Once the emerging Balkan nations had embarked on efforts to attain self-identity (beginning in the eighteenth century but achieving a high degree of intensity in the nineteenth), they tried to demarcate boundaries between themselves and their rulers. This was done in a nationalistic discourse that was inherently incongruous to the imperial principle, but that had become the dominant discourse in Europe, I this light, the belated attempt to forge an Ottoman consciousness after the middle of the nineteenth century was a doomed utopian experience.” P. 48

“…this break was facilitated [for the Balkans] by the double boundary of the language and religion, the two central voci around which Balkan ethnicity and nationalism were constructed.” P. 48

Important dates to the Balkans:

***Congress/Treaty of Berlin
Treaty of San Stefano in 1878
Balkan League

Required materials/supplies

Texts
maps
paper and other materials
websites and anything else that will help them to appreciate the time

Vocabulary

There are no words at this time but teachers need to be alert to the words any student may struggle with especially those with special needs. Teachers may need to adapt their reading selections or pair them with a a stronger reader/partner.

Procedure

This is a two-day introduction to the Balkan situation that could be replicated with any of the ethnic groups that have and are suffering historically. The first day is more of a geography emphasis and the second day is a political science with social and psychological strains added. The students will need to do as much as possible in class but homework is strongly recommended. The websites should be explored before discussion and discussion should be tightly focused and quick. It is suggested that there be at least two groups; one is the Ottomans or Europeans or someone and the other is the Balkan people although they could be subdivided by religion or ethnic/language or other groupings. The discussion needs to be on both days a two fold approach. How did the situation get this way with details? And, what will it take to “fix” it? Do not allow the quick easy answers and encourage the complicated answers that tie in geography, economy, and everything else you teach in that class. Make them want to talk about it more and then do this again with another group later.

Assessment/evaluation

Critical Questions:
“Why did Western nations fear Russian influence in the Balkans?”
“What happened to the Balkans during WWII?”
What has happened to the Balkans since?
What role did religion play in this situation?
Above are simple questions fit for quizzes or review.
Below are more content and summative questions.
What, if anything could have been done in the Balkans in the 1800s? In the 1900s? Be specific.
What, if anything, from the Balkan situation we just studies has carried over into recent history?
Again, be specific and connect the dots.

Balkan Cultural Items