

OTTOMANS IN TUNUSIA THROUGH THE EYES OF OTTOMANS AND SPANISH

→ How can we develop arguments from historical sources?

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People have a tendency to believe that their point of view reflects absolute right. The most important reason for such tendency is that people are not aware of the existence of other perspectives. Many issues in history are controversial because when looked at from a different perspective, one can reach different conclusions. "The presence of Ottoman in Tunisia" is also a controversial issue. Innovative history teachers know that the best way to teach about controversial issues is to bring the different ideas of different persons to classrooms and get them discussed in the class objectively. In this activity, students will analyze the positions of different parties, their perspectives and the factors leading to their respective perspectives. They will make justified explanations about how thoughts and evaluations differ depending on the perspectives both sides hold.



INTENDED LEARNING OUTCOMES

- **All students:** will suggest theses based on the sources telling about the capture of Tunisia by Ottoman.
- **Most students:** will put forward arguments to support or disapprove the theses suggested by her/himself and others.
- **Some students:** evaluate the arguments which was developed earlier about the capture of Tunisia by Ottoman.

Grade: 9

Time: 80 minutes.

Key Question:

How can we develop arguments from historical sources?

The Aim of the Lesson:

To suggest and evaluate arguments based on the different sources focusing on the relationship between Ottoman and Tunisia.

Curricular links:

Students inquire the different point of views about a historical event, fact and object using evidence and data.

Students evaluate the impact of political and military activities' of the period of Suleyman the Magnificent to Ottoman Empire in terms of being a world power.

Preparation

Make copies of the Information Note, Worksheet-1 and 2 according to the number of students. If you have more than 30 students in the class, you may want to do pair work.



STARTER

Ask your students to read the Information Note

8 min.

1. Hand out **Worksheet-1** to students. Tell them that the worksheet contains sources that includes two different perspective about the Ottoman-Tunisia relations. Ask them to read the sources.

15 min.

2. Hand out **Worksheet-2** and tell the students that they are going to make a simulation in which they are required to be a prosecutor. Their task is to make a case for the capture of Tunisia by Ottoman. You can give the following as an example:

Example: According to the King of Spain, the capture of Tunisia by the Ottomans is an unjust situation for Tunisians.

- Ask your students to write their cases in the allocated space of Worksheet-2. Ask them to read a few examples.
- Ask your students to find evidence from the sources to support their cases. These evidences should be put on the relevant space in Worksheet-2 (the first column). You can give the following example.

15 min.

Example: In his letter to Tunisian élites, the King of Spain explains the condition using evidences such as...

3. your students to swap court records with each other and read what others have written.

- Ask your students to think themselves as a defense lawyer. They now have to refute the arguments/evidences put forward before by the prosecutors. They should fill the second column of the Worksheet-2.

Example: The case and evidences put forward by the prosecutor is disapproved by Barbaros as he wrote in his journal that...

15 min.

4. Ask your students to swap court records with each other and read what others have written.

7 min.

5. Ask your students to imagine themselves as a judge now. Their task is to make decision about the case taking into account the perspectives which are in favour and rejection. They should write their decisions at the bottom of Worksheet-2 into the allocated space.

- Get them to share their justified decisions with the rest of the class.
- You can evaluate your students by using the Evaluation Form.

20 min.

time

Evaluation:

Ask your students to come up with three questions about what they learned in this class, and answer one of these questions.

INFORMATION
NOTE

I. Tunisia went under the Ottoman domination in September 1534 for the first time. Upon the invitation of Süleyman the Magnificent, Barbaros Hayrettin Pasha became the general commander of the Ottoman navy. On his first expedition, he forced the King of the region, Mevlay Hasan, out of the region and he conquered the city of Tunisia. He also captured the Halkulvad Castle which had an strategic importance because it controlled the access to the harbour.

II.

A year later, Şarklen, the Emperor of the Roma-Germen, came to Tunisia with the crusades' navy in order to reestablish the rule of Mevlay Hasan and to end the Ottoman domination in Tunisia for which he was successful. Mevlay Hasan gave the Halkulvad Castle to the Emperor Şarklen for his help. Emperor set a military force here. So, the importance of the Halkulvad Harbour and Castle was increased, because it became one of the biggest and strong bases of Spain in Mediterranean Sea.

III.

Although Uluç Ali Pasha, Judge of Cezayir, took Tunisia under the Ottoman domination again in 1569, he did not manage to get the Halkulvad Castle. It stayed under the control of Spanish forces.

In 1573, it was decided that, Kılıç Ali Pasha, should go to Tunisia. However, Kılıç Ali Pasha, could not make it to Tunisia and had to return İstanbul, because the weather conditions was getting harsher. In 1573, Spain gave Tunisia to a local administrator.

IV.

The Ottoman government put the military campaign, which was once cancelled because of the weather, down on the agenda again. They really wanted to get back Tunisia so this time even a bigger campaign was planned. This duty was given to Koca Sinan Pasha.

The Ottoman navy came in front of the Halkulvad Castle and fired its canons on 14 July 1574. The Spanish forces responded with canon fires as well. Sinan Pasha first managed to capture Gumrukhane Citadel located on the right side of the Halkulvad Castle. The castle was captured totally on 24 August 1574. In order not to be rebuilt again, the castle was destroyed totally.

Therefore, except for Morocco, all North African shores entered under the control of Ottoman.

Erhan AFYONCU, "The countries occupied by Ottoman" *Today's Newspaper*, 18 September 2011-12-11
(The original manuscript is shortened).



Source 1: The Condition Of Tunisia According To Barbaros Hayrettin Pasha

..... I entered Tunisia. I settled down in the palace of fugitive Tunisian Lord. Tunisian soldiers and people came from all over Tunisia and congratulated and applauded me for three days. All people were pleased and went on their routines. However, insurgents were executed. I invited the people and soldiers of Tunisia and had a meeting with them. I said:

“If you cannot get along with each other well, I don’t take any responsibility for the consequences. You have to be united like siblings”. After that I wrote letters to Arab Sheikhs who live outskirts of Tunisia. I said:

“You feel safe as nothing is going to change. You live as you have always lived. But I want something from you. If the fugitive and traitor Lord of the Tunisia come to you, you don’t accept him”.

When they received and read the letters, they wrote back to me saying that: **“Mr. Pasha, we took your gifts, thank you very much. We are the sons of Sheikhs since our ancestor and before. We receive many aids every year from the Lord of Tunisia with Sultan’s permission. If you do not neglect to sent us aids, we obey all your rules with our heart and soul. We are at your service”.**

I responded their letter as follows: **“We will treat you as you have always been treated. Be relieved and at ease. When you receive my letter, go to the Sahra deserts and inform the people. Do not ever give them hard time”.** All Sheikhs came together, and they liked my response. They all came under my domination except for two or three of them. The fugitive Tunisian Lord was given haven among them.

Memoirs of Barbaros Hayrettin Pasha. Volume II. pp: 132

Source 2: Condition Of Tunisia According To The Letter Of The King Of Spain Who Sent It To Some Tunisian Lords

On Behalf of the Great God:

I am the Emperor of Christians and the King Spain, Carlos, who lives for god’s sake and mercy. Although I do not know you in person, I am well acquainted with you due to your great and good reputation for which I am writing this letter to you. I learned that the cruel king of (Süleyman the Magnificent) Turks sent one of his captains with his navy to Tunisia. Having driven away the king of Tunisia feloniously, he killed notables and knights of the city without any reason and declared himself as the master of the city and the kingdom.

As a fair king, I find impossible to accept this. Since I respect the king of Tunisia and since they are neighbor of our Kingdoms of Sardinia, Sicilia and Napoli, I am ready to give him help though sea or by land whenever he asks for it without asking anything in return. It is not right and fair for such an old and virtuous king to lose of all of his knights, lands and reputation. You are the noblemen of Tunisia and you must not be the prisoners of the cruel, arrogant and repressive Turk. For this reason, I ask from you, as the real noblemen and knights of the kingdom of Tunisia, to not accept such a vulgar situation and stand by and defend your king. For noblemen as you are, to die for liberty is more honorable than to live as prisoners.

For all these reasons, I decided to send my ambassador who has taken this letter to you to your country. If you require any wish from me or my kingdom, you are ensured that it will be provided with pleasure.

Madrid, 14th day of December of 1534. Me the King

To honorable and honest Sheikh Bedia and Muratib

Muzaffer Arıkan, P. Spanish Documents about Our Toledo Marine History I.



THE CASE OF THE PROSECUTOR: "
.....
..... "

As the Prosecutor please put your evidence to support the above case	As the defence lawyer please put your evidence to disapprove the above case
1. Because	1. Because
2.	2.
3.	3.
4.	4.

JUSTIFIED DECISION OF THE JUDGE

Evidences are examined and the court has reached the following decision:
.....
.....
.....



	Adequate	Less than adequate	Inadequate
S/he wrote the case sentence correctly.			
S/he made use only his/her own sources in order to support the case.			
S/he made use only his/her own sources in order to disapprove the case.			
S/he quoted directly from his or her own sources in order to support the case.			
S/he quoted directly from his or her own sources in order to disapprove the case.			
S/he interpreted the sources in order to support the case.			
S/he interpreted the sources in order to disapprove the case.			
S/he used his/her prior knowledge to support the case.			
S/he used his/her prior knowledge to disapprove the case.			
S/he supported the case objectively.			
S/he disapproved the case objectively.			
S/he quoted directly from the sources in order to decide.			
S/he interpreted the sources in order to decide.			
S/he evaluated the evidences of two sides in order to decide.			
S/he pointed out the contradictions in sources.			
S/he decided objectively.			

