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## THE ANALYSIS OF THE TALENTS OF MEHMET THE CONQUEROR (MEHMED II) WITHIN THE FRAMEWORK OF THE CURRENT THEORIES OF GIFTEDNESS

**Mustafa AKKAYA**

Assistant Professor, Aydın Adnan Menderes University, Turkey, [mustafa.akkaya@adu.edu.tr](mailto:mustafa.akkaya@adu.edu.tr)  
ORCID: 0000-0003-4726-062X

**Ahmet BİLDİREN**

Associate Professor, Aydın Adnan Menderes University, Turkey, [abildiren@adu.edu.tr](mailto:abildiren@adu.edu.tr)  
ORCID: 0000-0003-3021-4299

**Yasin AKMEŞE**

Research Assistant, Aydın Adnan Menderes University, Turkey, [yakmese@adu.edu.tr](mailto:yakmese@adu.edu.tr)  
ORCID: 0000-0003-1578-7099

### ABSTRACT

The goal of giftedness has been analyzed through various approaches till today. While a group of theoreticians focus on the genetic factors within the subject field, others choose to adopt a wider perspective including potential, fortune, and environment. Contemporary studies advocate that intelligence cannot be expressed in a single way and argue that giftedness should be considered a multi-dimensional concept. This diversity in understanding of giftedness have brought along different theories. According to Renzulli's model giftedness consists of high levels of creativity, strong commitment to a specific area of interest and above-average ability. According to Tannenbaum, in order for an individual to be called gifted, it is necessary for superior general intelligence (*g*), exceptional specific abilities, non-intellective traits, environmental supports and chance factor to exist all together. The aim of this study is to analyze the talents of Mehmed the Conqueror within the framework of current theories of giftedness. The methodological approach is based on qualitative analysis. The data about Mehmed's talents has been collected through the technique of document analysis. The sources have been used for gathering evidence by means of hermeneutic and phenomenological analyses. The analyses show that Mehmed the Conqueror's talents meet all the criteria of giftedness mentioned in Renzulli's Three Ring Model, Taylor's Approach of Giftedness and Tannenbaum's Approach of Giftedness.

**Keywords:** Mehmet The Conqueror, Giftedness, Ottoman, Renzulli, Tannenbaum, Taylor.

## **INTRODUCTION**

Identification of giftedness has differed throughout history depending on the definition of the concept of giftedness. Giftedness, which was once explained and diagnosed simply has transformed into a broad and flexible structure which bears more features in time (Gardner, 2003; Renzulli, 2000; Sak, 2017; Sternberg, 2003; Stenberg & Zhan, 2004; Tannenbaum, 2003). Since the mid-20th century, the perspective of scientists including Piaget, Vygotsky, Dabrowski towards intelligence or in broader terms towards giftedness has changed as their view towards intellectual, affective, psycho-motor, social, artistic and linguistic abilities also transformed holistically and developmentally. Although intelligence still plays an important role in giftedness, the concept of multi-dimensional giftedness has recently been valid. These dimensions, together with intelligence, are creativity, motivation, personality traits, special academic talent, productivity, and foresight (Renzulli, 2000; Stenberg & Davidson, 2005). It is also asserted that environmental stimulants should also be considered in addition to early development characteristics in gifted individuals (Davidson, 2009; Tannenbaum, 2003). However, it is assumed that environmental stimulants do not suffice for giftedness. Positive stimulants complement the potential of giftedness.

### **The Current Theories of Giftedness**

Theorists who have been working on the approaches of giftedness in recent years discussed that intelligence cannot be expressed in a single way and stated that superiority is to be multi-dimensional (Gagné, 2004; Gardner, 2003; Renzulli, 2000; Sternberg, 2003; Stenberg & Zhang, 2004; Tannenbaum, 2003; Taylor, 1973). These discussions brought along theories of giftedness. The theories explained below are assessed within the theories assessing giftedness multi-dimensionally.

### **The Three-ring Conception of Giftedness**

Renzulli, who explains the features of the gifted individuals, mentions three clusters of features. These clusters consist of above-average ability, task commitment and creativity. General talents are described as the vocabulary fluency, abstract thinking, verbal and computational reasoning as well as remembering the information fast and selectively. On the other hand, specific talents refer to talents at specific areas such as arts, dance, music, theatre, maths, science and biology. Creativity consists of forming new and different ideas as well as using this on a problem. Task commitment refers to the willingness and talent to take responsibility. According to Renzulli these three features are to intersect in order for an individual to be considered as gifted (Renzulli, 2000).

Well above average ability consists of two different subcategories as general ability and specific abilities. General talents can be exemplified with verbal talents, visual talents and memory while specific talents make up the cluster of talents used in limited and specific areas. The talents used in the fields of physics, dance and music can be given as examples to the types of specific talents (Renzulli, 2000; Sak, 2017). Task responsibility is

also called a sense of mission and commitment to job. Renzulli approaches the concept of motivation from different angles. He adds to motivation other components such as sense of mission, responsibility, and commitment. Sense of mission is made up of confidence, commitment, determination, will, and believing in the ability to recognize and solve critical problems. In addition to these motivational traits, other characteristics, such as a deep interest in a field and identification with the job, can also be listed (Sak, 2017).

Creativity can be described as the ability of the individual to put forward a new and different applicable idea or product. Thinking out of the box and trying new and different ways are effective in creativity to show up (Renzulli, 2000). According to Renzulli, neither academic achievement nor IQ or ability test performances can foresee a person's success and level of creativity at their adulthood. Creativity includes fluency and flexibility in thinking, openness to new experiences, curiosity, thinking out of the box, and taking risks (Sak, 2017).

### **Taylor's Multiple Talent Approach**

According to Taylor, it is not enough to consider the IQ values of individuals only for diagnosing as gifted. He emphasized that it is necessary to analyze six other talents in addition to this. These talents include academic talent (comprehension of complex ideas and remembering), creativity (unusual ideas), planning ability (organizing the work and applying a systematic approach), communicative ability (an effective and decent use of language), the ability to foresight (making predictions with high probability about events) and decision making ability (making generalizations and correct judgments) (Bildiren, 2018; Maker & Nielson, 1995; Taylor, 1973). produce information. Creative individuals can come up with extraordinary ideas and find unusual solutions. Individuals with planning abilities can organize tasks and approach complicated situations systematically. Individuals with communicative abilities can use language efficiently. They can express, explain, and discuss ideas perfectly. Individuals with decision-making abilities can assess specific situations, make generalizations, and show sound judgment. Individuals with foresight abilities can perceive the real nature of events and situations. They can make accurate predictions about the consequences (Bildiren, 2018; Maker & Nielson, 1995).

### **Abraham Tannenbaum's Theory of Giftedness**

According to Tannenbaum, in order for an individual to be called gifted, it is necessary for superior general intelligence (*g*), exceptional specific abilities, non-intellective traits, environmental supports and chance factor to exist all together (Tannenbaum, 2003).

Superior general intelligence (*g*) means the IQ score. For Tannenbaum, the IQ score should be above a certain score range. Yet, IQ should neither be ignored nor overestimated. Exceptional specific abilities means that an individual is obviously more talented at a particular field. For instance, at arts, math or authorship. Non-intellective traits consist of psychological factors including willingness to be successful, ego control and responsibility. Environmental supports involve all the stimulus an individual has been exposed to since birth.

The more stimuli an individual is exposed to, the more talented he is likely to become. Chance factor has a positive effect in revealing the talents, as well. It is sometimes necessary to go through an unexpected situation for the talents to be recognized.

## METHOD

In this research, it is aimed to discuss the talents of Mehmed the Conqueror (Mehmed II), one of the prominent sultans of the Ottoman Empire, on the basis of the current theories of giftedness. The data is collected through document analysis technique. The research first presents the current theories of giftedness including Renzulli, Taylor and Tannenbaum and following this are the data obtained about Mehmed II are analyzed. The case of Mehmed II has been investigated according to the following data by means of qualitative research methods (Tursun Bey, 1977; İdrîs-i Bitlisi, 2013; Dukas, 2013; Kritovulos, 2013). The methodological approach is based on qualitative analysis. The abovementioned sources have been used for gathering evidence by means of hermeneutic and phenomenological analyses. Coding of the Mehmed the Conqueror's features have been analysed in accordance to theories of giftedness and sufficiency between encoders was examined by two experts. Certain themes that were determined in the scope of the research were examined separately and verification analysis between encoders have been conducted.

## THE LIFE OF MEHMED THE CONQUEROR (MEHMED II)

Mehmed II who has created a classical Ottoman Sultan identity (İnalçık, 2010) is described as a man with bright eyes, roman nose, black and thick eye browns, round chin, and strong voice as well as having a skin in between yellow and white color in addition to being friendly, broad shouldered and tall. Besides, he was also an intelligent, brave and fearless, cautious, decisive, merciful, calm and traditional man who kept the military expeditions he planned as a secret, attached importance to arts and science while turning his back on the pleasures of life for the sake of the state (Babinger, 2003; İdris-i Bitlisi, 2013; İnalçık, 2003; Uzunçarşılı, 1988; Seyyid Lokman Çelebi, 1999)<sup>1</sup>.

Mehmed II was born in Edirne in the year *Recep* 835 (March 30, 1432) (İnalçık, 2003). He was sent to Manisa district in the summer in 1443 to learn about the state affairs from his *Lala* (a statesman who was assigned as the tutor of the young sultan) Kasap Zade Mahmud and *Nişancı* (rifleman) İbrahim Bey (İnalçık, 1954). Mehmed II, who was educated in Manisa, came to the throne twice. He first came to the throne in 1444 after he came to Manisa (at the age of 12) as his father waived the throne and assigned his throne to his son<sup>2</sup>.

<sup>1</sup> Besides Kritovulos mentions Mehmed II as a perfect, compassionate and gifted commander. (Kritovulos, 2013)

<sup>2</sup> After a short time Mehmed II came to the throne, The Crusader Army went beyond the Danube. Meanwhile, in Edirne Hurufi Revolt took place and resulted in massacre. After the revolt, the public remained in a state of discontent and despair. This led to a state of panic in the society. As this state of panic could not be prevented, Vizier Çandarlı Halil Paşa found no other way than calling Murad I back to the throne. Besides, there are also some other groups awaiting Mehmed II to act as a result of these events. Thus, Murad I was called; however, he did not want to come as he wanted the problem to be solved by his son. Following this, Kasapoğlu Mahmud Bey went to Bursa to explain Murad I the severity of the situation and tried to persuade him to come back to Edirne. (İnalçık, 1954). Yet, despite all efforts, it was not possible to persuade Murad

His second accession to the throne was after his father's death. Upon hearing about the death of his father from Çandarlı Halil Paşa on February 18, 1451, Mehmed II came to İstanbul and declared his sultanate<sup>3</sup>. As soon as he ascended the throne, he put the conquest of İstanbul, which was his childhood dream, on the agenda. To this end, he had the Rumelian Fortress (Güzelce Hisar) built. He also brought Urban, a Hungarian cannon casting master to İstanbul and had the cannons poured. Many other preparations alike this were made and as a result of these İstanbul was encircled and conquered in May 29, 1453 (Uzunçarşılı, 1988).

This conquest transformed him into a world emperor. He was also called "*Sultan'ul-Berreyn ve Hakan'ul-Bahreyn*", which means the dominator of the two continents and seas in addition to the title "*Fatih*", which means the conqueror. After the conquest, Mehmed II went on many military expeditions and enlarged the boundaries. The military expeditions of Mehmed II include the conquest of Serbia (1459), Mora (1459), Bosnia-Herzegovina (1463-1464), Eğriboz (1470), North Albania (1478-1479) Balkans; Amasra (1460), the lands of Candarlis in the vicinity of Kastamonu and Sinop (1461); Trabizond Empire (1461) and the South shores of Crimian (1475) and the lands of Black Sea and those of Karamans in Central Anatolia (1468). Besides, he also annexed some islands including İmroz, Semadirek, Taşoz, Limni, Midilli, Enez, Eğriboz etc. He accelerated the collapse of the Akkoyunlular as a result of the Otlukbeli War (1473), yet failed to conquer Belgrade, Rhodes Island and Italy (İnalçık, 2000). Although he spent the most of his thirty-year reign in the battles and military expeditions, the life of Mehmet II was not made up of wars only. When Mehmed II as a human is scrutinized, his distinctive characteristics are said to have had an impact on his ruling.

### **The Importance He Attaches on Education and Science**

Mehmed II was tutored by the prominent scholars of the given period even when his father was alive<sup>4</sup>. These tutors include Hocazade Muslihuddin, Akşemseddin, Mollah Gürânî, Mollah İlyas, Siraceddin Halebi, Mollah

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I. Realizing that the dignitaries of the state are avoiding to go to war under the command of a young and inexperienced emperor made his famous call to his father Murad I.

Mehmed II said "If you are the emperor you are to be in charge of the state when there is need for service. If I am the emperor, I am ordering you to come to quarters and abide by the command" and sent a daring call to his dad (Araz, 1953). Upon this call, Sultan Murad I took the command of the army and defeated the Crusaders in Varna. Following this military expedition, assigning Vizier Halil Paşa as a consultant to his son, he went to Manisa in order not to bring disrepute to his son in Edirne and to take a rest. After this event, the idea of the conquest of İstanbul came to the fore again. Some people around the young Emperor like Zağanos and Şehabeddin had been telling him that the conquest of İstanbul would overshadow all the other conquests and would also make him earn a reputation. Considering the idea of the conquest of İstanbul, Vizier Halil Paşa reminded Sultan Murad I that such a conquest would be dangerous due to the young age of his son and called him to retake the power of the state. Meanwhile, there was a Janissary revolt in Edirne. In order not to put his son in danger and give rise to a Civil War Murad I came to Bursa where he waited for a while and then arrived in Edirne and took the reign with the support of the Janissaries. Following this, Mehmed II was sent back to Manisa again. This two year experience at the throne from 1444 to 1446 had a significant impact on the personality of Mehmed II (İnalçık, 1954 & İnalçık, 2003). Concerning this first reign of Mehmed II, İnalçık explains in his work entitled Surveys and Records on the Reign of Fatih that Murad I arrived in Edirne four months after the first enthronement of his son and had never taken throne during the period within he stayed there as he respected the reign of his son (İnalçık, 1954).

<sup>3</sup> The Procedure for Sultan Selection during the establishment and rise periods in Ottoman Empire: the first son of the sultan in a district, who arrives first in the capital of the the state after the death of his dad, declares his sovereignty.

<sup>4</sup> When his first tutor Mollah Gürani came to the Anatolia, he went to Edirne to see Murad I and took his credit. Murad I appointed the Molla as the tutor of Mehmed II and entrusted him with full authorization. He wanted the Mollah to see

Abdülkadir, Hasan Samsuni and Mollah Hayreddin. He was not satisfied with the courses he took and encouraged scientific discussions at the palace, during the military expeditions, on the way and at the meetings such as circumcision feast (İnalçık, 2003). His first acquaintance with the western world was when he was in charge as the son of the sultan in Manisa. Ciriaco d'Ancona, an Italian humanist and some other Italians have been to his palace during this period and read him Roman and Western histories. According to what the Milan ambassador wrote in 1465, during his reign, Mehmed II had consultants from Florentine, Genovese and Ragusa (İnalçık, 2003).

After the conquest, Sultan Mehmed II transformed eight churches in İstanbul into a madrasah (Moslem Theological School) and opened Ayasofya Madrasah. Mehmed II inspected the madrasahs in person, listened to the courses and gave awards. Fatih Külliyesi (an Islamic-Ottoman Social Complex) built between the years 1463 and 1470 consisted of the two significant madrasahs of the time; namely Sahn-ı Seman and Tetimme madrasahs, a primary school, a library, a public-soup kitchen, two Turkish baths, a hospital and a guesthouse. According to some rumours, Mehmed II tracked the graduates of these madrasahs. He is told to have kept a record of their names, duties and current situation. Besides, he also wanted a room in Sahn-ı Seman madrasah; however, his demand was rejected as he was not a mudarris. Following this, he passed the exam given by the mudarrises and his demand was fulfilled (Kayadibi, 2003). There were scholars specialized in science and knowledge in the madrasahs while there were two specialized doctors, an ophthalmologist, a surgeon and a pharmacist making medicine in the Hospital he had built (İnalçık, 1988-89). The Innovations He Brought to the Management

#### a. His centralism ability

The first significant attempt in the sense of organization in the establishment years of the Ottoman State took place during the reign of Murad I. Mehmet II, on the other hand, improved the political and social institutions of the state and reshaped them. Mehmet II, tried to form a central bureaucracy and an administrative authority holding the whole authority of the state in hand. He created a sultan image who ruled the state from the centre with an absolute authority. He restructured all the formations that were likely to oppose the ruling emperor or put him in a difficult situation. It would be right to interpret him as an innovative sultan thanks to the radical changes he made (the rebuilding of İstanbul and raising its population, the changes in the economy as well as the regulations he made in law and administrative structure). Mehmed II, who made significant attempts in centralism, took many things under control for the sake of the state. He tried to set up a single

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Mehmed II as his student, not as the son of a sultan and he even allowed him to beat Mehmed II. The Mollah went to Manisa to start the education of the naughty son of the Sultan and realizing that it would not be easy to discipline the son of the sultan he went to his first lesson with a stick. When the son of the sultan asked his tutor what he would do with that stick in his hand, the Mollah said: "If you do not study for your lessons, I will have to use this and follow the order of your father". As a result of this, the son of the sultan realized the importance of the situation and acquired mind blowing knowledge on science and religion. The interest of the son of the sultan in science started when he was just a young boy. Mehmed, who was familiar with the issues of religion, was also interested in geography, maths and astronomy. Besides, he also appointed some tutors to teach him various sciences. These appointed tutors visited him at a certain hour everyday to teach these sciences.

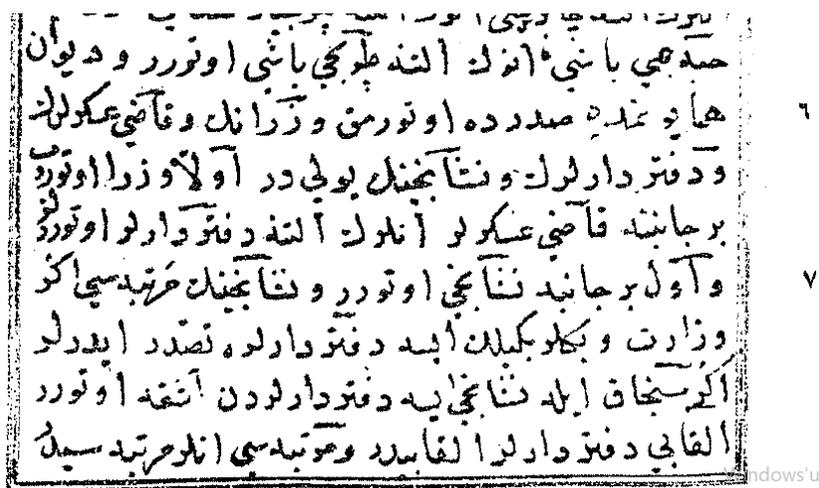
monetary system. To achieve this, he decreased the amount of the silver in Ottoman coin at the rate of 17,5% between the years 1460 and 1480<sup>5</sup>. He replaced the janissaries fired from the guild of janissary with the janissary troops called sekban, which included hunter troops. He increased the salary of this new troop, renewed their arms and raised their number from 5.000 to 10.000. As a result of this change, he founded an army which is totally dependent on his authority. Thanks to this new army, the security was achieved in the places far from the centre and prevented the strong frontiersmen from acting independently. Also, he placed the janissaries to the new castles he conquered as garrisons. These janissaries were not connected to any other authority existing in that particular region, but were directly connected to the central authority, in other words the emperor. Thus, the central authority made its presence felt even in the back of the beyond (İnalçık, 2010). He was not an emperor who performed the ritual prayers with the public at the mosque or who listened to the complaints of the public in person. He restricted the number of the people who could access himself directly even at the palace. According to İnalçık, this indicates that Mehmed II perceived himself as a divine emperor (Murphey, 1999; İnalçık, 2010).

#### **b. His organization ability**

Mehmed II made some changes in the state organization with the *Kanunnâme-i Âli Osman*, (code of laws regulating state organization) which he had the authorities prepare. He determined the status of the officials in state affairs and brought along a protocol order to the *divan* (state council) (Demir & others, 2012). The code of laws, which he had the authorities prepare, enabled a number of innovations and changes in some of the institutions of the state and in their operation. The most striking article in the Fatih's Code of Laws was about the fratricide issue. This article was included in the code of laws for the perpetuity of the state. The article about the fratricide issue was exactly as follows: "It is appropriate for anyone who had the right to come to the throne as the son of the sultan to kill his brothers for the sake of the order" (Akgündüz, 1990). The main reason for the legislation of this code was to prevent the fights for the throne among the sons of the sultan and to avoid the repetition of *Fetret Devri* (the Perid of Crisis). The perpetuity of the state was of paramount importance to Mehmed II. The changes he brought along created an official bureaucracy in the state while also enabling its modernization.

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<sup>5</sup> In order to issue new silver coins, he collected the old silver coins which people have at a value less than the original value at the rate of one fifth. Thus, the state collected tax from the cash silver coins at the rate of one fifts. This sparked off the reaction of both the local and foreign traders. Mehmed II also fired the Janissaires who disobeyed him from the guild of Janissaries (İnalçık, 2010).



Document-1

The items about state organisation in Fatih's Law Code <sup>6</sup>

### c. His Innovativeness

Mehmed II made drastic changes in the fields of revenue and land with the innovations he brought. Initially he made a change on the money they used by changing the fineness of silver coin. He attempted to increase the number of Muslims settled in Istanbul, and to this end he placed Turkish, Greek, Armenian and Jewish people that came to Istanbul from Anatolia or from other regions in houses and lands that became vacant after the conquest. He ordered scholars with solid science knowledge from all lands to be brought in Istanbul; he initiated the reconstruction of the city and for this purpose, he ordered the construction of big covered bazaars, inns, caravansaries (Tursun Bey, 1977). He was generous in meeting the urgent needs of the Mukataa and therefore, he caused a boost on the treasury income<sup>7</sup>. He also converted a big part of foundation and exclusive lands into state lands. The primary reason behind this conversion was to strengthen the manorial system and reduce the state's share of military cost required for a military expedition. Rich families turned the state lands they had into foundation lands and assigned their children or grandchildren as trustees and made them into durable foundations. Mehmed II expropriated the durable foundations these families had and included them to the public property (İnalçık, 2010). Thus, the state made remarkable land reclamation and these lands were given as *timar* to the soldiers who fought in battles.

<sup>6</sup> According to the Code of Laws the protocol procedure in the Supreme Court in the Ottoman Empire the Grand vizier sat in the middle while his left was reserved for the Qadi'askers (Rumelian and Anatolian) and just below the Qadi'askers sat the head of the provincial treasuries. The right of the Grand Vizier was reserved for the viziers and the shooters sat just below the viziers. The Head Sergeant, Head Clerk, the Janitors' Chamberlain used to make the service and did not take a seat. When needed, shaykh al-islam, the admiral in chief and the Janitary Landowner were called to the council and asked for opinion. The code of laws stated that the places for seat at the protocol in the council were reserved for the viziers, qadi'askers, provincial treasuries and shooters (Akgündüz, 1990).

<sup>7</sup> He exegerrated the tax farming of the essential needs such as salti soap or candle and thereby supplied income for the national treasury (İnalçık, 2010)

## His Characteristic Features

### a. His visionary

When Mehmed II came to the throne for the second time, he made preparations for the conquest of Istanbul. To prevent the arrival of any help from Black Sea to Byzantine and make it easier to cross between two coasts, he ordered the construction of Rumelian Fortress (Guzelce Fortress) on a narrow spot in the bosphorus. It was him who decided on the spot the fortress would eradicate and during the construction he made visits to check the progress. Also, his dream of conquering Istanbul shows how visionary he is for the sake of the future of the state (Dukas, 2013).

### b. His carefulness and mysteriousness

Mehmed II acted carefully and very secretly when he faced an incident or when there was a military expedition he organized. He would tell no one, not even the person closest to him about it. Rumour has it that, even before a military expedition when a qadi-asker asked him where the military expedition was organized to, Mehmed II said: *"If the hair of my beard knew of my plans, I would pull it off and burn it right away"* (Kuşat, 2003).

### c. His self-sacrifice

It could be said that in formation of Mehmed II's character and manner of rule, the period of time in 1446 when he was dethroned and came to the throne 5 years later in 1451 was of importance. When Mehmed II came to the throne for the second time, janissaries demanded rise in their *ulûfe* i.e. the wage paid trimonthly to the janissaries, and therefore they were given ten purses of gold. However, the disobedience of the janissaries continued. To show his discomfort in this situation, Mehmed II secluded himself in the palace in Bursa. Not long after this, the rumour that the Sultan became too involved with the women in the harem and fell in love with a Syrian *cariye* (*concubine*), i.e. woman of capture in war end or buy with mone, spread among the janissaries. In order to put an end to this rumour, he ordered the eunuch to decapitate that beautiful *cariye* and in doing so, he proved he attached no value to love. The janissaries witnessing how the sultan gave up his love for the sake of the state took a step back and calmed down (Lamartine, 2005). Another example for his sacrifice is he sanctioned the practice of fratricide for the eternal state<sup>8</sup>. As these two incidents indicate, for Mehmed II as a Sultan who was so sacrificing as to give up on the person closest to him for the perpetuity and the order of the state, the government comes first.

### d. His determination and devotion

Mehmed II had always been determined in making his thoughts come true, resisting all that stands in the way leading to his dreams, he was a bold and daring leader (Kuşat, 2003). Even though he made an attempt for the

conquest of Istanbul during his first reign, he failed. Sultan who had a determinant and devoted soul started to focus on the conquest after he came to the throne for the second time. About his determination, an incident was told of in Dukas Chronicles: Mehmed II was spending time in his palace in Edirne but he could get no sleep. Day and night he was thinking of how to conquer Istanbul and become the ruler of the city (Dukas, 2013). He devoted himself to the conquest so much that, one night he woke his vizier up and summoned him and demanded the conquest of Istanbul.<sup>9</sup> Beneath this determination lies his desire of becoming an emperor as Alexander the Great and Julius Caesar. The determination and desire in question lead him to Istanbul which would become the new capital city of the state (Babinger, 2003).

#### e. The importance he attached to artists

Sultan who also attached importance to art and aesthetic wrote poems under the pen name "Âvnî". Also, *Fatih's interest in painting art is a characteristic of his that distinguishes him from the other Ottoman sultans* and it was known that he was seeking for a talented painter and someone experienced in locket making. At last, famous Venetian painter Gentile Bellini came to Istanbul (His residence in Istanbul is from September, 1479 to January, 1481). Bellini set up a workshop in the palace and paint portraits of Mehmed II as well as decorating the walls of the new palace with Renaissance style frescoes (İnalçık, 2003).



Image-1

A Fatih Sultan Mehmed portrait painted by Gentile Bellini<sup>10</sup>

<sup>9</sup> For more information see (Akgündüz, 1990)

<sup>9</sup> One night, as the chronicler tells us, Mehmed II sent some eunuchs to summon Halil Pasha to his presence. The grand vizier, who because of his former conduct has good reason to his capricious master's anger, took a bowl of gold with him. Finding the sultan sitting up in bed, fully dressed, he set the gold down at his feet. "What is the meaning of that? Mehmed asked. "Custom," the vizier replied, "decrees that when a noble is summoned to his master at an unusual hour, he must not appear with empty hands. It is not my goods that I offer you but you own." "I have no need of your gold," said the sultan. "I want but one thing of you, your help in taking possession of Constantinople." (Dukas, 2013).

<sup>10</sup> The Mehmed II portrait painted by Gentile Bellini is displayed in Topkapi nowadays.

**f. The importance he attached to art, art objects and history**

Mehmed II who attached importance to artists and art objects, also attached value to art objects and architecture survived from Eastern Rome Empire after the conquest of Istanbul.<sup>11</sup> This sensibility and interest Mehmed II displayed shows the importance he attached to aesthetics. It could be inferred that Mehmed II didn't completely possess the soul of a warrior. He strived to make Istanbul the land of science and culture.



Document-2

The Drawings by Fatih Sultan Mehmed From His Own Notebook<sup>12</sup>

**g. His traditionalism**

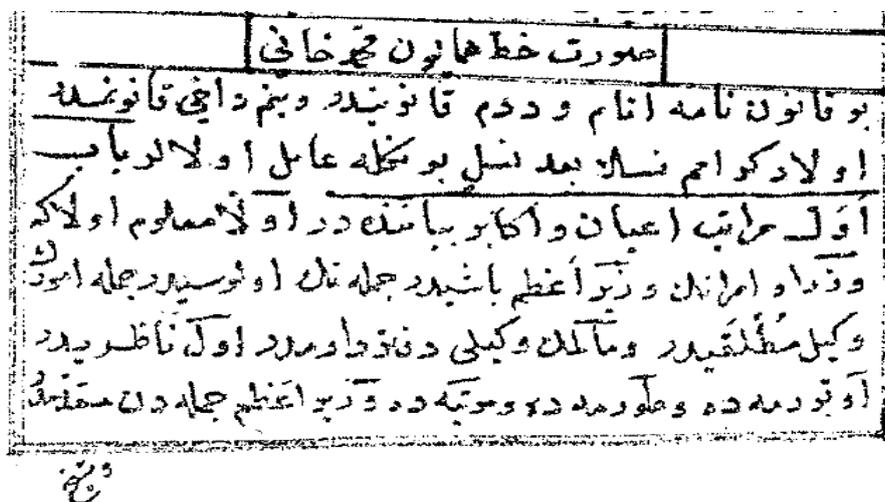
Mehmed II had a traditional personality. That he is conventional could be inferred from the introduction of his law codes which is as follows: "This law code is my ancestor's law. It is my law, too. Let my noble Progeny, generation after generation, act with it". (Document-3). His traditionalism in the law code could also be seen in chronicles.<sup>13</sup> It could be seen that he prioritized gaza and jihad understanding in the military expeditions he

<sup>11</sup> Dukas reports it as; "The Sultan came to the Great Cathedral, dismounted his horse and entered. He was amazed by how magnificent it looked. From a distance came the ear-grating sound of a chunk of the marble floor being hit by a hammer. The sultan yelled out to a soldier: "Hey, why are you breaking up the marble?" He responded; "Form my faith. Isn't this the den of the heathens?" Mehmed II then replied "It's enough for you to have prisoners as slaves and booty. All the building in this city belong to me." The sultan also pointed his sword at him and the soldier was dragged out of the cathedral and left in a heap (Dukas, 2013). Mehmed II also paid visits during the recreation of Hagia Sophia which was launched to bring it into service for Muslims. He noticed the workers had demounted the mosaics of the dome and asked them to cover them with plaster so that the Muslims would not feel uncomfortable while praying and asked them to refrain from damaging the art objects (Lamartine ,2005).<sup>11</sup> (Fatih Divanı ve Şerhi,2014).

<sup>12</sup> (Fatih Divanı ve Şerhi, 2014).

<sup>13</sup> Kula Şahin had been inherited to him from his ancestors. He had informed the Sultan that his ancestors had conquered several places. But they had never installed muhataa. After hearing his words, the Sultan canceled the Mukataa. (Aşık Paşazade, 2003). Mehmed II stucked to the Islam tradition that was inherited to him by his ancestors. Considering that he continued with the same practice his ancestors did, he could be defined as someone with a traditional personality (Aşık Paşazade, 2003). Another incident covered in the Aşık Paşazade Chronicles is as follows; During the march to

made showing his loyalty to Islamic tradition. This understanding is present from the earlier times the Ottoman Beylic was established. Gaza (Holy War) ideology is seen as the root factor of



Document-3

One part of Fatih the Conqueror's Law Code<sup>14</sup>the state formation<sup>15</sup>. Mehmed II stayed loyal to this ideologies in the military expeditions he made. This shows the traditional personality he had.

#### h. His objectivity

*"He was broad-minded and freethinking; he would invite scholars to have science debates. He would assign scholars with controversial issues and ask them to write books and have them thoroughly explore them. He would read philosophy works translated from Persian, Greek and Arabic and he made discussions with the scholars he summoned. Batlamyus<sup>16</sup> had the Philosopher Iyrokios translate his map again and had him write the name of the places on the map in Arabic. When it came to scientific issues, he took under his protection any scholar regardless of their religious belief or sect and had them write books. He even had the scientist and philosopher Yorgi Ameruk who was the companion of David the Emperor of Trabzon and who was rumoured to be the relative of grand vizier Mahmud Pasha as is musahip<sup>17</sup> and summoned him occasionally and benefited*

Trebizond, Uzun Hasan sent his mother Sara Khatun as an ambassador; while they were climbing the steep heights of Zigana on foot, she asked Sultan Mehmed why he was undergoing such hardship for the sake of Trabzon. The Sultan replied: "Mother, in my hand is the sword of Islam, without this hardship I should not deserve the name of *ghazi*, and today and tomorrow I should have to cover my face in shame before Allah (Aşık Paşazade, 2003). Mehmed II stuck to the Islam tradition that was inherited to him by his ancestors.

<sup>14</sup> (Akgündüz, 1990)

<sup>15</sup> Batlamyus, who was believed to be born in 108 A.D is an astronomy and geography scientist. He is famous for his map. He marked the central spots on earth and also drew the latitudes and longitudes. He made a significant development in geography (Aydın & Aydın, 1996).

<sup>16</sup> Batlamyus, who was believed to be born in 108 A.D is an astronomy and geography scientist. He is famous for his map. He marked the central spots on earth and also drew the latitudes and longitudes. He made a significant development in geography (Aydın & Aydın, 1996).

<sup>17</sup> This concept is used for the people from whose speech the sultan benefits aside from it, another meaning it has is used for people that entertain and serve the sultan (Pakalın, 2014).

from his wisdom by having discussions with him. Similarly, he attached value to many Muslim and Non-Muslim scientist. *When he heard of them, he did all he could to bring scholars to Istanbul no matter where they were.*<sup>18</sup>.

**i. His creativity**

During his preparations for the conquest of Istanbul, he didn't stop attaching value to science and talented people and he benefited from them<sup>19</sup>. The Sultan himself took part in the preparations of the conquest. During the preparations, Mehmed II took the map of the city and a quill in hand and painted the surrounding of the city and spotted the places to put the cannons and siege weapons with people who were familiar with military science. He also showed on map the spots to build sewers and which side of the walls it was the most suitable to put the moats and ladders. All night he was busy with these and during the day he would order the troops to perform the decisions he had taken.<sup>20</sup> (Dukas, 2013).

**j. His analytical thinking and problem solving skill**

As it was impossible to sink the merchant and war ships of the enemy during the conquest of Istanbul with the cannon balls they had because of the Galata walls, Mehmed II proposed the making of the new balls which had the shape of the gamma letter. This way, by calculating the angle of the cannon well, they would make sure the balls pass over the walls and hit the ships<sup>21</sup>. These balls that were invented by the wits of Mehmed II are the similar of modern-day mortar. So, it wouldn't be wrong to say that he is the inventor of the modern-day mortar. Another incident proving Mehmed II had extraordinary general intellectual skills and problem solving skills is when he practiced the method for moving the ships to the inland sea after they anchored to the mouth of Golden Horn<sup>22</sup>. This incident, as the others during the siege ended in success thanks to Mehmed II's cognitive performance and his persistence in personally involving himself in solving of the problems.

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<sup>18</sup> When the famous astronomer and mathematician Ali Kuşçu came to İstanbul, he invited him to the Molla Mosque. The famous painter Bellini was also in İstanbul upon invitation. He drew the portrait of Mehmed II and he enjoyed the great hospitality (Uzunçarşılı, 1988). After the conquest, Mehmed II was selected in who to keep in İstanbul as the spoil of the war and went with more knowledgeable and virtuous people. Also, when he found out Gennadios who was known for his wisdom, he ordered his men to find him. He found him under the custody of a person of rank and respected him after thoroughly getting to know him. Because he enjoyed asking him questions and listening to his answers, he gave him the permission to appear before him whenever he wanted (Kritovulos, 2013). He also took Orban who was an expert in casting cannon balls under his protection.

<sup>19</sup> Mehmed II took under his protection the Hungarian Orban who casted cannon balls and requested him to cast a ball that would break down the walls of Byzantine. Orban promised he would do it (Lamartine, 2005).

<sup>20</sup> Another expedition preparation of Mehmed II was the construction of the Rumelian Fortress which we have mentioned before. About the construction of the fortress, Kritovulos says; the site selection of the fortress, the space it would take, its foundation, the distance between the towers and the dungeons, parapets and the gates were built as Mehmed II planned. Therefore, it is said the fortress was built the way the Sultan wanted (Kritovulos, 2013).

<sup>21</sup> The first shot made after the cannon balls were ready missed the ship and fell on the sea. For the second shot, a different angle was tried, when the cannon was fired the ball climbed so high in the air and hit the ship right from its middle making a loud noise and the ship was demolished. This cannon ball which was Mehmed II's idea turned out to be a big success (Kritovulos, 2013).

<sup>22</sup> He ordered his men to excavate channels from Tophane to Kasimpasa and install timber on the channels, on the channel the ships they brought were pulled using ropes. As a result of all this, the ships were launched on the Kasimpasa shore (Kritovulos, 2013).

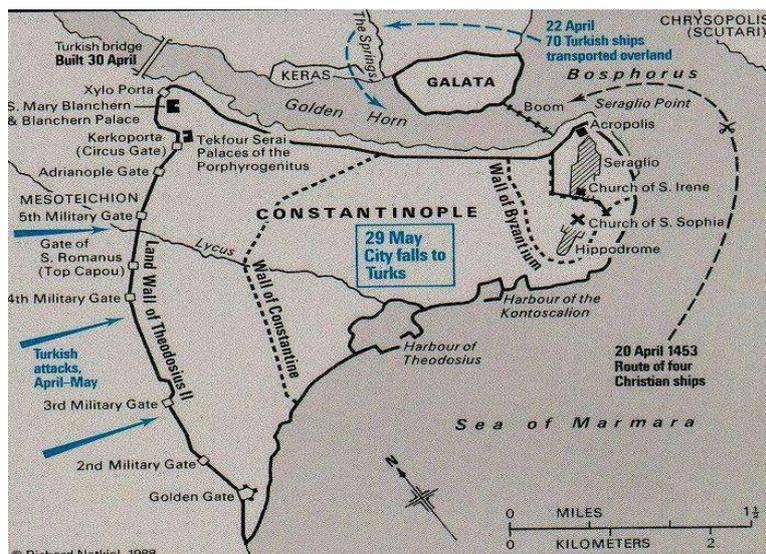


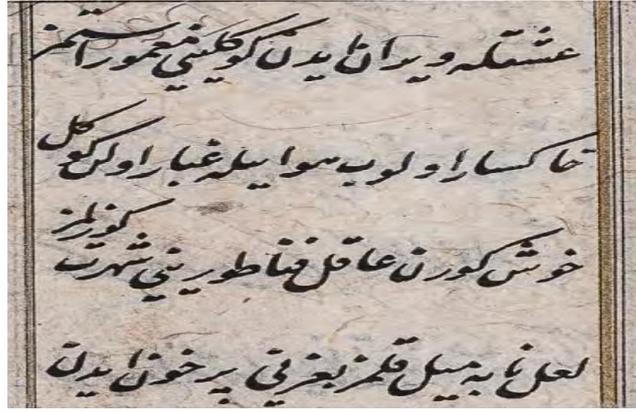
Image-2

Transporting of the Ships Over the Land During the Conquest of Istanbul<sup>23</sup>

#### k. His literary personality

Mehmed II also attached value to literature and created some important works in this field. The sultan who was also a poet was a man of love and aesthetic. He sang poetry under the pen name “Avni” and the number of the poems he left a classical diwan. The clear language in his poems and his flowing style which were free of complex artistic uses put them among the good examples of Turkish poetry. The success in his depictions and the richness of his metaphorical statements (mazmun) are clear and simple enough to be easily noticed from the very beginning. He preferred using Turkish expressions. The mind tricks he successfully placed in his poems and some certain structures he used show that he composed his works at the same period with the contemporaries of the age. Love, social life, sufism and religious tendencies, tales, epics and historical stories are among the subjects he treated in his poems. He was believed to be strict and have the soul of a warrior but he was to be evaluated taking his poems into consideration, it could be seen he had a fine, cultured and aesthetic character. Ahmet Pasha and Necati Bey who were the prominent men of letters of his time were his teachers. Many of the prominent poet of the period moved to Istanbul and gained recognition as “poet laureate” (Fatih Divanı ve Şerhi, 2014; İnalçık, 2003).

<sup>23</sup> <https://steamcommunity.com/sharedfiles/filedetails/?id=874261500>



#### Document-4

*'İşk ile vîrân iden gönlini ma'mûr istemez*

*Hâtırın mahzun iden bir lahza mesrur istemez*

\*\*\*

*Hâk-sâr olup hevâ-y-ile gurbâr olan gönül*

*Hâk-i râh-ı yârdan bir dem özin dûr istemez*<sup>24</sup>

#### I. His Multilingualism

Kritovulos who lived in the same age as Mehmed II compares him with the old time scholars (philosophers) and states he had some profound knowledge. That he was having discussions with his Arabic and Persian teachers as ancient history philosophers over works that had been translated into Arabic and Persian as well as the works about Arabian and Persian science<sup>25</sup>. It is rumoured that Mehmed II was competent enough in Arabic, Persian, Geldani, Hebrew, Serbian, Latin and Greek to have discussions in each one. He would himself sing the poems the Venetian and Genoese poets had written for him, and besides, he had close relationships with Italian painters and musicians (Lamartine, 2005)

<sup>24</sup> 1-If you tear down the heart with love, you don't want it built back up. If you desolate your mind with sorrow, you don't want it filled with joy. 2- The disheveled heart laid out in dirt with desire wants not a moment apart from the dirt on the road to its love (Fatih Divanı ve Şerhi, 2014).

<sup>25</sup> For more information about the importance Mehmed II attached to science, see (Kritovulos Tarihi, 2013)

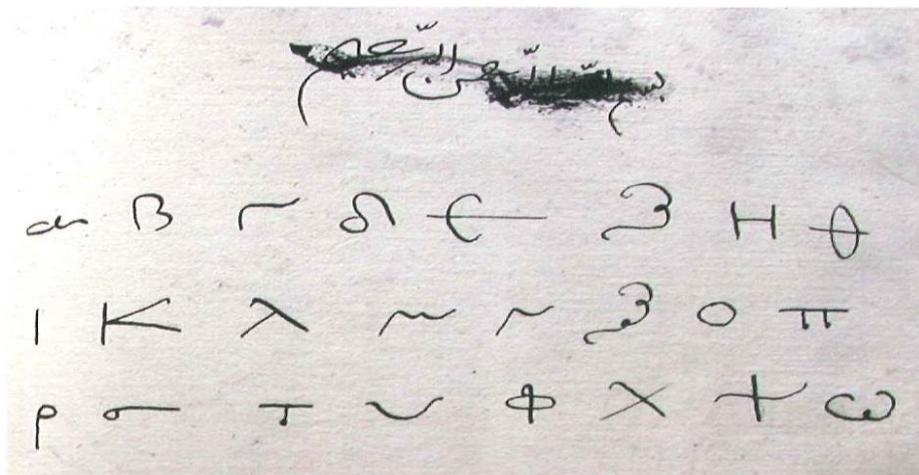


Image-3

The Greek Alphabet Mehmed the Conqueror Wrote in His Notebook<sup>26</sup>

## FINDINGS

In this part, the talents of Mehmed II are analyzed according to the approaches of giftedness of Renzulli, Taylor and Tannenbaum.

### The Analysis of Mehmed II's Abilities According to The Three Ring Conception

**Table 1.** The Abilities of Mehmed II According to the Three Ring Model

Above Average Ability	Creativity	Task Commitment
<p>High level performance at 12 in positive sciences and religious knowledge</p> <ul style="list-style-type: none"> <li>A special interest and good performance in <i>geography, math and astronomy</i> (İnalçık, 2003)</li> </ul>	<p>His proposal for making a new cannon in the shape the gamma letter (modern-day mortar) (Kritovulos, 2013).</p>	<p>His continuous preparation for the conquest of Istanbul and that he never gave up (Sleeplessness) (Dukas, 2013)</p>
<p>That he drew a map for the conquest of Istanbul and deciding on the conquest strategies (the places of moats and cannons etc.) (Dukas, 2013).</p>	<p>Poetry (Fatih Divanı ve Şerhi 2014; İnalçık, 2003).</p>	<p>Always following through on all his plans.</p> <ul style="list-style-type: none"> <li>(Rumelian Fortress, The construction of Kulliye, making of the cannon</li> </ul>

<sup>26</sup> (Fatih Divanı ve Şerhi, 2014)

		balls) (Kayadibi, 2003; Kritovulo, 2013; Lamartine, 2005)
The plan of moving the ships to Golden Horn over land (Kritovulos, 2013).	The design of Rumelian fortress, its architecture and site selection (Kritovulos, 2013).	
That he was so competent in Arabic, Persian, Geldani, Hebrew, Serbian, Latin and Greek that he could easily have discussions in each one (Lamartine, 2005).	That he ordered the making of a cannon ball that could break down the walls of Byzantine (Kritovulos2013).	
That he kept as a secret the military expeditions he planned (Kuşat, 2003).		

When the abilities of Mehmed II were analyzed according to the three ring model of Renzulli; it was detected that he performed what can be counted as extraordinary in the fields of above average and special academic abilities. It was found that he performed extraordinarily at the age of 12 in positive sciences and religious knowledge, he drew a map for the conquest of Istanbul, he decided on the strategies for the conquest, he made the plans to move the ships to Golden Horn over land, he was competent enough in Arabic, Persian, Geldani, Hebrew, Serbian, Latin and Greek to have discussions in each one, he kept as a secret the military expeditions he planned. (Dukas, 2013; İnalçık, 2003; Kritovulos, 2013; Kuşat, 2003; Lamartine, 2005). When he was evaluated in creativity, it was found that similarly, he performed in an extraordinary way. That he proposed the making of a new cannon ball in the shape of the gamma letter (modern-day mortar) (Kritovulos, 2013), he wrote poetry (Fatih Divanı ve Şerhi, 2014; İnalçık, 2003), he himself designed the Rumelian Fortress and did the site selection (Kritovulos, 2013), he ordered the making of cannon balls capable of breaking down the walls of Byzantine show his performance in creativity. His continuous preparation for the conquest of Istanbul and that he never gave up (Sleeplessness) (Dukas, 2013), that he always followed through on all his plans (Rumelian Fortress, construction of the Kulliye, making of the cannon balls) (Kayadibi 2003; Kritovulos, 2013; Lamartine, 2005) could be seen as the indicator of his high level performance in task commitment (Table 1).

**The Analysis of Mehmed II’s Talents According to The Taylor’s Multiple Talent Approach**

**Table 2.** The Abilities of Mehmed II According to the Multiple Talent Approach of Taylor

Academic Talent	Decision Making Ability	Ability Foresight	To	Communication Ability	Planning Ability	Creativity
An interest and good performance in <i>geography, math and</i>	The decision of conquering Istanbul at an early age (12-	Rumelian Fortress (Preventing the arrival of any help		Asking his father to reclaim the throne at an early age (Araz,	The plan of conquering Istanbul (Dukas, 2012).	That he proposed the making of a new cannon ball that has the

<i>astronomy</i> (İnalçık, 2003).	13) (İnalçık, 1954; İnalçık 2003.	Byzantine would get) (Uzunçarşılı, 1988).	1953).		shape of the gamma letter (modern-day mortar) (Kritovulos, 2013).
Examination for a Mudarris licence (Kayadibi, 2003).	That he made the site selection of the architectural structures (Kritovulos, 2013).	That the Madrasahs were composed of scholars specialized in all fields of science (İnalçık, 1988- 89; Tursun Bey, 1977).	Florentine, Genovese and Ragusian consultants (İnalçık, 2003).	The planning of the fortress (Kritovulos, 20137).	Poetry (Fatih Divanı ve Şerhi, 2014; İnalçık, 2003).
That he had scientific discussions with Gennadios (Kritovulos, 2013).	His decision of using the greater cannon balls (Kritovulos, 2013).	His struggles to turn Istanbul into the center of science and culture. (Dukas, 2013; Lamartine, 2005).	He was so competent in Arabic, Persian, Geldani, Hebrew, Serbian, Latin and Greek that he could easily discuss topics in each one. (Lamartine, 2005).	The plan of transporting ships over land (Kritovulos, 2013).	The design of Rumelian fortress, its architecture and site selection (Kritovulos, 2013).
	The radical changes he made in government and organization of the state (Demir and others, 2012; Murphey, 1999; İnalçık, 2010; Tursun Bey, 1977)	After the conquest he brought Greek, Armenian and Jewish people to Istanbul (Tursun Bey, 1977).	That he had close relationships with Italian painters and musicians (Gentile Bellini etc.) (Lamartine, 2005).	The reconstruction of the city (Kayadibi, 2003; İnalçık, 1988- 89).	That he proposed the making of a new cannon ball (Kritovulos, 2013).
					His strategies of Islands (İnalçık, 2000).

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That he  
struggled to  
turn Istanbul  
into the center  
of science and  
culture (Dukas,  
2013;  
Lamartine  
2005)

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Analyzing the talents of Mehmed II according to Taylor's multiple talent approach, it could be said Mehmed II showed his skills in all six talent groups. His taking lessons from the best scholars of the given time in a similar way with today's mentor approach, showing a special interest and high performance in *geography, math and astronomy sciences* (İnalçık, 2003), and his success in Mudarris examination which can be compared to today's professoriate (Kayadibi, 2003) indicate his performance in academic talent. His decision of conquering Istanbul at an early age (12-13) (İnalçık, 1954; İnalçık, 2003), his selection of the site for architectural structures (Kritovulos, 2013) his ordering the making of greater cannon balls (Kritovulos, 2013) and the radical changes he made in government and organization of the state (Demir & other, 2012; Murphey, 1999; İnalçık, 2010; Tursun Bey, 1977) show his performance in decision making talent. Rumelian Fortress (for preventing the arrival of any help to Byzantine) (Uzunçarşılı, 1988), the fact that the Madrasahs of his time were composed of scholars specialized in all fields of science (İnalçık, 1988-89; Tursun Bey, 1977) as well as his struggle to turn Istanbul into the centre of science and culture (Dukas, 2013; Lamartine, 2005), and his bringing the Greek, Armenian and Jewish people to Istanbul after the conquest show his performance in his ability to foresight. The fact that he asked his father to reclaim the throne (Araz, 1953), he had consultants from Florentine, Genovese and Ragusa (İnalçık, 2003), and his competency in Arabic, Persian, Geldani, Hebrew, Serbian, Latin and Greek which enable him to discuss topics in each one easily (Lamartine, 2005) show his performance in communication ability. The conquest of Istanbul plan, the fortress plan, the plan of moving ships over land, the reconstruction of the city, his strategy of islands, his plan of entering Balkans, his struggles to turn Istanbul into the centre of science and culture (Dukas, 2013; Lamartine, 2005) show he had a good level of planning ability. That he proposed the making of a new cannon ball that has the shape of the gamma letter (modern-day mortar) (Kritovulos, 2013), he wrote poetry (Fatih Divanı ve Şerhi 2014; İnalçık, 2003), that he ordered the making of a new cannon ball that could break down the walls of Byzantine show his performance in creativity.

### The Analysis of Mehmed II's Talents According to The Theory of Giftedness (Star Model) Model of Abraham Tannenbaum

**Table 3.** The Abilities of Mehmed II According To The Theory of Giftedness of Tannenbaum

Superior Intelligence ( <i>g</i> ),	General	Exceptional Specific Abilities,	Environmental Supports	Chance	Non-intellective Traits
High performance at 12 in positive sciences and religious knowledge,  A special interest and good performance in <i>geography, math and astronomy</i> (İnalçık, 2003).	level	Engineering (Architecture, Mechanic) (Kritovulos, 2013).	That he was taught lessons by prominent scholars since his young ages  (İnalçık, 2003).	Experimenting to rule a state from a young age (İnalçık,1954; Uzunçarşılı, 1988).	Intelligent, brave and fearless, cautious, decisive, merciful, calm and traditional man who kept the military expeditions he planned as a secret, attached importance to arts and science (İdris-i Bitlisî, 2013; İnalçık 2003; Uzunçarşılı, 1988; Babinger, 2003).
That he drew a map for the conquest of Istanbul and deciding on the conquest strategies (where to place the moats and cannons etc.) (Dukas, 2013).		Leadership (Dukas, 2013).		He ruled the state for 2 years at 12  (Uzunçarşılı, 1988).	
The design of Rumelian fortress, its architecture and site selection (Kritovulos, 2013).				That he was sent to Manisa district (İnalçık, 1954).	
The plan of moving ships to Golden Horn over land (Kritovulos, 2013).				That he ascended to the throne for the second time (İnalçık, 1954).	

Analyzing the talents of Mehmed II according to the theory of giftedness of Tannenbaum, it could be said he met all five criteria. His high level performance at the age of 12 in positive sciences and religious knowledge as

well as his special interest and good performance in *geography, maths and astronomy* (İnalçık, 2003), his drawing a map for the conquest of Istanbul and his decision on the conquest strategies (where to place the moats and cannons etc.) (Dukas, 2013), his involvement in the design of Rumelian fortress, its architecture and site selection (Kritovulos, 2013) show his performance in general talent. His talent in engineering (Architecture, Mechanic) (Kritovulos, 2013) and leadership indicate his performance in exceptional specific abilities. That he was taught lessons by prominent scholars of the given period since his young ages (Hocazade Muslihuddin, Akşemseddin, Molla Gürânî, Molla İlyas, Siraceddin Halebi, Molla Abdülkadir, Hasan Samsuni, Molla Hayreddin) shows he grew up in a compelling environment. That he experimented ruling a state from a young age, he ruled the state for two years at 12, he was sent to Manisa district as the man in charge (İnalçık, 1954) and he ascended to throne for the second time prove that the chance luck factor was involved in helping him show his full potential.

## CONCLUSION

In this study, it is aimed to analyse the talents of Mehmed the Conqueror within the framework of current theories of giftedness. Following the research, it is determined that Mehmed the Conqueror has had all the criteria of giftedness on the basis of the Renzulli's Three Ring Model, Taylor's Approach of Giftedness and Tannenbaum's Approaches of Giftedness. Many approaches about the field of giftedness have been put forward until today (Gagné, 2004; Gardner, 2003; Maker & Nielson, 1995; Sternberg, 2003; Renzulli, 2000; Sak, 2017; Stenberg & Zhang, 2004; Tannenbaum, 2003). Despite the variety of the perspectives, the majority agreed that the potential could be diagnosed in some individuals and that the giftedness could be analyzed in broad categories when this potential improves in the line of different features.

It is argued that different genetic components create the capacity of giftedness. These components include mental, physical, and personality traits which underlie extraordinary performances (Sak, 2017). Literature review shows that Mehmed II (The Conqueror) had the inborn potential of giftedness. Feidman (2008) describes gifted children with extraordinary performances as the ones who acquire high levels of achievement and show expertise in certain fields. High level of achievement can occur either in a whole field or in a sub-field. The fact that Mehmed II performed impressively in positive sciences and theology (İnalçık, 2003), excelled in foreign languages such as Arabic, Persian, Chaldean, Hebrew, Serbian, Latin, and Greek (Lamartine, 2005) and decided to conquer Istanbul at a very early age (12-13) (İnalçık, 1954; İnalçık, 2003) proves his achievements.

Francoys Gagné (2004) deals with children's potential, focusing on the premise that giftedness can be detected in children's behaviours. Gagné (2004) divides giftedness into four domains: creativity, intellectuality, social impact, and psycho-motor. He divides talents into seven fields: arts, business, leisure, social action, sports, technology, and academics. Gagné says natural abilities can turn into talents by means of three major catalysts: chance, environment, and intrapersonal factors. The development process is triggered by formal and informal learning by institutions and extra-institutional activities. Environmental factors played a major role in the transformation of Mehmed's abilities into talents. Mehmed the Conqueror was born as the heir to the throne.

This corresponds to the chance factor in Gagné's model. From the early age, he was educated within a system similar to mentorship by the best teachers and trainers; and excelled in the fields of geography, mathematics, and astronomy (İnalçık 2003: 406). His education on statesmanship in the district of Manisa with his tutors Kasapzade Mahmud and Nişancı İbrahim Bey (İnalçık, 1954) functioned as a catalyst in transforming his abilities. In accordance with the theories discussed in this study, Mehmed II can be considered gifted.

John Carroll compares the structure of intelligence to a pyramid. This pyramid has three strata (Figure 1). The top of the pyramid (Stratum III) shows general cognitive abilities (g) under all the cognitive actions. The middle part (Stratum II) shows eight interactive abilities: fluid intelligence, crystallized intelligence, general memory and learning, broad visual perception, broad auditory perception, broad retrieval ability, broad cognitive speediness, and processing speed. The order these abilities are listed shows how much they are affected by the general cognition. For example, fluid intelligence is the first item, thus it is the most closely-related to the general cognition. The base of the pyramid (Stratum I) is made up of various abilities such as writing ability, numerical facility and oral vocabulary. Each ability in Stratum I is related to one ability or more than one abilities in Stratum II (qtd. in Davidson 2009). This pyramid model conveys various criteria in describing the giftedness as multi-dimensional. Mehmed II showed outstanding performance in three strata.

Particularly in recent years, theorists discussed that intelligence cannot be expressed in a single way and argue that giftedness needs to be a multi-dimensional concept. (Gagné, 2004; Gardner, 2003; Renzulli, 2000; Stenberg, 2003; Stenberg & Zhang, 2004; Tannenbaum, 2003; Taylor 1973). Since his childhood, considering the environment he grew up in and the ideas he came up with, he is found to be gifted within the framework of theories of giftedness. The products he brought forth, the innovations he made, that he made plans according to his predictions and his determination show he had the potential for giftedness and showed it within the framework of theories of giftedness.

## ETHIC

In this article, journal writing rules, publishing principles, research and publication ethics rules, journal ethics rules followed. Authors are responsible for any violations that may occur in the article.

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