

Hagia Sophia

Memphis celebrates The Republic of Turkey

It's been called a bridge between Europe and Asia, with part of the country resting in each continent. It is located where the three continents of the Old World lie closest to each other. Contrasts between the old and the new add to the fascination felt by visitors to this beautiful country. While the largest metropolis of Istanbul and the national capital of Ankara boast the business, technology and hustle and bustle of a fast-changing nation, alluring Old World communities where rural people preserve the cultures and crafts of this historic land lie just a few hours away.

The Memphis in May International Festival's 2008 honored country offers visitors many dramatic and fascinating contrasts. The superb scenery and landscape reflect a remarkable geographic diversity. It is a paradise of sun, sea and mountains, where the idyllic Mediterranean beaches and the mountains, pine forests and alpine lakes of the Black Sea region welcome millions of tourists annually. Many of Turkey's national parks and wetland sanctuaries serve as a final refuge for many species that are almost extinct elsewhere in Europe.

Turkey also has a magnificent past, one of the world's great cradles of civilization. It is a land rich in remarkable treasures, the remnants of 13 successive civilizations spanning 10,000 years. Formerly known as Anatolia and previously as Asia Minor, it has witnessed the rise and fall of many great civilizations, including the Hittites, Romans, Byzantines, Lydians and Ottomans.

Like the intricate tiles of a traditional Turkish mosque, the many allures of Turkey form a compelling and educational mosaic... a unique and distinctive culture. Prepare to enter a proud land of eccentric sultans, whirling dervishes, the great Atatürk, democracy, cuneiform, elaborate carpets, technology, traditional music, shadow puppets, Helen of Troy, Mount Ağrı, sporting events, rich coffee, kebabs and Turkish delight... even tulips and Santa Claus!



The city of Memphis pays respect to the Memphis in May International Festival's 2008 honored country, The Republic of Turkey. This year's Curriculum Guide offers teachers, students and all Mid-Southerners the unique opportunity to not only discover this exciting and enchanting country, but also provides unique contests and special events to help make the 2008 honored country of Turkey come alive in your school and classroom, as well. Enjoy the exploration!



Far left:
Ruins at Sardis;
Left: Turkey's
famous whirling
dervishes





INTRO



Acknowledgments

Each year, the Memphis in May International Festival develops this Curriculum Guide for use by elementary, middle and high school teachers as a teaching tool to explore the history, culture, geography, politics and lifestyle of the festival's annual honored country. Developing a comprehensive guide with practical and useful lesson plans, activities and worksheets that also addresses critical SPI teaching standards takes many hours of research and the involvement of many people. Memphis in May thanks those who have helped to make the 2007 - 2008 travels throughout the exciting country of Turkey a reality through the development of this guide. We also thank Memphis City and Shelby County School Commissions and Administrations, The Commercial Appeal and AT&T, the official sponsor of Memphis in May's International Education Program, for their continued support.

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AT&T International Education Program

AT&T established the AT&T Foundation in 1986. The new foundation was created with one purpose - improving the quality of education in the Southeast. The company realized that strengthening the South's economy and improving life chances for all Southerners depended upon a highly-skilled workforce and an informed and active citizenry, and that education was the cornerstone to building this future. For years, and towards that goal, AT&T has presented the Memphis in May AT&T International Education Program.



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The Memphis in May International Festival, working hand-in-hand with Memphis City Schools and The Commercial Appeal, is proud to present this Curriculum Guide and to make it available to all Memphis and Shelby County elementary, middle and senior high public and private schools.



How to Use This Guide

This guide is divided into four grade sections to offer teachers appropriate educational tools for students. Sections offer practical applications of important teaching standards, including English, Foreign Language, Math, Science, Social Studies, Fine Arts, and others, including individual or classroom projects and worksheets.



INTRODUCTORY PAGES - These pages include important information about the 2007 Curriculum Guide and an overview of the festival's honored country of Turkey, with helpful information for all grades.

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KINDERGARTEN - 2ND GRADE UNIT - Students will have fun turning their classroom into a traditional Turkish Bazaar and, in the process, learn about Turkish games, stories, handicrafts, numbers, and even Turkish Delight!

**PAGES
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3RD - 5TH GRADE UNIT - Hot off the presses, students in this unit will create their own Turkish newspaper. In doing so, they will learn about Turkish language, Turkish handicrafts, and Turkish sports. They will also study about Turkish cuisine, costume and current events.

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6TH - 8TH GRADE UNIT - As students view Turkey through the eyes of the world, they'll not only compare the country to the U.S., but will learn about Turkish map skills, wildlife, tourism, Islam, and even the legendary leader Ataturk.

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9TH - 12TH GRADE UNIT - Educational standards include math, history, geography, literature, and more as students explore Turkish cities, currency, the Ottoman Empire, Turkish novels and poetry, and more.

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INFORMATION PAGES - Important information about the 2008 Memphis in May BellSouth Education Program, including contests and opportunities for students and details of the festival's salute to Turkey; book and website resources and answers to this guide's puzzles and activities.

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INCLUDES CORRESPONDING SPI'S To assist teachers, many of the activities throughout this guide are labeled with appropriate State Performance Indicator numbers (SPI#), as developed by the Tennessee Department of Education. Teachers are still encouraged to check their SPI guideline documents to assure that each of the activities corresponds with the curriculum lessons they have planned for their classroom.





INTRO

Turkey at a Glance

There are museums to visit, snow-capped mountains to ski, ruins to explore, unique culinary dishes to sample, crystal clear seas for swimming or diving, sultan palaces to overwhelm you, mosques to move you, artwork to impress you, culture to inspire you, history to astound you, and people to delight you.

The country is bordered by three major seas... the Black Sea to the North, the Aegean Sea to the West and the Mediterranean Sea to the South.

Turkey is bordered by the countries of Bulgaria, Greece, Syria, Iraq, Iran, Armenia, Georgia and Azerbaijan (okay, find Azerbaijan on a map!).

The famous rivers of Tigris and Euphrates run through the Southeast area of the country.

Mountain ranges are Turkey's most distinctive geographic feature, with the Taurus and Kuzey Anadolu Mountain ranges enclosing the high Anatolian Plateau. The mountains are geologically young. In fact, 80% of the county lies in an extremely active earthquake zone.

The entire country covers 314,533 square miles. A very small area called Thrace only occupies 3 percent of the entire country, and is contained within the European continent. The remainder of the country, called Anatolia exists within Asia.

The city of Istanbul is situated at the meeting point of Europe and Asia and is divided by the Bosphorus, the strait linking the Black Sea and the Sea of Marmara.

In Cappadocia, centuries of underground activity have resulted in entire cities carved deep into the porous rock, while eons of erosion have carved the landscape into giant fairytale-like mushroom formations.

Most of Turkey's population of 71 million people follow the Sunni branch of Islam. There are also Christian and Jewish communities in Turkey. However, since the Turkish Republic was founded on secular (not religious) principles, religion does not seem to hold the significance that it does in other Muslim countries.

The Turkish language is of Central Asian origin but uses the Latin alphabet. It has a natural vowel harmony that makes it sound melodic and soft. Some Turkish words that have entered the English vocabulary include *divan*, *ottoman* and *yoghurt*.

Throughout Turkey, groups of men enjoying cards or backgammon (known as tavla) are a common sight. Tight family bonds cement the generations. Turkish tradition also embraces rich hospitality in which food and drink play a central role. Respect for elders is sacred, and children are regarded as national treasures. Many families blame the advent of television and the Internet for eroding these disciplines.

In 1952, Turkey became a member of the North Atlantic Treaty Organization (NATO). NATO membership contributed to advances in communications, transport and its defence policy. New roads, highways and projects to improve the tourism infrastructure changed the face of the country.

Turkish music and dance are deeply rooted in history and tradition, influenced by Ottoman classics, mystical Sufi chants and Central Asian folk tunes, as well as jazz and pop. Traditional instruments include the *bağlama* and *ud* string instruments, *kaval* and *ney* wind instruments and *davul* and *darbuka* percussion instruments.

An enduring faith is attached to the blue bead, or *mavi boncuk*, an amulet that protects the wearer from the evil eye. It may be seen dangling wherever good luck is needed.

All men over the age of 20 must serve 15 months of compulsory military service, and Turkish society still considers this to be a fundamental rite of passage to manhood.

In Islamic art, the highest place is held by calligraphy, the art of beautiful writing, because a calligrapher's prime task is writing the Holy Koran.



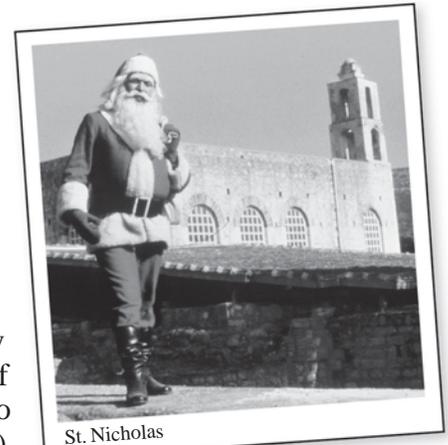


INTRO

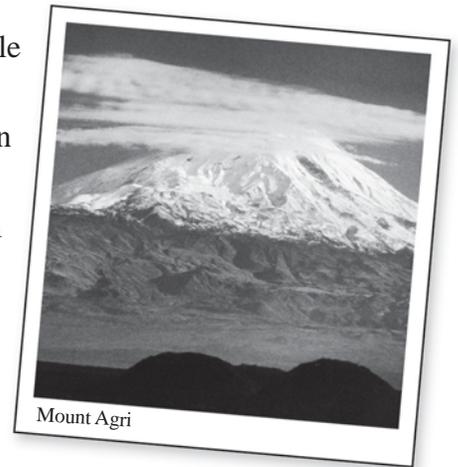
Did You Know?

Turkey is a beautiful and fascinating country which offers many interesting and unique facts for your students to discover. Use this Curriculum Guide to discover the many fascinating facets of Memphis in May's honored country. Usually, when we think of foreign countries, we only associate them with their most famous characteristics or landmarks... pyramids in Egypt, rainforests in Costa Rica, shamrocks and castles in Ireland. Your students probably know less about Turkey than most other foreign countries, so take advantage of this year's salute to Turkey to discover many fascinating facts!

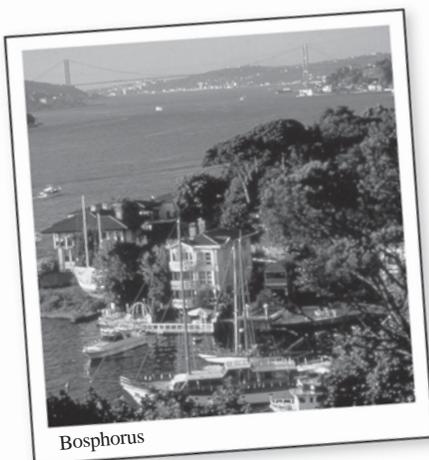
- Istanbul, the largest city in Turkey, is the only city in the world that is located in two different continents, with sections in both Europe and Asia.
- St. Nicholas, also known as Santa Claus, was born and lived in Demre, Turkey (and you thought his only known address was the North Pole!).
- Two of the “Seven Wonders of the Ancient World” stood in modern day Turkey. They were the Temple of Artemis in Ephesus and the Mausoleum of Halicarnassus in Bodrum (for a little extra credit, have your students research to discover the other five “Wonders of the Ancient World”... Do any still exist today?).
- The tulip, which is most often associated with The Netherlands, originated in Turkey and was sent as a gift from Turkey to Europe.
- Turkey also introduced coffee to Europe (so if it were not for Turkey, people might be sipping Kool-Aid at those sidewalk cafes in Paris, France!).
- The most valuable silk carpet in the world is in the Mevlana Museum in Konya, Turkey (in a display case, not on the floor, you little mud-trackers!).
- The very first coins were minted in Sardis, the capital of the Ancient Kingdom of Lydia, at the end of the seventh century BC (bubble gum machines and telephone booths weren't invented until many years later!).
- The world's oldest known human settlement is located in Catalhoyuk, Konya, Turkey, dating back to 6500 BC.
- Many archaeologists and Biblical scholars believe that Noah's ark landed on Mount Aḡri in Eastern Turkey following the flood.



St. Nicholas



Mount Aḡri



Bosphorus

- Turkey is the birthplace of many historical figures and legends, such as the poet Homer, King Midas, Herodotus and Saint Paul.
- The first man to fly was Turkish. Using two wings, Hezarfen Ahmed Celebi flew from Europe to Asia or from the Galata Tower over the Bosphorus to land in Uskudar in the 17th century (students, don't try this at home!).
- The seven churches mentioned in the Book of Revelation are all located in Turkey - Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Leodicea.
- One Turkish word that may sound familiar is “yoghurt,” which was originally produced in Turkey.



Brief History of Turkey

INTRO

The Republic of Turkey is a new, contemporary and technological country which exists in an old land with a rich history. The modern Turkish state—beginning with the creation of the Republic of Turkey in the years immediately after World War I—drew on a national consciousness that had developed only in the late nineteenth century. But the history of nomadic Turkish tribes can be traced with certainty to the sixth century A.D., when they wandered the steppes of central Asia. Asia Minor, which the Turks invaded in the eleventh century, has a recorded history that dates back to the Hittites, who flourished there in the second millennium B.C. However, archaeological evidence of far older cultures has been found in the region.

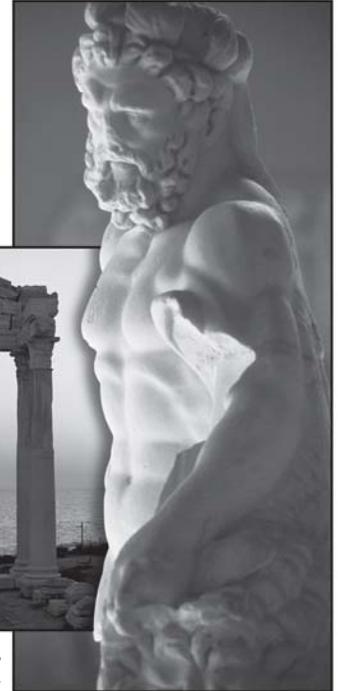
The term *Turkey*, although sometimes used to signify the Ottoman Empire, was not assigned to a specific political entity or geographic area until the republic was founded in 1923. The large peninsular territory had been wrested from the Byzantine Empire. The term *Anatolia* is also used when events described affected both that region and Turkish Thrace (“Turkey-in-Europe”) because of the two areas’ closely linked political, social, and cultural development.

The Republic of Turkey is a bridge connecting the Middle East and Europe, and it shares in the history of both those parts of the world. Despite the diversity of its peoples and their cultures, and the constantly shifting borders of its ethnic map, Anatolia has a history characterized by remarkable continuity. Wave after wave of conquerors and settlers have imposed their language and other unique features of their culture on it, but they also have invariably assimilated the customs of the peoples who preceded them.

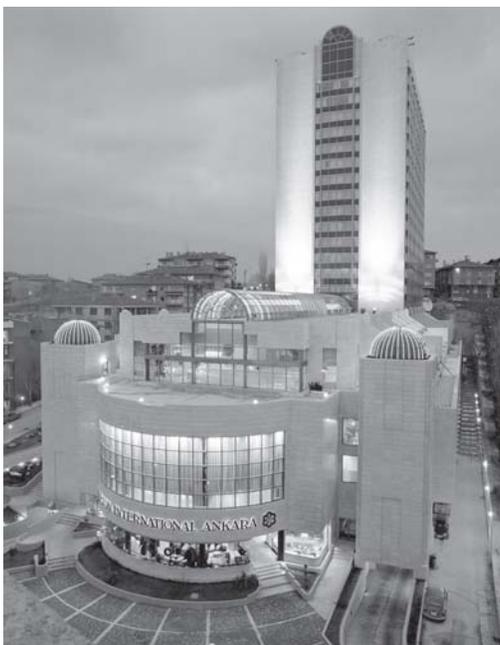
The history of Turkey encompasses, first, the history of Anatolia before the coming of the Turks and of the civilizations—Hittite, Thracian, Hellenistic, and Byzantine. Secondly, it includes the history of the Turkish peoples, including the Seljuks, who brought Islam and the Turkish language to Anatolia. Thirdly, it is the history of the Ottoman Empire, a cosmopolitan state that for many centuries was a world power.

Finally, the Republic of Turkey’s history is that of the republic established in 1923 under the leadership of Mustafa Kemal (1881-1938), called Atatürk. The creation of the new republic in the heartland of the old empire was achieved in the face of internal traditionalist opposition and foreign intervention. Atatürk’s goal was to build upon the ruins of Ottoman Turkey a new country and a vibrant and progressive society patterned directly on Western Europe. He equated Westernization with the introduction of technology, the modernization of administration, and the evolution of democratic institutions.

Today, amidst vast history and culture, the cities of the Republic of Turkey present a proud democracy, social diversity, strength in business and technology, and modern progress into the future. Turkey not only serves as a bridge between Europe and Asia, but a bridge between a rich past and a progressive future.



Temple of Apollo at Side, settled in the 7th century BC.



Ankara, the modern capital of Turkey



INTRO

Mustafa Kemal, Atatürk

Atatürk is the national hero of Turkey. He created the Republic of Turkey in 1923 out of the ashes of the Ottoman Empire, establishing a new government truly representative of the nation's will. As its first President, Mustafa Kemal Atatürk stands as a towering figure of the 20th Century. Among the great leaders of history, few have achieved so much in so short period, transformed the life of a nation as decisively, and given such profound inspiration to the world at large. His modern perspective created a new nation and a country. Once you step into Turkey, you will see statues and busts of Mustafa Kemal Atatürk all over the country.

He was born in 1881 in Thessaloniki, at that time, within the Ottoman Empire's borders, in current day Greece. His full name was Mustafa Kemal and the "Atatürk" surname, meaning "the father of Turks," was given to him by the Turkish people (November 24, 1934) in accordance with the reforms he introduced to create a modern Turkish country.

His background was military, and he served in various posts in the Ottoman army. During the First World War, he was the colonel in charge of the Infantry at Gallipoli in 1915. It was his genius defense tactics that prevented the allied forces (British, French, Sengalese and Anzacs - Australians and New Zealanders) from capturing the Dardanelles and eventually Bosphorus.

His success and fast growing reputation initially concerned the capital. To keep him under control, he was promoted to Pasha (General). When the War ended the armies of the allied forces occupied nearly all corners of the country including Istanbul, and many of the people saw a hopeful future in the acceptance of either the British or the American mandate. Atatürk, however, had a very different vision. He left Istanbul in a small boat named "Bandirma" (a nice model of the boat can be seen at the Atatürk Museum at Atatürk's Mausoleum in Ankara), going ashore at Samsun, a coastal town in the Black Sea, on May 19, 1919 (a date later presented by Atatürk to the Turkish Youth as "Turkish Youth Day"), the day the War of Independence began. Atatürk was determined to achieve independence.

First with skirmishes, Atatürk and his army friends started fighting the enemy. Ankara was chosen to be Atatürk's headquarters because of its central location, and the seeds of a new country were planted there. He and his friends wanted to replace the Monarchy with a Republic. The War of Independence took some three years and by the end of 1922, all of the invaders had left the country. The Ottoman Sultans fled in a British boat, and the birth of a new nation had begun.

As President of the Republic of Turkey for 15 years, until his death in 1938, Mustafa Kemal Atatürk introduced a broad range of swift and sweeping reforms - in the political, social, legal, economic, and cultural spheres - virtually unparalleled in any other country.

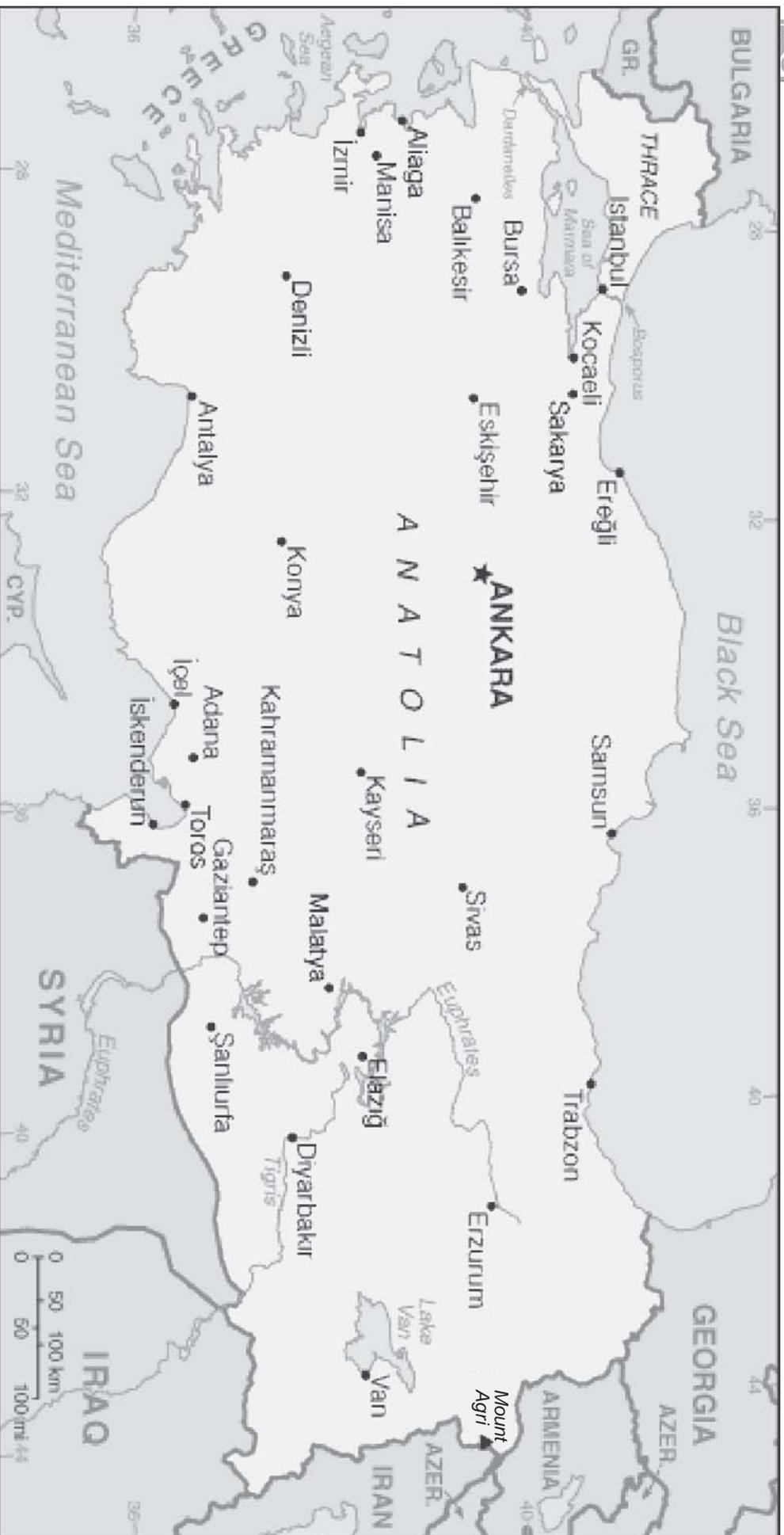
His achievements in Turkey are an enduring monument to Atatürk. Emerging nations admire him as a pioneer of national liberation. The world honors his memory as a foremost peacemaker who upheld the principles of humanism and the vision of a united humanity. Through the decades, tributes have been offered to him by such world statesmen as Lloyd George, Churchill, Roosevelt, Nehru, de Gaulle, Adenauer, Bourguiba, Nasser, Kennedy, and countless others. A White House statement, issued on the occasion of "The Atatürk Centennial" in 1981, pays homage to him as "a great leader in times of war and peace". It is fitting that there should be high praise for Atatürk, an extraordinary leader of modern times, who said in 1933: "I look to the world with an open heart full of pure feelings and friendship."



Mustafa Kemal, "Atatürk"



Map of Turkey



The Black Sea to the North, the Mediterranean Sea to the South, the continent of Europe to the West, and the Middle East and the continent of Asia to the East, this map shows why the Republic has been called “The Bridge Between Europe & Asia”. This map shows the location of many of the cities and geographical areas outlined in this curriculum guide, and is also used for the “Map Skills” activity on page 41.



INTRO

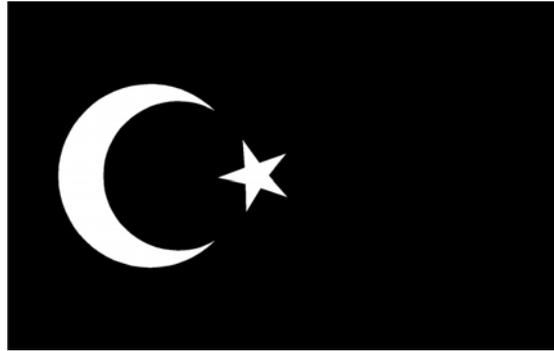




INTRO

The Flag of the Turkish Republic

The flag of Turkey consists of a white crescent moon and a star on a red background. The flag has a complex origin since it includes components of an ancient design, and proportional standardizations were also made with the Turkish Flag Law of 1936.



The Turkish flag is called Ayyıldız (or “moon star”) or Al Sancak (meaning “red banner”).

History: The crescent and star are both generally regarded as Islamic symbols today. According to one theory, the figure of crescent has its roots in tamghas, markings used as livestock brand or stamp, used by nomadic Turkic clans of Central Asia. The current design of the Turkish flag is directly derived from the late Ottoman flag. It is known that Ottomans used red flags of triangular shape since at least 1383, which later became rectangular.

Ottomans used several different designs, most of them featuring one or more crescents. During the late imperial period, the distinctive use of the color of red for secular and green for religious institutions was an established practice. In 1844, the eight-pointed star was replaced with a five-pointed star and the flag reached the form of the present Turkish flag.

Origin: The origin of the crescent and star as a symbol dates back to the times of ancient Babylon and ancient Egypt. It has been claimed that the Turkic tribes, during their migrations from the Central Asia to modern Turkey circa 800 AD, had adopted this symbol from local tribes and states in the area that is present day Middle East that had in turn adopted these from the ancient civilizations of Mesopotamia and Egypt.

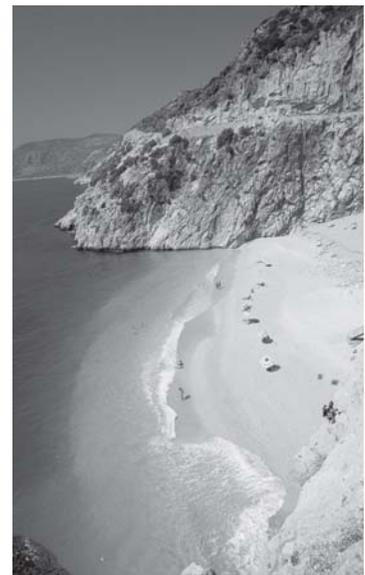
Legends: The origin of the Turkish flag is the subject of various legends throughout the country. Some contradict the historical knowledge about the influences of the Ottoman flags. On page 58 in the “9th - 12th Grade Division” of this curriculum guide, there is a class activity based on the flag of the Turkish Republic.

Landscape & Geography of Turkey

Although the beautiful coasts of the Black Sea and the Mediterranean Sea embrace the country, mountain ranges are Turkey’s most distinctive feature, with the Taurus and Kuzey Anadolu mountain ranges enclosing the high Anatolian Plateau. The mountains, however, are geographically young, still faulting and folding in areas that still indicate that mountain building is still taking place. Turkey lies between three converging continental plates - the Anatolian, Eurasian and Arabian - creating much earth-moving activity. Eighty percent of the country lies within active tectonic zones. In 1999, an earthquake with its epicentre east of Istanbul, was measured at 7.4 on the Richter scale and claimed over 25,000 lives.

About 25% of Turkey is covered with forest, serving as the home to diverse flora and fauna. These forests are covered with stands of pine, spruce and cedar, as well as deciduous trees.

Turkey has eight drainage basins, the most important being the Tigris and the Euphrates. In the 1980s, Turkey began a major showpiece project, the Southeast Anatolian Project, to produce hydroelectric power by harnessing the flow of these two major rivers. The plan involves building 22 dams and 19 power plants throughout 4 million acres in Eastern Turkey.



Kaputas Beach



Turkish National Anthem

Where our National Anthem is known as the “Star Spangled Banner”, the Turkish National Anthem is known as “İstiklâl Marsi”, or The March of Independence. The “İstiklâl Marsi” was officially adopted as Turkey’s National Anthem on March 12, 1921 (although the official music wasn’t adopted until 1932). A total of 724 poems were submitted to a competition organized to find and select the most suitable original composition, and a poem written by the poet Mehmet Akif Ersoy was adopted unanimously by the Turkish Grand National Assembly. There are ten verses to Ersoy’s poem, which reflects the national spirit of the days of the Turkish struggle for independence, but only the first two are sung as the national anthem.

Twenty-four composers participated in another competition arranged for the selection of a musical composition for the National Anthem. The Council, which was only able to convene in 1924, due to the War of Independence adopted the music composed by Ali Rifat Çagatay. The words of the National Anthem were sung to this music for eight years. Thereafter, the music of the National Anthem was changed to an arrangement written by Zeki Üngör, conductor of the Presidential Symphonic Orchestra, and the words of the National Anthem have been sung to this musical accompaniment ever since.

ENGLISH TRANSLATION

Fear not, the crimson flag, waving in these dawns will never fade
Before the last hearth that is burning in my nation vanishes.
That is my nation’s star, it will shine;
That is mine, it belongs solely to my nation.

Oh coy crescent do not frown for I am ready to sacrifice myself for you!
Please smile upon my heroic nation, why that anger, why that rage?
If you frown, our blood shed for you will not be worthy.
Freedom is the right of my nation who worships God and seeks what is righteous.

TURKISH LYRICS

Korkma, sönmez bu safaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilal!
Kahraman ırkima bir gül! Ne bu siddet, bu celal?
Sana olmaz dökülen kanlarımız sonra helal...
Hakkıdır, hakk’a tapan, milletimin istiklal!

Let’s Hear It!

To hear the musical score for the Turkish National Anthem, visit this web site:

[www.turkishlanguage.co.uk/
anthem.htm](http://www.turkishlanguage.co.uk/anthem.htm)



Performance Hall, Istanbul



Famous Turks

It is home to the oldest known human settlement in the world, and its borders have been populated by Ottomans, Hittites, Persians and Byzantines. But who are some of the most famous Turks of yesterday and today? This “short list” of famous Turks includes musicians, politicians, actors and athletes... even Ottoman sultans! And while some may be unfamiliar (and difficult to spell) all have helped to shape this fascinating country, and the world! For a more comprehensive list and biographical information, search Wikipedia at http://en.wikipedia.org/wiki/List_of_Turks. You may also want to have your students complete the “Famous Turks” activity on page 66 of this guide.



Mustafa Kemal Atatürk - (born 1881) Turkish army officer, statesman and the Founder and first President of the Republic of Turkey. He led to the liberation of the country and the establishment of the Republic of Turkey.

Ahmet Necdet Sezer - (born September 13, 1941) Tenth President of the Republic of Turkey. The Grand National Assembly of Turkey elected Sezer in 2000 after Süleyman Demirel’s seven-year term expired.

Azra Akın - (born December 12, 1981) Turkish model who was crowned Miss World 2002 at the annual pageant, held that year in London, England.

Barbarossa - The ferocious and feared “pirate” who became admiral of the Ottoman fleet in 1534.

Ahmet Ertegun - (1923-2006) Legendary founder of Atlantic Records. When Turkish Ambassador Münir Ertegun and his family moved to Washington, DC in 1936, his two sons, Ahmet and Nesuhi, already had a collection of 25,000 blues and jazz records. With a \$10,000 loan from his Turkish dentist, Ahmet launched Atlantic Records and, in doing so, changed the music industry forever, introducing the world to such names as Ray Charles, Aretha Franklin, Wilson Pickett, the Rolling Stones, and many others.

Halil Mutlu - (born July 13, 1973) Olympic gold medalist in weightlifting, having won three Olympic championships, five World Championships and nine European Championships, who also broke more than 20 world records.

Hidayet (Hedo) Türkoğlu - (born March 19, 1979) NBA Orlando Magic small forward, and the first Turkish NBA basketball player. Selected 16th pick by the Sacramento Kings in the first round of the 2000 NBA Draft.

Mehmet II (The Conqueror) - (born March 30, 1432) The 15th century Ottoman sultan who safeguarded freedom of worship and successfully captured Istanbul in 1453 as his Empire’s new capital city.

Mehmet Okur - (born May 26, 1979) Star center basketball player for the NBA Utah Jazz, formerly with the NBA championship Detroit Pistons.

Nasreddin Hoca - Famous 13th century folk philosopher and humorist whose memorialized as a legend. His anecdotes are quoted throughout Turkey among all classes and levels of Turkish people.

Tunch Ilkin - (born September 23, 1957) Former offensive tackle for the Pittsburgh Steelers (1980 - 1992) and Green Bay Packers (1993), earning two Pro Bowl appearances.

Yunus Emre - (born approximately 1238) The 13th century philosopher poet and one of Turkey’s national treasures, who promoted basic themes of love, friendship, brotherhood and divine justice.





INTRO

Ultimate Turkish Quiz

Pull out the research and travel books; fire up the Internet. Are you ready to take the “Ultimate Turkish Quiz”? Fill in the blanks with the cities, regions or answers that match each description. Teachers, make copies and see which students can find the most answers! Answers are on page 68.

1. Blue “Evil Eye” protector: _____
2. Only “mortal” statue on Mt. Nemrut: _____
3. Region of “mushroom” formations & underground cities: _____
4. City famous as centre of Turkish tea industry: _____
5. Valley where you’ll find the Tomb of King Midas: _____
6. City seat of the legendary King Midas: _____
7. Name of the famous “whirling” dancers: _____
8. Modern capital of the Turkish Republic: _____
9. Where you’ll find St. Paul’s well: _____
10. City of St. Nicholas (no, not the North Pole): _____
11. City known for loggerhead turtle nesting: _____
12. Remnants of Mausoleum of Halicarnassus, one of the Seven Wonders of the World, found here: _____
13. Terraced white calcium carbonate flows are here: _____
14. Where you’ll find the House of Mary, the Blessed Virgin: _____
15. Became the first capital of the Ottoman Empire in 1326: _____
16. Connects the Black Sea with the Sea of Marmara: _____
17. The barracks where Florence Nightingale practiced nursing: _____
18. Ataturk died on November 10, 1938. Do you know what time and where?: _____
19. The Orient Express ran 1,800 miles between Istanbul and this city: _____
20. Originated in 7000 BC, perhaps the world’s first “town”: _____
21. Home of the gigantic Watermelon Festival: _____
22. Two major divisions of Turkey (one in Europe, one in Asia): _____
23. The Muslim holy month: _____
24. Home of Turkey’s largest and most famous horse: _____
25. Istanbul’s previous name: _____



K-2

Kindergarten - 2nd Grade Division

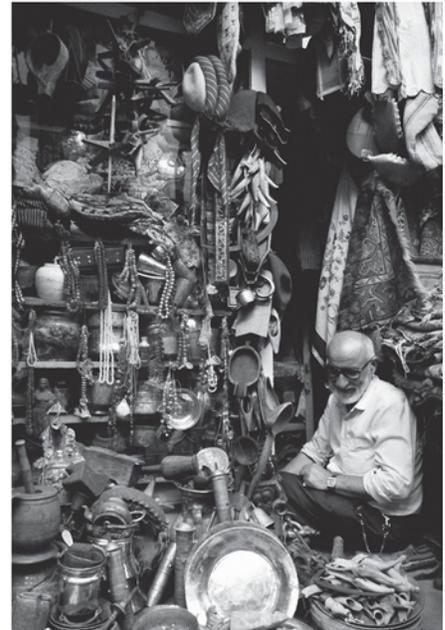
Creating a Turkish Bazaar

Bazaars are famous throughout The Republic of Turkey. Don't confuse Turkey's famous bazaars with American shopping malls. While both serve as major centers of commerce, most Turkish bazaars were built over 650 years before construction on Wolfchase Galleria ever began. Many bazaars were built by sultans and other dignitaries during the Ottoman Empire, and were a part of mosque complexes. These buildings played an important role in the modernization of Ottoman trade. The world's biggest emporium is the Covered Bazaar of Istanbul, which served as the seat of the Ottoman government from 1453 until the end of World War I.

The Covered Bazaar was built around 1460 by Sultan Mehmet II, who conquered Constantinople (which later became Istanbul). A labyrinth of passageways and corridors, it has more than 4,000 (that's right... 4,000) shops, 2,000 workshops and numerous vendors making and selling everything, including jewelry, handwoven carpets, antiques, ceramics, leatherware, alabaster, copper goods, furniture, fabrics, blue jeans and thousands of other items. The Covered Bazaar also has a dozen restaurants, 60 sandwich buffets, two mosques, six mescits (small mosques), several barber shops and a coffeehouse. An average of 500,000 people visit the complex every day!

While your bazaar may not be quite as large as the Covered Bazaar in Istanbul, it can be just as much fun. Explain Turkish bazaars to your students, and explain to them that, throughout the Turkish lessons, your classroom will be converted into a Turkish bazaar. As the teacher, the bazaar, of course, should bear your name... like the Grand Robertson Bazaar. Allow your students to work with you to create and paint an impressive sign to go on your classroom door. Decorate it with traditional Turkish designs.

Each day, throughout your classroom lesson on Turkey, when your students enter the Bazaar, they may learn and experience Turkish cuisine, Turkish handicrafts and, possibly while taking a break from shopping for a cup of Turkish coffee, maybe even enjoy a traditional Turkish tale or game. Of course, if they want to know the prices of the thousands of items sold throughout a bazaar, they'd better also learn a few Turkish numbers, as well. That, and more, are included throughout the pages of your Grade Division of this Curriculum Guide. It offers your students a fun and educational exploration of the exciting country of Turkey!





Creating a Mosaic

K-2

Many of the churches and mosques in Turkey are decorated with elaborate mosaics. Haghia Sophia, “The Church of Holy Wisdom” in Istanbul, one of the world’s greatest architectural achievements, the Church of St. Saviour in Chora, and The Church of Haghia Sophia in Trabzon, situated on the Black Sea, a restored 13th-century Byzantine church that reverted to a mosque in 1577, are just three of the many places throughout Turkey which represent beautiful and intricate mosaics. Many of the mosaics depict Christ, Turkish Emperors and/or scenes from the Old Testament of the Bible.

These mosaics were made using thousands of small, individually colored tiles, arranged side-by-side on the walls and ceilings to create intricate designs and pictures. Up close, they look like an arbitrary arrangement of small colored squares, but as you move away, the tiles of these huge displays blend together to create beautiful and very detailed multi-colored pictures. In some mosques, these mosaics cover entire walls, or, such as in the case of the Church of St. Saviour in Chora, cover entire domes and ceilings.

Activity:

Materials needed include different colors of construction paper, scissors, white glue.

Obviously, the artists who created the mosaics throughout Turkey first began with a sketch or design of the picture they wanted to create. These pictures may have been first sketched on the walls with charcoal, before the hundreds of individual colored tiles were cemented in place to add the color to the design and final picture.

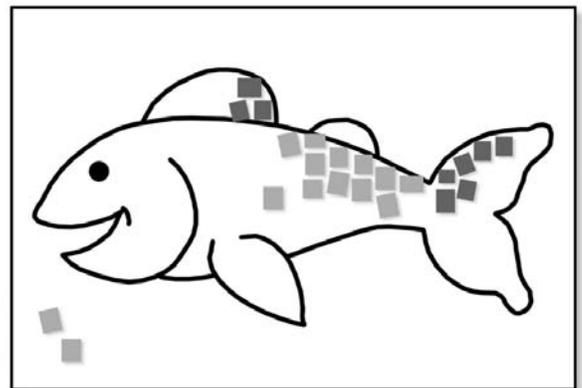
Give each student an 8.5” x 11” piece of white cardboard or construction paper. Using a pencil, have them draw a picture of their choosing... a house, an animal, a favorite person. Or, depending on the grade and their artistic ability, you may want to distribute pre-drawn black & white line art pictures. Cut different colors of construction paper into small squares (about 1/2” square each). Put each color of paper squares in a different bowl (bowl of red paper squares, bowl of green paper squares, etc.). Let students apply glue to their picture and then arrange the small paper squares of different colors to fill in different parts of their picture with color.

Ready to take on a larger project, one more comparable to the great artists of Turkey? Cover a bulletin board (or an entire wall of your classroom) with white butcher paper. Have your class work together and use pencils or black crayons to draw a huge scene covering the entire paper. The scene could include houses, sunshine, animals, people, buildings, etc. It could be a scene of your schoolyard, a scene of different places throughout Memphis, or a scene of associated with the Republic of Turkey. Each day, allow students to use the white glue and paper squares to cover a section of your wall mosaic. Once the entire paper is covered, your room is decorated just like Haghia Sophia (you may even want to enter it into Memphis in May’s “Best Classroom” contest!).



Tile mosaic of Oceanus

SPI
Art K-2.spi.1.1
Art 2.spi.1.2





K-2

Hodja Tales... 2, 3 & 4

For five centuries the people of Turkey have been laughing at Nasrettin. The humorous folklore of the nation has been hung upon the name of Nasrettin, who, upon becoming a teacher-priest, added the honorary title of Hodja to his name, which means teacher or scholar. Nasrettin Hodja is Turkey’s best-known trickster. His legendary wit and trickery were possibly based on the exploits of a historical imam. Some of the stories have a moral, some do not. Nasrettin reputedly was born in 1208 in the village of Horto near Sivrihisar. In 1237 he moved to Akshehir, where he died in the Islamic year 683 (1284 or 1285). As many as 350 anecdotes have been attributed to the Hodja. Turks of all ages break into a grin of anticipation whenever they hear, “That reminds me of a Nasrettin Hodja story!” In many of them the Hodja’s patient, long-eared donkey plays a role. The Hodja always has one friend upon whom he can depend... his donkey! Some of these stories are thought to be true, however nobody knows... and nobody cares... whether they are true or not. It is known that at the time of Tamerlane the Great (see “Tamerlane” on page 19) there was at Akshehir in Turkey a rustic teacher-priest who was known for doing foolish things. People even laugh when they visit his grave, because it is no ordinary grave. It stands on a hill near Akshehir, and is marked by a single iron gate, carefully locked, but without any accompanying walls. Nasrettin Hodja is as Turkish as Paul Bunyan is American, but the Hodja carries the accumulated humor of five centuries instead of one.



Hodja statue in Akshehir, Turkey

SPI
English K-2.spi.1.02
English K-2.spi.1.07

The Two-Legged Goose

Nasrettin Hodja was striding through the streets, one hand firmly grasping the roast goose tucked under his arm, the other hand pinching his nose tight. He could not allow the great smell of the roast goose tempt him. The goose was a present for Tamerlane and must arrive without nibbles breaking its crunchy goodness.

A fly landed on the Hodja’s forehead. He took his hand from his nose just long enough to brush the fly away, but even that moment was too long. The spicy aroma of the goose sank deep into his nostrils. He remembered what a long time it was since he drank his morning cup of coffee, and how much longer it had been since he had last tasted good roast goose. There was plenty to eat in the palace, he thought. Tamerlane would never miss a little portion of the goose, even one of the plump crisp legs.

Nasrettin Hodja walked toward Tamerlane’s palace, nibbling a leg of the roast goose. As he walked through the palace yard, he could not help wonder what Tamerlane would think of a roast goose with only one leg. Never mind! He would worry about that when the time came. The good leg he had eaten was worth any trouble that might come because it was gone.

Nasrettin Hodja found Tamerlane quite by himself and glad for the company. The great ruler seemed as thankful for the succulent goose as though his pantry shelves were empty. He turned the goose over and over the better to admire its rich fatness.

“What a cook your Fatma is!” he exclaimed. “No one in my kitchen can roast such a perfect goose!”

“Yes, Fatma is a fine cook,” agreed the Hodja. He chattered on as fast as he could about Fatma’s pilafs, soups, dolmas, and baklava. If he talked fast enough, the absence of the leg might not be noticed.

“Hm-m-m-m! This is strange - very strange!” Tamerlane was looking at the legless side of the goose. “This goose has only one leg!”

“To be sure!” The Hodja looked out of the window, playing for time to think what to say. “To be sure! How many legs would you expect?”

“Two legs, of course!” said Tamerlane.





Hodja Tales... 2, 3 & 4 (cont.)

K-2

“Two legs?” The Hodja laughed, his eyes alight at something he had seen *(continued on next page)* through the open window. “Not at Akshehir. Geese in other towns may have two legs, or three, or four for all I know, but the geese of Akshehir are famous for being one-legged.”

“How can you lie to me like that?” Tamerlane jumped to his feet, his good-natured mood as gone as the goose’s leg. “You know what happened to that other leg! One-legged geese, indeed!”

“Well, if you won’t take my word for it, look with your own eyes.” Nasrettin Hodja pointed out of the window. “There is a flock of Akshehir’s famous one-legged geese by your very own fountain.” Tamerlane looked where the Hodja pointed. By the fountain - could he believe it? - he saw a dozen big white geese sleeping in the sun, each goose supporting itself steadily on one slim yellow leg. “How many legs do you see?” asked the Hodja. “I count twelve geese and twelve legs. Can you count any more than twelve?”

Tamerlane stared and clicked his tongue. “No.” Funny he had never noticed before. What with waging wars and setting up a new government, he had been far too busy to notice geese.

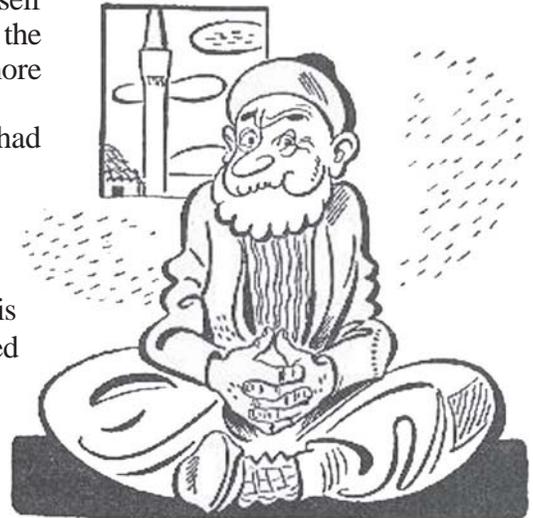
“The geese of my boyhood village in Asia had two legs apiece, I am sure.” Tamerlane’s voice was apologetic.

“That’s perfectly possible,” agreed the Hodja kindly. “But this is not your boyhood village. This is Akshehir, the home of one legged geese. Well, I must be going.” The Hodja gave an anxious glance once again at the sleeping geese. “Selamun aleykum!”

“Ve aleykum -” began Tamerlane, but he never finished his farewell. Just at that moment, a camel that had been sleeping beside the fountain stretched itself and squealed with all the power of its long, strong neck. Its shrill voice echoed and re-echoed in the walled courtyard. With a hiss, the twelve geese woke from their sleep. With a louder hiss, each stretched out the leg that had been tucked under its wing. With a great flapping and hissing, the twelve geese scattered, each goose running on two perfectly good legs.

By the time Tamerlane came to his senses, Nasrettin Hodja was down in the courtyard below his window. Quite forgetting his dignity, Tamerlane stuck his royal head out of the window. He called after the Hodja with a voice that sounded more like the hiss of a goose than the words of a great conqueror who had just accepted a gift from a loyal subject. But the Hodja was ready with his answer.

“My good Tamerlane,” called the Hodja just before the palace gate opened for him, “if you or I had such a racket poured into our ears when we were asleep, we would each sprout at least four legs!” And Tamerlane, in spite of himself, smiled as he pulled off the remaining leg of the goose and sank his teeth in its tenderness.



Three Questions

“A letter for you Nasrettin Hodja!” The Mayor’s messenger handed a paper to the surprised Hodja.

“A letter? For me?” The Hodja stared at the paper and turned it over in his hand. A letter did not come every day in those times when few people knew how to read and write. Luckily, the Hodja was one of the learned ones. He could spell out words and write some of them.

“Well, read it!” said Fatma from behind her veil.

“Yes, read it!” urged the messenger, who regretted his own lack of education. The Hodja cleared his throat pulled himself to his tallest, and read:

“Three travelling priests, very learned men, are visiting in Akshehir. They have questions to ask of our wisest men. Will you come at once to a feast in honor of the priests that they may ask you questions?”

Now what could be more fun than a feast and a conversation with learned strangers all on the same day? Not waiting even to brush the dust from his coat, the Hodja saddled his donkey and was off so fast that the messenger trailed behind him. When he arrived at the Mayor’s house,



Hodja Tales... 2, 3, & 4 (cont.)

he found that the show of wisdom was to come before the feast. That was probably best, because he might be sleepy after eating, and the three strangers did look most solemn and learned. Their heavy black beards and the fur fringe of their long dark robes showed what distinguished men they were.

“So this is the learned Hodja?” The three priests looked him up and down. He wished he had taken time to put on his better clothes. He might at least have washed his face and straightened his turban. “I will ask the first question,” said one of the priests as he stepped toward and fixed his piercing eyes on Nasrettin Hodja. “Where is the center of the earth?”

With the toe of his shabby shoe, the Hodja pointed to his donkey’s left hind hoof.

“The center of the earth,” said the Hodja, “Is exactly under my donkey’s left hind hoof.”

“How can you be sure of that?” asked the priest, staring at the donkey’s left hind hoof.

“Oh, I just know it,” said the Hodja with a careless shrug of his shoulders. “Of course if you doubt my answer, all you have to do is to measure. If your measuring shows the center of the earth is even an inch away from the place I say, I will know you are a greater scholar than I.”

The visiting priest still stared stupidly at the donkey’s left hind hoof. He shrugged his shoulders and motioned the next priest to take his turn.

“I have a question.” The second priest had an I’ll-catch-you-now expression in his blue eyes. “How many stars are there shining in the sky at night?”

“There are as many stars in the heavens above,” said the Hodja slowly, “as there are hairs on my donkey.”

“How do you know that?” The stranger was staring at the shaggy coat of the donkey.

“Oh, it’s just one of the things I know,” shrugged the Hodja. “Of course, if you doubt my word, you may count the stars in the sky and count the hairs on my donkey. If there is one star too many

or one hair too many, all of Akshehir will know that you are a much wiser man than I.” The second priest stared stupidly at the donkey. He shrugged his shoulders and motioned to the third priest that it was his turn. The third priest was the most important-looking of them all. His turban was the biggest. The fur fringe all the way up and down his robe was the heaviest. His beard was the longest. His expression was the smuggest.

“I have a very simple question for you, Nasrettin Hodja Effendi,” said he in a voice that made the Hodja fear the question was not going to be so very simple. “How many hairs are there in my beard?” He stroked his long black beard proudly.

“Oh, that is a simple question,” agreed the Hodja. “There are as many hairs in your beard as there are hairs in my donkey’s tail.”

“How do you know that?” asked the priest as he looked distastefully at the brushy end of the donkey’s tail. He did not in the least fancy having his fine beard compared to that untidy tail.

“Oh, it’s just another of those things that I happen to know,” beamed the Hodja who was no longer awed by the solemn travelers. “Of course, you have the right to doubt my word. It will be simple enough to prove which of us is right and which of us is wrong. For every hair you pull out of my donkey’s tail, I will pull one hair out of your chin. If the donkey’s tail lasts even one hair after your beard is all plucked out, or if your beard lasts but a single hair after the donkey’s tail is gone you will be proved right and I will be proved wrong. If you are right, you can go from village to village telling everyone you meet that you are far more learned than the Hodja of Akshehir.”

Clapping both hands over his cherished beard, the priest drew back into the crowd.

And the Hodja wondered how soon the feast would begin.





Hodja Tales... 2, 3 & 4 (cont.)

K-2 Four Brays of the Donkey

“Cling, clang,” rang the axe of Nasrettin Hodja, high in the mulberry tree. The Hodja was sitting astride a limb, his long black coat rolled to his waist, and his legs, in their baggy yellow pantaloons, swinging back and forth in time to his chopping.

“Khayr olsoun, Hodja Effendi!” called a voice from below.

“Khayr olsoun, Halil Effendi!” The Hodja leisurely shifted his balance on the limb. Resting on his axe, he arranged his turban which had twisted awry.

“You are going to fall out of that tree!” warned Halil. The Hodja grinned, and was unconcerned. “But you really will,” pleaded Halil. “Look where you are sitting!”

“You better look where you are walking,” countered the Hodja. “People who along looking into the treetops and clouds are sure to stub their toes.”

“But look where you are chopping!” begged Halil. “Cling-clang,” sounded the axe of Nasrettin Hodja.

“You better look where you are -” began the Hodja. But he never told Halil where to look.

Crash! Down came the limb. Down came the axe. Down came Nasrettin Hodja. He had been too busy and too stubborn to notice on which side of the branch he had been sitting. After the groans and the rubbing of bruises, the Hodja had a sudden thought. “You are a wise man, Halil Effendi,” the Hodja said. “You told me when I was going to fall. You are a prophet and the son of a prophet. Tell me, now, when I am going to die.”

“After your donkey brays four times,” said Halil. He was so disgusted with the simple old Hodja that he thought any answer would do. Too bruised and shaken to work any more, the Hodja swung his leg over his little gray donkey’s back and started for home. After they had gone a little distance the donkey thought of the manger of hay and of its baby donkey at home. It stretched out its neck and brayed. Suddenly the Hodja remembered Halil’s prophecy. Halil had been right about the fall from the mulberry tree. He must be a true prophet.

“Aman, aman!” shivered the Hodja as the bray shattered the stillness. “I am one fourth dead!” A bit farther on the road, they met another donkey and rider. The Hodja’s little animal brayed a friendly greeting. “Vai, vai!” shuddered the Hodja. “I an one half dead!” On they jogged. The donkey began thinking of the brook where it would soon be drinking. It had been a hot day and the water would taste cool and good. It let out a bray of anticipation. The Hodja tried to muffle that third bray, but the bray of a donkey is not to be muffled.

“Aman, aman!” The Hodja groaned. “I am now three fourths dead!”

Unhappily, like a cat who has lost eight of its nine lives, the doomed Hodja rode on. He patted the donkey and chatted to it to divert the little animal from another bray. He thought of the years ahead when he would have to anticipate the donkey’s every desire to keep it from giving that last fatal bray. He wondered if there was any way to cut out a donkey’s bray without hurting the little beast. He must ask Halil about this. Halil was a prophet and the son of a prophet. He knew everything. There were voices ahead, the voices of men shouting orders to their donkeys. The ears of Nasrettin Hodja’s friendly little donkey pricked forward. It sniffed. It must let its donkey friends know it was coming. Loud and long was the donkey’s bray of greeting. It was the fourth bray of the donkey.

“Aman, aman!” screamed the Hodja as he toppled from his donkey. “I am dead! I am dead!”

The men of the approaching caravan rushed forward. They picked up the limp Hodja.





K-2

Hodja Tales & Activity (cont.)

They shook him. They shouted at him. They poked him. He was as limp as an empty saddlebag. “He said he was dead,” argued the men. “Surely he must know. We must take him to his own village,” said they. They loaded the limp body of the Hodja onto his own donkey. With his long striped girdle they bound him to the donkey’s saddle. They turned back toward Akshehir discussing how to break the sad news to Fatma. On their way, they came to a path which seemed to be a short cut to the village.

“The short cut is too muddy,” said one of the men.

“But the longer road is too rocky,” said another.

“The short road saves an hour’s journey,” said a third.

On and on they argued, until - “When I was alive,” began Nasrettin Hodja. The men stared with open-mouthed wonder and fear. The Hodja was sitting up on his donkey’s back, quite unable to keep out of a good argument. “When I was alive, we always went this way.” The Hodja pointed to the shorter path. The men shouted at their donkeys and disappeared in a rapid thud again by the short cut, Nasrettin Hodja sat long over the warmth in his mongal, pondering... “Dead or alive - which am I?”

of small hoofs. Home

SPI
English K-2.spi.1.09
Art K-2.spi.1.1

Activity:

1. Ask students to choose one of the three Hodja stories and draw and color a picture to illustrate their favorite part of the story. Show them pictures of traditional Turkish costume so that they can make their picture of Hodja most authentic. Display the pictures in your room.
2. Ask your students if any of them could imagine a different ending to their favorite Hodja tale.
3. Explain to your students what a “moral” is, and give them an example of another fable, and tell them the moral to that story. Ask the class if they can determine if any or all of the Hodja stories have morals, and what they might be.
4. Certain terms used in these tales are typically Turkish. Explain and discuss specific words that are typically Turkish, talk about their meanings, and discuss how they are similar or different to similar U.S. words or greetings (for example: Hodja’s wife, Fatma spoke from behind her veil... what is a veil and how is it used?)

Thanks!

Special thanks to Alice Geer Kelsey, author of the book “Once the Hodja”, and to her illustrator, Frank Dobias. Many additional Hoja tales are available at these websites:

<http://www.cs.biu.ac.il/~schiff/Once/front.html>

http://www.dimdima.com/khazana/stories/showstory.asp?q_cat=Hodja+Stories

<http://www.e-citadel.com/HodjaFiles/index.html>

<http://www.readliterature.com/hodjastories.htm>

http://www.ottomansouvenir.com/Nasraddin_Hodja/Nasraddin_Hodja.htm

Who was Tamerlane?

Tamerlane (1336-1405), the Turkic Tartar conqueror often spoofed in Turkish Hodja tales, was the most influential Central Asian conqueror of the Middle Ages. He is credited with restoring the Mongol empire of Genghis Khan. Tamerlane was also widely known for his strict and vicious treatment of his enemies.



Statue of Tamerlane the Great in Usbekistan.



Learning Turkish Numbers

K-2

While your students are seated in their desks improving their reading skills and their mathematical knowledge, students of the same age, 5,922 miles away, are also practicing their numbers... only in Turkish! While they may not know “one, two, three”... they most certainly know “bir, iki, üç.” By creating flash cards, an educational bulletin board, or by writing these numbers on the board, practice the following Turkish numbers with your students. Distribute copies of this worksheet to your students. Instruct them to draw lines from the correct Turkish number to the matching picture.

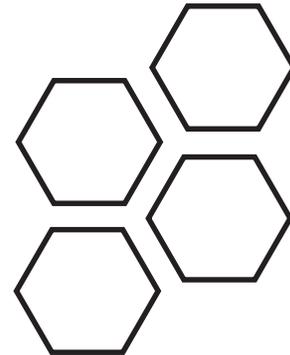
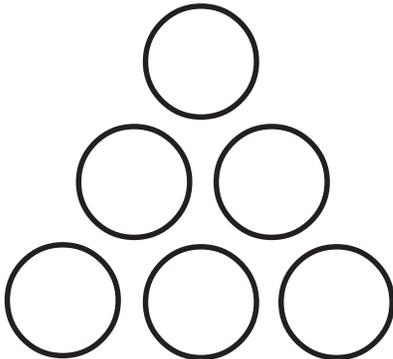
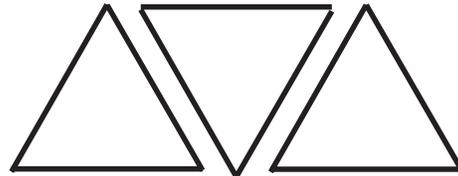
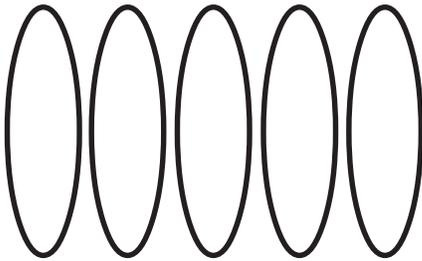
If your students are ready for a bigger challenge, you can also begin teaching them Turkish colors by utilizing the activity on page 34. Then challenge them to color the shapes below by assigning a Turkish color to each shape.



- | | | | | |
|----------|----------|-----------|-----------|---------|
| 1 = bir | 2 = iki | 3 = üç | 4 = dört | 5 = beş |
| 6 = altı | 7 = yedi | 8 = sekiz | 9 = dokuz | 10 = on |

on yedi iki bir dokuz

dört üç altı beş





K-2

Playing Turkish Games

Most games played during school or free-time activities among Turkish people usually emphasize mutual enjoyment and the display of physical agility and mental skills, but de-emphasize competition and the win-or-lose factor. These games reaffirm the strong communal spirit that pervades Turkish society. Many games end as most Turkish fellowship ends... amicably and with the sharing of a meal.

Tag, You're Ebe!

In Turkey, the player who is "It" is called "Ebe" (pronounced *eh-beh*). The process of actually choosing one player as Ebe often constitutes a game itself in the Republic of Turkey. In fact, in some instances, the process is ritualized to the point where the process of choosing Ebe actually takes more time than playing the game! For these games, for the sake of time, numbers can be chosen or the teacher can determine who is Ebe.

Flew, Flew, the Bird Flew

Equipment Needed: A large tray or flat surface.

Arrangement of Players: Players sit in a large circle around the table or large tray, close enough so that they can rest both index fingers on the table or tray.

Song to Accompany Play:

"Flew, flew, the bird flew.

Flew, flew, the bee flew.

Flew, flew, the butterfly flew.

Flew, flew, the airplane flew.

Flew, flew, the truck flew.

Ah, ah! Did the truck fly?

Ahmet, you're out!"

How to Play:

This singing game is similar to "Simon Says" played here in the U.S.A. Spend a little time practicing the song with the entire class, until all students become familiar with the words and the tune you choose. One player is chosen as the leader, Ebe. The leader chants the song, and each time he or she sings a line, they raise their index fingers high into the air, depending on whether or not the creature or object named in that line can actually fly.

The rest of the players listen intently and watch Ebe as the lines are sung, but they are expected to raise their fingers from the surface only if the creature or object named can indeed fly. Any player who raises his or her index fingers when a non-flying item is named (like a bed, box, dog, box, table, etc.) is out of the game. Likewise, any player who fails to raise their fingers when a flying object is named is out of the game. The teacher is the referee.

To make it more interesting, allow Ebe to raise their fingers on a non-flying object, or leave their fingers against the tray or table when singing a flying object, just to try to confuse the other players. Then, all of the players must only rely on the lines of the song to determine if they raise their fingers or not... instead of the movement of Ebe's fingers! The last player in the game gets to be Ebe next.

One Touch

Equipment Needed: A simple mask or blindfold

Arrangement of Players: Divide the class or group into two teams, and each team chooses one player to be Ebe. Each team forms a line facing the other team.

Song to Accompany Play:

"The pot is boiling by the tree.

When one moved from their group.

The blind one couldn't tell which one it was."

SPI
Physical Ed. K-2.spi.3.1
Physical Ed. K-2.spi.3.2
Physical Ed. K-2.spi.3.5
Physical Ed. K-2.spi.4.5
Physical Ed. K-2.spi.5.1
Physical Ed. K-2.spi.5.5

(continued on next page)





Playing Turkish Games (cont.)

K-2

How to Play:

Each Ebe gives a different fruit, flower or animal name to his or her team members (for example – Apple, Orange, Banana, Cherry, etc.) without revealing the owners of those names to the other team.

One team begins, and their Ebe (First Ebe) calls forth the Ebe from the opposing team (Second Ebe) chanting “Singir, mingir, my noisemaker, you are welcome. Come to the riverbank!” The second Ebe approaches the first team’s line and chants “Sangur, sungur, making noise, here I come!” Then the second Ebe goes behind his opponent’s line and stops behind one of the players, blindfolds the player’s eyes, then calls to his own team, “Pineapple (or some other name he or she has assigned), come here!”

The player who has been called forward by their Ebe comes to the blindfolded opponent, touches the player lightly on the forehead or chin, then returns quietly to his or her place in line.

Ebe uncovers the blindfolded player’s eyes, and the player approaches the other line seeking to identify the one who did the touching. As the player comes forward, all of the players sing or chant the three-line stanza as long as the player is trying to guess the identity of the toucher (only four guesses are allowed).

If the player chooses the correct “toucher”, the singing stops and the seeker takes the toucher back to join his or her own team (and that Ebe assigns the new team member a secret name like the other players). If, after four attempts, the seeker fails to identify the toucher, they return to their team alone. Either way, the turn then passes to the other Ebe, and the procedure is repeated.

End of Play: Determined when one team through its “captures” greatly outnumbers the other team. The winning team then “punishes” the losing team by requiring them to perform some kind of pre-determined stunt or penalty: singing a song, imitating the sound of a specified animal, cleaning the blackboard, etc.

Ring Game

Equipment Needed: A long string with a small ring threaded onto it and the ends tied together to form a huge string circle.

Arrangement of Players: Entire class or group sit in a huge circle (except for Ebe who stands inside the circle). Make sure the string circle is big enough so that it can stretch around the inside of the whole circle, with each player holding it with both hands.

Song to Accompany Play:

“From hand to hand pass the ring.

Let it go ‘round along the string.

Don’t let it stop! Don’t let it stop!

Don’t let Ebe find it.”

How to Play:

For this game, no score is kept. The emphasis of this game is not on competition but on display of perception, alertness and shared fun.

To pass the ring around the circle, along the string, without revealing its location to Ebe, the players form fists and bring their fists close to those of their neighbors as the ring is secretly passed, and without stopping, from one player to the next. The chanting continues through the game until Ebe finally detects the ring’s location.

Since the object of the players is to keep Ebe from guessing where the ring is, players should sometimes counterfeit the passing of the ring to distract Ebe’s attention from the ring’s actual position. When Ebe catches a passer, that player then becomes Ebe, and the first Ebe becomes a part of the circle of players.



K-2

Playing Turkish Games (cont.)

Beauty & Ugliness

Arrangement of Players: All players stand in a large circle, with Ebe standing in the center of the circle.

Song to Accompany Play:

English – “The bell rang. The duck dived into the water.”

Turkish – “Zil caldi. Ordek suya daldi.”

How to Play: Before each round, the players huddle and decide whether the pose to be assumed by the players will be a beautiful one or an ugly one. Then the players in the circle join hands and, moving clockwise in the circle, sing the two-line song (try it in Turkish!). On “water” or “daldi”, they drop their hands and, without speaking or laughing or making any other sound, assume their individual versions of the pose previously decided on. That pose is held in silence until Ebe chooses one player as the most beautifully (or ugly) posed. The person chosen becomes the new Ebe, and the procedure is repeated.

The variety of poses assumed is vast, involving both comic exaggeration and remarkable dexterity, and delights the players as well as the onlookers.

Where’s the Handkerchief?

Equipment Needed: A large handkerchief with a knot tied in one corner.

Arrangement of Players: All players except Ebe sit on the floor in a large circle. Ebe stands outside the circle holding the handkerchief.

Song to Accompany Play:

“Take the handkerchief in your hand.

Make two rounds in a ring.

Where is the handkerchief put?

Behind whose back is it now?

If she doesn’t know it, hold her by the leg;

Hold her arm up in the air.”

How to Play:

All of the seated players join in the chant as Ebe walks twice around the outside of the circle. By the end of the second round, Ebe should secretly place the handkerchief quietly behind the back of one player.

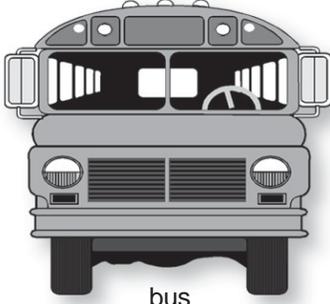
If or when a player detects the handkerchief behind them, they should jump up with the handkerchief and run after Ebe, trying to catch him and tag him with the handkerchief. Ebe tries to seat himself in the spot vacated by the chosen player before being tagged. If Ebe succeeds, the chosen player becomes the new Ebe. If Ebe is tagged, he or she remains Ebe for another round. (Other players who see where Ebe places the handkerchief should not reveal the secret. If they do hint at the location in any way, they immediately must become Ebe).



Turkish in Your Classroom

K-2

Now you can really talk Turkey in your classroom! Below are pictures of ten items you may find in your classroom or around your school. Spend one or two class periods teaching your students the Turkish word for each of the items (answers in English and Turkish are available on page 68). You may even want to make flash cards using the pictures below. Then make copies of this page, and allow students to draw a line from the correct Turkish word to the corresponding picture.



bus



child



calendar



juice



building



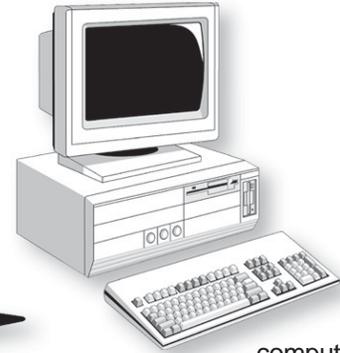
chair



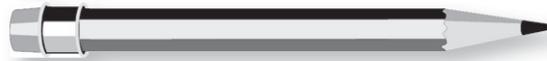
lunch



book



computer



pencil

çocuk
bilgisayar
bina

sandalye
meyve suyu
kurşun kalem
öğle yemeği

takvim
otobüs
kitap





K-2

Turkey and Tulips

Everybody thinks that tulips come from Holland. Actually, Tulips are native to Central Asia and Turkey. In the 16th Century they were brought to Holland from Turkey, and quickly became widely popular. Today Tulips are cultivated in Holland in great numbers and in huge fields. Dutch bulbs, including tulips and daffodils, are exported all around the world so people thinks that it's originated from there as well. In fact, many cultivated varieties were widely grown in Turkey long before they were introduced to European gardens.

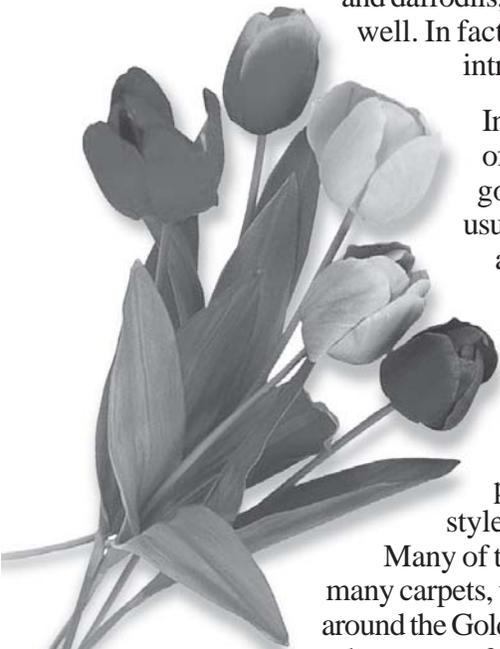
In the 17th century the overgrown interest and high popularity of Tulips brought a sort of "Tulipmania" in Holland. Especially in 1637, bulbs were highly praised and prices gone up day by day reaching extraordinary numbers. Bulbs were sold by weight, usually while they were still in the ground. Some examples could cost more than a house at this time. The Dutch government unsuccessfully tried to outlaw this commerce but couldn't do anything to stop it, the trade was all about access and demand. But the end of the game came quick: Over-supply led to lower prices, dealers went bankrupt, many people lost their savings, and the tulip market crashed.

Also in the Turkish history Tulip played an interesting role. The period between 1718-1730 was called the "Tulip Era", under the reign of sultan Ahmed III. This period is also expressed as an era of peace and enjoyment. Tulips became an important style of life within the arts, folklore and the daily life of the Turkish people.

Many of the embroidered and textile clothing handmade by woman, as well as many carpets, tiles, miniatures etc. had tulip designs or shapes. Large tulip gardens around the Golden Horn were frequented by upscale people. Also, the first printing house was founded by Ibrahim Müteferrika in Istanbul. The Tulip Era was brought to an end after the Patrona Halil revolt in 1730, ending with the de-thronation of the Sultan.

The botanical name for tulips, Tulipa, is derived from the Turkish word "tulband" or "turban", which the flower resembles. It's considered as the King of Bulbs.

Special thanks to tour guide Barak Sansal.



SPI
Art K-2.spi.1.1
Art 2.spi.1.2

Activity

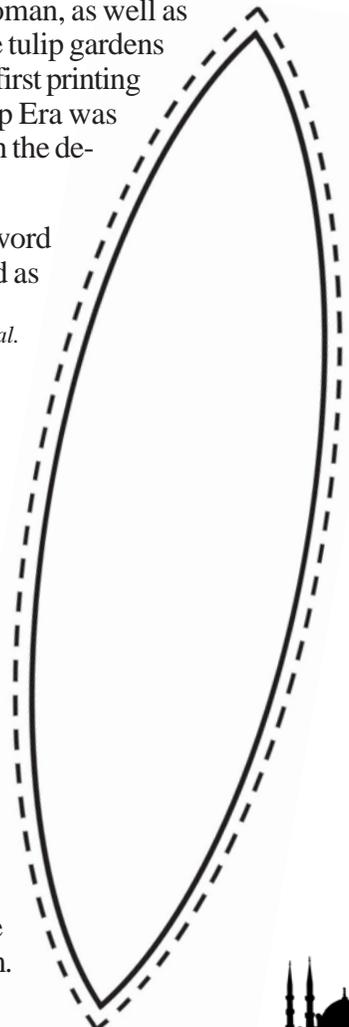
Bring your classroom into full bloom by creating a field of "paper cup" tulips to add to the various other Turkish designs and educational aids your students have prepared.

Materials: Dixie-style paper cups, drinking straws, green construction paper, assorted colors of tempura paint, brushes, scissors, glue, clay (optional).

Allow each of your students to create one or more tulips for your classroom's Turkish display. Assist students in cutting 6 to 8 slits down the side of their paper cup. Allow them to paint their "tulip" cup any color of their choosing using the tempura paint.

Once the cups are dry, punch a small hole in the bottom center of the cup. Push a drinking straw through the hole about one inch. Secure the straw by applying a small amount of white glue. Allow the glue to dry. Use the pattern to the right to cut out several tulip leaves out of green construction paper. Attach the "leaves" to the straw "stem" using white glue. Allow the glue to dry thoroughly.

If you choose, use a small ball of clay as a base for the tulip, pushing the bottom of the stem into the clay to assist it in standing. Display all of the colorful tulips in your classroom.





Avoiding the Evil Eye

K-2

A “Nazar Boncugu” (pronounced *bondschuk*) is a little magic stone that protects one from the “Evil Eye.” You see this blue glass piece practically everywhere you go throughout Turkey... dangling from taxi cabs, pinned to babies’ clothes, guarding the doorways of houses, even built into the foundations of modern office buildings. But what is behind this “Evil Eye” superstition?

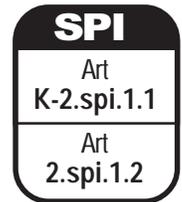
Once upon a time (yes, it starts like a fairy tale) there was a rock by the sea that, even with the force of a hundred men and a lot of dynamite, could not be moved or cracked. There was also a man who lived in this town by the sea, who was known to carry the evil eye (*Nazar*). After much effort, the people of the town brought the man to the rock. When he looked upon it, he said “My, what a big rock this is.” Supposedly, the instant he said this, there was a rip and a crack and instantly the immense stone was found to be cracked in two.

Once a Boncuk is found cracked, it has successfully done its job, and immediately a new one is put in its place, to continue the protection against the dreaded “Evil Eye.”



Activity:

Provide blue, white, yellow and black clay or “Sculpty” and allow students to make their own Nazar Boncugu, about the size of a quarter. Once they are finished, assist students in making a small hole near the top of the piece, so that when it is dry (or baked) it can be hung on a string.



Turkish Delight

The perfect way to conclude your Grand Bazaar experience is with a little classroom celebration, complete with a little piece of Turkish Delight, one of Turkey’s world-famous desserts. The history of Turkish Delight (known as “*lokum*”) dates back over 200 years, making it one of the oldest candies in the world. Turkish legend has it that in his endeavor to quell the rumblings of discontent within his harem, a Turkish sultan summoned all his confectionery experts and ordered them to produce a unique dessert to add to the collection of secret recipes for which he was famous. As a result of extensive research, lokum was born.

In 1776, during the reign of Sultan Abdulhamid I, Bekir Effendi, a fully apprenticed confectioner, arrived in Istanbul and set up a little shop in the center of the city. He quickly won fame and fortune among people with a sweet tooth. Fashionable ladies began giving Turkish Delight to their friends in special lace handkerchiefs. These were also used as acts of courting between couples, as documented by traditional Turkish love songs of that era.

Turkish Delight is probably best known among English speakers as the addictive confection to which Edmund Pevensie succumbs in *The Lion, the Witch and the Wardrobe* by C.S. Lewis.

Culinary Activity:

Whip up a batch of Turkish Delight for your class (check with your school’s rules first)!

Ingredients: 2 cups of sugar, 2 tablespoons of cornstarch, 1 cup of water, 1/2 teaspoon of cream of tartar, 1 tablespoon of artificial flavoring, 1/2 cup toasted chopped nuts, confectioners’ sugar.

Recipe: Dissolve sugar and cornstarch in water. Add cream of tartar. Boil to 220 degrees F. Cover the pot for the last 5 minutes. Add artificial flavoring and, if you choose, artificial color. Add nuts. Pour into a greased shallow pan. When cool, cut into small squares and roll each square in sifted powdered sugar. Store in an airtight container.



3rd - 5th Grade Division

Extra! Extra! Read All About It

3-5

When you travel to a foreign land, one of the best ways to learn about the country and its people is to scour the streets for a local newspaper (particularly a newspaper in English!). It will tell you about the local politicians, what there is to do, great places to shop, even great places to eat.

While each of the activities in this 3rd - 5th grade division can stand alone as individual assignments for your students, why not take advantage of a comprehensive learning opportunity by turning your classroom into a newsroom? Work with your students and present them with the challenge of publishing their very own Turkish newspaper... the "Turkish Tribune". Creating a newspaper will enhance student's writing skills while increasing their knowledge of the culture. Teacher, you are the editor. You decide what makes it onto the pages of The Turkish Tribune (and assign grades or bonus points accordingly).

Activity:

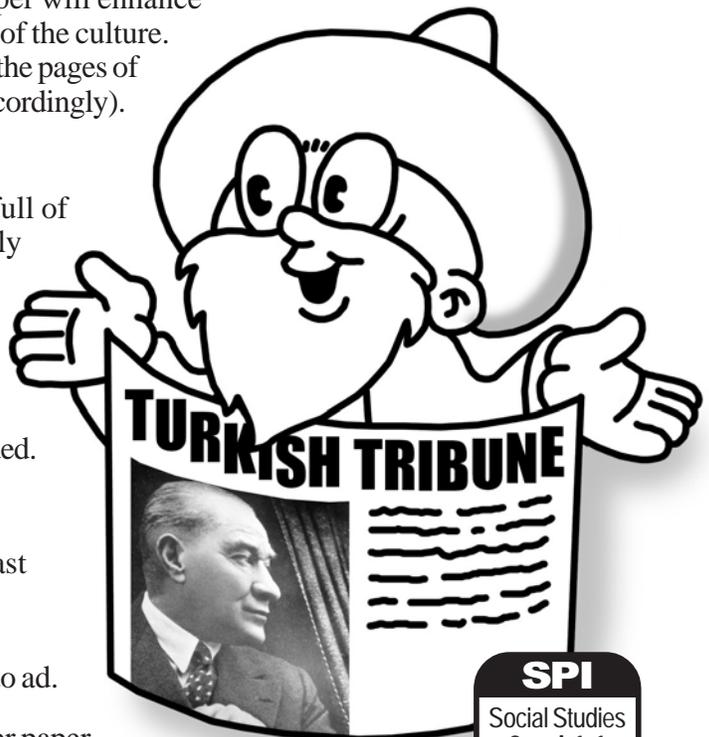
● Now what every great Editor wants is a newsroom full of great reporters, and great reporters know how to really research their stories. Start by asking your students to bring in copies of the Commercial Appeal. As students browse through the sections of the newspaper, point out different types of articles and all of the different components that are included. Begin making a list on the board, allowing students to call out different elements that need to be included. These might include:

- News stories
- Dining Reviews
- Fashion
- Photographs
- Sports
- Comics
- Editorials
- Business
- Advertisements
- Weather Forecast
- Classified Ads
- Social Pages

Don't stop there. Your students may have more elements to add.

● Get a large tablet of newsprint or a roll of white butcher paper. You will also need scissors, glue and markers. These will serve as the basis for your newspaper. All articles and photos will be glued onto these large sheets of paper and on each lightly print in pencil what elements will be placed where... using The Commercial Appeal as your guide. Top news stories go on the front page. Entertainment stories and sports go further toward the back. Advertisements will be scattered on each page. Students may also choose to use pictures cut from magazines, or photos printed from various web sites.

● Next have students choose which part of The Turkish Tribune they want to work on (remember, the Editor makes the final decision, just in case everyone fights over becoming the glitzy fashion reporter!). Some may be in charge of "layout" deciding which articles and which ads go where (and when an article is too long, and needs to be edited, or too short). Others may choose to be photographers. While traveling to Istanbul to snap actual photos may be impossible, scouring magazines and the internet for appropriate photos works just as well (don't forget to visit Turkey's Ministry of Culture and Tourism website at www.kulturturizm.gov.tr). If you have any artists in your class, they can design the masthead (top banner on the front page), create advertisements or comics. And, of course, you'll need great reporters.



SPI	
Social Studies	3.spi.1.1
Social Studies	3.spi.1.8
English	3-5.spi.2.02
English	3-5.spi.2.06
Computer	3-5.spi.3.1
Computer	3-5.spi.5.1





3-5

Turkish Tribune Newspaper

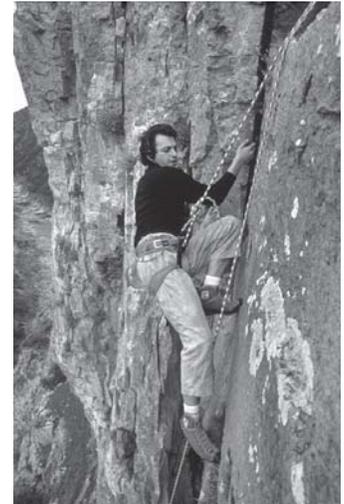
It's time to get those presses running! We've got a paper to get out, folks! In addition to these newspaper activities, many of the lesson plans, worksheets and activities in this Grade Division apply directly to your classroom newspaper project, including activities about sports, famous people... even crossword puzzles!

Front Page News Activity:

Have students visit the library and surf the internet to research current events articles about the Republic of Turkey. Have each student write a paper of at least 500 words about a current event in Turkey. The topical event needs to have taken place within the last 12 months. Using the Commercial Appeal as a guide, coach your students on some techniques of writing a paper in "journalistic style", including placing the most important information in the first paragraph (with supporting information in the following paragraphs. Stories should also certainly answer the journalistic questions of "who," "what," "when" and "where". Some possible topics could include Turkey's campaign for European Union membership, the construction of a 1,000-mile \$3-billion oil pipeline, or any other current event. Two great places to search are the web sites www.turkishembassy.org, Embassy of Turkey in Washington, DC and www.turkishdailynews.com, Turkey's 45-year-old English daily newspaper. Have students share their current news event with the rest of the class, and then allow students to discuss their various reactions.

Sports Activity:

Have your sports reporters each choose a popular and unique sporting event that takes place in Turkey, and present an oral presentation about that sport. Their oral report can include photographs (or even video) of the sport, as well as a description of how the sport is played and scored. The reporter may choose to wear the costume or uniform of their chosen sport. The oral presentation could even involve other classmates to give a demonstration of how the sport is played. Hint: several are referenced on page 29!



Advertisements Activity:

Assign students the project of creating a print advertisement for a unique Turkish product. Provide your students with plenty of paper, markers, scissors and glue. They can draw their own advertisement or incorporate photographs they've collected from magazines or web sites. Their advertisement should include a bold and catchy headline that entices readers to visit the store or purchase the product. Turkey has many great and unique products to choose from (such as the one on page 30).

Post the best advertisements in your Turkish Tribune newspaper.



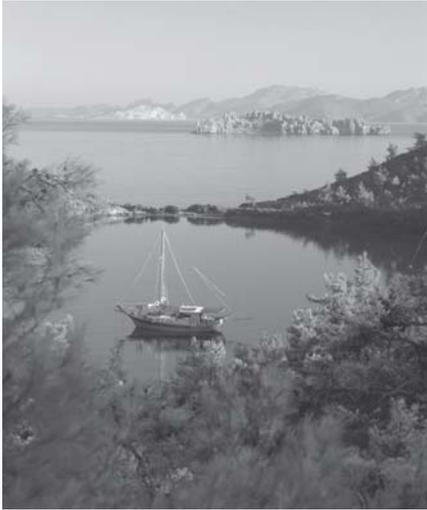
Dining Reviews Activity:

Ask your classroom dining critics to research Turkey's top culinary dishes. Have each choose a Turkish recipe and write it up for the Turkish Tribune, and include in the article at which meal or special occasion the dish is served. Many dishes have histories which date back many centuries, and your dining critics should search for any information about the history of their chosen dish. They should also draw and color a photograph of what the finished dish should look like. For extra credit, your critic can ask an adult to prepare the dish, strictly following the recipe, and then include a review of how tasty the dish was!



3-5

Turkish Tribune Newspaper (cont.)



Weather Forecast Activity:

Here's a special activity for all of your future meteorologists. For your Turkish Tribune newspaper, have them conduct research about the annual weather and climate in Turkey, including: average high and low temperature for each month of the year; the rainiest month of the year; the best month of the year for sunbathing; how the weather differs in the different regions of the country (which region has the most snow); and finally, what today's forecast is in 5 different Turkish cities.

Fashion Editor Activity:

What exactly is an *işlik*, a *üçetek*, an *önlük* or a *şalvar*. They can all be found in a Turkish clothes closet, but it will take your classroom fashion editors to dress up your newspaper with articles about Turkish fashion. After conducting research, have the fashion reporters use markers to draw and label traditional Turkish

clothing for men and women. Have them write articles explaining what types of outfits are used for certain occasions, and what fabrics and what colors have special meanings and serve special purposes.

Business Reporter Activity:

Have students research and write a paper on one of the following topics about business in Turkey: 1) major businesses in Turkey; 2) the country's top exports and imports; 3) profile a major business leader from Turkey; 4) how Western culture is influencing Turkey; 5) profile the Republic of Turkey in terms of technology including computer usage, cell phones, MP3 players, etc.; 6) if you were going to open a business in Turkey, what type of business would you open and why? 7) which traditional Turkish products do you think would sell best in the U.S. and why?



Hot Off the Press!

Once your Turkish Tribune newspaper is printed, it's time for the paper boy to deliver it to some interested readers. Invite students from other classes around the school to visit your classroom to see the finished product (and learn a bit about Turkey themselves). You may also want to have the finished newspaper on display in your classroom for your school's open house or for a special parents' night. You may even want to make it just one component of an entire Turkish classroom re-decoration for Memphis in May's "Best Turkish Classroom" contest (see page 70).





Writing Your Name in Cuneiform

3-5

Cuneiform was the world's first written language, and was created over 5,000 years ago. The only recorded material about the civilization of the Hittites, one of the most powerful political organizations of the entire Middle East during the 2nd millennium B.C., are 25,000 clay cuneiform tablets discovered in Bogazkale, the modern name for the ancient Hittite capital city of Hattusas in the central area of Turkey. These archives even include the "Treaty of Quadesh," the first treaty ever recorded in history, signed between the Hittites and Egypt, a treaty of "eternal peace" guaranteed throughout the region.

Pictograms, or drawings representing actual things, were the basis for cuneiform writing. As shown in the chart, early pictograms resembled the objects they represented. However, through repeated use over time, they began to look simpler, even abstract. The first pictograms were drawn in vertical columns with a pen made from a sharpened reed. Then two developments made the process quicker and easier. People began to write in horizontal rows, and a new type of pen was used which was pushed into the clay, producing the "wedge-shaped" signs that are known as cuneiform writing. Cuneiform was written on clay tablets, the primary media for everyday written communication which were also used extensively in schools. Tablets were routinely recycled and, if permanence was called for, they could be baked hard in a kiln.

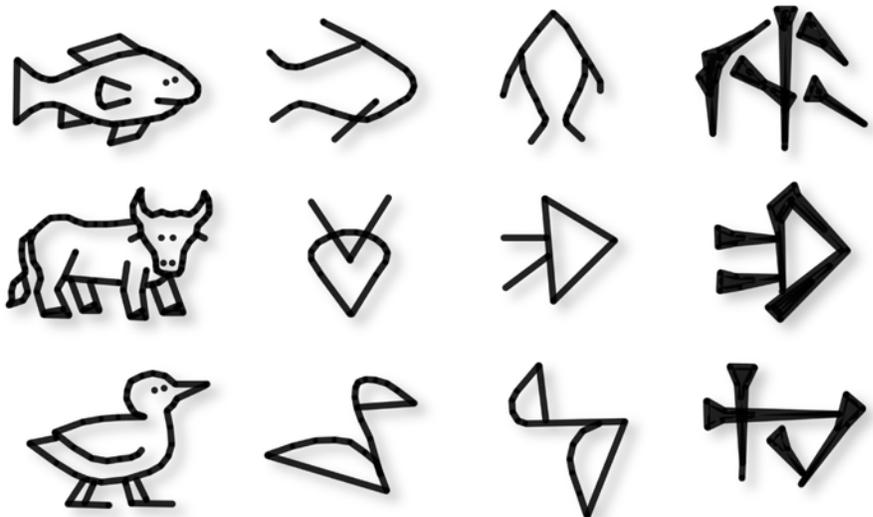
Activity 1:

1. Teachers, allow students to visit the web site <http://www.upennmuseum.com/cuneiform.cgi>. At that web site, they are given the opportunity to type in the initials of their monogram, which are then converted into cuneiform.
2. Roll out Sculpey clay onto a 4x6 card.
3. Using tools such as the wedge-shaped pieces from a Trivial Pursuit game and popsicle sticks, allow each student to imprint his or her cuneiform monogram onto one of the "tablets" of Sculpey clay.
4. An additional option - Use a pencil to make holes at the edge of the clay (for hanging later).
5. Bake the clay pieces in an ordinary oven (instructions on Sculpey boxes) until brown and ancient looking! Display your students' cuneiform tablets around the classroom.

Special thanks to Cecilia Wondergem, St. Basil Catholic School in South Haven, Michigan.

Activity 2:

1. Make cuneiform "tablets" by placing 11 popsicle sticks side by side. Glue 3 sticks crosswise to hold them together.
2. Paint the smooth sides of the tablets in earth colors.
3. Draw your cuneiform monograms on the smooth sides with ink, paint, or using pipecleaners which can be bent and glued into place.



SPI
Art 3-5.spi.1.1
Art 3-5.spi.1.2
Art 3-5.spi.1.3
Art 3,4.spi.2.4
Art 5.spi.2.3



3-5

Turkish Sports & Soccer Game

Turks enjoy many of the same sports the rest of the world enjoys. Several, including Mehmet Okur and Hedo Türkoğlu, have become NBA stars here in the U.S (see “Famous Turks” on page 11). And while Turkey identifies with the sport of football (soccer), like most countries around



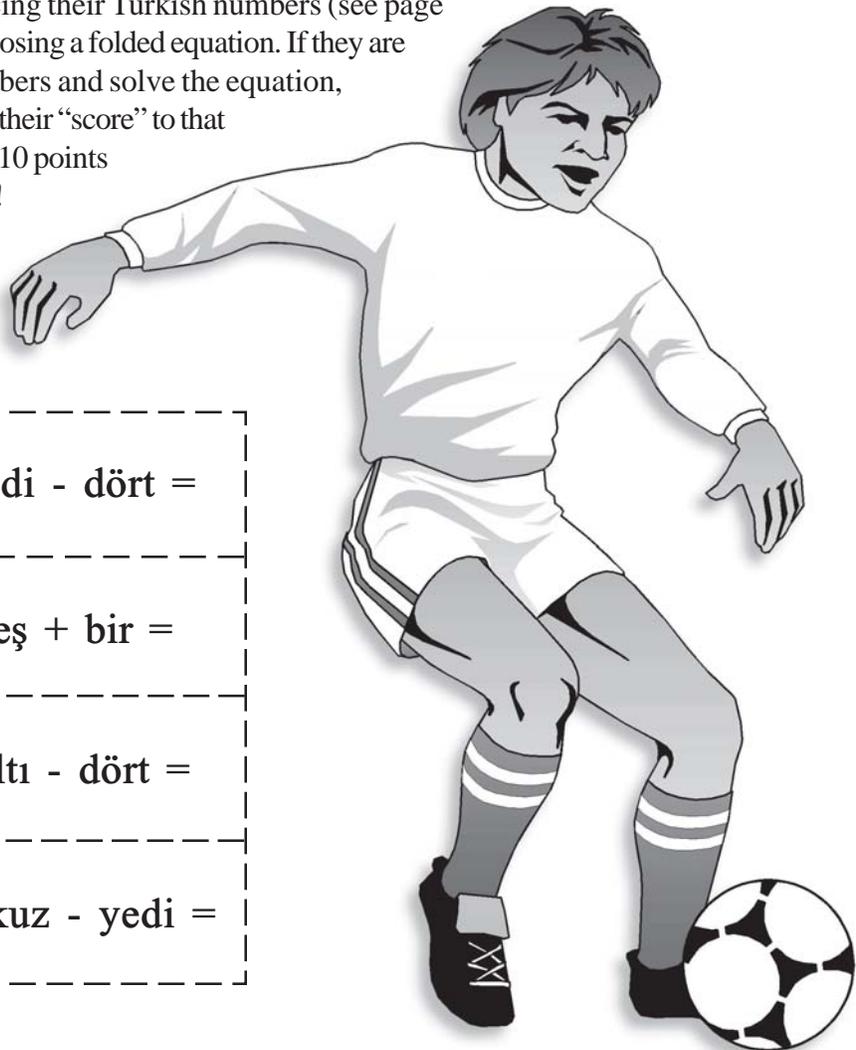
Grass skiing... that’s right, grass skiing!

the globe, the Kirkpinar Grease-Wrestling Championships celebrate Turkey’s most time-honored sport. Other spectator sports include the “Camel” Classic Motor Racing Series, the Alanya International Triathlon, Istanbul’s state-of-the-art Grand Prix racing, horse racing at the Veli Efendi Hippodrome in Istanbul... and even grass skiing!

SPI
Foreign Language 3-5.spi.1.2
Mathematics 3-5.spi.1.3

For your Turkish classroom soccer tournament, of course, the highest score wins! Enlarge and make copies of the soccer player below, and allow each student to color their player and decorate their player’s

jersey with an emblem related to Turkey. On your classroom wall or bulletin board, create a huge graph with the numbers 1 to 10 running up the left-hand side of the graph. With masking tape on the back, place each of your students’ soccer players across the bottom of the board. Cut out the Turkish math equations below, and fold them so they can’t be seen. After practicing their Turkish numbers (see page 20), allow students to take turns choosing a folded equation. If they are able to recognize the Turkish numbers and solve the equation, their player moves up and increases their “score” to that number. The first player to “score” 10 points becomes the tournament champion!



bir + iki =	
beş - üç =	yedi - dört =
on - dokuz =	beş + bir =
üç x bir =	altı - dört =
sekiz ÷ dört =	dokuz - yedi =



3-5

Shadow Puppet Performances

For centuries, the zill-i hayal (imaginary shadow), as the shadow play was called in the past, has entertained Turkish audiences. Some say that shadow puppet theatre began in the palaces of Ottoman sultans, or as early as the 14th century. The original characters are said to have been based on two real men from the early 14th century, who amused people with their humorous actions. Once they were gone, they were so badly missed that a man named Seyh Kusteri created images of them from camel hide and used them to give puppet shows.

Turkish shadow puppets are made from camel or buffalo hide, which is scraped until it is semi-transparent, and then painted. A curtain known as the ayna was hung and an oil lamp was placed behind the puppets, casting their shadows upon the curtain. The two central characters in practically all Turkish shadow puppet plays were Karagöz and Hacivat. The story normally involved an argument and fight between the two. The puppets were manipulated by a single puppeteer, known as a Karagozcu, Hayali or Hayalbaz. Songs are provided by a second member of the team, known as the yardak.

Activity:

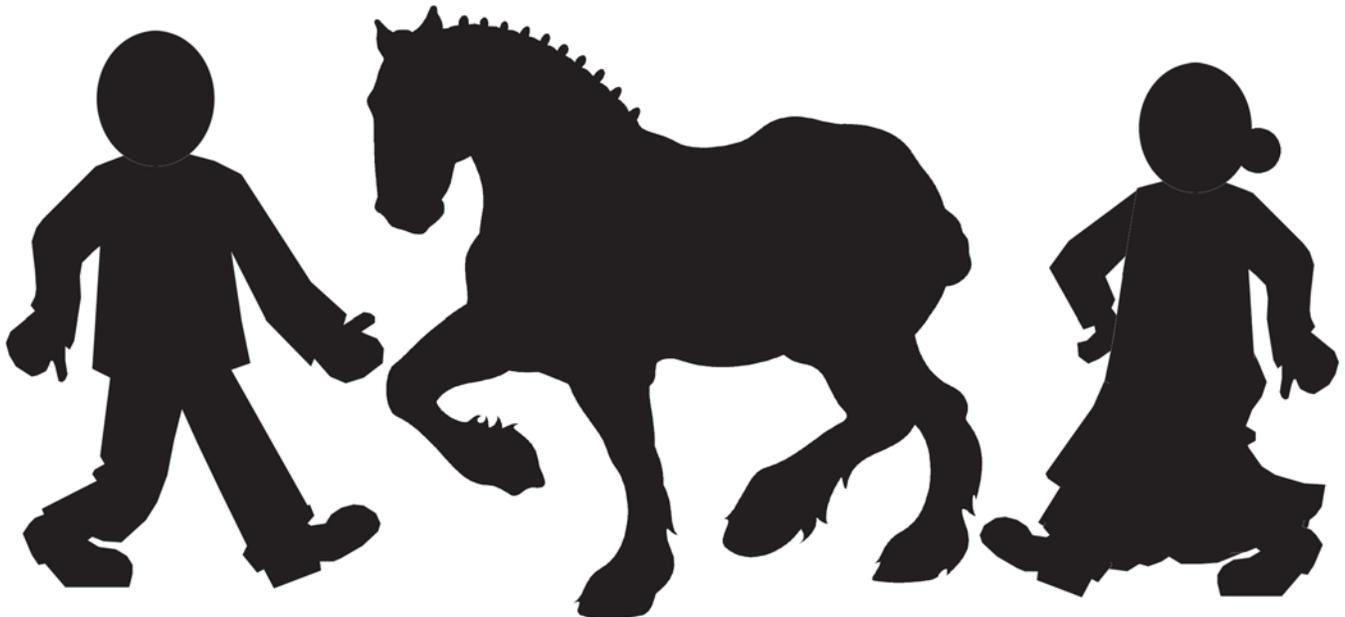
Out of cardboard, allow students to create their own shadow puppet character. They can either work individually or as “cast member” groups. Remind them that they don’t have to worry about the details of their puppets, just the outline. They can create their own characters, or enlarge, trace and cut-out the male, female and horse characters below.

Teacher, hang a white fabric sheet or large sheet of white butcher paper. Place a lamp behind the sheet.

Students or performance groups should then come up with their own story. It should be about 3 - 5 minutes in length. They must decide all of the character’s lines and how the story begins and ends. The story can be funny or serious. Allow each student or performance group to step behind the sheet and perform their own shadow puppet play, moving their characters about the screen. Allow the entire class to vote on their favorite shadow puppet play. Which had the best, most developed characters? Which had the best story?



Karagöz and Hacivat





Word Search Puzzle

Locate and circle the 30 words associated with the Republic of Turkey listed at the bottom of the page. Words can be listed across, up and down or diagonally. Answers appear on page 68.

3-5

S	T	E	R	A	N	I	M	N	A	R	R	T	L	A	R	B	I	G	F	O	T	I	A	R	T	S
U	W	U	S	C	U	E	E	I	S	A	E	A	L	G	A	N	A	T	O	L	I	A	W	A	S	A
L	I	R	A	V	A	D	O	R	D	A	P	S	J	O	H	N	M	S	W	I	R	W	R	P	U	W
E	A	Q	S	L	W	R	D	N	A	L	U	I	Y	R	B	N	A	C	B	M	E	E	S	O	S	H
Y	V	U	K	I	F	L	P	M	I	L	B	O	D	A	A	Y	I	A	S	N	H	I	R	P	M	I
M	I	I	C	H	E	I	S	E	T	I	L	M	E	M	K	O	Z	G	R	A	N	A	I	A	U	R
A	L	B	A	L	U	B	N	A	T	S	I	R	O	P	L	A	B	A	T	O	J	L	E	D	L	L
N	L	E	R	A	J	I	N	H	O	S	C	P	A	L	A	Q	U	E	N	J	U	I	O	T	O	I
T	A	H	V	W	S	I	E	S	T	A	O	A	D	R	V	U	S	S	L	T	I	P	W	U	C	N
H	I	T	T	I	T	E	S	F	G	I	F	I	S	C	A	I	G	K	I	K	I	S	A	R	R	G
E	O	P	A	L	L	E	A	P	H	D	T	W	S	D	H	S	F	C	K	U	S	N	C	K	E	D
M	K	X	S	G	R	E	C	E	M	O	U	N	T	A	G	R	I	A	T	C	T	H	E	I	H	E
A	I	W	S	J	O	H	Y	D	O	Y	R	E	O	N	L	A	G	L	K	E	O	P	N	S	P	R
G	Y	R	S	E	L	V	O	E	P	R	K	S	X	Q	I	O	S	B	O	O	R	F	R	H	O	V
N	T	Y	E	V	I	S	R	G	O	L	E	S	K	U	A	O	H	T	R	A	I	E	F	D	T	I
I	R	T	R	A	P	M	T	O	R	S	Y	E	U	I	L	R	F	C	E	S	T	L	U	E	S	S
F	A	L	I	E	B	A	F	I	N	E	E	U	H	D	N	A	N	I	I	R	E	F	G	L	E	H
I	D	N	P	V	K	D	O	B	U	L	L	P	N	G	H	G	I	N	G	N	A	L	V	I	R	E
C	A	N	M	A	I	R	N	S	W	J	O	M	O	U	N	D	M	R	W	M	T	O	D	G	H	S
E	P	A	E	L	N	I	E	B	L	S	P	I	D	F	A	E	S	I	O	P	A	N	G	H	C	T
N	U	B	N	E	M	U	L	E	A	O	N	E	T	T	M	T	I	S	D	N	I	K	I	T	L	H
T	C	J	A	N	Q	R	E	I	M	E	D	I	T	E	R	R	A	N	E	A	N	S	E	A	A	G
E	M	H	M	S	F	L	H	M	I	N	K	S	R	E	D	I	M	T	D	R	S	D	W	R	S	I
M	E	N	O	I	T	G	S	I	U	Q	N	L	H	S	C	N	A	P	U	W	O	B	W	H	R	A
A	T	M	T	A	A	O	C	K	N	S	O	A	L	S	T	O	M	P	I	R	U	E	R	C	A	R
L	W	L	T	H	I	A	N	E	H	A	M	M	I	T	O	N	E	L	A	G	K	A	N	A	B	T
E	L	P	O	N	I	T	N	A	T	S	N	O	C	S	Y	G	O	J	O	H	N	D	O	Y	L	E

- WHIRLING DERVISHES
- REPUBLIC OF TURKEY
- MOUNT AGRI
- SAINT NICHOLAS
- CONSTANTINOPLE
- MEDITERRANEAN SEA
- SULEYMAN THE MAGNIFICENT

- OTTOMAN EMPIRE
- HAGHIA SOPHIA
- HELEN OF TROY
- ISTANBUL
- ANATOLIA
- BYZANTINES
- TURKISH DELIGHT

- HITTITES
- KING MIDAS
- ISLAM
- BAZAARS
- CARPETS
- LIRA
- TULIPS
- BLACK SEA

- BAKLAVA
- MOSAICS
- MOSQUES
- ATATURK
- EVILEYE
- MINARETS
- SULTAN
- COFFEE





3-5

Making a Turkish Rug

Turkish handwoven rugs are works of art which continue a tradition that developed over thousands of years. Women were the primary weavers, and archeological evidence has shown that weavers were apart of Turkish society as far back as 7000 BC. Initially rugs were woven out of wool. Around 550 BC, silkworms were brought into current-day Turkey by two Byzantine priests. After that time, many rugs were made of silk.

Rugs were used by nomads and city dwellers as blankets, wall coverings, doorway hangings and floor rugs. The most important function of a Turkish rug is as a prayer rug on which Muslims kneel and pray daily. Each rug is a work of art that expresses something personal about the weaver. Usually, each rug has a border all the way around it. The middle is traditionally made up of a pattern of geometric shapes. Each geometric pattern is a symbol and each color that is woven into the rug has significance.



Activity:

1. Make copies of the rug on page 33 and distribute to students. Provide plenty of markers, paints or crayolas to work with. Explain to your students that they are going to have the opportunity to create their own Turkish rug. Remind them that Turkish rugs are traditionally laid out with a border which runs all the way around the rug, and a pattern of symbolic shapes in the middle. Review with students various possible colors and what each color means (listed below). Ask students to select the colors they want to use. Also ask them to select one or more of the symbolic shapes below to use in the middle of their rug (or allow them the option to create a symbolic shape of their own, possibly one that relates to a favorite hobby or pet... why not a pattern of footballs or terriers in the center of your rug?). The rug to the right utilizes the dragon symbol.



EYE



STAR



FAMILY



DRAGON



RAMS HORN

Colors

Green is the color of hope, renewal, and life. It is used sparingly because it is the holy color of the Prophet.

Red is the color of fire, joy, enthusiasm, and faith, but it can also symbolize sorrow.

Blue is the color of strength and power.

Orange is the color of humility.

Yellow is the color of the sun, which symbolizes the joy of life.

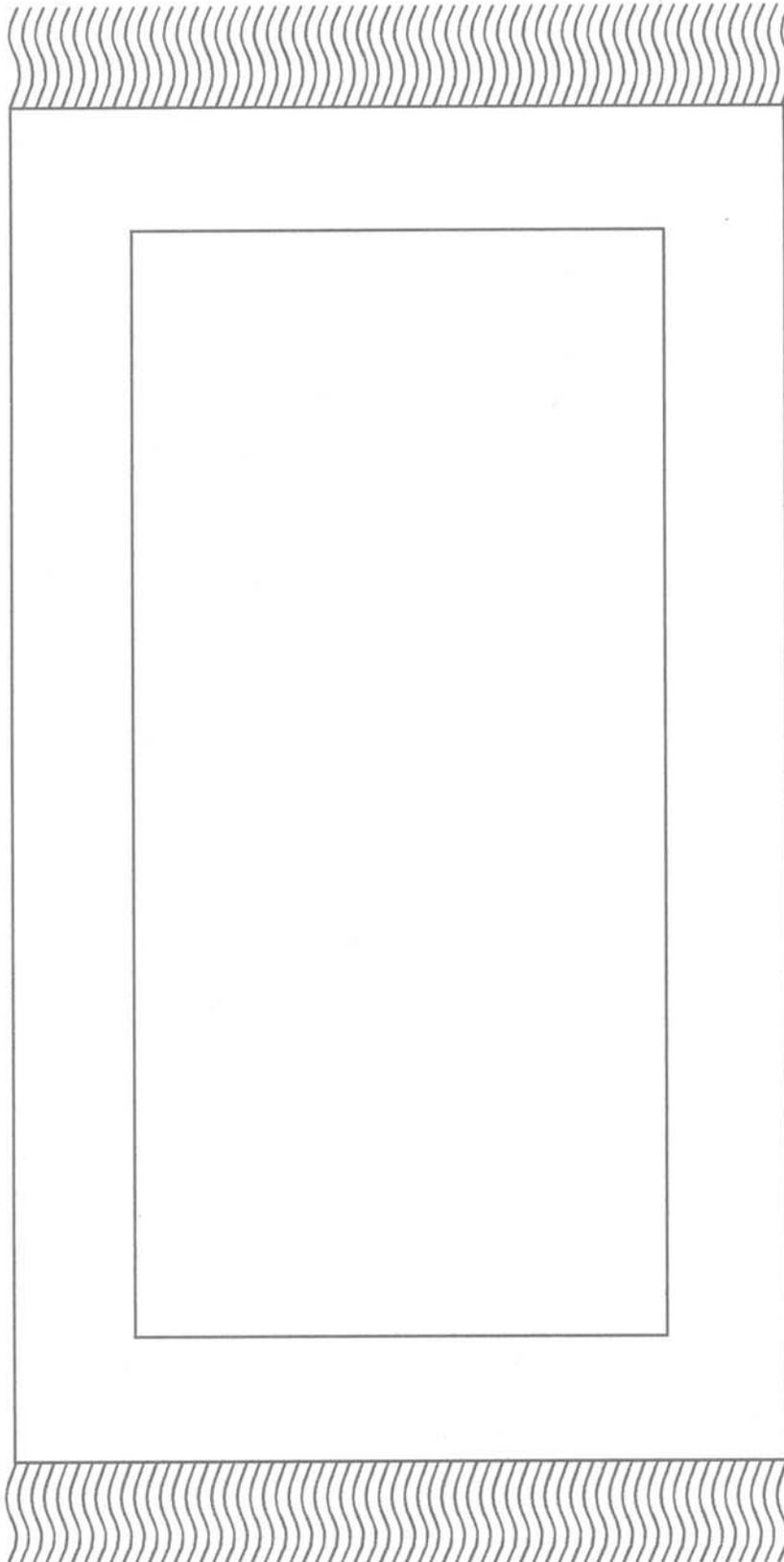
White is the color of cleanliness, innocence and purity.

Black is rarely used within the symbols of Turkish rugs, except for design outlines, because it is the color of mourning.



3-5

Making a Turkish Rug (cont.)



2. After students finish their rugs, allow each student to explain to the class why they used the symbols and colors which they used, and what each means. Then display the rugs in a class display or in the hallway for other students to see.

3. Special thanks to the web site www.timewarptrio.com for ideas for this lesson plan. Additional information and activities about Turkish rugs and about the Ottoman Empire are available within the Time Warp Trio show "Harem Scare 'Em" at this site.



SPI

Art
3-5.spi.1.2

Art
3,4.spi.2.4

Art
5.spi.2.3





Learning Turkish Colors

3-5

The flag is bright kırmızı. The sea to the north is siyah. These are just a few of the colors that your students can learn in Turkish. Using flash cards, practice the following colors and their Turkish names with your students, as well as the Turkish numbers included in the number activity on page 20. Then distribute copies of the picture below. Students must match the Turkish numbers they've learned with the corresponding Turkish colors they've also just learned, in order to properly color the picture of Hodja and his donkey.

Red = Kırmızı; Blue = Mavi; Orange = Turuncu; Green = Yeşil; Purple = Mor; Yellow = Sarı; Grey = Gri

1. Kırmızı

2. Mavi

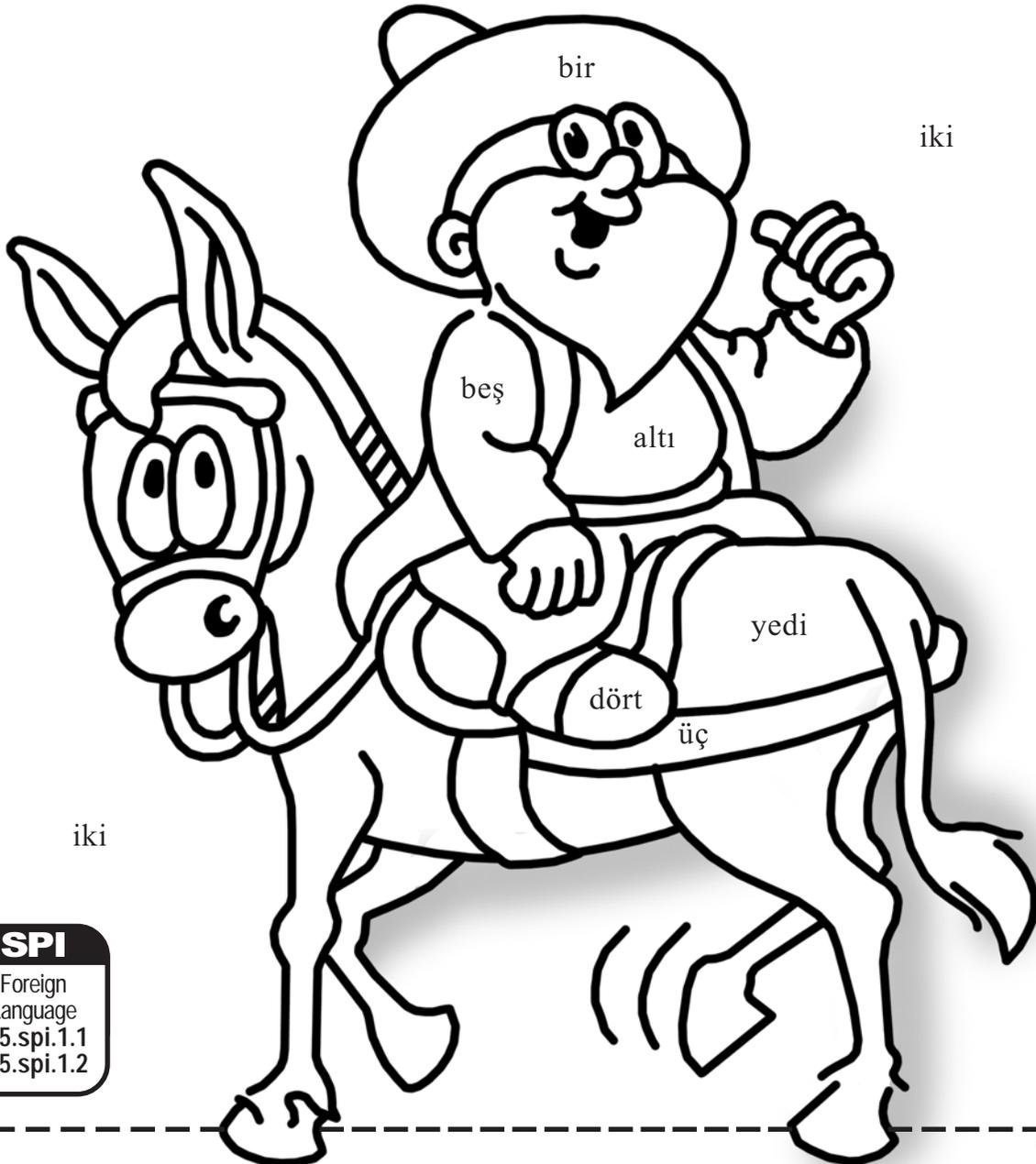
3. Turuncu

4. Yeşil

5. Mor

6. Sarı

7. Gri



iki

SPI

Foreign
Language
3-5.spi.1.1
3-5.spi.1.2



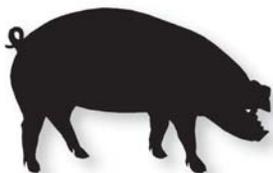
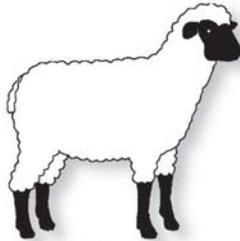
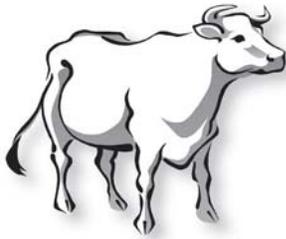
3-5

Animal Names in Turkish

So how do you say “turkey” in Turkey? Believe it or not, a Turk would say “hindi”. Here’s a chance to test your Turkish by learning the names of many different animals. So if you’re chasing a bull (or “boga”) in Istanbul, you’ll know your Turkish vocabulary. Teacher, spend some time practicing the Turkish names for lots of animals by reviewing the list on the “answer page” on page 68. You can write them on the board, or make flash cards to help students learn and practice their Turkish skills.

Activity:

Make copies of this page and distribute to your students. Ask them to draw a line from the Turkish animal name to the correct animal. Pay attention, because there are more Turkish words than there are animal pictures, so some words may not be used!



kurt

keci

aslan

balina

kaplan

koyun

inek

horoz

domuz

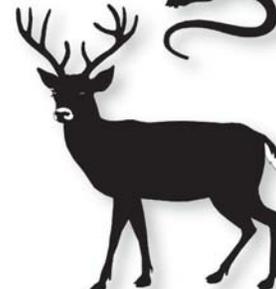
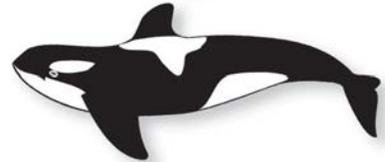
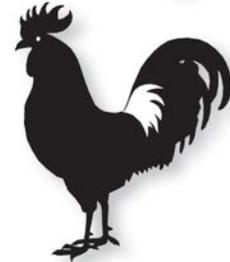
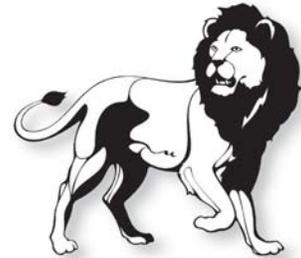
hindi

köpek

fare

geyik

sincap



SPI

Foreign
Language
3-5.spi.1.1
3-5.spi.1.2





Traditional Costume of Turkey

3-5

Traditional clothing styles in Turkey are as varied as clothing styles in the U.S. Specific styles vary according to the century, the region of the country, and the socio-economic class. Regardless of whether it is a kaftan for an Ottoman sultan or the handwoven clothing of a villager, vividly colored and striped textiles are the hallmark of traditional Turkish clothing.

Activity:

Bright colors, bold stripes and decorative accents (like gold coins). Brighten your classroom by making copies of the Turkish boy and girl below and allow your students to create the colors and patterns. Let students use crayolas, tempra paints or brightly colored markers. Also help them

learn the names of the various articles of traditional Turkish clothing.

SPI

Art
3-5.spi.1.2

Art
3,4.spi.2.4

Art
5.spi.2.3





3-5

Coloring Turkish Designs

Your traditional Turkish bazaar is almost complete! Wherever you go in Turkey, you'll find vividly-colored mosaics and designs. For your classroom to truly become a traditional Turkish bazaar, you need to allow your students to complete the atmosphere with some brightly-colored designs.

Activity:

Below are different traditional Turkish designs. Enlarge each on a Xerox machine. Allow students to choose their favorite, provide bright markers or crayons, and let them supply the color. Display in your room or school hallway.

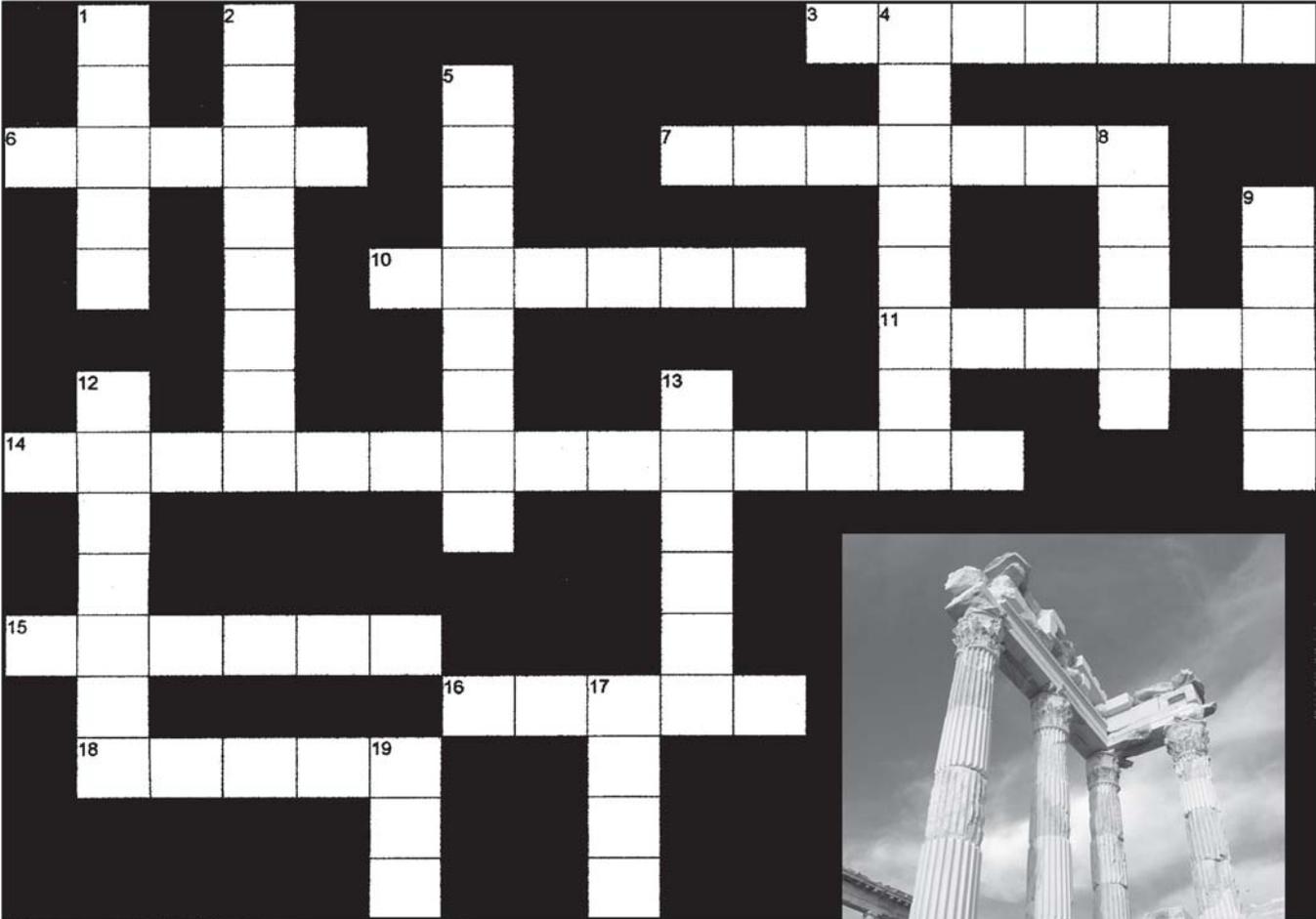




Mosaic Crossword Puzzle

3-5

Just like the tiles of a Turkish mosaic... the squares below will lead your students through an educational activity about Turkey. Make copies of the Crossword Puzzle below and distribute to your students. If they get stumped on one or more questions, all of the answers can be found within this Curriculum Guide. If they really get stumped, then answers can be found on page 68.



ACROSS

- 3. Tall tower on a mosque.
- 6. Sea to the North of Turkey.
- 7. Father of Modern Turkey.
- 10. Mountain where Noah may have landed.
- 11. Shopping place.
- 14. Istanbul's old name.
- 15. Ruler during the Ottoman Empire.
- 16. Primary Turkish religion.

- 18. 10th President of the Republic of Turkey.

DOWN

- 1. Many of these make a mosaic.
- 2. St. _____ (ho, ho, ho!)
- 4. City located within two continents.
- 5. _____ Dervishes.
- 8. Meal on a stick.



Pergamum

- 9. Trojan War hiding place.
- 12. Places of worship.
- 13. Capital city of Turkey.
- 17. Turkish money.
- 19. Primary color of Turkish flag.



6-8

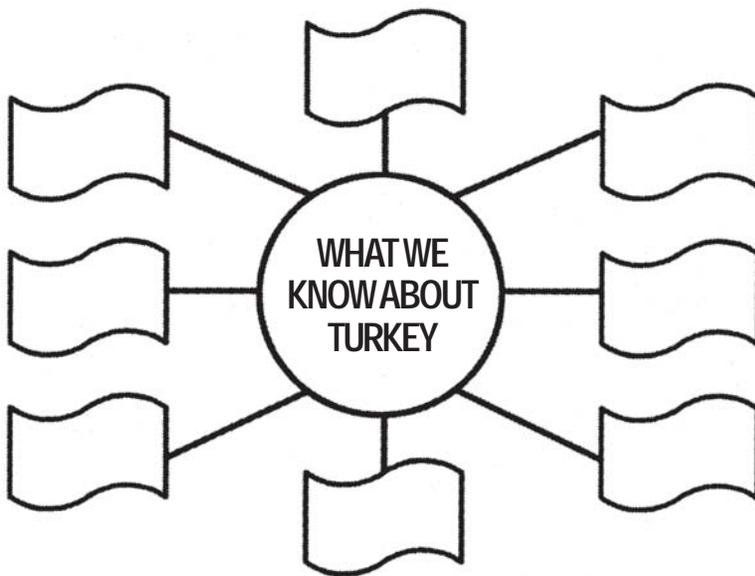
6th - 8th Grade Division

Turkey in the World's Eyes

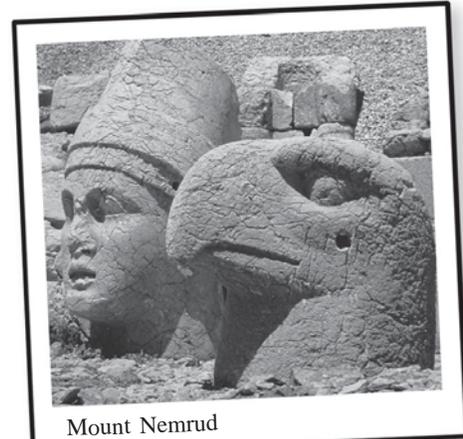
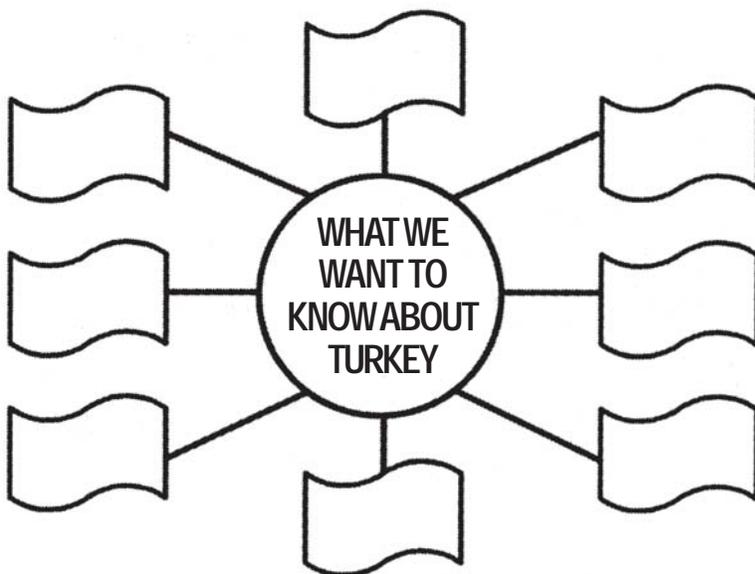
This unit on Turkey is designed for middle school Social Studies teachers as an interdisciplinary unit. The unit contains lessons having to do with science, history, art, math, health, language and literature. The lessons can be modified by the teacher to fit the style & situation. Enjoy! Or as they say in Turkey... iyi eğlenceler!

To get the students thinking, begin the unit with a brainstorming session. Create the following diagrams on the board and have each student create one at their desks. Tell the students that they have five minutes to come up with as many ideas as possible.

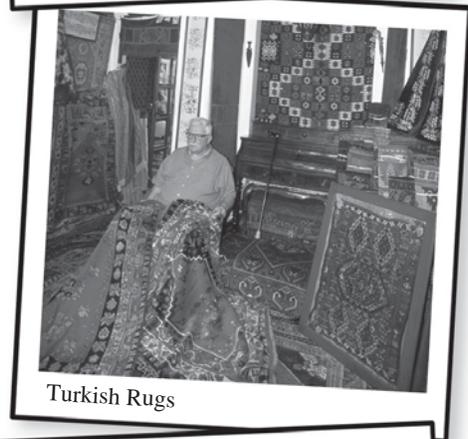
1. What do we already know about Turkey?



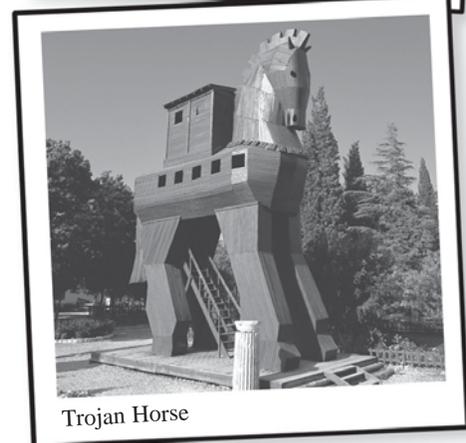
2. What would we like to know about Turkey?



Mount Nemrud



Turkish Rugs



Trojan Horse



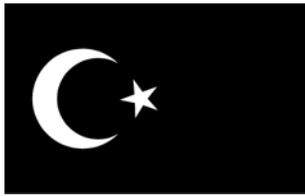
Comparing the U.S. & Turkey

6-8

The CIA online “World Factbook” provides a great amount of information about all countries around the globe. It can be accessed at www.cia.gov/cia/publications/factbook/docs/profileguide.html. Access it for many more fact comparisons between Turkey and the United States. Use the information provided below to answer the questions located on the next page. Many questions will refer to “per capita” comparisons, so the total population of each country will be important in figuring comparisons based on the population of each country.

SPI
Social Studies 7.2.tpi.4
Social Studies 7.2.tpi.8

The Republic of Turkey



Total Area: 780,580 sq km
land: 770,760 sq km
water: 9,820 sq km

Land boundaries: *total:* 2,648 km
border countries: Armenia 268 km, Azerbaijan 9 km, Bulgaria 240 km, Georgia 252 km, Greece 206 km, Iran 499 km, Iraq 352 km, Syria 822 km

Coastline: 7,200 km

Population: 70,413,958 (July 2006 est.)

Population Growth Rate: 1.09% (2005 est.)

Birth Rate: 16.83 births/1,000 population

Death Rate: 5.96 deaths/1,000 population

Religions: Muslim 99.8% (mostly Sunni), other 0.2% (mostly Christians and Jews)

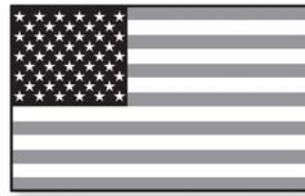
Literacy: 86.5%

GDP: \$508.7 billion

GDP per Capita: \$7,400

Unemployment: 9.3%

The United States of America



Total Area: 9,631,420 sq km
 Half the size of Russia or half the size of South America

Land boundaries: *total:* 12,034 km
border countries: Canada 8,893 km (including 2,477 km with Alaska), Mexico 3,141 km

Coastline: 19,924 km

Population: 298,444,215 (July 2006 est.)

Population Growth Rate: 0.91% (2006 est.)

Birth Rate: 14.14 births / 1,000 population

Death Rate: 8.26 deaths / 1,000 population

Religions: Protestant 52%, Roman Catholic 24%, Mormon 2%, Jewish 1%, Muslim 1%

Literacy: 99%

GDP: \$12.47 trillion

GDP per Capita: \$42,000

Unemployment: 5.1%



6-8

Comparing the U.S. & Turkey (cont.)

Questions:

- Based on the total area, how many times would the country of Turkey fit within the United States?
- Utilizing this information and the information from other maps and resources, determine if the total land area of Turkey is larger or smaller than the following places:

Place	Larger Area?	Smaller Area?
A. State of Texas	_____	_____
B. Mexico	_____	_____
C. France	_____	_____
D. India	_____	_____
E. Mongolia	_____	_____

3. The Republic of Turkey has been called “The Bridge Between Europe & Asia.” The previous page lists the countries which border Turkey. Which of those countries are European countries, and which of those countries are Asian countries? Are any of those countries former areas of the USSR?

4. Obviously you can tell that the population (and land area) of the United States is much larger than Turkey. Of course, looking around the globe, population and land area are not always proportionate (with some countries being more densely populated than others). Use other resource materials to determine whether the population of Turkey is larger or smaller than the following places:

Place	Larger Population?	Smaller Population?
A. State of California	_____	_____
B. Australia	_____	_____
C. Greenland	_____	_____
D. India	_____	_____
E. Mongolia	_____	_____

5. Based on the July 2006 estimated population and the estimated annual growth rate, provide an estimated population for each country by July 2010 (**Note:** Annual % growth is based on *each year's* population, not just the population of July 2006).

6. The birth rate in Turkey is higher than that of the United States, with approximately 17 births per 1,000 people, compared to 14 births per 1,000 people in the U.S. Using those rates, as well as the population of each country... approximately how many births would Turkey record in a year, and how many births would the U.S. record in a year?

7. How many Turkish citizens are non-Muslim? How many American citizens are Muslim? Using the total populations of each country, are there more non-Muslims in Turkey or more Muslims in the U.S.?

8. Turkey's unemployment is currently higher than the U.S., yet the population of the U.S. is much larger. Calculate the approximate number of unemployed individuals in both countries.

9. Turkey boasts a high standard of literacy! Use various resources to determine how Turkey's literacy rate compares with these countries: Guatemala; South Africa; North Korea, Egypt.



Ishak Pasa Palace



Bridge Between Europe & Asia

6-8

This activity encourages students to use lines of longitude and latitude, distance scale and other map skills to answer questions and to learn more about the country of Turkey. Teachers are encouraged to make copies of the map on this page (or of the larger map located on page 8 of this curriculum guide).

It is obvious from this map why the Republic of Turkey is often referred to as the “Bridge Between Europe and Asia” (in fact, Istanbul is the only city on the globe that actually lies within two different continents).

After distributing copies, students should use their map to answer the map skills questions on the following page.

Teachers may also want to assign students a writing and research activity, allowing each student to choose one of the cities on the map, and write a three page paper about the city, its geography, history, unique features and landmarks.



Ephesus

SPI
Social Studies 7.spi.3.1
Social Studies 7.spi.3.15



6-8

Map Skills Activity

Activity:

Students will use the map of Turkey on the previous page to answer the following questions:

1. Using the lines and degrees of latitude and longitude on the map, find the absolute location of the following Turkish cities. Example: Sivas (39N, 37E)

a) Konya: _____

b) Samsun: _____

c) Van: _____

d) Ankara: _____

e) Istanbul: _____

f) Antalya: _____

2. Use the map scale located on the lower right corner of the map to determine the distance between the following cities, in miles:

a) Ankara - Istanbul: _____ miles

b) Konya - Van: _____ miles

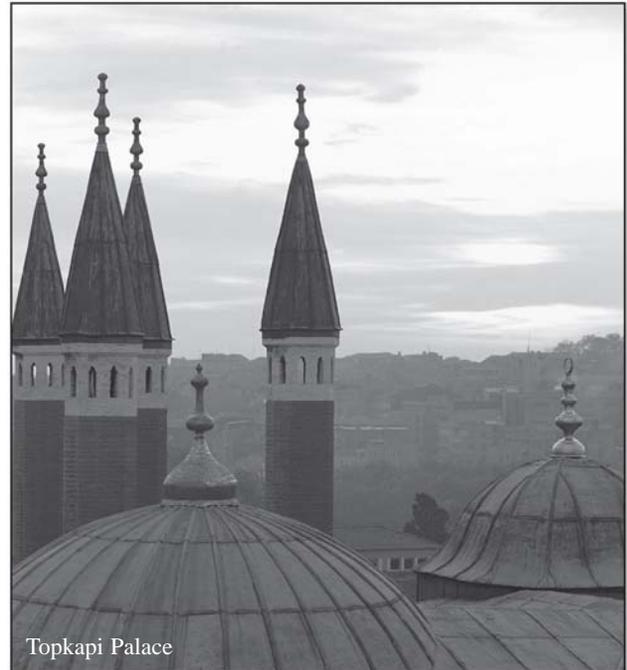
c) Samsun - Antalya: _____ miles

d) Erzurum - Izmir: _____ miles

3. List all of the countries that border Turkey, and use the scale to determine how many miles of border each shares with Turkey.

4. List the bodies of water on the map. Which body of water shares the longest coastline with Turkey? Use the map scale to determine the approximate length of that coastline.

5. What is the significance of the word “Anatolia” on the center of the map?



Celcus Library





Creating a Tourism Brochure

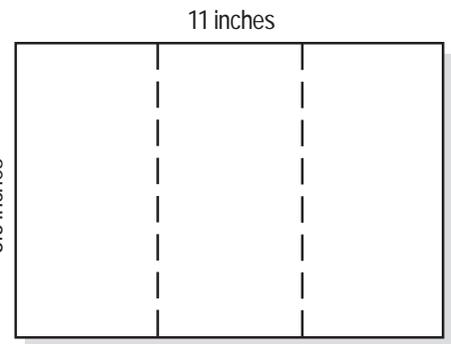
6-8

Tourism has become a major industry for the Republic of Turkey. Whether you are an art or history buff, an archaeology or a nature lover, enjoy browsing through markets or going diving, the different regions of Turkey offer endless possibilities for year-round tourism. Turkey is surrounded by four different seas, boasts over 8,000 km of beaches, an abundance of exciting outdoor sports opportunities, and a 10,000 year-old heritage which has involved over 20 different fascinating civilizations. Each area of the country has its own personality, history, landscape and even cuisine, and with so much to offer, it's not surprising that Turkey's tourism is exploding. Additional information about Turkey's diverse tourism, visit the country's official culture and tourism website at www.tourismturkey.org.

One of the primary responsibilities of the Turkish Culture & Tourism Office is to promote this exciting country to potential travelers. For this activity, students will create a travel brochure demonstrating their knowledge of Turkey. Creativity, neatness and accuracy of information should be expected.

Activity:

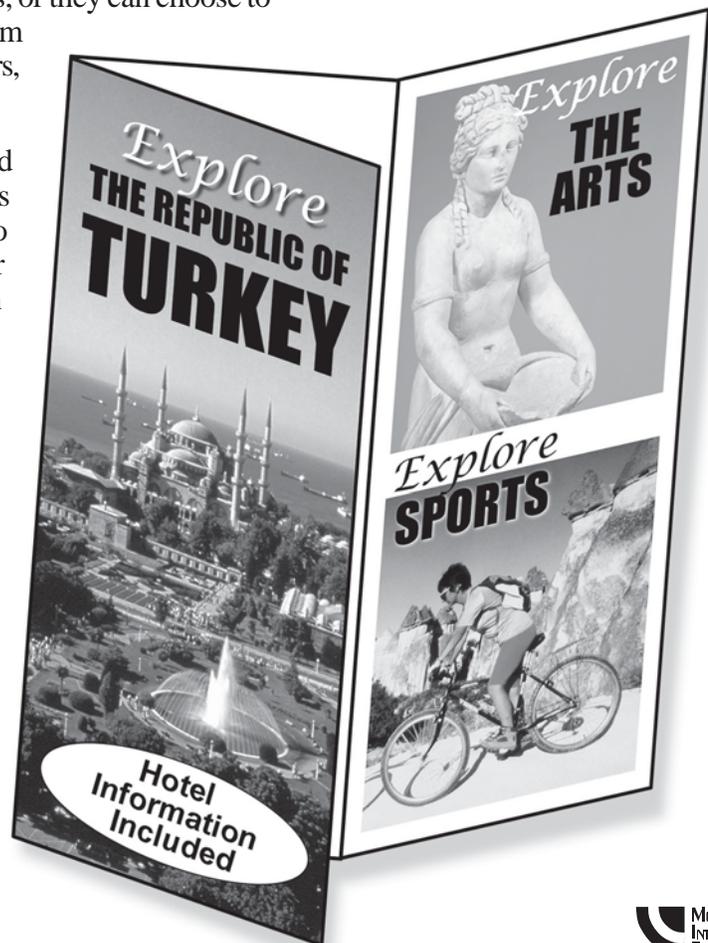
Ask each student to fold a plain sheet of paper into three equal panels. This will provide six individual vertical panels (3 on each side) on which the photos and information about Turkey can be displayed. Encourage the students to make the front panel colorful with a bold introduction to the country of Turkey. Use the inside and back panels to offer potential tourists lots of information about the country.



Students can make their tourism brochure a general promotional piece for all of Turkey's attractions and amenities, or they can choose to make their brochure specific for a particular tourism segment (sports enthusiasts, wildlife & bird watchers, art lovers, etc.)

Materials: Markers, pens, pencils and construction paper, glue. You can also allow students to search through magazines or surf the internet to find photographs of Turkey to incorporate into their brochures. Once finished, display the brochures in your classroom, or host a "Turkey Tourism" day in your classroom and invite other classes from your school to visit and learn about the Republic of Turkey. Allow students to vote on which brochures they think make this exciting country the most appealing and the most interesting to visit.

SPI	
Social Studies	6.1.tpi.10
Social Studies	7.2.tpi.4
Computer	7,8.spi.3.1
Computer	7,8.spi.3.2
Computer	7,8.spi.5.1





6-8

Sea Turtles & Wildlife of Turkey

Many tourists visit Turkey to view spectacular architecture, art and historic ruins, but the country also hosts a rich ecosystem of birds, mammals and reptiles, in addition to abundant plant life. The rugged eastern provinces still harbour large mammals such as bear, jackal, lynx and the Anatolian lynx. The miles and miles of coasts and rivers also offer abundant marine life. The government has also been actively involved in the protection of many species. They have implemented various measures of protection in Birecik where the bald ibis (*Geronticus eremita*) lays eggs. The population of bald ibis has been in decline and the species is in danger of extinction. The country has also identified several areas for the protection of two primary species of sea turtles.

Chelonia mydas and *Caretta caretta* are the two sea turtle species which make their home on Turkish coasts.

Chelonia mydas is generally found on a few beaches in the eastern Mediterranean (Kazanli, Akyatan, Samandagi); while *Caretta caretta* is commonly found on almost all the other beaches in the area. Akyatan is in the process of being designated as a Nature Preserve by the Turkish government.

There are seventeen beaches on Turkey's Mediterranean coast where sea turtle have been found to lay eggs. Among the more important of these are Dalyan, Patara, the Göksu delta, Belek, and Fethiye-Kekova, which have been designated as Special Environmental Protection Zones.

Attention is also being paid to beaches other than those found the two designations. For instance, Kazanli and Kizilot areas have been discovered to contain a large number of nests and it would seem that these two beaches too will have to receive the status of protected zones. The attempts of the Environmental Ministry for the protection of these turtles have been useful not only for their actual protection but also because they have resulted in raising the environmental consciousness of the public. Egg-laying areas of two important sea turtle species (*Caretta caretta* and *Chelonia mydas*) have been put under strict protection. The soft-shelled turtle, which is also rather rare, is under protection in Köycegiz as well.



Caretta caretta

Activity: Hatching Your Own Endangered Sea Turtle

Materials: Colored clay, various pictures of sea turtles, two-part plastic Easter eggs (optional)

Directions: After discussing the sea turtle and looking at pictures, students are going to create their own sea turtle using the clay provided. It is a good idea to have the amount of clay for each student separated before the activity begins. Depending on your directions, students can make their turtle any size (depending on the amount of clay), or have them make their young turtle hatchlings small enough to fit inside of a plastic egg.

Additional activities: Have students write a one to two page report on either the *Chelonia mydas* or the *Caretta caretta*, including information on the number of eggs laid annually, the baby turtles' most dangerous predators, and the nesting, birth and activities of a young turtle.

On a map of Turkey, locate and mark the coastal areas that Turkish sea turtles use for nesting. Which of these areas are officially protected by the Turkish government, or which have been designated as protection zones.

Invite a representative from the reptile department at the Memphis Zoo or the Lichterman Nature Center to visit your class to discuss turtles and their nesting process.





The Cuisine of Turkey

6-8

Turkey is world renowned for its unique and specialized cuisine. The country's climate ranges from temperate to extremes of heat and cold which enables a varied range of fresh produce to be cultivated, from tea in the cooler north to chili peppers in the south. For most Turks, the staples are rice and wheat and while it is a secular society, with most of the country's population being Islamic, lamb and chicken are the main meats, with very little pork being consumed. With so much coastline, various types of fish and seafood are also plentiful and incorporated into many of the country's dishes.

Ancient Times and Influences

Turkey has a rich history, involving many different tribes and civilizations through the centuries. The basis of current day Turkish cuisine was established in very early times. Wheat was cultivated as far back as the nomadic period, and the practice of cooking meat on skewers (kebabs) and the use of dairy products also dates back to this time. However, it is perhaps during the Ottoman era that Turkish cuisine developed the most. By the 17th century the Sultan's palace housed around thirteen hundred kitchen staff, including hundreds of chefs. It was these chefs who refined and perfected Turkish cuisine in an effort to please the royal palate. Literally hundreds of dishes were created during this period.

Turkey's geographical location also made it a natural route for traders, travelers and migrants who all influenced Turkish cuisine. For instance certain Turkish habits such as using sweet spices, fruit and nuts with meats is reminiscent of North African cooking. With the Sultan having complete control over "The Spice Road" many spices and seasonings were added to flavor traditional dishes.

Current Day Cuisine

The climatic and geographical differences within the country also influence regional cooking, from desert-like heat in the southeast (where the food tends to be more spicy and meat dishes such as kebabs are common), to temperate fertile zones to the west where seafood and olive oil are frequently used ingredients. It is in the eastern region with its long cold winters where dairy produce, honey, cereals and meat are popular.

The basics of Turkish cooking today are relatively unchanged from that of the Ottoman Era. Rice and wheat based goods are still the staples. Kofte, pilavs and both shish and doner kebabs are popular dishes as are yogurt salads, fish in olive oil and stuffed vegetables and vine leaves (dolma). Cheese, olives, bread, eggs and jam are served at breakfast, although regional differences may mean that foods such as sausage, tomato and cucumber are also served. Dinner, the main meal of the day, can consist of soup, a main course, salad and dessert. Of course, Turkish coffee is also world famous, and at breakfast and throughout the day, Turkish people enjoy the strong and bitter black tea.

Rice Pudding

Turkish Name: Sütlaç / Sutlac

Ingredients

1L / 35fl.oz. Milk	250g / 9oz Sugar
100g/4oz Rice	1 tbsp Rice Flour
1 teasp Vanilla Extract	Ground Cinnamon to serve

Instructions

1. Place the rice in a medium saucepan with enough water to cover, bring to the boil then simmer for 5 minutes.
2. Remove from heat, drain well and return to the saucepan together with the milk.
3. Bring to the boil then stir in the sugar, reduce the heat and simmer for 10-15 minutes or until the rice is tender.
4. Place the rice flour in a small mixing bowl together with enough cold water to make a paste. Stir the paste and vanilla extract into the rice mixture and continue to simmer, stirring constantly, for 3-4 minutes.
5. Remove from the heat, transfer to individual bowls and set aside to cool.
6. Sprinkle with a little ground cinnamon just before serving. Serves 6





6-8

Creating Turkish Recipes



Yoghurt Soup

Turkish Name: Yayla Çorbası / Yayla Corbasi

Ingredients

50g / 2oz Rice
3 tbsp Plain Flour
25g / 1oz Butter

960 / 32 fl oz. Water
420ml / 14fl.oz. Yogurt
1 heaped tbsp freshly chopped Mint

Salt
1 Egg

Instructions

1. Place the rice in a saucepan together with the water and salt, bring to the boil then reduce the heat to medium and cook for 20 minutes or until the rice is tender.
2. Place the flour, yogurt and egg in a small bowl and blend well.
3. Add a 3 tablespoons of the hot liquid from the soup to the yoghurt mixture and blend well.
4. Gradually add the yoghurt mixture to the saucepan of soup, mixing well then raise the heat and bring to the boil stirring constantly.
5. Reduce the heat and simmer for 10 minutes.
6. Meanwhile, melt the butter in a small saucepan, add the mint, stir a couple of times then remove from heat.
7. To serve - transfer the soup to a serving dish and slowly drizzle the mint mixture over the soup. Serve immediately. Serves 4-6.

Turkish Liver

Turkish Name: Arnavut Ciğeri / Arnavut Cigeri

Ingredients

450g/1lb Lamb's Liver, cut into small cubes
1 heaped tbsp Plain Flour
1 tbsp freshly chopped Parsley

1 teasp Cayenne Pepper
Salt
Oil for shallow frying

Instructions

1. Wash the liver thoroughly under cold running water and pat dry on kitchen paper. Set aside.
2. Preheat about 2.5cm/1-inch of oil in a frying pan to 180C, 350F. In a medium bowl, mix together the cayenne pepper, salt and flour.
3. Roll the liver cubes in the flour to coat well on all sides then shake off the excess flour.
4. Fry in the hot oil for 2 minutes, turning, then remove with slotted spoon and drain on kitchen paper.
5. Transfer to a serving dish, sprinkle with the chopped parsley and serve immediately. Serves 4.



Activity:

1. Encourage students to surf the internet or, even better, locate local Turkish citizens to discover other Turkish recipes. Also allow students to research various other facts about Turkish culture which relates to meals and cuisine, including holiday feasts, meals and snacks.

2. Ask classroom parents to prepare one or more of these recipes for a Turkish celebration in your classroom (check school rules first!). Check various international markets throughout the Memphis area and see if you can locate any pre-packaged Turkish food products.





The Leadership of Ataturk

6-8

Atatürk considered to be the most important figure in Turkish history and society. His accomplishments, which have been recognized worldwide, changed an entire nation. It is impossible to discuss Turkey without mention of him. In this lesson, students will not only learn about the achievements, but of the personality and character of the man who has been called “father of the Turks.”

Lesson Objectives

In this lesson, students will:

- be able to identify and describe the major principles and reforms of Mustafa Kemal “Atatürk”
- learn how to deduce information about achievements and beliefs through the use of his quotations
- see and understand the human aspects of a man in a high political position

Activity

1. Teacher will introduce the class to Atatürk by giving a brief description of how he is viewed by most in Turkey today. A description of this great leader and his life is provided on Page 6 in the Introduction Pages of this Curriculum Guide. Teachers or students can also research Atatürk on the Internet by visiting various web sites, such as the useful ones listed on the next page. His early attitudes toward his country, religion, military, and the Ottoman Empire are essential to mention, as they are a major influence on his later years.

2. Students will be given a quote from Atatürk. Below are a series of quotes made by Atatürk, as well as the year the quote was made. Photocopy the quotes listed below, cut out each quote and list each with a number on the back of the paper. After the lecture previously mentioned, the teacher will begin the interactive discussion of Atatürk’s rise to power until his death. The teacher will ask the student with the quote labeled “1” to read their quote. The quotes should be read in the order the teacher wants the discussion to follow. For example, when discussing the Turkish economy, a student will read a quote from Atatürk, describing his attitude on the subject. The teacher will ask the students what they believe the quote means and encourage class discussion about Atatürk and what he did.



In The Words of Ataturk

- Peace at home, peace in the world. 1931
- The foundation of the Turkish Republic is culture. 1936
- To write history is as important as to make history. It is an unchanging truth that if the writer does not remain true to the maker, then it takes on a quality that will confuse humanity. 1933
- It should not be doubted that the Republic Government will always be helpful to the high-principled, patriotic, republican businessmen. 1926
- It is not good to live as a consumer. Let’s be a producer. 1925



6-8

In the Words of Ataturk (cont.)

- The foundations of the new Turkish state are not with the bayonet, but will be formed with the economy on which the bayonet is also based. The new Turkish state will not be a world conquering state. However, the new Turkish state will be an economy state. 1923
- You can be sure that the Turkish woman, by lending a hand to the womanhood of the world, will strive for the peace and security of the world. 1935
- Complete independence is only possible with economic independence. 1922
- Unconditional, unrestricted sovereignty belongs to the nation. 1923
- The Turks are the friends of all civilized nations. 1923
- We are not taking up the western civilization saying let's make an imitation. The things that we see as good in them and we find to be suitable for our own structure, we are adopting for the level of world civilization. 1928
- With the new Turkish alphabet, our harmonious, rich language will prove its worth. 1928
- Religion is an issue of conscience. Everyone is free to conform to the commands of their conscience. We show respect for religion. We are not against a way of thinking or thoughts. We are only trying not to mix religious affairs with the affairs of the nation and the state, we are avoiding reactionary actions that are based on evil intent and deeds. 1926
- Every individual has the rights and freedoms to think what he wants, to believe what he wants, to possess a political opinion that is unique to himself, and to undertake or not undertake the requirements of the religion he has chosen. No one's ideas or conscience can be dominated. 1925
- The civilized and international clothing is an appropriate clothing for us and for our very gifted nation. We will wear them. 1925
- It is necessary to believe that everything we see on the face of the earth is the product of women. 1923
- The reason for failure in society is arising from the negligence and deficiency that we are showing to our women. 1923
- The student, at whatever age, should be looked at from the point of view of the adults of the future and they should be treated as such. 1930
- Educate youth. Give them the positive ideas of knowledge and science. You will succeed in getting the enlightenment of the future for them. 1927
- Teachers! The Republic requires guards who are of high character and with mental, scientific and physical strength. It is up to you to educate the new generation with this characteristic and ability. 1924
- In any case, it is necessary to be victorious in education activities. The real salvation of a nation can only be in this manner. 1922
- It is only teachers who are saving nations. 1925

SPI

Eng./ Reading
6.spi.1.09

Eng./ Reading
6.tpi.1.10

Eng./ Reading
6.tpi.1.11

Computer
6-8.spi.5.1

Social Studies
7.6.tpi.7

Social Studies
8.spi.6.1

Informative Sites About Atatürk

www.turkishembassy.org
www.ataturk.com
www.turkishnews.com/Ataturk





Was There a Trojan Horse?

6-8

Turkish and Greek legend tells the incredible story of the Trojan Horse. Many stories of ancient battles and dangerous journeys have been told in classic literature, such as the Iliad or the Odyssey. However the story of the huge wooden horse was written about by the author Virgil in his writing, the Aeneid, as well as in other sources. Some ancient stories are based in fact, although expanded to include fictional aspects. So was the story of the Trojan Horse fact or fiction? Read the abbreviated story below, answer the questions and discuss in class.

After many of the events of the Iliad were over, the Trojan War continued. The city of Troy was protected by a huge wall, which the Greeks could not permeate. Neither the Greeks nor the Trojans seemed to be able to win, until finally one of the Greek kings, Odysseus of Ithaca, had an idea. Often, following a battle, the losing side would leave an offering to the winning army. Also, sometimes statues or memorials were built to honor the gods who protected the soldiers throughout battle. "Let's build a big wooden horse on wheels," said Odysseus of Ithaca, "one that is big enough for a bunch of Greek soldiers to hide inside it." So the Greeks did, and then pretended to sail home (except for the ones hiding inside the horse!). They acted like they had given up and left. But really they just hid around the corner.

Soon the Trojans found the horse. "What is it?" they asked each other. Nobody knew. (The Greek soldiers hiding inside kept very quiet). Then they found a Greek soldier hiding nearby. He told the Trojans (although this was all part of the trick) that the other Greeks hated him and they had left him behind. So the Trojans asked him about the huge wooden horse, and he said it was an offering to the goddess Athena.

Well, the Trojans didn't want to upset Athena, so they rolled the big horse into the city of Troy. It was so big, in fact, that it wouldn't even go through the gate, so they had to tear down a piece of the city wall to get it in. They left it at the temple of Athena which was located inside the city. Then the Trojans had a party to celebrate the end of the war. The Greek soldiers inside the horse kept quiet throughout the entire party). Finally everyone fell asleep, and NOW the Greek soldiers came out of the Trojan Horse and killed the guards on the walls. They signalled to the other Greeks to come attack Troy. They could get in now because the walls were torn down. There was a big battle and the Greeks won. All the Trojan men were killed, and all the women and children were taken back to Greece as slaves.

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SPI	
Eng./ Reading	6.spi.1.09
Eng./ Reading	6.tpi.1.10
Eng./ Reading	6.tpi.1.11
Computer	6-8.spi.5.1
Social Studies	7.6.tpi.7
Social Studies	8.spi.6.1



Questions

1. Engage students in a discussion and debate over whether or not they feel that any aspects of the Trojan War story could be true. If so, which aspects could be true.
2. What circumstances could have led to the legend of the huge Trojan horse being started and retold?
3. Looking at a map which includes both Turkey and Greece, are there any geographical traits about the two countries or the city of Troy which could have impacted success for either side of the battle.
4. Could any strategy similar to the Trojan horse be pulled off in any way during a modern day war? Why or why not?

Trojan horse replica in Troy, Turkey



6-8

History of Turkey Fact & Fiction

Almost any country and almost any culture shares and passes along rich tales and legends about historical individuals and events. Some of these are true, some legendary, and some are based on true events which have become exaggerated as they have been retold through the years. In the United States, tales of fact or fiction include men like Johnny Appleseed and Paul Bunyan. In England, legends are told about King Arthur and Merlin the Magician. Turkey boasts one of the oldest and richest civilizations in the world. Through hundreds and thousands of years, Turkish families have passed along rich tales of fact and folklore.

Activity:

Listed below are some of the names associated with the land known today as The Republic of Turkey. Allow your students to select one of the people listed below and conduct a thorough research project. Each research project can be presented in the form of a written paper or as an oral presentation to the class, complete with visual aids. You may also choose to give your students the opportunity to find another name from Turkish history for their research project. Each project should address the following questions:

1. What is the story of this person, including the details of their story, the area of Turkey in which they lived or visited, and their accomplishments?
2. In your opinion (or from your research) was the person a factual person of history, or a fictional legend? Provide specifics to back up your argument.
3. If you believe the person to be factual, are their details of their story which may have been made up or exaggerated which may not have actually been true? If you believe the person to be fictional, could certain aspects of their story be based on fact?

Saint Nicholas: Jolly ol' St. Nicholas, or, as we call him, Santa Claus. Was this Christmas character a real person who roamed a certain region of Turkey? Did he wear the famous red suit and distribute toys? Did he actually have reindeer? What was fact; what was fiction?

Helen of Troy: Just by looking at a map of Turkey, we know that the city of Troy actually exists, but what about the Greek beauty who started a war? Did one of the most famous battles of all time really take place and, if so, was it started over the beauty of a lady named Helen?

Noah: Most world religions refer to a great cataclysmic flood which supposedly covered the Earth. The Bible speaks specifically about Noah, who was instructed by his God to build an ark just before the flood hit. Some say that, as the floodwaters subsided, Noah's mighty ark came to rest on a famous mountain in Turkey. In fact, some claim that evidence of the great boat has been found.

Gilgamesh: He's been called two-thirds god and one-third human, and the greatest King of all time. He had super-human strength, and even spoke to the dead. His story has been found on tablets written in such various languages as Sumerian, Akkadian and cuneiform. Was he a real king, and, if so, which of his deeds were true?

Nasrettin: Hundreds of humorous stories and anecdotes have been attributed to him, known as Turkey's best-known trickster. Upon becoming a teacher-priest, he added the scholarly title of Hodja to his name. Now use your scholarly skills to determine whether Turkey's famous Hodja tales are based on a real or fictional teacher.

King Midas: Your best evidence might be the King's actual tomb, but ironically you'll find a tomb for King Midas in two areas of Turkey. Was the King real and, if so, what was his story. Most importantly, could he turn things to gold or what special talents started that rumor?





Understanding Islam

6-8

Religion pervades many aspects of Turkey and Turkish life. Legend has it that St. John brought the Virgin Mary to Ephesus after the Crucifixion. A cave known today as the Grotto of St. Peter is believed to be where the Apostle Peter preached. Many archaeologists believe that Noah’s ark landed on Mount Agri in Eastern Turkey. However, Islam is the religion of more than 90 percent of the Turkish nation. In almost any Turkish city you will find beautiful mosques, complete with minarets that reach toward the sky. The basic principles of Islam are not always well-known outside of Muslim countries. This lesson will explain some of the important aspects of Islam so that students can gain a greater understanding of Turkish culture.

Lesson Objectives

In the lesson, students will:

- learn some of the characteristics of the Muslim beliefs.
- use a variety of sources to locate information.

Activities

1. The night before this lesson starts, the students should begin compiling a list of questions about Islam, and contemplating their answers. These might include:

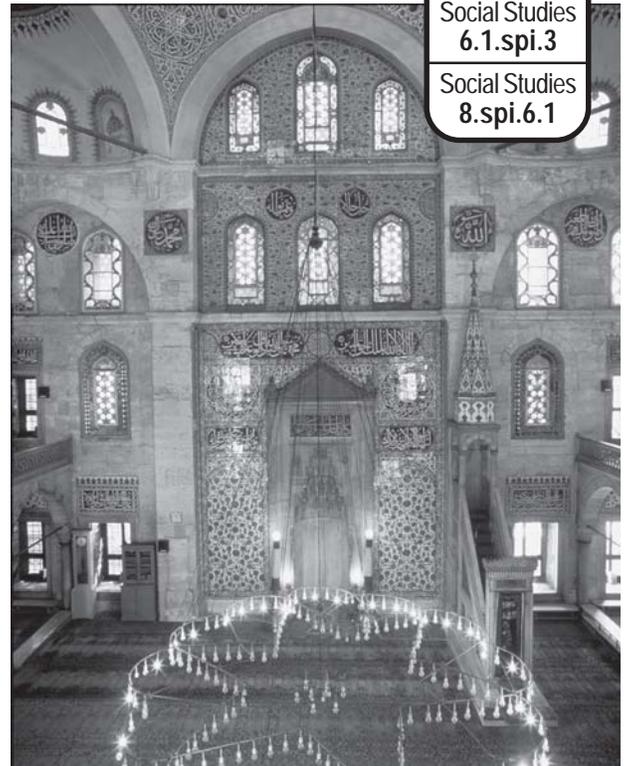
- What are some of the things which you believe are forbidden in Islam? What do Muslims do differently than Westerners? Give your impressions of Muslims, thinking about what you see on TV and other media.
- Identify and explain the “five pillars of Islam.
- Who are the five major prophets?
- What is the major difference between the way Muslims and Christians view Jesus?

The first question should be answered before any research is done on the other questions, so that students may see a difference in what they believed about Islam at first and what they later learned. They can even create a diagram similar to the one on page 37 on which to write the differences. The teacher can even take the first day and allow students to discuss what they believe to be true about Islam. Conclude this lesson with another activity where the students discuss new understandings the inaccurate beliefs they held before.

2. The students will use the internet and resources in the teacher’s classroom or library to find information which will help them answer the questions. Encyclopedias, geography texts, books on religion, and the Internet should all be used.

3. The teacher will lead the class in an interactive discussion, in which findings from the research and the students’ initial opinions will be at issue. The teacher will also give facts about the way many Turks practice Islam in their country, and ask the students to compare them to the way they think it is practiced in other countries, such as Saudi Arabia, Iraq, and Afghanistan.

SPI
Eng./ Reading 6.spi.1.09
Eng./ Reading 6.tpi.1.10
Eng./ Reading 6.tpi.1.11
Computer 6-8.spi.5.1
Social Studies 7-8.spi.6.1
Social Studies 6.5.tpi.4
Social Studies 6.1.spi.3
Social Studies 8.spi.6.1



Sokukku Mosque

9th - 12th Grade Division

Exploring Turkey's Diversity



The Middle East is always in the news. For centuries, this area of the world has been the site of wars, conflicts, redefined country borders, governmental changes, political uprisings, devout religious belief, city name changes and even the creation of brand new countries. Throughout most of modern history, The Republic of Turkey has been a unique example of progress, industrial and cultural development, stability, and democracy. It is uniquely situated between the mostly democratic continent of Europe and the constantly changing, news-making, war-torn, and often tumultuous countries of Western Asia. Turkey was also home to one of the oldest civilizations and possesses one of the richest and most culturally-diverse cultures of any country on the globe.

Introductory Activity 1:

Your students probably know less about The Republic of Turkey than many, many other countries. Before you begin any of the activities within this division, establish the level of knowledge your students have about Turkey by first asking them the following questions:

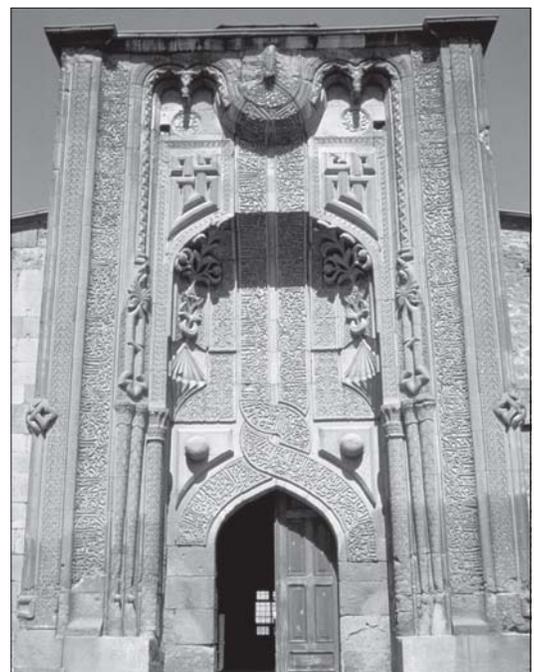
1. Name the capitals of the following countries - Italy, Peru, South Korea, Egypt, Japan and Turkey (don't be surprised if most of your students list Istanbul as the capital of Turkey).
2. On which continent is each of the following countries located - Morocco, India, Mexico, Iceland, New Zealand and Turkey (it will be interesting to see if any students know that portions of Turkey sit within Europe, and portions within Asia... the only country to split continents).
3. Can you name a famous athlete, politician, artist or author from past or present from any of the following countries - South Africa, France, China, Australia, Argentina or Turkey.

Introductory Activity 2:

Before your students conduct any research or begin any of the activities within this Curriculum Guide, conduct a classroom discussion with them about The Republic of Turkey. Keep the discussion informal, allowing students to bring up any knowledge of the country they might have... or anything that comes to mind. It could be about Turkish culture, cities, government, current events, architecture, religion. Allow them to speculate or draw conclusions about the country based on its location on the globe or about "Turkish things" of which they may be aware. It would be interesting to see what types of topics they associate with this country... i.e. they may recall Turkish Delight from the movie "The Lion, Witch and the Wardrobe". You may be surprised to learn that your students (and maybe you) know very little about one of the most interesting and culturally rich countries in the world.

As you conduct your classroom discussion, write down every item and topic your students bring up. Keep that list until the conclusion of your educational unit about The Republic of Turkey. At the conclusion, bring the initial list back out to allow your students to see how much more they have learned about Turkey (and even about how many misconceptions they may have had initially!).

Once your initial classroom discussion is complete... encourage your students to grab their passports and get ready to explore the rich and exciting country of Turkey!



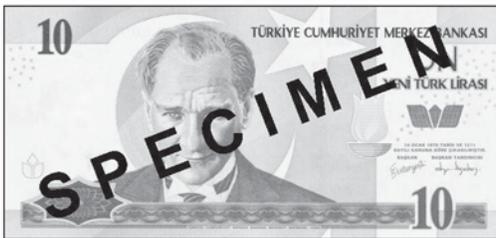
Karatay



Exchanging Turkish Currency

9-12

One of the biggest challenges when traveling to a different country is understanding the denominations of currency and grasping the exchange rate. Usually, exchange rates offered at banks, airports and hotels vary and, of course, the current exchange rate against the U.S. dollar depends on the current economy.

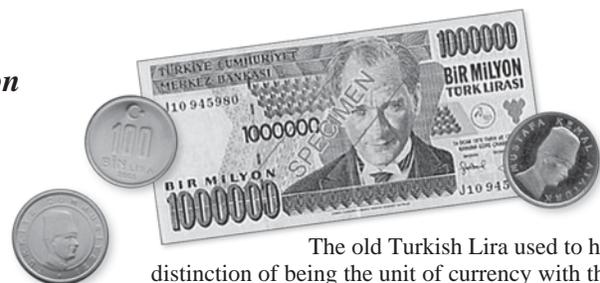


Activity:

For the following questions, utilize the U.S. dollar to new Turkey lira exchange rate of 1 to 1.4 (in other words, \$1.00 would be exchanged in Turkey for 1.4 lira), or the exchange rate from the lira to the dollar of 1 to .7125.

- Utilizing the exchange rates above, when you land in Istanbul and swap your \$250 in souvenir spending money, how many lira do you end up with (rounded to the nearest lira)?
- You spend 75 lira on a delicious Turkish meal at a restaurant in Antalya, and another 8 lira on dessert. Rounded to the nearest U.S. dollar, how much did you spend on the meal? Did your baklava dessert cost more or less than a \$5 Ben & Jerry's sundae in Memphis?
- You have one 100 lira bill, three 50 lira bills, two 20 lira bills, and five 1 lira bills. If you buy a Turkish rug worth \$123 U.S. dollars, and pay with your Turkish bills, what Turkish bills will you have left (hint - afterwards you'll also have a few Turkish coins in your pocket)?
- A new, single Turkish lira now has a "1" on the bill, where previously it had "1,000,000" on the bill. If you had one of each bill pictured to the left, how would that total be written in "old" Turkish lira?
- After a great vacation in Turkey, you only have \$125 U.S. dollars remaining. At the airport, you try to buy a small mosaic for 100 lira, a t-shirt for 25 lira, some Turkish coffee for 40 lira, and an "evil eye" for 12 lira? Do you have enough money to buy all four? If not, how many can you afford?

Answers on Page 68.



The old Turkish Lira used to have the distinction of being the unit of currency with the most zeros. Above is a copy of the old 1,000,000, which is equal to 1 new Lira.

Turkish Map Skills



9-12

Have students utilize the map below to answer the following questions, either as an individual student activity or as a group exercise. Students can refer to the map on page 8 to help locate the names and locations of some of the Turkish cities.

Activity:

- 1) Label all countries which share a border with Turkey (numbered 1 - 7 on the map below) and indicate the population. Label the two major bodies of water that border Turkey (lettered as A and B on the map below).
 - 2) Of these countries, list those in which Orthodox Christianity is the major religion.
 - 3) List those border countries in which Islam is the major religion.
 - 4) Which country was once known as Persia? What major language is spoken there today?
- For the following problems, use the map of Turkey.



People

- 5) What is the population of Turkey?
- 6) What are the major religious groups in Turkey? Give the percentage of the total population belonging to each.
- 7) What type of government does Turkey have? Who is the head of state?

Cities

- 8) Label the following on the map:
 - the capital of Turkey
 - the largest city on the Aegean
 - the city situated on two continents
 - ten other largest Turkish cities

Physical Landscape

- 9) Label the two major parts of Turkey: Thrace and Anatolia (Asia Minor). Also give the Turkish name for Anatolia.
- 10) Identify, locate, and label:
 - the two major straits around Turkey
 - the Keban Reservoir
 - the Biblical resting place of Noah's Ark
 - Taurus Mountains
 - Anatolian Plateau





Legends of the Turkish Flag

9-12

On page 9 of the Introductory Pages of this guide, it explains the various components of the official flag for the Republic of Turkey. Despite the fact that the flag appears simplistic in design, it is the subject of various legends throughout the country, some of which contradict the historical knowledge about the early Ottoman flag and its influence on the current national flag.

Activity:

Listed below are some of the most popular legends about the Turkish flag, and the various influences which may have led to the color of the flag and the inclusion of the star and crescent. Some of the legends listed are more believable than others, but each carries some backing. Either as an individual student assignment or as a group activity, have students select one of the legends listed below. They should then conduct research and write a paper or create an oral presentation providing support for their legend’s legitimacy.

- Crescent moon and star are holy symbols for pre-Islamic Turkish tribes, red is the cardinal color for south.
- The first Ottoman Emperor had a dream in which a crescent and star appeared from his chest and expanded, predicting the dynasty’s seizure of Constantinople.
- On the night of the historic fall of Constantinople in 1453, a crescent and star were supposedly spotted by the sultan Mehmet II.
- Mustafa Kemal Atatürk, the founder of the modern Republic of Turkey, walking on a battlefield one night after a victorious battle in the Turkish War of Independence, saw the reflection of the star and crescent formation in a large pool of blood on the rocky hill terrain of Sakarya.
- Another theory regarding the flag dates it back to the Byzantine Empire. It states that a crescent and star were used as the symbol of the Greek city of Byzantium for centuries, and when the Ottomans took Constantinople, it was adopted as the symbol of the Ottoman Empire (the moon refers to the Greek goddess Artemis, while the star refers to the Blessed Virgin Mary). The star and crescent moon, however, were the symbols of the Egyptian goddess Isis much earlier.
- In the year 1071, after the Battle of Malazgirt and the defeat of the Byzantine army, the Seljuk Khan, Alp Arslan was roaming the battlefield where he saw the reflection of the crescent moon and the star on a pool of blood of Turkish warriors. After he saw this image he decided that this would be the flag representing the Turks.
- After the Battle of Kosovo in 28 July 1389, Murad I was assassinated and on that night (provable by a planetarium program such as Stellarium from the coordinates of Kosovo on that midnight) there was a unique moment of Jupiter and the Moon next to each other. If one considers this sight on a pool of blood, the current structure of the Turkish flag can be seen easily.



Ceremony at Anıtkabir

SPI

English
11,12.spi.1.01

English
11,12.spi.1.16

English
11,12.spi.3.05

English
11,12.spi.4.01

Computer
9-12.5.tpi.1

World History
9-12.spi.6.0

Diverse Cities of Turkey



9-12

When people think of a typical Turkish city, Istanbul is usually the first to come to mind. But it's not even the capital of Turkey (Ankara has always been the capital of the Republic), and there are many other cities in Turkey worth exploring, each with their own unique character. While this lesson does focus much attention on Istanbul, which may be among the most interesting of the cities, it also allows students to explore many of the other exciting and interesting cities, as well.

Activity:

1. After making copies of the map on page 51, have your students research and label each of the following cities on the map: Ankara, Izmir, Bursa, Adana, Kars, Antalya, Samsun, and Trabzon.

2. Divide your students into groups of three or more. Assign each group one city: Ankara, Izmir, Bursa, Adana, Kars, Antalya, Samsun, or Trabzon. For their particular city, students should find the following information:

- Population: how many and what kind of people live there?
- Economy: in what ways do people make a living in this city?
- Problems and issues the city faces (pollution, overcrowding, etc.)
- Characteristics: what makes this city unique or different?

In addition, each group should find out the same information and some historical facts about Istanbul. Materials and sources they can use include encyclopedias, atlases, textbooks, magazines, brochures and the Internet. Some good websites include Virtual Tourist/CityNet and the tourism section of the Turkish Embassy homepage.

3. Student groups should also identify an American city that they feel comes closest to Istanbul in regards to population, economy and various characteristics and amenities. Then students should identify another American city that they feel might be most comparable to their other assigned city. How are the American and Turkish cities similar? How are they different (diversity of population, religion, geography, etc.)?

4. In addition to the information requested above, each group should prepare a visual presentation about their Turkish city. Presentations could include creating a tourism poster (like you might see at a travel agency), a promotional brochure, a web page, even a video-taped television commercial or skit about the city. Student groups should be graded on creativity and the depth of the information presented about the city.

5. Groups will give presentations about their assigned cities. They should remember to emphasize population, economy, and characteristics of their city. In addition, each group should give one interesting fact about Istanbul which hasn't been mentioned in class. After all presentations have been completed, the teacher should lead the class in an interactive discussion of Istanbul, of the similarities and differences of the other Turkish cities which have been presented, and the similarities and differences of the American cities which have been identified for comparisons.



Antalya



Bursa

SPI
English 11,12.spi.1.01
English 11,12.spi.1.16
English 11,12.spi.3.05
English 11,12.spi.4.01
Computer 9-12.5.tpi.1





9-12

Turkish poems, plays, and short stories are very interesting and useful because they tell of everyday life and what it's like living there—in the Ottoman Empire as well as the Republic. While being educational, they are also entertaining for students.

The history of Turkish literature spans a period of nearly 1,500 years. The oldest existing records are the Orhon inscriptions, found in the Orhon River valley in central Mongolia and dating to the 8th century. The tradition of folklore in the Turkish language is very rich. Much of Turkish folk literature has been passed along in an oral tradition, deeply rooted in Central Asian nomadic traditions. However, in its themes, Turkish folk literature reflects the problems or situations of people who have abandoned the nomadic lifestyle. Perhaps the most popular figure in Turkish folklore is Nasrettin, whose antics are told through thousands of Hodja tales (see page 15).

The important change to Turkish literature was enacted in 1928, when Mustafa Kemal initiated the creation, distribution and education of a modified version of the Latin alphabet to replace the Arabic-based Ottoman script. Over time, this change - together with changes in Turkey's system of education - would lead to more widespread literacy throughout the country.

Activities:

1. Distribute copies of the poem, "I Am Listening to Istanbul" to students (page 55). This is a very famous poem in Turkey, and is appropriate to give to the students after the "Cities" lesson on the previous page, and prior to this lesson. Have the students read the poem and, using what they have learned in the previous "Cities" lesson, add two additional stanzas to the poem. They should use their imaginations and describe what they have learned about Istanbul. Ask for volunteers to read their stanzas aloud.
2. Have each student select a Hodja tale, one of the many folklore tales written about the teacher Nasrettin Hodja. Either through one-page written papers or through classroom presentations, have each student explain their understanding of the story and, if applicable, its moral. Also have them define particular references within the story that apply to cultural items or customs which are traditionally Turkish.
3. Assign each student (or allow them to choose) one of the Turkish poets or literary figures from the abbreviated list in the box to the right. Have them conduct research at the library or on the Internet to learn more about their writer and his or her biography, style of writing and influence upon the rich Turkish literary tradition.
4. Locate and read other literary works, like the short stories "The Valley of Violets" by Sait Faik and "The Loan" by Talip Apaydin, or poems like "The Big Tale" by Nuzhet Erman, "The Will" by Hasan Izzettin Dinamo, and "Selected Aphorisms" by Ozdemir Asaf. Ask the class to read them aloud or to themselves. Ask student what they can deduce about Turkish society and values from these stories and poems.

Turkish Literature

Turkish Writers & Poets

- Dehhanî, court poet
- Yusuf Has Hajib
- Yunus Emre
- Asik Veysel Satiroglu
- Asik Mahzuni Serif
- Neset Ertas
- Süleyman Çelebi
- Kaygusuz Abdal
- Pir Sultan Abdal
- Azerbaijani Nesimî
- Uyghur Ali Sir Nevâî
- Fuzûlî, Divan poet
- Bâkî, poet
- Nefî, poet
- Nâbî, poet
- Nedîm, poet
- Nâzîm Hikmet Ran, poet
- Seyh Gâlib, poet
- Ziya Pasha, poet & reformist
- Semsettin Sami
- Nâmîk Kemal, poet
- Sinasi, journalist & playwright
- Ahmed Midhat Efendi, novelist
- Tevfik Fikret, poet
- Halid Ziya Usakligil
- Mehmed Rauf
- Ahmed Hâsim, poet
- Yakup Kadri Karaosmanoglu
- Ziya Gökalp
- Ömer Seyfettin
- Ali Canip Yöntem
- Mehmet Emin Yurdakul
- Halide Edip Adivar, novelist
- Resat Nuri Güntekin, short stories
- Sait Faik Abasiyanik, short stories
- Kemal Tahir
- Orhan Kemal
- Yasar Kemal
- Ahmet Hamdi Tanpinar
- Adalet Agaoglu, novelist
- Orhan Pamuk, Nobel prize winner
- Mevlana Celaleddin Rumi
- Orhan Veli Kanik, poet
- Melih Cevdet Anday, poet
- Oktay Rifat, poet

SPI

English
11,12.spi.1.01

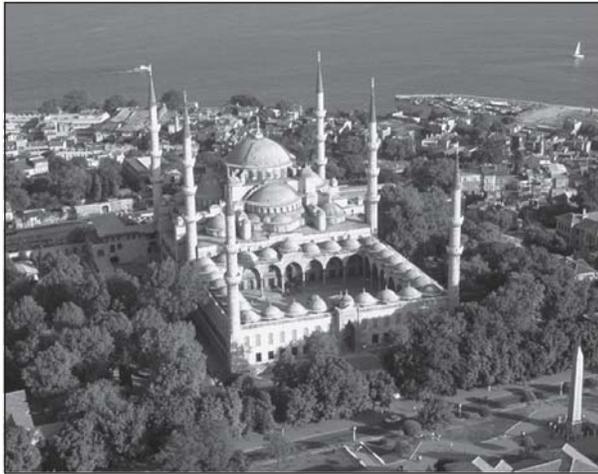
English
11,12.spi.1.16

English
11,12.spi.3.05

English
11,12.spi.4.01

Computer
9-12.5.tpi.1

Turkish Literature (cont.)



The Blue Mosque



Topkapi Palace



The Grand Bazaar

I Am Listening to Istanbul

by Orhan Veli Kanik

I am listening to Istanbul, intent, my eyes closed:
At first there blows a gentle breeze
And the leaves on the trees
Softly flutter or sway;
Out there, far away,
The bells of water carriers incessantly ring;
I am listening to Istanbul, intent, my eyes closed.

I am listening to Istanbul, intent, my eyes closed;
Then suddenly birds fly by,
Flocks of birds, high up, in a hue and cry
While nets are drawn in the fishing grounds
And a woman's feet begin to dabble in the water.
I am listening to Istanbul, intent, my eyes closed.

I am listening to Istanbul, intent, my eyes closed.
The Grand Bazaar is serene and cool,
A hubbub at the hub of the market,
Mosque yards are brimful of pigeons,
At the docks while hammers bang and clang
Spring winds bear the smell of sweat;
I am listening to Istanbul, intent, my eyes closed.

I am listening to Istanbul, intent, my eyes closed;
Still giddy since bygone bacchanals,
A seaside mansion with dingy boathouses is fast asleep,
Amid the din and drone of southern winds, reposed,
I am listening to Istanbul, intent, my eyes closed.

I am listening to Istanbul, intent, my eyes closed.
Now a dainty girl walks by on the sidewalk:
Cusswords, tunes and songs, malapert remarks;
Something falls on the ground out of her hand,
It's a rose, I guess.
I am listening to Istanbul, intent, my eyes closed.

I am listening to Istanbul, intent, my eyes closed.
A bird flutters round your skirt;
I know your brow is moist with sweat
And your lips are wet.
A silver moon rises beyond the pine trees:
I can sense it all in your heart's throbbing.
I am listening to Istanbul, intent, my eyes closed.





The Ottoman Empire

9-12

The geographical location of present-day Turkey is evidence of the important this land has played through the centuries, linking Europe with the Asian continent. The Ottoman Empire, at its grandest during the reign of Suleyman the Magnificent, was a crossroads of trade and culture between the two continents. During this time, the land was controlled by sultans who wielded much power, and wealth. Through these following activities, students will explore the Ottoman Empire, and learn about its history, reach and cultural and political impact.

Sultan Activity:

Choose five students from your class, and have each research and write a three page paper about Suleyman the Magnificent. Make sure they utilize at least three reference resources. Have the remaining students in your classroom choose one of the Ottoman sultans listed to the right. They should also research their sultan and write a three page paper about them. Each paper should include specifics about the sultan, possibly including the area of the Ottoman Empire where they reign, the source of their wealth and ruling power, the length and significance of their reign, and any specific occurrences of significance which took place during their reign. If possible, locate illustrations or depictions of the sultan, their palace, or other significant graphics. If the paper is about a sultan other than Suleyman, include at least one paragraph that compares and contrasts this sultan against Suleyman the Magnificent in terms of power, wealth, significance and influence.

Map Activity:

Materials: For this lesson, you will need outline maps of the Ottoman Empire, markers or colored pencils.

1. Present students with a general introduction of the Ottoman Empire, possibly using information from the Introductory Pages of this curriculum guide, or from one or more of the web sites and references listed at the conclusion of this activity. Following a general introduction to the Ottoman Empire, give students a single outline map of Europe, Asia, Africa, and the Mediterranean Sea. Direct them to research and draw in the extent of and the details of the Ottoman Empire at the apex of Suleyman the Magnificent's reign. Students can work individually or in assigned groups.
2. Tell students to use symbols or colors on the map to represent geographic features such as mountains and bodies of water.
3. Have students research the resources and products of the different areas of the empire, and to create lists of those resources that added to the power and significance of the Ottoman Empire and the rule of the sultans.
4. Students should draw on the map the trade routes between parts of the Ottoman Empire and between the Ottoman Empire and lands outside the empire. The map should illustrate which resources from a given location were shipped to another location.
5. Students must include a legend that explains the symbols on the map.
6. Students should then tell in writing how their maps prove the statement "The Ottoman Empire was a crossroads of trade and culture between Europe and Asia."

Sultans

Murâd I
Bâyezîd I
Mehmed I
Murâd II
Mehmed II
Bâyezîd II
Selim I
Selim II
Murâd III
Mehmed III
Ahmed I
Mustafâ I
Osman II
Murâd IV
Ibrâhîm
Mehmed IV
Ahmed II
Mustafâ II
Ahmed III
Mahmud I
Osman III
Mustafâ III
Abd ül-Hamîd
Selim III
Mustafâ IV
Mahmud II
Abd ül-Mejîd I
Abd ül-Azîz
Murâd V
Abd ül-Hamîd II
Mehmed V
Mehmed VI



The Ottoman Empire (cont.)

Discussion Questions:

1. Hypothesize about how Suleyman, who was reputed to be wise, religious, and gentle, could have had two people he loved, Ibrahim and Mustafa, killed?
2. In what ways was Suleyman the Magnificent like his namesake Solomon and in what ways was he different?
3. Discuss the role of women in the culture of the Ottoman Empire. How has Roxellana been portrayed? What else would you like to know about her? What is meant by the observation that “Mustafa had the wrong mother”?
4. Considering the vastness and diversity of Suleyman’s domain, evaluate the quality of the laws and the system he developed for its government.
5. Suppose your family lived in a region conquered by Suleyman. Would you have wanted to be a janissary? Why or why not?
6. It’s not often that a ruler is called “the Magnificent.” Why do you think Suleyman got this honor in history? List several reasons and compare him to other rulers you’ve studied.

Commemoration Activity:

The year 2020 will observe the 500th anniversary of the beginning of Suleyman’s reign. Encourage your students to start preparing for the celebration now by designing commemorative coins, bills, postage stamps, costumes, monument, and a convention center. Working in groups, students should research art and design during Suleyman’s reign so that the commemorative materials will pay tribute to the period in which he lived. Have each group organize a commemoration celebration, which might include parades, speeches, special events, etc. Have the entire class vote on the best commemoration celebration.

Poetry Activity:

Suleyman was a student of poetry and a poet himself. Assign your students the task of locating 16th-century Turkish poems to present to the class, and include their own ideas about the poem. Consider having each student create illustrations that might accompany the poem. Then consider extending this activity to include contemporary Turkish poems. How has the Turkish literature changed, or has it continued to deal with the same themes as the earlier poems?

Resources:

Suleyman the Magnificent and His Age: The Ottoman Empire in the Early Modern World, Metin Kunt and Christine Woodhead, editors. Addison-Wesley, 1995.

Suleyman the Magnificent, Andre Clot, translated by John Howe. New Amsterdam Books, 1993.

Turkish Odyssey: History, This Turkish tourism guide provides a complete guide to Turkish history, including the Ottoman Turks. <http://www.turkishodyssey.com/turkey/history/history.htm>

Suleyman the Magnificent, Part of the Web site of the Office of the Prime Minister of Turkey, this site contains a complete bio of Suleyman. <http://www.byegm.gov.tr/yayinlarimiz/NEWSPOT/1997/2/N9.htm>



SPI	
English	11,12.spi.1.01
English	11,12.spi.1.16
English	11,12.spi.4.01
Computer	9-12.5.tpi.1
World History	9-12.spi.1.0
World History	9-12.spi.4.0
World History	9-12.spi.5.0
World History	9-12.spi.6.0



9-12

Archaeological Discoveries

The history of Turkey is as ancient as that of humankind. This land has witnessed the rise and fall of many great and advanced civilizations, including the early Hittites, Assyrians, Persians, Lydians, Greeks, Romans, Byzantines and Ottomans. In fact, the oldest human settlement in the world is located in Catalhoyuk, dating back to 6500 BC. Archaeologists have unearthed volumes of historical evidence all throughout Turkey. In this activity, through an article printed in the *New York Times*, students will learn more about archaeology, and the unique discoveries that continue to shed light on the rich history of this fascinating and diverse country.

Activity:

Have students read the *New York Times* article below, or let them take turns reading it aloud in class. Afterwards, have students answer the questions at the conclusion of the article, or discuss and debate them aloud in class.

Archaeologists Find Celts in an Unlikely Spot: Central Turkey

by John Noble Wilford

In storybook histories, the ancient city of Gordion is remembered only as the seat of King Midas, he of the golden touch, and the place where Alexander the Great struck a famous blow in legend and metaphor. Challenged to separate the strands of an impossible knot, the Gordion knot, the conqueror cut through the problem, in the manner of conquerors, with one authoritative swing of his sword.

After Midas and Alexander, Gordion languished on the fringes of history, and until recently archaeologists had taken little notice of its Celtic past. Yes, European Celts — the Gauls of Roman times and the forerunners of Bretons, Welsh, Irish and highland Scots — once migrated as far east as what is now central Turkey and settled in and around post-Alexander Gordion, beginning in the early third century B.C.

Archaeologists say they have now excavated artifacts and architectural remains dispelling any lingering doubt that the Celts were indeed there, as a few classical texts had recorded in passing. These people called themselves Galatai, a Celtic name for tribal warriors, and became known to the Romans as Galatians. Their Christianized descendants were advised by the apostle Paul, in the New Testament, that “whatsoever a man soweth, that shall he also reap.”

The remains of Galatian Gordion, archaeologists conclude, reveal that the Celts, although they came as mercenary soldiers, bringing along their wives and children, were looking beyond warfare and pillage. They put down deep roots, revived Gordion and created an ambitious, thriving society.

Above ruins of ordinary mud-brick houses, they erected a monumental public building of cut-stone blocks that was surrounded by a massive stone wall. Inside a workshop were clay loom weights used in weaving, a possible clue to Celtic influence. Not far away, excavators found a stone sculpture of a human with faces in two directions, which replicates double-faced or “Janus” figures from Celtic sites in central Europe.

But the most decisive discovery was a grisly one: clusters of broken-necked skeletons and decapitated heads of children and adults, some of them mixed with animal bones. Ancient Celts had a reputation for ritual human sacrifice, but not the contemporary Greeks and Romans or any of the indigenous people of Anatolia, the central plateau region of Turkey.

In an issue of *Archaeology* magazine, Dr. Mary M. Voigt of the College of William and Mary, a leader of the excavations wrote, “Such practices are well known from Celtic sites in Europe and are now documented for Anatolian Celts as well.”

Dr. Ronald Hicks, an archaeologist and specialist in Celtic prehistory, agreed. “That certainly has the Celtic look,” said Dr. Hicks. “One of the Roman complaints about the Celts was that they still practiced human sacrifice. They said the Gauls were known for lopping off heads of men in battle, tying them to their belts and bringing them back to display for all their friends at home.”

“Historically, we knew they were at Gordion,” Dr. Voigt said, “but we didn’t know anything definitive about their way of life.” For an unknown number of years since leaving their homeland, somewhere in central Europe near the headwaters of the Danube, the Celts had passed through the Balkans and paused in Greece to sack Delphi. Along the way, they learned Greek and inscribed some of their possessions in that language. Their ceramics and other household wares were in the Greek style.

“It used to be hard to detect the Galatians at Gordion,” said Dr. Keith DeVries, a University of Pennsylvania



Archaeological Discoveries (cont.)



archaeologist and former director of the Gordion excavations. “There was not a single artifact that was absolutely demonstrable as Celtic. Some began to think the literary sources must be misleading us.”

In more than a decade of meticulous excavations, archaeologists were struck by the juxtaposition of Greek and Celtic customs in Gordion. Ruins of a workshop yielded figurines of Greek deities presumably used in household rituals. Nearby, in the lower town, five skeletons were strewn across the ground of what had been an outdoor area, and another four had been thrown into a deep pit.

Even though the date of the buried skeletons is in some doubt, Dr. Voigt’s team said, “their treatment is undoubtedly linked to ritual practices that began in third-century Gordion and would represent continuity of Celtic traditions” after the town became part of a Roman province. Nearly all these people appeared to have met violent ends, with strangulation by hanging the most usual cause. Several had broken necks and spines. Archaeologists concluded that all of these people were presumably “sacrificed.” They might have been war captives. Some victims might have been killed as part of Celtic divination rituals. Texts recount that Celtic religious leaders, the druids, were prophets who killed humans in order to discern the future as revealed by the dying victims’ movements.

In another part of the lower town, archaeologists came upon the largest bone deposit, holding more than 2,000 animal bones and those of a few humans. This might have been the scene of a feast associated with the Celtic celebration of Samhain, around Nov. 1.

“It may not be too far a stretch to associate Bone Cluster 3 with this Celtic festival, which we still celebrate as Halloween,” Dr. Voigt wrote.

The discoveries at Gordion have already contributed to changes in views of Galatian culture in Asia Minor. The Celts as politically and socially primitive barbarians who lived on raids and plundering had considerable basis in fact, which had been stressed in Greek and Roman texts. But at least in Anatolia, the new excavations suggest, the Celts succeeded in settling down, marshaling resources and labor for building and operating a prospering city - not the behavior of primitives.

Through intermarriage with indigenous people, the originally tall and blond Galatians probably blended in with others around them. “I don’t know how Celtic they would have looked, even in the time of Paul,” said Dr. Hicks, the Celtic specialist.

But the Galatians were still speaking a form of the Celtic language for several centuries after Paul. In the fourth century, St. Jerome observed that the Galatians used a dialect similar to one spoken in the Gallic town of Trier, back in the Europe they had left in the third century B.C.



Hititian ceremonial artwork, excavated at Catalhoyuk

Questions:

1. What two famous legends took place in Gordion?
2. What does “Galatai” mean?
4. How did the Romans feel about the Celtic practices?
3. What was the most “decisive” discovery of a Celtic presence in Gordion?
5. Why had Gordion’s Galatian period been previously ignored by archeologists?
6. What made it difficult for archaeologists to establish the ethnicity of the Gordion Celts?
7. What were some of the violent scenes found at the excavation sites? What else was found there?
8. What do scholars currently believe about the Celtic culture of Asia Minor?
9. What can we learn from archaeological finds such as those described in the article? Why are such finds valuable to us today?
10. Why do you think the Gordion Celts would have migrated so far from their homeland?
11. How can historical accounts distort the past, or even completely misinform us? How can one be sure that a historical account is accurate?



Famous Turks Activity

9-12

All throughout this curriculum guide, we reference various famous Turks, both current and historical. Many are politicians or historical leaders, others are sultans, authors or athletes. An abbreviated list of famous Turks of all walks of life is available on page 11. A list of famous literary figures is available on page 54, and a list of Ottoman sultans is listed on page 56. Many, many others are available on the Wikipedia web site at http://en.wikipedia.org/wiki/List_of_Turks.

Activity:

Assign or allow students to choose a famous Turk from today or from the past. Ask them to research and write a three page double-spaced paper about the individual they chose. Students should use a minimum of three different references in their research (and no more than two of those should be from the Internet) and incorporate a minimum of seven footnotes throughout their paper. You may also choose to have each student prepare and oral presentation about their famous Turkish person for presentation to the class. Encourage them to create visuals for use with their oral presentation, and display the visual presentations within your classroom.

U.S. / Turkish Comparison

By the time they complete many of the activities within this grade division, your students will have a much better understanding of the Republic of Turkey. Much of the information they have learned will be even more clear once they compare and contrast the various characteristics of Turkey with their own country.

Activity:

Make copies of the chart below and distribute to your students. Give them two to three days to research the various topics listed along the left of the chart, and complete the graph by listing applicable facts about each country in the appropriate column. They should then draw a comparison or contrasting conclusion about each topic.

Attributes	United States	The Republic of Turkey	Compare / Contrast
Population			
Land Area			
Climate			
Language			
Religions			
Government			
Industries			
Currency			
Fun Fact			



Turkey and the European Union

In this lesson, students will explore several different issues regarding Turkey and the European Union, mainly the issues and decisions surrounding the membership of Turkey to the EU. They will also develop opinions on the matter through in-class discussions, research and homework assignments.

Research

Allow students to use the Internet or library resources to research the European Union and Turkey's case for membership. Have students locate or develop answers to the questions below. Some helpful Internet sites include:

1. **What is the EU?** - http://www.europa.eu.int/abc/governments/index_en.htm
2. **Turkey's EU Bid** - <http://www.abgs.gov.tr/?p=1&l=2> / <http://www.disisleri.gov.tr/MFA/ForeignPolicy/MainIssues/Turkey/AndEU/>
3. **EU Enlargement** - http://europa.eu.int/pol/enlarg/index_en.htm
4. **"Should Turkey Be Admitted to the EU?"** - http://news.bbc.co.uk/2/hi/talking_point/2546795.stm

Questions

- What does the country of Turkey have that others want? Is the country in a strategic location for natural resources, as a travel destination, or as a gateway to Eurasia?
- What is the European Union? Who are the current members? Why did Turkey want to become a member of the EU? Why is this issue so important to the EU and to the United States?
- What are the criteria the European Union uses for membership? Why is Turkey a European country?
- What would it mean for Turkey to become a member of the European Union? Are there some countries that were opposed to Turkey's acceptance and, if so, what were their reasons? Is it possible that the addition of Turkey to the EU might strengthen relationships between the West and the Middle East? If so, why?

Activity

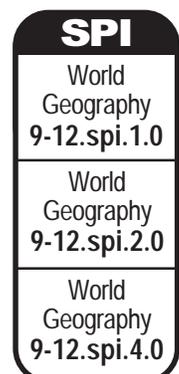
After discussing the European Union, Turkey's history and the country's consideration for membership, and after discussing the answers to the questions above, ask for student opinions on the issues. Try to find students who agree with Turkey's membership, those who disagree, and those who are impartial. Now divide the class into these three groups. Ask the two opinionated groups to form a case, which they will present to the class. Ask the impartial group to conduct additional research on the subject, and to gather pros and cons on the issue. They will serve as the judges hearing the cases from the two sides. Have each of the two opinionated groups to present their case to the impartial group, who will serve as judges and determine which group presents the strongest case.

Homework Assignment

Have each student prepare a one to two page research paper on one of the subjects listed below. Ask that each student utilize at least three cited sources. Sources should be from well noted journals, news outlets, universities, library books or Internet web sites. Subjects listed below are specific, and the students' reports should be also. Students may suggest a topic if one below is not chosen. Make sure that the topic relates to Turkey and the membership to the EU, and is researchable.

Human Rights in Turkey
European Union Enlargement
EU Reluctance to Turkey's Membership
U.S. Support of Turkey
Turkey and Its Neighbors

Turkish Culture, Differences Compared to EU
EU Timeline for Membership
Turkey's Case for Membership
Turkey: Change and Reform





INFO

Puzzle & Assignment Answers

Many of the activities, assignments and puzzles throughout this Curriculum Guide honoring the Republic of Turkey are designed so that teachers can photocopy the activity and distribute them to each student in the class. Below are many of the answer keys to assist teachers in grading their student's puzzles and activities. Additional information, and some of the pronunciations of Turkish words can be found on various websites such as those on page 72.

Answers Ultimate Quiz, page 12

1. boncuk
2. King Antiochus I
3. Cappadocia
4. Rize
5. Şehitgazi
6. Gordion
7. Dervishes
8. Ankara
9. Tarsus
10. Demre
11. Dalyan
12. Bodrum
13. Pamukkale
14. Ephesus
15. Bursa
16. Bosphorus
17. Selimiye
18. Dolmabahçe Palace, 9:05 a.m.
19. Paris, France
20. Çatalhöyük
21. Diyarbakir
22. Thrace & Anatolia
23. Ramazan
24. Troy
25. Constantinople

Answers from page 24

- çocuk - child
- bilgisayar - computer
- bina - building
- sandalye - chair
- meyve suyu - juice
- kursun kalem - pencil
- ogle yemegi - lunch
- takvim - calendar
- otobüs - bus
- kitap - book

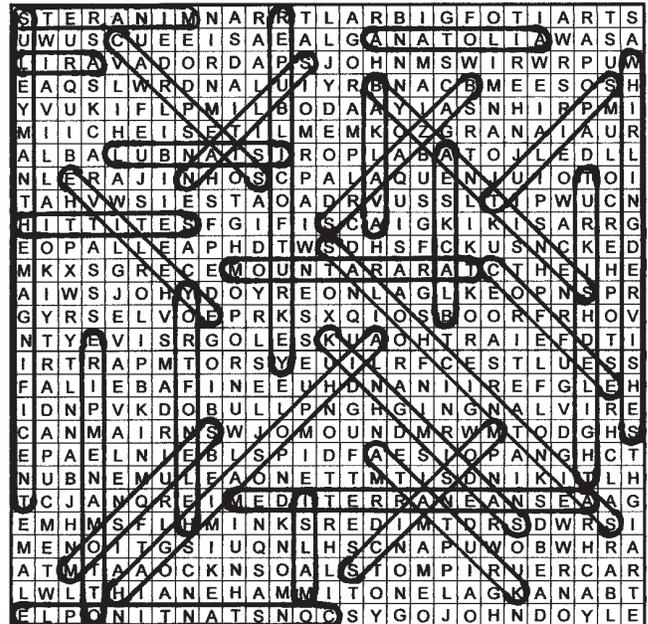
Answers from page 24:

- Bus - otobüs
- Chair - sandalye
- Juice - meyve suyu
- Pencil - kursun kalem
- Calendar - takvim
- Lunch - ogle yemegi
- Book - kitap
- Child - çocuk
- Computer - bilgisayar
- Building - bina

Practice these animal names in order to complete the "Turkish Animal Name" activity on page 37: lion - aslan; tiger - kaplan; sheep - koyun; cow - inek; rooster - horoz; pig - domuz; horse - at; turkey - hindi; dog - köpek; cat - kedi; mouse - fare; whale - balina; shark - köpek baligi; butterfly - kelebek; wolf - kurt; deer - geyik; squirrel - sincap.

- Answers from page 56: 1. 351; 2. \$53, more (\$5.70); 3. Two 50, one 20 and two 1 lira bills; 4. 186,000,000; 5. No (\$175 against a bill of 177 lira), lose the "evil eye".

Answers from Word Search, page 33



Answers from Crossword, page 40





Educational Programs & Contests

Your exploration throughout The Republic of Turkey, the Memphis in May International Festival's 2008 honored country, continues past the pages of this curriculum guide. Each year, the festival produces many educational and cultural events and contests to further introduce its honored country. Throughout the year and all throughout May 2008, Memphis in May will offer contests, exhibits, performances and many other educational opportunities for teachers and students to explore the Republic of Turkey. Additional information about each, as well as updated details and deadlines, is available at www.memphisinmay.org.

AT&T Student Exchange Program

Grades 11 - 12

A delegation of senior high school students and chaperones will be selected to serve as Exchange Students for the 2008 Memphis in May International Festival, and will have the life-changing opportunity to travel to the honored country of Turkey during Spring 2008. As Memphis in May Exchange Students, they will visit Istanbul, where they will live with a host family, attend classes at a host high school, and will have the opportunity to travel as a group and experience the sights, landmarks and cultural attractions of this exciting country. The 2008 Memphis in May Student Exchange is targeted for March, with exact travel dates to be determined. The Memphis in May International Festival funds round-trip airfare for each student and coordinates all arrangements with the host country. Application deadline is **Friday, December 7, 2007**. Downloadable applications are available on the Memphis in May website at www.memphisinmay.org.

Host a Turkish Student! Each year, the Memphis in May International Festival's Student Exchange Program also hosts high school students from the festival's honored country. These students and their chaperone stay with Memphis-area host families, attend classes at a host high school, and visit area attractions. Each year, the festival looks for Memphis-area families interested in hosting an Exchange Student. Background checks on all potential host families are conducted. Interested families can contact Memphis in May at kjones@memphisinmay.org.

Smucker's Creative Writing Competition

Grades 4 - 12

Smucker's Creative Writing Competition promotes literary creativity and allows students to incorporate what they have learned about the Memphis in May honored country of Turkey through the written word. Creative Writing Competition entries can include any type of literary work, fiction or non-fiction, including but not limited to poems, essays, short stories, plays, narratives, scripts and biographies. First, second, third and Grand Prize winners will be chosen in three grade categories (Upper Elementary - 4th & 5th grades, Middle 6th - 8th grades, High - 9th - 12th grades). The competition is open to students attending any public, private or home school within the Memphis metro area. Each entry must be submitted with a completed Creative Writing Competition entry form (typed or printed only). Downloadable entry forms are available on the Memphis in May website at www.memphisinmay.org. Deadline for entries is **Friday, March 7, 2008 at 4:00 p.m.** and must be submitted to the Memphis in May International Festival offices at 88 Union Avenue, 3rd floor in downtown Memphis.

Children's Poster Competition

Grades K - 6

The 2008 Children's Poster Competition promotes the creative artistry of students in grades K - 6. Patterned after the Memphis in May Fine Art Poster Program, the student's work must depict some aspect of the honored country through the medium of drawing and coloring. One student will become the Grand Prize winner, and their work will then be printed and sold by Memphis in May as the 2008 Children's Poster. Since there will be a limited number

(cont. on next page)





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Educational Programs & Contests (cont.)

(cont. from page 69) of signed and numbered prints created, this lucky young artist's poster has the potential of becoming a unique collector's item. The Grand Prize winner will sign and number 100 of the prints. First, second and third prize winners will also be recognized in various grade divisions. All artwork must be designed and executed by the student. Downloadable entry forms are available on the Memphis in May website at www.memphisinmay.org. Deadline for entries is **Friday, March 7, 2008** and must be submitted to the Memphis in May International Festival offices at 88 Union Avenue, 3rd floor in downtown Memphis.

Best Turkish Classroom Competition Classroom Competition / Grades K - 12

Teachers, now you can win a \$1,000 cash prize just for incorporating the honored country of Turkey into your classroom decoration. Involve your students in decorating your classroom with a theme based on this exciting country. With its diverse geography, rich history, unique arts & handicrafts, Muslim traditions, literary influence, breathtaking architecture, rich cuisine, musical talents, and much more, Turkey offers a vast array of design and educational opportunities for you to consider and for your students to embrace when designing and decorating your classroom. The competition is open to any public or private elementary, middle, or high school classroom teacher in the Memphis metro area, including all of Shelby County. Teachers should submit a completed entry form along with a minimum of three photographs that show the components incorporated into the classroom design. The entry form should also include the teacher's description of the design and the teaching goals that the decorations accomplish, as well as the students' participation in the research, design and decorating process. Downloadable entry forms are available on the Memphis in May website at www.memphisinmay.org. Deadline for entries is **Friday, May 9, 2008** and must be submitted to the Memphis in May offices at 88 Union Avenue, 3rd floor in downtown Memphis.



Best Schoolwide Salute to Turkey Schoolwide Competition / Grades K - 12

Plan a fun and creative salute to Turkey that extends far beyond a single classroom - involve the whole school and let us know about it! The Memphis in May International Festival will present a \$1,000 cash prize to the elementary, middle, or high school that presents the best school-wide salute or celebration of Memphis in May's honored country of Turkey. The salute can be a play, an assembly program, and outdoor festival, an evening program for parents, a parade ... the ideas are limitless, but the salute must be educational in nature and must involve all students throughout the school as planners, participants or audience members. The salute can be held during school hours, during an evening, or on a weekend. It's also great for parents and members of the community to be invited. Your school's Turkish program can be planned by the school or by the school's Parent Teacher Organization, but it cannot be limited to just one classroom - it must be a school-wide celebration! The competition is open to any public or private elementary, middle, junior or senior high school located within the Memphis metro area, including all of Shelby County. The entry form should also include a description of student participation and the educational goals that the salute accomplishes. Downloadable entry forms are available on the Memphis in May website at www.memphisinmay.org. Deadline for entries is **Friday, May 9, 2008** and must be submitted to the Memphis in May International Festival offices at 88 Union Avenue, 3rd floor.





Educational Programs & Contests (cont.)

World Cargo Crates

Want to bring a little bit of Turkey into your classroom? Each year, the Memphis in May International Festival receives an international shipment from its honored country. The festival loads the goods into three different “World Cargo Crates” designed to be transported to Memphis area schools. “World Cargo Crates” will be loaded with educational items, cultural items, historical items, games, musical instruments, costumes, handicrafts, and more, as well as a description of each included item and its significance to Turkish culture. Your school can reserve a crate for a one-week period so that many classrooms throughout your school will have the chance to explore the crate. The Memphis in May “World Cargo Crates” are available for reservation for dates between January 7 and May 23, 2008. **Reserve a crate for your school by calling Memphis in May at 525-4611, ext. 108.** One week per school, please. The crate will be delivered to your school before 12 noon on the Monday morning, and picked up on the following Monday morning by 10:00 a.m., courtesy of Blue Sky Couriers.

Exhibitions & Field Trip Opportunities

Each year, the Memphis in May International Festival plans and programs several cultural exhibitions and performances involving art, artifacts, speakers and performers from the honored country. In 2008, teachers and students can expect many opportunities to explore the rich culture and history of Turkey. Some exhibits and performances will also offer great opportunities for classroom field trips. As the festival approaches, frequently visit the Memphis in May International Festival’s website at www.memphisinmay.org for updates on newly acquired exhibitions, field trip opportunities and additional educational materials for teachers and students.

International Teachers’ Conference

Mark February 23, 2008 on your calendar. “Memphis in May International Teachers’ Conference - Bringing International Culture to Every Classroom” provides teachers with information on how to utilize international studies to enhance their curriculum. Teachers will gain hands-on knowledge needed to teach students about the culture and history of the Republic of Turkey. Sponsored by Buckman Labs.

Need a Curriculum Guide of Your Own?

We teach our students to share, but if your own complete copy of this Memphis in May Curriculum Guide, sponsored by The Commercial Appeal and a part of the festival’s AT&T International Education Program, visit the Memphis in May website at www.memphisinmay.org. This entire Curriculum Guide about the honored country of Turkey is available on-line in a downloadable PDF format, so you can print your very own Curriculum Guide copy!

Soru? / Questions?

Every year, the Memphis in May International Festival receives important questions from teachers, like “How do you pronounce this?” or “Where can I find authentic foods, costumes or decorations?” Especially this year, there may be a lot of questions about the Turkish language and spelling. Each year, Memphis in May strives to identify local citizens who are native to the festival’s honored country. These citizens are often available to answer teachers’ questions, and sometimes are even willing and available for classroom visits. Memphis in May also organizes a speakers bureau which makes slide show presentations to schools and civic organizations. Requests can be made by calling 525-4611, ext. 108 or emailing Memphis in May at mim@memphisinmay.org.

Applications, additional details, deadline information, and frequent educational opportunity updates are available online at www.memphisinmay.org.





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Resources & Weblinks

What would we do without the Internet?! Below are many useful websites, and books (remember those!) which can help teachers and students locate additional information for many of the educational assignments throughout this Curriculum Guide honoring Turkey, and help them explore many more fascinating aspects of the interesting and beautiful country of Turkey. Teachers may also want to utilize this powerful Internet tool to reach out to schools and educational facilities within the Republic of Turkey to establish communication between their classroom and a similar classroom in Turkey - the results could be outstanding!

Books

Eyewitness Travel Guide: Turkey, DK Eyewitness Travel Guides, London & New York, 2005.
Crescent and Star: Turkey Between Two Worlds by Stephen Kinzer. Farrar Straus & Giroux, New York, 2001.
Turkey Unveiled by Nicole Pope and Hugh Pope. The Overlook Press, New York, 1997.
Ataturk: The Biography of the Founder of Modern Turkey by Andrew Mango. The Overlook Press, NY, 2002.
A Traveller's History of Turkey by Richard Stoneman. Traveller's History Series.
Turkey: A Modern History, Revised Edition by Eric J. Zürcher. I.B. Tauris & Co. LTD., New York, 2001.
The Emergence of Modern Turkey (Studies in Middle Eastern History) by Bernard Lewis. Oxford University Press, London, 2002.
Turkey - Culture Smart! A Quick Guide to Customs and Etiquette by Charlotte McPherson. Kuperard, London, 2005.
Turkish Odyssey: A Cultural Guide to Turkey by Serif Yenen. Meander Publishing, Istanbul, 2001.
Turkish Reflections: A Biography of a Place by Mary Iee Settle. Touchstone, New York, 1992.
The Trojan Horse: How the Greeks Won the War by Emily Little. Step-Into-Reading.
The Iliad of Homer, by Barbara Leonie Picard. Oxford Myths & Legends, London.

Websites

Turkish Culture & Tourism Offices - www.tourismturkey.org
Ministry of Culture & Tourism - www.kulturturizm.gov.tr
Turkish Embassy, Washington - www.turkey.org
CIA World Factbook - <https://www.cia.gov/cia/publications/factbook/geos/tu.html>
Lonely Planet Guide to Turkey - <http://www.lonelyplanet.com/worldguide/destinations/europe/turkey>
www.ataturk.net
www.turkishnews.com
www.exploreturkey.com
U.S. Library of Congress Country Study - <http://memory.loc.gov/frd/cs/trtoc.html>

Credits

Bonny Cochran, world history teacher, French International School, Bethesda, Maryland.
Connie Johnson & Tami Lundberg, Outreach World.
Charles Barnhard, Seneca Valley High School, Montgomery County Public Schools.

