

FACES Teacher's Guide

February 2010: Turkey

Lisa Greenberg, author of several books on Saudi Arabia and short stories about the Middle East, has traveled to Turkey four times, exploring the archaeological sites and museums, skiing with her family, and enjoying the wonderful food. She has taught in international schools in Japan, Singapore, and Saudi Arabia and enjoys meeting students from all regions of the world.

Getting Ready: Create a reading/research corner with books from your library and any audio-visual aids that might be available in the school system. Introduce the magazine by asking students to scan the table of contents, front and back covers, and pages 2-5.

Then create a group chart titled "Turkey" with two columns:

What We Know

What We Would Like to Discover

Research Activity: Have students choose three topics about Turkey that they would like to research or write three questions they would like to answer. Then have them make a 4-8-page booklet and write the topic or question on two facing pages. As they read and learn about Turkey, they should use these booklets to record what they discover about their particular interests.

A Living Fossil: The Monk Seal

Reading: Finding Connections

1. The author compares the monk seal to a human monk. What conclusions does she draw?
2. Read about how the monk seal was used throughout history. What other animals have been used in the same ways? For example, what other animals were used to make shelters? Shoes? Medicine?
3. How are the efforts to save the seal similar to efforts to help other endangered species?

Turkey: Bridging Europe and Asia

Geography:

After students read the article, distribute black line maps of Turkey and surrounding countries or do a group activity with a projected map via interactive computer network/overhead projector.

1. Outline and label Turkey's European neighbors in one color and Turkey's Asian neighbors in another color.
2. Mark and label the cities listed in the article, using a star to show the capital city.
3. Identify major landforms such as rivers, oceans, plateaus, and mountains.
4. Draw symbols and a legend for major archeological sites.
5. Draw symbols and a legend for agricultural production areas.

The Lost City of Catalhöyük

Reading for Information:

Fill in the blanks:

1. Catalhöyük was built between _____ and _____ BC.
2. It was one of the first _____ and _____ communities.

3. People built the house walls out of _____ and the roofs out of _____.
4. The people decorated their walls with paintings of _____, _____, and _____.
5. The site is being excavated by _____.

Art activity:

1. Following the information in paragraph 3, paint or draw your own version of a Catalhöyük wall, or
2. Following the information in paragraph 5, draw or make a model of the mud brick house described. Label the parts of the house.

The King of Bulbs

Expository writing:

Write a short paragraph detailing the many ways in which tulips have been important in Turkey. Give specific examples.

Turkish Delight: Shadow Puppets

Class Discussion:

1. Who first made Turkish shadow puppets, according to legend? Why?
2. What are the traits of the two main characters, Hacivat and Karagöz?
3. What is the general pattern of a Turkish puppet play?
4. How many puppeteers participate in a puppet play? What do they do?

Dear Tommy, Growing Up in Turkey, A Turkish Elvis?, You Can Take a Girl Out of Turkey

Letter/Email writing:

After reading these articles, have students choose one Turkish person in the articles to whom to write an email or letter. Challenge them to do three things in the email/letter:

1. Identify themselves and something they share with their correspondent.
2. Compare what he/she does in the US and the Turkish correspondent does in Turkey, asking questions to get more information
3. Share something about themselves that is completely different from the way the Turkish correspondents live.

Public Speaking: Planning and Completing an Interview (homework)

Ask students to interview someone in their neighborhood who is an immigrant to the United States about their childhood in their home country. Students should write out 5 to 10 questions in advance, and then write up the answers to share with their classmates.

Students may want to post letters/interviews on a bulletin board or collect in a class book to share.

Turkish Oil Wrestling

Creative Writing:

Imagine that you are a participant or an observer at a Turkish wrestling match. Write a short story or journal entry including information gathered from all five senses.

Lazy Keloglan and the Sultan's Daughter: A Turkish Tale

Have students read this as a story theatre, with individuals taking the different characters (Mother, Keloglan, fish, Sultan, Princess, Vizier) and reading the dialogue and the text read by a narrator.

Wrap-Up

Have students share their topic/question booklets in small groups or with the class as a whole. Alternatively, use the original chart and answer as a group the items in "What We Would Like to Discover".