

Topic: Geographic Impact on Development of Culture in Turkey

Audience: 6-8th grade World Cultures and World Geography

SWBAT Explain how the physical geography of Turkey impacts the development of the culture

SWBAT Analyze artifacts and documents that support the linkage of the physical world to human life.

Essential Question: How does the physical geography impact the development of the culture of Turkey?

Procedure: Students should be placed in small groups. Each will be responsible for engaging with primary source materials, videos, and literature to begin to understand the idea of how geography impacts the culture of the regions in the country of Turkey and/or the region of Southwest Asia throughout history. While exploring at each station, students will fill out a guide that will take them through a series of activities and have them record their work as they go around to each station. If needed you may reproduce two sets of each station to allow for smaller work groups.

Station 1: Food

The Importance of Climate and Land on Agriculture and Cuisine

Station 2: Housing

The Impact of Tufa on Christian Hidaways in Cappadocia

Station 3: Trade

Spotlight: The Geographic Importance of the Bosphorus Strait

Stations 4: Literature

Exploring “Place” Through Geographic Clues in Stories: The Tale of “The Bedouin and the Philosopher.”

Resources and Materials:

Teachers: Print out “Evidence Sheets” and laminate if possible. You may continue to use these year after year.

Information used in both the stations packet (one per student) and the Evidence Sheets was garnered from the trip with the Turkish Cultural Foundation (2015) using my notes as well as the following resources.

Bilkan, A. Fuat (ed.) (2014). *Tales From Rumi. “The Bedouin and the Philosopher.”* Istanbul: Tughra Books.

Teacher Study Tour Itinerary Notes. Turkish Cultural Foundation. 2015.

<http://www.turkish-cuisine.org/>

www.istanbulcookbook.com

Evaluation: Summative assessment; station activity.

Turkey: Living at the Crossroads
Geographic Impact on Development of Culture
Stationed Activity

Name _____

Period _____

Total Points ____/35

Station 1 ____/10 Station 2 ____/9 Station 3 ____/7 Station 4 ____/9 Enrichment ____

Station 1: Food

The Importance of Climate and Land on Agriculture and Cuisine



Using the website www.turkish-cuisine.org, you will be identifying the crops that are most commonly grown in Turkey and animals most often used for food.

After identifying these foods you will be analyzing recipes from across the country to see how these foods are incorporated into the cuisine popular in each region. Each region is responsible for growing crops that can be successful with its specific climate, soil and land characteristics.

Trade occurs between regions as well as around the world but the people have traditionally relied on ingredients more reliably grown in their gardens, fields and found in their local stores and recipes reflect those foods as well.

Questions:

1. Click on **Regional Cuisine** and then click on **Aegean Region** and then **Muğla**. The people who live in the city of Bodrum love their wild greens. The warm climate and sea breezes make it a particularly wonderful region to grow green plants. Find two wild greens that people in this region love to eat and describe how they are eaten. The answers can be found by reading this section.

a.

b.

2. In the **Black Sea Region**, in this case, **Rize**, geography changed not only what people ate but the kinds of jobs and entertainment that people had at night! What were two jobs people in this region many have had due to the type of land they lived on?

a.

b.

How did people spend their nights?

c.

3. In the **Southeast Anatolian Region**, wheat is a very popular product. It is amazing how many ways that the Turks use wheat! Choose three foods that wheat is used to make, two soups and one flour-based dessert to see how creative they are. List the name of the dish below and describe it. Look up a picture of what it is to help you really see it!!

a.

b.

4. Yogurt is really big in Turkey. It is eaten in a variety of ways. Huge tubs of yogurt are sold in the grocery stores and it is served sweet, salty and savory. Look at **Evidence Sheet 1**. Read the article on yogurt and look at all the fantastic pictures. Tasty, right? Answer a few questions so you can leave a yogurt expert.

a. Yogurt is most often available fresh when milk is fresh. What seasons are these?

b. Because milk is only good for so long and thus fresh yogurt can only be made when milk is available, what do they do to preserve the yogurt in the winter?

c. Of all the foods you see in the pictures, which would you be most likely to try?

Enrichment opportunity: Copy down one of the Turkish **Recipes** from the website. Make it for dinner this week. Bring in a picture of your family eating the dish. (2 bonus points)

Station 2: Housing

The Impact of Tufa on Christian Hidaways in Cappadocia



The region of Cappadocia in Turkey is really amazing. People built houses and places of worship in these hills and rocks dating back to 400 A.D. These beautiful and simple places were only evacuated under government mandate in 1952, showing the love of the region as well as the ability to last throughout the years. You will be exploring some of these creations and learning just how these structure were built as well as how they adapted to challenges in the region.

Byzantine Catholics often fled to these simple, quiet hermitages to live quiet lives of prayer either at retirement or as a lifelong commitment as a monk.

1. Looking at **Evidence Sheet 2**. Describe at least two ways how this area might have been helpful to living a simple and quiet life for a monk.

a.

b.

2. The rock that was used in carving out these structure is called “tuff.” Using the first paragraph from this reference (<https://en.wikipedia.org/wiki/Tuff>) , describe what “tuff” is and where it came from.
3. Using your inference skills, make an educated guess about what kind of rock “tuff” is like to build with. Use your knowledge you just learned and the pictures on **Evidence Sheet 2** to write your answer.
4. The geography of this region naturally had this rock to build with and it was from there that a specific culture developed around Byzantine Catholics who chose to live simple lives. But this region wasn't just a place used as a monastic retreat. As you learned when studying Ancient Rome, Christians were being persecuted during this time period and sometimes had to go into hiding. Looking at **Evidence Sheet 2**, you can see two tunnels carved into the rock, of these, which most likely was carved underground?
5. There were challenges to living underground in the tunnels. In one city, at one times 20,000 Christians were living in over 8 stories of housing with their animals. What might be two challenges that living in these conditions might bring?

a.

- b.
6. Take a look at the last picture. This region was quite perfect for those who needed to go into hiding or who were looking for a place not to be bothered by the world. What is it about the geography that made it a great place for this type of culture to develop.

Station 3: Trade

The Geographic Importance of the Bosphorus Strait

The Bosphorus is a narrow, navigable strait between Europe and Asia connecting what are now called the Black Sea to the Sea of Marmara. It is about 19.3 miles long and varies between a little over a half a mile to about 1.5 miles in width. The name Bosphorus means “ford of the calf” in ancient Greek. With the shores rising to heights up to 650ft, beautifully lined with palaces, historical ruins, water-side mansions (called “yali” in Turkish) villages, and lush gardens, the Bosphorus is one of the most beautiful stretches of scenery in Turkey. Two bridges cross the Bosphorus and a undersea railroad tunnel is in use as well.

The strait is important for many reasons. Not only is it the divide between the European and Asian



continents but it is a trade route from the Black Sea ports to the Sea of Marmara and creates the famous Golden Horn. The strait was an important trading route during the Roman, Byzantine and Ottoman empire and remains important today.

Look at the map of the Bosphorus Strait above and locate it on the map on **Evidence Sheet 4. (Hint, find the Pontus Euxinus. It is now called the Black Sea)** Use it to help you figure out why the Bosphorus was so important to trade culture in the region during the Roman Empire.

1. What were four goods were brought from the Black Sea through the Bosphorus that ended up in the city of Rome for the people to use?
2. Make an inference as to what at least two of these goods were probably used for
3. What goods were probably passed north through the Bosphorus to the Sarmatians?

4. Controlling access to the Bosphorus not only meant trading between the Black Sea and the Sea of Marmara but if you could control what other geographic landform you could also have direct access to the sea ports all around the Mediterranean Sea?

Watch the following video entitled: Small Places 010 – Bosphorus Strait here:

<https://www.youtube.com/watch?v=DEgWspSy4Ek>. The videographer will take you on a picture journey along the Bosphorus. As he does, answer the following questions related to the geography and culture.

- a. Who was the first civilization to build a Temple to Zeus on this steep bluff over what is now Anadolu Kavađı?

- b. Along the Bosphorus Strait where it intersects with the black Sea, lies Yoros castle that is a nice indication of the importance of the strait in providing access to the area making it great for trade but also susceptible to invasion. Who were three of the empires that claimed ownership of the castle?

- c. Make an inference as to why these civilizations would want this particular castle situated just where it is. You may use this site to help you make an educated guess:
https://en.wikipedia.org/wiki/Yoros_Castle (Yoros Castle on Wikipedia)

Station 4: Literature

Exploring “Place” Through Geographic Clues in Stories: The Tale of “The Bedouin and the Philosopher”

So you say that one day you would like to travel? Well how about traveling without leaving your comfy pj's and chair?

Until that day comes where you may get to embark on your own journey, a good story is a fantastic way to dive into the culture. A well developed story or even short fable can give you clues into other cultures that can help to fuel your imagination in extraordinary ways.

Stories can give you a feel for what it might be like to scuffle along the cobblestone side streets of Istanbul, wiping sweat from your brow as you mount the top of a large hill, the smell of freshly charred lamb wafting in the air and making your stomach grumble for a mouth-watering kebab.

Or maybe you can begin to envision what it would be like to be traversing in a caravan across the Anatolian plateau, your skin beginning to burn under the hot summer sun, viewing a caravanserai just

ahead giving you and your camel a much needed rest, games and conversation with new friends, fresh bread and a drink of fresh water.

At this station you will be looking through an old tale and picking out pieces of geography that would give someone a clue about the culture that the reading is about. The story is called “The Bedouin and the Philosopher” from the book “Tales from Rumi.” The story is from a 13th century mystical Dervish Sufi named Mawlana Jalaladdin Rumi (or just RUMI to us) who was know for his writings on the “heart” and deep relationship with God.

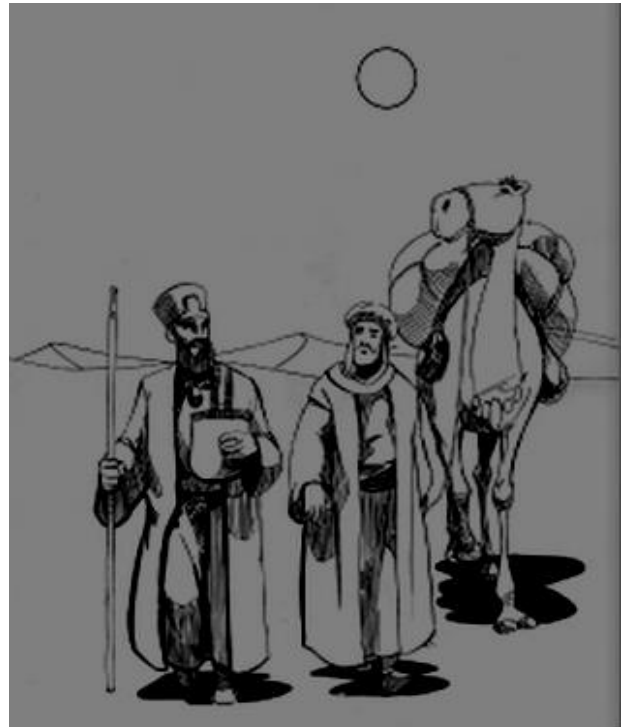
Read along using **Evidence Sheet 5** and begin to plug in your clues below as the image unfolds of Southwest Asia back in time.

1. Start by using your inquiry skills. List three words that give us a clue about the physical geography of the region.

- a.
- b.
- c.

2. The story talks of a man who is a Bedouin. Bedouins were a group of nomadic people who were commonly from Northern Africa and Southwest Asia.

- a. What is a nomad? (Use your text or Google)
- b. What might have been some challenges that nomadic people faced because they were always on the move and often through desert terrain?
- c. Can we make an inference as to what task/job the Bedouin might have been undertaking while in the story?



- d. What were some foods the Bedouin probably ate due to what the present land gave them?

3. Rumi's purpose was not to give a geography lesson, as is our main purpose, but to give a moral or lesson to those reading his tales. Re-read the moral at the end of this story.

a. Restate the moral in your own words.

b. Though Rumi was writing in the 13th century, his writings touch the lives of those today. How could a teenager take this advice and use it?

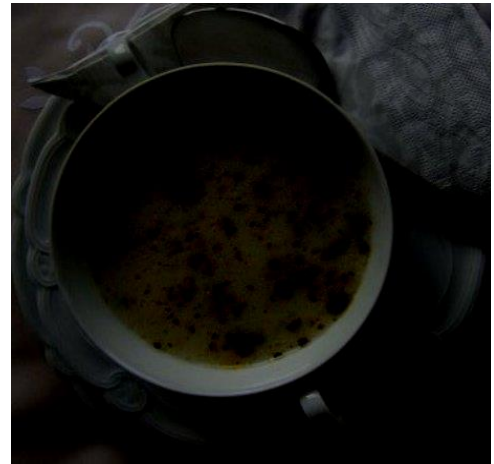
(Look, we just took Rumi's advice!)

Close Reading Yogurt

(Excerpt from: Yoghurt; A Globalizing Turkish Food, Prof. Dr. Ayşe Baysal)



Cacik, or yogurt dip with herbs is often served as part of a meze platter (appetizers)



Yayla Corbasi - Yogurt Soup

The Spread of Yogurt to the Rest of the World

Turks migrating west and south from Central Asia introduced the milk fermentation process to Anatolia, the Caucasus, Russia, and the countries of East and Central Europe, as well as China and India. In these countries, the favorable climatic and environmental conditions for animal husbandry allowed increased production of yogurt's raw material, milk.

In Turkey, yogurt holds an important place in the people's nutrition. In a closed agricultural economy, people meet their nutritional needs with their own products. Farm families with little land would keep a cow or a few sheep, and turn their milk immediately into yogurt using

starter leftover from the previous batch.

In this way yogurt was eaten fresh daily; the leftovers would be allowed to age for a few days and then churned to make butter. The remaining whey was boiled with salt, which would cause it to precipitate, this produced was known as keş. Keş was both stored in vessels as well as dried for winter consumption. Yogurt was also mixed with cracked wheat or flour to produce tarhana. In rural areas of Turkey, these foods are still made. As sheep and goats are milked in spring and summer, milk

is plentiful then; in winter it becomes scarcer. For this reason the various milk/yogurt products are made in the summer. During the summer yogurt and bread, as well as yogurt or ayran soup are commonly eaten; in the winter these are replaced by keş and bread, and tarhana soup. Yogurt may be used to top vegetable and grain-based dishes, as well as with pekmez (grape or mulberry molasses) or honey as a dessert.



Tarhana - soup made with dried yogurt (kes)



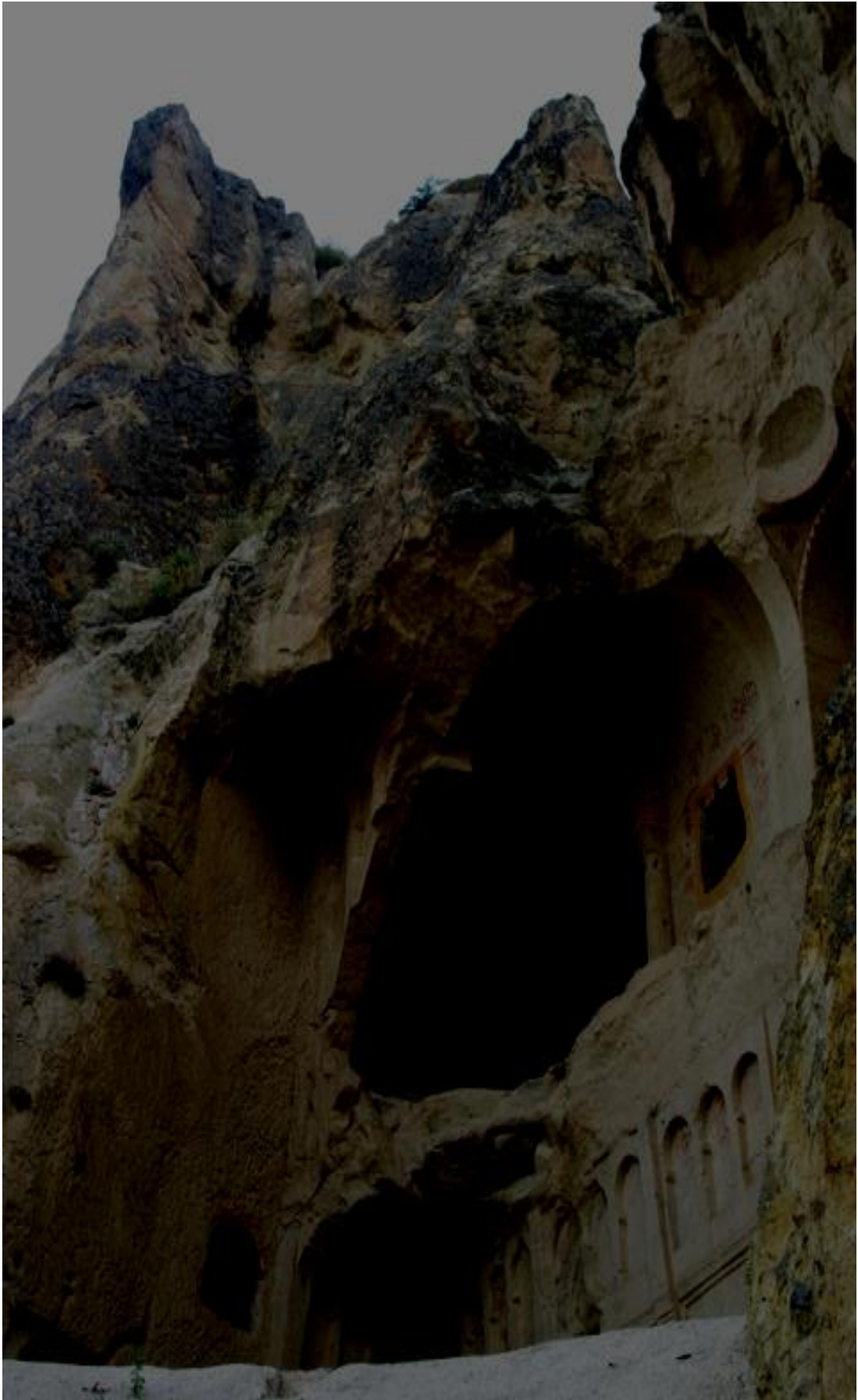
Fried cauliflower with a yogurt sauce

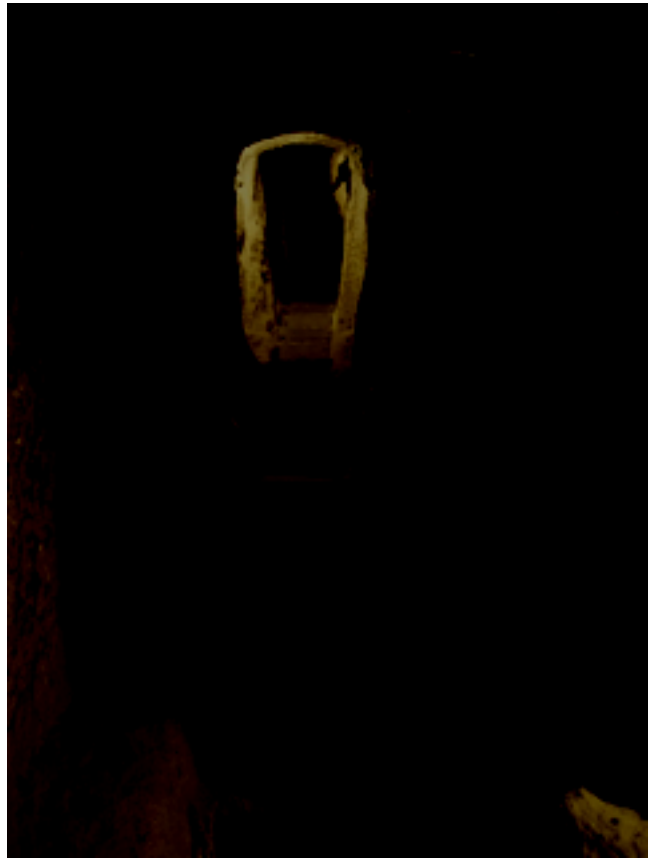


Ayran - popular salted yogurt drink

Evidence Sheet 2
Primary Source Pictures
Cappadocia, Turkey

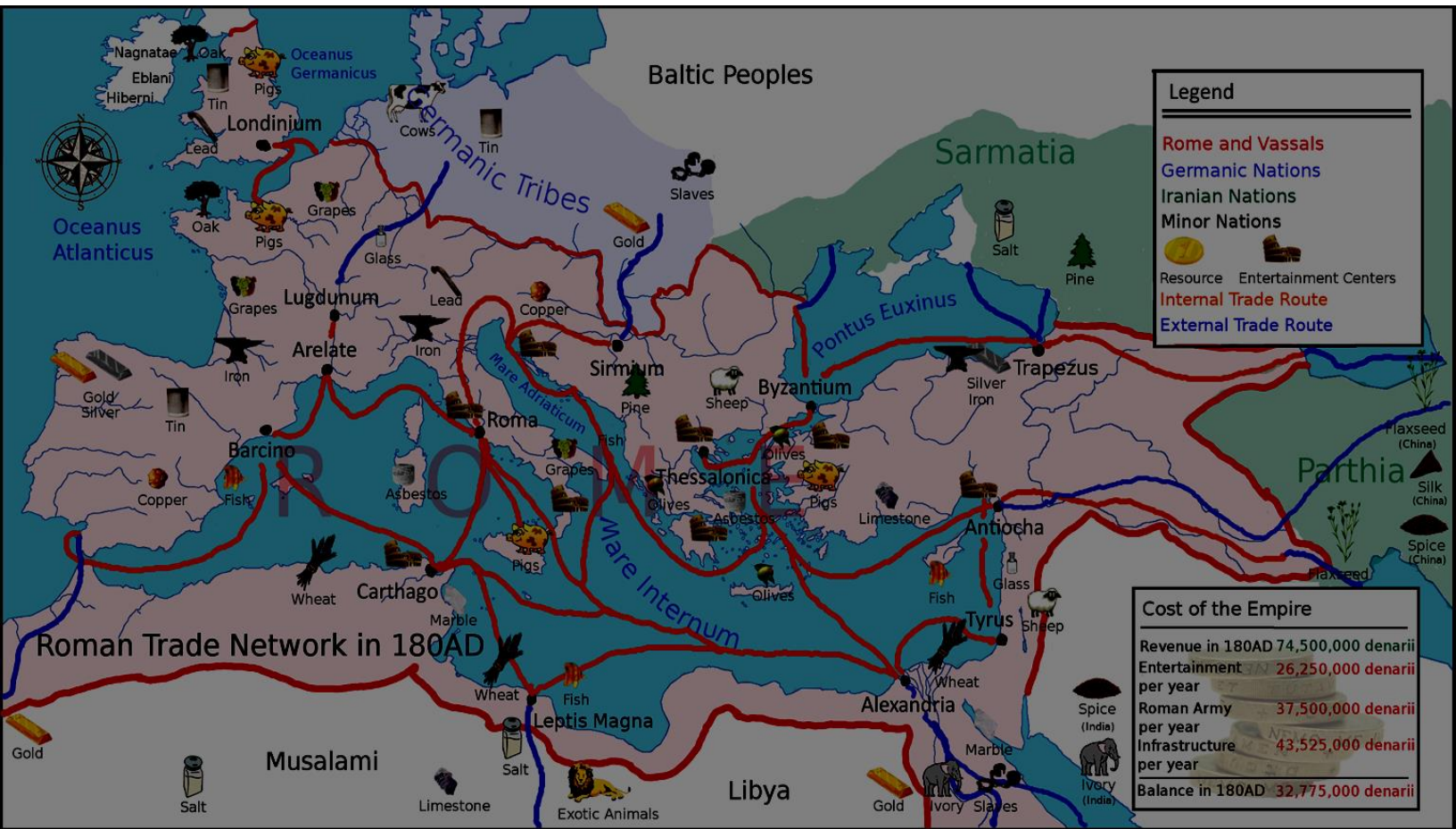








Evidence Sheet 3
Trade Map
Roman Empire



Source: https://upload.wikimedia.org/wikipedia/commons/1/13/Europe_180ad_roman_trade_map.png

Evidence Sheet 4
Primary Source

The Bedouin and the Philosopher

One morning, a desert Bedouin loaded two big sacks onto his camel and set out on his way. He was perched between the two sacks, swaying back and forth, when he came across a Philosopher walking in the sand. The Philosopher, puffed with pride, began to converse with the Bedouin by asking him where he was from, what he did for a living, and so on.

The Philosopher asked the Bedouin, “What's in those sacks you're carrying?” The Bedouin replied, “There's wheat in one of them and sand in the other, nothing a person could eat.” The Philosopher laughed derisively. “Why did you load sand onto your camel?” he scoffed. “Because there's wheat in one of the sacks. I filled the other one with sand so they'd be balanced,” the Bedouin replied.

The Philosopher belittled him. “If you had an ounce of sense, you would have put half of the wheat in one sack and half in the other. That way you would have lightened the sacks and the camel's load.”

The Bedouin, who had not thought of this, was so struck by the Philosopher's sagacity that he conceived a great respect for him. He was, however, curious about something too. How was it that such an intelligent, knowledgeable person was traveling poorly clothed and on foot in a vast desert like this, subject to countless difficulties?

The Bedouin, who pitied the Philosopher, had him mount his camel and asked him the questions on his mind. “Oh wise man, tell me a little about yourself! How did a smart person like you end up like this? Or are you a vizier or sultan who has disguised himself to mingle among commoners?”

The Philosopher replied, “Don't judge me by my clothes or my appearance. I am neither of those. I'm just a simple, common man.”

“How many camels do you have? How many oxen?” asked the Bedouin curiously. Don't press me any more. I don't have any camels or oxen,” said the Philosopher. “Well then, do you own a store or any property?” asked the Bedouin.

“What store, what property?” replied the Philosopher. The Bedouin said, “Well then, let me ask you about your money and assets. Certainly a person who possesses such profound knowledge must also know how to turn the world's copper into gold.”

“I swear to you, all my savings are not even enough to pay for one night's dinner. I just keep wandering around in rags with a few pennies in my pocket. I go wherever someone will give me a piece of bread. All that this knowledge and talent have brought me are pipe dreams and headaches,” replied the Philosopher.

The Bedouin, on hearing these words, kicked the Philosopher off his camel. “Make use of your knowledge!” he said and advised him to work and earn his way in the world.

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Know this: Knowledge that is not applied to life but remains only in words and ideas is useless, like a heavy burden of sand. If knowledge and practice are joined they become beneficial. You should should treat everyone with respect and take lessons from ordinary people, no matter how much you think you know. True wisdom opens a door for you.