

## **Turkey: A Revolution**

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### **Introduction:**

This lesson is part of a unit where students compare and contrast a variety of revolutions, learning about them and analyzing their impact. For instance students will compare and contrast the French and American Revolutions as well as the Scientific and Industrial Revolutions.

The idea is to get students to think about why revolutions occur. I begin the unit each year with a day of brainstorming. During that day students come up with their own definition of what revolutions are, and I ask a number of probing questions. Do Revolutions have to be violent? Are governments the only institutions that change? Etc. Once we have a working definition for revolution, we brainstorm lists of revolutions and the students generally come up with at least the following: American, French, Russian, Industrial, Scientific, Technological, Civil Rights Movement. We also brainstorm lists of WHY revolutions occur. Students should make connections to things they've already talked about in class including imperialism and colonization.

Students create a chart to compare and contrast the revolutions. In the past I've had all revolutions on one page, but my unit has expanded. Now, I do two per page. For instance, this year I plan to do the American vs. French Revolutions, the Haitian vs. Turkish Revolutions, and the Industrial vs. Scientific Revolutions. Despite the pairings, we still discuss a variety of topics.

### **World History Lesson Plan (grade 10, adaptable for other grades)**

#### **Objectives:**

- SWBAT list the causes, duration/phases, and leaders of the Turkish Revolution (War for Independence/War for Liberation)
- SWBAT analyze the impact of the war on the country of Turkey; on the Turkish people/culture; on a global scale
- SWBAT compare and contrast the goals and impact of the Turkish Revolution with other revolutions

**Standards:**

- CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- National History (NCHS) Standards Era 7

**Time:**

- Completing the chart- 1- 1 ½ 45 minute class periods
- Completing the essay- 1 45 minute class period + any additional time out of class that students might need

**Procedure:**

\*Prior to this lesson, students will have already followed this procedure with other Revolutions\*

1. Students will create a chart to compare and contrast revolutions (since the revolutions chosen each year sometimes vary, the chart might vary and can be adapted); the chart should include the following categories: Causes, Duration/Phases, Leaders, Results
2. Students will need to fill in the categories. This could be done in a number of ways depending on the grade, ability level, and size of the class. Options for completing the chart include:
  - a. Teacher-led instruction via slideshow presentation
  - b. Student-led research
    - i. Students could be directed in their research with a number of online sources to read and analyze (below)
    - ii. Students could do their own research and provide the teacher with a works cited list
    - iii. Students could work in pairs or small groups to complete the chart
3. Students will complete a writing assignment in which they compare and contrast the Turkish War for Independence to another revolution that they have learned about.

**Resources/Materials:**

1. Student-created comparison chart
2. Students will need access to the Internet for research. Depending on the class and ability level of the students, websites might be provided as a starting point.

Some useful sites include:

- a. <http://www.tc-america.org/issues-information/turkish-history/turkish-national-liberation-begins-115.htm>
- b. <http://www.turkishculturalfoundation.org/education/files/TheKemalistRepublicBernardLewis.pdf>
- c. <http://www.turkishculturalfoundation.org/education/files/brief-outline-of-turkish-history.pdf>
- d. <http://www.tc-america.org/issues-information/turkish-history/commemorating-ataturk:-the-beginning-of-the-turkish-war-of-national-liberation-814.htm>

**Evaluation:**

Students will complete the prompt below:

**In a well developed essay, respond to the following: *Compare and contrast the Turkish War for Independence and any of the other Revolutions in your comparison chart. Analyze the results and long-term impact of both. In what ways were they similar? Different? Successful or unsuccessful?***

**Focus Correction Areas:**

**FCA1- Essay is well-developed and organized and compares/contrasts the Turkish Revolution with another- 10 points**

**FCA2- Essay includes an accurate explanation of the causes, duration/phases, leaders, and results of both revolutions- 20**

**FCA3- Essay includes a detailed analysis and comparison of the impact/results of the Revolutions on the country, people, and world- 20**

\*FCAs for grammar/syntax can be added according to the expectation of the teacher and the class