

TURKEY LESSON PLAN OUTLINE

TITLE

Student to Student, Connecting Across Continents

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INTRODUCTION

For my students, I want to build a real life connection with Turkey. How better to build an understanding between our two countries than by instilling a tangible knowledge of Turkey in our younger generation. Since we will visit a school on our tour I plan build a joint sister class connection with a teacher there. For the culmination of my project I plan to build a globally collaborative connection between our classrooms, whether it is through Skype, emailing with, blogs, podcasts, or through the mail. If I am unable to connect with a teacher, I hope to connect with my AFS counterpart in Turkey. I want my students to connect with Turkish students to see how their culture is compared to ours. My kids want to know how others live, how their life is different from ours, but more importantly, I want my students to see *how we are all alike*. This online and cultural environment will also build critical skills for all the students' future. It is here that my trip will have its greatest impact as my personal experience in Turkey will create personal relationships between our countries that will promote an educational experience with broader impacts.

LEVEL

I teach 8th grade world geography. I feel this lesson can be use at many grade levels depending on the writing ability of the student.

OBJECTIVES/STANDARDS

Related Standards/Course Objectives:

- **x 5.1** - Students will describe and compare the physical and human features of Turkey using geographic tools e.g. maps, geographic representations and satellite images and cultural characteristics by utilizing one of the big 11 social studies skills.
 - G5.[6-8].5 - Create and compare maps of human and physical features around the world for purpose, accuracy, content, form, and design.
 - G5.[6-8].7 - Compare Earth's physical and human features using maps, fieldwork, graphic representations, aerial photographs, satellite images, and technological resources.
 - G6.[6-8].1 - Describe physical and human features, i.e., cultural characteristics, of places and regions in Nevada, the United States, and the world.
- **x 5.2** - Students will explain the origin, traditions, and spread of Judaism, Christianity, and Islam including their impact on society by utilizing one of the big 11 social studies skills.
 - H1.[6-8].20 - Describe the origin, traditions, customs, and spread of the five major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism).
 - H3.[6-8].15 - Explain the spread of the five major world religions and their impact on society.
- **x 5.4** - Students will locate major civilizations, ancient through current, in Turkey such as Byzantine, Ottoman Empire, and describe how and why these changed over time by identifying the cultural, political, and economic conditions by utilizing one of the big 11 social studies skills.

- G5.[6-8].2 - Compare characteristics and purposes of several types of maps, map projections, and other geographic representations.
- G7.[6-8].3 - Identify the conditions necessary for the development of civilizations and the cultural, political, and economic characteristics resulting from the growth of civilizations.
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- **x 5.5** - Students will identify the cultural identity and achievements of Turkey including the role of the belief systems, mottoes, symbols, traditions, and technology by utilizing one of the big 11 social studies skills.
 - H1.[6-8].21 - Describe the cultural achievements of societies in the Middle East, Far East, the Americas, Africa, South Asia, and Europe.
 - G6.[6-8].6 - Describe relationships between regions and belief systems and tell how these are important to cultural identity.
 - G6.[6-8].8 - Compare the uses of technology across world cultures.
 - C13.[6-8].9 - Explain the significance of mottoes and symbols to the cultural and political identity of various societies.

CONNECTIONS TO STANDARDS

See Above

TIME

2 class periods. 1st day to build background knowledge, 2nd day to introduce the idea of connecting with an eighth grader in Turkey. After this I plan on writing/emailing once a month

MATERIALS

AV equipment in classroom

Google earth

<http://turkishculturalfoundation.org>

Pictures, artifacts, travel books

BACKGROUND ESSAY (YOU CAN COMBINE THIS INTO THE INTRODUCTION)

See Introduction

PROCEDURES

Concept/Skill/Development and Application:

In preparation for our global project with our sister class I must build some background knowledge of Turkey. This will be done through teacher lead discussion.

Geography of Turkey

Middle East, Near East, Anatolia, Bosphorus Straits, Dardanelles Straits, Ankara, Istanbul, Constantinople,....

History of Turkey

Byzantine

Ottoman Empire

Ataturk

Turkey to today

Guided/Independent/Group Practice:

Students will fill in a map

We will try to actually see Turkey in real time through Google Earth, and 360cities.com

Students will view Power point history of turkey

Homework: Find a piece of Turkish culture or history to share with the class, bring us the website

Closure: Tell you shoulder partner a geographic fact about Turkey, then a historical fact about Turkey.

DAY 2

Warm up/review

Discuss Ataturk, the Father of Modern Turkey.

Concept/Skill/Development and Application:

- Review Turkish culture
- Architecture
- Religion
- Food
- Market place

Making a personal Connection to Turkey

Guided/Independent/Group Practice:

Student will view power point on culture of Turkey

Find five things that are different from American Culture

Find five things that are the same as American Culture

We will discuss as a class as we go through the information

Students will visit to <http://turkishculturalfoundation.org> to explore Turkey on their own

Now for the main part of my project – connecting across continents to our joint sister class in Turkey.

Students will establish our connection with our sister class in Turkey.

We will connect through videos, email, pictures, possibly Skype.

Each student will create a postcard to send to a student in Turkey.

This part of my project will continue throughout the school year.

Homework: Prepare something to share with our sister class in Turkey

Closure: What do you want to ask a student from Turkey?

ASSESSMENT

Informal assessment, based on 1) actual students communicating with Turkish students, 2) class awareness of international events effecting Turkey

EXTENSION IDEAS

Current Events, Turkey as an example for general geography concepts such as landforms, climate, ecosystems.

SOURCES

<http://turkishculturalfoundation.org>

Turkey power points

http://www.slideshare.net/inma_ganan/turkey-ppt-presentation

http://istanbuldailycitytours.com/istanbul_outstandings.html

<http://www.circleistanbul.com/>

<http://geography.about.com/od/turkeymaps/a/turkey-geography.htm>

this one has virtual tours

<http://www.goturkey.com/en/pages/read/historyandcivilization>

http://istanbuldailycitytours.com/istanbul_outstandings.html

HANDOUTS

Map - Turkey