

## Turkish Study Tour Lesson Plan: Sally Roof and Patricia Nies

N.B: This is not a unit, per se, but rather a series of activities to use with younger children. They will be used throughout the school year as elements of social studies and language arts are taught in the classroom.

Goal: By comparing Turkish culture with the children's, students will come to the conclusion that, while we are different, we are actually very much alike.

### 2<sup>nd</sup> and 3<sup>rd</sup> Grade Language Arts: Writing standards

Content Statement: Write opinion pieces on topics or texts, supporting a point of view with reasons.

### 2<sup>nd</sup> and 3<sup>rd</sup> Grade Social Studies: Common Core Standard: Communities; Past and present, near and far

Content Statements: Primary sources, such as maps, artifacts and photographs can be used to show change over time.

- Use photographs of various ruins and ancient buildings taken during the study tour. These would be projected on a split screen with modern urban buildings and sites, such as stores, libraries, sport stadiums and hotels. Children will write compare and contrast paragraphs using the old and the new. We would stress how even ancient civilizations needed markets, libraries, schools, homes, etc.

For example, we would use a caravansary to compare with a modern hotel, the cisterns with urban water plants, agorae with modern groceries and malls, games carved in marble in Ephesus with modern board games, the Catalhoyuk ruins with a current neighborhood or apartment building.

### Strand: Geography

Content Statement: Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

- By using physical maps of Turkey and Ohio, the students will compare the terrains, looking at similarities and differences. This would also facilitate discussion on what kind of industry might be found in Turkey, i.e. farming, fishing, manufacturing, tourism, etc., based on geographical clues.

Content statement: Children will identify various landforms and natural resources.

- Incorporating photographs of Turkey (mountains, plains, seas, the cliffs at Pamukkale, Cappadocia) and photographs from other locations to which we've traveled, including Europe and the United States, children will compare and contrast our home city (Dayton, Ohio) and these sites. In addition, we would have them hypothesize what it would be like to live in these locations, focusing on what is the same and what would be different if they lived in these places.

Content statement: Communities may include diverse cultural groups.

- Students would look at photographs of various sites in Turkey, both rural and urban, and then photographs of similar sites in the United States and compare them.
- Use recordings of calls to prayer to contrast with Christian music, as well as photographs of mosques, comparing them to churches.
- Parents bring in traditional dishes, exposing the children to new types of food. We have a variety of children with different backgrounds, including Turkish, Hispanic and African as well as Appalachian and African-American. In addition, we have several children who are learning traditional Turkish dance; this could be compared to modern dance with the Dayton Contemporary Dance Company who sponsors a workshop with our students each year.
- Comparing the whirling dervishes with contemporary praise dancing, another activity many of our students are involved with.
- Using photographs of the Turkish school children, we would compare them with "American" kids, hopefully coming to the conclusion that we're basically all the same.
- Compare the food markets of Turkey to a typical grocery store in the United States, once again using photographs. We especially want to use pictures of the food stalls and small shops in the neighborhoods.
- Compare transportation, including trains and ferries to common modes of transport in our city. In addition to the comparison, the children would be asked to explain why these modes of transportation are efficient and appropriate to the place being discussed.

- Using books, rugs and photographs, the children would be exposed to the beauty of Turkish tiles and rugs. They would be encouraged to create their own design using Turkish motifs. These would be combined to form a school wide art project. This will be completed in conjunction with our school art teacher.
- The students would look at other aspects of Turkish art, including photographs taken at various museums toured. Our school mascot is a panther, and in the Museum of Anatolian Civilizations, there were several sculptures of large cats that we could use to contrast. We would also view the TCF shadow puppet video and attempt to create our own to retell a folk tale.

#### Language Arts: Various content standards

- Reading Turkish folk tales and poetry, both as read alouds and individually, the students would respond in a variety of ways, including answering questions regarding character development, plot, central idea, setting, story mapping, etc. Writing would be an integral part of the expectations for the students.