

**Turkey as a Stabilizing Force in the Middle East: factors affecting Turkey's economic and democratic growth: *Scenario based writing - predicting outcomes for the future***

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Classes: Government (12<sup>th</sup> grade)  
World history (10<sup>th</sup> grade)  
Sociology (mixed levels)

1. Performance objectives

- Content objective: Students will be able to demonstrate understanding of the significance of Turkey's democratic and stabilizing developments in its own history as well as Turkey's influence on these forces in the Middle East. Students will determine causes, process, and potential outcomes of Turkey's modern historical development after Mustafa Kemal Atatürk. Students will analyze Turkey's future examining critical uncertainties and resources.
- Skill objective: Students will develop critical thinking skills that will enable them to analyze current events in a larger historical context. Students will write scenarios regarding potential outcomes from events and decisions that affect Turkey in the 21<sup>st</sup> century.

2. Essential questions

- What were the essential elements of democracy embraced by Turkey in the 1920s?
- What were the political and societal goals of Turkey's transition to democracy?
- What were the challenges and obstacles to Turkey's transition to democracy?
- What are the factors that affect Turkey's ability to maintain a strong democracy today?
- What are the critical factors that affect Turkey's economic security?
- How can we apply Turkey's democratizing experience to the recent pro-democracy events in the Middle East?

- Which Middle Eastern countries will embrace democracy more readily? Which will be more resistant?
- What major stabilizing forces must exist throughout the Middle East in order to effect democratic changes?
- What will democracy look like in the Middle East?

### 3. Project Overview

Teacher-Directed Activity: Teacher presents lesson on Ataturk's democratic conversion of Turkey. This lesson will include the purpose of the change to democracy (turning to a more politically and economically successful and secular European model), specific elements of the change (i.e. changing the language, cultural shift in values and attitudes, and written characters), and the process of democratic change.

Teacher will present photographs and lecture on Turkey today as a strong vital country with a rich past. Introductory slides will include critical forces affecting Turkey's economic and democratic strength given a variety of factors which affect these critical uncertainties. The slides will introduce students to Turkey's potential by showing them a pictorial view of a variety of factors: trade items, tourism, geographic position in the Middle East and Turkey's relationship with its neighbors, educational facilities and expectations, religious philosophies, cottage industries, environmental issues, archeological issues, women's roles, refugees, and admittance of Turkey into the European Union.

Student-Directed Activity: Students, in teams of two will pick from the factors above and do in depth research on their chosen issues. Students will give brief presentations to the class of their findings as well as an assessment of the effect their specific factor has on Turkey's economic and democratic stability. Students will then analyze the recent history of pro-democracy movements in other Middle Eastern countries. Finally, the students will apply the model of Turkey's transition to democracy, evaluating whether other countries might adopt a similar process. I will partner with the media center staff on this project, drawing on their expertise and resources. In addition I will ask to be a part of the AP world and AP Euro professional learning community next year to develop additional resources.

Materials Used: Students will be utilizing primarily web-based resources that I maintain with the assistance of the school's media specialists so as to make gateway internet portals available to all teachers in the school (Here are some of the links: Knowledge Source: <http://sks.sirs.com/cgi-bin/hst-portal->

[display?id=SFUN-0-2193 http://www.state.gov/j/drl/rls/hrrpt/2007/:](http://www.state.gov/j/drl/rls/hrrpt/2007/) Social Issues and Resources

Modern World History (ABC-CLIO) : good background information of different countries and issues

Newsbank: Access World News: newspapers articles from papers around the world.

Department of State Country Reports on Human Rights:

<http://www.state.gov/j/drl/rls/hrrpt/2007/>

Student Presentations and Assessment: Students will present to the class a presentation of their research and conclusions, demonstrating public speaking skills, technological proficiency (probably PowerPoint), and critical thinking skills. Each presentation would last ten minutes, with a question and answer session to follow as appropriate. The students will be graded on content, organization, oral presentation, visual presentation, and critical thinking demonstration. The question and answer sessions will not be graded.

**Scenarios based writing:** Students will write futuristic stories predicting Turkey's stability in a future world based upon the principles of problem based historical inquiry. Teams of four will write four scenarios as to what Turkey's future stability could be; based on the multiple factors evaluated. The four scenarios will be "what if" based on the following four quadrants of predictability: 1) strong economy/strong democracy 2) strong economy/weak democracy 3) strong democracy/weak economy 4) weak democracy/weak economy" Students will be graded on research applied to the scenario and the quality of their effort.

Follow-up/Next Step: Following this project, the class will continue to survey current events in the Middle East and North Africa, watching with the world as these popular movements are transformed into political change.