

School Description:

At Flushing International High School, a public high school located in Flushing, Queens, all students have immigrated to the United States within the past four years. The students, who represent over forty countries and speak twenty different languages, learn English through a project-based, content-driven curriculum in a supportive learning environment. Although all students are new to English, there are no separate ESL classes; instead, we design student-centered projects that allow students to learn language as a by-product of immersing themselves in History, Literature, Science, Math, Art and Music. Projects are group-based and collaborative so that students increase their level of spoken English, improve their ability to engage in academic discourse, and learn to communicate respectfully with one another.

Objectives and Anticipated Impact of the Project:

- 1) Students will be able to summarize the major events in Ataturk's life and in the formation modern Turkey.
- 2) Students will be able to evaluate Ataturk's success as a world leader, based on the following characteristics—charisma, competency, intelligence, vision and ambition. Students will be able to back up their evaluations using facts from their research on Ataturk and the formation of Turkey.
- 3) Students will be able to construct syntactically complex open-ended questions that are appropriate for an interview setting.

Teacher's Relevant Qualifications:

Leah Siepel is a Global History teacher at Flushing International High School with a master's degree from Long Island University in *Teaching English to Speakers of Other Languages*. She works collaboratively with other History and English teachers on a daily basis to design hands-on, creative, collaborative and academically rigorous projects that challenge students to think critically about Global History.

Project Description:

Interviewing Mustafa Kemal Ataturk about his Leadership in Turkey: A Research Project for Global History Students Culminating in the Video Production of a Talk Show

This one month project will be run in 9th and 10th grade Global History class at Flushing International High School. Students will understand the history, major biographical events, and lasting legacy of Mustafa Kemal Ataturk. Students will be able to evaluate and describe Ataturk's actions and impact on Turkish history and culture, using the following characteristics as lenses for evaluation of his leadership: intelligence, ambition, charisma, vision, and competency. They will also learn how to write and ask effective and syntactically correct open-ended interview questions.

In summary, the project begins with an exploration of the idea of "leadership" and focuses students on five characteristics that are common to most effective leaders. Then, students are introduced to the life, successes and struggles of Ataturk as he founded modern Turkey. This brief overview is followed by an in-depth research project in which five groups gather information on different turning points on Ataturk's life and leadership. Finally, groups write interview scripts, create talk show sets and historically accurate costumes, and videotape talk shows in which Ataturk is the special guest. Videos will be shown to other history classes in the school.

Materials:

- Documentaries on Turkish History and/or Ataturk
- Middle School and High School level books on Turkish history
- Readings and activities on leadership
- 2 flip video cameras
- Audio recordings of Turkish and Turkish music
- Materials for costumes and sets

Project Plan Details:

- 1) Build background around what it means to be a leader through various small group and whole class activities.
- 2) Elicit conversation and assign low-stakes writing around students' attitudes towards people in positions of authority.
- 3) Introduce the 5 leadership characteristics through mini-lesson, readings, and reading comprehension questions.
- 4) In English class, simultaneously conduct series of activities on question syntax and interviewing skills. Students write and conduct an interview with a classmate.
- 5) In History class, introduce Ataturk's life and achievements through documentaries, photos, and primary source document interpretation. Introduce Turkish culture through language and music.
- 6) Assign one achievement or possible failure to each of the 5 student groups. Each group does extensive Internet research and note-taking on this historical context of the decision or event that they are focusing on. Research is organized around the 5 leadership characteristics and is evaluative in nature.
- 7) After Internet research, groups do one additional reading and set of comprehension questions to ensure understanding of Ataturk's life.
- 8) Introduce idea of "talk show" through mini-lesson and videos.
- 9) Introduce talk show project. Students choose roles (interviewers, Ataturk, set designer, and historian) and begin to create project.
- 10) Students work on script and essay writing, set making, and rehearsing for several lessons, culminating in a dress rehearsal with structured student and teacher feedback.
- 11) Talk shows are performed and filmed.
- 12) Students watch talk shows and receive scripts of each other's talk show in order to answer questions about each other's area of focus.
- 13) Students take test that includes vocabulary matching, reading comprehension, and an essay that ask them to evaluate Ataturk's leadership.
- 14) Students complete written reflection on learning that happened during the project.

Budget for Project on Ataturk's Leadership

Leah Siepel, Flushing International High School

Item	Substantiation	Cost
Labor for 10 hours of curriculum development work at standard per session rate of \$40/hr	Planning the project, collaborating with colleagues, writing lesson plans, and creating materials will take about 10 hours.	\$400
Documentaries on Turkish History	Most documentaries on Turkish History that address Ataturk's leadership are in Turkish. I will compile clips from various documentaries that convey ideas without the audience having to understand the words.	\$60
Materials for Costumes and Sets	Students invest most deeply in project-based work when they can use their creativity. The filmed talk shows should be complete with student made sets and historically accurate, student-made costumes.	\$100

Item	Substantiation	Cost
2 flip video cameras	For the filming of this project, I will need students performing and video taping their talk shows in two separate classes at the same time. Right now, we only have outdated video cameras that take a long time to load onto a computer and often break. Two flip cameras would be well used in my classroom for this project and future projects.	\$160 (\$80each)
Middle School/High School Level Books on Turkish History	Right now, we have no books on Turkish History. Only one of our textbooks mentions Ataturk—and only for 2 sentences! I want to supplement our school library with better books about Turkish History.	\$200
Recordings of Turkish language and music	As part of this project, I want students to get a taste for Turkish culture and language.	\$50
		Total: \$970