



A RESOURCE PACKET FOR EDUCATORS

COMPILED BY:

CLAIRE HUBER, VALERIE SHMIGOL, MAGGIE ARCHBOLD, & RYAN HAUCK

WORLD AFFAIRS COUNCIL

MARCH 3RD, 2016

TABLE OF CONTENTS

Table of Contents

Highlights from Turkish Cultural Foundation	3
Country Profiles and Introductory Resources.....	4
Turkey and the U.S. Economic Fact Sheet.....	5
Geography and Environment.....	6-7
Turkish Language Learning.....	8
History:	
Archaeology and Ancient Turkey.....	9-10
The Byzantine Empire.....	11
Turkish Anatolia and the Ottomans.....	12-14
Turkey and the Armenians.....	15
Modern Turkey.....	16
Contemporary Life:	
Politics and Economics.....	17-19
The Energy Industry.....	20
Education.....	21
Religion and Ethnic Diversity.....	23
Women in Turkey.....	24
Arts and Culture:	
Contemporary Society.....	25
Visual Arts.....	26-27
Music.....	28
Literature.....	29-30
Architecture.....	30
Reading the Headlines:	
Freedom of Speech and Human Rights.....	31
Turkey and the Syrian War.....	32-33
Turkey and the United States.....	34
Turkey and the European Union.....	35
Reading Lists.....	36-37
Local and National Organizations.....	38-39
Lesson Plans.....	41-53
1. Cheryl Healy: The Headscarf Controversy in Turkey: Religious Expression, Fashion, or Political Wedge Issue?	
2. Dana Radcliffe: Exploring Turkish Architecture	
3. Josh Parker and David Blacketer: The Syrian Refugee Crisis and Turkey's Response	
4. Tracy Green: Turkish Culinary History: A Neolithic Village, Seljuk's, Rumi, Whirling Dervishes, the Ottoman Empire, and the Importance of Turkish Cuisine in the Culinary World	

USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



Recommended



The Day After:
Common Core
Connection



Audio



Breaking Stereotypes



Charts and Graphs



Maps



Visual Media



Science, Technology,
Engineering, and Math
(STEM)



Lesson Plans/Educator
Resources



Educational Games



Resources from
Turkey

About the Turkish Cultural Foundation

<http://www.turkishculturalfoundation.org/pages.php?ID=1>

The Turkish Cultural Foundation was established on January 1, 2000. The Foundation promotes and preserves Turkish culture and heritage worldwide, and helps to build cultural bridges between Turkey and other countries to support a better understanding and appreciation of Turkish cultural heritage.

Turkish Culture Portal

<http://www.turkishculture.org/>

Turkish culture is unique in the world in that it has influenced and has been influenced in return by cultures and civilizations from China to Vienna and from Russia to North Africa for over a millennium.

Teaching Tip

Have your students pick five objects from The Turkish Cultural Portal (left). Then, have them write a short story incorporating these objects.



Turkish Education Portal

<http://turkishculturalfoundation.org/education/educator-resources/lesson-plans.html>

Lesson plans for those who wish to teach about Turkey, or use Turkey as an example to talk about a variety of issues of global importance—such as women's rights, religion, or cultural preservation.



Turkish Cuisine Portal

<http://www.turkish-cuisine.org/english/index.php>

A special project which explores the many different aspects of Turkey's rich culinary culture, including history, sociology, beliefs, ingredients and techniques. Includes full recipes.

Turkish Music Portal

<http://www.turkishmusicportal.org/index.php>

Explore the history of Turkish music, review instruments of Turkish classical and folk music, meet composers and performers, and more!

Who's Who in Turkish Culture and Art

<http://www.turkishculture.org/whoiswho.htm>

An online database of Turkish artists, artisans, and academicians in Turkey and around the world.

Selected Videos from the
Turkish Art and Culture Lecture Series



Christian Art Under Ottoman Rule (1:01:56)

<http://vimeo.com/56425899>

Dr. Machiel Kiel



An American in Ankara 1921 (56:15)

<http://vimeo.com/43524149>

Dr. Heath Lowry



On the Path of Evliya Celebi and Katrakci Nasuh (41:00)

<http://vimeo.com/33335814>

Dr. Nurhan Atasoy

Enjoy more at:

<http://www.turkishculturalfoundation.org/>

National Geographic Travel: Country Profile – Turkey

http://www.nationalgeographic.com/places/countries/country_turkey.html

This site contains general information about Turkey, including fast facts, maps, history, related articles, and travel links.



Center for Strategic & International Studies (CSIS): Turkey

<http://www.csis.org/turkey/>

The CSIS Turkey Project was established in June 1994 as the first program in Washington D.C. focusing exclusively on Turkey. Through its continuous tracking and analysis of Turkish developments and its regular Turkey updates, the Turkey Project has made a significant contributions to the policy debate about Turkey in Washington.

The Economist: Country Briefing: Turkey

<http://www.economist.com/countries/Turkey/>

Contains recent articles on Turkey, a basic fact sheet, statistics, an explanation of the political structure, and a map, among other useful links.



The World Bank: Turkey Profile

[http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/](http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/TURKEYEXTN/0,,menuPK:361718~pagePK:141159~piPK:141110~theSitePK:361712,00.html)

[TURKEYEXTN/0,,menuPK:361718~pagePK:141159~piPK:141110~theSitePK:361712,00.html](http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/TURKEYEXTN/0,,menuPK:361718~pagePK:141159~piPK:141110~theSitePK:361712,00.html)

Turkey joined the World Bank in 1947 and the International Finance Corporation (IFC) in 1956. Since the start of the country program, 163 projects for a total amount of \$25.3 billion were approved by the World Bank's Board of Directors.



The Library of Congress: Country Profile – Turkey

<http://lcweb2.loc.gov/frd/cs/trtoc.html>

This is a comprehensive profile on Turkey compiled by the U.S. Library of Congress. It contains detailed information split into different chapters focusing on Turkey's origin, history, society, culture, economy, politics, and national security.



All About Turkey

http://www.adiyamanli.org/all_about_turkey.htm

This site was developed by a Turkish tour guide and is meant to introduce visitors to the basics of Turkish history, culture, politics, regions, and to Turkey's tourist destinations. It is a database of facts and information about different aspects of Turkey and its people including a slideshow, other multimedia resources, and an online reference library.



Turkey Presentation

http://www.goldenhorn-rotary.com/ercu/ERCU_FLASH_eng.html

Presented by the Istanbul Halic Rotary Club, this is a ten-minute long presentation showing pictures of Turkey alongside some interesting facts about the country.

Middle East Institute: Turkey

<http://www.mei.edu/region/turkey>

Since 1946, the Middle East Institute has been an important conduit of information between Middle Eastern nations and American policymakers, organizations, and the public. This website contains background information on Turkey, links to related sites, and recent articles concerning Turkey's relations with its neighbors.

BBC: Turkey Profile

<http://www.bbc.co.uk/news/world-europe-17988453>

Once the center of the Ottoman Empire, the modern secular republic was established in the 1920s by nationalist leader Kemal Ataturk.

PBS: Commanding Heights Country Profile: Turkey

<http://www.pbs.org/wgbh/commandingheights/hi/countries/co.html?tr>

Timeline and development statistics for Turkey between 1910 and 2003.



Who are the Turks?

<http://www.tc-america.org/files/news/pdf/who-are-turks.pdf>

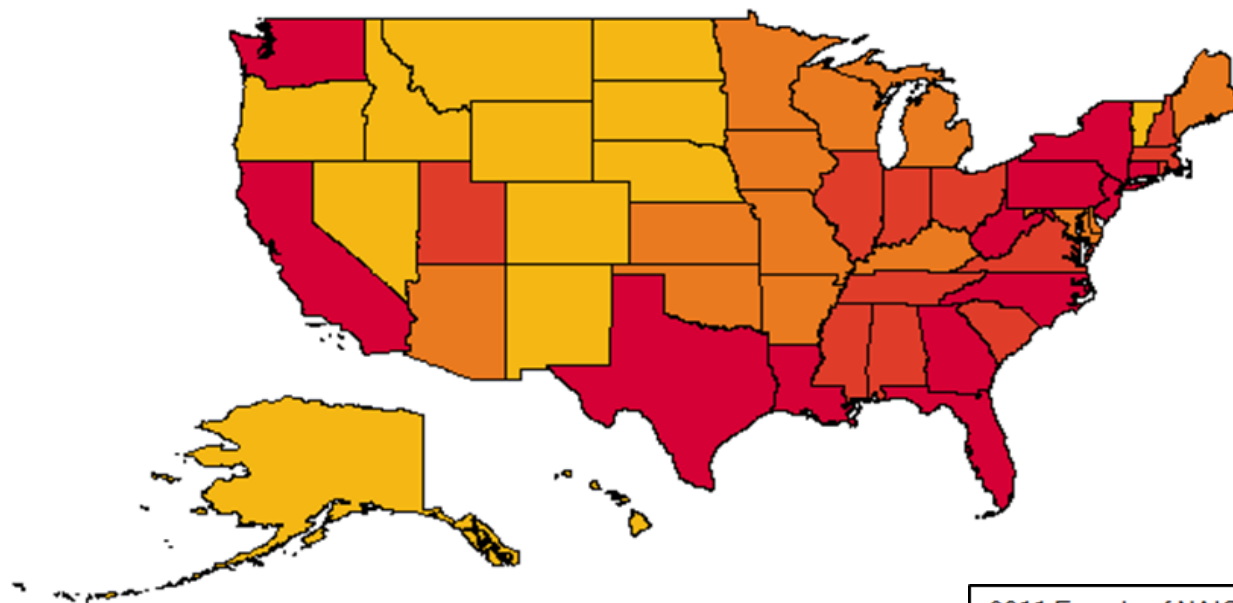
A 284-page curriculum guide aimed at understanding the state of Turkey – its history, its evolution, its culture, and its literature. (Free download also available at world-affairs.org/teacher-resources).



TURKEY AND THE U.S. ECONOMIC FACT SHEET

This map displays the **value of U.S. exports to Turkey** by state.

MapXtreme 2008 © SDK Developer License, © 2008 Pitney Bowes MapInfo Corporation.



Information from the U.S. Department of Commerce **International Trade Administration**
www.trade.gov

2011 Exports of NAICS .TOTAL

	\$284,644 : \$3,627,608
	\$93,877 : \$284,644
	\$37,787 : \$93,877
	\$39 : \$37,787
	zero

Turkey

GDP (Purchasing Power Parity): 1.576 trillion (2015 est.)

GDP Per Capita: \$20,500 (2015 est.)

Labor Force: 29.4 million

Unemployment Rate: 10.4% (2015 est.)

Population Below the Poverty Line: 16.9% (2010)

Imports: machinery, chemicals, semi-finished goods, fuels, transport equipment

Exports: apparel, foodstuffs, textiles, metal manufactures, transport equipment

U.S.

GDP (Purchasing Power Parity): \$17.97 trillion (2015 est.)

GDP Per Capita: \$56,300 (2015 est.)

Labor Force: 156.4 million

Unemployment Rate: 5.2% (2015 est.)

Population Below the Poverty Line: 15.1% (2010 est.)

Imports: agricultural products, industrial supplies, capital goods, consumer goods,

Exports: agricultural products, industrial supplies, capital goods, consumer goods

Information from the CIA World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/index.html>


Turkish Statistical Institute (TURKSTAT)
<http://www.turkstat.gov.tr/Start.do>

The official statistical agency of the Turkish state: with information on agriculture, business, education, employment, the environment, energy, debt, trade, income, population, health, and more.


United States Energy Information Administration – Turkey: Environmental Issues
<http://www.nuce.boun.edu.tr/turkey.html>

Turkey's economic emergence has brought with it fears of increased environmental degradation. As Turkey's economy experienced high levels of growth in the mid-1990s, the country's boom in industrial production resulted in higher levels of pollution and greater risks to the country's environment. With domestic energy consumption on the rise, Turkey has been forced to import more oil and gas, and the resultant increase in oil tanker traffic in the Black Sea and Bosphorus Straits has increased environmental threats.


<http://www.rehamedinglobal.com/real-estate-in-turkey/why-turkey>

Republic of Turkey, Ministry of Foreign Affairs: Relations with the European Union in the Field of Environment
<http://www.mfa.gov.tr/relations-with-the-european-union-in-the-field-of-environment.en.mfa>

The EU accession process gives Turkey some responsibilities to introduce a series of fundamental reforms.


Did You Know About Turkey's Ecological Issues?
<http://environment-ecology.com/ecology-writings/600-did-you-know-about-turkeys-ecological-issues.html>

Neither East nor West... This stereotypical assessment of where Turkey stands geographically and geopolitically plays an important role in both its ecological composition, and concerns related to its environment and ecology. As a land of transition between three continents, Turkey is a country that has critical natural and biological reserves, diverse species, and agro-environmental landscapes.


Conservation International: The Irano-Anatolian Biodiversity Hotspot
<http://www.eoearth.org/view/article/150645/>

Nearly 400 plant species are found only along the Anatolian Diagonal, a floristic line that crosses inner Anatolia; many of Turkey's 1,200 endemic species occur only to the immediate east or west of it. The hotspot includes four endemic and threatened species of viper.


Did You Know?

Turkey has **7,200 km** of coastline.

Arable land makes up **26.81%** of Turkey's total area.

Turkey's lowest point is the Mediterranean, at **0 meters**, while its highest point is the peak of Mt. Ararat, measuring at **5,166 meters**.

Fast Facts

Capitol: Ankara

Official Language: Turkish

Currency: Turkish Lira

Area: 783,562 sq. miles (slightly larger than Texas)

Date of Independence: October 29, 1923

Population: 81,619,292 (July, 2014)

Population Growth Rate: 1.12%

Urban Population: 71.5% of total population (2011)

Religion: Muslim 99.8% (mostly Sunni), other 0.2 % (mostly Christians and Jews)



Perry-Castaneda Library Map Collection – Turkey

<http://www.lib.utexas.edu/maps/turkey.html>

Includes CIA and Atlas maps of Turkey, including political and geographical details. Also has several timelines and other resources, particularly:

- Caspian Region Oil Pipelines (2002)
- Turkey: Land Use (1993)
- Kurdish Lands (location map) (1992)



Maps: Earthquake in Turkey on October 23, 2011

<http://www.zki.dlr.de/article/2135>

On Sunday October 23, 2011 an earthquake with a magnitude of 7.3 at 5 km depth hit the province of Van in eastern Turkey, followed by a series of powerful aftershocks of magnitudes up to 5.6. The epicenter was located at 38° 37' 40.80"N, 43° 29' 9.60"E, at the village of Tabanlı 19 km northeast of the city of Van between the Van Lake and the Iranian border. Several municipalities around the Van Lake were affected.

Centre for Climate Adaptation

<http://www.climateadaptation.eu/>

All about climate change, vulnerabilities, impacts, and adaption.

Centre for Climate Adaptation: Security and Crisis Management in Turkey

<http://www.climateadaptation.eu/turkey/security-and-crisis-management/>

The possible effects of climate change at regional scale in each basin would be to amplify the existing scarcity and allocation problems. This in turn, will worsen current conflicts among water users that are already observed as a result of intensive anthropogenic activity in some Turkish basins.

Centre for Climate Adaptation: Droughts, Turkey

<http://www.climateadaptation.eu/turkey/droughts/>

Since Turkey is located in the Mediterranean macroclimate region in the sub-tropical zone, great rainfall variations can be seen between the years. This causes regional and widespread droughts in various intensities. Thus, drought is one of the main problems for Turkey. On most parts of the Central Anatolia Region which have 640 mm of annual average rainfall, recurrence period of drought conditions is more than 1 in 4 years.

Christian Science Monitor: With Wildlife Corridor, Turkey Tackles an Ecological Crisis (03/02/2012)

<http://www.csmonitor.com/World/2012/0302/With-wildlife-corridor-Turkey-tackles-an-ecological-crisis>

In Turkey, where conservation tends to get short shrift, environmentalists are excited about a plan to create a 58,000-acre wildlife corridor in hopes of bolstering dwindling populations of wolves, bears, and lynxes.



Did You Know?

Turkey borders four different seas: the Aegean, the Mediterranean, the Sea of Marmara, and the Black Sea.

<https://www.cia.gov/library/publications/the-world-factbook/geos/tu.html>



Turkish for Kids

<http://turkishforkids.com/>

Includes lessons on greetings, numbers, colors, and more.



Turkish Words and Phrases for Travelers

<http://www.loecsen.com/travel/o-en-67-2-65-free-lessons-turkish.html>

Basic words and useful phrases for travelers (with audio recordings).

BBC Languages Guide to Turkish

<http://www.bbc.co.uk/languages/other/turkish/guide/>

Ten facts, 20 key phrases, and the alphabet.

Ethnologue Report for Turkey

<http://www.ethnologue.com/country/TR>

There are 23 languages spoken in Turkey. This site provides statistical information on each language, who speaks it, and where it is spoken.



Turkic Languages

<http://titus.uni-frankfurt.de/didact/karten/turk/turklm.htm>

This website provides a color-coded map of Turkey and its surroundings, highlighting the regions around the world where Turkic languages are spoken.



Turkish Language Support System

<http://www.princeton.edu/~turkish/practice/tlepss.html>

This site from Princeton College gives some introductory online Turkish lessons which include audio clips.

UCLA Language Materials Project: Turkish

<http://www.lmp.ucla.edu/Profile.aspx?LangID=67&menu=004>

About 56 million people speak Turkish. Most of them live in Turkey where Turkish is the official language and 90 percent of the population speaks it as a first language. Turkish is also the language spoken at home by people who live in the areas that were governed by the Ottoman Empire. This website contains information on the history of the Turkish language and on its current situation.

Some Turkish Words and Phrases



Merhaba

(mehr hah bah)

Hello

Lütfen

(luet fen)

Please

Teşekkür ederim

(teh shek uer eh der eem)

Thank you

Evet

(eh vet)

Yes

Hayır

(hah yuhr)

No

İyi günler

(e yee guen ler)

Good day

Hoşgeldiniz

(hosh gel din iz)

Welcome



Watch these YouTube videos to learn Turkish in under 3 minutes!

<https://www.youtube.com/watch?v=mkWSgGb2fZA&list=PLZKkQvBRTEgRsp1dRuTGdD4G6eNAScC6>

4G6eNAScC6

- Greetings
- How to Introduce Yourself
- Numbers 1-10
- Thank you & You're Welcome
- Do you speak English?
- Making Apologies

The New York Times: Seeking Return of Art, Turkey Jolts Museums (10/01/2012)

<http://www.nytimes.com/2012/10/01/arts/design/turkeys-efforts-to-repatriate-art-alarm-museums.html?ref=danbilefsky>

An aggressive campaign by Turkey to reclaim antiquities it says were looted has led in recent months to the return of an ancient sphinx and many golden treasures from the region's rich past. But it has also drawn condemnation from some of the world's largest museums, which call the campaign cultural blackmail.



Discovery Education: Archeology

<http://www.discoveryeducation.com/teachers/free-lesson-plans/archaeology.cfm>

Divide the class into small groups that will each research and orally report on one ancient site uncovered by archaeologists. The goal is for the class as a whole to gain an appreciation for the variations and similarities among ancient cultures and an understanding of scientists' and social scientists' study of ancient cultures.

A Time Travel into History

<http://www.twarp.com/titr/timetrav.htm>

Time travel to the prehistoric times in Anatolia (Turkey) for a walk into the land of the legends and a multitude of civilizations. Stepping back in time will take three steps. For each time zone you will see where you are on a tiny map. If you are a first timer on the sight, finish the tour before starting the time travel!

Asia Minor

<http://www.unrv.com/provinces/asia-minor.php>

The district of Asia Minor, or Anatolia of the Greek World, is among the first cradles of human civilization. Some of the earliest Neolithic settlements in the Middle East have been found in Asia Minor.

Hittites

<http://www.historyforkids.org/learn/westasia/history/hittites.htm>

The Hittites were Indo-European people who seem to have moved south from the Caspian Sea into southern Turkey around 2000 BC, about the same time that the Trojans were moving into Troy and the Greeks were moving into Greece. The Hittites were different from the Semitic people who had lived there before, like the Akkadians, or the Amorites, because the Hittites rode horses and knew how to make chariots and wagons for the horses as well. But pretty soon after the Hittites came to Turkey, the knowledge of horses spread all over West Asia and into Egypt as well.



Teaching Tip

Have students split up into groups, and have each group research the sites in a particular region of Turkey by using the map from **Current Archaeology in Turkey**.



Ancient Anatolia

<http://www.ancientanatolia.com/index.htm>

This website focuses on the early history of Anatolia, beginning from the Palaeolithic age to the end of Hellenistic period.

Current Archaeology in Turkey

<http://ancientworldonline.blogspot.com/2009/12/current-archaeology-in-turkey.html>

A resource for archaeological research in Turkey. This site aims to provide up-to-date information on projects currently operating in Turkey and is revised regularly.



UNESCO World Heritage Sites of Ancient Turkey

Hierapolis-Pamukkale

<http://whc.unesco.org/en/list/485>

Deriving from springs in a cliff almost 200m high overlooking the plain, calcite-laden waters have created at Pamukkale (Cotton Palace) an unreal landscape, made up of mineral forests, petrified waterfalls and a series of terraced basins. At the end of the 2nd century B.C. the dynasty of the Attalids, the kings of Pergamon, established the thermal spa of Hierapolis. The ruins of the baths, temples, and other Greek monuments can be seen at the site.

Archaeological Site of Troy

<http://whc.unesco.org/en/list/849>

Troy, with its 4,000 years of history, is one of the most famous archaeological sites in the world. The first excavations at the site were undertaken by the famous archaeologist Heinrich Schliemann in 1870. In scientific terms, its extensive remains are the most significant demonstration of the first contact between the civilizations of Anatolia and the Mediterranean world.

Nemrut Dag

<http://whc.unesco.org/en/list/448>

The mausoleum of Antiochus I (69–34 B.C.), who reigned over Commagene, a kingdom founded north of Syria and the Euphrates after the breakup of Alexander's empire, is one of the most ambitious constructions of the Hellenistic period.

Neolithic Site of Catalhöyük

<http://whc.unesco.org/en/list/1405>

Two hills form the 37 hectare site on the Southern Anatolian Plateau. The taller eastern mound contains eighteen levels of Neolithic occupation between 7400 B.C.E. and 6200 B.C.E. including wall paintings, reliefs, sculptures, and other symbolic and artistic features. Together they testify to the evolution of social organization and cultural practices as humans adapted to a sedentary life.

Hattusha, the Hittite Capital

<http://whc.unesco.org/en/list/377>

The archaeological site of Hattusha, former capital of the Hittite Empire, is notable for its urban organization, the types of construction that have been preserved (temples, royal residences, fortifications), the rich ornamentation of the Lions' Gate and the Royal Gate, and the ensemble of rock art at Yazilikaya. The city enjoyed considerable influence in Anatolia and northern Syria in the 2nd millennium B.C.E.

The New York Times: Seeking Return of Art, Turkey Jolts Museums (10/01/2012)

<http://www.nytimes.com/2012/10/01/arts/design/turkeys-efforts-to-repatriate-art-alarm-museums.html?ref=danbilefsky>

An aggressive campaign by Turkey to reclaim antiquities it says were looted has led in recent months to the return of an ancient sphinx and many golden treasures from the region's rich past. But it has also drawn condemnation from some of the world's largest museums, which call the campaign cultural blackmail.



Discovery Education: Archeology

<http://www.discoveryeducation.com/teachers/free-lesson-plans/archaeology.cfm>

Divide the class into small groups that will each research and orally report on one ancient site uncovered by archaeologists. The goal is for the class as a whole to gain an appreciation for the variations and similarities among ancient cultures and an understanding of scientists' and social scientists' study of ancient cultures.

A Time Travel into History

<http://www.twarp.com/titr/timetrav.htm>

Time travel to the prehistoric times in Anatolia (Turkey) for a walk into the land of the legends and a multitude of civilizations. Stepping back in time will take three steps. For each time zone you will see where you are on a tiny map. If you are a first timer on the sight, finish the tour before starting the time travel!

Asia Minor

<http://www.unrv.com/provinces/asia-minor.php>

The district of Asia Minor, or Anatolia of the Greek World, is among the first cradles of human civilization. Some of the earliest Neolithic settlements in the Middle East have been found in Asia Minor.

Hittites

<http://www.historyforkids.org/learn/westasia/history/hittites.htm>

The Hittites were Indo-European people who seem to have moved south from the Caspian Sea into southern Turkey around 2000 BC, about the same time that the Trojans were moving into Troy and the Greeks were moving into Greece. The Hittites were different from the Semitic people who had lived there before, like the Akkadians, or the Amorites, because the Hittites rode horses and knew how to make chariots and wagons for the horses as well. But pretty soon after the Hittites came to Turkey, the knowledge of horses spread all over West Asia and into Egypt as well.



Teaching Tip

Have students split up into groups, and have each group research the sites in a particular region of Turkey by using the map from **Current Archaeology in Turkey**.



Ancient Anatolia

<http://www.ancientanatolia.com/index.htm>

This website focuses on the early history of Anatolia, beginning from the Palaeolithic age to the end of Hellenistic period.

Current Archaeology in Turkey

<http://ancientworldonline.blogspot.com/2009/12/current-archaeology-in-turkey.html>

A resource for archaeological research in Turkey. This site aims to provide up-to-date information on projects currently operating in Turkey and is revised regularly.



UNESCO World Heritage Sites of Ancient Turkey

Hierapolis-Pamukkale

<http://whc.unesco.org/en/list/485>

Deriving from springs in a cliff almost 200m high overlooking the plain, calcite-laden waters have created at Pamukkale (Cotton Palace) an unreal landscape, made up of mineral forests, petrified waterfalls and a series of terraced basins. At the end of the 2nd century B.C. the dynasty of the Attalids, the kings of Pergamon, established the thermal spa of Hierapolis. The ruins of the baths, temples, and other Greek monuments can be seen at the site.

Archaeological Site of Troy

<http://whc.unesco.org/en/list/849>

Troy, with its 4,000 years of history, is one of the most famous archaeological sites in the world. The first excavations at the site were undertaken by the famous archaeologist Heinrich Schliemann in 1870. In scientific terms, its extensive remains are the most significant demonstration of the first contact between the civilizations of Anatolia and the Mediterranean world.

Nemrut Dag

<http://whc.unesco.org/en/list/448>

The mausoleum of Antiochus I (69–34 B.C.), who reigned over Commagene, a kingdom founded north of Syria and the Euphrates after the breakup of Alexander's empire, is one of the most ambitious constructions of the Hellenistic period.

Neolithic Site of Catalhöyük

<http://whc.unesco.org/en/list/1405>

Two hills form the 37 hectare site on the Southern Anatolian Plateau. The taller eastern mound contains eighteen levels of Neolithic occupation between 7400 B.C.E. and 6200 B.C.E. including wall paintings, reliefs, sculptures, and other symbolic and artistic features. Together they testify to the evolution of social organization and cultural practices as humans adapted to a sedentary life.

Hattusha, the Hittite Capital

<http://whc.unesco.org/en/list/377>

The archaeological site of Hattusha, former capital of the Hittite Empire, is notable for its urban organization, the types of construction that have been preserved (temples, royal residences, fortifications), the rich ornamentation of the Lions' Gate and the Royal Gate, and the ensemble of rock art at Yazilikaya. The city enjoyed considerable influence in Anatolia and northern Syria in the 2nd millennium B.C.E.



National Geographic: Gobekli Tepe – The Birth of a Religion (06/2011)

<http://ngm.nationalgeographic.com/2011/06/gobekli-tepe/mann-text>

We used to think agriculture gave rise to cities and later to writing, art, and religion. Now the world's oldest temple suggests that the urge to worship sparked civilization.

Archaeology: The World's First Temple (11/2008)

<http://www.archaeology.org/0811/abstracts/turkey.html>

The oldest man-made place of worship yet discovered, Göbekli Tepe is "one of the most important monuments in the world," says Hassan Karabulut, associate curator of the nearby Urfa Museum.



The Smithsonian Magazine: Gobekli Tepe –The World's First Temple?

<http://www.smithsonianmag.com/history/gobekli-tepe-the-worlds-first-temple-83613665/>

Predating Stonehenge by 6,000 years, Turkey's stunning Gobekli Tepe upends the conventional view of the rise of civilization.



Çatalhöyük

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

This website is designed for those interested in the ongoing excavations at Çatalhöyük, Turkey. Its aim is to provide information about the activities of the project and of the different aspects of the research being conducted at Çatalhöyük. The Neolithic site of Çatalhöyük was first discovered in the late 1950s and excavated by James Mellaart between 1961 and 1965. The site rapidly became famous internationally due to the large size and dense occupation of the settlement, as well as the spectacular wall paintings and other art that was uncovered inside the houses.



Mysteries of Çatalhöyük!

<http://www.smm.org/catal/>

This site, sponsored by the Science Museum of Minnesota, allows students to explore the ancient site of Çatalhöyük through games, video, virtual tours and other media. The site also offers hypothetical explanations for various findings in both video and comic book format. Students can explore the dig site, play a game to prepare a Neolithic dinner, or practice archeological methods by restoring a postcard.



Smithsonian Magazine: Chasing the Lydian Hoard (09/14/2008)

<http://www.smithsonianmag.com/history-archaeology/Loot-Chasing-the-Lydian-Hoard.html>

In the following excerpt from the chapter titled "Chasing the Lydian Hoard," Waxman tracks a Turkish journalist's dogged quest for the return of looted artifacts, the ultimate outcome of that quest, and its consequences.

Smithsonian Journeys Blog: For the Best Greek and Roman Ruins, See...Turkey? (05/21/2009)

<http://www.smithsonianjourneys.org/blog/2009/05/21/for-the-best-greek-and-roman-ruins-seeturkey/>

It is sometimes said that Turkey has better Greek ruins than Greece and better Roman ruins than Italy. Certainly, the classical ruins of Turkey rank among the best in the Mediterranean world.

Ephesus

<http://www.ephesus.us/>

This enclosure for archaeological remains at Ephesus elegantly reconciles historic conservation with accessibility for visitors. The site of a succession of great ancient civilizations, Ephesus, on the south-west coast of modern Turkey, embodied a peculiarly fertile synthesis of architecture and culture.



Photo Gallery: The Museum in Selcuk with Ephesus Finds

<http://www.pbase.com/dosseman/selcukmuseum>
Photos of the archaeological finds from Ephesus.



Byzantium 1200

<http://www.byzantium1200.com/>

Byzantium 1200 is a non-funded and non-profit project aimed at creating computer reconstructions of the Byzantine monuments located in Istanbul, Turkey as of year 1200 AD.



The History of Byzantium Podcasts

<http://thehistoryofbyzantium.wordpress.com/>

"The History of Byzantium" is a podcast dedicated to the story of the Roman Empire from the fall of the West in 476 to the fall of Constantinople in 1453.



Hagia Sophia Museum Virtual 360° Tour

<http://www.360tr.com/34-istanbul/ayasofya/english/>



Anatolia and the Caucasus, 500-1,000 C.E. Heilbrunn Timeline of Art History

<http://www.metmuseum.org/toah/ht/?period=o6®ion=waa>

In Anatolia, Byzantine art and architecture flourishes, particularly in the sixth-century cities along the Aegean and Mediterranean coasts – including Ephesus, Sardis, and Aphrodisias – and in the region of Cappadocia, notable for its medieval, rock-cut structures.

Dumbarton Oaks Byzantine Collection

<http://www.doaks.org/museum/byzantine>

The Dumbarton Oaks Byzantine Collection is one of the finest collections of artifacts from the Byzantine Empire. Spanning the imperial, ecclesiastical, and secular realms, the collection comprises more than twelve hundred objects from the fourth to the fifteenth centuries.



Byzantium: The Internet Medieval Sourcebook

<http://www.fordham.edu/halsall/sbook1c.html>

Selected sources in translation for the study of Byzantium, by period as well as theme.



Lesson Plan: Byzantium Timeline

<http://www.discoveryeducation.com/teachers/free-lesson-plans/byzantium.cfm>

Students will understand the following: that rule and control of the city that began as Byzantium – and that we now call Istanbul – shifted many times, and that at times the city was a center of great culture.



Lesson Plan: The Byzantine Empire "Constantinople, the Capital of the Byzantine Empire"

<http://www.glencoe.com/sec/socialstudies/worldhistory/hh2004/content.php4/1320/5>

Students will use information from The Travel Guide for Istanbul and Turkey website to learn about the ancient city of Constantinople. Students will browse "The Byzantine" topic to read about the city's history and its Byzantine art and architecture. Students will then answer four questions and apply this information by preparing an oral presentation on the people and culture of Constantinople.



The Travels of Ibn Battuta – A Virtual Tour with the 14th Century Traveler

<http://ibnbattuta.berkeley.edu/>

You will be following along on trips in the footsteps of Ibn Battuta, the famous 14th century traveler. Along the way you will see many of the same sights that he saw. There will be many links to help you understand what he saw.

UNESCO Sites of Byzantine Turkey

Historic Center (Chora) with the Monastery of Saint John

<http://whc.unesco.org/en/list/942>

The small island of Pátmos in the Dodecanese is reputed to be where St. John the Theologian wrote both his Gospel and the Apocalypse. A monastery dedicated to the 'beloved disciple' was founded there in the late 10th century and it has been a place of pilgrimage and Greek Orthodox learning ever since.

Göreme National Park and the Rock Sites of Cappadocia

<http://whc.unesco.org/en/list/357>

In a spectacular landscape, entirely sculpted by erosion, the Göreme valley and its surroundings contain rock-hewn sanctuaries that provide unique evidence of Byzantine art in the post-Iconoclastic period.



Anna of Byzantium Lesson Plan

<http://www.scholastic.com/teachers/lesson-plan/anna-byzantium-lesson-plan>

Anna Comnena is a princess with a very promising future. As the eldest child of Alexius I, the ruler of the Byzantine Empire, she will be his successor to the throne.



Unit Plan: Byzantine Civilization: The Missing Link

http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/505/Byzantine%20Civilization%20%20The%20Missing%20Link.pdf

Have you ever wondered what happened after the fall of Rome? This is a seven-lesson unit designed to link the study of the Roman Empire to the Byzantine Civilization, which is contained in the third grade Core Knowledge Sequence.



Byzantium

<http://www.discoveryeducation.com/teachers/free-lesson-plans/byzantium.cfm>

Students will create a timeline to conceptualize the shifts in leadership, technology, and the arts that occurred in what is now called Istanbul from 700 B.C.E. to 1600 C.E.

The Glory of Byzantium



http://www.metmuseum.org/toah/hd/byza/hd_byza.htm

The Byzantine Empire was founded when the capital of the Roman Empire was transferred from Rome to Constantinople in 324. This article was created specifically for educators by the Metropolitan Museum and contains a brief history of the Byzantine Empire.



A Poet and a Mystic: Jalaluddin Rumi – Carol Tell

<http://sunnirazi.net/poetry/rumi.htm>

Biography of Rumi, but also helpful lesson plans and ways to connect Rumi to other teaching topics in Social Studies.



UNESCO Sites of Turkish Asia Minor

City of Safranbolu

<http://whc.unesco.org/en/list/614>

From the 13th century to the advent of the railway in the early 20th century, Safranbolu was an important caravan station on the main East–West trade route. The Old Mosque, Old Bath and Süleyman Pasha Medrese were built in 1322. During its apogee in the 17th century, Safranbolu's architecture influenced urban development throughout much of the Ottoman Empire.

Great Mosque and Hospital of Divrigi

<http://whc.unesco.org/en/list/358>

This region of Anatolia was conquered by the Turks at the beginning of the 11th century. In 1228–29 Emir Ahmet Shah founded a mosque, with its adjoining hospital, at Divrigi. The mosque has a single prayer room and is crowned by two cupolas. The highly sophisticated technique of vault construction, and a creative, exuberant type of decorative sculpture – particularly on the three doorways, in contrast to the unadorned walls of the interior – are the unique features of this masterpiece of Islamic architecture.

The Seljuks

<http://www.historyforkids.org/learn/islam/history/seljuks.htm>

The Seljuks were Turkic nomads from Turkmenistan, related to the Uighurs, who entered the Abbasid empire around 950 AD and gradually converted to Sunni Islam. By 1030 they were beginning to try to get power for themselves, and they soon conquered the Ghaznavids (who were also Turkic) and controlled most of Persia (modern Iran).

BBC: Religion and Ethics – Islam (Ottoman Empire)

http://www.bbc.co.uk/religion/religions/islam/history/ottomanempire_1.shtml

This seven-page overview asks “why was the Empire successful?” It covers Constantinople, the status of other religions, sultans and the court, Suleiman, and the empire’s decline. Also included is a Salah (prayer) calculator and interfaith calendar, so students can explore the cultural impacts of religion on daily life.

Full Map of Europe in 1600

<http://www.euratlant.net/history/europe/1600/index.html>

This easy-to-read, color-coded map outlines the borders of the Ottoman Empire and puts it into perspective with the rest of the region.

Discover the Ottomans

<http://www.theottomans.org/english/index.asp>

This site aims to become the leading information portal regarding the history, military, culture, and arts of the Ottoman Empire, which once dominated a large territory from Egypt to Russia and from India to Austria.



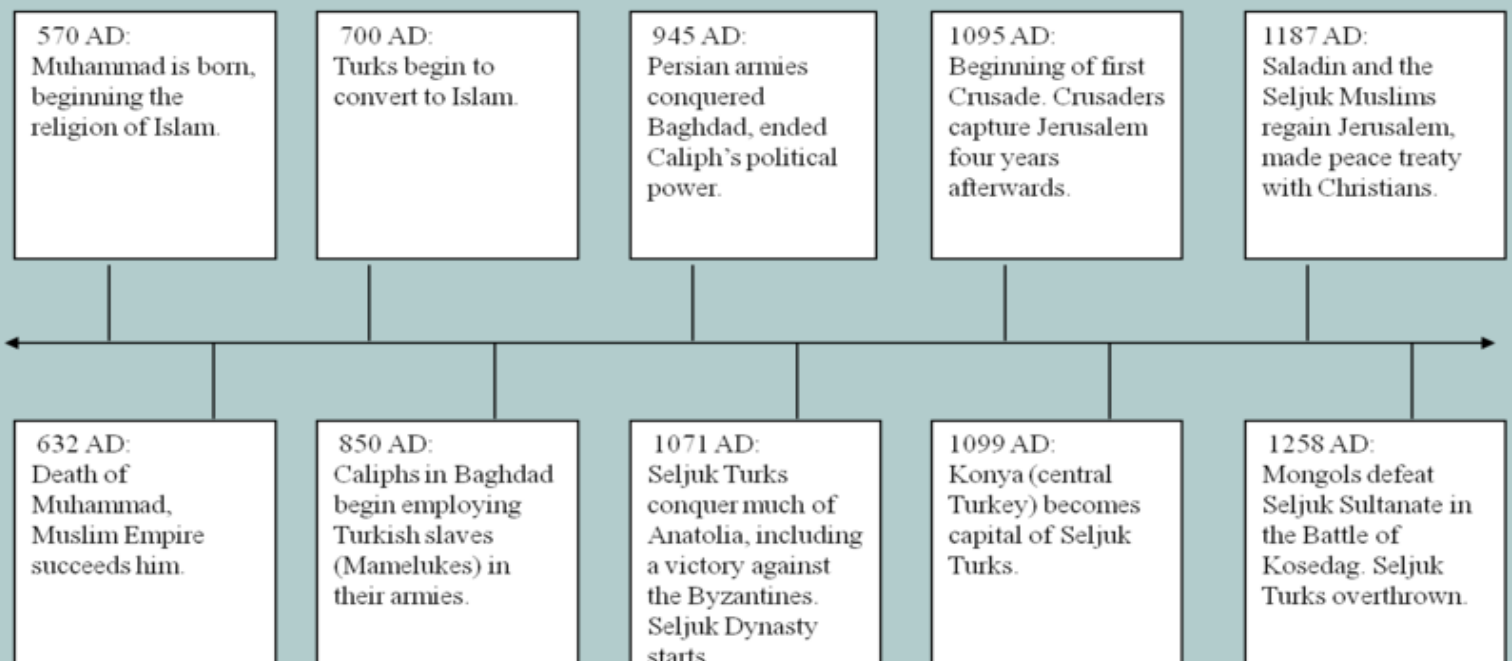
Ottoman Website

<http://www.osmanli700.gen.tr/english/engindex.html>

Profiles of key sultans and leaders from the Ottoman Empire.

Timeline: Rise and Fall of the Seljuk Turks

<https://goldfineblue.wikispaces.com/The+Seljuk+Turkish+Muslims>





Discovery Education: The Ottoman Empire

<http://www.discoveryeducation.com/teachers/free-lesson-plans/the-ottoman-empire.cfm>

In this lesson plan students will come to understand the state of the Ottoman Empire during the reign of Suleiman the Magnificent, as well as its strategic position as a crossroads of trade between Europe and Asia. (Grade Levels 9-12)



All Roads Lead to Istanbul: 1550 World's Fair Simulation

<http://cmes.arizona.edu/sites/cmes.arizona.edu/files/files-picture-gallery/1.%20Lesson%20plan.pdf>

In this series of five lessons, students will learn about the historical importance of Turkey as an intersection for global trade. Students will brainstorm, map, compare timelines, and finally create a presentation for a classroom "world's fair," representing different nations which had trading interests in the Ottoman Empire.



Discovery Education: The Ottoman Empire

<http://school.discoveryeducation.com/lessonplans/programs/suleyman/>

Students will understand the geographic span and economic importance of the Ottoman Empire during the reign of Suleiman the Magnificent. (Grade Levels 9-12)



Ottoman Lyric Poetry

<http://cmes.arizona.edu/sites/cmes.arizona.edu/files/Ottoman%20Lyric%20Poetry.pdf>

This unit exposes students to a necessary yet little-known body of literature, and involves them in the examination of selected aspects of Turkish culture and history. Much of what we most often identify as "Islamic" or "Middle Eastern" (in terms of music, food, architecture, dress, art, etc.) is a product of the Ottoman synthesis of a vast array of multicultural elements that coexisted under the canopy of Ottoman rule.



Saudi Aramco World: An Ottoman Garden Grows in St. Louis (06/2012)

<http://www.saudiaramcoworld.com/issue/201006/an.ottoman.garden.grows.in.st.louis.htm>

There is something about a walled garden that suggests a world set apart, special and secret. The garden offers us its haven. Gardens, like nature, are never static. They change not only with weather and seasons, but also with the vagaries of human tastes and fashions from age to age and place to place. This site explores the variations of Turkish style gardening around the world.

Note: There is a virtual tour of the Suleimaniye Mosque in the sidebar of this site.

Ottoman Empire Unit Lesson Plan

http://cmes.arizona.edu/sites/cmes.arizona.edu/files/Ottoman%20Empire%20Lesson%20Plan_o.pdf

Students will learn the basic history of the Ottoman Empire, the culture of the Ottoman Empire, and will analyze and understand the connection between history and modern events and culture (specifically how the history of the Ottoman Empire has an impact and influence upon modern events and culture in Turkey and the Balkans).



Time Warp Trio Lesson Plan: Harem Scare 'Em

<http://www.timewarptrio.com/teachers-parents/lessons/pdf/twt-lesson-ottoman.pdf>

Suleiman the Magnificent, ruler of the Ottoman Empire in the 16th century, conquered many lands and allowed diverse cultures to exist within his empire. Comparing and contrasting his accomplishments with those of Alexander the Great or other famous conquerors can give students a new perspective on world history.



Use with the Ottoman Empire Plentifox <http://www.timewarptrio.com/adventures/plentifox/ottoman2.html> for an interactive learning tool.





Compare and Contrast the Empires of Rome, China, and the Ottoman Empire

<http://cmes.arizona.edu/sites/cmes.arizona.edu/files/lesson.pdf>

Students will compare and contrast the great empires of The Ottoman Empire, Rome, and China learning similarities and differences between them.



Islam and the Ottoman Empire: Unit Plan

<http://www.ignitelearning.com/lessons/december/socialstudies/Islam.Ottoman.Empire.pdf>

Each challenge presents students with an open-ended task with no single correct solution. Working in small groups, students prepare a short response, in either written or oral form, in which they use knowledge gained by studying the unit's multimedia movies to formulate and defend a particular position.



Quizlet: Post-Classical Ottoman Vocabulary

<http://quizlet.com/18079162/staar-eoc-wh-post-classical-era-turkey-central-asia-indiachina-6-flash-cards/>

Words and definitions include: Ottoman Empire, Ottomans, Suleiman the Magnificent, Sultan, Safavids, and Shah, etc.



Ottoman History Podcast

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

Almost 100 podcasts relating to the history, language, and culture of the Ottoman Empire (in English and Turkish).



Oxford Islamic Studies Online

<http://www.oxfordislamicstudies.com/article/opr/t236/e0611>

Called by the Turks Osmanlis, after the name of the founder of the dynasty Osman I, the Ottomans were Oghuz Turks who came out of Central Asia and created a vast state that ultimately encompassed all of southeastern Europe up to the northern frontiers of Hungary, Anatolia, and the Middle East up to the borders of Iran as well as the Mediterranean coast of North Africa almost to the Atlantic Ocean.



http://greatwarproject.org/wp-content/uploads/2014/11/2014-08-22-Ottoman_Empire_declaration_of_war_during_WWI.png

The Heritage of Ottoman Islam in the Balkans (01/2012)

<http://www.islamicpluralism.org/1663/the-heritage-of-ottoman-islam-in-the-balkans>

While the history of Ottoman conquest and rule in the Balkan region, and the role of nationalist grievances by the inhabitants of the Balkan provinces in the movement that led to the dissolution of the empire, are well-known topics under the general heading of Ottoman history, Western scholarship on Balkan-Ottoman Islam, and particularly on the role of Sufism in the Balkans, has been sparse. This is unfortunate, because the legacy of Ottoman spirituality is surprisingly vital in that region.



The Principles of Ottoman Rule in the Balkans

<http://staff.lib.msu.edu/sowards/balkan/lecture3.html>

To make sense of the rapid changes during the last two hundred years of Balkan history, we need some sense of what went before, by looking at the Habsburg and Ottoman "old regimes" in the Early Modern period.

History of the Ottoman Empire and Turkey Since 1918

<http://www.zum.de/whkmla/region/asmin/xturkey.html>

This site includes maps and historical documents as well as excellent resources of reference materials.



Webquest: The Evolution of the Middle East

http://www.coedu.usf.edu/main/departments/seced/webq/Social%20Studies/Geogrpahy/Jennifer_Martinez/My%20Webs/WebQuest/teacher%20page.htm

This unit is designed to introduce students to the Ottoman Empire. It will discuss the role of religion, culture, politics, economics, and geography in the rise and fall of the Ottoman Empire. The goal is to link events that occurred during the Ottoman Empire with events that have happened in the last century.

Mapping the Muslim Empires

http://www.islamproject.org/education/lp_antiquity.htm

The purpose of this lesson is to allow students the opportunity to learn more about great Islamic peoples of tri-continental antiquity. This project-based lesson is interdisciplinary allowing for humanities (social science), language arts, visual arts, and technology (computer) integration.



The World Affairs Council: The



Golden Age of the Ottoman Empire: Sulieman the Magnificent (Dig Deep-Analyze Artifacts Middle School CBA)

http://www.world-affairs.org/?attachment_id=892

The Dig Deep CBA asks students to select and describe a time period using specific primary sources. Resources listed here will help students begin to examine the Golden Age of the Ottoman Empire under Suleiman the Magnificent (1520-1566). There are many directions that students may take when they begin writing their historical interpretation.

A Brief History of the Armenian Genocide

<http://www.genocideeducation.org/files/A%20Brief%20History%20of%20the%20Armenian%20Genocide.pdf>

The Armenians are an ancient people who have existed since before the first century C.E. Armenia has gained and lost a tremendous amount of territory throughout its long and turbulent history.

The Forgotten

<http://www.theforgotten.org>

Interactive introduction to the Armenian Genocide.



Armenian National Institute: Educational Resources

<http://www.armenian-genocide.org/education.html>

Resource guide, maps, instructional videos, curricula, and more for the study of the Armenian Genocide.



Official Statement: Office of the Prime Minister on the Armenian Genocide (03/11/2010)

<http://www.mfa.gov.tr/statement-made-by-the-office-of-the-prime-minister-of-the-republic-of-turkey.en.mfa>

Statement made by the Turkish government strongly condemning the Swedish government's resolution which maintained that "certain peoples were subjected to genocide during the final period of the Ottoman Empire."

The Economist: Turkey, France and Armenia: Watch Your Words (12/31/2011)

<http://www.economist.com/node/2154225>

Few Turks had heard of Valérie Boyer, a deputy for Nicolas Sarkozy's ruling UMP party in France. That was until she sponsored a bill that would make it a crime in France to deny that the mass killings of Ottoman Armenians in 1915 constituted genocide. But Turkey is hardly in a position to preach about free speech. Its own laws, in a mirror image of the French proposal, prohibit descriptions of the 1915 killings as genocide.

The History Place: Genocide in the 20th Century – Armenians in Turkey

<http://www.historyplace.com/worldhistory/genocide/armenians.htm>

The first genocide of the 20th Century occurred when two million Armenians living in Turkey were eliminated from their historic homeland through forced deportations and massacres. Site includes regional maps.

Houshamadyan: A Project to Reconstruct Ottoman Armenian Town and Village Life

<http://www.houshamadyan.org/>

Our research encompasses all aspects of the history of the Armenians in the Ottoman Empire, including social history, the history of daily life, local microhistory, dialects, music, literature, material culture and so on. Also of special importance to us are the collection and preservation of culturally valuable artifacts of all kinds produced by the Ottoman.

- In Turkey, it is still illegal to talk about what happened to the Armenians during the genocide.
- Of the estimated 11 million Armenians in the world, only about 3 million live in Armenia.
- Forty-three U.S. states have recognized the Armenian Genocide either by legislation or proclamation.

Read an interview about the project:

'Houshamadyan: Recreating Armenian Life in the Ottoman Empire'


<http://www.armenianweekly.com/2012/05/24/houshamadyan-recreating-armenian-life-in-the-ottoman-empire/>





**WE BLEED
RED BLUE ORANGE
BECAUSE
RED BLUE ORANGE
BLED FOR US**

JOIN OUR EFFORT FOR GENOCIDE RECOGNITION
APRIL 24



 **Illinois University: Center For South Asian and Middle Eastern Studies Curriculum Resources**
<http://www.csames.illinois.edu/outreach/mideast/>


Many of these curriculum units focus on a varied blend of cultural, social, traditional, and religious issues, each discussed in appropriate depth. In order to foster curiosity many of these units focus on hands-on activities, such as making a Ramadan Lamp, designing your own currency, or creating a Turkish carpet.


  **The New York Times: Istanbul (Not Constantinople!)**
<http://learning.blogs.nytimes.com/2007/01/31/istanbul-not-constantinople/>

In this lesson, students learn about the growing trade and tourist relationship between Greece and Turkey. They then research key events in Greco-Turkish history from each side's perspective to create political cartoons and a timeline for classroom display.

The Guardian: Germans Still Struggling to Resolve Issues of Race (03/14/2011)
<http://www.theguardian.com/world/2011/mar/15/germans-struggling-resolve-issues-race>

Much of the German debate about immigration, race, religion and national identity is consistent with the moral panics that have swept through Europe over the past two decades. The economic and social realities are fairly similar too. A report by the Berlin Institute for Population and Development in 2009 revealed that Turks were the least well integrated community. Unemployment among them is 11% (compared with 6.5% nationally) and only 14% pass their final secondary school exam.


 **Turkey: A Brief History**
<http://www.guardian.co.uk/flash/0,5860,1316326,00.html>
 Interactive history with dynamic map and special report.

 **Turkey: Traditions and Today**
<http://www2.crayola.com/lesson-plans/detail/turkey:-traditions--today-lesson-plan/>

Discover how the past affects the future – with a trigram that shows a country's history, people, and traditions.

Turkey: A Transformation from Emigration to Immigration
<http://www.migrationpolicy.org/article/turkey-transformation-emigration-immigration>

Traditionally, Turkey has been known as a country of emigration. Starting from the early 1960s and well into the 1970s, large numbers of Turkish nationals migrated to western European countries, particularly West Germany. This emigration continued into recent times through family reunification schemes and the asylum track.

 **ESL Turkey Worksheets**
http://www.eslprintables.com/vocabulary_worksheets/countries_and_nationalities/turkey/

Worksheets and activities for teaching Turkey to English language learners (kids, teenagers or adults). Here you can find printable worksheets for many levels: beginners, elementary, intermediate or advanced.

Republic of Turkey, Ministry of Foreign Affairs: Turkey-EU Relations
<http://www.mfa.gov.tr/relations-between-turkey-and-the-european-union.en.mfa>

Europe is our common home that we have united around common norms, principles, and values. As a part and parcel of the European family, Turkey not only had an influence on the political, economic, and socio-cultural developments in the Continent but has also been influenced by them.

Turkey Joining the European Union
<http://cmes.arizona.edu/sites/cmes.arizona.edu/files/Turkey%20Joining%20the%20EU.pdf>

Geographically and culturally poised between East and West, Turkey has had a long and multifaceted relationship with the West. As talks on Turkish membership commence, one of the fundamental questions being confronted by many European countries is: how can Middle Eastern culture, specifically Islam, coexist in a predominantly Catholic Western world?



Parliament of Turkey

<http://www.tbmm.gov.tr/english/english.htm>

This site gives a brief overview of the structure and constitution of the Turkish Parliament.

Political Parties

http://www.turkishelections.com/political_parties/

In conformity with conditions set forth in the law, every Turkish citizen upon the age of 18 has the right to vote, to be elected, to engage in political activities independently or in a political party, and to take part in referendums. Privates and corporals serving in the armed services, students in military schools, and convicts in penal institutions cannot vote.

Turkey: Political Parties

<http://www.nationsencyclopedia.com/Asia-and-Oceania/Turkey-POLITICAL-PARTIES.html#b>

The first significant nationwide party, the Republican People's Party (Cumhuriyet Halk Partisi – CHP), was organized by Mustafa Kemal in 1923. Strong, centralized authority, and state economic planning marked its 27 years of power (1923–50). It de-emphasized everything religious to the point of subordinating religious activity and organization to state control.

Turkey and the International Monetary Fund (IMF)

<http://www.imf.org/external/country/TUR/>

This site contains information and reports provided by the IMF concerning their projects in Turkey.



Embassy of the Republic of Turkey

<http://www.washington.emb.mfa.gov.tr/Default.aspx>

This is the official site of the Turkish Embassy in Washington, D.C. It lists recent news developments in Turkey, background information on the country, consular and student services, travel information, as well as a media center and a kid's page.

The Brookings Institute: Islamist Politics in Turkey: The New Model? (04/2012)

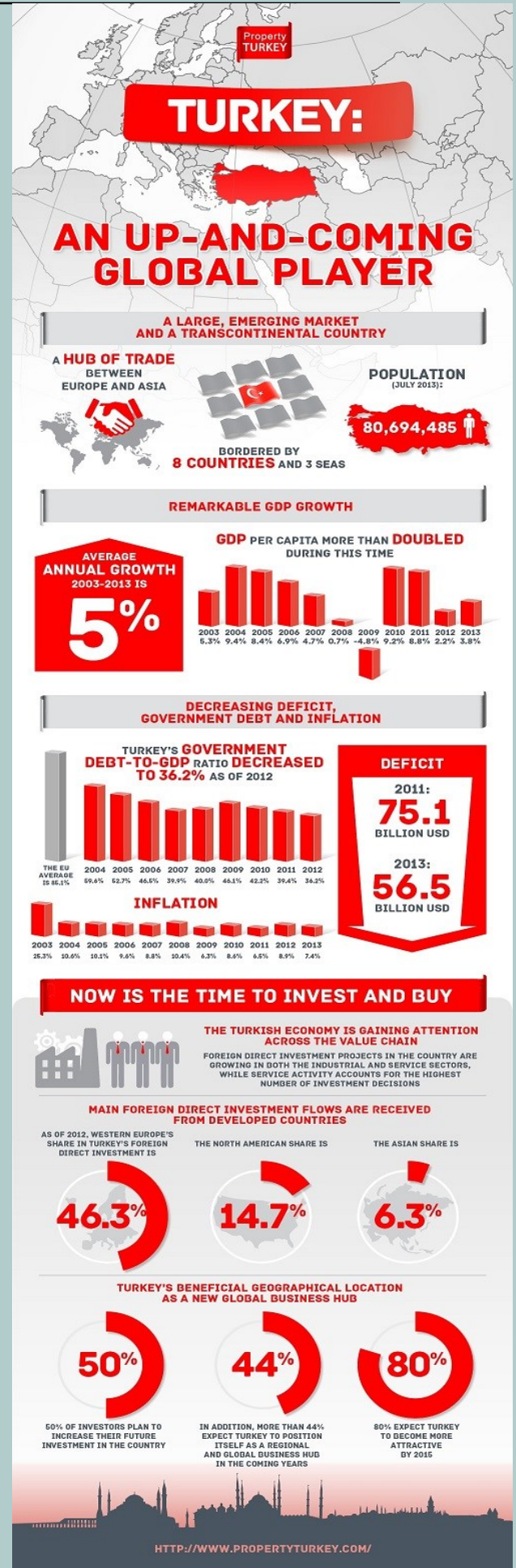
<http://www.brookings.edu/research/papers/2012/04/24-turkey-new-model-taspinar>

Turkey's ruling Justice and Development Party (AKP) went through five incarnations before it found a balance that voters would embrace but the military would also accept, albeit reluctantly. Its evolution reflects how democratic traditions and institutions can both interact with and moderate political Islam, at least in one geostrategic country. In Turkey, a tradition of free and fair elections and capitalism has encouraged Islamic parties to play by the rules. Turkey's radical secularism, enforced by the military, has also tamed the strident religious dogma that once landed Islamic politicians in trouble – and even in prison.

United Nations Human Development Reports: Turkey (2013)

<http://hdr.undp.org/sites/default/files/Country-Profiles/TUR.pdf>

Each year since 1990 the Human Development Report has published the Human Development Index (HDI) which was introduced as an alternative to conventional measures of national development, such as level of income and the rate of economic growth. The HDI trends tell an important story both at the national and regional level and highlight the very large gaps in well-being and life chances that continue to divide our interconnected world. Please visit the website for additional in-depth information about Turkey's Human Development Index score. Turkey's ranking of .679 gives it a "medium" HDI ranking of development.





Invest in Turkey: Benchmark Comparison

<http://www.invest.gov.tr/en-US/Benchmarking/Pages/BenchmarkTurkey.aspx>

Search, analyze, and compare Turkey's level of competitiveness in different aspects by using user-friendly charts.



Bloomberg View: Turkey Needs Erdogan's 'Master Period' to End (12/29/2013)

<http://www.bloombergvew.com/articles/2013-12-29/turkey-needs-erdogan-s-master-period-to-end>

The hope that Turkey might provide a model for modernizing Muslim countries – combining Islam, democracy and market economics – is being tested. A bitter quarrel between Prime Minister Recep Tayyip Erdogan and his former allies continues to escalate. Financial markets are running scared, punishing the country's stocks and currency. The fight doesn't just threaten Erdogan's government; it also calls into question vital Turkish institutions, including the rule of law.



Turkish Economic and Social Studies Foundation (TESEV)

<http://tese.org.tr/tr/>

TESEV is an independent think-tank, which forms a bridge between academic research and the policy-making process. TESEV carries out research based on scientific principles, and seeks to share its findings with the widest possible audience.



Business Cycles in Turkey and the European Union Countries (06/2004)

<http://www.bilkent.edu.tr/~berument/jeco2.pdf>

This article assesses how the business cycles in Turkey coincide with the business cycles of member and candidate countries of the European Union. The evidence provided in the paper suggests that policies enhancing the macroeconomic stability and preventing crises are crucial for healthier synchronization of the Turkish economy with its EU counterparts.



Ataturk

<http://www.kultur.gov.tr/EN/belge/2-14913/biography-of-ataturk.html>

A comprehensive biography of Mustafa Kemal Ataturk, founder and first president of the Turkish Republic, by the Turkish Ministry of Culture and Tourism.

The New York Times: Whose Turkey is it? (02/05/2014)

<http://www.nytimes.com/2014/02/09/magazine/whose-turkey-is-it.html>

In a way, Erdogan's bad year is a result of a liberalizing society clashing with an inherently illiberal Turkish system. The Turkish Model — the idea that the A.K.P.'s softer vision of Islam was compatible with democracy — suggested a way forward for Middle Eastern countries. But Turkey's biggest problem, its authoritarian structure, has little to do with Islam. The state remains a tool for accumulating disproportionate power, and when threatened, it sacrifices its citizens to save itself. If a prime minister can co-opt the laws and the media, and if a self-interested group can prosecute trials of dubious legality, and if the citizens have nowhere to express themselves but in the streets, then the state institutions are broken. Someday Erdogan will be gone, but Turkey's system will still be a work in progress. Democratization takes a long time, and as Gezi Park and other global movements have proved, part of the process is figuring out what kind of country its citizens want.

The activist Zeynel Gul touched on this feeling when he said to me about Gezi Park: "It was important for us to experience that kind of life. If you were hungry, the food was free. If you were wounded, someone would carry you to the emergency tent. If you needed a lawyer, he is always there. Gezi gave us a powerful sense of a world based on solidarity and equality, which we could not imagine before. No one can take away what we experienced in the park."

THE GULEN MOVEMENT

Gulen says Turkey's democracy eroding under AK Party rule (02/03/2015)

http://www.todayszaman.com/national_gulen-says-turkeys-democracy-eroding-under-ak-party-rule_371631.html

Turkish Islamic scholar Fethullah Gülen has said Turkey, which was not long ago the envy of Muslim-majority countries with its bid to become an EU member and dedication to being a functioning democracy, is reversing progress and clamping down on civil society, the media, the judiciary, and free enterprise under the rule of the governing Justice and Development Party (AK Party).

Power struggle in Turkey (01/22/2015)

<http://www.dandc.eu/en/article/german-think-tank-analyses-gulen-movements-impact-politics-turkey>

Prime Minister Recep Tayyip Erdogan's "most powerful opponent" (according to the daily paper Frankfurter Allgemeine Zeitung) is 72 years old, in poor health, and resident in the USA. From Pennsylvania, he started building a global network of private schools, cultural centres, and other educational establishments in 1999. The Gülen movement is regarded as the fastest-growing community of ethnic Turks in the EU.

Turkey, prosecutor asks for arrest warrant for imam Fetullah Gulen (12/19/2014)

http://www.ansamed.info/ansamed/en/news/sections/generalnews/2014/12/19/turkey-issues-arrest-warrant-for-imam-fethullah-gulen-media_83ee3e77-be2a-47b5-a87e-4d852a8ec2be.html

A prosecutor in Turkey has asked a court to issue an arrest warrant for US-based Muslim cleric Fethullah Gülen, according to Anadolu News Agency. President Tayyip Erdoğan accuses Gülen of seeking to overthrow him, the Guardian reports. Gülen, who has lived in self-imposed exile in Pennsylvania since 1999, has been in open conflict with Erdoğan since a corruption investigation targeting the then-prime minister's inner circle a year ago. Erdoğan blamed the investigation on Gülen, but the cleric denied involvement.



A Brother's Vengeance: The Preacher Who Could (01/09/2014)

<http://www.spiegel.de/international/world/turkey-erdogan-sees-power-threatened-by-muslim-cleric-gulen-a-942296.html>

For a long time, Gülen and Erdogan were allies. This fall, however, the prime minister announced that tutoring centers run by the Gülen movement would be shut down. Erdogan has accused the preacher's supporters of creating a "state within a state," and since then the two sides have been locked in a bitter power struggle. The conflict appears to confirm what many once dismissed as a conspiracy theory : that in many cases the Gülen movement controls the police and justice system.



Rebecca Nelson

Turkish opposition calls for Erdogan to be investigated for corruption (02/25/2015)

<http://www.theguardian.com/world/2014/feb/25/recep-tayyip-erdogan-investigated-corruption-turkey>

A Turkish opposition party leader has called on prosecutors to launch a corruption investigation into the prime minister, Recep Tayyip Erdogan, following the disclosure of alleged voice recordings in which he orders his son to dispose of vast amounts of cash. Erdogan has met Turkey's intelligence chief after the audio of two men discussing how to get rid of money from a home circulated on the internet on Monday.

Turkey's ruling party takes alarming steps to consolidate power (01/07/2015)

<http://america.aljazeera.com/opinions/2015/1/erdogan-turkey-akpgulen.html>

In the early years of its rule, Turkey's Justice and Development Party (AKP) got on well with the vast network of followers of Fethullah Gulen, an Islamic leader from Turkey living in self-imposed exile in the United States. His loosely affiliated organization, often called Hizmet, runs thousands of schools, businesses and media outlets in more than 150 countries, including many in the U.S., and has in recent decades entrenched itself deeply into Turkey's bureaucracy.

Erdogan Bids for Turkish History After Corruption Scandal (07/01/2014)

<http://www.bloomberg.com/news/articles/2014-07-01/erdogan-bids-for-turkish-history-after-corruption-scandal>

After spending much of his decade as prime minister chipping away at the secular legacy of Mustafa Kemal Ataturk, the founder of the Turkish republic, Erdogan yesterday announced he will run for the presidency. While the job has been largely a ceremonial role since Ataturk's death in 1938, political analysts say that, assuming he wins, Erdogan will attempt to change the constitution to give himself more authority.

Erdogan and the Traitors: Scandal and protests Threaten Turkey's AKP (03/19/2014)

<http://www.spiegel.de/international/europe/turkish-prime-minister-erdogan-facing-corruption-scandal-protests-a-959453.html>

Today, Erdogan's party, the AKP, scorns him. Baransu is currently reporting on corruption accusations that have been levelled against Erdogan and members of his cabinet. The prime minister has even mentioned the journalist at campaign events, calling Baransu a traitor as he spits his name out. State prosecutors are currently investigating him for "high treason" and the "disclosure of state secrets."

AKP, Gulen community in open war (11/18/2013)

<http://www.al-monitor.com/pulse/en/contents/articles/originals/2013/11/gulen-akp-conflict-prep-schools.html#>

The de facto ruling coalition between Prime Minister Recep Tayyip Erdogan's Justice and Development Party (AKP) and the Fethullah Gulen community has devolved into a war, which is now in the open. The Gulen community was instrumental in ending the political tutelage of Turkey's Kemalist-Republican military and senior judicial bureaucracy through a series of police operations and mass trials from 2008 to 2011, as well as administrative and constitutional measures.

The Arab road (01/04/2014)

<http://www.economist.com/news/leaders/21592614-government-recep-tayyip-erdogan-has-grave-questions-answer-arab-road>

When the Arab spring burst onto the Middle East three years ago, hopeful democrats in search of a model were drawn to Turkey as a country that seemed to combine moderate Islam with prosperity and democracy. Unfortunately, the Arabs did not follow the Turkish path. Instead, Turkey has set off down the old Arab road to corruption and autocracy.



Republic of Turkey, Ministry of Foreign Affairs: Turkey's Energy Strategy

<http://www.mfa.gov.tr/turkeys-energy-strategy.en.mfa>

With a rapidly growing economy, Turkey has become one of the fastest growing energy markets in the world. Turkey has been experiencing rapid demand growth in all segments of the energy sector for decades. Over the last decade, Turkey has been the second country, after China, in terms of natural gas and electricity demand increase.



Renewable Energy World: Turkey Sees 'Huge' Clean-Energy Investment as Demand Bucks Trend (02/04/2013)

<http://www.renewableenergyworld.com/rea/news/article/2013/02/turkey-sees-huge-clean-energy-investment-as-demand-bucks-trend>

Turkey expects "huge" investments in renewable power in the next 10 years as growth in energy demand outpaces economic expansion, a government official said. Turkey needs to spend \$10 billion on new power generation every year until 2023 to double capacity from the current 55 gigawatts, Deputy Energy Minister Hasan Murat Mercan said today at a conference in Vienna.



Turkish Policy: Energy and Turkey's Foreign Policy: The Link Between State Strategy, Regional Cooperation and Private Sector Involvement (09/28/2010)

<http://www.turkishpolicy.com/article/496/energy-and-turkeys-foreign-policy-the-link-between-state-strategy-regional-cooperation-and-private-sector-involvement-summer-2010/>

This article defines Turkey's energy vision with regard to its foreign policy. Turkey wants to take advantage of its geographic location, and is launching an energy agenda that requires new pipelines, regional relations and massive investments. As the article shows, the interaction between state strategy, regional cooperation, and private sector involvement in the energy sector strongly affects the shift in Turkish foreign policy.



Balkananalysis: Anticipated Renewable Energy Targets for the Turkish Republic's 100th Anniversary (12/14/2012)

<http://www.balkananalysis.com/turkey/2012/12/14/anticipated-renewable-energy-targets-for-the-turkish-republics-100th-anniversary/>

The regulations that oversee the private sector have also been drafted during the AKP's mandates; the "Renewable Energy Law" amounted to a revolution in the energy sector. Nuclear power plants are also seen as part of meeting the energy demand of Turkey.



The Financial Times: Turkey Turns To Coal and Nuclear Power (02/06/2012)

<http://blogs.ft.com/beyond-brics/2012/02/06/turkey-turns-to-coal-and-nuclear-power/>

#axzz1mTo3AnSW

Much of Europe may be moving towards cleaner power but in Turkey it is a different story. For economic and diplomatic reasons, Ankara is keen to cut its dependence on gas imports from Russia and Iran and to boost its – hitherto insufficient – domestic energy production. About three quarters of the country's energy comes from abroad.



Turkish Weekly: Koreans to Invest in Turkish Energy Sector (02/06/2012)

<http://www.turkishweekly.net/news/131031/koreans-to-invest-in-turkish-energy-sector.html>

South Korea will sign a preliminary pact to build power plants in Turkey in a deal worth about \$2 billion, Yonhap News reported.

U.S. Energy Information Administration: Turkey

<http://www.eia.gov/countries/cab.cfm?fips=TU>

Over the last two years, Turkey has seen the fastest growth in energy demand in the OECD, and unlike a number of other OECD countries in Europe, its economy has avoided the prolonged stagnation that has characterized much of the continent for the past few years. The country's energy use is still relatively low, although it is increasing at a very fast pace.



Foreign Policy: Nuclear Turkey with Russian Dressing (11/21/2012)

http://www.foreignpolicy.com/articles/2012/11/21/nuclear_turkey_with_russian_dressing

Last fall, a pilot group of Turkish students arrived in the forested "Science City" of Obninsk, a once-secret location for Stalin's nuclear program 60 miles outside Moscow. The students are the first of some 600 Turks who will be brought to Russia in small groups over the coming years to enroll in a six-and-a-half-year program to learn Russian and earn degrees in nuclear power and engineering.

Rivers and lakes throughout Turkey represent approximately

36,00MWs

of energy potential.

2%

of the country's energy comes from wind.

60%

of the country's production relies on imported energy.

0.3%

of Turkey's energy comes from Geothermal power.



Republic of Turkey Ministry of National Education

http://www.meb.gov.tr/meb_haberindex.php?dil=en

Link leads to several annual statistical reports on the state of education in Turkey. Found in both English and Turkish.

International Herald Tribune: What's 4+4+4? (02/23/2012)

<http://latitude.blogs.nytimes.com/2012/03/23/turkeys-education-reform-bill-is-about-playing-politics-with-pedagogy/>

The answer is 12, the number of years that legislation now steamrolling its way through the Turkish Parliament would require children to spend in school.

Structure of the Turkish Education System

Education System in Turkey

<http://www.allaboutturkey.com/education.htm>

According to the Constitution of the Republic of Turkey, every citizen has the right to education which is free of charge for the compulsory primary education. Except in specially licensed and foreign institutions, Turkish must be taught as the mother tongue. Since 2012, twelve years of education is compulsory for boys and girls, which can be divided into 4+4+4 years of schooling.

UNICEF: Excerpt from "A Gender Review in Education, Turkey 2003"

<http://www.unicef.org/turkey/gr/ge21ja.html>

Since the inception of the Republic, both girls and boys have had access to all levels of education by law. However, there is work to be done if the education system is to be made more relevant to the reality of being a girl or young woman in modern Turkey.

Turkey shies away from legal measures to provide equal opportunity in education (03/07/2015)

http://www.todayszaman.com/national_turkey-shies-away-from-legal-measures-to-provide-equal-opportunity-in-education_374578.html

The recent move to close down prep schools that serve to significantly boost equal opportunity in education may be seen as yet another failure to promote equality on the part of a government, which has not yet ratified a UNESCO agreement to end discrimination in education.

Turkey education strike against rise of Islamic teaching (02/13/2015)



<http://www.euronews.com/2015/02/13/turkey-education-strike-against-rise-of-islamic-teaching/>

Turkey has long enshrined the secular ideals of founding father Mustafa Kemal Atatürk, and that has been seen in particular in an educational system in which Islamic headscarves were, until recently banned in schools. Now proponents of Turkey's secular traditions claim President Recep Tayyip Erdoğan is overturning that legacy by building a more Islam-focused education system to realize his stated goal of raising "pious generations" – a movement they say is trickling down to school administrations that are imposing more religious education.

Turkish Reforms Entangle Education (10/12/2014)

http://www.nytimes.com/2014/10/13/world/europe/turkish-reforms-entangle-education.html?_r=0

Following a restructuring of its institutions, Turkey's secular image has come under scrutiny. Secularism in schools has been undergoing a transformation that signals a reticence on the part of the ruling Justice and Development Party, or A.K.P., to separate religion from politics.

The World Bank: Improving the Quality and Equity of Basic Education in Turkey: Challenges and Options (2011)

<http://documents.worldbank.org/curated/en/2011/06/17363609/improving-quality-equity-basic-education-turkey-challenges-options-vol-1-2>

Basic education is the foundation of education and learning and, as such, is the point where Turkey started its push for education for all. As a result, Turkey has made remarkable progress on access to basic education and now has almost universal primary school enrollment – a 98.4 percent net enrollment rate as of 2010/11. The gap in access across regions has also narrowed significantly over time, although enrollment continues to vary significantly across regions.

Education Facts

Secondary school participation, net attendance, male – 51.6%

Secondary school participation, net attendance, female – 43%

Youth (age 15-24) literacy rate, male – 99.4%

Youth (age 15-24) literacy rate, female – 97.9%

http://www.unicef.org/infobycountry/Turkey_statistics.html#117

Resources on the Jewish Community in Turkey

Jewish Turkey

<http://haruth.com/jw/JewsTurkey.html>

This site contains a collection of links about the Jewish community in Turkey and about the relationship between Israel and Turkey.

Foundation for the Advancement for Sephardic Studies and Culture

<http://www.sephardicstudies.org/index.html>

For nearly forty years the Foundation has been dedicated to preserving and promoting the complex and centuries-old culture of the Sephardic communities of Turkey, Greece, the Balkans, and Europe. U.S. emigration and the devastation of the Holocaust have combined to weaken historic communities which had previously resisted assimilation.

History of the Jews of Turkey: A Document-Based Question Unit for World History

http://www.utexas.edu/cola/depts/mes/_files/pdf/curriculum/Turkish_Jews_DBO.pdf



Turkish Jews (05/01/2001)

<http://www.science.co.il/hi/Turkish/>

This article gives a brief history on Sephardic and Turkish Jews. This site also links to books in both Turkish and English, as well as unofficial correspondence in Turkish.

Mevlana

<http://www.mevlana.net/>

Mevlana who is also known as Rumi, was a philosopher and mystic of Islam, but not a Muslim of the orthodox type. Mevlana was born on 30 September 1207 in Balkh in present day Afghanistan. His doctrine advocates unlimited tolerance, positive reasoning, goodness, charity, and awareness through love. To him, as well as to his disciples, all religions are more or less true. Looking with the same eye on Muslim, Jew, and Christian alike, his peaceful and tolerant teaching has appealed to people of all sects and creeds.

Sufism – The Mystical Path of Islam (07/19/2011)

<http://www.historyinanehour.com/2011/07/19/sufism-the-mystical-path-of-islam/>

By the mid-8th Century, the Islamic world had reached a moment of spiritual crisis. Umayyad Caliph, the successor to the Prophet Muhammad as leader of the Muslim community, ruled like an old-style Persian king. There was general consensus that Muhammad's vision was in abeyance.



The Economist: Islam and Homosexuality – Straight but Narrow (02/04/2012)

<http://www.economist.com/node/21546002>

Gay life in the open in Muslim-majority countries is rare, but the closet is spacious. Countries with fierce laws, such as Saudi Arabia, also have flourishing gay scenes at all levels of society. Where laws are gentler, authorities find other ways to crack down. Even where homosexuality is legal (as in Turkey), official censure can be fierce.

Hürriyet: We Favor the Reopening of Greek Seminary, but Greece Should Review Attitude: Deputy PM (01/28/2013)

<http://www.hurriyetdailynews.com/we-favor-the-reopening-of-greek-seminary-but-greece-should-review-attitude-deputy-pm.aspx?pageID=238&nID=40035&NewsCatID=338>

Deputy Prime Minister Bülent Arınç has said the government is supporting the reopening of the Halki Greek Orthodox Seminary after being closed for more than four decades, but also expressed his disappointment at the measures undertaken by Greece against Turks and Muslims living in Western Thrace.

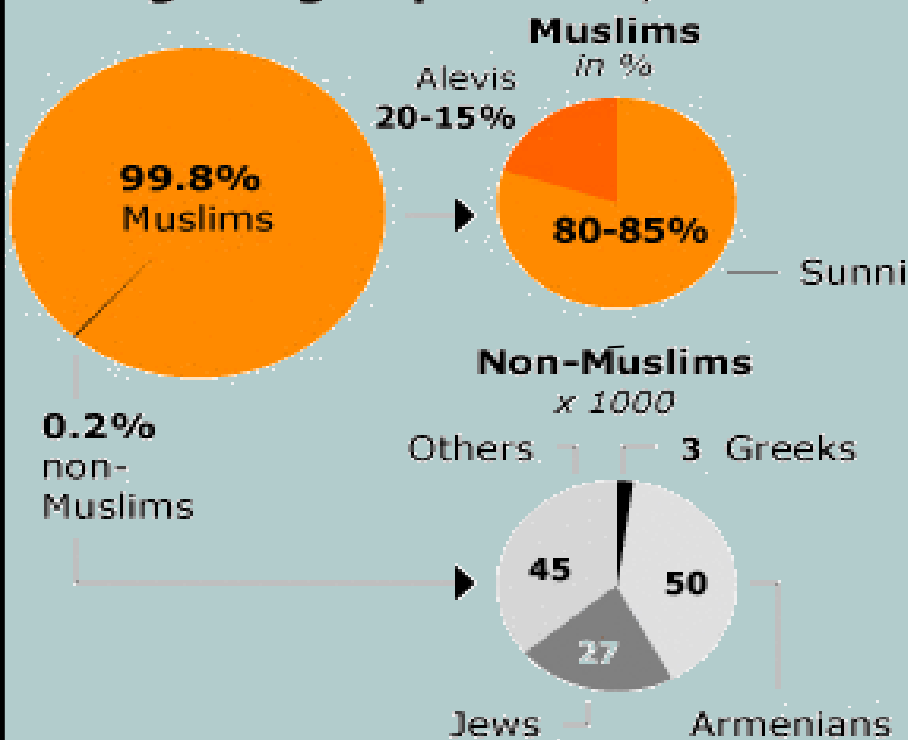


Eurasianet: Christian Monastery Fights for Muslim Tenants (08/17/2011)

<http://www.eurasianet.org/node/64057>

With the signing of the Treaty of Lausanne in 1923, Greece and the newly founded Turkish Republic declared a population exchange that led to an exodus of 1.2 million Ottoman Greeks from Turkey. The 110,000 Greeks living in Istanbul were technically exempt from that exchange. But the introduction of a so-called "Wealth Tax" on non-Muslim citizens in 1942, pogroms in the 1950s, and mounting tensions following the Cyprus crisis in the 1970s reduced their numbers in Istanbul to just 1,500 today.

Religious groups in Turkey



CONTEMPORARY LIFE: RELIGION AND ETHNIC DIVERSITY



The Economist: Greeks in Turkey – A Common Home (10/07/2004)

<http://www.economist.com/node/3270786>

Wherever they live, and whatever passport they hold, people with common roots in a small, remote place feel connected. For an example, take the links between Greek émigrés and local Turks, who all see Mustafapasha, a village in the volcanic landscape of Cappadocia, as their common home.



Turkey on Inside Islam

<http://insideislam.wisc.edu/tag/turkey/>

Inside Islam: Dialogues and Debates is a new media initiative that seeks to challenge misconceptions and stereotypical perceptions about Islam and Muslims worldwide through a collaboration between UW-Madison's nine area and international studies centers, Wisconsin Public Radio, and the public.

PanArmenian Network: European Parliament Head Urges Turkey to Recognize Armenian Genocide (02/08/2012)

<http://www.panarmenian.net/eng/news/92314/European-Parliament-head-urges-Turkey-to-recognize-Armenian-Genocide>

The President of the European Parliament Martin Schulz met with Turkey's chief EU negotiator Egemen Bagis. The role of Turkey in Syria, the visa regime and the prospective for Turkish membership in EU were among the discussed topics. The new bill criminalizing the Armenian Genocide denial was also in focus of the meeting.

The Armenian Weekly: Religious Minorities in Turkey: 'An Endangered Species?' (04/12/2012)

<http://www.armenianweekly.com/2012/04/12/religious-minorities-in-turkey-an-endangered-species/>

The United States Commission on International Religious Freedom (USCIRF) in its 2012 annual report recommended designating Turkey as a "country of particular concern (CPC)" for its "systematic and egregious limitations on the freedom of religion." Turkey was on the commission's "Watch List" from 2009-11.

Minority Rights: Turkey Overview

<http://www.minorityrights.org/?lid=4387>

Turkey's key minority groups include ethnic, linguistic and religious minorities. The number of people in each group is unknown since the state does not ask citizens to declare their ethnic, religious or other origin in censuses. There is no scientific research on minorities in Turkey. The list below is non-exhaustive; it includes the main minority groups, irrespective of whether they self-identify as 'minorities', and non-conclusive information about each.

How Turkey Misread the Kurds (01/20/2015)

<http://www.aljazeera.com/indepth/opinion/2015/01/how-turkey-misread-kurds-201511910421859659.html>

The war in Syria has emerged as a new cause for tension between Turkey's Kurds and the Turkish government, at times straining the AKP's ongoing peace talks with the PKK - and the AKP's Syria border policy and its support for certain extremist opposition groups in Syria is a big reason why.

Geopolitics of Kurdish Peace (11/20/2014)

<http://carnegieendowment.org/sada/2014/11/20/geopolitics-of-kurdish-peace/huzc>

The different stakes that actors hold in the conflict are also straining intra-Kurdish relations even as their sense of collective identity is increasing. Stable Kurdish peace in the Middle East will therefore depend on a broader internal reconciliation among different Kurdish actors as well as an external consensus with non-Kurdish actors—both of which remain a distant possibility.

Turkey's Greek Minority Seeks Equal Rights, Concerned About Future (02/02/2014)

<http://www.todayszaman.com/news-338198-turkeys-greek-minority-seeks-equal-rights-concerned-about-future.html>

Turkey's Greek minority, down to 2,000 people across the country, would like to be treated as equal citizens in practice and is growing more concerned for its future due to its decreasing number. In an effort to share the latest status of one of the oldest non-Muslim communities in Istanbul, the Association of Greek Foundations (RUMVADER) organized a trip to the city's landmark Greek institutions on Tuesday for members of the press.



Guide Martine: Population – Turkish Women

<http://www.guide-martine.com/turkishwomen.asp>

During WWI and the War of Independence, Turkish women had to take on new responsibilities that forced them to take part in active life. This site gives a brief history of how the role of a Turkish woman has changed since the 1900s.



The New York Times: Women See Worrisome Shift in Turkey (04/25/2012)

<http://www.nytimes.com/2012/04/26/world/europe/women-see-worrisome-shift-in-turkey.html>

While reliable statistics are hard to come by, given what Turkish experts say is the serious underreporting of domestic violence here, rights groups point to a recent spate of high-profile attacks against women to raise the alarm that Turkey is backsliding on women's rights. They say women's progress is being undermined by Turkey's flagging prospects for European Union membership and a Muslim-inspired government that is increasingly embracing the conservative values of the Arab world it seeks to lead.



The New York Times: Vogue of the Veiled Has a Following, and Critics (04/02/2012)

<http://learning.blogs.nytimes.com/2012/04/02/vogue-of-the-veiled-has-a-following-and-critics/>

BBC: The Muslim Fashion Magazine that Claims it Outsell Vogue (video 1:43)

http://news.bbc.co.uk/2/hi/programmes/fast_track/9764870.stm

The New York Times: A Fashion Magazine Unshy about Baring a Bit of Piety (08/29/2012)

<http://www.nytimes.com/2012/03/29/world/europe/a-turkish-fashion-magazine-ala-is-unshy-about-showing-some-piety.html>

Ala – called the “Vogue of the Veiled” in the Turkish news media – is no conventional publication. In an unlikely fusion of conservative Muslim values and high fashion, it unabashedly appeals to the pious head-scarf-wearing working-woman, who may covet a Louis Vuitton purse but has no use for the revealing clothing that pervades traditional fashion magazines.

Daily Mail: It's Vogue for the Veiled! (01/29/2012)

<http://www.dailymail.co.uk/news/article-2093129/Al--Turkish-fashion-magazine-created-women-wear-headscarves.html>

Outraged when he saw photos of transsexuals in a magazine, devout Muslim Ibrahim Burak Birir, 31, decided to create a magazine in Istanbul that would contest the ‘diktat of nudity’. With his friend Mehmet Volkan Atay, 32, he created *Alâ*, a magazine described as the avant-garde of ‘veiled’ fashion.

This I Believe: The Politics of Identity and the Headscarf in Modern Turkey

<http://cmes.arizona.edu/sites/cmes.arizona.edu/files/FHUnit%5B1%5D.pdf>

This comprehensive unit allows high school students to understand the role of the headscarf in Muslim Turks' lives, as well as the debate regarding wearing religious articles in Turkey. This guide contains lesson plans, rubrics, and many links to pertinent sources.



PBS: Muslim Women Through Time



<http://www.pbs.org/wgbh/globalconnections/mideast/educators/women/lesson2.html>

No country, culture, or group stays the same indefinitely. Consider that it wasn't until 1920 that women in the United States were allowed to vote. National origin, family background, economic levels, and historical context all help to determine the opportunities people have in life. Muslim women are subject to these factors as well. In this lesson, students will learn how and why the role of women in Islamic cultures has evolved. Focus can be put on the famous Turkish female leader, Tansu Ciller. (Grades 9

United Nations Development Program: Turkey and Gender in Development

http://www.ly.undp.org/content/turkey/en/home/ourwork/democraticgovernance/in_depth/WomenEmpowermentandGenderEquality/

Turkey is a Middle Income Country (MIC), with a strong economic growth over the past years. In 2004 Turkey entered into the EU accession process with consequent demands for reforms towards meeting EU Aquis communitarian, including reforms on human rights, equality and a democratic judiciary. Despite the numerous advancements the implementation and de facto realization of these rights, is still a challenge, which is also reflected in the basic development indicators for women that are far behind to comparable MICs and much further behind the EU member states.



PBS: Who Wears a Veil?



<http://www.pbs.org/wgbh/globalconnections/mideast/educators/women/lesson1.html>

Students will define stereotypes and learn how common misperceptions foster visual stereotypes about Muslim women. Students will identify famous women and learn about the significance of the veil in different cultures. (Grade Levels 9-12)



Republic of Turkey: Ministry of Culture and Tourism

<http://www.kultur.gov.tr/EN,35054/culture.html>

This website was created by the Turkish government to inform the public about the importance of culture in Turkey. Contains links to television clips, Turkish music, promotional films, as well as general information on Turkish arts, archeological information, tourism, and more.



Turkey World Tour 360°

<http://www.worldtour360.com/gallery.php?country=Turkey&lang=en>

Virtual tours of Turkey, including major sites in Istanbul, central Anatolia, and coastal areas; cultural and geographical interest points.



360 Cities: Turkey

<http://www.360cities.net/map#lat=38.96795&lng=35.24414&zoom=6>

Interlinked panoramic images of Turkey.



Virtual Turkey

www.3dmekanlar.com/sites.html

By clicking and dragging through 3-D panoramic photos, students can explore several different traditional Turkish environments including a traditional bath (hammam), the Blue Mosque, a reconstruction of a late nineteenth century Ottoman home or Miniaturk Park in Istanbul. Downloading of viewing software may be required.



National Geographic: Photographers – Turkey (3:05)

<http://video.nationalgeographic.com/video/photography/photographers/turkey-stanfield/>

One of Jim Stanfield's specialties is evoking the life of a lost age.



The Turkish Ministry of Culture and Tourism: Festivals, Ceremonies, and Celebrations

<http://www.kultur.gov.tr/EN,35071/festivals--ceremonies--celebrations.html>

This site provides a link to descriptions, pictures, and examples of Turkish religious, seasonal, and national festivals, as well as cultural ceremonies.

Turkish Baths

<http://www.allaboutturkey.com/hamam.htm>

"Turkish baths," are also known in Turkey as "hammams." The tradition of the Turkish bath extends far back, to a time before Turks had reached Anatolia. When the Turks arrived in Anatolia, they brought with them one bathing tradition, and were confronted with another, that of Romans and Byzantines, with certain local variants. The traditions merged, and with the addition of the Moslem concern for cleanliness and its concomitant respect for the uses of water, there arose an entirely new concept, that of the Turkish bath. In time it became an institution, with its system of ineradicable customs.



Links for Exploring Istanbul

360 Cities: Istanbul

<http://www.360cities.net/area/istanbul-turkey>
Panoramic images about Istanbul's cultural heritage and modern life, interconnected to create a tour of the city.



National Geographic: Peoples and Places: Istanbul Tour

<http://travel.nationalgeographic.com/travel/city-guides/istanbul-turkey/>

Learn how a *National Geographic Magazine* story is put together in Istanbul, Turkey.



Istanbul: Official Website

http://www.ibb.gov.tr/en-US/Pages/Home_Page.aspx

This website has information specifically on the city of Istanbul, including recent news developments, information about organizations in the city, weather, tourist information, photo galleries, and information about the Mayor of Istanbul.



Calligraphy Qalam

<http://calligraphyqalam.com/>

On this website you'll find a variety of interactive tools and information to help you learn more about calligraphy in the Arab, Ottoman and Persian traditions.

**Turkish Carpet Lesson Plan**

http://www.csames.illinois.edu/documents/outreach/Turkish_Carpet_Lesson_Plan.pdf

In this lesson plan, students will travel to Turkey through an imaginative and historical journey about carpets. Through the famous Turkish handcrafted carpets and rugs, students will gain awareness of Turkey, its customs, and its traditions.

Topkapi Palace Museum (Official Site)

<http://topkapisarayi.gov.tr/en>

Topkapi Palace Museum – Photo Pages

<http://www.ee.bilkent.edu.tr/~history/topkapi.html>

Images include:

- The Imperial Treasury
- Books, Maps, and Calligraphic Documents
- Miniatures from the Topkapi Museum

**Istanbul Modern Museum**

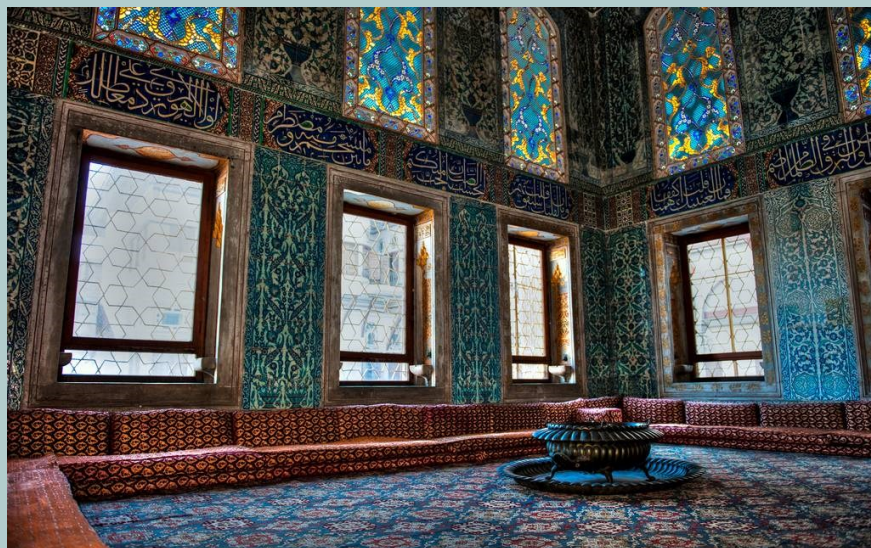
<http://www.istanbulmodern.org/en>

This website comes from the Istanbul Museum of Modern Art. Here one can find information about current, past, and upcoming exhibits, as well as view a wide selection of paintings, photographs, and educational material.

**Sakip Sabanci Museum**

<http://muze.sabanciuniv.edu/main/default.php?byLanguageID=2>

Sakip Sabanci Museum, located in Istanbul, is part of Sabanci University, and therefore also functions as an educational institution. The museum website gives online coverage of both permanent and temporary exhibitions, as well as other museum events.

**Traditional Turkish Puppet Shadow Play**

<http://www.karagoz.net/english/shadowplay.htm>

Puppet shadow play had an important place in Turkey as well as throughout the larger area of the Ottoman Empire. This site looks at the different traditions of puppet shadow play in Turkey, including a chance to hear the music, see the main characters, and learn about the technique of this art form.

**Ceramic Studio Prague**

http://ceramic-studio.net/ceramic-history/czech-republic/iran_and_turkey/

This site, sponsored by a Czech ceramics school, examines the history and practical concerns of making Iznik pottery.

**Ebru Marbeling**

<http://www.uoguelph.ca/~agokcen/ebruli/>

Marbled paper, called ebru in Turkish, was used extensively in the binding of books and within the calligraphic panels in Turkey...Ebru technique consists of sprinkling colors containing a few drops of ox-gall on to the surface of the bath sized with kitre (gum tragacanth) in a trough. By carefully laying the paper over the bath, the floating picture is readily transferred to paper.

**Marbling Paper Patterns: How to Do It**

<http://www.show.me.uk/site/make/Art-and-Design/STO953.html>

Here's the Show Me guide to making your own marbled paper.



The New York Times: Modern Women Artists in Turkey Meet Their Trailblazing Counterparts (12/14/2011)

http://www.nytimes.com/2011/12/15/world/europe/modern-women-artists-in-turkey-meet-their-trailblazing-counterparts.html?_r=1&scp=g&sq=36%20hours%20in%20istanbul&st=cse

"Dream and Reality," a show at the Istanbul Modern art museum, pairs "nearly forgotten" painters from the Ottoman era with some of the most intriguing artists in Turkey today. The common thread? All are women.

Arabic Calligraphy

<http://www.islamicart.com/main/calligraphy/index.html>

While many religions have made use of figural images to convey their core convictions, Islam has instead used the shapes and sizes of words or letters. In Islamic and Arabic cultures, calligraphy became a highly respected art – the art of writing.



Ebru Marbling (1:47)

http://www.metacafe.com/watch/452851/art_on_the_water_art_of_marbling_ebru_sanati_birlikde_ayrili/

A video representation of traditional Ebru marbling is used to create art with non-traditional subjects, such as people.



Islamic Art: Early Ottoman Art

http://www.discoverislamicart.org/exhibitions/ISL/the_ottomans/?lng=en

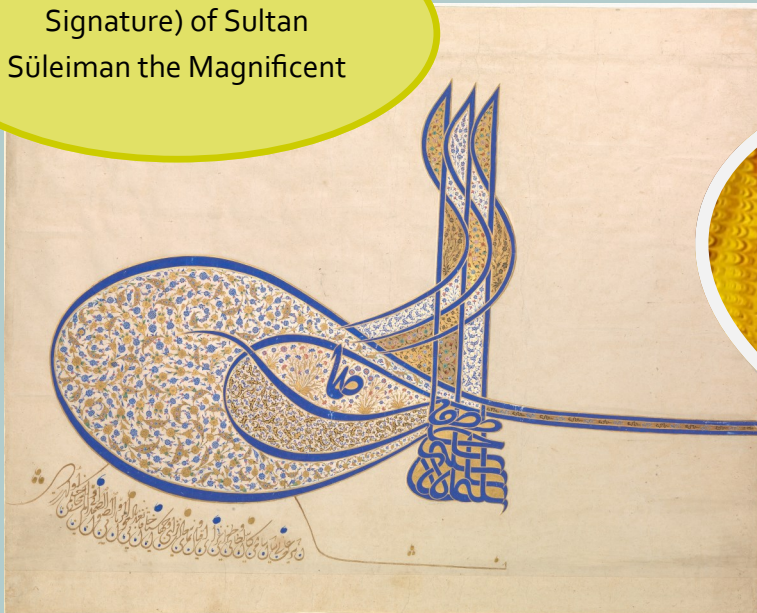
From humble origins as a small emirate in Northwest Anatolia, the Ottomans rose to become one of the greatest Islamic empires in history. Although its roots were in Anatolia, and it drew inspiration from sources as disparate as the cultures the empire had subsumed, the art of the Ottomans was in a very large part devised in and disseminated from the imperial-court workshops in Istanbul.

Timeline of Art History

The Timeline of Art History is a chronological, geographical, and thematic exploration of the history of art from around the world, as illustrated by the Metropolitan Museum of Art's collection.

- Age of Suleiman "the Magnificent"
http://www.metmuseum.org/toah/hd/suly/hd_suly.htm
- Art of the Ottomans before 1600
http://www.metmuseum.org/toah/hd/otto1/hd_otto1.htm
- Greater Ottoman Empire
http://www.metmuseum.org/toah/hd/grot/hd_grot.htm

Tughra (Official
Signature) of Sultan
Süleiman the Magnificent



After the 1550's, booklovers in Europe prized *ebru*, which came to be known as 'Turkish papers'. There is agreement amongst scholars that the so-called Turkish Papers played a colourful influence on the book arts in Europe.



National Geographic: World Music – Turkey

<http://travel.nationalgeographic.com/travel/city-guides/istanbul-movies/>

The music of Turkey is wonderfully diverse, and despite the historical presence of various political strategies and decrees meant to dampen down (if entirely not stamp out) individual traditions, these rich styles have managed to survive and even flourish. This site allows you to listen to both traditional and contemporary Turkish music, and provides general information on music in Turkey, as well as profiles for specific Turkish artists.



Turkish Music Portal

<http://www.turkishmusicportal.org/>

The Turkish Music Portal is the most comprehensive website about Turkish Music. This site contains the history of the different types of Turkish music, information on instruments, published articles, and information on organizations, composers, and artists. The site is accessible both in English and Turkish.

The Armenian Weekly: What Was Left Behind – Music of the Ottoman Empire (10/20/2011)

<http://www.armenianweekly.com/2011/10/20/what-was-left-behind-music-of-the-ottoman-empire/>

Record collector Ian Nagoski has been buying up cheap 78 rpm discs for over a decade. The 36-year-old music junkie and record store owner always had one rule: "My policy was to buy anything in a language other than English," he said in an interview with the *Armenian Weekly*. In June 2011, Nagoski, in collaboration with Tompkins Square Records, released the three-disc album set "To What Strange Place: The Music of the Ottoman-American Diaspora, 1916-1929," which features polished tracks from Armenian, Greek, and Turkish records, etched mostly in New York.



National Geographic World Fusion: Tarkan – "Hepsi Senin Mi" (3:14)

<http://video.nationalgeographic.com/video/music/genre-wm/world-fusion/hepsi-senin-mi-wm/>

Born in Germany, singer Tarkan Tevetoglu is known as the "Prince of Pop" in Turkey and has scored hits on both sides of the Bosphorus.



National Geographic Global Pop: Sezen Aksu – "Dansoz Dunya" (2:40)

<http://video.nationalgeographic.com/video/music/genre-wm/global-pop/sezen-aksu-dansoz-dunya-wm/>

Sezen Aksu has sold more than 40 million albums and is known as the "queen of Turkish pop." This video was produced in collaboration with National Geographic for Earth Day 2008.



Suryaniler/ Syriacs Religious Music

<http://www.rootsworld.com/reviews/syriacs.shtml>

Syriac apostles brought Christianity to Iraq and further east, to India and China. Today there are independent churches in Turkey, Iraq, Iran, India, and Brazil, as well as throughout Europe and the U.S. This site contains links to information and audio clips on this type of religious and folk music from Turkey.



An oud is a pear-shaped stringed instrument commonly used in traditional Turkish music. Construction of the oud is similar to that of the lute.



**World of Words**

<http://wowlit.org/catalog/?s=advanced&content=turkey>

You will find useful resources on this site for building bridges between cultures. These resources include strategies for locating and evaluating culturally authentic international children's and adolescent literature as well as ways of engaging students with these books in classrooms and libraries.

**Turkish Literature**

<http://www.turkishculture.org/pages.php?ChildID=715&ParentID=3&ID=4&ChildID1=473&miMore=1#PageContent>

The history of Turkish Literature may be divided into three periods, reflecting the history of Turkish civilization as follows: the period up to the adoption of Islam, the Islamic period, and the period under western influence.

**Inside Islam: Elif Shafak – Most-Read Female Author in Turkey (05/2011)**

<http://insideislam.wisc.edu/2011/05/elif-shafak-most-read-female-author-in-turkey/>

Shafak, who writes in English and Turkish, is the author of ten books, eight of which are novels. Her novels have been translated into more than 30 languages. In her works, Shafak explores a number of issues. She writes about the East and West, motherhood, feminism, tradition, rationalism, Sufism, and cultural ghettos.

Author Spotlight: Orhan Pamuk

<http://www.orhanpamuk.net/>

Orhan Pamuk is a noted novelist born in Istanbul in 1952 who recently won the Nobel Prize in Literature. His novel *My Name is Red*, has been translated into twenty-four languages and won international literature's most lucrative prize (excluding the Nobel), the IMPAC Dublin Award, in 2003.

My Turkish Library (12/18/2008)

<http://www.nybooks.com/articles/22182>

In this New York Review of Books article, Nobel-prize winner Orhan

Pamuk reflects on his library of books and what various authors and their writings mean to him.

**Archive of Turkish Oral Narrative**

<http://aton.ttu.edu/>

This archive contains links to a number of audio files and video files concerning music, folklore, narratives, literature, and other themes from the Turkish tradition.

Hodja Stories

<http://www.cs.biu.ac.il/~schiff/Net/>

Wit, common sense, ingenuousness, ridicule, and the kind of humor that reflects human psychology, exposes the shortcomings of a society, criticizes even state and religious affairs yet always settles matters amicably are the elements which together create a special kind of logic, the Nasreddin Hodja logic.

**EDSITEment! Arabic Poetry: Guzzle a Ghazal**

<http://edsitement.neh.gov/lesson-plan/arabic-poetry-guzzle-ghazal>

This complex structure requires careful insights and an understanding of irony and word-play. It dates to pre-Islamic times, yet remains current, forming the lyrical base of much popular music in India, Iraq, and Iran. Students will enjoy discovering the rules of ghazal writing through observation and inference. (With lesson plans and activities included.)

Rumi

<http://www.poets.org/poet.php/prmPID/543>

A short biography of the poet Jalal ad-Din Muhammad Balkhi, aka Rumi.

Medieval Sourcebook: Jalal ad-Din Rumi (1207-1273)

<http://www.fordham.edu/halsall/source/1270rumi-poems1.asp>

Eight poems of Rumi in open-source English translation.

The New York Times: Orhan Pamuk's (01/31/2014)

<http://www.nytimes.com/2014/02/02/travel/orhan-pamuks-istanbul.html>

On a windswept afternoon in mid-December, the writer Orhan Pamuk stood in a leafy square around the corner from Istanbul University, absorbed in a 40-year-old memory. He walked past parked motorcycles, sturdy oaks and a stone fountain, browsing through secondhand books in front of cluttered shops occupying the bottom floors of a quadrangle of pale yellow buildings. Sahaflar Carsisi, Istanbul's used-book bazaar, has been a magnet for literary types since the Byzantine era.

The Journal of the International Institute: An Interview with Turkish Architect/Poet Cengiz Becht: Space and Poetry (1994)

<http://quod.lib.umich.edu/j/jii/4750978.0001.206?rgn=main;view=fulltext>

"You cannot always tell what I have reinterpreted from traditional Turkish architecture. You cannot see the elements exactly as they were before. But as in traditional Turkish architecture, I always try to create a central, public space in my projects, so that the people will come together. This is the main idea. I don't need, for example, to show my knowledge of Ottoman architecture by making cupolas or using stone."

Skylife: Traditional Turkish Architecture and the Mystery of Numbers (2013)

<http://www.turkishairlines.com/en-int/skylife/2011/january/articles/traditional-turkish-architecture-and-the-mystery-of-numbers.aspx>

"Shapes and things mirror the meaning of matter in our architectural tradition. Worlds hidden in the source of objects are revealed for all to perceive," so says professional architect Muharrem Hilmi Şenalp. Şenalp, who has put his signature on a number of projects and buildings in Tokyo, Washington D.C., Ashgabat, Dubai, Berlin, Yekaterinburg as well as in Turkey, spearheaded the movement to reinterpret traditional Turkish architecture in light of modern demands.

The New York Times: The Structures of Sinan

<http://www.nytimes.com/slideshow/2012/06/10/travel/10MOSQUE-2.html>

A slideshow with 23 photos of Sinan's architectural achievements.

The New York Times: Tracking Turkey's First Starchitect (08/08/2012)

http://travel.nytimes.com/2012/06/10/travel/tracking-turkeys-first-starchitect.html?_r=0

Sinan (circa 1490-1588) was chief architect and civil engineer of the Ottoman Empire, working when the empire was at its apogee.



READING THE HEADLINES: FREEDOM OF SPEECH AND HUMAN RIGHTS³²

Human Rights Watch: Turkey

<https://www.hrw.org/europe/central-asia/turkey>

Elected to office for a fourth term in 2015, and enjoying a strong parliamentary majority, the ruling Justice and Development Party (AKP) has demonstrated a growing intolerance of political opposition, public protest, and critical media. Government interference with the courts and prosecutors has undermined judicial independence and the rule of law. The breakdown of a peace process and escalating conflict between Turkish security forces and the armed Kurdistan Workers' Party (PKK) in towns across the Southeast has led to mounting civilian deaths and multiple rights violations. Turkey hosts 2.2 million Syrian refugees, many of whom face obstacles accessing education and employment, and is the main transit route for asylum seekers trying to reach the European Union. Border restrictions and visa requirements impede the ability of Syrians to seek protection in Turkey.

Amnesty International: Turkey 2015/2016

<https://www.amnesty.org/en/countries/europe-and-central-asia/turkey/report-turkey/>

The human rights situation deteriorated markedly following parliamentary elections in June and the outbreak of violence between the Kurdistan Workers' Party (PKK) and the Turkish armed forces in July. The media faced unprecedented pressure from the government; free expression online and offline suffered significantly. The right to freedom of peaceful assembly continued to be violated. Cases of excessive use of force by police and ill-treatment in detention increased. Impunity for human rights abuses persisted. The independence of the judiciary was further eroded. Separate suicide bombings attributed to the armed group Islamic State (IS) targeting left-wing and pro-Kurdish activists and demonstrators killed 139 people. An estimated 2.5 million refugees and asylum-seekers were accommodated in Turkey but individuals increasingly faced arbitrary detention and deportation as the government negotiated a migration deal with the EU.

Turkey Cracks Down on Insults to President Erdogan (03/02/2016)

<http://www.nytimes.com/2016/03/03/world/europe/crackdown-dissent-turkey-insults-recep-tayyip-erdogan.html>

Since August 2014, 1,845 criminal cases have been opened against Turks for insulting their president, Recep Tayyip Erdogan, a crime that carries a penalty of up to four years in prison. Among the offenders are journalists, authors, politicians, a famous soccer star, even schoolchildren. That number quantified a growing trend of cracking down on dissent, and was revealed this week by the country's justice minister, Bekir Bozdag, in response to a question in Parliament.

Turkey: Court Says Officials Violated Rights of 2 Journalists (02/26/2016)

<http://www.nytimes.com/2016/02/26/world/europe/turkey-court-says-officials-violated-rights-of-2-journalists.html?ref=topics>

Turkey's highest court has ruled that the authorities violated the rights of two journalists who were jailed on terrorism and espionage charges, paving the way for their release. The two were arrested in November for their reports on accusations of government arms smuggling to Syria. In May, Cumhuriyet published what it said were images of Turkish trucks carrying ammunition to Syrian militants. The paper said the images proved that Turkey was smuggling arms to rebels, a claim the government rejected.

Finally, Some Good News for Freedom of Speech in Turkey (02/26/2016)

<https://news.vice.com/article/finally-some-good-news-for-freedom-of-speech-in-turkey>

In what has been hailed as a historic ruling, two prominent Turkish journalists from a leading opposition newspaper were freed from jail in the early hours of Friday after Turkey's top court said their detention had violated their fundamental rights.

Turkey: Deteriorating Climate for Rights (01/27/2016)

<https://www.hrw.org/news/2016/01/27/turkey-deteriorating-climate-rights>

The environment for human rights in Turkey worsened in 2015, Human Rights Watch said today in its World Report 2016. Human rights violations increased following the breakdown of the Kurdish peace process, a sharp escalation of violence in the southeast, and a crackdown on media and political opponents of the ruling Justice and Development Party (AKP).

The Fight Is Still On For Women's Rights In Turkey (06/20/2015)

http://www.huffingtonpost.com/2015/04/20/turkey-womens-rights_n_7099184.html

Women's groups and opposition politicians have criticized Erdogan, a devout Muslim, for slamming abortion, calling birth control "treason," telling women how many children to have and dismissing the Western idea of gender equality. He in turn says his detractors seek to impose Western liberal values on a religious country, railing against feminists for failing to understand Turkish culture, in which - he said soon after Aslan's murder - "God entrusted men with women."

Beyond the headscarf: Turkey's women struggle for equality (06/03/2015)

<http://www.bbc.com/news/world-europe-32982780>

Only 14% of all MPs in the last parliament were women, and almost half of Turkey's cities have no female representation. Only 28% of Turkish women participate in the workforce, compared with the European Union average of 63%. Meanwhile Turkey ranks 125 out of 140 countries in the Global Gender Gap Index 2014, published by the World Economic Forum.

Syrian refugees mass at Turkish border (02/28/2016)

<http://www.aljazeera.com/indepth/inpictures/2016/02/syrian-refugees-mass-turkish-border-160224071920385.html>

Time stands frozen for thousands of Syrian refugees running from war. They have fled Aleppo and are desperately trying to enter Turkey, which has shut its border, claiming it is unable to absorb any more refugees. Only ambulances and some special vehicles are allowed to make the Bab al-Salam crossing. The humanitarian crisis in Syria, which has been in the throes of war for nearly five years, has reached a peak. A Syrian government offensive in Aleppo has displaced tens of thousands of people, many of whom are now massing in camps at the Turkish border.

Turkey casts doubt on chances of ceasefire in Syria (02/24/2016)

<http://www.aljazeera.com/news/2016/02/turkey-optimistic-syria-ceasefire-160223135727271.html>

Turkey has said it is not optimistic about the implementation of a Syria ceasefire announced by the United States and Russia, and has threatened to continue with artillery strikes against Syrian Kurdish fighters.

Opinion: Turkey is sinking into the quagmire of Syria (02/18/2016)

<http://www.aljazeera.com/indepth/opinion/2016/02/turkey-sinking-quagmire-syria-160218130117675.html>

Since the start of the Syrian war, Ankara has sought the ousting of President Bashar al-Assad. Turkey backed rebel groups and provided transit routes for weapons and fighters, and has lately been criticised for helping to create the Islamic State of Iraq and the Levant (ISIL). In recent months Turkey increased border controls, built a border wall, and arrested hundreds of alleged terrorists within the country. But it has become increasingly clear that it's too little, too late, and that Turkey's security has deteriorated considerably at the very moment its security challenges have multiplied and grown more deadly, thanks to spillover from Syria.

Russia takes Turkey to UN over Syria (02/19/2016)

<http://www.aljazeera.com/news/2016/02/russia-calls-UNSC-meeting-turkey-syria-actions-160219145512626.html>

Security Council meeting to discuss protection of "Syria's sovereignty" as Turkish shelling of Kurdish bases continues. Russia has called an urgent meeting of the UN Security Council to discuss what it describes as the deteriorating situation on the Turkish-Syrian border and Turkey's plans to send troops into Syria. A statement posted on Friday on the foreign ministry's website said Russia intends to submit a draft council resolution calling on Turkey to "cease any actions that undermine Syria's sovereignty and territorial integrity" in the meeting later on Friday.

Analysis: How Russia keeps piling pressure on Turkey (02/07/2016)

<http://www.aljazeera.com/news/2016/02/analysis-russia-piling-pressure-turkey-160207065649214.html>

Moscow deploys its most sophisticated warplanes to Syria as relations with Ankara continue to strain. Relations between Ankara and Moscow remain extremely tense since Turkish forces shot down a Russian Su-24 jet after it allegedly violated Turkish airspace for under 20 seconds in November. Although Turkey is within its legal rights to shoot down foreign military aircraft which violate its airspace and refuse to comply with warnings, Ankara deliberately took a very aggressive stand against repeated Russian violations by shooting down the plane. This, in turn, seems to have prompted a dual response from Russian President Vladimir Putin.

Healing on the Syria-Turkey border (01/02/2016)

<http://www.aljazeera.com/indepth/inpictures/2015/12/healing-syria-turkey-border-151229102428108.html>

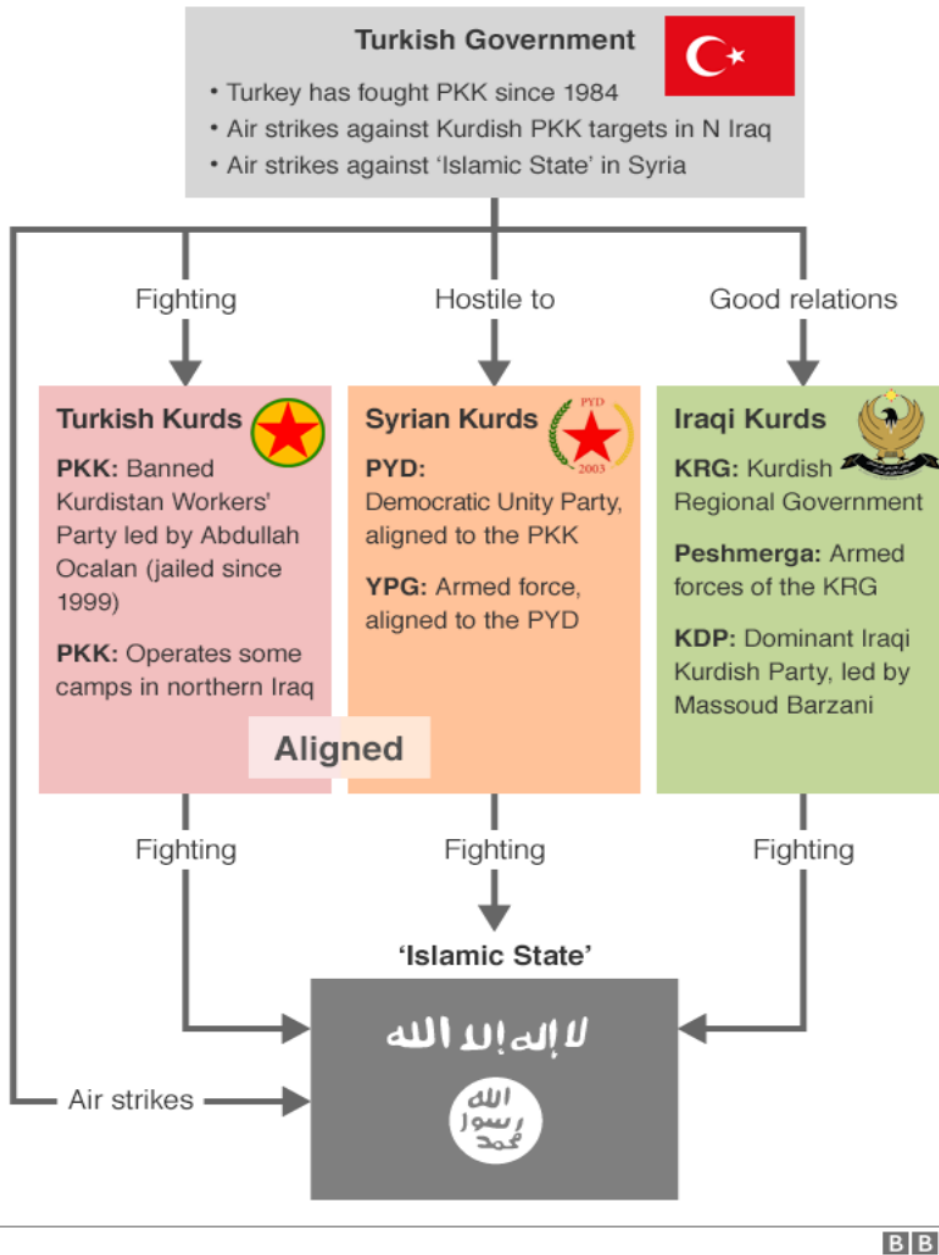
As the number of dead continues to rise in Syria, other people are struggling to cope with devastating injuries that will stay with them forever, such as the loss of limbs or impaired mobility. Yet throughout Syria, it has becoming increasingly difficult for victims to access life-saving care. Government hospitals are inaccessible or carry the risk of detention, while medical facilities in opposition-controlled areas are regularly targeted by air strikes. Urgent cases are granted entry across the border into Turkey. In a series of transfers at designated points along the border, Syrian and Turkish medical teams coordinate ambulances to shuttle the wounded to Turkish state hospitals.

Is Vladimir Putin right to label Turkey 'accomplices of terrorists'? (11/24/2015)

<http://www.theguardian.com/world/2015/nov/24/vladimir-putin-turkey-isis-terrorists-warplane-analysis>

Since the earliest months of the Syrian war, Turkey has had more direct involvement and more at stake than any of the regional states lined up against Bashar al-Assad. Turkish borders have been the primary thoroughfare for fighters of all kinds to enter Syria. Its military bases have been used to distribute weapons and to train rebel fighters. And its frontier towns and villages have taken in almost one million refugees.

Kurdish groups, Turkey and the Islamic State



Opinion: How Turkey Misreads the Kurds (02/24/2016)

<http://www.nytimes.com/2016/02/24/opinion/how-turkey-misreads-the-kurds.html?ref=topics>

The Turkish government's hostility toward the Kurds is drawing the country further into the Syrian war, complicating the battlefield and fanning new tensions between Ankara and the United States. The dispute with the Kurds also risks bringing Turkey into direct conflict with Russia, destabilizing the region even more.

Turkey v Syria's Kurds v Islamic State (02/19/2016)

<http://www.bbc.com/news/world-middle-east-33690060>

Why is Turkey hostile to Kurdish rebels in Syria? What is the international reaction to Turkey's bombing of Kurds? What role does the PKK have in all this? Where is this heading?

Why Turkey Is Fighting the Kurds Who Are Fighting ISIS (08/12/2015)

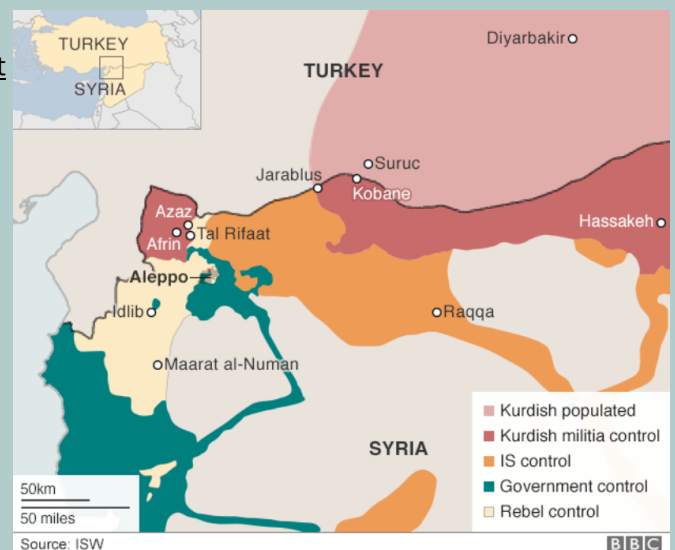
http://www.nytimes.com/interactive/2015/08/12/world/middleeast/turkey-kurds-isis.html?_r=0

On the same day that Turkey announced it would help fight the Islamic State, Turkish forces began an airstrike campaign against one of the very groups that has been crucial to stopping the advance of the Islamic State.

Turkey and the Kurds: Widening the conflict (01/23/2016)

<http://www.economist.com/news/europe/21688927-campaign-against-pkk-turns-countrys-south-east-war-zone-widening-conflict>

In July the PKK, which has waged a decades-long war for Kurdish self-rule, returned to killing Turkish police and soldiers after a two-year ceasefire. The group accused Turkey of tacitly supporting Islamic State (IS). (Turkey responded with air raids on PKK camps and a crackdown in the largely Kurdish south-east. Since then, fighting in Diyarbakir and other Kurdish cities has killed at least 230 Turkish security officers, up to 240 civilians and hundreds of PKK fighters, says the International Crisis Group, a think-tank.



U.S. Relations with Turkey

<http://www.state.gov/r/pa/ei/bgn/3432.htm>

Turkey has been a NATO Ally since 1952 and continues to be an important security partner for the United States and Transatlantic alliance. The U.S.-Turkey partnership is based on mutual interests and mutual respect and is focused on areas such as regional security and stability, as well as economic cooperation.

Dispute Over Kurds Threatens U.S.-Turkey Alliance (02/19/2016)

<http://www.nytimes.com/2016/02/19/world/middleeast/dispute-over-kurds-threatens-us-turkey-alliance.html?ref=topics>

Escalating tensions between Turkey and the United States, which now jeopardize their alliance in the Syria conflict, can be traced to the Kurds, a Middle East people who do not have a state of their own. Here are five questions about the Kurds and their role in the rapidly evolving events in Syria and Turkey.

Turkish President Criticizes U.S. Over Supplying Weapons (02/16/2016)

<http://www.nytimes.com/video/world/europe/100000004220883/turkish-president-criticizes-us-over-supplying-weapons.html>

Turkish President Recep Tayyip Erdogan said he would talk to President Obama about the use of American-supplied weapons used against civilians by Syrian-Kurdish militia groups.

Erdogan: U.S. Should Choose Between Turkey, Kurdish Forces (02/08/2016)

<http://www.usnews.com/news/world/articles/2016-02-07/erdogan-us-should-choose-between-turkey-kurdish-forces>

Turkey's president lashed out at the United States a week after President Barack Obama's envoy visited a northern Syrian town that is under the control of Syrian Kurdish forces, which Ankara considers terrorists.

In comments published Sunday, President Recep Tayyip Erdogan said Washington should choose between Turkey and the Kurdish Democratic Union Party, or PYD, as its partner.

Opinion: Turkey should let Syrian activists cross the border (01/15/2016)

<http://america.aljazeera.com/opinions/2016/1/turkey-should-let-syrian-activists-cross-the-border.html>

The fallout from Saudi Arabia's Jan. 2 execution of cleric Nimr al-Nimr is starting to threaten the Syrian peace process, with key players Saudi Arabia and Iran openly renewing hostilities. A fresh round of sectarian violence could put progress on a Syrian deal on hold for months to come. But there is something the United States can do right now to help Syrian civilians: It can press Turkey to allow human rights advocates and refugees seeking protection to cross the border from Syria. President Barack Obama got one thing dangerously wrong in his Dec. 7 televised national address when he billed the border closure as an achievement in the fight against the Islamic State in Iraq and the Levant (ISIL). In fact, it's the opposite.



<http://www.dailysabah.com/americas/2015/04/20/president-erdogan-and-obama-to-open-turkishislamic-community-center-in-us>

Arguments for and against Turkey's EU membership

<http://www.debatingeurope.eu/focus/infobox-arguments-for-and-against-turkeys-eu-membership/#.VtieOPkrJpg>

Compares the pros and cons in terms of Turkey's geography, politics, economics, history, culture, and religion.

EU's Tusk warns illegal economic migrants: Do not come here (03/03/2016)

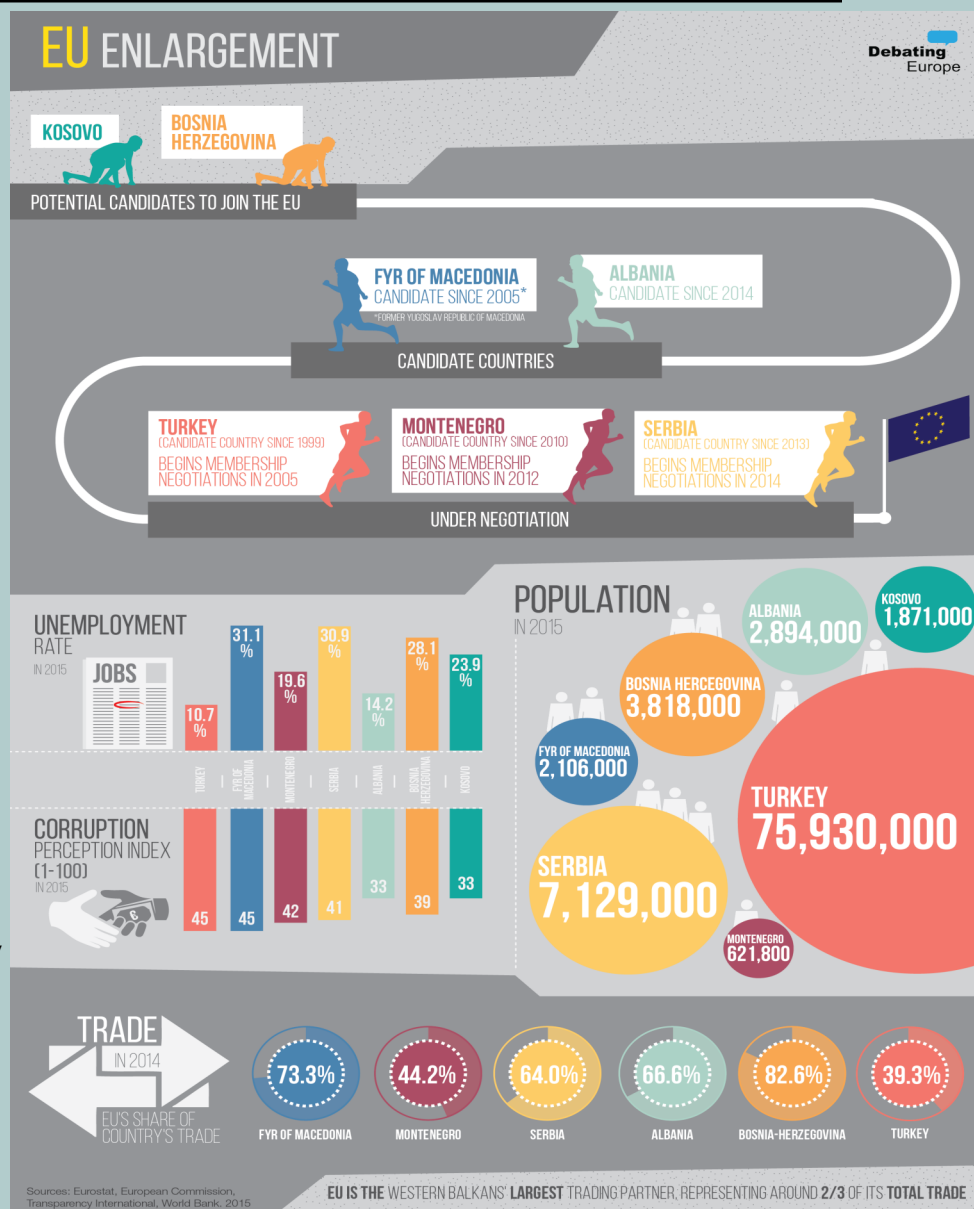
<http://www.bbc.com/news/world-europe-35714087>

Mr Tusk visited Greece and Turkey on Thursday to discuss ways to reduce the flow of migrants travelling west.

The Right Plan—and the Wrong One—to Address the Refugee Crisis (02/12/2016)

<https://www.hrw.org/news/2016/02/12/right-plan-and-wrong-one-address-refugee-crisis>

With thousands of people fleeing Aleppo toward the Turkish border and talk of the European Union's future at stake, Europe's debate on the refugee crisis is taking on an air of desperation.. Many inside and outside the Netherlands have seized upon a plan by the Dutch Labor leader Diederik Samsom to return all asylum seekers to Turkey from Greece in exchange for the voluntary resettlement of 150,000 to 250,000 refugees from Turkey to the EU. While the plan has some positive aspects, other elements raise serious human rights concerns. Equally important, it does nothing to move forward the vital EU plan to share responsibility for asylum seekers among EU states.



NEWS SOURCES



Hürriyet Daily News: Turkish Daily News

<http://www.hurriyetdailynews.com/about-the-newsroom.aspx?pageID=454>

This paper's mission has remained largely unchanged since first espoused by its founder, İlhan Çevik, in 1961 explained our mission, to "be the world's window on Turkey." Çevik also emphasized the principles that have served the newspaper for nearly half a century: fairness, impartiality, objectivity.

Turkish Press Daily News

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

Based in Plymouth, Michigan, TurkishPress.com is a comprehensive website featuring news and information about Turkey. TurkishPress.com features daily news, sports, business, travel, weather, and more.

Turkey Post

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

Turkish and World News.



Turkish Weekly

<http://www.turkishweekly.net/>

The JTW is one of Turkey's most respected English-language sources for international political news and analysis. Established in 2004, the JTW is published by the International Strategic Research Organization (USAK), a Turkish think tank based in Ankara.

The Turkey Analyst

<http://www.silkroadstudies.org/new/turkey.html>

Publication of the Central Asia-Caucasus Institute and the Silk Road Studies Program.



Seattle Public Library's Fiction and Nonfiction About Turkey For Elementary School

http://seattle.bibliocommons.com/list/show/91549352_librarian/141491706_fiction_amp_nonfiction_about_turkey_for_elementary_school

Includes picture books, young reference books, and novels.

World Language.com: Children's Books in Turkish/English

<http://www.worldlanguage.com/Products/Turkish/ChildrensBooks/Page1.htm>

Includes many picture books with side-by-side Turkish and English text.

Travel for Kids: Turkey Kids Books

<http://www.travelforkids.com/Funtodo/Turkey/turkey.htm>

Books focusing on the history and architecture of Turkey for kids.

YOUTH FICTION

Sister Shako and Kolo the Goat: Memories of My Childhood in Turkey (1994)

Vedat Dalokay

Stories From The Silk Road (2005)

Cherry Gilchrist

Turkey (2003)

Tamra Orr

Turkey (2009)

Sarah Shields

Welcome to Turkey (2002)

Vimala Alexander

The Deliverance Of Dancing Bears (2003)

Elizabeth Stanley

Against the Storm (1993)

Gaye Hicyilmaz

Santa Who? (1999)

Gail Gibbons

The Frozen Waterfall (1994)

Gaye Hicyilmaz

Grandmother's Tale (1995)

Moy McCrory

The Hungry Coat: A Tale from Turkey (2004)

Demi

The Ottoman Empire (2002)

Adriane Ruggiero

Parade of Shadows (2007)

Yoo Kyung Sung

Rumi: Whirling Dervish (2009)

Demi

The Silk Route: 7,000 Miles of History (1996)

John S. Major

ADULT FICTION

Birds Without Wings (2004)

Louis de Bernieres

The Birds Have Also Gone (1989)

Memed, My Hawk (2005)

The Wind from the Plain (1992)

They Burn the Thistles (2006)

The Flea Palace (2004)

Elif Safak

Dear Shameless Death (2001)

Latife Tekin

Human Landscapes from my Country (2009)

Nazim Hikmet

The Garden of Departed Cats (2004)

Bilge Karasu, translated by Aron Aji

A Mind at Peace (2011)

Ahmet Hamdi Tanpinar, translated by Erdag Goknar

Seattle Public Library's Fiction and Nonfiction about Turkey for Middle and High School

http://seattle.bibliocommons.com/list/show/91549352_librarian/141498781_fiction_amp_nonfiction_about_turkey_for_middle_amp_high_school

Includes adult-level nonfiction as well as further novels set in various time

Orhan Pamuk Books:

Istanbul: Memories and the City (2013)

Silent House (2013)

The Innocence of Objects (2012)

The Museum of Innocence (2010)

Snow (2002)

My Name is Red (1999)

The Naïve and the Sentimental Novelist (2010)

The Guardian: Jason Goodwin's Top Ten Books About Turkey (08/31/2011)

<http://www.guardian.co.uk/books/2011/aug/31/jason-goodwin-top-10-books-turkey>

Encompassing poetry, history, fiction, and even cookery, the author picks his favorite reading about this 'elusive and contradictory' country.

Sea Song: Recommended Reading List for Turkey

<http://www.seasong.com/rclist.htm>

Novels and historical nonfiction set in Turkey for adults.

ADULT NON-FICTION

The Turks Today (2006)
Andrew Mango

Crescent and Star (2001)
Stephen Kinzer

Anatolia and its Biblical Visionaries (2002)
Anna Edmonds

The Turks in World History (2004)
Carter Findley

Sons of Conquerors (2006)
Hugh Pope

Sea of Faith: Islam and Christianity in the Medieval Mediterranean World (2007)
Stephen O'Shea

House with Wisteria: the Memoirs of Halide Edib (2009)
Halide Edib

Twice a Stranger: The Mass Expulsions that Forged Modern Greece and Turkey (2009)
Bruce Clark

Fragments of Culture (2002)
Deniz Kandiyoti and Ayse Saktanber

The Alevis in Turkey: The Emergence of a Secular Islamic Tradition (2003)
David Shankland

The Age of the Beloveds: Love and the Beloved in Early-Modern Ottoman and European Culture and Society (2005)
Walter Andrews and Mehmet Kalpaki

Culture Smart! Turkey (2006)
Charlotte McPherson

Passage to Ararat (2006)
Michael J. Arlen

Turkey from Empire to Revolutionary Republic: The Emergence of the Turkish Nation from 1789 to the Present (2007)
Aksin Sina

The Turks in World History (2004)

Carter Vaughn Findley

The Emergence of Modern Turkey (2001)
Bernard Lewis

Ataturk: The Biography of the Founder of Modern Turkey (2002)
Andrew Mango

Sons of the Conqueror: The Rise of the Turkic World (2006)
Hugh Pope

The Formation of Turkey: The Seljukit Sultanate of Rum: Eleventh to Fourteenth Century (2001)
Claude Cahen

Osman's Dream (2007)
Caroline Finkel

The Armenian Massacres in Ottoman Turkey: A Disputed Genocide (2007)
Guenter Lewy

The Ottoman Peoples and the End of Empire (2001)
Justin McCarthy

The Unmaking of the Middle East (2009)
Jeremy Salt

The Fall of Constantinople 1453 (2012)
Steven Runciman

Orhan Pamuk's Istanbul (01/31/2014)

http://www.nytimes.com/2014/02/02/travel/orhan-pamuks-istanbul.html?_r=0

In the early 1970s, Mr. Pamuk, then an architecture student and aspiring painter with a love for Western literature, would drive from his home across the Golden Horn to shop for Turkish translations of Thomas Mann, André Gide and other European authors. "My father was nice in giving me money, and I would come here on Saturday mornings in his car and fill the trunk with books," the Nobel Laureate remembered, standing beside a bust of Ybrahim Muteferrika, who printed one of the first books in Turkey—an Arabic-Turkish language dictionary—in 1732.

LOCAL AND NATIONAL ORGANIZATIONS



Turkish Cultural Foundation

<http://www.turkishculturalfoundation.org/>

The Turkish Cultural Foundation aims to promote and preserve Turkish culture and heritage worldwide, support education for disadvantaged students in Turkey, support research related to Turkey, and help to build cultural bridges between Turkey and other countries. This website contains a wealth of information concerning Turkish cuisine, lifestyle, philosophy, art, music, military, culture, and more. Information about the Anadolu Folk Dance classes and presentations can be found at this site.

Anatolian Artisans

<http://www.anatolianartisans.org/>

Anatolian Artisans is a non-profit organization with a unique mission to provide sustainable economic benefits to low-income artisans through product development, marketing, and training, and to raise awareness about arts and culture of Turkey by organizing exhibitions, festivals, fairs, conferences, and seminars.

Turkish Coalition of America (TCA)

<http://www.tc-america.org>

The Turkish Coalition of America (TCA) is an educational, charitable organization incorporated in February 2007 whose objectives are to educate the general public about Turkey and Turkish Americans.

Middle East Studies Association (MESA)

<http://www.mesa.arizona.edu/>

The Middle East Studies Association (MESA) is a private, non-profit, non-political learned society that brings together scholars, educators, and those interested in the study of the region from all over the world.

The International Association of Sufism

<http://www.ias.org/>

This non-profit organization was established in America in 1983 in order to work towards introducing Sufism in all its varied forms to the public. It hopes to make known the interrelation between Sufi principles and scientific principles, and to provide a forum for a continuing dialogue between the different schools of Sufism.

Local Resources

Turkish-American Cultural Association of Washington (TACAWA)

<http://www.tacawa.org/>

TACAWA is an active non-profit organization dedicated to guiding and enhancing awareness of the Turkish culture, art, and heritage and to sponsoring positive relationships between various Turkish and local communities. We do this through cultural, educational, and community events and outreach. Information about the Anadolu Folk Dance classes and presentations can be found at this site.

Turkfest

<http://www.turkfest.org/>

Turkfest is an annual festival held at the Seattle Center (Seattle, WA) celebrating the Turkish culture through music, dance, exhibits, shows, lectures, food, arts, crafts, and films since 2001.

American-Turkish Council (ATC)

<http://www.american-turkishcouncil.org/>

The American Turkish Council is dedicated to effectively strengthening U.S.-Turkish relations through the promotion of commercial, defense, technology, and cultural relations. Its diverse membership includes Fortune 500, U.S. and Turkish companies, multinationals, nonprofit organizations, and individuals with an interest in U.S.-Turkish relations. Guided by member interests, ATC strives to enhance the growing ties between the U.S. and Turkey by initiating and facilitating efforts to increase investment and trade between the two countries.



Empire, Republic, Democracy: A History of Turkey The Choices Program



Empire, Republic, Democracy: A History of Turkey traces the final years of the Ottoman Empire, the struggle for independence, and Turkish resistance against European imperialism. Students explore the birth of the Turkish Republic, the emergence of a multiparty democracy, the military coups of the twentieth century, and the Kurdish conflict.

The readings conclude by examining current issues in Turkey, including economic development, religion and secularism, human rights, authoritarianism, and foreign affairs. In a culminating simulation, students grapple with the questions and challenges facing people in Turkey today. Learn more about the Choices curriculum here: <http://www.choices.edu/resources/detail.php?id=207>.

Assembly of Turkish-American Associations (ATAA)

<http://www.ataa.org/>

The founding principle of ATAA was the need to create cohesion and cooperation between the large numbers of social/cultural Turkish American organizations around the U.S. The Assembly's main goal is to be a link between all communities, large or small, and pursue their interests in Washington and beyond.

The American Turkish Society

<http://www.americanturkishsociety.org/>

The American Turkish Society achieves its mission by bringing together leaders in government, including Prime Ministers, Ministers of State, and Ambassadors, as well as business leaders, journalists, artists, and scholars covering a spectrum of fields. In addition, the Society sponsors educational programs such as the Global Educators Program in partnership with the American Field Service; other similar programs are currently under development.

Friends of Anatolia

<http://www.friendsofanatolia.org/index.htm>

Friends of Anatolia was formed in order to contribute to peace and democracy by supporting the Turkish educational system as well as the Turkish nonprofit organizations in Turkey and the U.S. They also aim to create a mutual understanding among people of different backgrounds by using Anatolian culture and heritage as a unifying tool.

Bridges of Hope Project

<http://bohnp.org/>

Bridges of Hope Project was started by a group of committed Turkish-Americans who have come together to raise awareness and resources for nonprofit organizations that promote economic and social development in Turkey.

Muslim Women's League

<http://www.mwlnusa.org/>

The Muslim Women's League is a non-profit Muslim American organization working to implement the values of Islam and thereby reclaim the status of women as free, equal, and vital contributors to society. Their main goal is to strengthen the role of Muslim women through increased awareness of their rights guaranteed by Islam.

Moons and Stars Projects

<http://www.maspny.org/>

In 2011, following a decade of unprecedented arts and culture programs, and having built a dedicated corps of viewers and supporters, Moon and Stars Project became a part of The American Turkish Society, a pioneer organization committed to enhancing ties and mutual understanding among the people of U.S. and Turkey. Incorporate traditional and contemporary programs in music, visual arts, theater and film, as well as, project sponsorships and grants, scholarships, and summer residency programs

Turkish American Scientists and Scholars Association (TASSA)

<http://www.tassausa.org/>

Turkish American Scientists and Scholars Association (TASSA) is an independent, non-profit and non-political organization established in June 2004 in Washington, DC. TASSA's vision is to build a sustainable science bridge between the U.S. and Turkey.

Middle East Studies Association (MESA)

<http://www.mesa.arizona.edu/>

The Middle East Studies Association (MESA) is a private, non-profit, non-political learned society that brings together scholars, educators, and those interested in the study of the region from all over the world.

Turkish Coalition of America (TCA)

<http://www.tc-america.org>

The Turkish Coalition of America (TCA) is an educational, charitable organization incorporated in February 2007 whose objectives are to educate the general public about Turkey and Turkish Americans.

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

The Headscarf Controversy in Turkey: Religious Expression, Fashion, or Political Wedge Issue?

By Cheryl Healy, Seattle Preparatory School

INTRODUCTION

The purpose of this lesson is to explore the complex issues of Women's Rights in Modern Turkey through the case study of the headscarf controversy in Turkey. The headscarf has become a political issue in many European countries as well. Why and how did this become a political issue in a majority Muslim country? The answers to these questions allow students to learn about Ataturk's vision for a secular country, his adoption of Western dress (although he did not create a dress code for women), the prohibition of the head scarf in civil service jobs and universities in the 1980s and 1990s and then the lifting of the ban in 2013. By exploring this controversy, students will gain a better understanding of the rights of women in modern Turkey as well as the complexities of their current roles in society.

This lesson will be used as part of four-month United Nations simulation in an integrated 10th grade History/English course. Students are assigned nations and research both their individual country as well as attempt to solve a modern world problem. Student enter with many misconceptions about Islam and about a modern secular democracy in a predominately Muslim country such as Turkey. Students tend to generalize about all countries in the Middle East. The hope is that this lesson will allow them to explore issues of Islam and Women's Rights and create a more accurate and complex understanding of Middle Eastern nations as well as issues faced by Muslims in Western nations.

This lesson is also designed for the school environment of a 1:1 program. All students in my classroom have an iPad, so part of this lesson will involve research using iPads as well as research databases that my students have access to through our school's library. That aspect of the lesson could be adapted based a school's access to technology.

Students will need background knowledge on the creation of Modern Turkey under the leadership of Ataturk. They will need to understand key vocabulary terms such as "secularism" and "hijab." They will also need to understand the complex role of the headscarf in Islamic practice.

LEVEL

The lesson was designed for a 10th Grade World History course. It could be adapted and used for grades 9-12. Some of the readings for students are from scholarly journals and are challenging, so students may need assistance with vocabulary and meaning of the excerpts.

OBJECTIVES

The student will:

- Understand the complex relationship between religion and secularism in modern Turkey.
- Evaluate the reasons why the headscarf is a subject of controversy in modern Turkey.
- Explore gender roles in modern Turkey.
- Determine the central idea from a variety of written and video sources.
- Evaluate evidence from a variety of sources in order to support a written argument.

CONNECTIONS TO STANDARDS

Common Core Reading Standards for Literacy in History/Social Studies

- 11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

The Headscarf Controversy in Turkey: Religious Expression, Fashion, or Political Wedge Issue?

- 11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Washington State Social Studies Standards:

Social Studies EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

Social Studies EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating

Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.

Component 5.3: Deliberates public issues.

TIME

2-3 class periods (45 minutes of instruction each class)

MATERIALS

- Laptop/computer/ projector to show videos and PowerPoint slides (see world-affairs.org/teacher-resources/)
- Handouts (see Full Resource Packet at: world-affairs.org/teacher-resources/).
- Handout: "Turkey Database Research Handout"
- National Geographic Article
- Handout: "Document Analysis Handout"

BACKGROUND ESSAYS (YOU CAN COMBINE THIS INTO THE INTRODUCTION)

As background to this topic, it is suggested that teachers read the following scholarly article and the following blog post:

Toprak, Metin, and Nasuh Uslu. "The Headscarf Controversy in Turkey." *Journal of Economic and Social Research* 11.1 (2009): 43-67. *ProQuest*. Web. 12 Sep. 2015.

Toprak, Binnaz. "The Headscarf Controversy." *The Immanent Frame* RSS. Social Science Research Council, 16 Apr. 2008. Web. 29 Nov. 2015. <<http://blogs.ssrc.org/tif/2008/04/16/the-headscarf-controversy/>>.

These documents will provide important context and background on the headscarf controversy in Turkey for the instructor. They are attached as PDFs to this lesson. The National Geographic article used in the lesson is more accessible for students.

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

The Headscarf Controversy in Turkey: Religious Expression, Fashion, or Political Wedge Issue?

PROCEDURES

Day 1:

1. Warm-up/ Introduction

Project a side-by-side image of two women: one wearing a head-scarf and one who is not wearing a head-scarf (for example, two famous Turkish women such as Emine Erdogan and Elif Safak or two images of university-aged women: see slide 1 of PowerPoint)

Ask students to brainstorm words, associations, assumptions, and questions based on the two images. Students will do this first on their own and then discuss with a partner.

Elicit responses from a few students.

Explain that both images are of Turkish women and today we will explore how and why the headscarf became a political issue in Turkey.

2. Students will now brainstorm what they know about Turkey (in general) and what they know about the status of women in Turkey.

3. After sharing this brainstorm, students will be invited to work with a partner to research some basic information about Turkey using on-line databases; students may complete this for homework if they do not finish the research during class time.

Day 2:

1. Student report finding from their research and teacher engages the class in a discussion:

What surprised you about the nation of Turkey?

How does Turkey compare (in size/ population/ religion/ status of women) to the United States?

Based on this research, can you predict why the issue of the headscarf would be an area of controversy in the nation of Turkey?

2. Students read the National Geographic article, ""Why Turkey Lifted Its Ban on the Islamic Headscarf." Students are asked to complete a chart while reading to gather evidence from this article to answer the central question of "Why and how is the headscarf a controversial issue in Turkey? (see Full Resource Packet at: world-affairs.org/teacher-resources/).

3. Teacher checks for understanding of the article and addresses any questions generated from the article. Teacher also fills in gaps in the timeline of the headscarf controversy using background information from the article: "The Headscarf Controversy in Turkey." Journal of Economic and Social Research 11.1 (2009): 43-67. Teacher shows images from PowerPoint of Ataturk's wife, President Gul's wife (renewed controversy over headscarf) and images of women in Modern Turkey.

4. Next, provide students with excerpts from documents that address the headscarf controversy and/or the status of women in Turkey. One of these pieces of evidence is a video clip. All URLs are listed in the sources below. Students read the document and complete the chart to synthesize evidence about the headscarf controversy in Turkey.

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

The Headscarf Controversy in Turkey: Religious Expression, Fashion, or Political Wedge Issue?

ASSESSMENT

Students will:

Write a paragraph that answers the question:

Why is the headscarf a political issue in Turkey?

- Begin with a topic sentence that creates an argument that answers the prompt.
- Include evidence from at least three of the sources above to support the argument in your topic sentence.

Students will be evaluated on the quality of their topic sentence (answers the prompt/ makes an argument that can be supported by evidence) as well as their use of evidence to support their topic sentence.

EXTENSION IDEAS

1. There are two BBC News videos listed below that were produced before the 2015 election. These could be shown to provide a perspective on women's rights in general in Turkey.

Students could compare the rights on women in Turkey with other nations in the world (in my classroom, it would work to have them use their assigned United Nations country as a point of comparison.)

2. Students could compare the rights on women in Turkey with other nations in the world (in my classroom, it would work to have them use their assigned United Nations country as a point of comparison.)

HANDOUTS

Find at world-affairs.org/teacher-resources

SOURCES

"A History of the Headscarf Ban in Turkey." *TURKISH REVIEW*. Turkish Review, 01 Oct. 2012. Web. 12 Sept. 2015. <http://www.turkishreview.org/articles/a-history-of-the-headscarf-ban-in-turkey_540650#>.

Applebaum, Anne. "In Turkey, Head Scarves Are Potent Political Symbols." *Slate*. Slate.com, 31 Mar. 2009. Web. 12 Sept. 2015. <http://www.slate.com/articles/news_and_politics/foreigners/2008/03/a_wrinkle_in_the_fabric_of_society.html>.

BBC News. "Turkey Election: Women's Group Raising Its Voice - BBC News." *BBC News*. BBC News, 22 May 2015. Web. 12 Sept. 2015. <<http://www.bbc.com/news/world-europe-32840063>>.

BBC News. "Turkey Politics: 'Women Are Almost Non-existent' Says Elif Safak - BBC News." *YouTube*. YouTube, 5 June 2015. Web. 12 Sept. 2015. <https://youtu.be/4bCfmjegKQQ>.

BBC News. "Headscarf Row Mars Turkey's Anniversary Celebration." *BBC News*. BBC News, 30 Oct. 2010. Web. 12 Sept. 2015. <<http://www.bbc.com/news/world-europe-11652750>>.

Elver, Hilal. "Turkey's First Ladies and the Headscarf Controversy." *Aljazeera*. Aljazeera, 20 Sept. 2014. Web. 12 Sept. 2015. <<http://www.aljazeera.com/indepth/opinion/2014/09/turkey-first-ladies-headscarf--2014911114226379736.html>><http://www.aljazeera.com/indepth/opinion/2014/09/turkey-first-ladies-headscarf--2014911114226379736.html>>.

Euronews. "Ending Ban on Islamic Headscarf Divides Turkey." *YouTube*. Euronews (in English), 9 Oct. 2013. Web. 13 Sept. 2015. <https://www.youtube.com/watch?v=ow71y8AlSnc>

Mortada, Dalia. "Some in Turkey Feel Less Free Now That Women Are Free to Wear Headscarves." *PRI's the World*. Public Radio International, 19 Feb. 2014. Web. 29 Nov. 2015. <<http://www.pri.org/stories/2014-02-19/some-turkey-feel-less-free-now-women-are-free-wear-headscarves>>.

Smith, Roff. "Why Turkey Lifted Its Ban on the Islamic Headscarf." *National Geographic*. National Geographic Society, 12 Oct. 2013. Web. 12 Sept. 2015. <http://news.nationalgeographic.com/news/2013/10/131011-hijab-ban-turkey-islamic-headscarf-ataturk/#>

Toprak, Binnaz. "The Headscarf Controversy." *The Immanent Frame RSS*. Social Science Research Council, 16 Apr. 2008. Web. 29 Nov. 2015. <<http://blogs.ssrc.org/tif/2008/04/16/the-headscarf-controversy/>>.

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

The Headscarf Controversy in Turkey: Religious Expression, Fashion, or Political Wedge Issue?

SOURCES

Toprak, Metin, and Nasuh Uslu. "The Headscarf Controversy in Turkey." *Journal of Economic and Social Research* 11.1 (2009): 43-67. ProQuest. Web. 12 Sep. 2015.

Vojdik, Valorie K. "POLITICS OF THE HEADSCARF IN TURKEY: MASCULINITIES, FEMINISM, AND THE CONSTRUCTION OF COLLECTIVE IDENTITIES." *Harvard Journal of Law & Gender* 33 (2010): 661-85. Web.

Yaqoob, Salma. "Hijab: A Woman's Right to Choose." Proc. of European Social Forum, London. The National Assembly Against Racism, 16 Oct. 2004. Web. 12 Sept. 2014. <<http://www.naar.org.uk/newspages/041022.asp>>.

YİNANÇ, BARÇIN. "Why Worry about Headscarf Issue in Turkey?" *Why Worry about Headscarf Issue in Turkey?* Hurriyet Daily News, 28 Oct. 2014. Web. 29 Nov. 2015. <<http://www.hurriyetdailynews.com/why-worry-about-headscarf-issue-in-turkey.aspx?PageID=238&NID=73529&NewsCatID=412>>.

"A History of the Headscarf Ban in Turkey." *TURKISH REVIEW*. Turkish Review, 01 Oct. 2012. Web. 12 Sept. 2015. <http://www.turkishreview.org/articles/a-history-of-the-headscarf-ban-in-turkey_540650#>.

Applebaum, Anne. "In Turkey, Head Scarves Are Potent Political Symbols." *Slate*. Slate.com, 31 Mar. 2009. Web. 12 Sept. 2015. <http://www.slate.com/articles/news_and_politics/foreigners/2008/03/a_wrinkle_in_the_fabric_of_society.html>.

BBC News. "Turkey Election: Women's Group Raising Its Voice - BBC News." *BBC News*. BBC News, 22 May 2015. Web. 12 Sept. 2015. <<http://www.bbc.com/news/world-europe-32840063>>.

BBC News. "Turkey Politics: 'Women Are Almost Non-existent' Says Elif Safak - BBC News." *YouTube*. YouTube, 5 June 2015. Web. 12 Sept. 2015. <https://youtu.be/4bCfmjegKQQ>.

BBC News. "Headscarf Row Mars Turkey's Anniversary Celebration." *BBC News*. BBC News, 30 Oct. 2010. Web. 12 Sept. 2015. <<http://www.bbc.com/news/world-europe-11652750>>.

Elver, Hilal. "Turkey's First Ladies and the Headscarf Controversy." *Aljazeera*. Aljazeera, 20 Sept. 2014. Web. 12 Sept. 2015. <<http://www.aljazeera.com/indepth/opinion/2014/09/turkey-first-ladies-headscarf--2014911114226379736.html>><http://www.aljazeera.com/indepth/opinion/2014/09/turkey-first-ladies-headscarf--2014911114226379736.html>.

Euronews. "Ending Ban on Islamic Headscarf Divides Turkey." *YouTube*. Euronews (in English), 9 Oct. 2013. Web. 13 Sept. 2015. <https://www.youtube.com/watch?v=ow71y8AlSnc>

Mortada, Dalia. "Some in Turkey Feel Less Free Now That Women Are Free to Wear Headscarves." *PRI's the World*. Public Radio International, 19 Feb. 2014. Web. 29 Nov. 2015. <<http://www.pri.org/stories/2014-02-19/some-turkey-feel-less-free-now-women-are-free-wear-headscarves>>.

Smith, Roff. "Why Turkey Lifted Its Ban on the Islamic Headscarf." *National Geographic*. National Geographic Society, 12 Oct. 2013. Web. 12 Sept. 2015. <http://news.nationalgeographic.com/news/2013/10/131011-hijab-ban-turkey-islamic-headscarf-ataturk/#>

Toprak, Binnaz. "The Headscarf Controversy." *The Immanent Frame* RSS. Social Science Research Council, 16 Apr. 2008. Web. 29 Nov. 2015. <<http://blogs.ssrc.org/tif/2008/04/16/the-headscarf-controversy/>>.

Toprak, Metin, and Nasuh Uslu. "The Headscarf Controversy in Turkey." *Journal of Economic and Social Research* 11.1 (2009): 43-67. ProQuest. Web. 12 Sep. 2015.

Vojdik, Valorie K. "POLITICS OF THE HEADSCARF IN TURKEY: MASCULINITIES, FEMINISM, AND THE CONSTRUCTION OF COLLECTIVE IDENTITIES." *Harvard Journal of Law & Gender* 33 (2010): 661-85. Web.

Yaqoob, Salma. "Hijab: A Woman's Right to Choose." Proc. of European Social Forum, London. The National Assembly Against Racism, 16 Oct. 2004. Web. 12 Sept. 2014. <<http://www.naar.org.uk/newspages/041022.asp>>.

YİNANÇ, BARÇIN. "Why Worry about Headscarf Issue in Turkey?" *Why Worry about Headscarf Issue in Turkey?* Hurriyet Daily News, 28 Oct. 2014. Web. 29 Nov. 2015. <<http://www.hurriyetdailynews.com/why-worry-about-headscarf-issue-in-turkey.aspx?PageID=238&NID=73529&NewsCatID=412>>.

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

Exploring Turkish Architecture

By Dana Radcliffe

Hamilton International Middle School

Background and Relevancy

My social studies curriculum is 6th-grade World Civilizations. In the past, we have studied aspects of Anatolia, but my background and understanding has been limited. While teaching this content, I have learned more about the incredible significance Anatolia holds to world history, but often how little attention it receives. I have gradually spent more time in the past couple of years looking into aspects of Anatolian history to include the Byzantine Empire, the Rise of Islam, and the Ottoman Turks. I also attempt to make links between our study of history and current events occurring in this region.

Through my study tour of Turkey, I drew knowledge from six architectural sites I visited to develop this lesson. These architectural sites represent significant time periods, themes and empires that will be used throughout the year in understanding the development of World Civilizations. The six sites correlate specifically to our study of the Neolithic Age, Greece, Rome, and Byzantium, Christianity and Islam, China, India, and the Silk Road, and the Ottoman Empire. This lesson will provide students with an overview of the diverse cultures, belief systems, geography, and time span we cover in the course. It will also help students become acquainted with Turkey and its diverse history. Overall, Turkey will become a geographic anchor and reference point to clarify our understanding of World Civilizations.

Overview

Students will learn about the diversity of Turkey and its importance to World Civilizations by studying six of its architectural sites. Students will make predictions and connections given limited artifacts from each of the six sites to pre-assess understanding and facilitate discussion. Students will then examine one-page informational sheets about each of the sites set up in stations around the room. They will take notes on this information using a graphic organizer. They will generate a list of new understandings that explains how their predictions compare or contrast with the one-page informational sheets. Based on their new understandings, students will critically think, discuss and reflect on Turkey and its relevance to World Civilizations by answering three prompts and completing an exit ticket. Additionally, what they learn about these sites will be referenced throughout the year to assess and clarify their understanding of World Civilizations.

Guiding Questions

1. How does the amount and quality of information that is accessible to us influence our views and our understanding?
2. How can architecture be used to help us identify important time periods, themes, and empires in World History?
3. What do architectural sites in Turkey tell us about its history and relevance to World Civilizations?

Objectives

Students will be able to:

1. Understand how the amount and quality of information influences beliefs and opinions
2. Make predictions based on limited information
3. Compare and contrast predictions based on new information
4. Use graphic organizers to take notes
5. Summarize and analyze predictions and notes for discussion and reflection
6. Demonstrate how architecture can be used to help us identify significant aspects of world history
7. Show Turkey as a crossroads in world history and a reference point for study of World Civilizations
8. Reflect on student growth and learning

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

Exploring Turkish Architecture

47

Standards Addressed

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

WHST.6-8.9 Draw evidence from informational text to support analysis, reflection, and research

Activities and Materials

Day 1

- Artifact Question Predictions displayed, take down in journal
 - Explain six stations set up around room with Day 1 Artifacts, answer questions for each station
 - Approximately 30 minutes to complete all stations, 5 minutes each
 - Break into groups to exchange information, thoughts, predictions
 - Class discussion, review prompts
- 01 – Predictions and Day 1 Artifacts.ppt

Day 2

- Set up graphic organizer in journals
 - Explain six stations set up around the room with additional information, Day 2 Artifacts, complete graphic organizer for each station
 - Compare/contrast Day 1 predictions with Day 2 knowledge
 - Break into groups to exchange findings/new understandings
 - Briefly share come findings/new understandings
- 02 – Graphic Organizer and Compare/Contrast.ppt
- 03 – Day 2 Artifacts

Day 3

- Class discussion of previous days findings/new understandings
 - Display reflection prompts to be answered in journal
 - Small group discussion
 - Class discussion
 - Discuss personal experience traveling through Turkey (optional) to wrap-up and restate objectives
 - Exit Ticket
- 04 – Reflection Questions and Exit Ticket.ppt

Assessment

1. Informal assessments of skills and concepts through individual, small group, and whole class discussion.
2. Predictions, Graphic Organizer, Compare/Contrast, and Reflection Prompts in journal.
2. Exit Ticket.

Extension

1. Students will be able to explore additional aspects of any of the architectural sites of their choice to be added to notes, discussion, and assessment.

Handouts available online at world-affairs.org/teacher-resources

Sources

1. TCF Turkey Study Tour and associated notes, discussions, lectures, photos, and readings
2. Images and text developed using web research

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

The Syrian Refugee Crisis and Turkey's Response

Josh Parker (and David Blacketer)

Billings Middle School

INTRODUCTION

The Syrian Civil war which began in 2011, has resulted in more than 6.5 million internally displaced persons and nearly 4 million more fleeing the country. Syria's neighbors and the international community are facing the greatest refugee crisis in modern history. Nearly a million of those refugees have settled in Turkey. This lesson will focus on the role Turkey has taken in providing refuge for the Syrian people and the personal stories of those refugees seeking safety within Turkish borders. Students will investigate the current Syrian refugee crisis taking place in the Middle East and Europe and understand the causation factors of the conflict. Students will also research Turkey's policy of granting refugee or guest status to Syrian people seeking safety and asylum in Turkey. After learning the background of the Syrian conflict and Turkish policies on immigration, students will seek out the personal stories of Syrian people who have settled in Turkey; identifying the push and pull factors which have forced them there, their legal status, fate, etc. Students will gain a deeper and more personal understanding of the Syrian refugee crisis and the role and responsibilities Turkey and the international community play in humanitarian crisis. Students will also understand the political, social, and economic impact the refugee crisis has on Turkey and the international community as a whole.

LEVEL

Middle and High School (6-12)

SUBJECTS

Contemporary World Problems; Human Geography; World Cultures; Global Studies

ESSENTIAL QUESTIONS

- How have individuals been personally impacted by the political crisis in Syria?
- How has Turkey answered the call for humanitarian aid in the current Syrian refugee crisis?
- What is the political, social, and economic impact of the refugee crisis on Turkey in both the short and long term?

OBJECTIVES

Students will...

- Describe the causes of the Syrian refugee crisis, including when and how it started
- Discuss what has happened and is happening to Syrians caught in the war
- Identify and evaluate how refugees are escaping, and where they are fleeing to
- Report how many refugees there are and where they are located
- Investigate the role of Turkey in the Syrian refugee crisis
- Examine the conditions and resources available in of Turkish refugee camps
- Assess the efforts of Turkey and the international community in addressing the refugee crisis

CONNECTIONS TO STANDARDS

C3 Framework: College, Career, and Civic Life for Social Studies State Standards

(Middle School 6-9, High School 9-12)

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

D2.Civ.11.6-8. Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.

The Syrian Refugee Crisis and Turkey's Response

CONNECTIONS TO STANDARDS CONT.

D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.

D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.

D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

TIME

6-8 50 minute class periods (including Demonstration presentations)

MATERIALS

- Internet access
- Material requirements will vary depending on individual project types chosen.

BACKGROUND ESSAY (YOU CAN COMBINE THIS INTO THE INTRODUCTION)

See Introduction

PROCEDURES

See the Project Guidelines sheet for project steps

ASSESSMENT

Students will be assessed on both the process and final product (Demonstration) of their project. The assessment rubric will have the following categories: Accuracy / Content Knowledge, Required Elements, Comprehension, Final Product, Clarity and Relevance, Originality, Attractiveness, and Presentation.

The Syrian Refugee Crisis and Turkey's Response

EXTENSION IDEAS

Teachers could extend this lesson by exploring:

- The current decisions being made by EU nations, the United States, and other nations in considering their response to the Syrian refugee crisis
- A comparative study of the term "refugee" vs "migrant"
- The geography of the Syrian refugee crisis - mapping the migration routes

The response to the refugee crisis in other European and Asian countries

SOURCES

World Affairs Council: Understanding the Syrian Refugee Crisis: A Resource Packet for Educators: https://www.world-affairs.org/wp-content/uploads/2015/02/Understanding-the-Syrian-Refugee-Crisis_Full-Version.pdf

I am Syria: Teaching about the Refugee Crisis and Making a Difference: <http://www.iamsyria.org/teaching-about-the-refugee-crisis-and-making-a-difference.html>

Syrian refugees tell their harrowing stories in their own words: <http://www.nydailynews.com/opinion/syrian-refugees-harrowing-stories-article-1.2358726>

Syrian Refugees in Turkey: A Snapshot of the Crisis in the Middle East and Europe: http://syrianrefugees.eu/?page_id=80

BBC: Syrian Journey: Choose your own escape route: <http://www.bbc.com/news/world-middle-east-32057601>

BBC: Guide to the Syrian Crisis: <http://www.bbc.com/news/world-middle-east-26116868> <http://www.bbc.co.uk/newsround/16979186>

Mondoweiss: A Guide to the Worst Refugee Crisis since WWII: <http://mondoweiss.net/2015/09/refugee-crisis-since>

Turkish Refugee Camps Set High Standard: <http://www.euronews.com/2015/09/09/turkish-refugee-camps-for-syrians-set-high-standard/>

2015 UNHCR Country Operations Profile – Turkey <http://www.unhcr.org/pages/49e48e0fa7f.html>

Stories from Syrian Refugees: Discovering the human faces of a tragedy: <http://data.unhcr.org/syrianrefugees/syria.php>

Videos:

Syrian refugees swarm Turkish port city hoping to catch boats to new lives: <http://www.cnn.com/2015/09/08/middleeast/syrian-refugees-turkey-boats/>

Turkey: Biggest Refugee Camp Opens: <https://www.youtube.com/watch?v=iYmcjzjvn4>

Turkish refugee camps for Syrians set high standard: <https://www.youtube.com/watch?v=kNbY02KqLT0>

Life for Syrian children in the refugee camps in Turkey: https://www.youtube.com/watch?v=Qyv_7H8nCKU

Drawing smiles on the faces of Syrian refugee children in Turkey: <https://www.youtube.com/watch?v=UNAO9T5TL3w>

HANDOUTS available online at world-affairs.org/teacher-resources

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

Turkish Culinary History - A Neolithic Village, Seljuk's, Rumi, Whirling Dervishes, the Ottoman Empire, and the Importance of Turkish Cuisine in the Culinary World

By Chef Instructor Tracy Green, Newport High School

INTRODUCTION

Turkish culinary history spans 10,000 years (give or take a few years). It is fascinating to compare and contrast it with other ancient civilizations that tend to get more "air time" (for lack of a better term). Cuisine does not develop in a vacuum, it emerges over time through indigenous products (or lack thereof), conquests, wars, migration, exploration, travel, etc.

The concept of this lesson is to challenge the conventional curriculum taught in high school and post-secondary culinary schools in the United States. This lesson is part of a five day unit on Culinary History. While little is taught in general about culinary history in secondary and post-secondary culinary schools; nothing is taught about Turkish culinary history.

Schools tend to focus on a hand full of past culinarians (all European). I feel that this Euro-centric focus should be challenged by showing students that like most culinary history similar things were happening simultaneously in other parts of the world. My research shows that Turkey was clearly ahead of the Europeans as far as timeline. My conclusion is that the Seljuk's and the Ottoman Empire may have been early contributors to the conventionally taught "Brigade System". While this is not meant to be a research paper, historical time lines do concur with my contention that the brigade system was being used by the Ottomans at least 200 years before the Franco - Prussian War when Escoffier was purported to have "invented" the kitchen hierarchy. The Brigade System is still used in the restaurant and hospitality industries with few changes from the Ottoman kitchen.

This particular lesson may not be of interest to most courses, but in the context of the historical significance of Neolithic Anatolia, the Seljuk's, the Ottoman Empire, and the Silk Road to not only trade, religion, art, economics, and culture but in how we cook and eat. This lesson is part of curriculum that traces culinary history from Neolithic times to the Ottoman Empire. Challenging what we think we know (meta-cognition) is an important part of understanding the broader world. Important connections between Neolithic Anatolia and other ancient civilizations starts the lesson. I have found that students are very interested in the Neolithic period when civilization started the slow change from being hunter's and gatherers to being an agrarian society. The slow change that was happening simultaneously in at least six areas of the world gets students thinking about how that happened. Without Facebook, the internet, books, or airplanes how did Neolithic man decide to change most of what he knew about eating and survival? In classroom discussion students get pretty introspective about the possibilities.

I found it difficult to pare down the information and just pull out the "highlights" of so much information. I felt like I left a lot of information on the table (so to speak) and that if we had more time we could do an even deeper investigation. This lesson is meant to be "enough" information to peak their curiosity and to hopefully see parallels between my lesson and information that they already know or will learn about in the future.

LEVEL

This lesson is based on a high school Skills Center Culinary Arts program that requires students to be a Junior or Senior in high school. This lesson could be adapted to both middle and high school classes but the lesson was prepared and taught from a Culinary Arts perspective. I did find that the timeline helped students put the information into perspective (more about that later).

OBJECTIVES

Objectives should encompass skill and content goals for the lesson.

- Recognize relationships between culinary history and current practices
- Analyze and evaluate multiple perspectives
- Compare and contrast Turkey with other ancient civilizations
- Challenge preconceived notions about culinary history
- Understand Turkish culinary influences on culinary practices
- Summarize the progression of the various styles of cuisine

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

Turkish Culinary History - A Neolithic Village, Seljuk's, Rumi, Whirling Dervishes, the Ottoman Empire, and the Importance of Turkish Cuisine in the Culinary World

CONNECTIONS TO STANDARDS

STANDARDS AND COMPETENCIES	
Standard I: The Hospitality Industry	Total Learning Hours for Standard: 40 hours
Competency	Competency Description

A1.1	Define hospitality and tourism with examples of current industry philosophies.
A1.2	Trace the growth and development of the hospitality and tourism industry.
A1.3	Describe the various cuisines and the relationship to history and cultural development.
A1.5	Outline the organization, structure and functional areas in various hospitality organizations.

EALRs or GLEs (Taught & Assessed in Standards)	
Reading	
1.1	Use word recognition and word meaning skills to read and comprehend text.
1.2	Use vocabulary (word meaning) strategies to comprehend text.
1.3	Build vocabulary through wide reading.
2.1	Demonstrate evidence of reading comprehension.
2.3	Expand comprehension by analyzing, interpreting, and synthesizing information and ideas.
3.1	Read to learn new information.
Writing	
2.2	Writes for different purposes
3.2	Use style appropriate to the audience and purpose.
3.3	Knows and applies writing conventions appropriate for the grade level.

TIME

This lesson would take approximately 1 ½ hours. When I presented this lesson it took all the time we had. The students spent a fair amount of time on the Çatalhöyük because it is a terrific website (recently updated and full of information. This lesson is the last day of a weeklong unit on culinary history. Students have viewed a PowerPoint on culinary history, "A (kind of) short history of fire, food, travel, hospitality and foodservice". While watching the PowerPoint they are putting notes on a historic timeline (see sample article A). The PowerPoint covers world history from the Neolithic Revolution, ancient Egypt, Greece and Rome. The Middle Ages, the Renaissance, the Columbian Exchange, Industrial Revolution, Gilded Age, and the 20th century with a historical and culinary perspective both covered (heavy on the history to get all the pertinent information on the timeline).

Students were assigned a project to do a bio on a present culinarian (Charlie Trotter, Grant Achatz, Alain Ducasse, etc.). Students presented PowerPoints on their culinarian, the class added bio information to their timeline. Second year students were assigned a past culinarian (Caterina de Medici, Anne of Austria, Pierre Francois de la Varenne, Escoffier, etc.). It took two days for the presentations.

This lesson was presented on the last day of the unit.

Most teachers would not be interested in the culinary history aspect of this lesson but it could be modified for their particular subject.

LESSON PLANS FROM 2015 TOUR PARTICIPANTS:

Turkish Culinary History - A Neolithic Village, Seljuk's, Rumi, Whirling Dervishes, the Ottoman Empire, and the Importance of Turkish Cuisine in the Culinary World

MATERIALS

This lesson requires a continuation of a Culinary History Timeline that was started on day one of unit. The time line is on a 12" x 17" sheet of paper. Rulers, pencils and colored pencils all make the timeline neater and easier to follow. The colored pencils lets students color code the era's (Foundation, Post Classical, Early Modern, etc.).

PROCEDURES

There were many opportunities for discussion throughout this unit. Typically we start the day off with "Food for Thought" (culinary opening work). This allows us time to review and I can check for understanding. If we need to review or back up now is the time before we move on. Some of the Food for Thoughts were as follows:

- Why do you think that many culinary histories focus on the food practices of the wealthy and royalty?
- Why did restaurants begin to flourish after the French revolution?
- Explain how the Catholic Church influenced European food practices during the Middle Ages.
- What's up with Neolithic man? This is one of my favorite questions because there is not a specific answer I am going after, students like specifics. This type of questioning gives me a really good idea if they are "getting it".
- What about Çatalhöyük "worked" for Neolithic man?
- Does Çatalhöyük dovetail with what we know about other Neolithic civilizations?
- When did West Mound become the trendy neighborhood? Why?
- How does the Ottoman Empires Kitchen System compare to Escoffier's kitchen Brigade System?
- Did Turkish Culinary History challenge any of the ideas you had about culinary history? How?

ASSESSMENT

Two assessments, the first one is "In Review" questions from their text. The second is a short quiz on culinary History overall. This unit has the Culinarian PowerPoint project, and the Timeline. A formal assessment is not planned for this unit. Acceptable student work in this unit would be several entries for each time period on their Timeline and a PowerPoint presentation that meets or exceeds the rubric guidelines.

EXTENSION IDEAS

PBS DVD "The Silk Road, The Journey From China to Turkey"" may be applicable for history, geography and humanities classes. I did not show the DVD because it did not focus on culinary but I did show parts of it for geography perspective.

SOURCES

Historical Development of Turkish Cuisine,. "Historical Development of Turkish Cuisine". N.p., 2016. Web. 22 Jan. 2016.

Lin-Liu, Jen. *On The Noodle Road*. Print.

Polo, Marco. "Marco Polo - Exploration - HISTORY.Com". *HISTORY.com*. N.p., 2016. Web. 23 Jan. 2016.

Avey, Tori. "Uncover The History Of Pasta | The History Kitchen | PBS Food". *PBS Food*. N.p., 2012. Web. 22 Jan. 2016.

Roger Highfield, Science Editor. "Neolithic Noodles Were Made In China". *Telegraph.co.uk*. N.p., 2005. Web. 22 Jan. 2016.

Turkish Cuisine in 11th Century,. "Turkish Cuisine In 11Th Century". N.p., 2016. Web. 22 Jan. 2016.

Archive.silkroadproject.org,. "The Silk Road Project - Silk Road Maps". N.p., 2016. Web. 14 Feb. 2016.