



The Role of Geography—The U. S. and The Republic of Turkey

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ESSENTIAL QUESTION: How does geography shape the lives, cultures, and the environments around the world?

GUIDING QUESTIONS:

What is location—relative and absolute? What is place in relation to geography?
What is region in relation to geography? How is movement related to geography?
How do humans interact with the environment?

OBJECTIVES:

After completing the lesson, students will be able to identify the five themes of geography and explain how those themes relate to specific locations. Students will be able to apply what they have learned to evaluate the similarities and differences of the world's population.

LESSON OVERVIEW:

Students will evaluate the two homes of the USS *Razorback*, the United States and the Republic of Turkey, to determine how geography can affect the way people live. The Students will develop an understanding of the 5 themes of geography and apply that knowledge to both Turkey and the U.S. They will create a handy resource guide for each country.

CSS THEMATIC STANDARDS:

I. Culture
III. People, Places and Environments
IV. Individual Development and Identity
X. Global Connections

ARKANSAS CURRICULUM FRAMEWORKS:

Grades 5-8 Social Studies (Revised 2000): TCC 1.3; PPE 1.1; PPE 1.3; PPE 1.6; PPE 2.3; PPE 2.5; SSPS 2.2

Grades 9-12 Social Studies (Revised 2000): PPE 2.1; PPE 2.2; PPE 2.4; PPE 2.5; SSPS 2.6

TIME FRAME: 1 class period

MATERIALS:

An assortment of maps—copies of those included with this plan and other classroom maps available.

Construction paper (or colored printer paper, cardstock, etc.) and other craft supplies—scissors, glue, markers, colored pencils, etc.

Ability to utilize PowerPoint.

Optional—magazines such as National Geographic for students to cut out photographs, internet access, library access.

TEACHER BACKGROUND INFORMATION:

In 1970 USS *Razorback* was decommissioned from the United States Navy. Most decommissioned submarines are converted to scrap metal or used as targets in training exercises, but *Razorback* escaped such a fate when, simultaneously with decommissioning, *Razorback* was purchased by the Turkish Navy. *Razorback* served as a part of the Turkish Navy for over 30 years before returning to the United States to become a museum vessel at the Arkansas Inland Maritime Museum in North Little Rock, Arkansas.

The transfer of submarines and other military vessels to countries which are on friendly terms with the U.S. helps to preserve important international relationships. On March 12, 1947, President Harry S. Truman urged Congress to provide direct military and economic assistance to Greece and Turkey in an effort to prevent the spread of communism to either country. This ‘Truman Doctrine’ is said to mark the beginning of the Cold War. From 1948 through 1983, the United States loaned, leased, or sold twenty-three submarines to Turkey, the largest number to any single foreign navy.

Turkey and the United States have maintained a relationship for nearly one hundred years. *Razorback* serves not only as a symbol of that relationship but as a connection between the Turkish and American sailors who lived onboard. Despite this history of a relationship between the U.S. and Turkey, most students know little about the Republic of Turkey and its people.

The five themes of geography—location, place, region, movement, and human/environment interaction—can help us learn more about Turkey and how it is similar/different from the United States.

OPENING:

Using a classroom size map or globe, ask student to locate the United States and the Republic of Turkey. Ask students what they know about Turkey—what is life like there? What do people eat, wear, speak, do for a living? What is the weather like? After they have suggested some possible answers, explain that we can use the 5 themes of geography to help us answer these and other questions about places we do not know much about.

ACTIVITIES:

Lecture on the 5 themes of geography with PowerPoint or on the overhead. Use the PowerPoint included with the lesson or create one of your own.

After the lecture, hand out copies of the foldable assignment worksheet, the notes worksheet and an assortment of maps for reference. Divide the class into 10 groups. Assign each group to research one of the geography themes for either the U.S. or Turkey (e.g. one group will research the Location of the U.S., another group the Location of Turkey, etc.). Students can use their textbook, other books, or the internet for this assignment. Once the research is completed, have each group share their results with the class. Each student should fill in the appropriate information on their notes worksheet.

Once all the information has been shared with the class, the students can begin construction of their foldables. Give the students an assortment of colored papers, cardstock, etc. as well as colored pencils or markers. If time allows, students can also cut pictures out of magazines (such as National Geographic to decorate their foldable).

****Note:** If working in a 45-minute class and time is an issue, the students can finish decorating the foldables at home for homework, only the research and worksheet necessarily needs to be completed in class.

CONCLUSION:

Lead the class in a discussion of the essential question for the lesson. Have them compare and contrast the role of geography in the U.S. and in Turkey.

ASSESSMENT:

The assessment for this lesson is the foldable assignment. While creativity should count, accuracy of the information is the greatest concern. Please see the attached rubric. If an additional assessment is needed, the notes worksheet can be graded for clarity and completion.

REFERENCES:

Internet Sites

- National Geographic, Five Themes of Geography--
<http://www.nationalgeographic.com/resources/ngo/education/themes.html>.
- CIA World Factbook—<https://www.cia.gov/cia/publications/factbook/index.html>.
- Turkish Tourism—<http://www.tourismturkey.org>.
- Turkish Embassy in Washington D.C.—<http://www.turkishembassy.org/>.
- U.S. Department of State Info on Turkey—<http://www.state.gov/r/pa/ei/bgn/3432.htm>.
- American Embassy in Turkey—<http://turkey.usembassy.gov>.

Name: _____

Date: _____

The Role of Geography—The U. S. and The Republic of Turkey **Geography Foldable Assignment**

Part 1: Your assignment is to create 2 Geography Foldables—One on the United States and the other on the Republic of Turkey.

Instructions For Creating Foldable:

1. Fold your paper in half long-ways and divide it into five sections.
2. Cut flaps for each section that you can open and read what is on the inside.
3. On the front of each section write one of the five themes of geography:
 - Location
 - Place
 - Region
 - Movement
 - Human/Environment Interaction

After you have created your foldable, take and research the class completed on each of the themes and write that information on the inside of each of the flaps.

For Bonus Points:

Visit the CIA Factbook website for Turkey

(<https://www.cia.gov/cia/publications/factbook/geos/tu.html>) and the U.S.

(<https://www.cia.gov/cia/publications/factbook/geos/us.html>). On the back of each foldable draw and color a picture of that country's flag and write the following information next to it:

- Capital City
- Population
- Median Age
- Type of Government
- One interesting fact

Geography Foldable Rubric

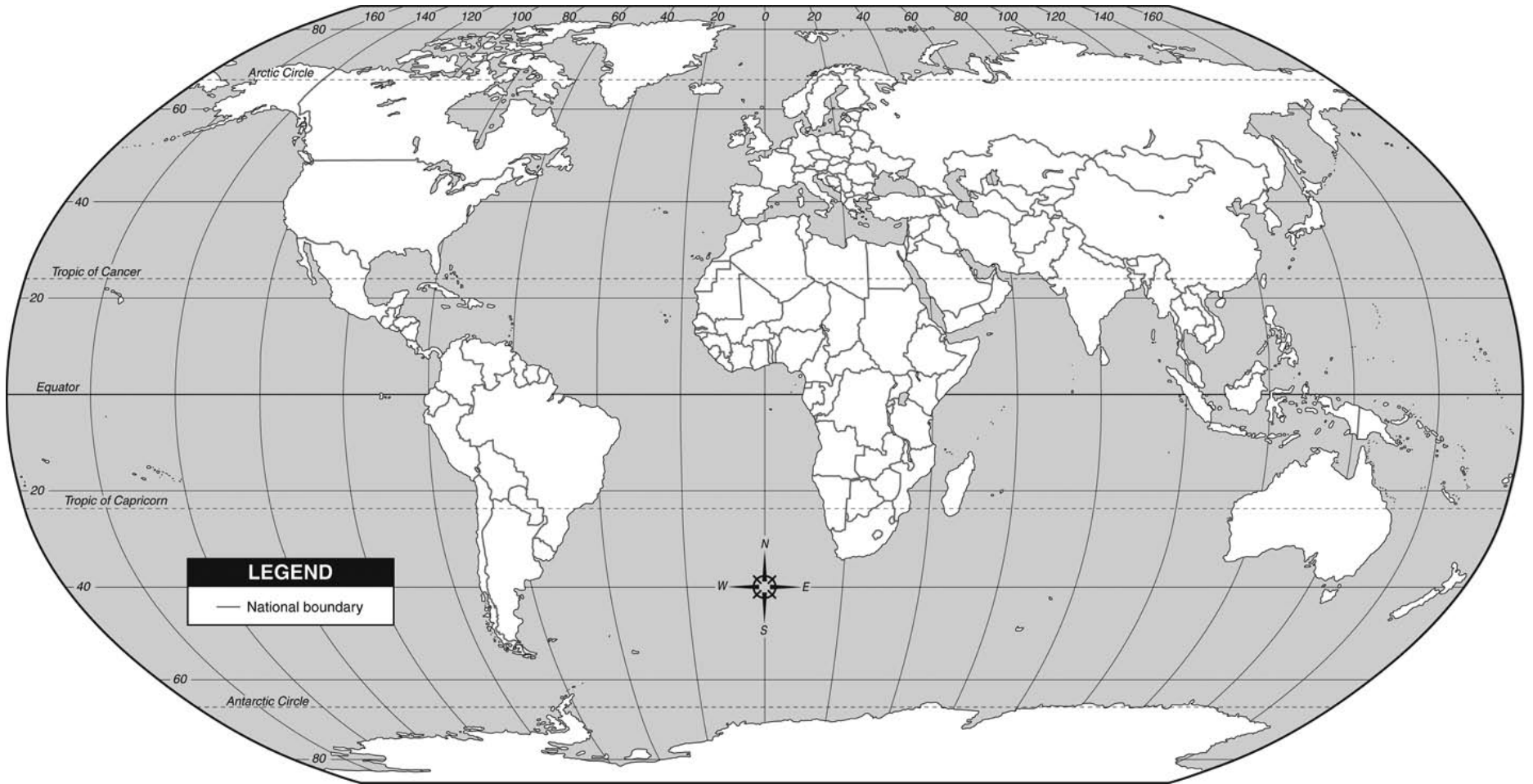
Criteria	D	C	B	A
Accuracy	<ul style="list-style-type: none"> • The information is vague and unclear. • There is a complete lack of exactness and precision, indicating the text was not understood. 	<ul style="list-style-type: none"> • A moderate number of facts are stated to prove the accuracy of the text. • Meager amounts of exact and precise information are given. 	<ul style="list-style-type: none"> • The text is supported with accurate facts and quotes. • To a large degree, precise and exact information reflects comprehension. 	<ul style="list-style-type: none"> • A variety of quotes, facts, and references are made to prove accuracy of the text. • The work is precise, exact, and perfectly understood.
Decorations	<ul style="list-style-type: none"> • Decorative work is not visible. • The project is not enhanced or embellished by any decorations. • Little to no creativity is apparent. 	<ul style="list-style-type: none"> • Some decorative work is apparent. • It gives a degree of embellishment to the work or project. • A small portion is done creatively and awakens the reader's/viewer's interest. 	<ul style="list-style-type: none"> • Decorative work is visible and complete. • The decoration embellishes the work or project. • Decorations are creative and enhance the reader's/viewer's interest. 	<ul style="list-style-type: none"> • Decorative work is in evidence throughout the project. • It is done in a manner that highly embellishes the project. • All aspects are done creatively, captivating the reader's/viewer's interest.
Labeling	<ul style="list-style-type: none"> • The work is confusing, as there is a total lack of labeling or an insignificant amount used. • Labeled information, if present at all, is confusing. 	<ul style="list-style-type: none"> • A meager amount of labeling is used; the scarcity of labels makes the work somewhat unclear. • Labels that are used could be more thorough and descriptive. 	<ul style="list-style-type: none"> • Most of the labels are present to support the work. • The labels are clear and easy to read. 	<ul style="list-style-type: none"> • All labels are present to thoroughly support the work. • The labels are clear, detailed, and easy to read.

Central and Southwest Asia



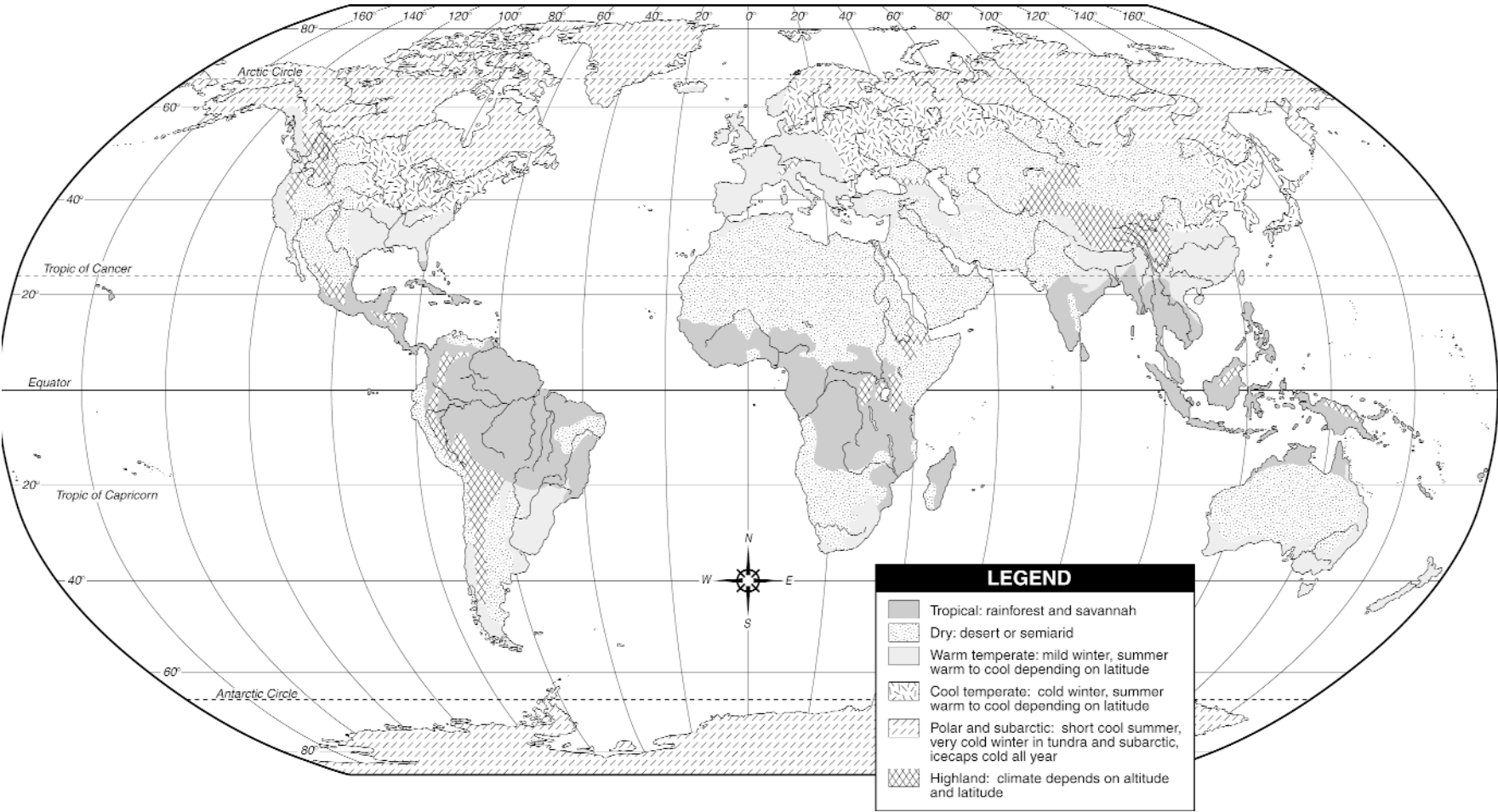
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