

Turkey, Israel Clash

Page 1

STANDARD: National Standards for World History (The National Center for History in the Schools) Era 9: The 20th Century Since 1945: Promises and Paradoxes. Standard 2: *The search for community, stability, and peace in an interdependent world.* Standard 2D: *The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.*

LEARNING OBJECTIVES

In this article, students will learn about:

- A clash between Israeli soldiers and activists aboard a Turkish ferry on a mission to Gaza.
- Turkey's connection to the ferry's mission.
- Why Israel interrupted the mission.
- Turkey's recent efforts to become a significant voice in the Middle East.
- World reaction to the incident.

ESSENTIAL QUESTION: Can Turkey become a leading power in the Middle East?

TALKING POINTS

- How has Turkey been a strong influence in the Middle East?
- How has the political climate in Turkey shifted in recent years?
- How is world reaction developing in response to the incident in the Mediterranean?
- What roles do NGOs play in current politics?

PRE-READING: Organize the class into small groups to do brief background research on Turkey. Have groups use the The World Factbook Web site to research information on Turkey's geography, government, economy, people, and current issues.

DURING READING: Tell students to turn the headline and article subheads into questions. Have them read independently and take notes to answer the questions.

AFTER READING: Have students use their notes to write a brief summary of the article. Have students share their summaries with the class.

Curriculum Comments

Here we are — the last issue of *The Current Events* for this school year! We hope you and your students enjoyed staying current with events that we have highlighted. We will continue to post some news and items of interest on our blog throughout the summer, so be sure to drop in online and let us know your thoughts.

Have a great summer!

– Charlene Kerwin Reyes, Teacher's Guide Editor

Answers To Analyze The Cartoon

1. List the items in the cartoon. Which of them are symbols?

A dove covered in oil with an olive branch in its beak; a rocky crag; the sea; an oil slick; Gaza. A dove with an olive branch typically symbolizes peace. The oil slick represents the bloodshed, the clash in the Middle East that prevents the peace process from moving forward in the region.

2. Which two news stories does the dove represent?

The oil-soaked dove represents the clash between Israel and Turkey in the Middle East; it also represents birds and other wildlife damaged by the oil spill in the Gulf of Mexico.

3. What is the message of the cartoon?

Wildlife is being damaged by the Gulf oil spill, and chances for peace in the Middle East have lessened due to the clash over the blockade of the Gaza Strip.

Answers To Globe Gallopers

1. Compare Turkey's size and location to that of Israel.

Turkey is much larger than Israel and is located to its north. Both countries border the Mediterranean Sea; both share borders with Syria.

2. How does the map reinforce information from the article?

The map shows the location of Ashdod, Israel's port city where the flotilla was taken, as well as the location of the Gaza port where the flotilla was headed. It also shows where Turkey is located in relation to other Middle Eastern countries, such as Syria, Jordan, and Iran. Turkey has been trying to strengthen its ties with these Muslim nations, who are enemies of Israel.

Answers To Readers Respond

1. Name one objective of the six-ship flotilla.

Possible answers: The ships were seeking to deliver humanitarian aid to residents of Gaza; the ships carried activists determined to end the Israeli blockade of the Gaza Strip.

2. State the purpose of Israel's blockade of the Gaza Strip.

The blockade's purpose is to prevent terrorist groups from smuggling weapons into Gaza.

3. Explain what prompted Israeli soldiers to board the *Mavi Marmara*.

The ship refused to sail toward Ashdod instead of Gaza.

4. Assess the possibility that the incident on the *Mavi Marmara* will benefit Turkey's government. Explain your thinking.

Answers will vary. Possible answers: I think the incident will benefit the government by allowing Turkey to strengthen its ties with many nations; I do not think the government will benefit because the violence on the ship was initiated by activists, thus making them largely to blame for what happened. Accept reasonable answers that students can support.

5. Analyze Alejandro Wolff's statement that the Turkish flotilla's actions were "neither appropriate nor responsible." Do you agree or disagree? Support your opinion.

*Answers will vary. Possible answers: I agree because the Turkish ships should not have ignored Israel's warnings about sailing to Gaza; I disagree because those on the *Mavi Marmara* may have acted in self defense. Accept reasonable answers that students can support.*

Oil Spill Update

Page 3

STANDARD: National Standards for World History (National Center for History in the Schools) World History Across the Eras —Standard 1: Long-term changes and recurring patterns in world history. *Analyze ways in which human action has contributed to long-term changes in the natural environment in particular regions or worldwide.*

A Tale of 221 Cities

Page 4

STANDARD: National Geography Standards (National Geographic Society) Element 2: Places and Regions. Standard 4: *The Physical and Human Characteristics of Places.*

LEARNING OBJECTIVES

In this article, students will learn about:

- The world's best cities in which to live.
- Mercer's criteria for ranking cities.
- How U.S. cities ranked.

ESSENTIAL QUESTION: What makes a city great?

TALKING POINTS

- What city topped Mercer's 2010 Quality of Living Survey?
- On what criteria were the rankings based?
- How do Mercer's rankings compare with those of other surveys?

PRE-READING: Ask students to rank the quality of life in their hometown on a scale of 1 to 10, with 10 being the best score and 1 the worst. Next, ask the class to brainstorm a list of categories that should be considered in ranking their hometown. Discuss the categories on the list. Ask: *Which do you think are most important? Which are least important?* Ask students to rank their hometown again based on the list of categories discussed. Have students

share their rankings and discuss the reasons for them.

DURING READING: Write the subheads for the article across the board. Have students take turns reading the article aloud. Tell them to underline words related to the main idea for each section. Pause after each section, and ask for a volunteer to state the section's main idea in five words or less. Record his or her response on the board. Repeat the same process for the rest of the article.

AFTER READING: Discuss the results of the Mercer survey. Ask students what they think of the criteria used. Ask: *How do Mercer's criteria compare to yours? What changes might you make to your own criteria and score for your hometown? Why?*

Answers To Readers Respond

1. List the top three best cities to live in, according to Mercer's 2010 Quality of Living Survey.

Vienna, Austria; Zurich, Switzerland; Geneva, Switzerland

2. Name the city that fared the worst in the Quality of Living Survey.

Baghdad, Iraq

3. Choose one of the categories from the Quality of Living Survey. Explain why it might influence the decision to move somewhere.

Answers will vary. Possible answers: A city's economic environment might be a very important factor, especially given our nation's financial challenges; a city's educational system might be primary for parents concerned about the quality of their children's education. Accept reasonable answers that students can support.

4. Review the criteria used in the Eco-City Survey. Which would be most important to you? Support your position.

Answers will vary. Possible answers: Air pollution levels would be most important because I have asthma; traffic congestion would be my main concern because my parents spend a lot of time driving me to after-school activities. Accept reasonable answers that students can support.

Conflict in Korea

Page 6

STANDARD: National Standards for World History (National Center for History in the Schools) Era 9: The 20th Century Since 1945 — Promises and Paradoxes. *The search for community, stability, and peace in an interdependent world. Standard 1B: The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II. Explain the causes and international and local consequences of major Cold War crises, such as the Korean War.*

LEARNING OBJECTIVES

In this article, students will learn about:

- The sinking of the South Korean ship *Cheonan* and the tensions it has caused between North and South Korea.
- The history of the conflict between North and South Korea.

- The regional interests of China and the United States.

ESSENTIAL QUESTION: What can be done to ease tensions between North and South Korea?

TALKING POINTS

- What is the current cause of tension between North and South Korea?
- What prompted hostilities in 1950?
- What have been the roles of China and the United States in the region?

PRE-READING: Ask for a student volunteer to locate North and South Korea on a globe or world map. Ask: *Where are these countries in relation to each other? Where are they in relation to the United States? Where is China in relation to these nations? What other geographic features define their location?* Assess prior knowledge by asking students what they know about the relationship between the two Koreas and their relationship with the United States.

DURING READING: Have students create a Venn diagram in their notes to compare and contrast the two Koreas.

AFTER READING: Discuss the essential question. Ask: *How might the situation in the region affect relations between the United States and China?*

Answers To Readers Respond

1. Identify the March 26th event that has increased tensions between North and South Korea.

The South Korean warship Cheonan sank in waters claimed by both North and South Korea; 46 South Korean sailors were killed.

2. State the conclusion of the investigation that was released on May 19th.

The Cheonan exploded and sank as the result of an attack by a North Korean submarine.

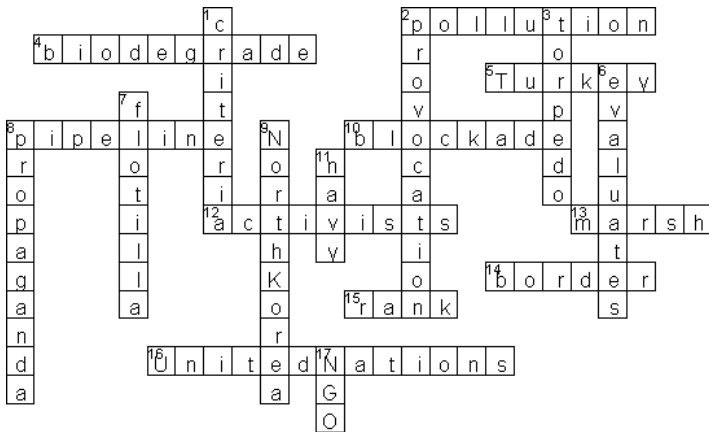
3. Predict whether North Korea will act on its threat to declare war against South Korea. Support your prediction.

Answers will vary. Possible answers: I do not think North Korea will act on this threat because China will prevent that from happening; I think that North Korea will declare war because its troops are already on the border and the nation has a history of acting defiantly.

4. Analyze the belief that the Cheonan attack was related to an upcoming power shift in North Korea.

Answers will vary. Possible answers: I think this makes sense because Kim Jong-il may be following in his father's footsteps; I do not think this makes sense because the tragedy would likely make Kim Jong-un's new role much more difficult.

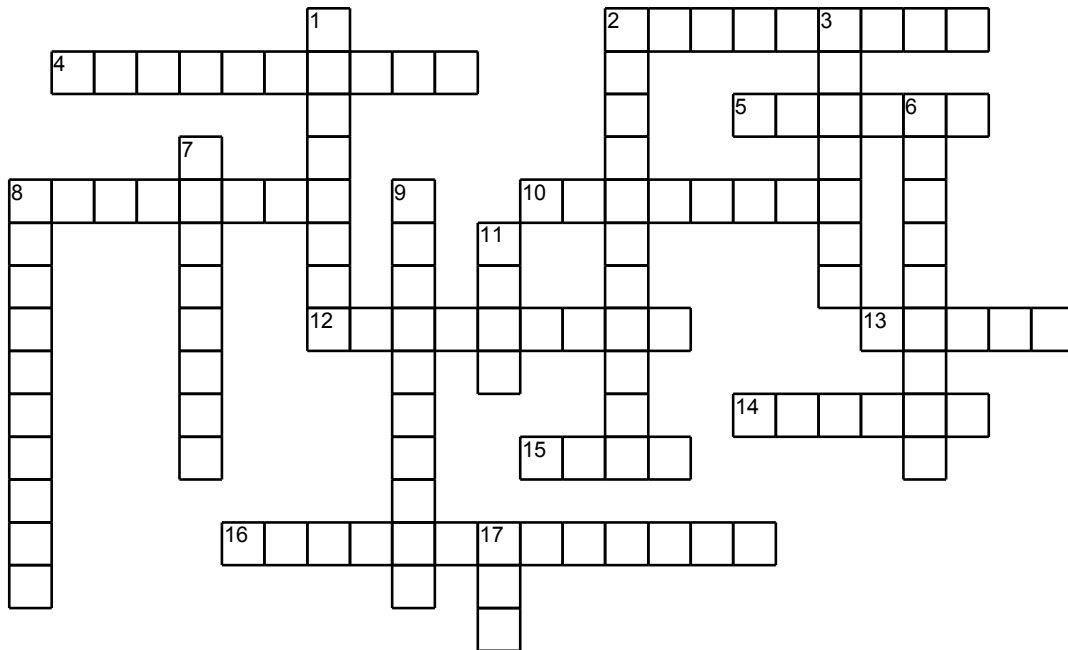
Review Sheet Answer Key



Review Sheet

Name _____

Complete the puzzle using the clues shown below.



Across

- 2. damage caused to the natural environment by harmful substances
- 4. decompose
- 5. Middle Eastern nation
- 8. tube through which oil is transported
- 10. restriction of an area by hostile forces
- 12. people who work for political or social change
- 13. low-lying, wet, grassy area
- 14. boundary between two countries
- 15. position on a list
- 16. international organization whose mission is to promote peace around the world

Down

- 1. factors considered in making a judgment
- 2. something that leads to action
- 3. explosive carried by a submarine
- 6. critically assesses
- 7. group of ships
- 8. information circulated for political purposes, which may not be entirely true
- 9. communist nation in Asia
- 11. branch of the military that fights at sea
- 17. organization that operates within a nation, but is not controlled by it