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Texas Tech University, Lubbock, Texas
Now let's try a simple dialogue:

A. Merhaba Mary. Nasılım? [Hello Mary, how are you?]

B. Sağ ol. İyiyim. Sen nasılım? [Thanks. I'm fine. And how are you?]

A. Teşekkür ederim. Nereye gidiyorsun? [Thank you. Where are you going?]

B. Okula gidiyorum. Oraya gidiyor musun? [I'm going to school. Are you going there?]

A. Evet, gidiyorum. [Yes, I'm going]

B. Peki, beraber gidelim. [OK, let's go together.]

VOCABULARY

nasıl = how?
merhaba = hello
sag = healthy, well
ol- = verb root "to be" with no suffixes means "be!"
sag ol = "be well!" = "thanks!"
iyi = well, good
sen = pronoun "you" (familiar, singular)
teşekkür = (Arabic verbal noun) thanking
der = one who does (from root ed/et= do)
teşekkür eder = one who thanks
nere = what place, where?
gidiyor = (from root gid/git = go) one who is going
okul = school
ora = that placed, there
evet = yes
peki = OK
gidelim = (from root git/gid = go) let's go
beş = five
altı = six
yedi = seven
doku = eight
on = ten
onbir = eleven
oniki = twelve
yirmi = twenty
yirmibir = twenty one
otuz = thirty
kırk = forty
elli = fifty
altmış = sixty
yetmiş = seventy
seksen = eighty
otuzdan = ninety
yüz = one hundred
yüzbir = one hundred and one
yüzüç = one hundred twenty three
bin = thousand
miyono = million

This little dialogue has examples of the major characteristics of Turkish and the Turkic languages. You might try a little linguistic detective work to see if you can analyze the language and come up with some simple grammatical rules. The answers to the following problems are found in the key at the end of the lesson.
(1) If ıyı means “well” and ıyıım “I am well” and gidiyor means “someone who is going” and gidiyorım means “I am going” then how would you say “I am Mary”? How about “I am a student”?

(2) If you succeeded with number (1) or now see how it goes, can you figure out how the suffix [sün, sin, sun, sin] is used? (The suffix has different forms because its vowel depends on the vowel that comes before it. This is called “vowel harmony” and is also a feature of Turkish.) How would you say “you are well” or “you are a student”?

(3) If the verb root ol all by itself means “be!” then what does git mean?

(4) How would you say “I am thanking”?

(5) Can you figure out what suffix means “to” as in “to where” or “to school”? How would you say “to Mary”?

(6) Now for a really hard one: Turkish makes those questions that don’t depend on a question word (such as “how, what, where”) by putting in a suffix [mi, mi, mu, mi] as in gidiyor musun. How then would you say “are you well?” or “are you a student?”?

(7) What suffix means “let’s”? How would you say “let’s thank”?

Now you know a bit of Turkish and can even make some original sentences of your own. If you are interested, here are a few more verb roots to use [gel = come, ver = give, al = get, take, buy, anla = understand, bil = know]. You can even make negative roots by adding a me/ma to the verb root [for example, gitme = don’t go!].

[The Answer Key is on the next page.]

Answer Key:

1. Did you get something close to Mary’ım and öğrenciyyım?

2. You were right if you said iyisin and öğrenciysin.

3. git means “go!”.

4. teşekkür ediyorım.

5. The suffix is -e/a or ye/ya so Mary’ye is correct.

6. ıyı misin? or öğrenci misin?

7. The suffix is -elim/ahm, so teşekkür edelim.
A TURKISH GAME

The game Beş Taş or Five Stones [from beş=five and taş=stone(s)] is a game very much like the American game “Jacks.” It is played by children of all ages in all parts of Turkey especially in villages where even the poorest children can find the necessary equipment. Although the game is most popular among girls of 6 to 9 it is also commonly played by boys and older children.

This game requires and actually helps develop manual dexterity and eye-hand coordination. Beş Taş is played by children of all ages, especially in villages where children do not have access to the forms of entertainment found in cities. Even the poorest child can find five stones! Though girls between 6 and 9 years of age usually play the game, boys often play the game too. Note that in each region and possibly each village of Turkey, children play their own variations of the game. You should feel comfortable about simplifying the game according to the learners' skill levels and age groups.

For the sake of ease, the pronoun "she" will be used throughout the description, although both boys and girls play the game.

The game is played by at least two players, although up to five can play comfortably. It is usually played outside, on the pavement where the surface is not too smooth. The players need at least one set of five small rounded stones just under 1/2 inch in diameter. The stones should be small enough that the players can hold all five stones comfortably in one hand. In Turkey each player has her own set of stones.

The players take turns. An individual's turn continues until she misses. The players generally play in a sitting or squatting position. The object of the game is to throw one of the stones in the air while picking up the other stones from their places. The players need to agree in advance whether they will use one hand or two hands in picking up their stones. They may use only one hand, however, for throwing the "throwing stone" into the air.

Round One (One-at-a-time):

The first player drops all five stones onto the pavement, trying to ensure that none of the stones touch each other. In every round, the player can only touch or move the stones she is trying to pick up (in this case one stone). If she moves any of the other stones, she loses her turn. She selects one stone, which will be the throwing stone in this round. She throws it in the air with one hand. With one steady movement, she picks up one of the remaining four stones and catches the throwing stone in the same hand, without letting the throwing stone fall to the pavement. When she has been successful with the first stone, she places it to one side and continues in similar fashion with the remaining stones. After she has successfully picked up all four stones one at a time, she may go on to Round Two. If she at any time misses, or touches two stones at the same time, she loses her turn. (Hint: drop the stones so that they are spread widely apart.)
Round Two (Two-at-a-time):

Again she drops all five stones onto the pavement. After selecting the throwing stone, the player attempts to pick up pairs of stones from the pavement. First, she throws the throwing stone in the air with one hand, picks up two of the remaining four stones and catches the throwing stone in the same hand. She places the first pair of stones to the side before trying to pick up the second pair. If successful with the first pair, she repeats the action for the remaining two stones. After she has picked up all four stones two at a time, she may go on to Round Three. (Hint: drop the stones so that they are not spread out too widely. Can you drop them in pairs?)

Round Three (One-and-Three):

The object of this round is, first, to pick up an individual stone, and then pick up the remaining three stones at the same time. Like before, the stones must be picked up without letting the throwing stone fall to the ground. (Hint: again drop the stones so that they are not spread out too widely.)

Round Four (Four-at-a-time):

This round is for the experts! In one movement, the player must throw the throwing stone in the air, pick up all four stones at one time, and catch the throwing stone without letting it fall to the ground.

Round Five (Bridge No. 1):

For each of the following rounds, the opponent points to one stone, which the player must use last. (Hint: the opponent should select the stone that she thinks will be most difficult for the player to deal with successfully.) The player forms a triangle, or "bridge" on the pavement with her thumb and index finger of her non-throwing hand, with the remaining fingers extended. The object is to sweep the stones one at a time under the "bridge." First, the player drops all five stones onto the pavement. She selects the throwing stone, and the opponent then selects the "last" stone. After the player throws the throwing stone in the air, she uses her throwing hand to sweep one of the stones under the "bridge" and catch the throwing stone. She may take three throws of the throwing stone to get each of the first three stones under the bridge. [That is, she has three chances each for the first three stones.] After a stone goes under the bridge, it cannot be touched again by hand. She repeats this process with the three remaining stones, making sure that the stone selected by the opponent is the last one to go under the bridge. Note: the player must get this fourth stone under the bridge in only one toss of the throwing stone, not three. After all four stones have made their way under the bridge, the player must pick them up one at a time from the exact spot where they landed, each time throwing the throwing stone, as in Round One. When she is successful, she may progress to Round Six.
Round Six (Bridge No. 2):

This time the player forms a bridge with her thumb and middle finger of her non-throwing hand, with the other fingers extended. As in Round Five, the object is to slide the stones one at a time under the "bridge" while throwing the throwing stone into the air. The procedure is exactly the same as in Round Five, with the only difference being the formation of the "bridge." When she is successful, she may progress to Round Seven.

Round Seven (Bridge No. 3):

The player forms Bridge No. 3 with her thumb and ring finger of her other hand, with the other fingers extended as before. The procedure is exactly the same as in Rounds Five and Six. When she is successful, she may progress to Round Eight.

Round Eight (Bridge No. 4):

As you have probably guessed, the player forms the last bridge with the thumb and little finger of her other hand, and the other fingers are extended as before. The procedure is exactly the same as in Rounds Five, Six, and Seven. When she is successful, she may progress to Round Nine.

Round Nine (Four-stones-between-the-fingers):

In this round the player places one stone at the point of each "V" formed by the junction of the fingers on her non-throwing hand. The stones must be placed directly at the "V" between the fingers. The player extends her hand palm down horizontally over the pavement. The opponent selects the stone that will be dealt with last. The player then throws the throwing stone into the air, taps one of the other stones so that it falls onto the pavement and catches the throwing stone leaving the other stone where it landed and being careful not to drop any of the other stones. As in Rounds Five, Six, Seven, and Eight, she has three tosses of
the throwing stone to complete the action with each stone, with the exception of the "last" stone— the one the opponent selected. This action, as before, must be completed successfully in only one toss of the throwing stone. As in all of the "bridge" rounds, the player must then pick up the stones one at a time from the exact spot where they landed, each time throwing and catching the throwing stone. When she is successful, she may progress to Round Ten.

(Hint: by raising the elbow of her non-throwing hand and stretching her fingers, she can form wider and taller bridges.) The action begins when the player drops all five stones onto the pavement. She selects the throwing stone, and the opponent then selects the "last" stone. After the player throws the throwing stone in the air, she uses her throwing hand to sweep one of the stones under one of the bridges. Like before, she may take three throws of the throwing stone to get the stone under a bridge. Again, after a stone goes under the bridge, the player cannot touch it again. She must sweep each of the remaining stones under separate bridges. Of course, she has only one toss of the throwing stone in which to sweep the last stone under its bridge. As in all of the "bridge" rounds and in Round Nine, the player must then pick up the stones one at a time from the exact spot where they landed, each time throwing and catching the throwing stone. The first player to complete Round Ten is the winner.

Round Ten (Five-fingers-extended):

This time the player forms four bridges by making a claw of her non-throwing hand; all five fingers are extended on the pavement. The object is to sweep each of the four stones under separate bridges.
SUGGESTIONS FOR CLASSROOM PROJECTS

I. Drama Activities

4-6 LIVE KARAGÖZ: Act out the story of Karagöz and Hacivat in the form of a play, with members of the group instead of puppets as actors. Demonstrate how shadow puppets came to be. [Ages: 4th - 6th, 7th & 8th grades]

4-6 KARAGÖZ: Produce the Karagöz play The Witches with groups having specific responsibility for the various parts. Groups can make the puppets, perform, do musical accompaniment and sound effects, operate lights, and create voices for the puppets. [Ages: 4th - 6th, 7th & 8th grades]

4-6 PUPPETS: Act out the story of The Witches, making more simple puppets than shadow puppets. Use hand puppets (paper plate puppets, paper bag puppets, finger puppets) or rod puppets. Construct a simple stage (see earlier directions for stages). [Ages: 4th - 6th, 7th & 8th grades]

4-6 SHADOW PUPPET PLAY: Write and present an original shadow play adapted from a Turkish folk tale or from some of the Nasreddin Hoca plays. [Ages: 4th - 6th, 7th & 8th grades]

4-6 SHADOW PLAY THEMES: Select themes of Turkish shadow plays (timelessness, stereotypes, culture-based, contrasting, simplicity, humor). Present a shadow puppet play based on a familiar folktale, emphasizing the themes from the Turkish plays. [Ages: 4th - 6th, 7th & 8th grades]

4-6 SHADOW PUPPETS: Use shadow puppetry as part of a larger cultural arts unit for learning about Turkey. Make individual puppets of Karagöz and Hacivat and a small shadow screen on which the characters can perform. [Ages: 4th - 6th grades]

4-6 AMERICAN KARAGÖZ: Create an original American shadow show. Write a play with two American characters. They can be teachers and administrators, political figures, film stars, comic characters, or friends from school. The play should show what happens at school or in the neighborhood. Pay attention to verbal play and satire on American lifestyles (including music, TV, movies, clothes, shopping, sports). [Ages: 4th - 6th, 7th & 8th grades]

II. Musical Activities

4-6 FATMALI: Teach another class the folk song Fatmali, clapping out the rhythm (first listen to the rhythm of Fatmali on the audiotape). [Ages: 4th - 6th, 7th & 8th grades]
1. TURKISH FOLK SONG: Teach a Turkish folk song to another class. Clap out the rhythm, as is done in Fatmalı. [Ages: 4th - 6th, 7th & 8th grades]

2. ETHNIC FOLK SONG: Learn a song from your own ethnic group, or from another ethnic group. [Ages: 4th - 6th, 7th & 8th grades]

3. MUSICAL RECORDING: Listen to a recording of music of Turkey. While listening, describe in words and draw the images that the music conjures in your mind. See the Bibliography section for some examples. [Ages: 4th - 6th grades]

4. RADIO SHOW: Plan a radio show (or a TV show, if your school has a video camera) to teach listeners about Turkish music. [Ages: 4th - 6th, 7th & 8th, 9th - 12th grades]

5. ETHNIC PRESENTATION: Make an ethnic presentation that includes music of several cultures. Ethnic music can contain lullabies, folk songs, and minstrels. [Ages: 4th - 6th, 7th & 8th grades]

6. MUSICAL INSTRUMENT: Make a simple musical instrument based on real ones. [Ages: 4th - 6th, 7th & 8th, 9th - 12th grades]

7. ORIGINAL MUSIC: Make up a story about real people and events. Set the words to music, or use music from a song you already know. Like minstrels, or wandering musicians (aşık), you can perform them in twos in front of others, trying to outdo the other. [Ages: 4th - 6th, 7th & 8th, 9th - 12th grades]

II. Art Activities

8. ART FORMS: Create similar art pieces based on Turkish ethnic art. Examples include geometric designs with repeated patterns, calligraphy, marbled paper, designs hammered into copper or tin, and painted tiles. (National Geographic Magazine has many articles on Turkey and Turkish art. Also TURKEY: A Precollegiate Handbook has slides accompanying the text.) [Ages: 9th - 12th grades]

9. MURAL: Make a mural about Turkey or the Middle East. Incorporate folk characters, Karagöz, food, customs, work and play, and landscape. [Ages: 4th - 6th, 7th & 8th grades]

III. Language Arts Activities

10. COMICS: Draw a comic strip or cartoon based on Karagöz and Hacivat. [Ages: 4th - 6th, 7th & 8th grades]

11. ORIGINAL STORIES: Write and illustrate original stories and folktales based on their knowledge of Turkey and its literature. [Ages: 4th - 6th, 7th & 8th grades]
ILLUSTRATIONS: Read a Turkish folk or fairy tale (Nasreddin Hoca, for example). Illustrate the tale. Discuss images including physical characteristics, landscape, traditions and customs, stereotypes, and values. [Ages: 4th - 6th, 7th & 8th grades]

TALES OF THE HOCA: Read a Nasreddin Hoca tale, and then discuss tales with moral endings. Find American (or other international) folk tales that are similar to the hoca tales. What about Aesop’s Fables? Write a short tale based on a proverb or a moral. (See the bibliography for references to the Hoca.) [Ages: 4th - 6th, 7th & 8th grades]

SLIDE-TAPE SHOW: Produce a slide-tape show about children from other cultures. [Ages: 4th - 6th grades]

OBJECT: Select a Turkish object (coffee pot, carpet, art object). Write a fanciful story about the object. [Ages: 4th - 6th grades]

CALLIGRAPHY: Write people’s names in Arabic script calligraphy. [Ages: 4th - 6th, 7th & 8th grades]

PEN PALS: Write to pen pals in Turkey. Co-edit a newspaper in which you share information and pictures about your respective schools and home lives. Arrange an audio-teleconference to talk directly with your pen pals on a Turkish holiday that you will help them celebrate. [Ages: 4th - 6th grades]

ELECTRONIC PEN PALS: Write to pen pals in Turkey using your school’s computer, modem, and communications package. Co-edit a newspaper or newsletter with your electronic pen pals. [Ages: 4th - 6th grades]

PLAY: Write and act out a play based on Turkish folk or fairy tales. [Ages: 4th - 6th, 7th & 8th, 9th - 12th grades]

MOTIFS: Select a motif (magical transformation, personification) from the play The Witches. Find folk tales from both western and non-western traditions that reflect these motifs. [Ages: 7th & 8th, 9th to 12th grades]

RIDDLES: Asking riddles is a favorite pastime in Turkey among people of all ages. Arrange a riddling contest based on known and improvised riddles. [Ages: 4th - 6th, 7th & 8th grades]

TURKISH LANGUAGE: Learn some Turkish, including counting and common expressions. Listen to the Turkish lesson on the audiotape. [Ages: 4th - 6th, 7th & 8th grades]

CROSSWORD PUZZLE: Develop a crossword puzzle based on Turkish words or concepts. (Examples: The main religion of Turkey is ________; the main protagonist of Turkish shadow puppet plays is ________.) [Ages: 4th - 6th, 7th & 8th grades]
STORYTELLING: Tell Nasreddin Hoca tales. Make drawings and cutouts and act out the tales. [Ages: 4th - 6th grades]

NEWSPAPER: Edit a class (or school) newspaper with a different cultural emphasis each month. Include: news articles on politics and economics; articles on cultural events, customs or holidays; cartoons or comic strips on local folk heroes or politics; human events articles; short stories based on home and community life; sports page; fashion and society. The format can resemble the style of the specific culture. [Ages: 4th - 6th, 7th & 8th, 9th - 12th grades]

TALES: Read fairy tales and folk tales set in other lands. Rewrite one of these tales in an American perspective. Change the setting, characters' names, descriptions, clothing, food, and ways of talking. Tell it to the class. [Ages: 4th - 6th, 7th & 8th grades]

V. General Activities

GAME: Learn and play a game. Beş Taşı is described fully in this guide. See the bibliography for other game suggestions. [Ages: 4th - 6th grades]

TRIP TO TURKEY: Plan a trip! Where will you go? What do you want to see: What will you take to wear? Talk to travel agent, and get a map and plot the trip. Save your money. [Ages: 4th - 6th grades]

LOCAL TURKS: Is there a local Turkish organization in your community? Are there Turkish university students? Invite some of them to the class to talk about their areas of special interest, and about home and school life in Turkey. [Ages: 4th - 6th, 7th & 8th grades]

BACKGAMMON: Learn how to play backgammon (Tavla) and count in Turkish. [7th & 8th, 9th to 12th grades]

TURKISH DAY: Develop a project involving the arts (music, folk dance, shadow puppetry) and present as a Turkish Day. Involve parents or friends from other classrooms. [Ages: 4th -6th, 7th & 8th grades]

HOLIDAYS: Important holidays in Turkey include religious holidays (Şeker Bayramı, or Candy Holiday; Kurban Bayramı, Sacrifice Holiday) and national holidays (New Year's Day, National Sovereignty Day, Spring Festival, Youth and Sports Festival, Victory Holiday, Republic Day, the Death of Atatürk Day). What is the significance of these holidays? How are they celebrated? Celebrate one of the Turkish holidays with Turkish friends. [Ages: 4th - 6th, 7th & 8th, 9th - 12th grades]
GEOGRAPHY: Do a geography lesson based on Turkey. Locate Turkey on a map (or globe). Show Turkey in relation to other Middle Eastern countries. Draw maps of Turkey that include: cities, population, natural and industrial resources, climate, topography. How do Turkey's climate and topography affect what people wear and eat, their customs, and local traditions? [Ages: 4th - 6th, 7th & 8th, 9th - 12th grades]

BAZAAR: Plan a bazaar like the Turkish ones crowded with craftspeople who make and sell their goods, attracting people who want to buy or just look. The bazaar may include Turkish food, crafts (puppets, marbled paper, calligraphy), white elephants, folklore. [Ages: 4th - 6th, 7th & 8th grades]

SCAVENGER HUNT: Make a list of Turkish items to "scavenge" from home, neighbors, and others. The list may include newspaper and magazine articles, books, post cards, photographs (not from books!), artifacts, recipes, records, and clothing. Prizes should go for the most unique items, or to the group that finds the most items. [Ages: 4th - 6th, 7th & 8th grades]

RESTAURANTS: Review the Turkish restaurants in your area. Try them out, learn the names of some of your favorite foods. [All ages]

TO TELL THE TRUTH: Make cards with truths and preconceptions about Turks. Students should first individually identify each card as to whether it is T (True) or F (False). Then they should compare their answers with the majority of the class. A chart like the following may be useful. [Ages: 4th - 6th, 7th & 8th grades]

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<th>True or False</th>
<th>True or False</th>
<th>True or False</th>
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<td>My guess</td>
<td>Majority</td>
<td>Correct answer</td>
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TRAVEL POSTERS: Make travel posters encouraging people to visit Turkey. [Ages: 4th - 6th grades]

BOARD GAME: Make up a board game that teaches about Turkey. It can contain geographical and regional problems, "trivial pursuit"-type questions, customs, music, drama, language. As you play, count in Turkish. [Ages: 4th - 6th, 7th & 8th, 9th - 12th grades]

HUMOR: The humor of Karagoz is ethnic, slapstick, violent, and full of puns. Relate to our own lives. What kinds of humor are found in our lives (clowns, cartoons, jokes, court jesters, science fiction)? How is it properly portrayed? Why do we think they are humorous? Why is ethnic humor funny? Who is the appropriate audience for each kind of humor? [All ages]