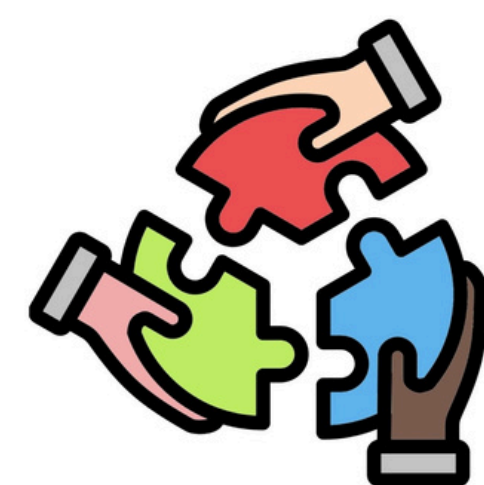




Middle East Technical University/METU, Ankara TURKEY
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CRITICAL ELT MATERIALS

Unity In Diversity

B2 LEVEL ENGLISH LANGUAGE TEXTBOOK

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Unit 1

Unity in Diversity

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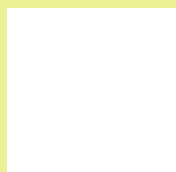
We stand against racism and violence against marginalized communities.



Let's Test Your Vocabulary!

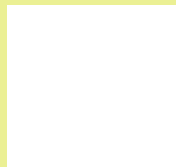
Match the words with their correct descriptions.

1. Discrimination



Unjust treatment of individuals based on their characteristics, such as race or gender.

2. Hate Crime



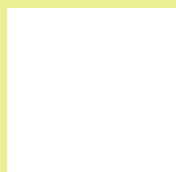
Subtle, often unintentional, expressions of bias or discrimination.

3. Cultural Appropriation



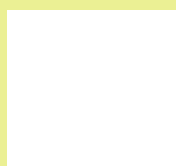
The fundamental rights and freedoms guaranteed to citizens by law.

4. Civil Rights

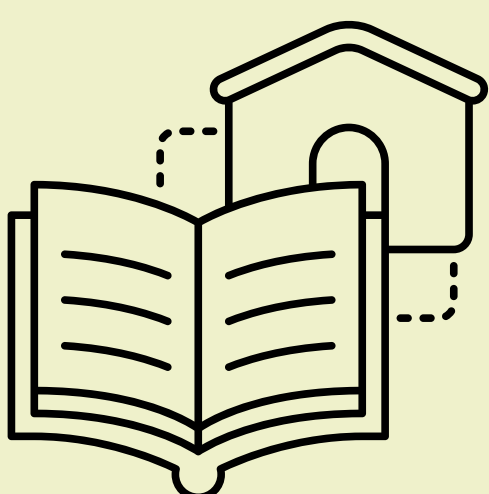


Violent acts committed against individuals or groups due to their perceived characteristics or affiliations.

5. Microaggression



Inappropriate adoption of elements from another culture, often lacking understanding or respect.



Homework:

Do a research on how the words we use can shape our ideas about different races and ethnicities. Look into specific words related to these concepts and talk about how language can either make racism worse or help stop it.

I. History of Discrimination in Turkey

Read the article below and answer the questions related.



Remembering the September 6-7 Pogrom: A Dark Chapter in Turkish History

The Istanbul Pogrom, occurring on September 6-7, 1955, stands as a gloomy episode in Turkish history. Led by Prime Minister Adnan Menderes, Turkey grappled with internal challenges amid the rise of nationalist sentiments. The catalyst for the violence was a news article published on September 5, 1955, alleging an attack on Mustafa Kemal Atatürk's house in Thessaloniki, Greece. This report ignited nationalist fervor, leading to widespread anger.

On the night of September 6, mobs unleashed violence, targeting the Greek community in Istanbul. Greek-owned businesses, homes, and churches bore the brunt of the attacks, resulting in deaths, injuries, and the forced displacement of Greek citizens. The repercussions extended beyond immediate casualties, leaving an enduring impact on Istanbul's demographic landscape and straining diplomatic relations between Turkey and Greece.

The Istanbul Pogrom had profound consequences, creating an atmosphere of fear among non-Muslim minorities. Many individuals and families chose to emigrate, seeking refuge in other countries. Despite the Turkish government's official condemnation and promises of investigation, questions linger about the extent of official involvement, with the investigation's outcomes remaining a subject of debate.

In conclusion, the Istanbul Pogrom of 1955 serves as a stark reminder of the complexities of ethnic and religious tensions. The violence inflicted on the Greek minority left lasting scars, underscoring the importance of fostering tolerance and understanding among diverse communities. As we reflect on this dark chapter, it emphasizes the need to preserve cultural diversity and guard against the consequences of unchecked nationalism.

a.

Question I: What is the Istanbul Pogrom, and when did it occur?

Question II: What sparked the violence on September 6-7, 1955?

Question III: Who were the primary targets of the violent attacks during the Istanbul Pogrom?

Question IV: What were the consequences of the attacks on the Greek community in Istanbul?

b. Discuss with your peers! What can we do to make sure something like this never happens in our country again and what does this incident tell us about nationalism and its relations to fascism?

II. Hate crimes in Turkey?

Read the article below and discuss the questions with your friends.

Understanding the misunderstood: Ahmet Kaya



On 11 February 1999 Ahmet Kaya participated in a televised music awards ceremony where he was to be named Musician of the Year. During the ceremony, he said he wanted to produce music in Kurdish and mentioned that he had recorded a song in Kurdish ("Karwan," released on the Hoşçakalın Gözüm album in 2001) and intended to produce a video to accompany it.

His words caused an uproar among the celebrities at the event. Other performers started singing nationalistic songs. Then celebrities who were present literally threw forks at him. Kaya's wife described the attack: "All of a sudden, all of those chic women and men, they all turned into monsters, grabbing forks and knives and throwing them at us, insulting, booing. Imagine the atmosphere changing in just five minutes, almost a Kafkaesque transformation." He was prosecuted for the incident and left Turkey in an act of self-exile, moving to France. In March 2000, a Turkish court sentenced him, in absentia, to three years and nine months in prison on the charge of spreading separatist propaganda, based on an allegation that was later proven to be falsified.



Discuss with your friends:

- How do you interpret Ahmet Kaya's decision to express his intention to produce music in Kurdish, and the negative response it received? What does it reveal about the societal attitudes towards cultural and linguistic diversity?
- In the aftermath of the incident, Ahmet Kaya faced legal consequences, including being sentenced to prison in absentia. How does this reflect on the state of freedom of expression and artistic freedom in Turkey during that time?
- How might incidents like this one contribute to a culture of fear and self-censorship among artists and individuals who want to express their cultural or political views in societies that may be less tolerant?

If you could change one thing to make your community more inclusive and accepting of people from different races and backgrounds, what would it be?



Homework:

Do a research about the **Civil Rights** Movement in America and pick an activist to write a paragraph about. You can also mention what these movements mean for our country as well.

Racism and Discrimination are Global Issues



What are the marginalized groups in United States and do they have anything in common with the marginalized groups in Turkey? Write your answers.



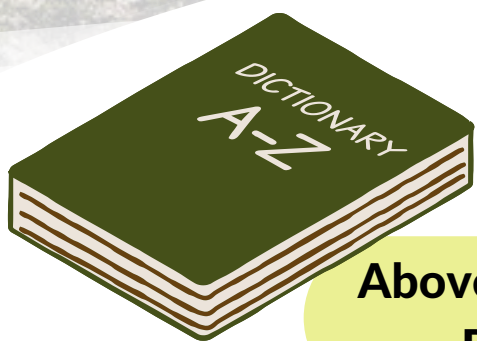
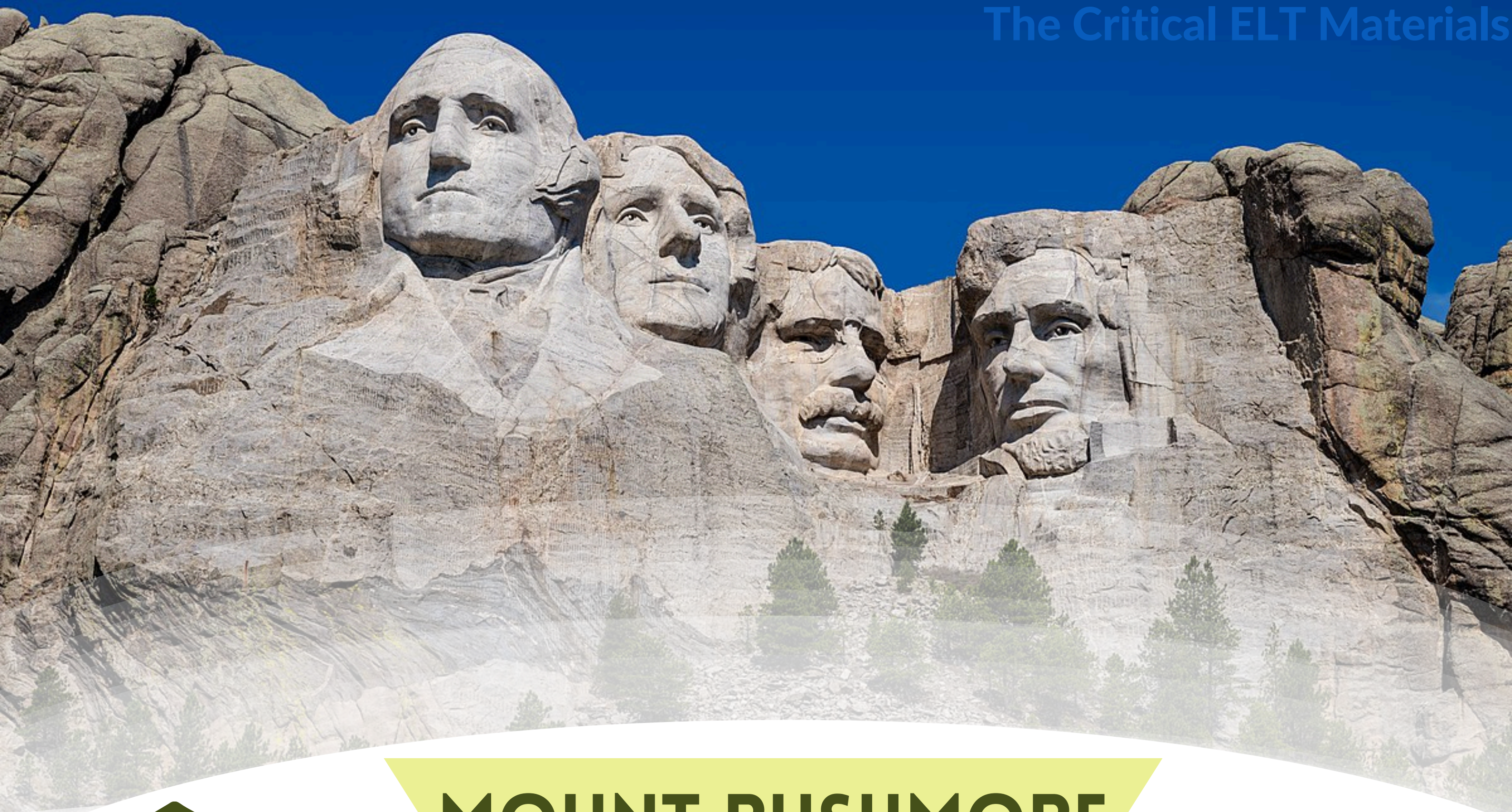
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MOUNT RUSHMORE

Above, there are some words used in sentences that can be helpful for you during listening to the audio clip about Mount Rushmore. Match the underlined words in the sentences below with their corresponding meanings on the right.



1. The builder painted the façade of the shop with a cheerful blue color to attract customers.



2. The tribal elders gathered around the ancient tree, considering it a sacred symbol of their community's history and traditions.



3. Throughout history, rulers have used coercion to make societies adopt specific cultural practices against their will.



4. The two neighboring countries signed a treaty to establish peaceful relations and promote trade between them.



5. The vandalism of the ancient temple was a heartbreaking act of desecration.



6. The nomadic family traveled with their belongings across the grasslands in search of new opportunities.



7. After the land dispute was settled, the government offered compensation to the displaced community as a form of reparation for the historical injustice.

a. The act of disrespecting, violating, or damaging something sacred, holy, or culturally significant, often resulting in the degradation or destruction of its inherent significance or value.

b. The use of force to persuade someone to do something that they are reluctant to do.

c. Money that is paid to someone in exchange for something that has been lost or damaged or for some problem.

d. The front exterior or face of a building, often representing its architectural style or appearance.

e. A formal agreement between two or more independent states, outlining specific terms, conditions, and obligations that are legally binding.

f. Something considered holy, respected, or having special significance, often associated with religious or cultural importance.

g. Moving from one place to another rather than living in one place all the time



LISTENING ACTIVITY



Listen closely to the audio clip about Mount Rushmore and its history, circle **T (True)** if the statement is correct or **F (False)** if it is incorrect according to the audio clip.

T / F

1. Mount Rushmore was carved by 400 workers between 1927 and 1941.

T / F

2. Native American people, particularly the Lakota, believed the Black Hills to be sacred and inhabited the area about 10,000 years ago.

T / F

3. The 1868 Treaty at Fort Laramie acknowledged that the Black Hills belonged to the Sioux Nation, and the Lakota successfully defended their land in that period.

T / F

4. The US broke the 1868 Treaty, leading to the military defeating the Lakota and illegally seizing the Black Hills after the discovery of gold.

5. Gutzon Borglum, the sculptor of Mount Rushmore, initially proposed including Western figures like Lakota Chief Red Cloud.

T / F

6. Mount Rushmore was completed as intended, with all four figures having torsos.

T / F

7. In 1980, the Supreme Court ruled that the Black Hills had been unlawfully taken, and the Sioux Nation accepted the compensation offered by the US.

T / F

8. Some people, including tribal leaders and Borglum's great-granddaughter, have called for the removal of Mount Rushmore.

T / F



GRAMMAR

CONDITIONALS



Expresses relationships between events or situations.

TYPE 1 : If + present simple + future tense

e.g., If it rains, we will stay indoors.

TYPE 2 : If + past simple + would

e.g., If I won the lottery, I would travel.

TYPE 3 : If + past perfect + would have + past participle

e.g., If she had studied harder, she would have passed.



“If you are neutral in situations of injustice, you have chosen the side of the oppressor.”

– Desmond Tutu



LET'S TEST YOUR GRAMMAR !

Fill in the blanks with appropriate conditional.

1. If people _____ (be) more empathetic, our communities would have become more harmonious.
2. If everyone _____ (have) the same opportunities, regardless of their racial or ethnic background, it would have fulfilled the wish for equality.
3. If discriminatory practices _____ (be) entirely eliminated, we could genuinely embrace a world of race equality.
4. If everyone _____ (take) a stand against racism, significant progress could be made toward a discrimination-free world.
5. If schools _____ (include) more diverse perspectives in their teachings, it could foster a sense of inclusivity.
6. If governments _____ (implement) stronger policies to ensure diversity and inclusion, positive global changes could occur.
7. If workplaces _____ (have) more diverse leadership, it might lead to innovative solutions and a fairer work environment.
8. If media outlets _____ (be) responsible in their portrayal of different races, they could encourage positive narratives rather than perpetuating stereotypes.

BLACK

HISTORY MONTH?

Black History Month is the time in February to celebrate and remember the important things Black people have done throughout history where we focus on the achievements of Black leaders. Advocates of the month argue that it serves as a significant and necessary platform to highlight often overlooked aspects of history, fostering awareness and appreciation for the richness of Black culture. On the other hand, there are some who feel it has limitations. For example, setting aside just one month might not be enough, and that Black history should be a part of our education all year round and this month can unintentionally segregate histories creating yet another gap between Black Americans and White Americans.

LET'S WRITE!



Do you think it's a good idea to have a special month, like Black History Month, where we focus on celebrating and learning about the accomplishments of Black people? Why/Why not?

A yellow notepad with horizontal lines and a spiral binding on the left side.



Answer Key

Test Your Vocabulary!

1. Discrimination= Unjust treatment of individuals based on their characteristics, such as race or gender.
2. Microaggression= Subtle, often unintentional, expressions of bias or discrimination.
3. Civil Rights= The fundamental rights and freedoms guaranteed to citizens by law.
4. Hate Crime= Violent acts committed against individuals or groups due to their perceived characteristics or affiliations.
5. Cultural Appropriation= Inappropriate adoption of elements from another culture, often lacking understanding or respect.

History of Discrimination in Turkey

a)

Question I: The Istanbul Pogrom was a violent series of attacks targeting the Greek community in Istanbul, Turkey, on September 6-7, 1955. The violence included the destruction of homes, businesses, and churches, leading to deaths, injuries, and forced displacement.

Question II: The violence was sparked by a news article published on September 5, 1955, falsely alleging that Mustafa Kemal Atatürk's birthplace in Thessaloniki, Greece, had been bombed. This report ignited nationalist fervor and anger, leading to the attacks.

Question III: The primary targets were the Greek community in Istanbul, particularly Greek-owned businesses, homes, and religious institutions. Other non-Muslim minorities, such as Armenians and Jews, also faced attacks.

Question IV: The attacks resulted in:

- Loss of lives and injuries.
- Extensive property damage, particularly to businesses, homes, and churches.
- Mass emigration of Greek families, reducing Istanbul's Greek population.
- Long-term strain on Turkish-Greek relations and an atmosphere of fear among minorities in Turkey.

Matching

- | | |
|------|------|
| 1= d | 5= a |
| 2= f | 6= g |
| 3= b | 7= c |
| 4= e | |

Listening

- | | |
|-----|-----|
| 1=T | 5=F |
| 2=T | 6=F |
| 3=T | 7=T |
| 4=T | 8=T |

Grammar

- | | |
|---------|----------------|
| 1= were | 5= included |
| 2= had | 6= implemented |
| 3= were | 7= had |
| 4= took | 8= were |

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