

Faces™

Istanbul

Istanbul, the largest city in Turkey, is known for its cultural diversity, bustling markets, and architectural marvels. This month's issue of FACES magazine introduces readers to the dynamic city's vibrant history and unique geography.

CONVERSATION QUESTION

How does modern-day Istanbul reflect past influences?

TEACHING OBJECTIVES

- Students will learn about the beautiful city where European cultures meet—Istanbul.
- Students will learn about the construction of the Basilica Cistern.
- Students will learn about Istanbul's early coffeehouses.
- Students will examine the physical and cultural characteristics of a place.
- Students will analyze relationships and interactions within and between human and physical systems.
- Students will examine cause and effect relationships.
- Students will construct a timeline.
- Students will use a mathematical process and conversion strategies to solve a word problem.
- Students will plan and implement a dramatic cultural experience.



In addition to supplemental materials focused on core STEAM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **One City, Two Continents**
Expository Nonfiction, 1170L
- **The Basilica Cistern: An Underground Marvel**
Expository Nonfiction, 1200L
- **Coffee, Anyone?**
Expository Nonfiction, 1150L

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One City, Two Continents

pp. 8–11, Expository Nonfiction

Istanbul's location has made it a desirable conquest for civilizations and empires since ancient times. Readers will learn how Istanbul became a center of learning, art, and architecture—an identity that remains evident today.



RESOURCES

Examine Characteristics: Coveted City

OBJECTIVES

- Students will learn about the beautiful city where European cultures meet—Istanbul.
- Students will examine the physical and cultural characteristics of a place.
- Students will construct a timeline.

KEY VOCABULARY

- **strait** (p. 8) a narrow passage of water that connects two large bodies of water
- **peninsula** (p. 9) a piece of land almost entirely surrounded by water and attached to a larger land area
- **Crusades** (p. 9) religious wars that European Christian countries fought against Muslims in the 11th, 12th, and 13th centuries

ENGAGE

Conversation Question: How does modern-day Istanbul reflect past influences?

Inform students that the article they will be reading introduces them to one of the most coveted cities in the world due to its location. Display a world map and give students the following clues, one at a time, so that they can locate the city being studied. (Istanbul)

- The city is in the a country that lies in both the Northern and Eastern Hemispheres.
- The city lies in both Europe and Asia.
- The city's borders are defined by the Bosphorus Strait, the Sea of Marmara, and the Golden Horn.
- This is the largest city in Turkey.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions. Provide groups of students with actual Scrabble tiles, or print out a letter/value sheet available online. Have students list the point value for each word and total the sum. Then, instruct them to put the four words in order from lowest value to highest value. During a quiet period allow students to search the entire FACES issue to locate and define the word that has the highest point value.

READ & DISCUSS

Have students read the article with a partner and answer the questions.

1. Why was Istanbul invaded over sixty times?
2. What precautions were taken by different rulers and empires to prevent invasions?
3. How did the Ottoman Turks conquer the city?
4. What events led to Constantinople being renamed Istanbul?
5. What tourist attractions provide glimpses into Istanbul's past?

SKILL FOCUS: Physical and Cultural Characteristics

INSTRUCT: The article presents the reader with detailed information regarding the physical and cultural characteristics of Istanbul. Remind students that when studying a new land, it is important to consider many facets of life in that region. Distribute the *Coveted City* graphic organizer and tell students that they will be using information from the article to complete the worksheet.

ASSESS: Review the chart as a class and collect to check for accuracy.

EXTEND

Social Studies: As a class activity, work with students to create a timeline chronicling Istanbul's history from BCE through 1922, when the new Republic of Turkey was created. Demonstrate how to properly place dates and label events along the line. Ask for volunteers to assist at the board completing the timeline. Remind students that a timeline is a tool for organizing information and can show how events in history are related.

Coveted City

Examine Physical and Cultural Characteristics Consult the article to explain how each of the elements listed below contribute to the uniqueness of Istanbul.

Element	Defining Characteristics
Geography	
Government and Military	
Economy and Resources	
Culture and Architecture	
Religion(s)	

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The Basilica Cistern: An Underground Marvel

pp. 10–14, Expository Nonfiction

The Basilica Cistern is an enormous underground reservoir. It was built by slave labor to provide a fresh water supply for the Emperor's expansion plans for Istanbul. Readers will discover its rich history and learn why it is currently a popular tourist attraction.



RESOURCES

Analyze Human and Physical Systems:
Cistern Systems

OBJECTIVES

- Students will learn about the construction of the Basilica Cistern.
- Students will analyze relationships and interactions within and between human and physical systems.
- Students will use a mathematical process and conversion strategies to solve a word problem.

KEY VOCABULARY

- **aqueducts (p. 12)** pipes or channels that are used to bring water to an area
- **subterranean (p. 14)** located under the surface of the ground

ENGAGE

Conversation Question: How does modern-day Istanbul reflect past influences?

Introduce the article, “The Basilica Cistern: An Underground Marvel.” Inform students that although Istanbul lies on a major water route, it lacked a fresh water supply. Have students hypothesize how ancient civilizations survived, and thrived, with no evident fresh water supply. After the discussion tell them that they will be reading about a large and famous ancient water storage system.

INTRODUCE VOCABULARY

Post and read aloud the vocabulary words. Tell students that many new vocabulary words will have Greek and Latin roots, as well as prefixes and suffixes. This knowledge can help readers to determine the meaning of an unfamiliar word. Break apart the terms and show the root meanings. Then compare to actual definitions.

aqua = water / **ductus** = to lead (aqueduct)

sub = under / **terra** = earth (subterranean)

Ask: How does knowing the meaning of roots, prefixes, and suffixes help to give meaning to unfamiliar words?

READ & DISCUSS

Reinforce comprehension of the concepts in this article by using the following prompts to direct discussion.

1. Under whose reign, and for what reason, was the Basilica Cistern constructed?
2. What evidence of *architectural recycling* is discussed in the article?
3. How is the Basilica Cistern an excellent example of Roman engineering skill?
4. Why do you think that the Basilica Cistern was referred to as “an eerie subterranean watery world” on page 14?
5. How was the Basilica Cistern rediscovered?

SKILL FOCUS: Analyze Human and Physical Systems

INSTRUCT: Discuss with students how there are reciprocal influences that occur between physical systems and humans in any civilization. Distribute the graphic organizer, *Cistern Systems*, and tell students that they will need to identify each phrase as describing a Human System (H), a Physical System (P), or a Human and Physical System (HP).



ASSESS: Have students independently complete the worksheet, then review. Collect worksheets to evaluate the THINK TANK question.

EXTEND

Mathematics: On page 14, the article describes restoration efforts of the Basilica Cistern in 1985 as removing 50,000 tons of mud from the cistern. Have students use the R-D-W process (Read-Draw-Write) to solve the following: *How many pounds of mud were removed in 1985?* (Answer: 100,000,000 pounds)

Cistern Systems

Analyze Human and Physical Systems Within a civilization there are both human and physical systems that are often interacting. Read the phrases below and label each as a Human System (**H**), a Physical System (**P**), or a Human and Physical System (**HP**). Write your answers in the circles.

	<div>Empires of Constantinople</div> <div>Basilica Cistern</div> <div>Slave Labor</div> <div>Artificial Lighting</div> <div>French Scholar, Pierre Gilles</div>		<div>Justinian's Great Palace</div> <div>Christian Church</div> <div>Turkish Population</div> <div>Tourist Attraction</div> <div>Medusa Heads</div>
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THINK TANK: Choose one of the elements above. Use details from the article to explain the following: why you labeled it as **H**, **P**, or **HP** and the impact the element had on the society.

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Coffee, Anyone?

pp. 15–17, Expository Nonfiction

Brought to Istanbul in the late 15th century, coffee's popularity grew as patrons enjoyed gathering to discuss current events and literature. The Turks loved coffee so much they were willing to risk their lives to drink it!



RESOURCES

Compare Perspectives: Coffee Culture

OBJECTIVES

- Students will learn about Istanbul's early coffeehouses.
- Students will examine cause and effect relationships.
- Students will plan and implement a dramatic cultural experience.

KEY VOCABULARY

- **patronize** (p. 16) to frequent (a store, theater, or other establishment) as a customer
- **tolerant** (p. 16) willingness to allow the existence of opinions or behaviors that one does not necessarily agree with
- **treason** (p. 17) the crime of betraying one's country, especially by attempting to overthrow the government or aiding its enemies

ENGAGE

Conversation Question: How does modern-day Istanbul reflect past influences?

Ask students to help you create a master list on the board of words associated with coffee/coffeehouses. Encourage them to think of words that address all of the senses—smell, sight, sound, touch, and taste. Discuss what kind of interactions may take place in coffeehouses. Ask: *How are chain coffeehouses different from independent coffeehouses?*

INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Then display the following prompts and have students discuss responses with a partner.

- How are the places that you **patronize** with your parents different from the places you patronize with your friends? Give examples.
- Why is important to build a **tolerant** society? What are some things that you should be tolerant of and when is it important to challenge ideals?
- Discuss examples of **treason** that you are familiar with from books and movies.

READ & DISCUSS

Pose the following questions to facilitate meaningful discussion.

1. Explain the process that the chief coffee maker at the palace used to ensure the sultan received the perfect cup of coffee.
2. What was the atmosphere like at Istanbul's early coffeehouses?
3. Why did the Ottoman rulers feel threatened by coffeehouses?
4. What happened if a coffeehouse was forced to close?
5. How did Sultan Murad IV try to intimidate the civilians who frequented coffeehouses? Did it work?

SKILL FOCUS: Cause and Effect

INSTRUCT: Istanbul's history with coffee dates to the late 1400s. Guide students to acknowledge that cultural changes are often surrounded with causes and effects. Distribute the *Coffee Culture* organizer and tell students that they will be recording the causes and effects of such events. Have them underline passages in the text that will be helpful.

ASSESS: Pose the question: *Why weren't women permitted in coffeehouses?*

EXTEND

Drama: Have students brainstorm ways to turn the classroom into a coffeehouse using information from the article as well as modern knowledge about such places. Students can include board games, music, artwork, a discussion corner, books, etc. If possible, plan an opportunity for other classes to visit the coffeehouse. Try to arrange a poetry reading or live music for added ambiance. Substitute an acceptable beverage for the coffee.

Coffee Culture

Cause and Effect Consult the article and explain the cause of the events/circumstances listed below, as well as the effects of the action.

Cause	Event	Effect
	Two Arab merchants have been credited with opening the first coffeehouse in one of Istanbul's busiest commercial districts in 1555.	
	Coffeehouses offered a setting where people could discuss current events and issues that affected their country.	
	The government issued various decrees that banned the consumption of coffee and ordered the closure of coffeehouses.	
	Sultan Murad IV embarked on a campaign to enjoin "right" and forbid "wrong."	

