



6.4. Session 4: Lesson 4 and Materials

Classroom Teacher : Gizem Balta
Theme : Teaching writing for social justice: Narrative Essay
Course objective :

- Writing narrative essays on social justice issues in Turkey
- Giving and getting peer feedback in writing skills

Grade/Level : Intermediate
Language : English
Time : 120 min.
Classroom Size : 5

Objectives

Content Objectives	Language Objectives
Students will be able to: <ul style="list-style-type: none">● get information on people’s lived experiences/stories in Turkey,● see these lived experiences/stories from the perspective of social justice.	Students will be able to: <ul style="list-style-type: none">● foster their skills of writing narrative essays,● engage in practice work on mechanics of giving and receiving feedback,● improve their writing skills through corrective and suggestive feedback.
Social Justice Objectives	
Students will be able to: <ul style="list-style-type: none">● cultivate awareness and think critically on different social justice issues in Turkey,● express their opinions on these social justice issues in Turkey through writing,● compose their own feelings on these social justice issues by building empathy.	



Materials

- Handouts of the ready-made outlines
- Board
- Board marker
- Online dictionary

Procedures

Stage	Time (min.)	Interaction	Procedure	Objectives
Pre-writing	10	T-Ss Ss-Ss	<ul style="list-style-type: none"> • Warm-up <ul style="list-style-type: none"> ○ The teacher writes the topics of the ready-made outlines prepared by the teacher on the board. ○ The teacher encourages the students for a whole class discussion on these topics by asking questions about them. <ul style="list-style-type: none"> ▪ What do you think about these topics? ▪ Have you ever experienced anything on these topics? ▪ Do you know any examples about these topics in Turkey? 	<ul style="list-style-type: none"> • To offer students the chance to express their opinions on specific social justice issues in Turkey
Stage	Time (min.)	Interaction	Procedure	Objectives
While-writing	60	T-Ss Ss-Ss	<ul style="list-style-type: none"> • Writing Draft 1 <ul style="list-style-type: none"> ○ The teacher gives out the ready-made outlines to the students. ○ The students write their first draft using the given outline. ○ The teacher monitors the students and provides help when required. • Giving and receiving peer feedback on Draft 1 <ul style="list-style-type: none"> ○ The teacher pairs up the students. ○ The students exchange their essays. 	<ul style="list-style-type: none"> • To foster students' skills of writing narrative essays on social justice issues in Turkey
	20	T-Ss		<ul style="list-style-type: none"> • To provide students with the opportunity to give and receive peer feedback

		Ss-Ss	<ul style="list-style-type: none"> ○ The students read the essays and gives feedback to each other using the editing mechanics introduced in the previous sessions. ○ The students negotiate about each other's essay. 	
Stage	Time (min.)	Interaction	Procedure	Objectives
Post-writing	20	T-Ss Ss-Ss	<ul style="list-style-type: none"> ● Writing Draft 2 <ul style="list-style-type: none"> ○ The students rewrite their essays based on the peer feedback they have received. ○ The teacher collects the essays to give feedback. 	<ul style="list-style-type: none"> ● To improve students' writing skills through corrective and suggestive feedback
<p>Assignment</p> <ul style="list-style-type: none"> ● The teacher gives feedback to the students. ● The students rewrite the essays based on the teacher feedback. ● The students embed visuals (one or two) into their stories to enhance the meaning. (www.freepik.com) ● The students send their final drafts to the teacher. ● The students read their stories aloud at home to practice pronunciation. <p>Note: They use Google Drive to carry out all these activities.</p>				<ul style="list-style-type: none"> ● To encourage students to improve their writing skills through the light of the feedback they receive ● To help students view writing as process

Note: The students have a ten-minute break after writing their first drafts.

Appendices: Outlines

An Embarrassing Scene on Women's Day

Introduction

- Batman, Turkey; March 8, 2015
- Gülseren Bakış
- A mother in her 50s
- Divorced for four years by then
- Alone with 5 daughters
- The eldest daughter had an operation
- One daughter with asthma and bronchitis

Body Paragraph 1

- An embarrassing scene on International Women's Day (March 8) in Batman, Turkey
- Collecting plastic and scrap iron pieces on the streets on March 8, in Batman
- Bringing her home what she collected on the streets
- Classifying them as plastic and metal

Body Paragraph 2

- Earning money through what she collected on the streets
- Receiving state support, 400 TL every two months
- Hardly paying the rent and bills
- Big difficulties buying food

Body Paragraph 3

- Facing more challenges
- Not being able to send one of her daughters to school
- Sending two to school, but having a lot of difficulties

Conclusion

- The oldest daughter, Mine:
 - Expressing her pride with her mother
 - Stating that her mother doing this just to take care of them

“People should help poor women like us instead of following imperialism and spending money on Women’s Day.”

Links of the News

- <https://dogruhaber.com.tr/haber/164719-kadinlar-gununde-batmanda-utandiran-manzara/>
- <https://ilkha.com/guncel/kadinlar-gununde-batmanda-utandiran-manzara-9003>
- <https://www.youtube.com/watch?v=peS2dTTcIAM>

Gizem Bera Yüksel

Introduction

- Orhangazi, Bursa; 2010
- Gizem Bera Yüksel
- A student in Atatürk Elementary School
- Vice president of her class
- Father > construction worker, mother > cleaner (cleaning stairs)
- The fifth of 6 siblings
- Died of suffocation from the gas geyser in the bathroom

Body Paragraph 1

- Father, who was a tile master in construction when he found a job
- Mother, cleaning stairs for 50 TL per month
- Living in a small house
- Difficulty in paying coal and rent
- Struggling to meet the education of children

Body Paragraph 2

- Gizem's speech to their classmates on report card day in 2010
- Giving advice to her friends because of the difficulties in her life
- Expressing her family's financial situation in a video
 - experiencing extreme poverty
 - going to school with torn boots
 - falling of her father from the 5th floor of the construction while working
 - not affording to buy a new pair of boots
- The video shot as a gift for her by the classroom teacher
- The video reaching many people across the country

Body Paragraph 3

- The widespread effect of the video
- After the video, people wanted to help her by buying a new pair of boots
- The visits to her home by journalists
- One of journalist asked her dreams;
 - A dress of her favorite colors - purple and orange
 - More work opportunities for her mom
 - Medical care for her brother who has a continuous headache
 - A Barbie bag

Conclusion

- A dramatic end for her story
- Poisoned due to gas leaking from the water heater while taking a bath with his sister



- Refusals of hospitals her due to not having the necessary equipment
- Passing away while being transferred to another hospital

Links of the News

- <https://www.haberturk.com/yasam/haber/698890-gizem-ve-irem-kardeslerin-son-satirlari>
- <https://www.milliyet.com.tr/gundem/kucuk-gizem-bu-defa-aglatacak-1468774>

Girls, Let's Go to School

Introduction

- Van/Tuşba/Güvençli, Turkey; 2006
- Not allowing girls to go to school after the 3rd grade of primary school
- 'Let's Girls Go to School' campaign
- Teachers travel to villages to enroll girls in school
- The stories of three hopeless girls
 - Melek Övünç
 - Ceylan Belin
 - Dilan Çalı

Body Paragraph 1

- 10 year-old girl, Melek Övünç
- Not going to school because of her father
- Intercepting the officials during the detection of girls who are out of school
 - Reporting not being registered for school due to her father
 - Begging for registration for school
- Teachers' visit to her house
- Teachers' persuasion of her family to register for school

Body Paragraph 2

- 9 year-old girl, Ceylan Belin
- Hamit Belin, father of 8 children
- Taking his daughter from school after 3rd grade
- Trying to hide his daughter from the officials
- Stating:
 - "I don't want my daughter to study and have a profession"
 - "I don't care about the punishment."
- Teachers' struggle to persuade him, but failing to convince

Body Paragraph 3

- 9 year-old girl, Dilan Çalı
- Waiting in front of the house but suddenly disappearing
- Officials' questioning the mother about her place
- The mother explaining that she went to the grandfather's house
- Dilan's sudden appearance on the balcony
- Her response to the questions by the officials:
 - Initial strong desire to go to school
 - But having grown up, and thus not wanting anymore
- Teachers' success in persuading her and her family to register her to school again



Conclusion

- 120 children (105 girls), not sent to school at that time in the village
- Teachers' hard work and success in registering 58 for school
- With campaign starting in 2004, 23,500 children registered for school until 2006
- The important thing is to ensure that girls, who are our future, grow up as confident individuals in society.

Links of the News

- <https://www.yenisafak.com/arsiv/2006/haziran/29/9580.html>
- <https://www.birgun.net/haber/okumak-icin-ogretmenlerin-yolunu-kesti-27674>

Rahim Demirbaş

Introduction

- Beyören-Ereğli, Konya
- 79 year-old Rahim Demirbaş, a retired mathematics teacher
- Father of six
- Losing his son, Yahya, in a traffic accident in 1996
- Buying 500 decares of land in 1998
- Turning the barren land into a forest in memory of his son

Body Paragraph 1

- Establishing a private course center
- Educating thousands of students in his region and across the country
- Losing his son, Yahya who dreamed of university, in a traffic accident
- Wishing to keep his son's memory alive in nature by planting trees

Body Paragraph 2

- Buying 500 decares of land at the foothills of the mountain in the neighborhood
- The land being barren and having no grass
- Founding afforestation area by bringing water from a distance of about 10 kilometers
- Planting 40 thousand saplings with more than 100 varieties
- Turning into a forest in about 23 years, with the first trees reaching 15 meters
- Giving the area his son's name "Yahya Demirbaş Forrest"

Body Paragraph 3

- Investing all his savings into the forest
- Having to close his private course center due to financial conditions
- Having a lot of debt due to not being able to pay teachers' salaries
- Facing with the foreclosure of his forest
- The care for the forest by the students he raised all over the country

Conclusion

- Aiming to keep the forest alive and increase the number of trees to 50 thousand
- Losing his wife in 2013 and feeling lonely
- Living alone in a two-room house in the second forest area on 400 decares of land
- The visits by students from various parts of Turkey

Links of the News

- <https://www.aa.com.tr/tr/yasam/olen-oglundun-anisina-diktigi-ormana-ogrencileri-sahip-cikti/1652723>
- <https://www.birgun.net/haber/80-yasinda-22-yilda-40-bin-agac-dikti-colun-ortasinda-bir-vaha-316134>

Tevhide Kütük Güneri

Introduction

- Kozan-Adana, Turkey; November 24, 2007
- Tevhide Kütük Güneri
- A student in an Imam Hatip Secondary School
- Wearing headscarf
- Composition contest winner
- Not getting the award because of the headscarf
- Getting the award 8 years later from this event

Body Paragraph 1

- Attending a composition contest titled "There Should Be a Teacher"
- Becoming the winner of the composition contest
- Being forced to leave the stage at the award ceremony due to wearing a headscarf
- Forced by the district governor and the commander
- Not being given the deserved award
- Just wishing to to read her composition on the stage, but being denied this right
- Bursting into tears and leaving the place

Body Paragraph 2

- The country-wide resonance of her video while crying and leaving the stage
- The call and support by the President
- Filing a lawsuit against the people responsible for this tragic event

Body Paragraph 3

- Organizing a program in Üsküdar Maiden's Tower Restaurant in 2015
- Giving her eight-year belated award
- Apologizing for the event in front of the press
- Reading aloud the composition she could not read years ago

Conclusion

- The headscarf problem, which has a country-wide impact
- 11-year-old girl getting the award she deserved 8 years later
- Pioneering in solving the headscarf problem with her reaction

Links of the News

- <https://www.aa.com.tr/tr/turkiye/basortusu-nedeniyle-alamadigi-odulunu-8-yil-sonra-aldi/39981>
- <https://www.milliyet.com.tr/yerel-haberler/istanbul/basortusu-nedeniyle-yillar-once-alamadigi-odulunu-bugun-aldi-10823493>