

Teacher's Supplement

FACES[®] People, Places, and Cultures

MAGAZINE ARTICLES

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THE QUEEN OF CITIES

Teacher’s Guide for *Faces: Istanbul*

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OVERVIEW

*In this magazine, readers will learn about the history affecting the people and culture of Istanbul. **Istanbul** includes a variety of information*

from Istanbul’s rise as an important trade route to caring for stray dogs in today’s cosmopolitan city.

ESSENTIAL QUESTION:

What elements of Istanbul’s past influenced its culture and how does modern day Istanbul reflect these influences?

We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 12

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

Essential Question

Content Concepts
C3 Framework for Social Studies
State Standards

Key Vocabulary
CCSS.Reading.4

Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

Common Core Connections to teach
reading and writing standards.
CCSS.Writing.1, 2, 3 & 6

TEACH A MINI-UNIT PAGES 14 - 16

Magazine articles can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways (CCSS.Writing.2).

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author’s Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:

Have students read multiple articles on the same topic from this magazine to build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (CCSS.SpeakListen.1, 2, 4).

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the *same* article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles to build a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pgs 14 - 16) as well as the **Article Pages** (pgs 4 - 12) for ways to incorporate writing into your instruction.

Lexile Score: 1140



Istanbul's location has made it desirable to civilizations and empires since ancient times. Because of this history, Istanbul became a center of learning, art and architecture, an identity that remains evident today.

ESSENTIAL QUESTION

What elements of Istanbul's past influenced its culture and how does modern day Istanbul reflect these influences?

SOCIAL STUDIES CONCEPT

Ancient civilizations were often centered on important trade routes.

CROSS CURRICULAR EXTENSION

History

World War I greatly impacted the history of Istanbul. Research to find a list of other effects World War I had on Europe and Asia.

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.10) wars that European Christian countries fought against Muslims in Palestine in the 11th, 12th, and 13th centuries

dynasty (p.11) a family of rulers who rule over a country for a long period of time

PREPARE TO READ

Summarize what you know about continents. Is it possible for one city to be part of two continents? Why or why not?

CLOSE READING QUESTIONS

- Why has Istanbul been invaded more than 60 times?
- What precautions were taken by different rulers and empires to prevent invasion?
- How did the Turks conquer the city?
- What type of tourist attractions provide glimpses into Istanbul's past?

COMMON CORE CONNECTIONS

Cite Text Evidence *CCSS Info Text 8*

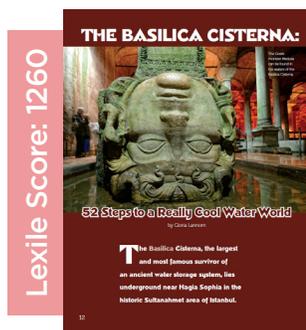
Find evidence from the article supporting the idea that along with commerce comes other benefits: art, wealth, education, etc.

Making Inferences *CCSS Info Text 1*

Istanbul remains an important city to this day. Why?

Writing Narrative *CCSS Writing 3*

Assume you are a leader charged with attacking Istanbul while it was under Greek or Roman rule. Explain your battle plan and why it would succeed.



The Basilica Cisterna is an enormous underground reservoir. It was built by slave labor to provide a fresh water supply for Justinian I's expansion plans for Istanbul. Today, it is a popular tourist attraction.

ESSENTIAL QUESTION

What elements of Istanbul's past influenced its culture and how does modern day Istanbul reflect these influences?

SOCIAL STUDIES CONCEPT

Humans interact with their environment to secure needed resources.

CROSS-CURRICULAR EXTENSION

Math

If the average person consumes 8 8-oz. glasses of water per day, how many people could be supported by a 200,000 gallon water supply?

KEY VOCABULARY

aqueduct (p.13) a pipe or channel that is used to bring water to an area

sultan (p.14) a king or ruler of a Muslim state or country

antiquities (p.14) objects from ancient times

subterranean (p.14) located under the surface of the ground

PREPARE TO READ

Although Istanbul lies on a major water route, it lacked a fresh water supply. Hypothesize how ancient civilizations survived (and thrived) with no evident fresh water supply.

CLOSE READING QUESTIONS

- Under whose reign was the Basilica Cisterna constructed? Why?
- Underline details from the article that give the Basilica Cisterna the "sunken palace" feeling?
- How was the Basilica Cisterna rediscovered?

COMMON CORE CONNECTIONS

Integrate Visual Information *CCSS Info Text 7*

How do the accompanying photos aid in your understanding of the topic? What details do they convey that were not mentioned in the article?

Analyze Interactions *CCSS Info Text 3*

Analyze the relationships between Justinian I and the slaves. Do the same for Pierre Gilles and the locals collecting fresh water in their homes.

Researching/Point of View *CCSS Writing 1 & 7*

Choose from the following: Justinian I, Pierre Gilles, a slave, or a local citizen. How do you view the Basilica Cisterna? Support your view with facts and details from the article or your own research.

ARTICLE: A Puppet Theater of Shadows

Magazine pages 16 - 19, Expository Nonfiction



Shadow puppets have been part of Turkish culture for hundreds of years. The intricate details of the puppets are not as important as the messages they convey. With technological advancements, shadow puppets are not as common, but will always remain integral to Turkish culture.

ESSENTIAL QUESTION

What elements of Istanbul's past influenced its culture and how does modern day Istanbul reflect these influences?

SOCIAL STUDIES CONCEPT

Individuals may shape significant historical change.

CROSS-CURRICULAR EXTENSION

English Language Arts

Write a Karagsz and Hacivat puppet show. Use themes listed in the article. Perform your show for the class using hand shadows.

KEY VOCABULARY

marionette (p.16) a puppet that is moved by pulling strings or wires that are attached to its body

puppeteer (p.17) a person who uses puppets in performances to entertain people

transgression (p.19) something that is not allowed

PREPARE TO READ

Look at the photos accompanying this article. Predict ways that a shadow puppet show differs from a traditional puppet show.

CLOSE READING QUESTIONS

- Underline words and phrases used to describe the construction of the puppets.
- Where were the puppet shows performed?
- What purposes did the shows serve?

COMMON CORE CONNECTIONS

Determine Meaning *CCSS Info Text 4*

Examine the traditional phrases used at the end of each puppet show. What are the meanings behind what each puppet says?

Analyze Text Structure *CCSS Reading 5*

Create subheads to divide the article into sections based on content.

Present a Speech *CCSS Speaking & Listening 6*

Write and present a speech conveying the history of shadow puppets. What lessons have the Turks learned by their continual use?



British mystery writer, Agatha Christie, will forever be linked to Istanbul. Her book, Murder on the Orient Express, is largely based on her travels in the area and the mysteries surrounding them.

ESSENTIAL QUESTION

What elements of Istanbul's past influenced its culture and how does modern day Istanbul reflect these influences?

SOCIAL STUDIES CONCEPT

The development of transportation routes opens places and cultures to people from around the world.

CROSS-CURRICULAR EXTENSION

English/ Language Arts

Read Christie's Murder on the Orient Express. Write a one page essay summarizing the book.

KEY VOCABULARY

amnesia (p.20) a condition in which a person is unable to remember things because of brain injury, shock, or illness

cosmopolitan (p.21) having people from many different parts of the world

crux (p.22) the most important part of a problem or issue

espionage (p.22) the activity of spying

PREPARE TO READ

On a map, locate the cities of Damascus, Baghdad and Istanbul. Brainstorm what mode of transportation would best connect these places for a traveler.

CLOSE READING QUESTIONS

- Read the red subheadings. How do they help organize the information presented by the author?
- How did Agatha Christie get her ideas for Murder on the Orient Express?
- What was Christie's second husband's occupation? Infer how this helped Christie and her writing.

COMMON CORE CONNECTIONS

Understanding Point of View *CCSS Reading 6*

Look at the quotes used in the article. What do the words of Christie and her biographers reveal about her?

Evaluate Evidence *CCSS Info Text 8*

Locate evidence throughout the article supporting the idea that Christie may have staged her own disappearance.

Research & Write Arguments *CCSS Writing 1 & 7*

Biographers claim "there was no key." Conduct your own research and argue why you agree/disagree with this statement.

Lexile Score: 840

SEHABA (MARE-BA) EVERYONE

AND HELLO FROM TURKEY

A DAY IN ISTANBUL

A girl named Melis invites us into her home to share her activities over a typical day. She discusses leisure activities, family life and what's cool about living in Istanbul.

ESSENTIAL QUESTION

What elements of Istanbul's past influenced its culture and how does modern day Istanbul reflect these influences?

SOCIAL STUDIES CONCEPT

There are similarities among people wherever they live on earth.

CROSS CURRICULAR EXTENSION

Math & Social Studies

Research to find out the time change between Istanbul and where you live. Construct a timeline of your typical day. On the other side of the timeline, write what Melis would be doing at the same time.

KEY VOCABULARY

water taxi (p.24) a watercraft used to provide public or private transport

ocean liner (p.24) a ship designed to transport people from one seaport to another

hostess (p.24) a woman whose job it is to greet and help people

PREPARE TO READ

Predict what a day in Istanbul would be like for someone your age. How might school and entertainment differ?

CLOSE READING QUESTIONS

- List some of the details Melis uses to describe the geography of Istanbul.
- How does Melis get to school? Who accompanies her? Why?
- When do grades start becoming important? Why?

COMMON CORE CONNECTIONS

Making Inferences *CCSS Info Text 1*

Why are there so many language school options for high school? Why does Melis want to attend an English school? What must she do to prepare?

Identify Point of View *CCSS Info Text 6*

How does this article's point of view help you learn about Istanbul? How would the language differ if it were written as an encyclopedia entry?

Writing an Opinion *CCSS Writing 1*

Melis mentions learning foreign languages from an early age. Do you feel that American schools should make this a priority? Support your opinion with facts and details.



The Turkish bath (hamman) traces its origins back to when the Romans ruled the region. Turks combined Roman tradition with their own to create a cultural experience that remains so popular it can be found around the world.

ESSENTIAL QUESTION

What elements of Istanbul's past influenced its culture and how does modern day Istanbul reflect these influences?

SOCIAL STUDIES CONCEPT

Cultural traditions can be influenced by history and customs brought in by other cultures.

CROSS-CURRICULAR EXTENSION

Health

Discuss the importance of cleanliness to a person's health. Besides a bath, list other aspects of cleanliness. What is culturally acceptable where you live?

KEY VOCABULARY

merge (p.29) to join or unite one thing with another

communal (p.29) shared or used by members of a group or community

alcove (p.30) a small section of a room that is set back from the rest of it

PREPARE TO READ

The title of the article gives a clue about what we will learn. What other purposes might a bath serve besides getting clean?

CLOSE READING QUESTIONS

- Based on details from the article, draw a floor plan of a hamman.
- What aspects of the hamman made it a popular place to gather?
- Where can hammans be found today?

COMMON CORE CONNECTIONS

Integrate Visual Information *CCSS Info Text 7*

How do the photos accompanying the article help you better understand the Turkish bath experience? Have you experienced something similar? Where?

Summarize Details *CCSS Reading 2*

Turkish baths were used for many things besides cleanliness. Using details from the article, summarize these additional uses.

Research & Expository Writing *CCSS Writing 2 & 7*

Conduct research to find out why Turkish women "were not allowed to spend time outside or alone except at a bath." Explain this practice to your classmates.

ARTICLE: Coffee Anyone?

Magazine pages 32 - 35, Expository Nonfiction



Coffeehouses can be found all over Istanbul. 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!

ESSENTIAL QUESTION

What elements of Istanbul's past influenced its culture and how does modern day Istanbul reflect these influences?

SOCIAL STUDIES CONCEPT

Imported goods can have long-lasting impact on the culture of a region.

CROSS-CURRICULAR EXTENSION

Economics

Research the economic impact of the coffee industry. What benefits do you see where you live?

KEY VOCABULARY

patron (p.33) a person who buys the goods or uses the services of a business, library, etc.

patronize (p.33) to give money or support to someone or something

lucrative (p.35) producing money or wealth

deviance (p.35) different from what is considered to be normal or morally correct

PREPARE TO READ

How many coffee shops are in your town? What does their prevalence tell you?

CLOSE READING QUESTIONS

- List the steps the chief coffeemaker took to prepare the sultan's coffee.
- Why did Ottoman rulers feel threatened by coffeehouses?
- Underline the phrases used by Sultan Murad IV to describe coffeehouses. How does word choice affect meaning?

COMMON CORE CONNECTIONS

Analyze Relationships *CCSS Info Text 3*

Compare and contrast Istanbul's first coffeehouse with those of today.

Cause/Effect *CCSS Info Text 3*

The introduction of coffee had many effects (both positive and negative). List them.

Research/Expository Writing *CCSS Writing 2 & 7*

Even though coffee-drinking had been banned, the people continued doing it. Think of other examples in history where common people defied government orders and explain these events and relationships to your peers.

Lexile Score: 660



Nasrettin is a kind and helpful friend. One day, he stops to help some strangers at an inn. This makes him late for a friend's banquet. Because of his shabby appearance, the friend seats Nasrettin far away at the end of the table. Once Nasrettin sneaks away to bathe, he receives a much warmer welcome. Nasrettin reminds his friend that the clothes do not make the man.

ESSENTIAL QUESTION

What elements of Istanbul's past influenced its culture and how does modern day Istanbul reflect these influences?

SOCIAL STUDIES CONCEPT

Cultural perspectives influence the sources people create.

CROSS CURRICULAR EXTENSION

Life Skills/Social Studies

Do you know someone who might lack suitable clothing? Sponsor a clothing drive to help those in need.

KEY VOCABULARY

turban (p. 43) a head covering worn especially by men in some parts of the Middle East and in southern Asia, made of a long cloth wrapped around the head

preen (p. 44) to make (yourself) neat and tidy

baklava (p. 45) a rich and sweet pastry made of layers filled with nuts and held together with syrup and honey

PREPARE TO READ

The title of this folktale uses personification. Predict what role the coat will play in this folktale.

CLOSE READING QUESTIONS

- Underline phrases Narrator 1 uses to describe Nasrettin.
- Describe the setting of the folktale.
- Locate the moral of the story in two different places.

COMMON CORE CONNECTIONS

Analyze Interactions *CCSS Reading 3*

Look at Nasrettin's interactions with his friends before and after he bathes. Why is there such a discrepancy? Should there be?

Analyze Text Structure *CCSS Reading 5*

How does the play format offer more points of view? What mood is created by the short responses (and stage direction) given by Nasrettin's friends when he first arrives at the banquet?

Writing Narrative *CCSS Writing 3*

Think of a time when you experienced something similar. How did you react? What implications does this moral have for society?

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Analyze the PEOPLE mentioned in the following articles. How do the various points of view provide you with an overview of Istanbul?
 - “A Puppet Theater of Shadows”
 - “Agatha Christie’s Istanbul Mystery”
 - “Coffee Anyone?”
 - “A Day in Istanbul”

- Analyze the PLACES mentioned in the following articles. Note how each place makes Istanbul unique and yet similar to cultures around the world.
 - “The Basilica Cisterna”
 - “Turkish Baths...More Than Just Getting Clean”
 - “Coffee Anyone?”

- Read the following articles to better understand Turkish CULTURE. What aspects of their culture benefit others?
 - “A Puppet Theater of Shadows”
 - “Turkish Baths...More Than Just Getting Clean”
 - “Coffee Anyone?”
 - “Every Dog Will Have Its Day”

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

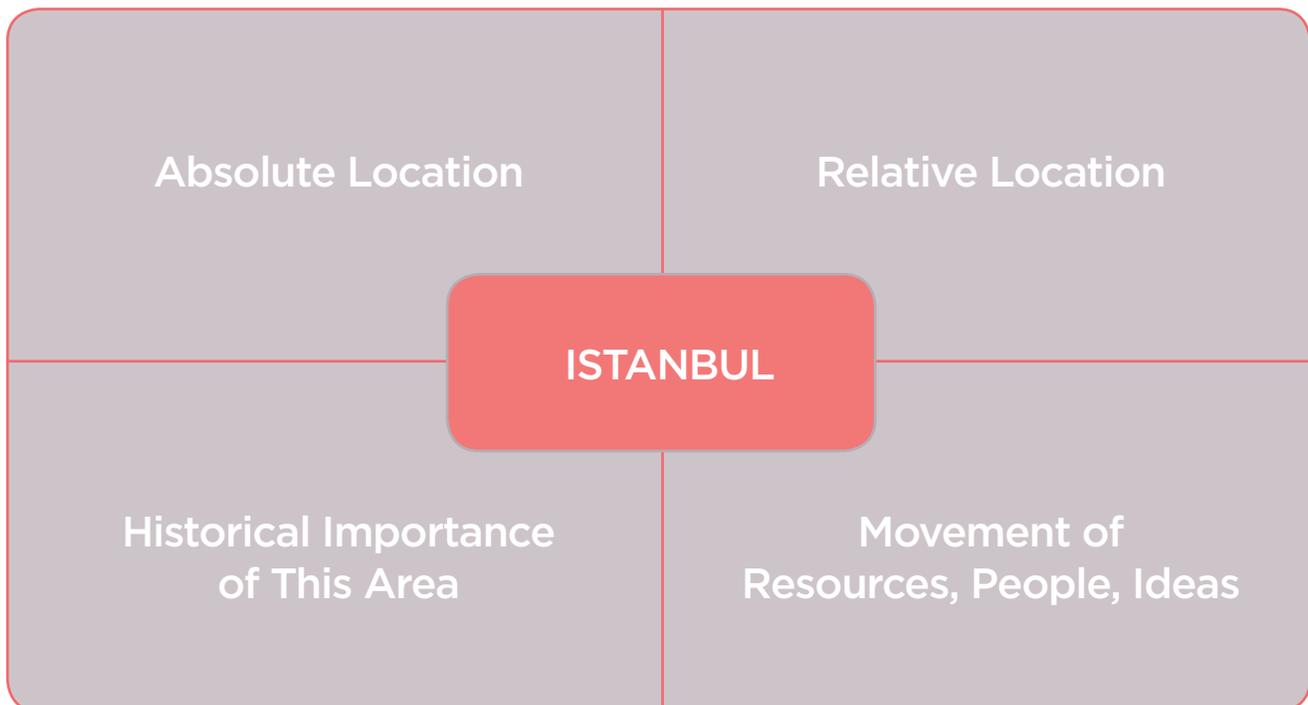
In this mini-unit, students will work in groups to explore the PEOPLE, PLACES and CULTURE of Istanbul. Through the reading of multiple articles and additional research, groups of students will become ‘experts’ in one of these areas. Each group will be responsible for sharing their “expertise” with the class using a visual aid of their choice. The theme for this mini-unit is ISTANBUL IN AN INSTANT.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Use the following graphic organizer to engage students and find out about their background knowledge of this geographic area. Instruct students to either answer or make inferences for all four boxes. Share responses with the entire group before proceeding to Read and Compare.



Share the essential question:

What elements of Istanbul’s past influenced its culture and how does modern day Istanbul reflect these influences?

READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “One City, Two Continents” (pgs 8-11) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they are interested in. Refer to the Article Pages for summaries of each article in *Faces: Istanbul*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 14 to compare articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

SUMMARIZE MAIN IDEAS: *CCSS Reading 1* Choose an article and read it to find out how it answers the essential question. Why did the editors include the article in this issue and what knowledge did you gain about Istanbul?

DESCRIBE RELATIONSHIPS: *CCSS Reading 2* We meet many people from Istanbul’s past and present in this issue. What relationship do these people have to each other and how do they relate to people from other cultures?

CITE TEXT EVIDENCE: *CCSS Reading 8* What evidence does the author provide to support the idea that Istanbul’s long, rich history has greatly impacted its culture? In what way does this same evidence show how Istanbul’s culture has a far-reaching effect on cultures around the world?

APPLY: ISTANBUL IN AN INSTANT

In this activity, your group will research one of the three following aspects of Istanbul: **PEOPLE, PLACES or CULTURE**. Using multiple articles from this issue and your group's additional research, you will locate facts and details that properly communicate your group's focus. The information you collect will be used in a class presentation. Your presentation must include a visual aid of your choice.

STEP 1

Your teacher will divide the class into three groups. He/she will give you your list of focus articles from the ISTANBUL issue. (Teacher: see page 13 of this guide.) Read each of your focus articles.

STEP 2

Use the RESEARCH RECORDING FORM on the following page to record facts and details from your focus articles.

STEP 3

Conduct additional research using online resources or library books.

STEP 4

Determine which type of visual aid best communicates the focus of your presentation:

- PowerPoint
- Prezi
- Poster
- Clay models
- Diorama
- Your own idea

STEP 5

Assign tasks to individual group members in order to complete the visual aid. Use the ISTANBUL IN AN INSTANT FINAL PROJECT sheet on page 18.

STEP 6

Present your information to the class.

GROUP MEMBER NAMES:

Mini-Unit Graphic Organizer

Research Recording Form

Write the focus of your group: PEOPLE PLACES or Culture

List descriptions, details, and unique characteristics of your focus area.

List specific examples displaying these characteristics

Source

Source

Source



NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:	ARTICLE 2:	ARTICLE 3:

alcove a small section of a room that is set back from the rest of it

*It is surrounded by **alcoves** for bathing, each one tiled with beautiful colors and patterns. (p. 30)*

amnesia a condition in which a person is unable to remember things because of brain injury, shock, or illness

*Christie, her family, and others said it was **amnesia** born of emotional distress ... (p. 20)*

antiquities objects from ancient times

*Enter Pierre Gilles, a French scholar who arrived in the city in 1544 to study and later wrote four books on its geography and **antiquities**. (p. 14)*

aqueduct a pipe or channel that is used to bring water to an area

*The city had earlier depended on rainwater collection and **aqueducts** to deliver water from a distance. (p. 13)*

baklava a rich and sweet pastry made of layers filled with nuts and held together with syrup or honey

*And may I have some sticky **baklava**? (p. 45)*

communal shared or used by members of a group or community

*The Turks merged the Roman bathing traditions with their own, adding a religious concern for cleanliness and the need to conserve water by bathing **communally**. (p. 29)*

cosmopolitan having people from many different parts of the world

*Teeming with spices and spies, Istanbul of the late 1920s/early 1930s was a **cosmopolitan** crossroads and a melting pot of cultures from across Europe and the Near/Middle East. (p. 21)*

Crusades wars that European Christian countries fought against Muslims in Palestine in the 11th, 12th, and 13th centuries

*It fell into economic and military decline and was captured by armies of the Christian **Crusades** in 1204. (p. 10)*

crux the most important part of a problem or issue

*It is inextricably and forever linked to Agatha Christie and the Orient Express, as well as the **crux** of intrigue and espionage – in more ways than one. (p. 22)*

deviance different from what is considered to be normal or morally correct

*The unrest was blamed on “moral **deviance**,” and Murad embarked on a campaign to restore the morals of his people. (p. 35)*

dynasty a family of rulers who rule over a country for a long period of time

*Although it has been many years since the Greeks, Romans, and Ottomans ruled the city, reminders of their **dynasties** are everywhere. (p. 11)*

espionage the activity of spying

*It is inextricably and forever linked to Agatha Christie and the Orient Express, as well as the crux of intrigue and **espionage** – in more ways than one. (p. 22)*

hostess a woman whose job it is to greet and help people

*It's smaller than a school bus, and we have a **hostess** who rides with and takes care of us. (p. 25)*

lucrative producing money or wealth

*Wealthy people even opened **lucrative** businesses in their own homes. (p. 35)*

marionette a puppet that is moved by pulling strings or wires that are attached to its body

*There are many kinds of puppets and puppet shows, from **marionettes** and hand puppets to large Muppetlike puppets ... (p. 16)*

merge to join or unite one thing with another

*The Turks **merged** the Roman bathing traditions with their own... (p. 29)*

neuter to remove the sex organs from (an animal)

*Pugedon also works with organizations to provide low cost **neutering**, vaccinations and veterinary services to help control. (p. 37)*

ocean liner a ship designed to transport people from one seaport to another

*Sometimes you can see dolphins in the Bosphorus, as well as fishing boats, bustling water taxis, and huge **ocean liners**. (p.24)*

patron a person who buys the goods or uses the services of a business, library, etc.

*They were very crowded, and it was often difficult for **patrons** to find seats. (p.33)*

patronize to give money or support to someone or something

*People tended to **patronize** only one coffeehouse, and all of these “regulars” knew one another. (p.33)*

peninsula a piece of land almost entirely surrounded by water and attached to a larger land area

*It was located on the western side of the Bosphorus where the land forms a horn-shaped **peninsula**. (p.9)*

preen to make (yourself) neat and tidy

*(**preening** in front of the mirror) I must admit that I have never looked so fine! (p.44)*

puppeteer a person who uses puppets in performances to entertain people

*The **puppeteer** animates the puppets, using the stick to control their movements. (p.17)*

receptacle a container that is used to hold something

*A recycling **receptacle** that feeds homeless animals, Puggedon vending machines help to keep the streets clean, and the city green. (p.36)*

refuge shelter or protection from danger or trouble

*Several dogs were killed, some were transported to a nearby **refuge**, and a few lucky pooches went home with Olympians. (p.36)*

strait a narrow passage of water that connects two large bodies of water

*The Bosphorus **Strait** (sometimes spelled Bosphorus), a very narrow waterway, separates the eastern and western parts of Istanbul. (p.8)*

subterranean located under the surface of the ground

*A stairway of 52 steps takes visitors down into an eerie **subterranean** watery world. Walkways lead them through the dimly lit cavern above water that today is only a few feet deep. (p.14)*

sultan a king or ruler of a Muslim state or country

*The Basilica Cisterna provided water for the Grand Palace complex until the 13th century when the Byzantine **sultan** rulers moved to another palace. (p.14)*

transgression something that is not allowed

*Then Karagöz simply replies, “May my **transgressions** be forgiven.” (p.19)*

turban head covering worn especially by men in some parts of the Middle East and in southern Asia, made of a long cloth wrapped around the head

*He wore a worn-out coat with patches upon patches and a huge white **turban**. (p.43)*

water taxi a watercraft used to provide public or private transport

*Sometimes you can see dolphins in the Bosphorus, as well as fishing boats, bustling **water taxis**, and huge ocean liners. (p.24)*

ONE CITY, TWO CONTINENTS

- <http://www.theguideistanbul.com>

Find a general overview of Istanbul: food, music, art, history, and even the current exchange rate for currency.

THE BASILICA CISTERNA

- http://www.metmuseum.org/toah/hd/just/hd_just.htm#slideshow

Read more information about Justinian I and see examples of Byzantine art.

AGATHA CHRISTIE'S ISTANBUL MYSTERY

- <http://www.biography.com/people/agatha-christie-9247405/videos/agatha-christie-disappearance-2079159445>

Watch this video discussing the life and 1926 disappearance of Agatha Christie.

COFFEE ANYONE?

- http://www.academia.edu/1123874/The_Ottoman_Coffeehouse_All_the_Charms_and_Dangers_of_Commonality_in_the_16th-17th_Century

Read an academic paper on coffeehouses that cites list of primary and secondary sources.

EVERY DOG WILL HAVE ITS DAY

- <http://www.spiegel.de/international/turkish-stray-dog-feeding-machine-a-model-for-social-design-a-986392.html>

Read this interview with Pugedon's inventor: Engin Girgin.