

## “A LEGACY, A COMMUNITY: DRAWING STRENGTH FROM THE PAST”

### BÖLÜM

This activity aims to help students discover the connections between historical events, a country's past, cultural values, environmental responsibility, and family heritage. By examining how these elements contribute to the resilience of societies and the well-being of individuals, students will gain awareness of connecting with the past, developing social responsibility, and understanding their own identities.

### Lesson

Social Sciences

### Grade

5

### Learning Objective

Students will investigate the interconnectedness of historical events, country's history, cultural values, environmental stewardship, and family legacies in fostering community strength and individual well-being.

### Duration

2 Lessons (80 Minutes)

### Required Materials

- ✓ Activity Worksheet (1 per student)
- ✓ Additional Assessment Form (1 per student)
- ✓ Computer-connected projector or interactive whiteboard
- ✓ Video: “OGM - Forest Fires Information Public Service Announcement”

### Preparation and Implementation

- The teacher prepares the worksheet, handouts, images, and videos to be used in the activity before the lesson.
- The “Worksheet” is given to students as homework one week in advance.

## PROCESS

### 1 INTRODUCTION (5 Min)

Ask your students to prepare the WORKSHEET assignments you gave them a week in “advance.

### 2 DISCUSSION (20 Min)

Ask the class the following question to encourage students to express their ideas.

“What keeps a society going during difficult times?”

As students share their ideas, write down the most important phrases on the board (e.g., cooperation, past experiences, traditions, harmony with nature, family solidarity, etc.).

### 3 IMPLEMENTATION (55 Min)

It is recommended that students share their assignments with their classmates. The types of disasters that have occurred should be documented on the board, and students should be encouraged to determine which disasters occurred most frequently. The discussion should then turn to how this information could be useful to them.

- ✓ Distribute the Assessment Form in the Appendix to students before showing the video at the link below. Say, “The video we are about to watch was prepared by the General Directorate of Forestry of Turkey. After watching this video, I will ask you to fill out the Assessment Form I gave you. Now, let's watch this video carefully together.”

<https://www.youtube.com/watch?v=entvpBGC4As&t=5s>

After the video, have the students fill out the Evaluation Form. Then, facilitate a class discussion on the form questions.

#### *Historical Connection Map*

- Students are divided into groups (4-5 people). The number of groups should be even.
- Half of the groups are given an event from Turkish history, and the other half are given an event from the history of countries neighbouring or close to Turkey. The groups can research these events themselves on the internet.

(Example: (Turkey): 2021 Western Black Sea Flood Disaster, 2023 Kahramanmaraş Earthquakes, 2023 Forest Fires, 1939 Erzincan Earthquake).

(Countries neighbouring Turkey: 1999 Athens Earthquake, 2018 Athens (Mati) Forest Fire, 1977 Vrancea Earthquake, 1977 Romania Vrancea Earthquake, 2015 Bulgaria Floods)

Groups research the impact of the event on society, examples of solidarity, and cultural/family/environmental responses during that period.

Finally, they are asked to comment on the question, “What did we learn as a society from this event?” and create a list of conclusions.

- The question “What should we do today to become a more resilient society in the face of future disasters?” is posed, and a brainstorming session is conducted as a class.
- Students consolidate these ideas under the following headings:
  - Actions to be taken within the family
  - Actions to be taken at the neighbourhood/school level
  - Responsibilities toward the environment

(The teacher emphasizes how living in harmony with the environment and sustainability can reduce the impacts of disasters.)

## FEEDBACK

**1** Check the Worksheet and make your assessment.

**2** You can use the SCALE at the end of the Assessment Form.

## RECOMMENDATIONS

**1** When evaluating the worksheet assignment in the INTRODUCTION section, you can help students chronologically list the disasters experienced by their family members and understand the intensity and changes in disasters from the past to the present.

**2** You can customize the examples according to your country and region.

## WORKSHEET

### MY FAMILY'S MEMORIES OF NATURAL DISASTERS

Dear students,

In this assignment, you will find out if anyone in your family has ever experienced a natural disaster. Have a short conversation with an older family member (mother, father, grandfather, grandmother, uncle, etc.) and write down their answers to the following questions.

1. Name and relationship of the person you met:

☞ .....

2. Has your community ever experienced a natural disaster?

Yes  No

3. If they did, what natural disaster did they experience??

Earthquake  Flood  Forest fires  Tornado  Landslide  Other: \_\_\_\_\_

4. When did this disaster happen and where??

☞ Year: \_\_\_\_\_ Place: \_\_\_\_\_

5. What did your family feel when they experienced this disaster? (Fear, shock, sadness, panic etc.)

☞ .....

6. What did they do at that moment? What was their initial reaction?

☞ .....

7. Did anything change in their lives after the incident? (Moving, taking precautions, etc.)

☞ .....

8. What do they remember most when they look back today?

☞ .....

9. How might this event have affected their view of the environment, nature, or society?

☞ .....

10. If someone in your family had not experienced this, would your thoughts on the matter be different? Why?

☞ .....

✦ Note to the student:

You can write the answers to these questions from the perspective of a family member. If you prefer, you can write them in the form of an interview or a story.

## ANNEX: EVALUATION FORM

### 1. TRUE- FALSE

Mark the following statements as true or false according to the video.

		True	False
1.	When a forest fire is reported, only police teams respond.		
2.	In firefighting, “opening a fire lane” is an important method.		
3.	The video showed that citizens joined firefighters in extinguishing the blaze.		
4.	Past fire experiences play a role in the development of new firefighting techniques.		
5.	It was recommended that rain be always expected during the fire to protect the surrounding area.		

### 2. MULTIPLE CHOICE

1. Which of the following was emphasized in the video regarding firefighting?

- A) Only spraying water from outside
- B) Creating a firebreak, moistening the ground with water
- C) Simply monitoring the fire
- D) Stopping the fire by cutting tree roots

2. Which group worked together to fight the fire in the video?

- A) Only the General Directorate of Forestry
- B) Forestry General Directorate, fire department, and the public
- C) Foreign teams
- D) Civil defense teams only

3. Based on lessons learned from major fires in the past, what technological development does the video emphasize?

- A) More manpower
- B) Intervention with aerial vehicles (helicopters/airplanes)
- C) Tree cutting after the fire
- D) Alarm system via the internet

4. How does the advice you heard from your family or elders about forest fires affect you?

- A) It causes fear
- B) It promotes conscious behavior/respect for the environment
- C) It makes me plan my vacation
- D) It has no effect on me

### 3. OPEN-ENDED QUESTIONS

1. Which scene in the video affected you the most? Select that scene and explain why.

2. Based on the video, can you list the three most important things you think you can do individually in forest fires?

3. Share a piece of advice you have received from your family or friends about nature and fires. How has this affected your behavior?

4. How would you explain the connection between the past fire experiences described in the video and today's technologies? Do you think this connection could be a form of cultural heritage??

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### SCALE

#### EVALUATION CRITERIA

Question Type	Criterion	Scoring
True-False & Multiple Choice	Content comprehension	Each correct answer = 1 point
Open-Ended 1 & 2	Comprehension + clear examples	0-4 points (2+2)
Open-ended 3 & 4	Cultural connection and depth of interpretation	0-6 points (3+3)

#### ANSWERS TO OPEN-ENDED QUESTIONS

1. . Which scene in the video affected you the most? Select this scene and explain why.

*Suggested answer: "I was impressed by the cooperation of the teams as the fire line opened, because working together is important to stop the fire."*

2. . Based on the video, can you list the three most important things you think you can do individually in a forest fire?

*Interview example: “1) Call the fire department, 2) Stay away from the fire area, 3) Do not start a fire.”*

**3.** Share a piece of advice you have received from your family or community about nature and fires. How has this influenced your behavior?

*Example: “My great-grandfather used to say, ‘Don't throw cigarettes in the forest without putting them out first,’ which led me to pick up cigarette butts when walking in nature with others.”*

**4.** How would you explain the connection between the past fire experiences described in the video and today's technologies? Do you think this connection could be a form of cultural heritage?

*Example answer: “In the past, fires were extinguished by hand. Now there are aerial interventions. This knowledge is passed down from generation to generation, meaning it is preserved as cultural knowledge.”*