



<sup>1</sup>ON THE DIVAN.

*HE who knows himself and others*

*Here will also see,  
That the East and West, like brothers,*

*Parted ne'er shall be.*

*Thoughtfully to float for ever*

*'Tween two worlds, be man's endeavour!  
So between the East and West*

*To revolve, be my behest!*

### Day 6:

As the students enter the classroom play the video clip marked *Day6MohabbetundFreunde* , and hand each students a piece of colored paper. **Please note:** Give half the class one color. The other another color; thus the groups for Socratic Seminar are designated. Play the clip to the end. Put the words and picture on the overhead or project them unto the screen.

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<sup>1</sup> Johann von Goethe 1833

Make sure every day that there is a place designated in the classroom where the students can post their *1001 Challenge*.

1. Make sure the room is set up for Socratic Seminar. Place one of the colored pieces of paper in the middle of the circle. The students will therefore know where to sit. After the students come in play the video clip again. Instead of writing in their journals have students write thoughts, associations, etc clearly on the pieces of paper.

2. When the clip is finished and the students have written on the paper:

- a. Appoint a group leader.
- b. Remind the students that only the inner circle may speak, and the language be respectful.
- c. Emphasize that all of the students in the inner circle must speak, and in complete sentences.
- d. Students in the outside circle should take notes, mark down who speaks, etc
- e. Remind the students that the teacher may NOT speak until debriefing time.
- f. Set a specific time. I would recommend 5 minutes for the first round. I use a timer. I find this makes things run more smoothly.

3. The teacher then should give out a topic or beginning word. Sometimes the students know how they want to proceed. Today's topics are based on the previous week's experiences. The discussion should revolve around the questions for *Türkisch für Anfänger*, day 6 and the points stressed earlier:

- What does it mean to be a "European?" How do Europeans perceive the role of religion in society?
- In recent years, have racial tensions within European societies increased or decreased? And how has this influenced manufacturing and advertising?
- In recent years, have racial tensions with the USA increased or decreased?
- What roles do you believe geography/ TV/ play in this equation?
- Do TV shows and news perceive Muslim/American extremists

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as a major threat for Europe?

- The 2 programs point to a number of social issues that are critical for the integration and participation of Muslims in Europe. Which issues are mentioned?
- Do you find the shows biased in any way and if so, why?

4. Explain to the students that they will be in the library for the next 2 days completing a *Who Am I Project*. The class will be split in half. One group will be assigned a person from List A, the other a person from List B. The teacher should hand out the lists for homework, the students should select at least 2 from the list. Explain to the students that the selections will be decided upon in the library –Day 7.

5. Homework: Select 2 people from the list and find at least two primary sources about each person. This will aid in the decision making on Day 7. The student is to write the names on a sheet of paper.

Option: If the student is able to find an applicable person on their own this is an option.

Remind the students of the importance of appropriateness and the dangers of good old plagiarism.

6. As the students are leaving play a clip from the Hannover Interviews 2008.



I can remember sentences now, sentences she said in her mother tongue, except that when I imagine her voice, the sentences themselves sound in my ears like a foreign language I know well. When I asked her once why Istanbul had become so dark, she said, 'Istanbul has always been this dark, it's your eyes that have grown used to Alamanian lights.'

### Day 7:

As the students enter the library play the video clip marked *Day7AzzizaZadeh* and collect the slips of paper. Play the clip to the end. Put the words and picture on the overhead or project them unto the screen. Make sure that there is a place designated in the library where the students can post their *1001 Challenge* or the teacher can collect them and put them up in the

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<sup>2</sup> Photo of Azerbaijani German boy taken by Mary Bronfenbrenner

<sup>3</sup> From *Mother Tongue*, 9-15. Coach House Press 1994 and Rotbuch Verlag 1990  
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classroom. While the students are listening to the clip and writing in their journals, skim through the selections. Hopefully there will be room for flexibility. The teacher should be familiar enough with the selections that she/he can remedy any problems that arise. I would suggest having on hand some interesting links, pictures, or articles.

1. Remind the students that they are working alone on this day. Please pass out **Student Worksheet RES9**. This and then some need to be completed by Day8.

2. The teacher has now the grand creative moment! Who will be paired with whom? (from List A and List B )

- I would recommend having the pairs be very diverse, in this fashion the interviews have a potential of being more creative and informative.
- If there is an uneven number have 1 group of 3.
- Announce the pairs on Day8, but remind the students that this assignment could be a *Socratic Seminar* or **Think-Pair-Share** at a later date.

6. As the students are leaving play a clip from the Hannover Interviews 2008.



<sup>5</sup>*A salute to the man  
On the deck of that ship!  
A salute to the immigrant stranger.  
Heaven knows why you's make  
Such a terrible trip.  
May your own god protect you from danger.  
Is it freedom or love  
That you pray for  
In you guttural accent?  
Too late, long gone.  
A salute to a fellow  
Who hasn't a chance.  
Journey on.*

### Day 8:

As the students enter the library play the video clip marked *Day8Steveearle*. Play the clip to the end. Put the words and picture on the overhead or project them unto the screen. Make sure that there is a place designated in the library where the students can post their *1001 Challenge* or the teacher can

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<sup>4</sup> Photo of Iraqi German boy by Mary Bronfenbrenner

<sup>5</sup> <http://www.stlyrics.com/lyrics/ragtime/journeyon.htm>

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collect them and put them up in the classroom. Play the clip again and have students write in their journals.

1. Place the students with a partner, whom you have matched with on Day 7. Have the students share journal entries before they get started. Move around the room to ensure students have completed the worksheet.

2. Explain the students that they will have the class period to complete this presentation. The students will work in pairs and use **a.** an interview style dialogue, **b.** an informative skit, **c.** two monologues/soliloquies, or **d.** a role play to inform the class about their person. These will be performed on Days 9 and 10. Remind the students to think more with less. This is not a PowerPoint assignment, but rather one of the above (**a,b,c** or **d.**). Remind the encourage the students how much they already know about the subject, and that you, as the teacher wish to learn from them.

3. The slogan for this assignment is Quality not Quantity. Humor, props, and music are excellent tools, but StudentWorksheetRES9 can also be helpful. Encourage the students to come as the person. Could he/she recite a poem, sing a song, play an instrument? Each presentation should not be longer than 10 minutes.

4. Make a schedule for the presentations the next 2 days-Days 9 and 10.

5. Options:

a. Plan to have foods from the various cultures on these 2 days, or just on Day10. \*There are many recipes on the web, also see **Döner Resource**. The students may have recipes of their own to share.

b. Have an International Pancake/Flatbread Day! The students and you will note how food does not have borders. \*

c. Have a *Bollywood* Film Night . These films are extremely popular with the young Turkish germans, but have been growing in popularity in the general population.

1. <http://www.indien-netzwerk.de/navigation/unterhaltung/artikel/bollywood-germany.htm>

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2. <http://www.dw-world.de/dw/article/0,2144,2098423,00.html>

6. As the students are leaving select one of the Hannover Interviews( there is an H at the beginning of the title) or the Bollywood clip-please note this clip can be found on youtube- it did not fit on the DVD.





6

*<sup>7</sup>In the morning I got up a Turk and got ready for school.  
On the way to school I was neutral ...  
At school I was German....  
On the way back I was once again neutral...  
As soon as I was home I had put my Turkish face on again.*

### Days 9& 10:

1. These are the last two days of the Unit. The room should be set up for the presentations. If the teacher chooses to play a video clip they are the clips with the H in front of them; otherwise these clips may be shown at another time.

2. Please see **StudentResource10** for the presentations.

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<sup>6</sup> Photo of Badenstedtrealschule, Hannover, 2008, by Mary Bronfenbrenner

<sup>7</sup> Ayse and Devrim: Where do we belong? Fringe Voices, Oxford, NY  
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3. I would recommend a 5 -7 minute debriefing at the end of each day.
4. Check the *1001 Inventions* and see what, who can still be added to meet the challenge.
5. Explain to the students that the **StudentResource 10** will be due on the following Monday.
6. The essay topic due date can be decided by the teacher.

Topic:

<sup>8</sup>Humanity's rich diversity can exist only if there are many paths seeking the truth. So to force all to follow the one path is violence against our humanity. Impatience with diversity is fertile ground for new inquisitions to take root.

Write a thoughtful essay about the above quote on diversity. Please cover at least 3 of the following:

1. What did you learn from this unit that was completely new to you, and has this newfound knowledge changed anything for you?
2. How can we embrace diversity and work towards peace?
3. If you ran the world, what would you do differently?
4. Is the world becoming *flat*? Are we a global country?

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<sup>8</sup> [www.cmu.edu/cfa/drama/season/archives/dramaturgical/Nathan.pdf](http://www.cmu.edu/cfa/drama/season/archives/dramaturgical/Nathan.pdf)

**7&8StudentResource :****List A**Muslim Americans:

1. Axis of Evil Comedy Group

2. Preacher Moss

3. Azhar Usman

4. Mo Amer

4. Mohja Kahf

5.

<http://www.pbs.org/weta/crossroads/interactive/index.html?load=videodiaris>

6. <http://www.npr.org/templates/story/story.php?storyId=6071738>  
ie: Assia Boundaoui

7. Ingrid Mattso

<http://www.npr.org/templates/story/story.php?storyId=6041929>

8. <http://www.csmonitor.com/2008/0428/p20s01-woam.html>

9. <http://www.kareemsalama.com/> : Country Singer

10. Dawud Wharnsby-Ali:

<http://www.youtube.com/watch?v=bBFkokotZDA>

11. <http://www.nativedeen.com/ns/>

12. <http://www.youtube.com/QueenRania>

13. Kashmiri American poet Agha Shahid Ali, an influential figure in the mainstream American poetry scene, with a literary prize named after him at the University of Utah, brought the ghazal into fashion in English so that it  
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is now taught among other forms in MFA programs.

14. Naomi Shihab Nye, Palestinian American, likewise a “crossover” poet whose work enjoys prominence in American letters, takes on Muslim content in a significant amount of her work.

15. Sam Hamod, an Arab midwesterner who was publishing poetry in journals at the same time as Marvin X.

16. Nahid Rachlin’s fiction has been published since well before the recent wave of literature by others who, like her, are Iranian immigrants.

17. Mustafa Mutabaruka, an African American Muslim, debut novel *Seed* (2002).

18. Samina Ali, midwesterner of Indian parentage, debut novel *Madras on Rainy Days* (2004), was featured on the June 2004 cover of *Poets & Writers*.

19. Khaled Hosseini, debut novel *The Kite Runner* (2003).

20 Michael Muhammad Knight, a Muslim of New York Irish Catholic background, whose punk rock novel *The Taqwacores* (2004) delves deeply into Muslim identity issues.

## **7&8StudentResource :**

### **List B**

Please note that the list is huge; therefore I am including URLs, rather than the lists.

#### Muslim Germans:

1. The German-Iraqi writer Sherko Fatah spent his first childhood years in the GDR. The son of a Kurd from Iraq and a German mother learned early on to step back from his experiences and reflect on his own point of view.

2. The German-Turkish Author Ismet Elci

3. Asli Bayram: [http://qantara.de/webcom/show\\_article.php/\\_c-310/\\_nr-549/i.html](http://qantara.de/webcom/show_article.php/_c-310/_nr-549/i.html)

Turkish-Born Beauty Queen as Anne Frank

The days when actors of Turkish origin were considered exotic in Germany or relegated to supporting roles are long over. A prime example is the former Miss Germany, Asli Bayram, who in her role as Anne Frank deliberately breaks with the old stereotypes.

4.. Serdar Somuncu

Senay: [http://qantara.de/webcom/show\\_article.php/\\_c-478/\\_nr-225/i.html](http://qantara.de/webcom/show_article.php/_c-478/_nr-225/i.html)

Senay was the first German-Turkish stand-up comedian. With her jokes about Turks living in Germany and about cultural differences, she sheds a humorous light on some serious subjects.

5. Muhsin Omurca: [http://www.qantara.de/webcom/show\\_article.php/\\_c-485/\\_lkm-2903/webcom/show\\_article.php/\\_c-703/\\_nr-1/i.html?PHPSESSID=2b9909ff114a077e4ffea317dd0ec12c](http://www.qantara.de/webcom/show_article.php/_c-485/_lkm-2903/webcom/show_article.php/_c-703/_nr-1/i.html?PHPSESSID=2b9909ff114a077e4ffea317dd0ec12c)

The EUmans Are Coming!

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Without the Turks there would be no EU today, says Turkish German comedy artist Muhsin Omurca. According to the "father of migrant cabaret", the EU and Turkey belong together "like a pot and its lid"

6. Bassturk – [http://www.qantara.de/webcom/show\\_article.php/\\_c-301/\\_nr-75/i.html](http://www.qantara.de/webcom/show_article.php/_c-301/_nr-75/i.html)

emblazoned over the "u" is a small crescent with a star instead of two dots – is a duo consisting of two German Turks Volkan Melendiz and Tamer Uygunsözlü. "Oriental pop rap" is what the two call their music style.

7. Zuli Aladag -Turkish-German filmmaker

8. Aziza Mustafa Zadeh-Azerbaijani singer,pianist and composer living in Germany

10. [http://en.wikipedia.org/wiki/List\\_of\\_Turkish\\_Germans](http://en.wikipedia.org/wiki/List_of_Turkish_Germans) : This is a GREAT list and the students can click on a link and find out information, etc about each individual. Examples are on the next 2 pages.

## Entertainment & Arts

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- [Fatih Akın](#), film director
- [Gülcan Kamps](#), TV presenter (VIVA)
- [Akif Pirinçci](#), author
- [Muhammed Suiçmez](#)
- [Pamela Spence](#)
- [Kaya Yanar](#), comedian
- [Mennan Yapo](#), director, screenwriter, producer
- [Feridun Zaimoğlu](#), writer

### actors and film

- [Bülent Akinci](#), actor
- [Erdoğan Atalay](#), actor (*Alarm für Cobra 11*)
- [Renan Demirkan](#), actress
- [Şebnem Dönmez](#), actress
- [Nazan Eckes](#), TV personality / actress
- [Selma Ergeç](#), actress
- [Lale Karci](#), actress
- [Sibel Kekilli](#), actress
- [Tuncel Kurtiz](#), actor, film director, playwright
- [Mehmet Kurtuluş](#), actor
- [Oktay Özdemir](#), actor
- [Erol Sander](#), actor
- [Birol Ünel](#), actor
- [Idil Üner](#), actress

**Football (soccer)**

- Serhat Akin
- Oktay Akgun
- Erhan Albayrak
- Halil Altıntop
- Hamit Altıntop
- Ünal Alpuğan
- Volkan Arslan
- Necat Aygün
- Alper Balaban
- Deniz Barış
- Yıldırım Baştürk
- Ferhat Bıkmaz
- Ali Bilgin
- Erol Bulut
- Serkan Çalık
- Bilal Çubukçu
- Ümit Davala
- Deniz Doğan
- Hüseyin Doğan
- Hüzeyfe Doğan
- Mustafa Doğan
- Malik Fathi
- Berkant Gökten
- Dilaver Güçlü
- Ceyhun Gülselam
- Ali Güneş
- Sercan Güvenişik
- Tayfur Havutçu
- Uğur İnceman
- Cihan Karadağ
- Ümit Karan
- Arif Karaoğlan
- Özgür Kart
- Ferhat Kıskaç
- Celaleddin Koçak
- Umut Koçin
- Tayfun Korkut
- Ahmet Kuru
- İlhan Mansız
- Ersen Martin
- Barış Özbek
- Abdulkadir Özgen
- Mesut Özil
- Sezer Öztürk
- Tolga Öztürk
- Emre Öztürk
- Mahir Sağlık
- Halil Savran
- Mehmet Scholl
- Nuri Şahin
- Fatih Sözen
- Serdar Taşçı
- Suat Türker
- Volkan Ünlü
- Zafer Yelen
- Deniz Yılmaz
- Mehmet Yozgatlı
- Tugay Taşdelen



## musicians

- Aydo Abay, frontman for the German indie rock quartet [blackmail](#)
- Aylin Aslım, singer
- Ateed, singer
- Ekrem Bora (*Eko Fresh*), rapper
- Ercandize, rapper
- Erci E, rapper
- CoTu, Musical group
- Alpa Gun, rapper
- Killa Hakan, rapper
- Bahar Kızıl, singer from the popgroup [Monrose](#)
- Muhabbet, singer
- Kool Savas, rapper

## Religion

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- Bekir Alboğa, responsible for interfaith dialogue on behalf of [DİTİB](#)
- Cemalettin Kaplan, extremist "caliph of [Cologne](#)"

## Sport

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- Firat Arslan, boxer
- Emin Boztepe, martial artist
- Mithat Demirel, basketballer
- Cem Dinç, basketballer
- Cengiz Koç, boxer
- Sinan Şamil Sam, boxer

**Student Worksheet, Resource 9:**

Worksheet:

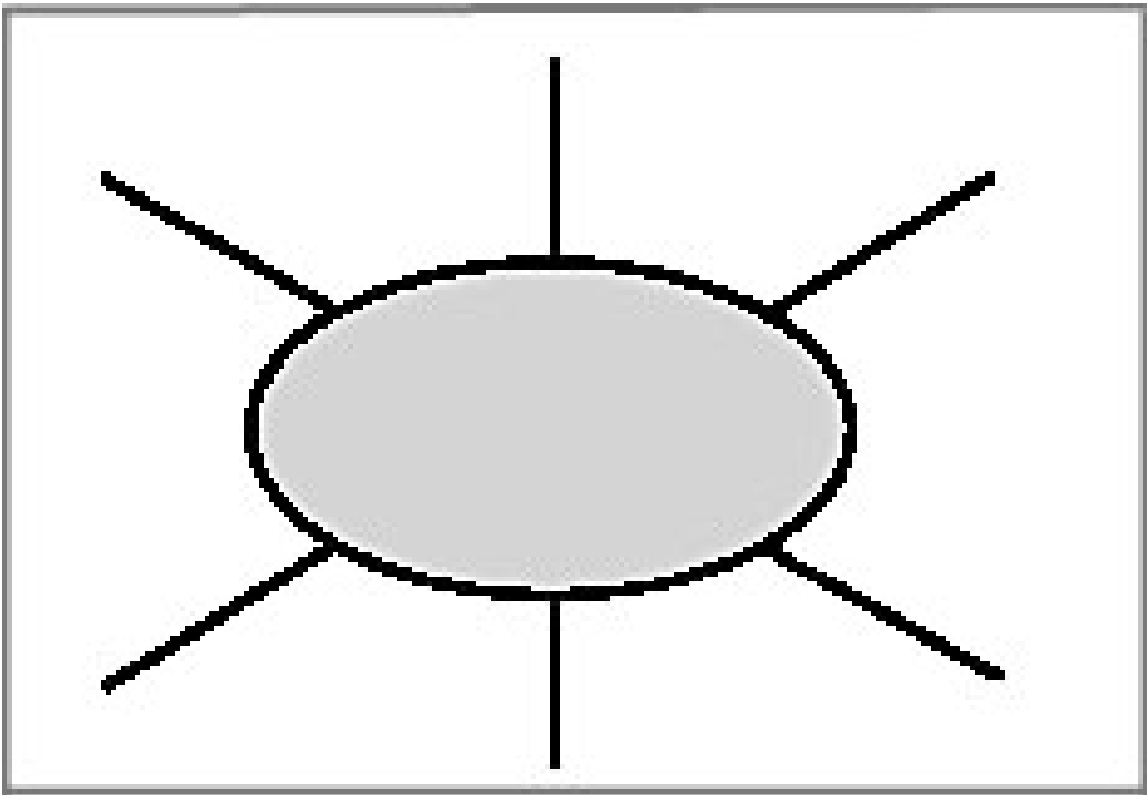
1. This is to be completed before the partner work on Day 8.
2. Please research *your person*.
3. Make sure that the facts are: **Interesting**, *illuminating*, **Intelligent**, **Intuitive**, and **Incredibly accurate**. Please note this is abbreviated as the 5IS.<sup>9</sup>

	S. Simple elaborate	Q. quality quantity	V. vision Execution	I. individual comparison	Δ. change as is
1 who/what? (portrait)					
2 how much? (chart)					
3 where? (map)					
4 when? (timeline)					
5 how? (flowchart)					
6 why? (plot)					

The Visual Thinking Codex: a master list of problem-solving pictures.

<sup>9</sup> <http://www.vizthink.com/blog/2008/03/06/the-back-of-the-napkin/>

Study the chart above and use some of the strategies illustrated. Another tool to use when researching is the *Wortigel* (in English this is called *mind mapping*).<sup>10</sup> A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged radially around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.



4. Both of the tools above are a great way to jumpstart into a research project. Try one of them, or both ! Once this has been done make sure the following are answered before you are placed with a partner on Day 9. As you are working write down what you can post for the 1001 *challenge*!

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<sup>10</sup> [http://en.wikipedia.org/wiki/Mind\\_map](http://en.wikipedia.org/wiki/Mind_map)

5. Please make sure these questions are answered to the best of your ability:

<p>1. What is the person's name, date and place of birth? If the person was born in another country, when did they come to either the US or Germany?  <b>Most important: Can you find enough information about this person to complete this project??</b></p>	
<p>2. Why did you select this person? The reasons should be at least one of the 5IS (see #4above)</p>	
<p>3. Where and when did _____ receive an education? Did they receive the education they wanted?</p>	
<p>4. What role does religion play in this person's life? How does it influence his/her work?</p>	
<p>5. Where does this person reside at the present? Is there a particular reason why?</p>	
<p>6. What led this person to</p>	

<p>become what she/he is? Or why does this person express her/himself through this particular medium(s)</p>	
<p>7. What primary sources about this person have you found most helpful? Please be able to cite your research. Plagiarism is not one of the 5IS.</p>	
<p>8. What works have you selected from your research that you would like to share with your partner? Why did you select this, and don't you think it would be a great idea to memorize a poem, song, a passage, a quote from your person?</p>	
<p>9. Are you ready for tomorrow?? Do you want to play music, show a video clip, cook some food, etc?</p>	
<p>10. If you were a language maven, would the interview have to be held in English, because the American can only speak English? Or how many different languages does your person speak?</p>	



**StudentResource10 for Days 9&10:**

Please take notes on the form using the resource below. Copy the number needed.

Group # _____	
Person A: Name:	Person B: Name:
Place of birth and/or background:	Place of birth and/or background:
Current residence:	Current residence:
How many languages spoken?	How many languages spoken?
Profession:	Profession:
What do you find intriguing about this person?	What do you find intriguing about this person?
Did you enjoy the presentation? Why or why not?	Did you enjoy the presentation? Why or why not?
Anything else? (Hint, I think there should be!! 😊 )	Anything else? (Hint, I think there should be!! 😊 )

Teacher Resource for Day 7 & 8:

I have put two lists together of several young Muslim Americans (Student A) and Muslim Germans (Student G), but again I would recommend that the teacher research the individuals and update the list.

The students will be researching either an American or a German from the lists. Half of the class will have an American; the other half will have a German. I suggest that the students who had the German poems have the young Americans and vice versa. The teacher *could* play/show quick clips, etc to build up interest. Please see **List A** and **List B**.

For Day 7 the students will work individually researching the person. This part of the assignment should be completed by Day 8, but if the students need longer the teacher could easily extend the project. Interviews, video clips, films, poems, short stories and pictures can be used in the research. Please see **7&8 Student Resource**.

At the end of the period on Day 7 write down all of the choices the students have made. Pair the students in Group A with Students in Group B. I would pair unlikely artists; this leads to more creative results.

For Day 8 the students will work in pairs and use **a.** an interview style dialogue, **b.** a informative skit, **c.** two monologues/soliloquies, or **d.** a role play to inform the class about their person. These will be performed on Days 9 and 10. I would recommend completing this over a 2 day period. This leaves time at the end of each period for students to post items to the *1001 Challenge*. Please see **7&8 Student Resource**.



## Döner Day:

1. [http://en.wikibooks.org/wiki/Cookbook:D%C3%B6ner\\_kebab](http://en.wikibooks.org/wiki/Cookbook:D%C3%B6ner_kebab)

2. Tavuk Doner - Chicken Doner Recipe #222098

This is not quite the chicken doner from the restaurants but it's quite easy to make and satisfy my cravings. You must use fresh chicken and not use chicken that has been previously frozen. You will need to prepare the chicken overnight and freeze. I had trouble slicing my chicken with an electric knife so I would defrost it a little longer then 45 minutes. This recipe comes from [www.turkishcookbook.com](http://www.turkishcookbook.com) - For the Aussies ground chicken = minced chicken - Does not include overnight marinating time  
by Chef floWer

35 min | 15 min prep

2 Doner

Tavuk Doner

- \* 2 boneless skinless chicken breasts
- \* salt and pepper, to seasoned chicken breast
- \* 175 g ground chicken
- \* 1 small onion, grated
- \* 1 teaspoon oregano
- \* 1 tablespoon extra virgin olive oil
- \* salt
- \* pepper
- \* olive oil flavored cooking spray

Yoghurt Sauce

- \* 1 cup yoghurt
- \* 1 small cucumber, discard the seeds with a teaspoon, grated and squeezed dry
- \* 1 tablespoon dill, chopped
- \* 1 garlic clove, smashed with salt

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- \* 1 pinch sugar
- \* salt
- \* pepper

1. Place baking paper over chicken breast and using a meat tenderiser, hammer the chicken gentle to make it slightly thinner. Make sure you don't tear it, but it will not matter if you do. Repeat this with the other chicken breast. Seasoned the two chicken breast with salt and pepper and set aside.
2. In a bowl add the onion, oregano, olive oil, salt and pepper into the ground chicken. Knead and give it a round shape, then place in the middle of the two pieces of chicken breast.
3. Cover in plastic wrap and leave in the freezer overnight.
4. The next day remove them from the fridge 45 minutes before cutting. Use a knife, electric knife or meat cutter to shred/slice chicken.
5. Spray small amount of olive oil spray in a warm non-stick pan and cook chicken on both sides until slightly brown (be careful not to over-fry).
6. To make the yoghurt sauce, mix all the sauce ingredients in a separate bowl.
7. Serve it like a burger using Turkish bread rolls or as a wrap with pita bread. With lettuce leaves, tomato slices, onion slices and top with a generous amount of yoghurt sauce.

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Share your experience with others, and post your comments on the recipe. Type 222098 in the Search box at the top of Recipezaar, to get back to this recipe easily.

Recipe Notes & Rating: 5 stars 4 stars 3 stars 2 stars 1 star

2. <http://en.wikipedia.org/wiki/Lahmacun>

<http://www.turkishcookbook.com/2006/04/turkish-style-pizza-with-ground-beef.php>

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1 package Original Tortillas (Flat Bread, 10 pieces), or 5 pieces of Middle eastern style pita, separated  
500 gr lean ground beef  
2 medium onions  
1 cup parsley  
1 tbsp red pepper paste  
2 large tomatoes, seeds discarded  
1 tsp flaked peppers  
1 garlic clove  
1 tsp salt

Use a mixer to chop and mix all the ingredients except the ground beef. Then knead it with the ground beef. Refrigerate for an hour, then leave it outside for 20 minutes.

Set the oven to grill (broil). Have two oven trays ready. Take some mixture with the spatula and apply on the flat bread evenly as a thin layer. Place two per oven tray and put the trays on the second rack from the top in the oven. Bake for about 3-4 minutes, making sure not to burn the edges of the pitas.

Place a paper towel at the bottom of a large pot. Fold the cooked Lahmacun in half and put them in the pot to keep them warm with the lid closed. When all are baked, serve with the Side Salad for Kebabs and Ayran while they're still warm.

Sumac comes from the berries of a wild bush which grows in the Mediterranean. The berries are dried and crushed to form purple-red powder. The flavour is sour and fruity. It's mostly used with Kebabs, preferred to lemon for sourness.

<http://fooddownunder.com/cgi-bin/recipe.cgi?r=145213> -this is a great site because it also has a converter( cups to liters, etc) on it.

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Social Studies Unit: A Journey for the “Occidental Citizen” Learning about the Role of Islam in Germany and the European Community

Title: Lahmacun

Keys: Main Dish Beef Lamb Meats Turkish Turkish Middle Eastern

Yield: 2

Ingredients:

----- DOUGH -----

3/4 tsp Dried yeast  
1/2 tsp Sugar  
1 1/2 cup Lukewarm water  
2 1/4 cup Flour  
1/2 tsp Salt  
Olive oil

----- FILLING -----

1 tbl Butter  
1 x Onion finely chopped  
3 x Garlic minced  
8 oz Ground lamb or chuck  
1 x Tomato peeled, seeded,  
and chopped  
1 x Jalapeno seeded, chopped fine  
1/2 tsp Kirmizi biber  
(or combination sweet paprika and cayenne pepper)  
1/4 cup Finely-chopped fresh mint  
1/4 cup Finely-chopped fresh parsley  
Salt to taste  
Freshly-ground black pepper to taste  
Juice of 1 lemon

----- CHEESE FILLING ALTERNATIVE -----

2 1/2 cup White Turkish cheese or feta cheese crumbled  
2 x Eggs lightly beaten  
1/4 cup Unsalted butter softened  
1/2 cup Finely-chopped fresh parsley

**Method:**

Combine the yeast and sugar with a little of the warm water, and set aside until mixture is frothy. Sift the flour and salt into a large bowl, and make a well in the center. Add the yeast mixture, along with the remaining warm water. Using your hands, work the mixture into a dough, adding more water if necessary. Transfer dough to a lightly floured surface and knead until pliable and springy, about 5 minutes. Place dough in an oiled bowl, turning to coat, cover with a damp cloth and let rise in a warm place until dough doubles in size, about 1 hour.

Punch down risen dough and knead on a lightly floured surface. Roll into a log and cut into 2 to 3 equal pieces. Roll each piece into a ball, place on floured surface and let rest 30 minutes under a towel.

Preheat oven to 450 degrees, and preheat baking sheets, tiles, or a baking stone.

Prepare the filling: Melt the butter in a skillet, add the onion and saute until softened, 5 to 7 minutes. Add the garlic and saute another minute. Transfer onion mixture to a large bowl, add remaining ingredients, and mix thoroughly with your fingertips. If mixture seems too dry, add a teaspoon of water.

Place a ball of dough on a floured surface and roll into a round, flat circle, about 1/8-inch thick. Place the round on the oiled, preheated baking sheets or tiles. Brush the top with olive oil and spread with a thin, even layer of the meat filling, leaving a 1/2-inch border around the edge. Repeat with remaining dough and filling.

Bake for 12 to 15 minutes - the dough should still be soft enough to roll up.

Squeeze a little lemon juice over each of the hot lahmacuns, and serve immediately either flat or rolled up into cones.

This recipe yields 2 to 3 large lahmacuns.

**Cheese Filling Alternative:** Mix all the filling ingredients in a bowl and blend thoroughly. Spread a thin layer on each circle of dough. Proceed with recipe, but bake for only 6 to 8 minutes.

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